STRATEGIC PLAN

MINISTRY OF NATIONAL EDUCATION
THE REPUBLIC OF INDONESIA

2005-2009

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Preface

We would like to thank God that because of His blessing and guidance and our whole collaboration, the Education Strategic Plan of the Department of National Education 2005-2009, towards the Development of National Education been completed. I hope that this arrangement can usher our longing of Smart and Competitive Indonesian 2025.

This noble desire recommended to be routed in four stages in five year periods. The period of 2005-2009 designed in order to improve the capacity and the modernity of education system. The period of 2010-2015 is the improvement and the empowerment of education services in the national level. The period of 2015-2020 is the empowerment of competitiveness in the regional level, while the period of 2020-2025 is the empowerment of competitiveness in the international level.

The Strategic Planning of the Department of National Education 2005-2009 is also a part of the efforts of the realization of that gracious aspiration. The program plan and provided resources is focused on: 1) to broaden access of equity and quality to education, 2) to improve the quality, relevance, and competitiveness, and the last but not least, 3) to improve the governance, accountability, and public image at all units of education both in the center and province/district.

The endeavor to accomplish the mission above constitutes an uphill struggle. Hence, a vigorous determination followed by a sincere action from the central, provincial, district/city, education unit, and the society is necessary.

Finally, we would like to express our sincere request of critics, suggestion, and participation from all parties for the sake of the accomplishment of the defined programs in this strategic planning. May Almighty God bless the great effort of Indonesia.

Jakarta, December 2005
Minister of National Education
The Republic of Indonesia

Prof. Dr. Bambang Sudibyo, MBA

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NAVIGATION MAP
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Chapter I: INTRODUCTION (Page 2-5)

Accommodates the thinking background, assumptions, and the existing laws as the foundation of the Strategic Planning 2005 2009 arrangement in accordance with the themes of the settled policies.

Chapter II: THE BASIC POLICIES OF THE NATIONAL EDUCATION DEVELOPMENT (Page 8-15)

Accommodates analysis on educational policy issues, the macro-framework of the development and international commitments of the government as the foundation for the formulation of vision, mission, target, strategies, program and implementation strategy, activities, funding, and evaluation and monitoring system of the achievement of the mid-term plan of educational development.

Chapter III: THE POLICIES OF THE NATIONAL EDUCATION DEVELOPMENT (Page 18-35)

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Chapter IV: THE LONGTERM PLAN OF THE NATIONAL EDUCATION DEVELOPMENT (Page 38-40)

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Chapter V: THE MID-TERM PLAN OF THE DEVELOPMENT OF EDUCATION 2005-2009 (Page 44-70)

Consists of the Educational Plan 2005 2009 in each program, which classified according to the improvement of access to education, the improvement of quality, relevance, and competitiveness, and the empowerment of governance, accountability, and public image.

Chapter VI: FUNDING STRATEGY (Page 74-84)

Consist of the funding strategy by sector, correspond to the existing laws including the prioritized policies of each category: organization unit, function and sub-function, programs, activities, and the targets.

Chapter VII: MONITORING AND EVALUATION SYSTEMS (Page 88-98)

Consist of the mechanism implemented in order to evaluate and to monitor the educational development. The evaluation and the monitoring refer to the achievement indicators as the aggregate of the activity series

Glossary

A

AIDS = Acquired Immune Deficiency Syndrome
GPR = Gross Participation Rate
NPR = Net Participation Rate
APBN = *Anggaran Pendapatan dan Belanja Negara* (National Budget)
APBD = *Anggaran Pendapatan dan Belanja* Daerah (District Budget)
APK = *Angka Partisipasi Kasar* (Gross Participation Rate)
APM = *Angka Partisipasi Murni* (Net Participation Rate)
ASC = Asian Skill Competition
ASEAN = Association of South East Asian Nations

B

Balitbang = *Balai Penelitian dan Pengembangan* (Research and Development Agency)
BAN = *Badan Akreditasi Nasional* (National Accreditation Agency)
BAN-PNF = *Badan Akreditasi Nasional Pendidikan Non-Formal* (National Accreditation Agency for Non-formal Education)
BAN-PT = *Badan Akreditasi Nasional Pendidikan Tinggi* (National Accreditation Agency for Higer Education)
BAN-SM = *Badan Akreditasi Nasional Sekolah Menengah* (National Accreditation Agency for Secondary Education)
BAPPENAS = *Badan Perencanaan Pembangunan Nasional* (National
BASDA = *Badan Akreditasi Sekolah Daerah* (Agency for Regional School Accreditation)
BASNAS = *Badan Akreditasi Sekolah Nasional* (Agency for National School Accreditation)
BHPT = *Badan Hukum Pendidikan Tinggi* (Legal Agency for Higher Education)
BSPT = *Biaya Satuan Perguruan Tinggi* (Unit Cost for Total Education)
BNSP = *Badan Nasional Sertifikasi Profesi* (National Agency for Profession Certification)
BOS = *Bantuan Operasi Sekolah* (School Operational Assistance)
BPK = Badan Pemeriksa Keuangan (State Audit Agency)
BPKB = *Balai Pengembangan Kegiatan Belajar* (House of Learning Activities)
BPKP = *Badan Pengawasan Keuangan dan Pembangunan* (Financial and Development Supervision Agency)
BPPLSP = *Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda* (House of Non-formal Education and Youth)
BPS = Central Bureau of Statistics
BSNP = Badan Nasional Standar Pendidikan (Agency for National Standard of Education)

D

DAK	=	*Dana Alokasi Khusus* (Special Allocation Budget)
DAU	=	*Dana Alokasi Umum* (General Allocation Budget)
Dekon	=	*Dewan Ekonomi* (Economic Council)
DEPDIKNAS	=	*Departemen Pendidikan Nasional* (Ministry of National Education)
DIKTI	=	*Direktorat Jenderal Pendidikan Tinggi* (Directorate General for Higher Education)
DPR	=	Dewan Perwakilan Rakyat (House of People's Representatives)
DTP	=	*Dana Tugas Perbantuan* (Fund for Task Assistance)

E

EFA	=	Education for All
EKE	=	Education of Knowledge Economy
EMIS	=	Education Management Information System

G

GATS	=	General Agreement on Trade and Services
GDP	=	Gross Domestic Products

H

HAKI	=	*Hak Atas Kekayaan Intelektual* (Intellectual Property Right)
HDI	=	Human Development Index
HIV	=	Human Immunodeficiency Virus

I

ICT	=	Information and Communication Technology
Inpres	=	*Instruksi Presiden* (Presidential Instruction)
ITJEN	=	*Inspektorat Jenderal* (General Inspectorate)

K

KB	=	*Kelompok Bermain* (Play Group)
KKN	=	*Korupsi, Kolusi, Nepotisme* (Corruption, Collusion, and Nepotism)
Kopertis	=	*Koordinator Perguruan Tinggi Swasta* (Private Universities Coordinator)

L

LAKIP	=	*Laporan Akuntabilitas Kinerja Instansi Pemerintah* (Government Institution Achievement Report)

LITBANG	=	*Penelitian dan Pengembangan* (Research and Development)
LPMP	=	*Lembaga Penjamin Mutu Pendidikan* (Education Quality Assurance Board)
LSM	=	*Lembaga Swadaya Masyarakat* (Non-Government Organization
LSP	=	*Lembaga Sertifikasi Profesional* (Professional Certification Board)

M

MBM	=	*Manajemen Berbasis Masyarakat* (Community Based-Management)
MBS	=	*Manajemen Berbasis Sekolah* (School Based-Management)
MENDIKNAS	=	*Menteri Pendidikan Nasional* (Minister of National Education
MENEG	=	*Menteri Negara* (State Minister)

O

ORBEX	=	Organizing for Business Excellence
ORSOSMAS	=	*Organisasi Sosial Masyarakat* (Social-Community Organization)

P

PAD	=	*Pendapatan Asli Daerah* (Original Regional-Income)-Province/City/Municipality Income
PAUD	=	*Pendidikan Anak Usia Dini* (Early Childhood Education)
PC	=	Personal Computer
PDB	=	Gross Domestic Product
PERC	=	Political and Economic Risk Consultation
PISA	=	Program for International Student Assessment
PSP	=	*Pusat Statistik Pendidikan* (Education Statistic Center)
PT	=	*Pendidikan Tinggi* (Higher Education)
PTN	=	*Perguruan Tinggi Negeri* (Public Higher Education)
PTS	=	*Perguruan Tinggi Swasta* (Private Higher Education)
PUS	=	*Pendidikan Untuk Semua* (Education for All)

R

RENSTRA	=	*Rencana Strategis* (Strategic Plan)
RENSTRADA	=	*Rencana Strategis Daerah* (District Strategic Plan)
REPELITA	=	Rencana Pembangunan Lima tahun (Five Year Development Plan)
RKB	=	*Ruang Kelas Baru* (New Class Rooms)
RPJMD	=	*Rencana Pembangunan Jangka Menengah Daerah* (District Medium-Term Development Plan)
RPJMN	=	*Rencana Pembangunan Jangka Menengah Nasional* (National Medium-Term Development Plan)
RPJP	=	*Rencana Pembangunan Jangka panjang* (Long-Term Development Plan)

S

S-1	=	*Sarjana Strata Satu* (Undergraduate Program)
S-2	=	*Sarjana Strata Dua* (Graduate (Master) Program)
S-3	=	*Sarjana Strata Tiga* (Graduate (Doctorate) Program)
SD	=	*Sekolah Dasar* (Elementary School)
SDLB	=	*Sekolah Dasar Luar Biasa* (Special Education for Elementary School)
SETJEN	=	*Sekretariat Jenderal* (Secretariat General)
SISDIKNAS	=	*Sistim Pendidikan Nasional* (National Education System)
SISDUR	=	*Sistim dan Prosedur* (System and Procedure)
SKPD	=	*Satuan Kerja Perangkat Daerah* (Working Unit of Local Government)
SMA	=	*Sekolah Menengah Atas* (Senior High School)
SMK	=	*Sekolah Menengah Kejuruan* (Senior Vocational School)
SMP	=	*Sekolah Menengah Pertama* (Junior High School)
SNP	=	*Standar Nasional Pendidikan* (Education National Standard)
SPI	=	*Sistim Pengawasan Internal* (Internal Control System)
SPR	=	School Participation Rate
SUSENAS	=	*Survai Sosio-Ekonomi Nasional* (National Socio-Economic Survey)

U

USB	=	*Unit Sekolah Baru* (New School Units)

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Introduction

A. Background

The opening chapter of the 1945 RI Constitution (UUD 1945) explicitly states that one major goal of the State is to ensure intellectual development of all citizens of the country. Consistent with this mandate, every citizen of the Republic of Indonesia is entitled to have quality education in accordance with their interests and talents, irrespective of their social status, ethnicity and gender. Generalization and quality of education will make the Indonesian citizens have life skills that would enable them to identify and cope with their personal problem and their environment in order to establish a modern civil society inspired by values propagated in the state ideology of *Pancasila*.

Strive to development of Indonesian whole person has actually been the determination of the government since the first Five-Year Development Plan (REPELITA I) from 1969-1974, but it has not yet achieved the expected results. Depdiknas as the ministry responsible for taking care of the national education intending to realize the ideal aspiration (as stated in the Constitution) early by developed this National Education Development Strategic Plan (Renstra Depdiknas) for 2005-2009, which is an elaboration of the National Medium-term Development Plan. This Renstra shall serve as guidelines for all the education management levels from the central and regional governments, society and education units in planning and carrying out the national education development programs as well as in evaluating results of these development activities.

In 2005, the President has issued Presidential Regulation Number 7/2005 on the National Medium-Term Development Plan (RPJMN) for 2004-2009, which mandates three national development missions, namely: 1) establishing a safe and peaceful Indonesian state, 2) developing a just and democratic Indonesian nation, and 3) developing a prosperous Indonesian nation. To realize these missions, the nation has to become the nation which with quality, so that every citizen able to improve the quality live, the productivity, and competitiveness to other nation in global era.

In this time, the development of national education has not yet reached as expected. Depdiknas as handle of trust of execution of system of national education own the obligation to realize the development mission. Human being which is like what wishing to develop? Perspective of education development is not only addressed to develop the just intellectual aspect but also character, moral, social, and competitor physical educated, or equally create the human being of Indonesia as intact as

Renstra Depdiknas is developed with reference to the mandates of the 1945 Constitution, the fourth amendment to article 31 on Education; Decree of MPR (People's Consultative Assembly) Number VII/MPR/2001 on the vision of Indonesia in the future; Law Number 20/2003 on the National Education System (Sisdiknas); Law Number 17/2003 on the State Finance; Law Number 25/2004 on the National Development Planning System; Law Number 32/2004 on Local Government; Law Number 33/2004 on Fiscal Balance between Central and Local Government; PP (Government Regulation) Number 20/2004 on the Government Work Plan; PP Number 21/2004 on the Ministerial/Institutional Work Plan and Budget; and PP Number 19/2005 on the National Standard of education.

B. The Associating Program of the Main Activities

So that Indonesia owns the readiness of in face of globalization challenge and able to exploit the opportunity which dating, hence in long-range development plan (RPJP) Year 2005-2025, the Government increases the ability of human being nation this, so that own the well-balanced competitiveness with the other dissimilar nations in world.

National Development Planning Agency (Bappenas) as body [doing/conducting] national planning have poured the programs of Depdiknas into 15 Programs (see the Table 1.1). Meanwhile, Depdiknas as an institution mandated to enhance human resource development and a part of it is responsible to education has made 39 basic activities (see the Table 1.1). These are the nucleus core related to the three national development missions. The 39 basic activities of Depdiknas are grouped into 15 programs in Bappenas.

Table 1.1
Reinforcement Program of Ministry of National Education Policy with Middle Term Education Plan of Bappenas

BAPPENAS Program	Basic Activities of Ministry of National Education
1. The Education of Early Childhood Education (PAUD), Kindergarten(TK), Islamic Kindergarten (*Raudhatul Athfal/RA*), Play Group (Kelompok Bermain/KB), Qur'an Education Place (TPQ).	8. The Accessibility expansion of PAUD
2. Nine Year Compulsory Education – SD, MI, SMP, MTs.	1. The funding of 9-year compulsory education operational expenses. 2. The availability of equipment and infrastructure for compulsory education. 3. The recruitment of teachers and education personnel. 4. Compulsory education accessibility expansion of non formal education. 6. The Accessibility expansion of SLB and inclusive schools. 7. The development of particular service education for the compulsory education age that need particular service.
3. Secondary Education	10. The Accessibility expansion of integrated SMA/SMK and SM. 21. The development of local superior base school in every province and/ or regency/city. 22. The development of international standard
4. Higher Education	11. The Accessibility expansion of Higher Education. 23. Encourage the number of University becomes the best 100 in Asia and the best 500 in the world. 24. The Acceleration on the number of vocational and profession study programs 25.a The increase number and quality of scientific publication and HAKI Intellectual Patent Right). 25.b The increase of creativity, entrepreneurship, and student leadership.
5. Non-formal Education	5. The Accessibility expansion of illiteracy education for citizens of > 15 year old. 9. Life Skill Education. 20. The expansion of life skill education
6. Quality Development of Teacher and Education Personnel.	17.a The development of teacher as profession. 17.b The development of non formal teachers and education personnel. 18. The development of teachers and education personnel competence.
7. Research and Development of Education	13. The development of society participation in accessibility expansion of Integrated SMA/SMK/SM, SLB and University. 14. Implementation and accomplishment of SNP and the reinforcement program of BSNP role. 15. The programmed supervision and quality assurance referring to SNP. 15.b. The survey on Education Quality Benchmarking towards International Standard. 16. The expansion and accreditation quality improvement by BAN-SM, BAN-PNF, and BAN PT.

8. Education Service Management	19. The improvement and development of equipment and infrastructure. 28. The development of capacity and competence of education management apparatus 32. The structuring of education management regulation and law enforcement at education field.
Other programs: 9. The development of Reading Habit and Library. 10. Technology and Knowledge Research and Development Program. 11. Reinforcement Program of Gender and Children Mainstreaming Institution. 12. The development of Supervisor and Accountability of State Apparatus. 13. Governmental and State Leader Implementation Program. 14. Apparatus Human Resource Management Program. 15. The development of State Apparatus Equipment and Infrastructure Program.	12. The utilization of TIK as the long distance learning media. 26. The utilization of information and communication in education. 27. The development of SPI (Internal Control System) coordinated with BPKP and BPK. 29. The capacity and competency building of planning and budgeting apparatus. 30. The capacity and competency building of managerial apparatus. 31. The abeyance towards law regulation. 33. The improvement of public image and service. 34. The capacity and competence development of education manager. 35. The implementation of INPRES (President Instruction) No. 5 Year 2004 on the corruption eradication acceleration (KKN). 36. Intensification of preventive actions by Inspectorate General. 37. Intensive and extensive inspection by Inspectorate General (ITJEN), BPKP (Development and Finance Supervision Board), and BPK (Financial Inspection Board). 38. The settlement of follow-up findings by ITJEN, BPKP and BPK. 39. The development of integrated SIM application (Financial, Asset, Personnel and other data).

Source: BAPPENAS, 2004 & Ministry of National Education Policy Program.

THE BASIC POLICY OF THE NATIONAL EDUCATION

A. The Constitution 1945, Law Number 20/2003, and RPJMN 2005-2009

Article 31 of the Amended 1945 Indonesia Constitution (UUD-1945) states that (i) Each citizen has the right to an education, (ii) Each citizen is obliged to follow basic education and the government has the duty to fund this, (iii) The government organizes and implements a national education system, to be regulated by law, that aims at enhancing religious and pious feelings as well as moral excellence with a view to upgrading national life, (iv): The state shall give priority to the education budget by allocating at least twenty percent of the state's as well as of the regional budgets to meet the requirements of implementing national education, and (v) The government advances science and technology along with holding religious values and national unity in high esteem with a view to promoting civilization as well as the well-being of humanity.

In the meantime, The Law of the Republic Indonesia Number 20/2003, on the National Education System affirms that the function of the national education system is to improve the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God, who posses morals and noble character, who are healthy, knowledgeable, competent, creative, independent, and as citizens, are democratic and responsible. To realize both the function and the aim both central and district governments are entitled to guide, supervise, assists, and monitor the implementation of education in accordance with the regulation which are in force according to the following principles:

1. Democratic, equal and non-discriminatory based on human right, religious values, and national pluralism.
2. Conducted as a systematic unit with open system, multi-meanings, and carried out as a life-long process of in-calculating cultural values and for the empowerment of learners.
3. Modeling, motivating, and creative in the process of learning.
4. Developing culture for reading and writing and, arithmetic, for all members of the community.
5. Empowering all components of the community through their participation in implementing and controlling the quality of education services.

Based on the above principles, the aims of education improvement have been determined as follows:

1. Improving learners' faith, piety, noble moral characters;
2. Improving the mastery in science and technology;
3. Improving the sensitivity and aesthetical ability;
4. Improving the quality of health;
5. Improving equity of learning opportunities for all citizens of Indonesia in a non-discriminatory and democratic way regardless of their place of residence, socio-economic status, gender, religion, ethnic group, and other characteristic; physical, emotional, mental as well as intellectual;
6. Finalizing the implementation of nine-year free compulsory education in efficient, quality, and relevant ways to serve as bedrock foundation for human quality development at the ensuing higher level of education;
7. Significantly reducing the number of illiterate population and provide these people with life skill training;
8. Expanding opportunities for non-formal education for those female and male citizens who are not yet in education, never enrolled in classes, illiterate and dropout from schools at all schooling levels. These people are accorded open opportunities for acquiring knowledge; improving general learning capacities, and acquiring skills to improve quality of their lives;
9. Improving competitiveness of the people by producing self-reliant, quality, skill, and self-initiative graduates who can handle various kinds of challenges and changes;
10. Improving the quality of education by using the existing (and/or making available) national education standards and standards for minimal services, and also improving minimum qualification standards and standards for certification for teaching staff members and other education staff members;
11. Improving the relevance of education to better match with development needs of the country by improving quality of research results, development and creation of science and technology by universities and dissemination as well as application of these in the society;
12. Redressing educational governance and management in ways deemed more efficient, productive, democratic, and accountable;
13. Improving effectiveness and efficiency of the management of educational services by way of improving the implementation of School-based Management, community participation in education development, effectiveness of the implementation of local autonomy and decentralized education initiatives, as well as scientific autonomy; and
14. Accelerating the implementation of programs related to eradication of corruption, collusion, and nepotism to establish better, cleaner, and respected Ministry of National education (MoNE)

To this end, a policy framework is crucial so that the track has to be determined and poured in to vision, mission, and values that have to be carried out.

B. Vision

Indonesia's development in the future will be based on the long-term vision, namely the establishment of a modern Indonesian nation-state which is safe, peaceful, just, democratic, and prosperous, upholding the value of humanity, independence, and unity based on *Pancasila*, the State Ideology and the 1945 Constitution. In the framework of the long-term vision contained in the document "Developing an Indonesia that is Safe, Just, and Prosperous" (Susilo Bambang Yudhoyono and M. Jusuf Kalla, 2004), the Indonesia's development in 2005 2009 is directed towards (i) the establishment of a life of a society, nation, and state that is safe, unified, harmonious, and peaceful; (ii) the realization of society, nation, and state that uphold the law, equality, and human rights; (iii) the development of an economic-system capable of providing work opportunities, decent life and a strong foundation for sustainable development based on religious belief systems, piety, and divine moral conducts.

Education development in the future will be based on the paradigm of developing Indonesian whole persons as the subjects that have the capacity to actualize their own human potentials and dimensions optimally. The human dimensions include: (i) affective side, which manifested in strong faith and piety ethics-aesthetics, and fine moral characters and behaviors; (ii) cognitive capacities as reflected in sophisticated thinking capacities and superior intellectualism capable of acquiring and developing knowledge and mastering technology, and (iii) psychomotor abilities as reflected in sophisticated technical skills and practical intelligence.

Education here is defined as a systematic process to humanize learners holistically, namely with high moral standards. In this way, education ensures optimal development of the three most fundamental human traits specified earlier. Education is therefore a strategic locus for promoting the development of every learner's potentials. In this way, the purposes of developing Indonesian whole persons can be achieved. Additionally, education places high premium on character building and the development of national outlook in the learners. This can serve as a framework of the unitary state of the Republic of Indonesia (NKRI). In this context, the Government of Indonesia is constitutionally obligated to provide educational services accessible to every citizen of the country. Therefore, the effort to improve access to more quality education is a mandate that should be carried out by Indonesian people in accordance with the goals of the nation as contained in the preamble of the 1945 Constitution, namely to protect the whole Indonesian nation-state, promoting the people's intellectual development, promoting the public welfare, and participating in exercising the world order based on independence, everlasting peace and social justice.

The 1945 Constitution explicitly recognizes the importance of education for all citizens as contained in Article 28B paragraph (1), which states that every individual citizen shall be entitled to develop him/herself by means of fulfilling their basic needs, obtain education and benefits from science and technology, arts and culture in order to improve the quality of their lives for the sake of human welfare, and article 31 paragraph (1), which guarantees that each citizen shall be entitled to obtain education.

In the effort to ensure the achievement of the purpose of the national development, Depdiknas as the ministry responsible for taking care of the national education has the following vision:

Bringing national education system as a strong and respected social institution to empower all citizens of Indonesia to become enlightened human beings who are able to keep abreast of the challenges of the time.

Consistence with the vision above,
the MoNe wishes to bring Indonesian learners into being
Smart and Competitive by 2025.

Smart means comprehensively smart--- that covers spiritual intelligent, emotional intelligent, aptitude intelligent, social intelligent, and kinesthetic intelligent.

The MoNE visions puts heavy emphasis on transformative education, which position educational and agencies as a catalyst for progressive change from the status of a traditional society to a more developed society. The development of a nation-state is always marked with a process of structural transformation, which signifies a change from a society which undeveloped potential of humanity toward developed society that optimally actualizes their potential humanity. Even more so in the present global era, the transformation is occurring in a very rapid say. This fast-paced transformation brings a society to become a knowledge-based society, where the role of knowledge and technology is very dominant. As of now, however, the Indonesian society has not fully been capable of utilizing the ever-developing science and technology and its potential role as prime mover of societal changes.

Table 2.1
Below describes the meaning of people who comprehensively smart and competitive.

The Meaning of Indonesian People that Comprehensively Smart		The Meaning of Indonesian Competitive People	
Spiritually Smart	Self-actualizing through religious enrichment in order to develop and empower faith and personality	Competitive	❍ Supreme personality and eager to achieve superiority ❍ Having fighting spirit ❍ Independent ❍ Network developer ❍ Friendly ❍ Innovative and keep on performing as agent of change ❍ Productive ❍ Quality conscious ❍ Global oriented ❍ Life-long learning
Emotionally and Socially Smart	• Self-actualizing through sense enrichment in order to improve the sensitivity and appreciation of art and culture and competent to express it. • Sel-actualizing through social inter-action that: ❍ Developing Mutual inter-action ❍ Democratic ❍ Empathic and sympathetic ❍ Non-discriminatorily based human rights ❍ Happy and confident ❍ Promote moral and character building as well as unity in diversity ❍ Recognize the right and responsibilty within National insight		
Intellectually Smart	• Self-actualizing through mental enrichment in order to obtain competence independence of science and knowledge. • Actualize person who are critical, creative, and imaginative.		
Kinesthetically Smart	• Self-actualizing through sport activities in order to realize people who are healthy, fit, endure and skilled. • Actualize vigorous people.		

Educational system is therefore to facilitate continually and make the necessary adjustment to respond to advances in modern sciences and technological innovations to ensure its relevance and currency. It is understood that education is responsible for preparing learners in order for them to develop themselves into highly civilized members of society by creating conducive learning atmosphere, engaging and enlightening learning activities, and creative educational processes.

Education not only leads the nation towards the developmental status as a developed society which is marked with a wide array of effective utilization of science and technology, ethics, personality and aesthetics to achieve superior standing of the nation in the global era but it also creates a sense of independence for individuals as well as the nation. Education that fosters the spirit of independence is therefore very important especially when the world is confronted one single system driven by the free market. It would be difficult for the Indonesian nation to survive if it had no sense of independence because its life would be dependent on stronger nations. In addition, education should guard the transformation currently occurring along with the process of establishing a civil society, namely a society that is compliant with and respectful of the laws and regulations currently in place.

C. Mission

With reference to Law Number 20/2003 on National Education System, MoNe has determined the following mission:

1. *To expand educational access to better quality of education.*
2. *To help and to facilitate the improvement the ability potential of community from the early child education quality and efficiency, and improve community participation. Therefore, the education policies should accommodate the rights and needs of children, and take into account their growth and development.*
3. *To improve the professionalisms and the accountability of education institutions as center of knowledge, skills, experiences, attitudes, and values, derived from both national and global standard.*
4. *To empower the community participation in providing education based on the principles of decentralization within the unity in the Republic of Indonesia*

Fitting with the above mission, The MoNe reaffirms its Mission as:

'To actualize proficient education in order to attain Indonesia citizens that smart competitively and comprehensively'.

To realize the mission, Depdiknas has established several strategies and programs in a certain priority scale. The strategies are: to ensure equity and quality of educational services, to improve the quality, relevance and competitiveness of educational output, supported by a healthy, efficient, and accountable governance system.

D. Moral Values

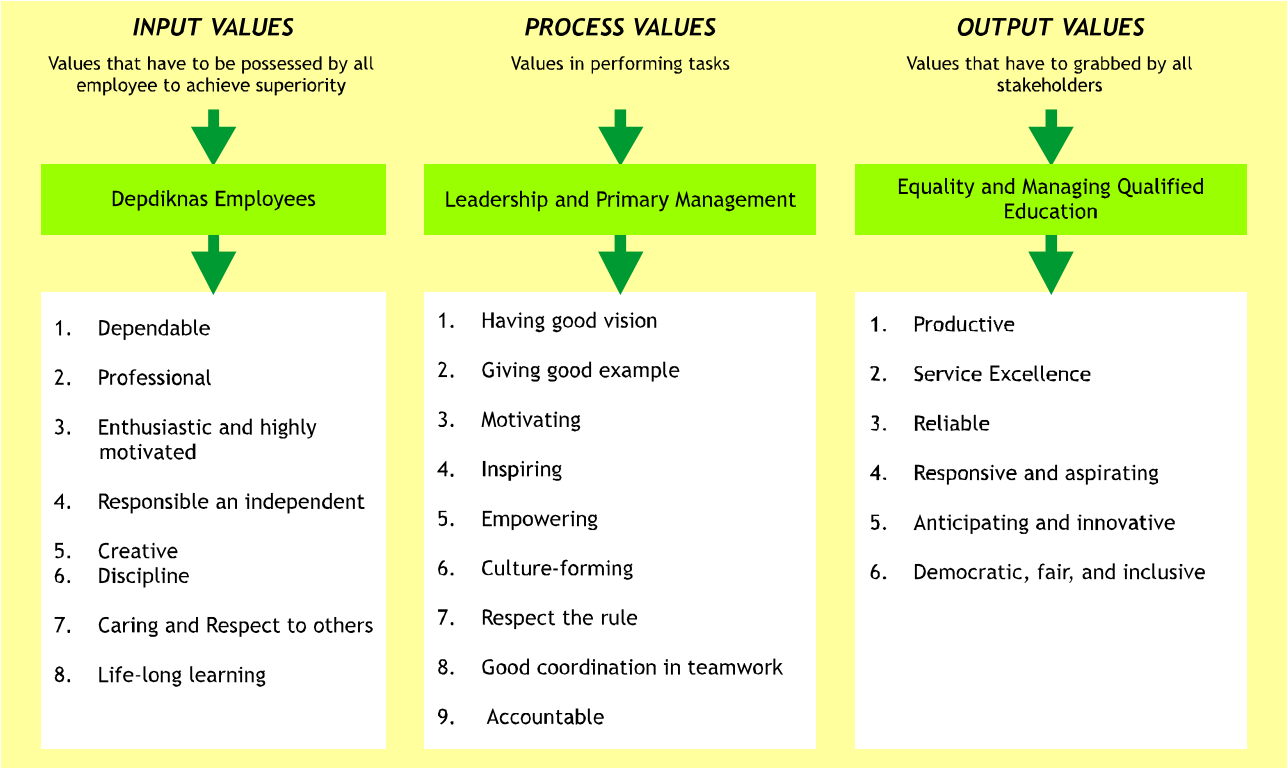
Depdiknas (Ministry of National Education, MoNE) realizes that an ideal order of moral values is critical in order to perform the development process of education in accordance with the determined vision and mission. The order is not only the basic protocol but also the direction of conduct for all employees in carrying their daily activities. Furthermore, this value order will unite their feeling and thought with the intention of realizing the vision and mission of the department.

To this end, Depdiknas has identified values that have to be possessed by all employee of the department (in-put values), values in performing their tasks (process values), and values that have to grabbed by all stakeholders (output values). The precise input values may possibly anticipate the characteristic of entrants. Furthermore, these values will operate the process values in organization management in order to improve the quality of interactive relations among employees. Additionally, input values and process values will generate out-put values that direct the department to the expected subject with the aim of obtaining the established vision and mission.

Input values that have to be possessed by all employees to achieve superiority include:

1. *Dependable* ---Having integrity, honest, and trustworthy.
2. *Professional*---Having knowledge and adequate ability to implement their capacity.
3. *Enthusiastic and highly motivated*---Showing eagerness, highly dedication and target oriented.
4. *Responsible and independent*---Able to comprehend the risks of their job and independent.
5. *Creative*---Having good thinking pattern, way of sight, and varies approach on every problem.
6. *Discipline*---Obey to regulations, laws, and have ability to become example.
7. *Caring and Respect to other*---Realizing and willing to understand others.
8. *Life-long learning*---Always wanting and trying to improve and broaden their knowledge and experience.

Graph 2.1
Moral Values of the MoNE



Process values, that to be kept in performing tasks include:

1. *Having good vision*---Have ability to anticipate possible future events and developments.
2. *Always giving good example mode*---Giving excellent paradigm that deserves to be imitated.
3. *Motivating*---Always encourage others feel enthusiastic, interested, and committed to work collectively.
4. *Inspiring*---Making somebody feel more enthusiastic, confident, or stimulated.
5. Empowering---Giving opportunity and sense of confidence or self-esteem to others.
6. *Culture-forming*---Become catalyst in actuating and developing people toward better society.
7. *Respect the rule*---Admire to law, regulations, and order.
8. *Good coordination in teamwork*---Having abilities in combining of diverse parts to make a unit parts work together in harmony, respectfully, and transparently.
9. *Accountable*---Every employee should be responsible to somebody else or to others, or responsible for the code of standard.

Output values direct the department to the expected subject with the aim of obtaining the established vision and mission include:

1. *Productive*---Produce satisfactory or useful results efficiently and effectively.
2. *Service Excellence*---Producing and giving only the best
3. *Reliable*---Able to be trusted to do what is expected or has been promised.
4. *Responsive and aspirating*---Reacting quickly to respond to something
5. *Anticipative and innovative*---Having capability to take a new and original approach
6. *Democratic, fair, and inclusive*---Open to any critic, idea, and able to be fair.

MAIN POLICIES OF NATIONAL EDUCATION DEVELOPMENT

A. Equity and Expansion of Access to Education

Equity and expansion or broadening of access to education is intended to expand capacity of the education units in accordance with national priorities, and to provide the same opportunities to all pupils. This policy is aimed at increasing the capacity of the Indonesian population for lifelong learning and to improve competitiveness in the era of globalization. It is expected that this policy will be able to improve the Human Development Index (HDI) ranking to reach the same position, or even better, than the pre-crisis HDI. For this until 2009 systemic efforts are to be undertaken to ensure equity and expanded access to education, by maintaining the net participation rate for students in basic schools (*APM-SD*) at the level of 94%, expanding the junior high schools (*SMP/MTs*) to reach the gross participation rate (*APK*) of 97.4% or *APM* of 75.5% and to reduce the illiteracy rate of the population aged 15 years and older to 5%.

Full implementation of the 9-Year Compulsory Basic Education takes into consideration fair and equal service to the population that faces economic and social-cultural obstacles (namely the poor, those who face geographic obstacles, or who live in border regions and isolated regions). A more effective strategy will be needed, amongst others in particular by helping and making it easier for those who do not yet go to school, who dropped out of school, and basic school graduates who do not continue to Junior High School which still reach high numbers. In addition a more appropriate strategy will be applied to improve demand for education especially those who face the above mentioned obstacles.

The government will promote thorough implementation of the 9-Year Compulsory Basic Education through increasing the number of graduates from *SMP/MTs* every year, so as to also promote increased access to secondary education. With an increased demand for secondary education, the Government will also expand secondary education such to join Open University and Package C program that as in turn it stimulates the student participation rate in Senior High Schools (*APM-SMA*). Because *SMA* tends to expand far beyond the *SMK*, the Government will support SMKs by supporting the development of vocational education programs in accordance with the changing needs of society.

The Government will expand the access to higher education to respond to increased participation in secondary schools. The above mentioned increased participation rate in universities will be accompanied by policies that are directed at achieving competitiveness of all university graduates. Simultaneously, efforts will be made to provide adequate numbers of appropriate experts for, including efforts to

improve outputs of vocational and polytechnic institutions. A community college program will be developed in order to ensure alignment among vocational education in *SMK*, continuing non-formal education and vocational institutions. In addition, the increased of gross participation rate of higher education can also be achieved by giving opportunity to those of special needs to have appropriate education service.

Taking into consideration the limited fiscal capacity of the Government, the strategy for ensuring of equity and expansion of access to higher education will be directed at the role of participation by the private sector in establishing new institutions of higher learning. However, the access strategy will be linked to achieving quality in order to improve national competitiveness in the era of globalization. For this, the government will continue to rationalize regulations/ legislation and to strengthen institutional capacity related to quality control and assurance.

The policy of expanding access to higher education will also aim to open up opportunities for prospective students who are older than the ideal age for higher education (>24 yrs) such as employees, school teachers, industrial skilled workers, including those in non-degree education and professional education, prioritizing the mastering of knowledge, skills and technology in accordance with the needs of the industrial employment field.

Developing the capacity of digital distance learning which will be more expanded and effective will also carry out the expansion of access to higher education. The Open University and other similar institutions will be charged with implementing this strategy, by making optimal use of ICT in the learning process, management and access to information. The Directorate General of Higher Education will give priority to investment in ICT infrastructure so as to support the implementation of distance learning in the Open University and other universities as well as The Center for Communication and Education Information.

Several strategic policies that have been prepared in the frame of expanding equity and access to education are as follows:

1. To expand the access for children aged 06 years, boys and girls alike to have the chance of growing and developing optimally, in accordance with their potential and the stage of development so as to be prepared to take part in the next level of education.

2. To eliminate cost barriers by providing operational aid to schools (*BOS*) for all pupils at the basic education level, the amount of which will be calculated based on the unit cost per pupil times the total number of pupils at said level. In addition a policy of providing personal cost subsidies in particular to schools where the majority of pupils come from poor families at the basic education level. BOS will be developed regularly as a basis for determining formula-based funding that can estimate poor and rich students as well as the condition of the economy level of the respective region.

3. To establish a "One Roof Basic School-Junior High School" for isolated regions with few and sparse populations, by increasing the Junior High School class rooms in the Basic School to carry out the Junior High School education program for the graduates. In order to solve the problem of teaching staff under this policy it will

be possible to utilize Basic School teachers to teach at the Junior High School in several relevant subjects or by increasing the teacher's competency so that they are able to teach at Junior High Schools. Moreover its maximum use will be made of existing facilities, such as class rooms or school building by forming a school network between the Junior High Schools and the Basic Schools in the service areas.

4. Expanding access for school age children between 7-15 years, boys and girls equally who are not yet served by the formal education system to have the opportunity of receiving education services via the non-formal system and integrated or inclusive education program for students with special needs particularly in the regions that do not have the extraordinary school. In addition, to broaden the accessibility for the 13-15 year citizens, Open Junior High School is developed through maximizing the enrollment and the development of Modeled Open Junior High School through modeled alternative and innovative education service.

5. To broaden the accessibility of 15 year of age illiterate citizens to have the opportunity getting the literacy program on the non formal education is by working cooperatively with the stakeholder such religion organization, women organization, and other organizations that reach at the far-end society.

6. Facilitating the participative role of the community in expanding access to the Senior High Schools, especially in regions where there are significant numbers of Junior High School graduates. In Integrated Secondary Schools such general and vocational education will be developed in one education unit. Students with special needs are facilitated by carrying out inclusive education program

7. Expanding access to education in Vocational High Schools (*SMK*) in accordance with local needs and special qualities. The expansion of the *SMK* will be carried out by adding more flexible vocational education programs to better respond to the ever-increasing demands in the employment market. In addition efforts will be undertaken to add to the content of skills education at Senior High Schools for pupils who are going to work upon graduating.

8. Expanding the capacity of the existing institutions of higher learning (*PT*) by facilitating universities to open specialist programs needed by the society and to transfer the function of or temporarily closing in a flexible manner those programs whose graduates have saturated the market.

9. Expanding the learning opportunity at non-academic institutions of higher learning with greater stress on polytechnic programs, vocational and professional higher education with a wider orientation towards effective technology for the needs of the employment environment.

10. Expanding the access of life long learning for the adult who want to develop knowledge, life skills relevant to the market needs through the continuing education program. The opportunity of life long learning can be conducted by maximizing various existing formal education as part of the harmony of formal and non formal education.

11. Paying special attention to global issues such as the gender issue, education for specific services, in conflict areas, border areas etc, and implement those into various programs in an integrated way.

12. Carrying out communication, information, education (CIE), and advocacy campaigns in the community so that the family will become more aware of the importance of education and become more willing to send their children to school and/or to see that their children do not drop out of school.

13. Carrying out advocation for the decision maker, both for the executive and the legislative in the center, province and regency/city levels to give more attention to education development.

14. Making optimal use of the facilities of the radio, television, computer and other instruments of information and communication technology to be used as media for distance learning as an alternative education facility other than using modules or tutorials, in particular for isolated regions and those regions that face obstacles in transportation, or that are sparsely populated.

The strategic policy for equity and expansion of education will be carried out through the strengthening of the following programs:

A.1. Financing of Operational Costs for 9-Year Compulsory Basic Education. This policy represents the highest priority in the next five years. This has become a national commitment as stated in Law No. 20/2003 on the National Education System. *BOS* (School Operational Assistance) is intended to cover the minimal sufficient learning operational costs to create a strong base for the effort of sustainable quality improvement. Through the *BOS* subsidy policy, the government will realize "free basic education", which is interpreted as limited free of charge.

A.2. The Provision of Facilities and Infrastructure for Compulsory Basic Education. This is the next policy priority, which will be carried out to support equity and expansion of access to basic education in the 9-Year Compulsory Basic Education program---The provision of facilities and infrastructure to *SD/MI* (Elementary School) and equal cover the rehabilitation and revitalization of damaged facilities and infrastructure. For *SMP/MTs* (Junior High School) and equal, this activity will be directed at building new school units (*USB*), new class rooms (*RKB*), laboratories, libraries, and text books, which is expected to also have an impact on improved quality in basic education. The building of USB/RKB will only be carried out at the level of SMP/MTs/and their equivalent programs to achieve the 9 year-compulsory education in 2008/2009.

A.3. Recruitment of Educators and Educational Staff Members. This is also a priority policy to support the 9-Year Compulsory Basic Education program. This recruitment will be carried out taking into consideration equity from the aspect of geography, skill and gender. Assurance of equity from the geographic aspect will take into consideration the management of teacher placement and

re-distribution mechanism, teacher incentive system in remote areas, and selective appointment of assistant teachers on non formal education.

A.4. **Expansion of Compulsory Education at the Non-Formal Education Setting.** This is included in the priority policies to support the Compulsory Education Program. This activity is expected to be able to increase the basic enrolment rate (*APM/APK*) through the Package A and B program. In addition expansion of Package C equality education will also be carried out to help increase the middle education participation rate, such those of poor family, those who live in remote, underdeveloped, conflict regions and also children who have to work.

A.5. **Expansion of Literacy Education for the Population Aged >15 years.** This is a priority policy in the frame of complying with the right of education for the illiterate population. This activity is intended to stimulate the population aged >15 years to follow functional literacy education so as to be able to read, write and compute in accordance with literacy standards. Through this strategic policy it is expected to lower the number of three types of illiterates, namely illiterate in Latin script and ciphers, illiterate in the Indonesian language and illiterate in basic education.

A.6. **Expansion of Access to Special Education *(SLB)* and Inclusive Schools.** This is a priority policy to organize special education for pupils, who have difficulty in learning due to physical, emotional, mental, and social disorders, or who are gifted with special talents or extraordinary intelligence.

A.7. **Development of Special Educational Services to Children of Compulsory Basic Education Age in Remote Islands/Regions; Sparsely and Far Flung Populated Regions; Disaster Regions; Conflict Regions, and Isolated Regions and Street Children.** This is a priority policy for the population who have difficulty in access due to geographic factors, transportation and communication facilities. The category of the less population due to being isolated or other obstacles will receive special services, through the small *SD/MI*/Package A, small *SMP/MTs*/Package B, One Roof *SD-SMP*, and visiting teachers and special service class in elementary schools, and also utilizing Information Technology such radio, television, computer and internet.

A.8. **Expansion of Access to *PAUD* (Early Childhood Education).** This is a priority policy to stimulate the service of education for children aged 0-6 years. The government activity will be directed more at providing support for or empowerment to the running of quality *PAUD* services by the community to ensure equity throughout the entire Indonesian archipelago. Block grant subsidies or incentive support funds for self-initiated and self-sponsored program (*Imbal Swadaya*) will be given for the development of *PAUD*--- The model and other forms of PAUD-spirited social services.

A.9. **Life Skills Education.** This is a strategic policy for poor and/or unemployed adults. This education will provide competencies to be used as capital in a self-supporting enterprise or job considering that there are still large numbers of these, therefore this strategic activity will play a very important role in eradicating poverty and unemployment.

A.10. **Expansion of Access to *SMA/SMK* [Senior High Schools/Vocational High Schools) and Integrated Middle Schools.** The spirit of this priority policy is more directed towards the expansion of vocational schools (*SMK*) rather than general senior high schools (*SMA*), in order to reach a balanced composition in the number of *SMA* and *SMK* by 2009. Expansion of *SMA* is more focused on participation by the private sectors. This policy is also followed after observing the fact that the majority of educated unemployed people (65%) are graduates of secondary education (National Work Force Survey, CBS 2004), that can be taken to mean that secondary school graduates do not have the skills to get employment.

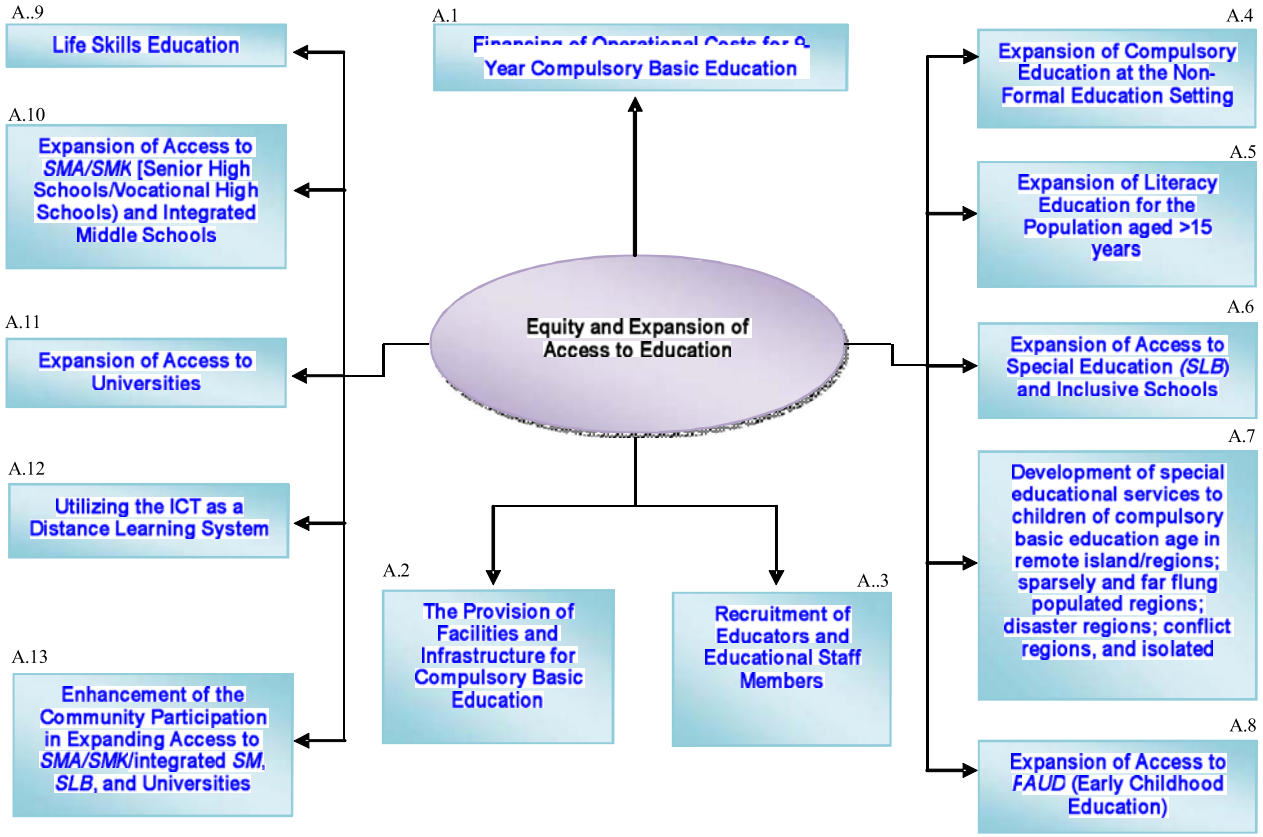
A.11. **Expansion of Access to Universities.** The expansion and equity of access to universities targets the total number of students up to 4,556,483 people by 2009, which is expected to improve the gross enrolment rate to universities (*APK-PT*) from 14.3% (2004) to become 18.0% by 2009. Investment in the construction of new buildings for academic (general) higher education will be more stimulated by the role of the private sectors, while the role of the government will be more focused on developing vocational/professional education in the already existing universities. Academic higher education will be expanded through increasing class rooms, laboratories, practicum rooms and libraries in the frame of increasing the accommodation capacity.

A.12. **Utilizing the ICT as a Distance Learning System.** This activity priority wishes to develop the distance learning system in universities, formal and non-formal education to support the expansion and equity of higher education, formal and non-formal education. The Information and Communication Technology (ICT) will be used optimally in its role as distance learning system and media, and also to facilitate education management.

A.13. **Enhancement of the Community Participation in Expanding Access to *SMA/SMK*/integrated *SM*, *SLB*, and Universities.** This activity is based on several considerations: *First*, the government fiscal ability is still too limited to be able to serve the role of the exclusive provider of widest possible education whereas, at the same time, the society has great potentials to participate in providing educational services in response to needs existing in the society. *Second*, the tendency of the education development direction encourages more community involvement in wide array of educational aspects, including investment, management and quality control. *Third*, according to the mandates of the Law Number 20 Year 2003 on the National Education System, the central government will serve the role more as a facilitator of public services with the task major task of making strategic policies, which amongst others is done through quality control and assurance, the development of standards, accreditation and certification in the frame of education decentralization. The intent of such a role is to stimulate autonomous education services, whether by the regional government or by the public (self-supporting). In providing the subsidies to cover operational costs for education the government no longer distinguishes ownership by the state or the private sector.

The strategic programs stipulated in the frame of equity and extended access to education are shown in Graphic 3.1.

Graphic 3.1
Policy on Equity and Expansion
or Broadening of Access to Education



B. The Quality, Relevance and Competitiveness

The future improvement of the quality and relevance of education is expected to have an impact on an improved standard of living of the people and the competitiveness of the nation. Improvement of quality and relevance of education will be measured by higher achievements in academic and non-academic performance and the increasing compatibility of skills or expertise of the graduates with the demands of the society and job markets, domestic as well as foreign. The quality of education is also seen by the increased comprehension and application of human values covering a strong faith and belief, possessing a noble character and ethics, a vision of nationalism, a strong personality, aesthetic expression and physical qualities. The development of education quality and relevance can be measured from the higher achievement of academic and nonacademic skill that make possible of the graduates proactively match the changing of the society in various fields in local, national and global levels.

The policy of enhancing the education quality will be directed at achieving increasingly better education quality in line with the National Education Standards (*SNP*). The *SNP* covers various components that are linked to education quality such as content standard, process standard, graduate competency standard, educators and administration staff standard, school equipment standard, management standard, financing standard, and education evaluation standard. The government encourages and guides education units and programs to achieve the standard determined by *SNP*. The standards are used as a base to assess the performance of the education unit and program of *PAUD*, Elementary (Basic) Education, Secondary Education, Non-Formal Education and Higher Education

The improvement of the education quality will increasingly be directed at expanding learning innovations in formal as well as non-formal education in the scope of realizing a process that is efficient, pleasant and developing the mind according to the age level, maturity and the child's development phase. The development of the learning process for *PAUD* and the lower grades of the basic school will focus more on the principle of respecting children's rights by putting more stress on the effort of developing spiritual, emotional and social aspects. The improvement of the education quality at higher levels of education will increasingly observe the development of rationality in the scope of spurring on the mastering of science and technology as well as strengthen the emotional, social, spiritual quotients of the students.

The effort of improving the quality and relevance of education continuously will be undertaken by the government by carrying out quality management in a centralized manner, to be de-concentrated to the Governor or the vertical apparatus that is situated in the province. Said quality management will be carried out by means of the following strategy policies.

1. To develop and stipulate national education standards according to the Government Regulation on National Education Standards (*PP-SNP*) No. 19/2005, as the basis for assessing education, improving the education management capacity, improving education resources, the accreditation of education units and programs, and education quality assurance.

2. To carry out the evaluation of education through national examinations carried out by an independent agency, namely the National Education Standard Agency (*BSNP*). The national examination will measure achievement of competencies based on the graduate competency standards that are stipulated on a national scale. The results of the national examination will not be used as a tool to determine the successful passing of the pupil of each education unit but as a means to carry out mapping, analysis and bench marking of education quality from the education unit in the region/city, the provincial and up to national level.

3. To carry out quality assurance through systematic analysis of national examination results to determine factors which promote improved quality, whether between education units, between district/municipality, between provinces or through other categories. The analysis will be performed by the BSNP with technical assistance from *LPMP* in several regions. Based on said analysis interventions will be made to the education units and program, amongst others through training, procurement of education resources, utilization of

education resources, the development of effective learning process and ICT based learning. Besides, to faster the achievement on the equity of education quality, grants are given to the education units that haven't achieved national standard.

4. Conducting affirmative action by giving greater attention to the lower quality education units focused on the input, process and output.

5. Carrying out accreditation of education units or programs in order to assess and determine their accreditation status. The evaluation will be performed every four years with reference to the *SNP*. Accreditation may also make use of the average national examination results or the school examination as the basis for consideration in determining accreditation status. The accreditation results will be used as a base to carry out a capacity expansion program of each education unit or program. The implementation of the accreditation is carried out independently by Higher Education National Accreditation Agency (*BAN-PT*), Islamic and School National Accreditation Agency (*BAN-SM*), and Non-Formal Education Accreditation Institution (*BAN-PNF*).

The strategic policy for the improvement of education quality, relevance and competitiveness is shown in Graphic 3.2. It is undertaken, by way of strengthening the following programs:

B.1. **Implementation and Improvement of the *SNP* (National Education Standard) and strengthening the role of *BSNP* (the National Education Standard Agency).** This represents a strategic policy to improve the national education quality. With the existence of the *SNP* and *BSNP* the structuring of various aspects in support of quality improvement will be prepared, trial tested and applied in phases on each unit, type and level of the national education track.

B.2a. **Programmed Oversight and Quality Assurance with Reference to the *SNP*.** This is carried out to ensure a sustainable oversight and quality assurance system. Therefore it will be necessary to develop and manage an education oversight and quality control mechanism that is consistent with the national education standards. The major activities cover, amongst others, the establishment of a school accreditation agency, a non-formal education accreditation agency, a University accreditation agency, the preparation and stipulation of an education quality oversight mechanism; evaluation and national examination to measure the accomplishment of the stipulated education standards; and the development of education managerial capacity at central level, provincial level, district/municipality level and the education unit level.

B.2b. **Education quality benchmarking survey towards international standard.** The objective is to compare the ability of Indonesian student to student of other countries in mathematics, science and reading abilities so the quality and competitiveness internationally of the student can be increased.

B.3. **Expansion and Improvement of the Accreditation Quality by *BAN-PT*, *BAN-SM* and *BAN-PNF*.** Accreditation which represents a strategic policy in evaluating the quality status of programs and/ or education units based on stipulated criteria by way of accreditation to ensure the quality and relevance

of education at each education unit, each regency/city, and each province. Results of the accreditation will be used as one of considerations to determine the form and the amount of assistance that needs to be given to certain education units and local government.

B.4.a. **The Development of Teaching as a Profession.** This represents a strategic policy in the framework of straightening out the teacher problems in a fundamental and strategic manner. As a professional, teachers will receive a professional certificate based on the result of periodical competency test. In accordance with his/her effort and performance, the teacher will receive compensation, incentives and awards, or ---the other way around-- a legal consequence for not meeting the professional standards/criteria of good performance as a professional teacher. Education for professional teaching force and certification system for educators shall be developed in the form of both pre-service and in-service programs. Teacher professional standards shall be developed to serve as a basis for continued evaluation of teaching performance both at the levels of classroom and education unit.

B.4.b. **The Development of Competencies of Non Formal Educator and Education Staff.** This strategic policy aims at improving the non-formal educators and education staff. As a professional, teachers will receive a professional certificate based on the result of periodical competency test. In accordance with his/her effort and performance, the teacher will receive compensation, incentives and awards, or ---the other way around-- a legal consequence for not meeting the professional standards/criteria of good performance as a non formal teacher professional. Non formal teacher professional standards shall be developed to serve as a basis for continued evaluation of teaching performance both at the levels of classroom and education unit.

B.5. **The Development of Educator and Educator's Competencies.** The improvement of educators and education staff are carried out with the mapping of educator and education staff competencies profiles related to SNP, analysis of competency discrepancy and designing program and strategy for competency improvement to achieve *SNP*.

B.6. **Improvement of Facilities and Infrastructure.** This strategic activity aims for rehabilitation and reconstruction the damaged education facility and infrastructure especially for basic/elementary education to improve the safety, the convenience and the quality of learning process. To attain the education quality determined by *SNP*, the education facility and the infrastructure such text books and additional books, laboratories, libraries, practice rooms, sport facilities, praying facilities and other education facilities.

B.7. **Expansion of Life Skills Education.** This is a strategic activity in improving the quality and relevance of education which covers, amongst others, the development of life skills education adapted to the needs of the pupils to develop their competencies, personalities, national identity, intellectuality, aesthetics, and kinesthetic in various units, types, levels and streams of education. The aim is to ensure that education output will have the skills to face the challenges of life; these skills should be continually developed independently.

B.8. **The development of Locality-based Superior Schools in every District/City.** Expansion of education units based on local superiority by the regional government will be carried out in the framework of the mandates of Law No. 20/2003 which will gradually be developed in each province and district/city. In the next five years to come it is expected that such a superior school is available at least one education unit in every type and level of education in every district/city.

B.9. **The Development of Schools with International-Standard.** To improve competitiveness of the nation in its many aspects among other nations in the world, it will be necessary to develop schools with international standards at the level of district/city. To this end, consistent cooperation will be necessary between the central government and individual district/city government to develop their respective *SD*, *SMP SMA* and *SMK* with international standards---school with amount to 112 units altogether throughout Indonesia.

B.10. **Promoting Development of Departments at the Universities that Are Categorized as the Best 100 in Asia or the Best 500 in the world.** Special efforts shall be made to encourage aggressive development plans in universities by ensuring through significant investment in major education resources, such as lecturers, laboratories, research and development, adequate libraries and effective and accountable service management so that by 2009 a number of departments can rank themselves among those in the category of the best 100 in Asia and the best 500.

B.11. **Enhancing Development of Study Programs with Specialization on Vocational and Professional Development.** Massive investments need to be made in developing education units at universities and secondary vocational schools. Vocational education, educational advocacy, professionals need to have competency qualifications in order to enter the job market. To this end, efforts to strengthen available programs need to be made so that graduates of our educational system can meet the demands of employment, employment qualification standards, professionalism and work productivity that continuously change and develop.

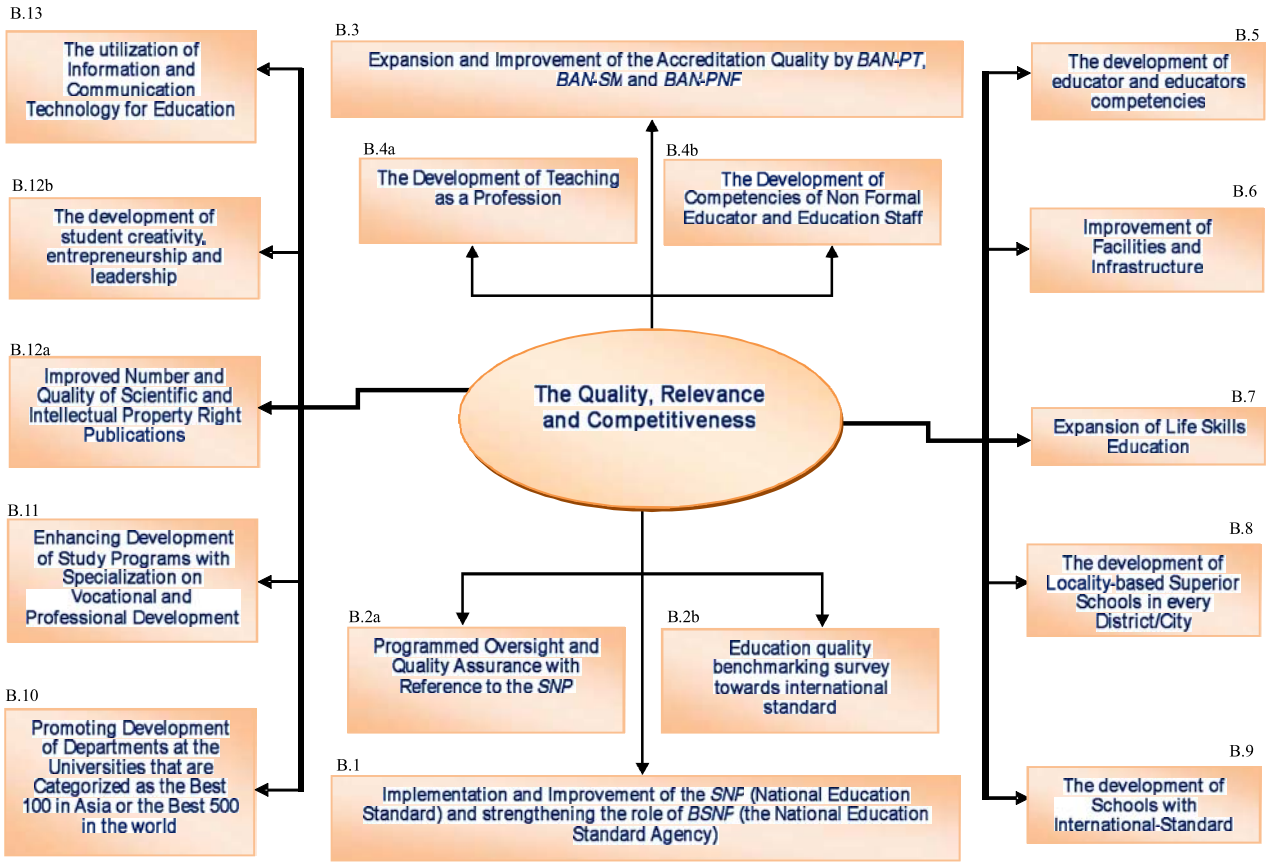
12.a. **The Improved Number, Quality of Scientific and Intellectual Property Right Publications.** This activity is related to the role of the university that has scientific autonomy in carrying out research and development activities to ensure development of science and technology. Universities are encouraged to develop themselves so that they can provide ideas and discoveries/innovations that are useful both for the sake of the development as well as for the expansion of knowledge.

12.b. **The Development of Student Creativity, Entrepreneurship, and Leadership.** Leadership ability and entrepreneurship soul should be owned by the students to become independent students to face challenges and advancement of knowledge and information and are also sensitive to opportunities and changes.

13. **The Utilization of Information and Communication Technology for Education.** This activity consists of the development of systems, methods and learning materials by the use of Information and Communication Technology

(ICT). This activity will also develop a school information network, infrastructure and human resource to support its implementation, both for the sake of education management as well as the learning process. By using ICT in educating students in regular schools, learners in the compulsory education in non-formal education setting and pupils in the special needs education programs, equity of quality and relevant education can be assured.

Graphic 3.2.
Policy on Quality, Relevance and Competitiveness



C. Governance, Accountability, and Public Image

The long term task of the National Education Department is to support sector policy to direct education reform effectively, efficiently and in an accountable manner. This policy will be directed at rationalization in the medium term, stipulating strategic policies and programs based on priorities. In addition sector wide financing schemes will also be prepared based on priority, be it from Government sources, the parents or other stakeholders at each administration level.

The management of national education applies a sector wide approach, with the following characteristics: (a) a collaborative work program that is agreed upon to strengthen the policy implementation at all levels, (b) institutional reform and

adequate capacity development programs, and (c) a more systematic annual performance evaluation with all stakeholders taking on broader roles. A financing strategy will be prepared for capacity development and will constitute the initial phase in an accountable-implementation process.

The Government will carry out the education institutional capacity building in a systematic and planned way using the above mentioned sector wide approach. The capacity development strategy will be directed at an endogenous management change process, or a change that will be motored internally. A change that is motored internally will give better assurance for a sustainable change, foster the sense of joint ownership, leadership and commitment.

The governance and accountability comprises of performance-based finance in the education unit level, local government and school-based management to help the government and the local government on the allocation of resources and to monitor overall education performance. Besides that, the role of public participation in planning, management, and supervision of education performance is developed through the role of school committee and education council.

The government is strongly realized to have clean government, free of corruption and give more qualified, effective and efficient service in accordance with the need of the public. Clean government can be realized through work ethics internalization and high work discipline as personnel accountability and professionalism. All personnel within Ministry of National Education need to develop their performance to bring about qualified, just and fair governance.

The policy of working towards good governance *and* public accountability will be carried out intensively through an Internal Control System (*SPI*), with public and functional oversight which will be integrated and sustainable. The government will develop and perform an *SPI* at every work unit to manage daily education service activity. Functional oversight will be performed by the Inspectorate General, the State Audit Agency (*BPK*) and the Financial and Development Supervision Agency (*BPKP*) on education development results, while public oversight will be carried out directly by individuals or members of society who can prove misuse of authority.

During the decentralization era, the central government carries out the management of the education quality, while the regional government manages facilities, infrastructure and the operations of education services. To improve the efficiency and the quality of services, development of the regional capacity and structuring of healthy and accountable education governance will be necessary, at the education unit level as well as at the district/municipality level. In this context the regional government will play a greater role in promoting the autonomy of the education unit through the development of capacity in implementing a quality learning process.

During the era of autonomy and decentralization, the Ministry of National Education will apply a “regulation framework” that exists within the administration management structure in the field of education. Several policy instruments will be developed to support accountable-governance. Various studies, identifications and definitions of the importance of the new functions and institutions that are necessary for education services during the education decentralization era will be carried out comprehensively by the National Education Department.

In accordance with the regulation framework and the institutional framework, a policy will be prepared to support the strengthening of education units and programs that exist at every administration level. The strengthening of education units or programs is aimed at achieving the highest capacity status of an education unit, namely being able to achieve or exceed the *SNP*. Capacity development will improve performance of education units that are still below *SNP* and gradually strengthen them in order to be able to exceed the *SNP*. Those education units that already have achieved *SNP* will be supported to further step up their quality so as to achieve international standards. By 2009, the Government will support an increase in the proportion of education units to be able to achieve equal to or higher than *SNP* at least achieving 40% SD, 50% SMP, 50% SMA, and 50% SMK by 2009.

Capacity development at District/City/Municipality level will systematically improve provision of effective and accountable education services in accordance with the Minimum Service Standards. In order to improve the managerial performance of the district/municipality education service management performance indicators will be developed and reviewed, in the formal as well non-formal systems carried out by the regional government. In the medium term education service managerial capacity will be strengthened in district/municipality so as to be able to increase the number of districts/municipalities with service provision qualities in accordance with the *SNP*.

Strengthening of the higher education capacity will be carried out through the development of a mechanism to realize sound organization and autonomy in institutions of higher learning, by stipulating the relevant system, mechanism, norms and standards to be used as reference by institutions of higher learning for improving their institution's health. By 2009, it is expected that the necessary institutional work mechanism and laws and regulations will already be completed.

Capacity development at each administration level must be directed at improving the efficiency of education as follows.

1. At the Central Government level the capacity development priority covers institutional structuring, strengthening of the strategic advocacy and monitoring systems, such as improving the performance information system in mapping the attainment of SNP by education unit and provincial government.

2. At the provincial level, development of capacity must be directed at improving institutions' ability to carry out their functions, namely the ability of the province as the representative of the central government in the region in managing the activities that are the competency of the central government, for instance quality control, quality assurance, program evaluation and monitoring, and accreditation. The capacity of the province also needs to be improved in coordinating inter-district/municipality activities.

3. At the level of the district/municipality, capacity strengthening will be necessary in preparing policies, strategic and operational plans, information and financing systems in order to improve quality of education units. The District/municipality functions as a facilitator in providing facilities to the education unit in the effort of achieving self-reliance.

4. In higher education, in particular during the transition period from centralized management to autonomy, development of capacity will aim to support

institutions of higher learning that have the freedom to provide quality, accountable, well-governed higher education services. A healthy institution of higher learning has the capacity to respond autonomously to an environment that is changing.

5. In the education unit, capacity strengthening will be reflected in the ability of the school to achieve the national education standards in carrying out an effective learning process. For this it will be necessary to improve the capacity of the school principal, the educators and other educational staff in utilizing education resources so as to optimize the learning activities of the pupils.

In order to increase accountability of education units, monitoring and evaluation systems will be structured through the reporting mechanism on the performance of the education unit. Improvement of accountability will be carried out through providing aid to the district/municipality to monitor the performance of the education unit. Through governance, the performance audit system will focus on the implementation of targeted block grants. The block grants will be matched by funds from the recipient thus creating a sense of ownership in a development program.

With the above mentioned strategies public accountability can be realized in a healthy manner through an improved control function by the education stakeholders aimed at improving education service efficiency. It is expected that in the next five years (by 2009) information on the performance of education units can be accessed by family and the public. Vocational schools (*SMK*) and vocational higher education institutions will be supported to provide information services regarding employment for their graduates as part of the accountability of the education unit.

The application of Information and Communication Technology (ICT) will be optimized to help realize transparent and accountable education management. The application model can function as on-line media containing information and reports on planning and policy implementation to the public or to other education stakeholders. Through such media the participation of the public in the form of suggestions, criticism or other information will be more easily accommodated and open to the policy makers.

The strategic policy in the framework of improved governance, accountability, and public image in the field of education as a whole can be described as follows:

C.1. **Improvement of the Internal Control System (*SPI*) in Coordination with *BPKP* and *BPK*.** In order to develop a clean, effective, efficient, productive and accountable education management system, the internal control system is most vital in the management of education at central level, provincial level and the level of the district/city/municipality. Public participation in education development supervision should also be developed.

C.2. **Improved Capacity and Competence at the Inspectorate General Apparatus.** In this stage, determining inspectorate apparatus development program is the main focus besides developing the supervision system of Inspectorate General of Ministry of National Education. The auditor competence standard has been determined and planned to be used as the standard to measure auditor competence and to design the competency development through formal and non-formal education. The inspectorate system development is conducted

through the development technical supervision and the supervision approach. The performance audit as the technical supervision and the relationship as audit approach is to develop the capacity of supervision better. At the moment, performance audit is conducted at the higher education.

C.3. **Improved Capacity and Competency of the Planning and Budgeting Apparatus.** In general this policy is aimed at increasing the national capacity in planning, managing and organizing basic education services based on performance by means of : (a) improvement of the capacity to design and carry out policies, strategies and programs of the 2005-2009 MONE Strategic Plan Programs (Renstra DEPDiknas 2005-2009), (b) the development of management strategies on the curriculum, teaching and learning materials for identification, advocacy and dissemination of best practices in managing education at the level of the district/city and/or the education unit, and (c) to develop a cooperation system for the planning, management and monitoring of the education system performance as a whole. The program for the development of the capacity of the central/provincial government is aimed at providing technical assistance, performance monitoring and strategic management to regencies/cities and educational units.

C.4. **Improvement of Managerial Capacity and Competency of the Apparatus.** To ensure increased accountability of education management are necessary to develop the capacity of the government apparatus at central as well as at local levels. The development of the capacity of education managers will be split into two big parts, namely the development of education manager capacity at administration level (central, province and district/municipality) and service managers at the level of the education unit. The development of managerial capacity is intended to develop the ability of the managers in productive, innovative, efficient and accountable educational services.

C.5. **Improvement of Compliance with Laws and Regulations.** Several activities will be carried out to promote and establish a conducive-environment for the improvement of discipline, performance and accountability of the entire education managing apparatus by way of improving supervision and accountability of the state apparatus.

C.6. **Structuring Education Management Regulations.** To answer various problems and challenges of education in the future, the instruments of laws and regulations, policies, manuals, standards and other technical implementation regulations must be given priority as it is important for further improvement and development.

C.7. **The Development of Image and Public Service.** Besides continuously executing and monitoring programs, policies and other national development activities, Ministry of National Education needs to socialize what to plan, what have been done, and how to improve performance. Socialization to public can be as a means to improve the image of Ministry of National Education and National Education System. Through socialization there will be inputs from society especially from the stakeholder of education to develop the performance.

C.8. **Improvement of Capacity and Competency of Education Managers.** In the era of decentralization of education there are symptoms of deterioration in the quality and competency of education managers, be it at central, provincial or district/municipality levels, and the education units. For this reason, the development of various forms and models of education and trainings to overcome the problems will be of utmost urgency.

C.9. **Implementation of *Inpres* (Presidential Instructions) No. 5 of 2004 on Accelerated Eradication of *KKN*;** As the realization of *Inpres* No. 5 of 2004 implementation, Ministry of National Education formed a team of National Accelerated Eradication of KKN (Corruption, Collusion, and Nepotism) Action Plan through the issue of Ministry of National Education Letter Number 027/P/2005. This Action Plan is conducted by involving actively the main units of the Ministry to immediately plan the activities to eradicate KKN. Furthermore, the activity is followed by continuously monitoring and evaluation activity for the action plan implementation that has been determined.

C.10. **Intensification of Preventive Measures by the Inspectorate General.** The activity is undertaken through early oversight, namely oversight by the Inspectorate General to audit programs and activities that will be carried out in the work units under the Ministry of National Education with the purpose of register programs that are already developed may achieve the set out targets and are implemented in accordance to the existing regulations.

C.11. **Intensification and Extensification of Audit by *ITJEN*, *BPKP*, and *BPK*;** The activity of control intensification is implemented by excluding traditional internal control concept in which accountancy viewed as the main focus for internal control. The modern control concept in which control is part of management demands not only as controller but also as supervisor as well. The control technique development and the use of it becomes the priority in the Inspectorate general supervision program. The performance supervision is the main concern in accordance to the national budget management that based on performance. Extensification activity is done through the addition of the number of education auditors, extension of supervisors target number and the length of supervision day.

C.12. **Follow Up Settlement of Audit Findings by *ITJEN*, *BPKP*, and *BPK*.** Oversight (or audit) is useless if there is no follow up of the recommendations made by the oversight apparatus on findings of audit results. To ensure efficacy of the audit, it will be necessary to perform monitoring of the follow up measures undertaken by the audited party, to find out whether the follow up measure undertaken is in accordance with the recommendations made by the auditor. Furthermore, determination should also be made as to whether satisfactory corrective measures regarding such findings are made.

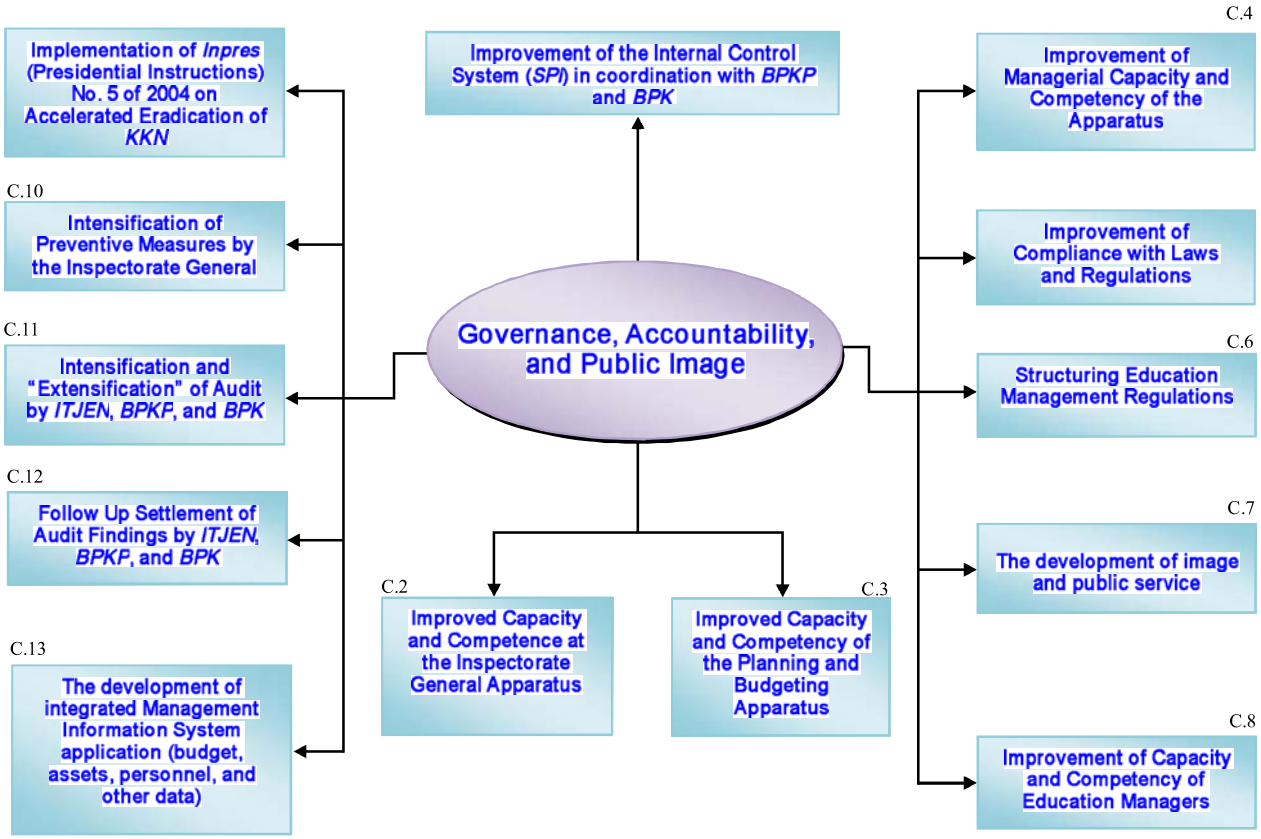
C.13. **The Development of integrated Management Information System Application (budget, assets, personnel, and other data).** It is realized that data such budget, assets, program, human resource and others are apparently separated. In fact, such data should be as part of integrated and in separately from others. The development of system that can integrate all the data needed in managing Ministry of National Education becomes the utmost urgency.

Besides to minimize the human error, the system can reduce the repetition of note taking.

Based on the situation analysis and the evaluation of policy and program implementation until 2004 a number of problems, challenges and opportunities have been identified to better develop education in the next five years. To this end, it is necessary to formulate strategic policies and programs and more realistic targets by way of a more effective development approach.

The 2005-2009 Education Strategic Plan (Renstra) is compiled using a 'sector wide approach' in order to integrate and harmonize programs. The link between education development programs is very much needed to optimize efficiency and productivity of the sector.

Graphic 3.3.
Policy on Governance, Accountability, and Public Image



THE LONG-TERM DEVELOPMENT PLAN (*RPJP*) OF THE NATIONAL EDUCATION 2005-2025

The Long-Term Development Plan (*RPJP*) intended to be a guideline for the mid-term policy of the national development program in ensuring the accomplishment of the vision, mission of the department by deriving the realistic, integrated, and sustainable programs. This arrangement comprises four strategic themes of educational development, namely (i) the improvement and the modernization, (ii) service empowerment, (iii) regional competitiveness, and (iv) international competitiveness.

Every strategic theme originated in the program of the department in accordance with the medium term of policy that gives emphasizes to (i) the improvement of access to education, (ii) the improvement of quality, relevance, and competitiveness, and (iii) the improvement of good governance, accountability, and public image.

The description below explains the long-term development program that set into the period of 2005 2025.

A. Period 2005-2009: The Improvement of Capacity and Modernization

The first five years of the *RPJP* focused on the improvement of capacity of education units. The situation analysis of the national education shows that the demand of education is still bigger than the supply. In addition, if compared to resemblance between the distributions pattern of inhabitants and the existence of educational infrastructure, which requires more attention. If the condition grasps effective equilibrium between the quantity of the citizens and the capacity of the national education, then the main point of sharpening the intelligent of Indonesian people is easily be achieved.

Either one of the obstacles in distributing education service is the sizeable of the coverage area. These conditions need the modernization of both the system and the network of information using a sufficient ICT. The networks of information technology could integrate the extensive area of Indonesia and the widespread of the distribution of inhabitants.

ICT-based modernization can also improve the monitoring system of the implementation of education programs. With the completion of powerful information management, the challenge for realizing of the good, efficient, and accountable governance could be easier to complete. Furthermore, the image of the MONE as a government institution may possibly upraise. The fundamental theme on the development of the national education 2005 2010 that give attention to the capacity and the modernization strongly support the government program, namely Education for All. The improvement of access to education to all people of Indonesia throughout the country will increase the school participation rate (SPR), diminish the illiteracy rate, and therefore improve the Human Development Index of Indonesia. The appropriate and continual plan, process, job evaluation would transform the citizens of Indonesia to be knowledge-based society. The common ground and the commitment to the value order, the development of the work system and procedure, the order of law and organization structure, the improvement of public accountability, and other relevant targets are desirable to facilitate supports for the strategic themes in this period.

B. Period 2010-2015: Service Empowerment

This theme calls attention to the development in order to empower services. After reaching the most favorable ratio of the demand of school facilities to the supply, the next focus is on the improvement of the quality of education to facilitate relevant and competitive education. The targets and the related programs should capable to response the increasing requirement of quality and capacity as well as in anticipating the growing maturity of the financial decentralization.

These empowerment strategies will be the millstones of the transformation of both the focus and the accentuation from the quantity aspects to the quality aspects. Accompanied by easier access to education, clearer accountability, the theme of service quality would create the development activities toward the vision of the nation that safe, equitable, and prosperous. The supporting targets, among others, are the optimum implementation and operation of the order of values, the system and procedure, and well-structured working coordination. In this period, the MoNE expected to be the benchmark technocracy and the reference for other government institutions.

C. Period 2015-2020: Regional Competitiveness

One of the elements in the declaration of the vision of the National Education 2025 is the competitiveness in the global level. Therefore, the period of 2015 2020 focus on the quality of education that encompasses regional competitiveness in among ASEAN countries. The sustainable quality of standard in this period expected to be relevant to ASEAN market. This standard also has to be a based on the realistic and objective bench marking.

The regional market-oriented program becomes an essential factor in order to achieve the desirable competitiveness. Failures in creating the high quality standard of education in accordance with the requirement or has competitiveness originate new unemployed generation.

The management of education through the standardization, quality assurance, and the accreditation of both program and unit of education (that has been set up before), will be focused in this period. All had been prepared without putting aside the previous programs that connected to the simplification of the access to education and public accountability.

The targets that serve as a basis of the strategy comprise the improvement and the operation of the ASEAN-standard of service system, the public image of MONE in the ASEAN, cooperation among ASEAN countries especially in education sector and its relevance. Hope fully, at the period, the people of Indonesia become the social central point in ASEAN as a socio-cultural entity.

D. Period 2020-2025: International Competitiveness

Immediately before the attainment of *RPJP* in year 2025 the competitive value achievement will be declared internationally in the development period of the national education 2020 2005. After the completion of the prior five-year-long programs, where the quality level of the national education become relevant and competitive in the region of ASEAN, then this period target to international level.

In response to the increasing growth of industries and services, including education services, the MoNE should organize a national-scale education that comparable to the international standards thus the national education becomes the host in its own home. Furthermore, the beauty of social, cultural, economical, and political aspects will be well maintained. GATS is one example the global commitment in organizing the globalization of trade on services and industries including the education service.

Toward the establishment of international-standard of education, the MONE needs to own international-standard of service, powerful public image that represents the vision of the development of Indonesia, and a solid cooperation with other countries, especially in the sector of education. Those targets that spelled out from the strategic policy in this period transmit to the realization of the vision of MONE in 2025.

Milestones of the accomplishment in five-year long period become parts of the long-term education plan 2005 2025. The milestones describe the strategic policies of the continuous process of planning, implementation, and evaluation corresponding to the existing condition toward the excepted condition. All challenges from the aspects of access, quality, and accountability would be undertaken through the relevant programs in each period. At those rates, the vision of Smart and Competitive Indonesian 2025 that based on fair, qualified, and relevant education will come true in 2025.

THE MID-TERM DEVELOPMENT PLAN (*RPJM*) OF THE NATIONAL EDUCATION 2005-2009

The Mid-Term Development Plan (*RPJM*) of the National Education 2005 2009 refers to *RPJM* 2004 2009 in order to broaden equity and quality of access to education. The *RPJM* consists of 15 programs. The first ten programs is related to education function and the remaining five programs are related to public service and social protection.

The ten programs are:
1. Early Childhood Education (*PAUD*),
2. Nine-Year Compulsory Basic Education,
3. High School Education,
4. Higher Education,
5. Non-formal Education,
6. Education Quality Improvement,
7. Education Service Management,
8. Education Research and Development,
9. Research and Development for Science and Technology, and
10. Reading Habit Promotion, and Library Development.

The other five programs are:
1. Strengthen of Institutions for Gender Mainstreaming (*PUG*) and Child,
2. Supervise Development and the State Apparatus Accountability,
3. Implement State and Governmental Leadership,
4. Develop Apparatus Resources Management, and
5. Develop Apparatus' Infrastructures and Facilities.

The development program of MoNe 2005 2009 is aimed to realize a conducive condition where the efforts of broaden access of equity and quality to education, relevance, competitiveness, improvement of governance, accountability, and public image are found out by 2009. That ideal condition above may be described as follows (Graph 5.1):

Graph 5.1
The Program of National Education

STRATEGIC PLANNING
DEPARTMENT OF NATIONAL EDUCATION
2005 - 2009

	Das Sein		Das Sollen
Access to Education	1. Human Development Index 110 (in 2005); 2. About 3.2% children aged 7-12 years and about 16,5% children aged 13-15 years who do not go to school; 3. GER of SMP/MTs = 81.22%, GER of Higher Education = 14.62% (in 2004); 4. there is a discrepancy between in the category of urban and sub urban and between economic ability; 5. Disparity rate tends to increase in the level of secondary and higher education; 6. About 10,21% (15,4 million) of the population who are 15 years of age or above are illiterate.	1. Program for Early Childhood Education (*PAUD*); 2. The Nine-Year Compulsory Basic Education Program; 3. The High School Education Program; 4. The Higher Education Program; 5. The Non-formal Education Program (*PNF*); 6. The Development Program of Educators' Quality and Educational Staff Members; 7. The Services Management Program; 8. The Program of Education Development and Research; 9. Science and Technology Development and Research Program;, 10. Reading Habit Promotion and Library Education Program. **Other Programs:** 11. Strengthening of Institutions for Gender Mainstreaming Program (*PUG*) and Child Program; 12. The Supervision Development and the State Apparatus Accountability Program; 13. Program for State and Governmental Leadership Implementation, Apparatus Resources Management Program; 14. Apparatus Resources Management Program; 15. Development Program for Apparatus' Infrastructures and Facilities.	1. Reduce 5% illiterate who are 15 years of age or above; 2. GER SMP/MTs = 98%, GER of Higher Education = 18%; 3. Improving equity of learning opportunities for all citizens of Indonesia in a non-discriminatory and democratic way regardless of their place of residence, socio-economic status, gender, religion, ethnic group, and other characteristic; physical, emotional, mental as well as intellectual; 4. Improve the schools capacity; 5. The use of ICT in remote areas.
Quality of Education	Indonesia ranked 12 in the relevance of education due to: ▫ Physical readiness of students is minimal (because of the lack of nutrition); ▫ 40% of teachers who do not teach according to their expertise (mismatch), especially in basic education; ▫ 23,3% basic education classrooms are seriously damaged and 34,6 slightly damaged; ▫ Budget on education less than 9% of the state budget; ▫ Lack entrepreneurship, 82,2% university graduates work as employee; ▫ Teacher shortage in 2005 totalled 218,000.		• Improve the quality of education that comparable to National Standard of Education; • Improve the standard of living and the competitiveness of Indonesian labor; • Effective, fun, and improving of teaching method in both formal and non formal education; • Balanced improvement of rational, emotional, social, and spiritual intelligence; • 70% lecturers to have S2/S3 qualification; • 50% schools infrastructure are comparable to SNP; • Education budget to be 20% of national budget; • 5 study programs of higher education included in Asia top 100 or the world top 500.
Improvement of *Governance*, Accountability, and Public Image	▫ 9.817 findings/cases were found indicating corruption in the form of money in substantial nominal amounts; ▫ The decentralization of education; ▫ The control of government has not yet optimum because of the lack of the support of information system; ▫ National Standard of Education is initiated; ▫ *BPK* confers disclaimer opinion of MoNE's financial report.		▫ The change of internal management guarantee ensures the sustainable change; ▫ Achievement-based funding system (both in education units and provincial/district levels); ▫ School-based management in all levels of schools; ▫ High standard of discipline through work ethos internalization; ▫ The existing unit and program of education achieve high standard and comparable to *SNP;* ▫ The use of ICT in transparent and accountable education management; ▫ Unqualified opinion of financial report from *BPK*.

Table 5.1.
Target Number of Students (Thousands)

KOMPONEN	School Year					
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Number of Citizens						
- Ages 0-3 years old	16.256,6	16.374,3	16.370,2	16.363,0	16.350,9	16.335,2
- Ages 4-6 years old	11.859,4	11.561,4	11.697,9	11.828,4	11.955,0	12.076,3
- Ages 7-12 years old	23.308,6	25.144,0	24.835,7	24.528,3	24.218,6	23.910,0
- Ages 13-15 years old	13.033,7	13.100,7	12.934,1	12.769,1	12.603,9	12.440,2
- Ages 16-18 years old	12.631,6	12.601,6	12.725,1	12.845,0	12.961,3	13.073,7
- Ages 19-24 years old	25.112,3	25.306,6	25.318,1	25.324,5	25.322,5	25.311,9
- Ages 15 years above	149.956,3	152.961,4	155.816,6	158.707,2	161.638,2	164.605,0
Total number of citizens	216.415,1	219.141,8	221.654,3	224.196,0	226.766,6	229.366,7
Total number of students						
- SD / MI & the same level	29.075,1	28.813,8	28.533,0	28.121,2	27.827,6	27.678,8
- SMP / Mts & the same level	10.476,3	10.858,6	11.238,1	11.717,3	12.604,6	12.202,7
- SMA/SMK/MA & the same level	6.508,9	6.845,1	7.279,3	7.800,3	8.413,8	9.065,9
- PT/PTA/PTK	3.671,8	3.796,4	3.940,0	4.088,0	4.240,4	4.556,5

A. Early Childhood Education Programs (PAUD)

The purpose of the program is to ensure that all children aged 0 to 6 years have opportunities to grow and develop optimally base on their potential according to their respective developmental level or age. *PAUD* is also a preparatory education that precedes the basic education level. Specifically, the program is aimed to improve the educational access and quality of educational services by way of a formal track such as Kindergarten (*TK*), *Raudhatul Athfal (RA*) and other equivalent program levels, and by way of non-formal track such as Play Group, Day Care Centre (*TPA*) /or other equivalent programs, and informal tracks in the form of "education" carried out by family members and community in the children's neighborhood.

PAUD is intended to maintain and to look out the viability and to facilitate the growth of early children through stimulation of education, intelligence, feeding service, and health program in order to improve children capabilities.

1. Equity and Expansion of Access

The equity and expansion of access will be conducted by, both, the government and private sectors where the government focuses more on the formal education of *TK/RA* and encourages the private sectors to participate in the expansion of the non- formal *PAUD* programs (*KB* and *TPA*). The expansion efforts are also made, by the Government in the forms of *PAUD* models-development or pioneering *PAUD* programs based on specific local conditions. The government has targeted that by year 2009, the gross enrolment rate of *TK* (Kindergarten) shall amount to 28.22% or 2.255.658 children. The expansion of *PAUD* will be implemented by way of the following activities:

The provision of facilities and infrastructures of *PAUD* by the government which is implemented by the establishment of *UGB-TK*, and development of PAUD models or pioneering *PAUD* activities based on local conditions. The target to be achieved by year 2009 is that in every sub district (*kecamatan*) all over the country there would be at least one *PAUD* model.

The provision of operational funds for education shall be given in the form of subsidy to support the running of *PAUD* services those conducted by both government and private institutions primarily those institutions serving mostly the students coming from economically disadvantaged families. The target to be achieved by year 2009 is that more than 50% of the *PAUD* institutions serving students from the poor family will be funded by the government.

The encouragement of the community participation is implemented to foster the community interest (*demand side*) in implementing the *PAUD* institutions. This is ensured by providing subsidies for those who have taken initiative to provide PAUD services; by ensuring easy permission for operating PAUD service programs, and by providing facility support.

The development of "TK-SD under One Roof" (*TK-SD Satu Atap*) is to encourage the elementary school (SD) with good facilities to run a PAUD service program integrated with an elementary school (*TK-SD Satu Atap*) by a competitive funding subsidy.

2. Improvement of Quality, Relevance, and Competitiveness

The improvement of quality, relevance, and competitiveness of *PAUD* will be implemented through the following activities:

The development of generic menu of learning and assessment represents an activity related to the curriculum development, particularly developing learning materials, learning models, and assessment. The development is adjusted with the student's developmental level, intellectual development, culture and arts, quality and creativity development of the *PAUD* students and educators. The development of learning process is also included in this activity, that is, through the provision of learning equipment, play things, educational tools, and the accreditation of *TK*. The early childhood education is focused on emotional, mental and spiritual aspects of children's development. This is directed towards the understanding and internalization of norms and positive characters, and school readiness.

The development of *PAUD* model program can serve as a reference for the *PAUD* development implemented by private agencies, whose quality is below the required standard. The target, by year 2009, is that at least one program of Model *PAUD* exists in each district/city.

Institutional and program implementers' capacity building and capacity development for "*PAUD* units" is expected that by way of this activity the management capability can be developed effectively and efficiently which, in turn, enables ensures children's optimal growth and development.

The enhancement of basic education quality and relevance and competitiveness should go along with the improvement of physical quality and healthy schools. This activity is not only generates healthy and vigorous students, but also constructs healthy schools.

The government has targeted the development of educators and educational staff members. By year 2009, where 59.000 people will be trained as the management and educational staff of *PAUD* and other 6.000 people trained as teachers, heads of *TK* and manager will have been given education and training.

3. Improvement of *Governance*, Accountability, and Public Image

The improvements of governance, accountability, and public image in *PAUD*, are geared toward the promotion of more active community participation in supervising and evaluating the performance of the *PAUD* service providers. To this end, plans will be made to enhance advocacy and socialization activities to show the importance of *PAUD* services will be carried out. The target audiences would be parents, community leaders and their members and district government officials. The supporting factors for developing the equality of perception and responsibility in managing accountable *PAUD* are the provision of data and information system of *PAUD* and the improvement of cooperation among educational *stakeholders*.

B. Nine-Year Compulsory Basic Education Program

The purpose of this program is to ensure equity and expansion of access to quality affordable basic education services, in both formal and non-formal contexts. This program includes the Elementary School (*SD*) and *Madrasah Ibtidaiyah* (*MI*), and the non-formal education programs equivalent to the elementary school, or other equivalent levels; Junior High School (*SMP*) and *Madrasah Tsanawiyah* (MTs), and a non-formal education that equals to *SMP*, or other equivalent levels. Therefore, all children aged 7 to 15 years, boys and girls, and special needs children within this age bracket are entitled to education until junior high school or its equivalent.

1. Equity and Expansion of Access

The implementation of equity and expansion of access to education programs aims to attract all school-age children who have never enrolled in any education program, to attract the dropped-out students and the school graduates that have no opportunity to continue their education. The following implementation activities aimed to ensure the equity and expanded access to educational programs:

Provision of operational funds and grants to schools to cover operational costs hoping the schools can ensure optimal learning processes. The operational funds, is given away to both state/public and private schools, both religious and general schools. The target by 2009 is that every student in a basic education unit should receive the operational funds in the form of scholarship.

Provision of library, textbook, and non-textbook, are also given away to both public and private schools, both religious and general schools. The target by

2009 is that every student in a basic education unit should receive the one textbook and the each school gets one non-textbook.

Rehabilitation of damaged classroom that represents an effort to provide the educational support facility appropriate for the basic education, Elementary School (*SD*) and Junior High School (*SMP*) levels. The rehabilitation targets by year 2007 follow: approximately 200,000 badly damaged classrooms and 300,000 slightly damaged classrooms at the level of *SD*; about 9,500 badly damaged classrooms and 23,000 slightly damaged rooms at the level of *SMP*.

Establishment of New School Unit (*Unit Sekolah Baru/USB*) and New Classroom (*Ruang Kelas Baru/RKB*) to ensure equity and expansion of access to *SMP* level, which will accommodate the increasing number of graduates of *SD*. The equity and expansion of access to *SD*s, are implemented by utilization of the educational services already in place. Pioneering the implementation of one-roof Nine-Year Basic Education (*Pendidikan Dasar 9 Tahun Satu Atap*).This denotes a step towards the establishment of (future) one-roof SD-SMP arrangement or the "Special *SMP*", that is, "*extended classes*" where the running of junior high school class is added to every public SD in sparsely populated areas and remote areas. For this purpose, a school mapping will be done to ensure that decisions regarding the implementation of one-roof basic education program and SMP Terbuka are accurate. For special education (*Pendidikan Luar Biasa*/PLB), the effort to improve the equity and expansion of access made by way of establishing integrated school (*SMP* and *SMP-LB*) through an inclusive education program. Providing Special-Services Classroom at Elementary School (Special Class) implies an education service provided specifically to those elementary-school-age children (7-12 years olds) who have dropped out from school or those who have never been in school altogether. This kind of special educational service is conducted outside of regular classes. Meant to serve as a transition, preparatory and adjustment period before transfer to regular classes, this special-service class lasts for one academic year. By year 2009, the target is that every school-age child obtains elementary schools.

The equity and expansion of access to *SD* is implemented in order to achieve the targeted increase of school enrolment rate (*Angka Partisipasi Sekolah/APS*) of children aged 7-12 years: from 99,12% in 2005 to 99,57% in 2009. Net enrolment rate of *SD/MI* is 94,3% in 2005, and this is expected to increase to 95,0% in 2009. As for *SMP*, the target to be achieved is the increment of the school enrolment rate (of children aged 13-15 years) from 83,32% in 2005 to 96,64% in 2009. The increment target of Gross Enrollment Rate of *SMP/MTs/SMPLB* and *Paket B* is from 85.22% in 2005 to 98% in 2009. Net Enrollment Rate *SMP-MTs* is targeted to increase from 63.67% in 2005 to 75.46% in 2009. In the interim, the target of *PLB* (special education) is the increment of gross enrolment rate (*APK-PLB*) from 5% in 2005 to 10% in 2009.

2. Improvement of Quality, Relevance, and Competitiveness

The improvement of basic education quality and relevance and competitiveness will be implemented through the following activities:

The development of curriculum, instructional methods, and assessment system is the basic building block of education development. The developed

curriculum model should be sensitive to student existing potentials, district situational characters, socio-cultural roots of local community, development of science and technology, the dynamic of global development, field of work, cultural and art tradition, etc. At the basic education level and the basic learning contents should be emphasized which include the *communication* skills (reading, writing, listening, and expressing personal opinion), the *intrapersonal* ability (self understanding, self control, self evaluation, sense of responsibility, etc); the *interpersonal* ability (e.g., socializing with others, cooperating with others, influencing or directing other people, negotiating, etc); and the *decision making* skills such as understanding problems, skills in planning, analyzing, problem solving, etc.). These important human potentials should be positioned as a central concern to be taken care of.

The professional capacity of educators will also be developed to enable them to orchestrate effective learning processes based on the existing competency standards. The learning process should be orchestrated in ways, which will encourage social interaction, promote inspiration, motivation, and joy on the part of learners. This will, in turn, encourages students to be more active and creative, take more initiative, and participate independently based on their interest, physical development and psychological growth.

The enhancement of basic education quality and relevance and competitiveness should go along with the improvement of physical quality and healthy schools. This activity is not only generates healthy and vigorous students, but also constructs healthy schools.

The improvement of facilities and development of learning materials will be implemented, such as library, learning media, laboratory for Language/Science/Mathematics, educational tools, modules, and other relevant learning materials and books. In response to current needs for the use of ICT in various walks of life, the government will keep *developing the use of ICT for information system of schooling and learning*. This initiative shall be carried out in phases up to year 2009: (a) to design a network system which includes internet network that connects the schools to the center of data and application, and an intranet as a facility and communication media, and also as an internal information system in school; (b) to design and make a database application which records and manages all school's data and information, school's management and learning contents; (c) to design and create a web based learning application and an interactive multimedia tutorial and learning tools application; (d) to optimize the use of e-TV as enrichment materials in order to support the improvement of quality of education, and (e) gradually to implement the use of ICT facilities with the intention of assisting the educational process throughout the country.

Due to the constraint of fund, the Compulsory Education Program has not been to implement up to secondary education. For that reason, *life skills* education will be given to the SMP/MTs graduates who cannot effort to continue their study, so that they are able enter job markets and engage in positive activities in their community. It is also necessary anticipate the needs of those *SMP/MTs* graduates who cannot continue their study to higher education level.

Targets have been set that by 2009, at basic education level, there would be at least one *SD* and *SMP* with superior quality that can serve as a best model in every regency/city. In addition, one *SD* and one *SMP* will also be established which each has the quality of international standard. In the meantime, language skills of *SMP* students will also developed by way of using English as a medium instruction in bilingual programs. The target for the five years to come is that, by 2009, bilingual programs shall be available in 430 schools across the country.

3. Improvement of *Governance*, Accountability, and Public Image

The capacity building for the Education Board (*Dewan Pendidikan/DP*) and School Committee (*Komite Sekolah/KS*) will be continually be carried out to empower community so that community members can actively and effectively participate and take responsibility in managing basic education. The envisaged fully-functional institutions (i.e., Education Board, and School Committee) will strengthen the implementation of principle of *good governance* and accountability in the educational system.

The activities of the capacity development will also be continually be created for school management staff members to ensure continued improvement in their management and *leadership* for better autonomous management. This activity, together with the strengthening for *DP/KS*, is a part the overall efforts to implement School Based Management (*MBS*).

Development of Education Management Information Systems (EMIS) as a management support system will be carried out to ensure success in measuring of major indicators of expansion of access, quality, and efficiency based on the national standard of basic education. Among the ability to utilize *EMIS* is the ability to use the said indicators for mapping the *SDs/SMPs* so that accurate categorization of schools can be made against the national standards (*SNP*). This can result in very important information regarding which schools fall under the categories of "above *SNP*", "comparable to *SNP*", and "under *SNP*" in every district and region. Additionally, EMIS is also useful to satisfy the needs for data and information on status of education. The availability of accurate and current information represents a good starting point for the development of positive public image of our education system.

C. Secondary Education Program

The program endeavors to expand access and equity of educational services, which are affordable to both men and women through formal education that consists of: Senior High School (*SMA*), Vocational High School (*SMK*), *Madrasah Aliyah* (*MA*), Vocational *Madrasah Aliyah* (*MAK*), or other equivalent education programs. Leaders of the secondary education programs are encouraged to anticipate a big number of incoming students as results of increased access to education from the nine-years compulsory basic education national program, and to strengthen the vocational education, either through public schools/*madrasahs* or vocational schools/*madrasahs* and non-formal education in order ensure life skills and readiness for employment for those who do not continue to college/university.

1. Equity and Expansion of Access

In the implementation of the distribution and expansion program for the secondary education, the following activities will be carried-out:

The fulfillment of the needs for educational facilities and infrastructures is ensured by the construction of new school units (*Unit Sekolah Baru/USB*), new classrooms (*Ruang Kelas Baru/RKB*), laboratory, library, reference books, and study facilities. To support the overall implementation of the initiate of expanding access at the *SMA* level private sectors will be encouraged to take a more active stance in their participation by opening up new schools while, at the same time, assurance will be made that they comply with national education standards.

In line with this, equitable provision of more quality teachers, educational staff members, and education operational funds for schools across the country and scholarships for financially disadvantaged but academically strong students will also be consistently is maintained.

Those districts that are able to achieve net enrolment rate to *SMP* above 95% with a quality will be encouraged by the government to take a more pro-active stance in taking initiative to enforce in their respective regions *twelve-year universal education* and to expand the access to secondary education. It is expected that in 2009, there would be at least one district/city in every province, which takes the pioneering initiative of organizing the twelve- year universal education.

The development of education model with alternative services will specifically be conducted to meet specific needs of the remote, isolated and left-behind areas. This initiative serves as a facility to house and serve *SMP* graduates in those areas. Moreover, to ensure expansion of access to the Vocational Secondary Education, vocational schools in different formats shall also be developed, i.e a Big *SMK* (*SMK Besar*) in Industrial area, a Distance-Class *SMK* (*SMK Kelas Jauh*) in *Pesantren* or other institutions, *SMK* in a border area, Small *SMK* (*SMK Kecil*) in remote and rural areas, and an Integrated Secondary School (*Sekolah Menengah Terpadu*).

Several efforts will be made to reach the target of school enrolment rate (*Angka Partisipasi Sekolah/APS*) at 69.91% or 7.5 million people in 2009; as of the current status, the school enrolment rate in 2005, is 56.04% or 5.586.375 people. The present enrolment rate of *SMA-MA* (54.32% in 2005) will be increased at 69.34% in 2009, including the increment of the school enrolment rate to SMLB.

In the meantime, efforts will also be made to reduce the dropout rate, to improve school completion rate by reducing the repetition rate, to reduce drop-out rate, and to increase the graduation rate of *SMA/SMK/MA/MAK* students and other equivalent programs.

For fulfilling the needs for middle level employment in the sectors of manufacture, industry, construction, mining, trading, social services, tourism, ICT, agriculture, and technology and arts (cultural conservatory), the government will ensure that student enrolment to Vocational Schools (*SMK*) would be significantly increased in 2009.

2. Improvement of Quality, Relevance, and Competitiveness

The improvement of quality, relevance, and competitiveness of secondary education will be implemented by way of the following activities:

Developing the competency-based curriculum, instructional materials, teaching models and evaluation/assessment systems. In order to become a national and international standard. All parts of systems and learning contents are developed to achieve a meaningful and effective learning. At the secondary education level, the basic learning contents have a decreasing portion, whereas the academic contents and the life skills arose.

To further motivate students with high academic achievement, the government will provide an enrichment program and various kinds of assistance to better prepare students with extraordinary achievement to join both national and international competitions, such as Science and Mathematic Olympiad for *SMA* students. Whereas for high-achieving *SMK* students are encouraged and supported to join national level Student Skills Promotion (PKS) activities, ASEAN Skills Competition and World Skills Competition.

In relation to improvement of quality, it is also necessary to repair slightly damaged classrooms (4,400 units for *SMA*; 4,800 units for *SMK*) and heavily damaged classrooms (1,600 units for *SMA*; 3,000 units for *SMK*).

To facilitate the enlargement of textbook quality, the government will develop excellent quality textbook by improving textbook assessment. The government is also furnishing life skills education to all students in this level in order to support the growth of their personality to get entrepreneurship, leadership, ethical, and appreciate the aesthetic as well as the whole environment.

Additionally, the government will also increase *the number of SMK proportionally, including the setting of expertise and study program fields in SMK,* and apprenticeship facilities to ensure their relevance with needs of the job market..

The development of the quality and superiority of the Secondary School is also to encourage potential schools to improve themselves so that they can step up to the category of "above the national standard (*SNP*)". These types of schools will be continually developed to become model schools at the national and schools with international standards. It is already targeted that, by 2009, at least one SMA/SMK in every districts/city will become model school with locality-based superiority and one school (SMA/SMK) with international standards. Both central and regional governments will work together to develop the local superiority, and will cooperate with other countries in curriculum and competence standard development in order to develop the competency of school graduates to ensure survival in a global competition. One of the orientations to reach the international standard is to find ways to motivate the school to reach the ISO certificate.

The enhancement of secondary education quality and relevance and competitiveness should go along with the improvement of physical quality and

healthy schools. This activity is not only generates healthy and vigorous students, but also constructs healthy schools.

The life skills education will be provided to the Senior High School students who cannot continue their study to the higher education. The government will provide a scholarship subsidy to academically potential students who come from financially disadvantaged families.

The improvement of quality and relevance in Vocational Education (*SMK*) is implemented by further developing the study or major program which is in line with the needs of job market, technology of food process, modern automotive technology, hotel and restaurant, marine field, traditional arts, and high-value agricultural technology. The *SMK* in every region is also encouraged to develop its study programs with local-based-superiority orientation, in both the *life skills* and *entrepreneurships*. The *entrepreneurship* program will be provided in order to increase knowledge of the *SMK* graduates so that they can develop employment for their selves (i.e., self-employed). The development of entrepreneurship skills will be done as extensively as possible to ensure development of as many self-employed people as possible.

In response to current needs for the use of ICT in various walks of life, the government will keep developing the use of ICT for information system of schooling and learning. Up to year 2009, the government is expected to have: (a) designs a network system which includes internet network that connects the schools to the center of data and application, and an intranet as a facility and communication media, and also as an internal information system in school; (b) designs and makes a database application which records and manages all school's data and information, school's management and learning contents; (c) designs and creates a web based learning application and an interactive multimedia tutorial and learning tools application; (d) optimizes the use of e-TV as enrichment materials in order to support the improvement of quality of education, and (e) gradually implements the use of ICT facilities with the intention of assisting the educational process throughout the country.

3. Improvement of Governance, Accountability, and Public Image

As the basic education level, the improvement of *governance*, accountability, and competitiveness are implemented in the framework of strategy, system and similar mechanisms into the issues of community participation, MBS (*DP/KS*), capacity building and *EMIS (Education Management Information System) development*. The community participation development will be developed by involving business people and people from industry circles in managing vocational education.

The community participation will be encouraged in education funding, either for expansion of access or quality improvement, considering that the secondary education has not-yet been into the compulsory education program. For this reason, the capability and willingness to perform a transparent and accountable financial management represents a strategic locus to better develop public image. This positive public image will in turn increase public trust in the education unit. The community is also expected to be more proactive in planning, supervising, and evaluating the education funds.

D. Higher Education Program

The *Higher Education D*evelopment Program (*Pendidikan Tinggi*/PT) aims: firstly, to develop distribution and expansion of the higher education access for both men and women through educational programs of undergraduate, master, specialist, and doctor. Secondly, to develop the quality and relevancy of the higher education towards the needs of employment market, and science and technology (Iptek) needs, in order to provide optimal contribution for the development of community prosperity and competitive sense of the country. Thirdly, to improve the performance of higher education through the improvement of productivity, efficiency and accountability in the management of higher education services by using the Legal Board of Higher Education (*Badan Hukum Perguruan Tinggi*/ BHPT).

1. Equity and Expansion of Access

The equity and expansion of access to higher education will be implemented through the following activities:

The provision of grants for groups of potential poor community, so that, they can continue study at a university through the following schemes. i.e (a). scholarships program for target recipients with various aspects economic, gender, special talent, etc., (b). soft loan program with low interest and/or a grace period, (c.) voucher program which releases numbers of education fee and its variation will be developed as needed.

The establishment of partnership between *LPTK* and schools in order to improve the capacity in producing teachers who can meet the needs both in terms of quantity and quality, mainly to support the successful implementation of Basic Education Program and the expansion of tracks/levels/types of the education.

The improvement of distance learning in a university with a pilot project in many universities up to year 2009, they are, *ITB, ITS, UGM, UI, UNRI, UNDANA, UNHAS, PENS, and POLMAL*. The dissemination of this project will be developed in other higher learning institutions such as *UNLAM, UM, UMY, UNP. UNHALU,* and *UNCEN*.

The equity and expansion of the access has targeted the number of university student will amount to 4.5 millions people in 2009. Meanwhile, it is expected that gross enrolment rate will increase from 14, 26% in 2004 to 18, 00% in 2009.

2. Improvement of Quality, Relevance, and Competitiveness

The improvement program of quality and relevance of the higher education will be implemented through the following activities:

The improvement of services in education, research, and community services based on Three Missions of Higher Education (*Tri Dharma Perguruan Tinggi)*. The application of scientific autonomy is meant to encourage the tertiary educational institutions in developing the sciences and technology, and

improving the quality and quantity and diversification on field research within the tertiary educational institutions.

The curriculum development and effective learning in-group of subjects: faith and piety and good moral conducts, sciences and technology, aesthetics, ethics, and personality. The subject of faith and piety intended to develop the faith, so that, students can have personal and social piety; the sciences and technology subjects are intended to improve the competency of using the sciences and technology and its development; the aesthetics subject matters are intended to develop the aesthetics sensitivity and humanism; and the ethics and personality intended to improve awareness of ethics and personality. The improvement of faith and devout, good behavior, ethics and personality, and national insight are all integrated into the learning process of all subjects.

The development of community college will be carried out in order to introduce the flexible model of vocational education in responding to the market needs. The *community college* facilitates the birth of vocational programs with the local-based superiority, by providing skilled man-power for local, national, and multi-national industries, and entrepreneurship development.

The targets to be achieved in the implementation of the improvement of quality, relevance, and competitiveness of higher education are:

a. Improving the study programs in the tertiary educational institution with A or B accreditation, from 1.000 study programs in year 2005 to 3.000 study programs in 2009. It is also planned that a study program or department with international level standards. The target is that by 2009 there would be 32 study programs/departments with international standards, by considering the importance of sciences, cultural preservations, and expertise competition in the international forum.
b. Improving the effectiveness of the study period, so that the timely passing rate for the state university (*Perguruan Tinggi Negeri/PTN*) will reach 80% and 50% for the private university (*Perguruan Tinggi Swasta/PTS*).
c. Achieving the ratio output of the enrollment students up to 20% for undergraduate and 30% for diploma program
d. Shortening the waiting time for graduates in finding and getting jobs within the period of or less than six months at 40%.
e. Improving the competitiveness among Asian countries level by placing at least four universities among the big 100 universities in Asia.
f. Increasing the university status at 50% for the State University Legal Board and 40% for the private in year 2009.
g. The proportion of Natural Sciences and Social Sciences in 2004 is 30:70 and, in 2009, and this proportion will be increased to 60:40 within the PTN and 35:65 within the PTS.
h. Educational qualification of lecturers with S2/S3 education background is 54,55% for the PTN and 34,50% for the PTS in year 2004; this will be improved to reach a new proportion: 85% for the PTN and 55% for the PTS in year 2009. Whereas, the number of professor is 3% in year 2004, and it should be reach up to 10% of the total number lecturers for the PTN in year 2009.
i. The technical staff training for university in the next five years is expected

to amount to 100 types of functional trainings, which involves 7,500 people with the following composition: 70% from PTN and 30% from PTS.

j. It is expected that 10% of the Directorate General of Higher Education funds for the next five years is used for research and production of rights for intellectual wealth, including 5 proposals for *patent* rights and 200 topics for copyright, both at the national and international levels, and encourages research for resolving social issues.

k. The computer literacy (access and ability to use computer and internet) to increased to 80% for both lecturers and students.

l. The control of both number and sort of study program

m. The development and addition of infrastructure for the higher education to ensure good ratio: $2m^2$ per students, ratio of laboratory 9 m^2 per students, and lecturers' room 9 m^2 per lecturer.

n. Development of capacity and effectiveness of library services to *civitas academica* in the campus by way of increased provision of mandatory reading materials amounting to 80% of the total number of courses offered by the university; and library services amount at the very least to 40 hours/per week.

3. Improvement in *Governance*, Accountability, and Public Image

The improvement in *governance* and accountability will be implemented by arranging the operational legal instruments in the tertiary educational institution development in order to reach the status of Legal Board for Higher Education (*Badan Hukum Pendidikan Tinggi/BHPT*), as an autonomous and an accountable tertiary educational institution with non-profitable system. It is targetted 50% of *PTN* and 40% of *PTS* that will have the *BHP* status in year 2009. The management of tertiary educational institution should develop an audit internal vitalization in light of the accountability development.

The capacity improvement for the unit of tertiary educational institution implemented by the government through various programs of competition grant, such as, Competition Grant Program, Partnership Program, Research Grant, and P3AI. The management capacity development will also be supported by ICT application, for instance, the information system development for higher education.

E. Non-formal Education Program

The purpose of this program is to provide an educational services to the community members who have not-yet been in school, and those who have never been in school, and those who are illiterate, and those community members whose educational needs cannot be met by formal education. Therefore, the non-formal education aims to provide educational services to the communities, both either men and women. The goals of this program is to enable the non-formal education students to develop their respective potentials with the vocational knowledge and skills, and to develop the professional attitude and personality, so that the non-formal education can also function as an alternative and/or compliment for the formal education in the framework of supporting long life education. In the next years to come this program

will become an alternative education, which meets both national and international standards.

In order to reach the target, several kinds of non-formal education programs (*Pendidikan Non-formal*/PNFs) have been developed, which include: (1) the Equivalency Education (*Pendidikan Kesetaraan*) that is specifically designed for children 6-15 years of age to support the nine-year basic education program and its follow up (equivalent to *SM*) (2) Literacy Education (*Pendidikan Keaksaraan*) focusing on functional literacy education and to significantly decrease the number of illiterate communities aged above fifteen years by 2009; (3) the development of courses and training in order to to meet community needs in various types of skills deemed necessary in their lives (4) the Life Skills Education, which can be integrated in various of non-formal education programs, so that the students are able to live independently; (5) the Women Empowerment Education, which focuses on the improvement of life skills and gender mainstreaming in education field; (6) the development of community reading habits as an effort to maintain the literacy of the formerly illiterate students by way of providing the Community Reading Center (*Taman Bacaan Masyarakat*), and (7) to strengthen the Unit of Central and Regional Technical Implementer as a place for the development of the PNF program model. In addition, the PNF will also implement several world commitments such as Education for All (*Pendidikan Untuk Semua*), gender main streaming, education and care for disadvantaged children

1. Equity and Expansion of Access

There are many ways of expanding access to non-formal education programs including (a) socialization and promotion activities through medias in with regard to the importance of providing the education services for the communities early age up to adult age, with program menus which promotes enthusiasm and motivation to learn and/or to take an active role in the PNF implementation; (b) encouraging and empowering the communities through various social organizations (*Organisasi Sosial Masyarakat*/ Orsosmas) and Non Governmental Organizations (*Lembaga Swadaya Masyarakat*/ LSM) in order for the communities to take an active role in PNF program implementation; (c) providing funding assistance to the districts/cities to develop an understanding about the importance of PNF among the local government (*Pemda*) in district/city. This is important to encourage the local government to provide the PNF with adequate funds through the *APBD*; (d) encouraging the establishment of PNF profession organizations at various levels which can serve as a partner in the PNF development; (e) expanding the cooperation with related institutions in the PNF implementation; (f) providing and channeling *block grants* to various parties which have participated in implementing various PNS program.; and (g) engaging the partnership with relevant foreign institutions through the PNF program implementation.

The Equivalency Education Development (Pengembangan Pendidikan Kesetaraan) which is designed for children of 6-15 years (Package A *equivalent to SD; and* Package B equivalent to SMP), and development of secondary education by way of Package C equivalent to SMA. The equivalency packages development is done by opening of learning groups among focused targetsnamely at the areas where the gross enrolment rate is very low. By 2009, the target of package A is 25% of the number of children dropping out from SD; the target of package B will reach 50% of the number of children dropping out from SMP; and the target for package C amounts will reach 50% of the number of children who graduate from

SMP but do not continue to SMA and 25% of children dropping out from SMA.

In order to expand of the access and the quality of non-formal education many efforts have been made such as (a) socialization and promotion activities through *Equivalency Education Forums, enhancing home schooling services, and providing mobile education service*; (b) encouraging and empowering *Pondok Pesantrens* or cooperating with connected institutions; (c) sharpening the services of special education in remote or disaster areas, equivalency education abroad, and education service for maids.

The functional literacy development is an activity to improve the intensification of the expansion access and the functional literacy education quality towards the illiterate community without gender discrimination, both in urban and rural areas, and in the priority goes to the area, which became the illiterate engraves. The decrease of percentage of illiterate population becomes the target in year 2009-- from 10, 2% in year 2004 to 5% by the end of year 2009. Or, quantitatively speaking, the target to be achieved is about 7,5 million people from the age bracket above 15 years old.

In decreasing the percentage of illiterate population, many strategies have been set (a) the regular combat of illiteracy program in line with other unit such as PKBM and study group, (b) the National movement on combating illiteracy program in the ways both vertically and horizontally, and (c) the improvement of cooperation with community organization, universities, and other relative organizations.

The development of life skills education and course aims to improve the skills and professionalism of students to become independent and to improve the capacity of non-formal education institutions to compete in international rivalry. This strategy includes: (a). intensifying of life skills-oriented courses, (b). providing funding assistance, (c) improving the role of PKBM, (d) expanding life skill education, and intensify the socialization of PNF.

Community participation in this program is also been advancing by PKBM and pioneering learning centers.

The *provision of educational facilities and infrastructures* is targeted to provide facilities, infrastructures, educators and quality training for PNF educators and the development of community participation to implement the non-formal education through the Central for Community Learning Activities (PKBM).

The *provision of operational budget* is given for the unlucky students and offers a wide opportunity for the community to implement the non-formal education by establishing an independent and grouped of learning activities. The provision of the operational funds can be implemented by way of apprenticeship activities, running of courses that are relevant to the community needs, or scholarships.

The *reading culture development* is implemented in several of learning activities with the target of institutionalization of 2.500 Centers for Community Reading Center (TBM) in 2009.

2. Development of Quality, Relevance, and Competitiveness

The program of development of quality and relevance will be implemented through the following strategies: (a) the improvement of the standards of competencies, contents, process, and assessments in cooperation with Board of National Education Standard (BSNP), (b). Organizing thematic equivalency education program, (c). Emphasizing teaching materials towards life skill education, and, (d). Developing the learning models and teaching materials of the PNF that refers to the national education standard based.

The development of PNF units, which include courses and training institutions, study groups, Centers for Community Learning Activities (PKBM) and related educational units through standardization, quality assurance, accreditation and certification, and management skill strengthening. The development of format and quality of PNF programs is also done to ensure that the PNF programs can be accepted in lieu of subject matters relevant to those offered in the formal education units.

The provision of educational materials---- The development of learning media and educational technology includes educational audio-visual aids, study books, and reference books, which utilize the information and communication technology.

The certification development---- The certification of the courses and training institutions, and life skills education. The development of certification and other quality aspects refers to the profession and productivity standards of the Indonesian work force in accordance with the WTO framework. It is expected that the certification will have a *civil effect* for the improvement of living condition and working productivity on the part the students.

The superior model development is an activity to develop the superior and competitive models for the PNF in PAUD, that is, equivalency, literacy, and life skills programs with the following target: by 2008, at least one model will be available in every district/city.

3. Improvement of *Governance*, Accountability, and Public Image

The fundamental principle of the non-formal educational services implementation is the active role or participation of the community in a dynamic independence and creativity to help improve the living condition of disadvantaged community. Therefore, the successful implementation of PNF programs, which are effective, efficient, and accountable, rests on the joint responsibility between the community and local government. Because of this participatory principle, the public image of institutional transparency and accountability becomes a prerequisite to me met by every PNF programs implementers.

In this participatory approach to program implementation, the role of the central government is to provide assistance in the form quality assurance by way of funding assistance and socialization and training programs. In improving governance, accountability, and public image regarding PNF program implementation, the following activities are in order.

The arrangement and development of data system and management information. This strategy is needed to encourage the PNF management and coordination in central, regional and management levels, and to fulfill the community needs on the PNF data and information. This strategy needs a synergy of tripartite, they are: education expert, substantial expert, and media/informatics expert. The *capacity building* is given to the PNF management and implementer in all levels, including the field educator capacity. The *advocacy, socialization, and facilitation* is needed to provide information, campaign, and assistance for the purpose of developing and expanding the community participation in an effective and accountable implementation of the PNF.

F. Quality Improvement Programs for Educator and Educational Staff

The quality improvement programs for educator and educational staff aim to improve the numbers of educator and educational staffs, improve their capability in managing, developing, supervising and delivering technical services to support the education and learning processes in each educational unit.

1. Equity and Expansion of Participation

The improvement of equity and ratio of the teacher and teaching staff services for the Early Childhood Education, Basic Education, Secondary Education, Higher Education and Non-formal Education will be implemented by way of the following activities: (a) developing the planning systems based on the needs and provision of the teacher and educational staff; (b) improving the recruitment and replacement systems and mechanisms for the teacher and educational staff geographically, correct in numbers, qualification/ expertise, and gender; (c) increasing the numbers of teachers in region/district in need, such as: mechanism control for teacher's replacement and redistribution, additional of new teacher, status changes of the teacher, teacher's/ tutor's integration to equivalent subjects, teacher's incentive system in remote areas, providing subsidy for temporary private teachers (*Guru Tidak Tetap*/GTT), supervisor/inspector/tutor, and teachers in remote areas; (d) expanding the field of LPTK department such as teachers of MIPA, English, and vocational technology; (e) expanding the *Akta Program* for graduates of the non-educational programs; (f) expanding numbers of educational staffs proportionally, such as: school supervisor, administration staffs, laborant, librarian, educational technician, achievers, computer operator, etc.,. by adding new staff members, placement of non-educational staff to become educational staff in school or other educational institution; and (g) punishment to teachers who violate the teachers ethic.

The provision of teachers is made to solve the problem of teacher shortage in the spirit of equity and expansion of access. An incentive scenario might be needed to attract teachers to work in difficult areas--- providing funds for *upgrading* the existing teachers (SD/MI) so that they can improve themselves to

the extent that the SD teachers can teach SMP classes within the special service schools or "Special SMP/ *SMP Khusus*".

The target to be achieved in the next five years is the equity of students ratio per teacher and per teaching staff in each district/city, and efforts shall be made to ensure that the ratio conforms with the national standard. In the meantime, in five years to come, supervisors will be appointed and placed to areas in need

The government will also promote numbers of new teachers to cover teacher shortage in order to replace the teachers who will reach the retirement time, and in frame of expanding the access for the nine-years basic education program and the expansion for public and vocational secondary education.

The improvement of educator and educator staff management is different from the management in bureaucracy. This management is expected to put teacher in a new position from peripheral position to the central position, to put teachers in secure legal position.

The quality assurance of teachers is completed through the improvement of transparent, accountable, and comprehensive recruitment system and therefore schools can get competence, talented, and professional teachers. The improvement of the qualification of educator and educator staff is completed through the development of D-4 program and/or bachelor program, including long distance education using the ICT equipments that replace the *learning by teaching* approach to *learning by experiencing* approach.

Considering non-formal education targets in villages is high, it is necessary to employ the part-time PNF teacher/ tutor to be placed at remote areas and/or areas with a great number potential target for the PNF program. The temporary teachers (*TLD*) are also needed with the ratio at 1 TLD per 5 villages in order to support the inspector work. Further, the number of 1300 tutors should gradually be increased to ensure that PNF services meet the national standards of education.

2. Improvement of Quality, Relevance, and Competitiveness

The improvement of quality and relevance program will be implemented by way of the following activities: (a) developing the competency standard and teachers' profession certification; (b) developing the systems and mechanisms of recruitment, promotion and transfer for the teacher and teaching staff as a profession which makes possible inter-regional transfer; (c) developing the teacher promotion mechanisms by way of periodical competence mapping, counting the credit point as functional staff from a sustain ability of education results; (d) developing the incentive and disincentive system of the teacher profession to improve the teaching quality; (e) using the telemetric to improve the teacher competence in teaching; (f) developing the institutional and resources capacity of the *LPMP, PPPG, BP-PLSP, BPKB* and *SKB*; (g) developing the assessment mechanism of performance, accountability, and teacher training; (h) improving the remuneration system of the teacher and teaching staff based on its functional position; (i) arranging the system and mechanism of the protection in implementing the teacher and teaching staff profession; (j) awarding the

teacher who has an extraordinary achievement and well dedicated; and (k) addressing disincentive towards the teacher who breaks the professional ethics.

3. Improvement of *Governance* , Accountability, and Public Image

The development of the *governance* and accountability in teacher and educational staff management can be implemented through: (a) the organization of the policy on educators and education staff; (b) improving the institutional management for the teacher profession at the central, district and community levels; (c) total arrangement towards the problem of volunteer teachers; (d). socializing and communicating the policy and the program of educators and education staff quality improvement; (e). arranging the management mechanisms of teacher, tutor and teaching staff (*pamong belajar*) as a profession, such as certification, registration, and profession ethics code; (f). educating the teacher's profession which has a legal power and included in the Teacher's Legislation that will be legislated soon; (g). Preparation of regulations as consequence of The Law No. 14/2004 on Teacher and Lecture, and (h). Arranging the management mechanisms in the Directorate General of the Quality Improvement of Educator and Educational Staff.

G. Educational Services Management Program

This program aims for: (1) developing the institutional capacity (in both central and local offices), developing *good governance* mechanisms, developing inter-institutional governance co ordinations, improving the policy, implementing the advocacy and socialization of the education development policy, and developing the community participation in education development; (2) developing and implementing the education development supervision system, including the follow up system of supervision findings towards each education development activity, including the implementation of education decentralization and autonomy; and (3) improving education management by improving the autonomy and decentralization of the educational management towards the educational management and education unit in education implementation effectively, efficiently, transparently, accountable, and anticipatively that refers to the National Standard of Education.

The community services improvement needs to be implemented in order to improve the supervision system through developing the transparency, therefore, the apparatus can be avoided from practices of Corruption, Collusion, and Nepotism/ KKN (based on President Decree No. 5 Year 2004). It assumed that the biggest KKN sources came from the community services instance. The rehabilitation of the services will be implemented through the following strategies:

First, The office organizational structure needs to be reviewed, in order to avoid the community misperception and distrust towards the several services of policy and action, such as, by establishing Sub-office (*Sub Dinas*/Subdin) or Community Affairs Section which explains actively and openly every step of service policy. As the government partner, community also needs an guidance, training and invitation to encourage the community to be more active in the formulation of services.

Second, developing the government apparatus capacity in two aspects: (1) the changes of *mind-set*, mental attitude and behavior as community server that are clean of *KKN*; (2) the technical aspect, to provide ability and understanding towards the apparatus role in a professional way. In this aspect, an advocacy is needed in changing the *mind-set*, mental attitude and behavior, by underlining that as community server, the apparatus were funded by the community money, therefore, the professionalism motivation of *take and give* principle always be the foundation of their daily services. It is also need to consider that in modernization/globalization era the way of thinking and feudalism attitudes are no more relevant.

Third, creating the cheap, quick, open and pleasant services system. The successful indicators of the services are the satisfaction of community on the cheap services, quick, open, polite and cooperative. Therefore, lengthy bureaucratic procedures should be trimmed off and the service principle of "customer satisfaction". should be adopted.

Fourth, creating an effective and objective supervision system which is able to prevent the KKN indicated practices. The system must also includes a significant follow-up plan and able to implement effectively.

Fifth, developing the *SPI* for coordination with the *BPKP* and *BPK*, capacity building and apparatus inspection competency of the Inspectorate General (Itjen).

Sixth, the empowerment of community in order to create good quality services. This objective can obtained by giving a certain role in supervising and arranging the system services.

Seventh, developing the italicization of the Information and Communication Technology (ICT) to support the role and services function improvement. The systems that are developed should ensure two things: (a) the management needs for accurate data and information system, *up-to-date*, and accessible; (b) the community needs for the data and information of the educational services.

Eights, re-arranging the system and mechanism of the inventory and documentation for the facilities, infrastructure and educational assets, including the management of MoNE documents and files, which are currently in difficult condition. This program is able to use the role of ICT, which is also able to transform the data and conventional documentation into a digital system.

Nine. developing the capacity and competence of education managers in anticipating the phenomena of the decrease of education managers' capacity in the era of decentralization. This program includes the organizing both short term and long term trainings considering the local needs.

H. Education Research and Development Program

Education research and development program aims at: (1) Developing conception of national education system reform and socialize it in line with global development and competition; (2) Carrying out policy research at macro level and its development at the micro level; (3) improving quality of research and educational

innovation to ensure that their results can be used as a reference for policy development and/or educational development program; (4) Developing relevant curriculum, innovative instructional concepts, and quality assurance which support the development of competitiveness of the nation-state; (5) Improving reliability of education information system at the national level which can effectively and efficiently serve as a basis for developing policy of MoNE; (6) Developing national education evaluation system and quality assurance; (7) Improving intensity and quality of international cooperation in Education on the basis equality and which leads to national education quality improvement; and (8) developing national standard of education, organizing national examination, and developing as well as applying accreditation model and certification. Education research and development program is implemented by way of three pillars of national education development as the following:

1. Equity and Expansion of Access

Programs that will be implemented in support of the improvement of equity and expansion access include (1) research on .the implementation of nine-year compulsory basic education program, free of charge education, and the improvement of access to early childhood education, secondary education, and higher education as well as the innovations.

2. Quality, Relevance, and Competitiveness

Strategic program that will be carried out in support of the improvement of quality and relevance of education includes, among others, (1) professional services in the development of curriculum at all level of educations; (2) evaluating of education quality assurance: (3) facilitating the activities of independent institutions such as BAN-S/M, BAN-PNF, and BSNP; and (4) improving assessment system.

3. Governance, Accountability, and Public Image

Strategic programs which will be carried out in support of the improvement of governance, accountability, and public image include, among others, (1) utilizing and developing of ICT for data management system and instruction in the central, regional, district offices, as well in schools; (2). Research and innovation of human resource and infrastructure in accordance with The Board of National Standard of Education; (3). Improving the network of research and development; (4). Developing quality management system; (5). Arranging polling in order to measure the public image of MoNE; (6). Arranging the draft of the law of Institution Legal of Education; and (7). Improving of assessment unit in schools.

I. Programs for Science & Technology Research and Development

This program aims to develop focus and quality of the research and development activities in the fields of basic sciences, applied sciences and technology, based on the key competence and the users' needs. The primary agencies responsible in this

program are the Research and Development Agency (*Badan Penelitian dan Pengembangan*), the Directorate General of Higher Education (*Dirjen Dikti*), and the research center of the tertiary educational institutions.

The activities to be implemented include: first, research and development in field of food, energy, manufacture, biotechnology and informatics; second, research and development of thematic programs, third, development of process technology to support the production/ productivity improvement; fourth, development of basic research in the framework of developing sciences; (5) research and development in measurement, standardization, assessment and quality; (6) research to support the government policy in politics, economics, social and culture, and law; (7) competitive grant-based research and development activities.

J . Improvement of Reading Culture and Library Development

This program aims to encourage the improvement of reading culture by the way of expanding library services, library supervision, as well as the provision of qualified and relevant reading materials that, in return, encourages book industries.

The expansion and improvement of "reading culture" held in many learning centers with the aim of institutionalize 2.500-community libraries (TBM) in 2009. In addition, this program is also aimed at the improvement of reading culture, language, national and local literatures in the community at large or other educational institutions in order to create knowledgeable, cultured, improved, and independent communities. Some activities will be carried such as:

The campaign for and promotion of "reading culture" by way of mass media and other programs in the frame of improving the reading culture at school or other educational institutions level as well as in the community at large.

Second, the expansion and improvement of the library services quality by: (a) increasing and maintaining the collection of library and community reading center; (b) provision of facilities and revitalization of the mobile library and community library; (c) encouraging the development of community libraries by using the provided facilities in community; (d) developing community participation, including the non governmental organization and entrepreneurship in providing reading facilities as a support system for life long education; (e) education and trainings to improve the ability of a library manager, including those working for the libraries in education units; (f) diversification of the functions of library to make library a useful learning resource center and a nice place to stay especially for children and adolescence to support learning and creativity development; (g) empowering the librarians by developing a functional post for the librarians.

K . Other Programs

Many supporting programs besides education functions held by the MoNe are in the relation to the service functions of general government and social protection functions.

1. Development of Supervision and Accountability of State Apparatus

This program aims to improve and make effective the systems of supervision, performance audit and financial, and accountability system in establishing a clean, accountable and free-of-KKN apparatus. Consistent with new policies, the development of performance indicators of educational management unit based on the national standard of education is to be implemented as a media to ensure effective supervision.

The strategyc programs which included in the theme of development policy of *governance* and accountability, namely, developing the *SPI* for coordination with the *BPKP* and *BPK*, capacity building and apparatus inspection competency of the Inspectorate General (Itjen), implementing the President Decree (Inpres) No. 5 Year 2004 on the acceleration of the *KKN* eradication, intensifying the preventive measures by the Itjen, intensifying and extensifying the investigation by the *Itjen*, *BPKP* and BPK, and following up of the investigation findings of *Itjen*, *BPKP* and *BPK*. Additionally, the related strategic programs for the improvement of capacity, competence, and commitment of the apparatus are the improvement of the apparatus' capacity and competence building in planning and budgeting, improving the loyalty of apparatus towards the legislation, and the capacity and competence improvement for the education management.

2. *Support* Programs for State and Government Leaders

This program aims to assist the implementation acceleration of the leader work and its management function in the state and government implementation. The activities to be implemented are: (a) providing facilities to support the leaders in their jobs; (b) supporting the implementation of the state's and government's offices and functions, such as staff expenses, purchase of goods , travel expenses, asset purchase, and other expenses; (c) implementing the coordination and consultation of working plans and programs for the ministry and institutions; (d) developing the systems, procedures and administration standardizations for services support; and (e) developing the efficient and effective management functions.

3. Development Program for States Apparatus' Facilities and Infrastructures

This program aims to provide the infrastructures and facilities that can lend supports to the implementation of government administration within a working unit of the government office (i.e., MoNE). The activities to be implemented are: (a) improving the quality of facilities and infrastructures that support the services; (b) developing the public and operational services facilities, including the provision, repair and maintenance the buildings and equipments; and (c) rejuvenating and maintaining office operational transportation means to encourage the mobility, accuracy and acceleration of the public service operations.

4. Program of Apparatus Human Resources Management

This program aims to develop the management systems and apparatus human resources capacities as needed in the implementation of government and development. The activities that will be implemented are: (a) re-arranging the apparatus human resources based on the needs of numbers and competence, and improvement of Civil Servant (PNS) distribution; (b) improving the apparatus human resources management systems, mainly the career and remuneration systems; (c) improving the apparatus human resources competence in carrying out their duty and responsibility; (d) completing the systems and quality of training and workshop materials for the PNS; (e) preparing and completing various rules and policies of the personnel management; and (f) developing the civil servant professionalisms by completing the ethics and mechanisms of other law enforcement disciplines.

5. Programs for Strengthening Institutions for Gender Mainstreaming and Children

This program has the purpose of strengthening of institutions and networking system/ mechanism for gender mainstreaming, including the gender data provision, to improve community role and participation in women empowerment in various development fields, both national and provincial level.

The activities that will be implemented include *first*, the development of the learning materials and the implementation of the program of "Communication, Information, and Education" (*Komunikasi, Informasi, Edukasi*/KIE) about the gender equity and justice (*KKG*); *second*, the development of the capacity and institutional network for the women and children empowerment at the level of province and district/city, including Center for Women / Gender Study; *third*, the development of policy in the framework of strengthening the institution of the *PUG* (Gender Mainstreaming Program) and *PUA* (i.e., programs for Children Mainstreaming) both at national and provincial levels; *fourth*, the development of planning, monitoring and evaluating mechanisms for the *PUG* and *PUA*, either at national or provincial levels; *fifth*, the development of family training model with gender and children main streaming perspectives (*PKBG*) ; *sixth*, the development of school-based education with gender and children mainstreaming perspectives (*PSBG*); *seventh*, the development of "gender study" as body of knowledge and science and (8) the development and management of educator and educational staffs with gender perspectives.

FUNDING STRATEGIES

The national educational funding is made with reference to the existing laws and regulations, policies of the Minister of National Education (MONE), educational development programs and their targets, and program implementation in space and time dimensions. In five years to come, the implementation of educational development programs will still deal with a variety of limited resources such as facilities, infrastructures, staffing and educational budget from the state/national budget (*APBN*) and the provincial/district/ municipality budget (*APBD*) . Therefore, funding strategies are established to overcome the limited resources in order that the implementation of educational development programs can provide significant shares for achieving the goals of the national education as mandated by Law Number 20/2003 on SISDIKNAS.

Due to the limited government budget, the funding strategies for national education in the coming five years are made under priority scale. The priority of educational development is established with the following considerations: (i) government's commitment to to children from disadvantage families due to economic, geographical, social and cultural factors to obtain quality education; (ii) demand for priority due to changes in educational policies, including in fulfilling constitutional rights of the citizens at each educational unit, level and type both at formal and non-formal lines, and also in responding international commitment and national interests; and (iii) prediction of the development of the state financial capacity and the potency of social contribution to education.

Education decentralization policy demands the development of local/provincial ability in planning and managing education development of its region. Therefore, each provincial level should be able to prepare the funding strategy to achieve program targets stated in fiveyear education development plan. The development of provincial government capacity in various education implementation management aspects is part of MONE Strategic Plan implementation. The Education Stategic Plan of 2005 2009 written by the center government should be broken down to every main unit under the Ministry of National Education (four Directorate General, Secretariate General, Inspectorate General, and Research and Development Agency) becomes the Strategic Plan of each main unit for the coming five year. The Strategic Plan of the main units contains yearly program plan to achieve 15 programs of Middle Range Development Plan in 2009 because yearly targets of the main units are the elaboration of the Five-Year Strategic Plan.

The provincial government should elaborate the programs of the center government that should be implemented in the regions within Provincial Strategic Planning 2005-2009. Based on Provincial Strategic Plan, the provincial governments make education development budget plans for the coming five year to achieve the program targets of its

respective region until 2009. The budget strategy is made by considering projections: (i) Regional Income (*PAD*), (ii) Complement budget that comprises of revenue budget, general allocation budget (*DAU*), and particular allocation budget (*DAK*); (iii) particular autonomy budget and the complement; and (iv) the estimation of the center government budget allocation that consists of deconcentration budget and support activity budget. Other budget allocation can be taken into account is overseas grant/aid, especially for financing priority programs.

Due to the limitation of the center government budget and the constraint of increasing of *PAD*, the fiscal gap in the region is likely to happen. The occurence of the gap is due to the unfulfilment of the funding need to achieve the program targets planned. To overcome the fiscal gap, the provincial/local government should considers the other funding resources that could possibly be utilized such overseas donor and public contributions. All the possible funding scenario should be stated in Provincial Education Strategic Planning 2005-2009 as the education development program implementation manual in the respective region in which in line with the achievement of the national targets stated in the Middle Range Education Development Program 2005-2009.

A. Functions of Educational Funding 2005-2009

The educational development funding is made in the frame work of implementing legislatory provisions and government policies within time frame of five years onward. Educational funding within 2005 2009 is made in the framework of implementing the functions of (1) clarifying partiality to disadvantaged communities (pro-poor policy commitment) ; (2) strengthening educational autonomy and decentralization; and (3) as an incentive and dissentive for (a) Equity and Expansion/Broadening of Access to Education (b) Quality, Relevance and Competitiveness, and (c) Governance, Accountability, and Public Image.

1. Explicit Pro-Poor--Community Policy Commitments

Partiality to poor communities (pro-poor policy orientation) is carried out by eliminating a variety of cost barriers for student-parents in the framework of increasing the number of students of Elementary School (*SD*) and Junior High School (*SMP*) from poor families so that the nine-year compulsory education can be accomplished. Those barriers consist of three types of educational funding which are so far under the responsibility of the student-parents, namely operational cost of educational units, personal cost, and investment cost. With the low cost barrier especially for poor families, it is expected that the *APM* of basic education will improve and nearly come to an end.

The government will commence to eliminate cost barriers of the whole items of the operational cost of educational unit excluding the salary of teachers and educational staff. To implement the mandate of the constitution and Law Number 20/2003, the Government gradually deletes all of operational costs of state and private education units, leading to free basic education. Though student-parents are set free from the operational cost of educational unit, there are still many poorest families who can not afford to fulfil personal costs for their children so as not to be able to go to school. To anticipate the decreasing *APK* of Junior High School due to personnal cost barrier, the Government provides scholarship subsidy channeled via the cost of educational unit to schools to cover

personnal cost for poor students in order not to be late to go to school. The scholarship is also aimed to increase the enrollment participation.

Other cost barriers are investment costs such as land, educational infrastructure and working capitals required to create a school environment that can encourage the realization of the quality of learning processes at schools. In 2005, central government and local government are responsible for most of investment costs of the government's educational unit. The investment costs are focussed on the improvement of educational infrastructure and facilities such as building, classrooms and learning facilities that need to be rehabilitated in order to be able to protect teachers and students so that they can learn well.

2. Strengthening Educational Dencentralization and Autonomy

Law Number 33/2004 on Fiscal Balance of Central and Regional Government, regulates the funding systems in the framework of implementing decentralization. Based on the law, the fiscal source of the Regionional Budget (*APBD*) is *PAD* (Original Regional Income), *DAU* (General Allocation Budget), and *DBH* (Revenue-Sharing Funds). In consideration of the different capacity among regional governments, *DAU* is provided with the purpose of evenly distributing financial capacity among the regional governments to reduce the discrepancy of financial capacity among regional governments (equalizing funds) through applying formula which takes the regional needs and potencies into account. In addition, through funding instruments of *DAK*, deconcentration and Assistance Task, each department assists in funding the development of its sector in region. The three funding schemes are intended to strengthen the regional funds, both in the framework of implementing specific policies that becomes the national priority (*DAK* scheme) and central authority delegated to the regional government (Deconcentration and Assistance Task).

The function of funding systems in the frame of educational autonomy and decentralization is aimed to increase efficiency and effectiveness of the management and implementation of educational affairs. As stated in Law No.32/2004 on Regional Government, educational sector in one of the sectors that becomes the local government responsibility. Ministry of National Education will keep on Assistance districts/cities in funding the development of educational sector through the three funding schemes to overcome the fiscal gap for the sector of educational development until the regional government can fulfil fiscal needs through improving the original local income (*PAD*) and or improving the allocation of *DAU*.

In conjunction with that matter, commitment and capacity of the Districts/Cities in planning and managing development are continuously enhanced through capacity building. Funding subsidy and capacity building are basically aimed at strengthening the implementation of the decentralization and autonomy of the district/city government. The implementation of decentralized education should continually encourage the regional government (Education Office) and Education Unit to be able to achieve the autonomy in managing educational services. Central government together with the provincial government will take a role as the partner of the district/city government, via the instruments of funding subsidy by using the scheme of deconcentration, assistance task and cost sharing.

Deconcentration funds from the central government are provided to finance the implementation of the central authority performed by the provincial government as the representative of the central government at the regional level. The use of deconcentration funds for example in the framework of education quality control and assurance, including evaluation activities, accrediation, certification and capacity building.

DAK is intended to assist in funding special activities at certain regions that constitute the regional government affairs and are in accordance with national priorities, specifically for funding the needs for facilities and infrastructure of community basic services which have not reached the expected national standards. The use of *DAK* is among others to finance the implementation of rehabilitation activities of the seriously damaged (elementary) school buildings that will be completed in 2007 and the development of facilities to expand access and to finish the nine-year compulsory education. The provision of *DAK* needs counterpart funds from the related regions at least 10% of the *DAK*. The objective of the inclusion of the counterpart funds is to grow the sense of belonging of the regional government towards the properties built with the subsidy of *DAK*.

The Fund for Assistance Task (*DTP*) is intended to ensure the availability of fund for implementing the authority of the central government delegated to the regional government. The implementation of the authority that should be in the form of physical activities is undertaken by *SKPD* (Working Unit of Local Government) stipulated by Governor, District Head or Mayor. Meanwhile, the sharing funding is the form of strong commitment between the center government and the provincial goverment with the regencial government conducted suited to its respective ability.

The burden sharing among the center, the province, the regency and the city is on an agreement that is fair, proportional, transparent and in accordance with the fiscal and potency ability.

3. Incentive and disincentive functions for educational accessibility, quality improvement and governance

Educational funding should be capable of serving as incentives and disincentives for improving educational quality. The capacity of regional government and educational units in managing educational resources strongly determines the success of the educational quality improvements. The incentive and disincentive functions for improving quality will be undertaken by the central government to encourage the growth of initiatives, creativities, and activities of the regional government and educational units in enhancing their capacity to improve education accessibility, quality and governance.

Incentives and disincentives are provided in the form of subsidy (block grant) based on criteria such as: the meeting of objectives in ways consistent with the educational national standards, effectiveness and efficiency of implementation, accountability in management and the benefits gained. Evaluation of quality improvements will be carried out by the use of some indicators referring to Educational National Standards. Ministry of National Education can cooperate with *BSNP* (Education National Standard Board) or accreditation/certification board in making the evaluation systems. Considering

that the duties of quality control and assurance is the authority of the central government, mechanisms of providing subsidy (block grant) to implement the incentive and disincentive functions is carried out by way of the funding systems of deconcentration and/ particular allocation fund.

B. Funding Plans

Funding planning that will be described in this section includes ideal funding by the government at educational sector and priority program funding by Mone in accordance with *RPJM*. The national education funding scenario to finance the education development and to fulfill also the aim of UUD 1945 paragraph 31 article (4) uses APBN and in accordance with RPJMN 2004-2009.

The ideal funding should be outlined to be able to provide an overview of the amount of budget actually required to build quality education in conformity with the objective of educational reform in the frame work of implementing decentralized education. It is related to the consequences of efforts to achieve the educational national standards in accordance with the Government Regulation (*PP*) No No.19/2005, such as management standard (Minimum Service Standard), teacher competency standard, facility/infrastructure standard. The education development funding plan and the priority programs until 2009 is as follows.

1. Funding of Educational Development

The funding of education development in the frame work of equity and expansion of access to education, the quality, relevance and competitiveness, governance, accountability, and public image comes from APBN, APBD and public funding.

By using the economic growth and the inflation level determined on RPJMN 2004 2009, the total of the education budget in 2009 will reach 212.64 trillions or equal with 5.5 % of PDB on the same year. The education sector budget at the center government on 2009 will reach Rp 127.34 trillions, while the education sector budget at the provincial government will reach 85.30 trillions. The percentage of the center government budget towards the provincial government budget is in accordance with the agreement between the government and DPR, i.e,. 9.3 % in 2005 and 20.1% in 2009 and fulfill also the aim of UUD 1945 paragraph 31 article (4). The national education funding scenario is stated at Table 6.1.

Table 6.1
The Funding Scenario of Ministry of National Education

Description		2005	2006	2007	2008	2009
1	Economy Growth (APBN 2006 and RPJM, in %)	5.7	6.2	6.7	7.2	7.6
2	Inflation (APBN 2006 and RPJM, in %)	8	7	5	4	3
3	PDB (in trillion Rp)	2.647.55	3.040.00	3.405.86	3.797.06	4.208.21
4	Expenditure of center government in APBN (in trillion Rp)	411.67	427.60	479.06	534.09	591.92
5	Expenditure of provincial government in APBN (in trillion Rp)	153.40	220.07	246.56	274.88	304.64
6	Budget of center government (agreement of DPR RI with government, percentage to center government expenditure)	9.3	12	14.7	17.4	20.1
7	Budget of provincial government (estimation, teacher salary, percentage to provincial government expenditure)	20.1	22	24	26	28
8	Budget of center government (agreement of DPR RI with government, including teacher salary, in trillion Rp)	42.79	56.81	76.75	100.21	127.34
9	Budget of provincial government (estimation, teacher salary, in trillion Rp)	46.5	48.42	59.17	71.47	85.30
10	Total budget of education sector (in trillion Rp)	89.29	105.23	135.92	171.68	212.64
11	Percentage of education budget to PDB	3.37	3.46	3.99	4.52	5.05

The education development cost under Ministry of National Education comprises of operational cost and investment cost calculated by using operational cost of 2005 and the amount of unit cost per student per year as per level.

Table 6.2
The Factual Unit Cost of Total Education (BSPT) of Respective School (in million)

Number	Education Level	State	Private
1	Education School (SD)	8.079	8.724
2	Islamic Elementary School (MI)	10.198	6.682
3	Junior High School (SMP)	10.682	9.828
4	Islamic Junior High School (Mts)	12.002	7.587
5	Senior High School (SMA)	13.220	11.505
6	Islamic Senior High School (MA)	13.203	10.348
7	Senior Vocational School (SMK)	11.154	11.505

The average of ideal Unit Cost for Total Education (BSPT) in each school is between 1.31 times up to 1.48 times of the factual BSPT average. The calculation of the operational cost for 2009 uses the unit cost of per student per year according to its level at best quality school.

The investment cost is calculated based the need for cost for procurement of land, facilities and infrastructure, and human resources development. As discussed above, both operational cost and investment cost are calculated in accordance with the Government commitment to achieving the Educational National Standards. It means that the funding projection has considered optimizing the use of government fund and private contribution with orientation to the improvement of management quality, including the increasing proportion of non-government or government sector on Secondary and Higher Education levels (post-basic education). The projection has also taken the effects of macro economic variables into account.

Table 6.3 contains education funding scenario within Ministry of National Education with the funding plan using calculation methods. Number 1 is the total of operational cost and investment cost that comprises of the total the education development funding need under the MoNE in the next five year. Each has considered inflation 7% for operational cost, and 10% for investment cost.

Meanwhile, the fund of MoNE in 2005 from APBN is 34.23 trillions (number 3), the contribution of education funding from the public is 43.1 trillions (number 2)

Table 6.3
The Funding Scenario
under Ministry of National Education (trillion Rp)

	Description	2005	2006	2007	2008	2009
1	Total Education Expenditure	108.3	122.7	138.7	163.2	183.4
2	Education Fund supported by Society	43.1	49.1	55.5	62.4	70.0
3	MoNE Budget (in trillion Rp, 80% to Number 8 Table 6.1)	34.23	45.45	61.40	80.16	101.87
	I. Salary and allowance of educators (teacher and lecturer)	3.00	3.50	15.49	27.58	31.48
	a. Salary of Educators	3.00	3.50	4.03	4.63	5.32
	b. Functional Benefit for State and Private Lecturer	-	-	1.20	1.20	1.20
	c. Functional Benefit for State and Private Teacher	-	-	4.26	10.74	10.74
	d. Proffesion Benefit for Teacher	-	-	3.20	6.41	9.61
	e. Proffesion Benefit for Lecturer	-	-	1.80	3.60	3.60
	f. Benefit for Educators in Particular Regions	-	-	1.00	1.00	1.00
	II. MoNE budget exculded salary and Educators Benefit (Teacher and Lecturer), consist of:	31.23	41.95	45.91	52.59	67.96
	a. Operational Budget of Educator Non Salary	9.37	12.58	13.77	15.78	20.39
	b. Discretion Fund including investment	21.86	29.36	32.14	36.81	47.58

To know the possible fulfillment of fiscal gap, fund sources that can be calculated out of the government are those from the regional government, communities (for secondary and higher education) and external donors.

Table 6.4 presents a scenario of possible fulfillment of the fiscal gap that can be fulfilled by public and external donor in 2005 2009. Point 1 is the total of the MoNE funding need; point 2 is the estimated budget that has been approved by the government and DPR; point 3 is the fund shortage 2005-2009, after deduction of the budget of the agreement between the government and DPR; point 4 is an assumption of the amount of fulfillment by external donors at 5% from the total of funding needs from 2005 to 2009; point 5 is the estimated amount of the community contribution funds in secondary and higher education (post-basic education) 2005-2009; point 6 is the total source estimation of external donors (point 4), and the estimation of community fund contributions (point 5).

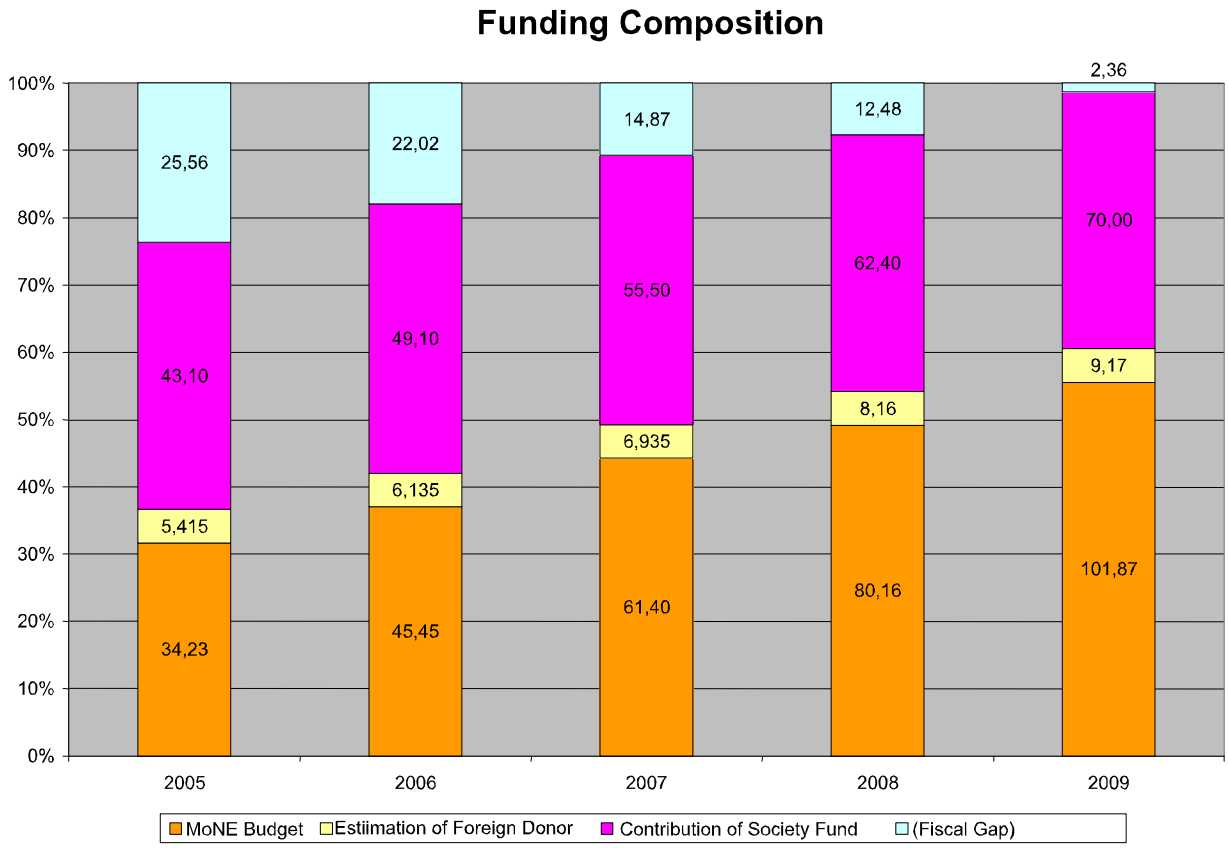
Table 6.4
The Fiscal Gap Estimation
which might be Fulfill by Society and Foreign Donor
in 2005-2009 (trillion RP)

Number	Description	2005	2006	2007	2008	2009
1	Total of Expenses within MoNE	108.30	122.70	138.70	163.20	183.40
2	Budget of MoNE	34.23	45.45	61.40	80.16	101.87
3	Budget Gap	74.07	77.25	77.30	83.04	81.53
4	Estimation of Foreign Donor	5.415	6.135	6.935	8.16	9.17
5	Contribution of Society Fund	43.10	49.10	55.50	62.40	70.00
6	Total of Number 4 and 5	48.52	55.24	62.44	70.56	79.17
	(Fiscal Gap)	25.56	22.02	14.87	12.48	2.36

From the amount seen in point 6 the estimated amount of the external donor contributions, community contributions, fiscal gap is found at Rp 25.56 trillion (2005); Rp 22.02 trillion (2006); Rp 14.87 trillion (2007); Rp 12.48 trillion (2008); and Rp 2.36 trillion (2009). Due to the increase of the financial ability from various sources, the fiscal gap is decreasing although until 2009 the amount is estimated Rp 2.36 trillions. Efforts to cover the *fiscal gap* will be taken by increasing fund sources from the regional government, communities and external donors.

The composition of education budget is based on the sources as stated on graph 6.1 follows

Graph 6.1
Composition of Education Budget Based on Source



2. Funding Plans for Priority Programs

Based on the agreement between Parliament (*DPR*) and the Government in 2004, a scenario of gradual increase in educational budget is obtained based on the projected fiscal capacity of the government reaching up to 20% of the Government Expenditure. The planned increase is (commencing 2006) 12%, 14.7%, 17.4%, and 20.1%.

Each educational development program contained in RPJM has a different priority level. Budget priority is not only intended to overcome urgent problems but also to continue efforts that have been taken before in developing bases for achieving the subsequent phases, in the frame work of achieving the objective of educational development in the long term. Program priority is further outlined in the strategic programs in the frame work of achieving the middle-term targets in accordance with the policies of the Ministry of National education. Ministry of National Education has stipulated thirty nine strategic programs divided into three themes of educational development, namely expansion and distribution (13 activities), quality and relevance (13 activities), and governance and accountability and public image (13 activities). In implementing budget, funding of 39 strategic programs is included in 15 educational development programs.

Operational cost funding for the nine-year compulsory education occupies the first priority to realize the government commitment to finalizing the nine-year compulsory education, targeted to complete in 2009. The total budget for the Mone's compulsory educational program 2005 is 12.1 trillion rupiah intended for

the subsidy of operational costs of educational units of equivalent *SD/MI-SMP/MTs*; provision of educational facilities and infrastructure, including repair of buildings / classrooms; extended access to *SLB* (special schools) and inclusive schools; and development of normal schools of special services.

BOS (operational funding assistance for schools) is intended to cover the minimal cost of learning operation which is sufficient to create a strong foundation for the effort of improving quality in a sustainable way. Funding components under *BOS* include fee for registration forms, books, maintenance, school examinations and tests, honorarium for teachers/educational staff, student activities, BOS is developed to become school funding formulation that considers the ability of rich and poor society and the local price. With the policy of *BOS* subsidy, the government will be able to realize limited free basic education. In addition, the government remains to provide subsidy of personal cost for schools whose major part of their students come from poor families and from problem regions.

The education of *PAUD* is budgeted at around Rp 253 billion (2005), intended for strategic programs included in the theme of *educational expansion and equity*, namely Expansion of Access to *PAUD*. The budget will be gradually increased up to Rp 3 trillion in 2009. The budget of secondary education is at around Rp 2.8 trillion (2205) and will be increased up to 8.9 trillion in 2009, which is intended among others to fund strategic programs included in the theme of *educational expansion and equity,* as well as quality improvement and relevance, that is Expansion of Access to the Integrated *SMA/SMK* and *SM*; Expansion of Life Skills Education; Development of (local and international) Superior Schools; Acceleration of the Number of Vocational Study Programs, Vocations, and Profession.

Included in the budget of compulsory basic education is the funding for the provision of facilities and infrastructure of compulsory education. Provision of facilities and infrastructure of *SD/MI*/equivalent programs includes rehabilitation and revitalization of the damage facilities/infrastructure. As many as 200 thousand units will have been completed by 2008, while 300 thousand units of classromms with light damage will be included in the District/City budget (*APBD*). For *SMP/MTs*/equivalent, activity of providing facilities/infrastructure is aimed among others at building new school units and new classrooms. The construction of new school units and new classrooms is only undertaken at the level of *SMP/MTs*/equivalent to encourage the improvement of *APM* of *SMP/MTs*/equivalent to approach the *APM* rate of *SD/MI*/equivalent that is already better.

The program for improving the quality of teachers and educational staff with budget of around Rp 3.1 trillion (2005), is not only intended to recruit teachers in the frame work of compulsory basic education, but also to fund strategic programs included in the themes of quality improvement, relevance competence and namely teacher development as profession and competency development of teachers and educational staff. The two strategic programs to straighten up the teacher problems will continuously work until 2009.

Non-formal education are budgeted around Rp 348 billion (2205) which is used among others to fund the strategic programs, both included in the theme of equity and expansion of access to education, and the quality, relevance and competitiveness. The policy are the expansion of the access to non-formal compulsory education and literacy education for people >15 years old, as well as

expansion of life skills education, which constitutes part of 39 strategic programs. The literacy education strategic policy wants to foster the people of more than 15 years old who own three blindness such latin alphabet, arabic number, indonesian language and basic knowledge pursu fungtional literacy education. The program targets the decrease of illiteracy people to 5 % in 2009. The number of illiterates will be reduced up to 7.5 milions people in five years, or the average of 1.5 millions people every year. In consequence, the fund needed is Rp 2.6 trillion to conduct functional litaracy program in 5 years or needed Rp 500 billions every year.

The higher education with Rp 6.4 trillion (2005) is intended for strategic programs including in the theme of *expansion and* equity, namely Expansion Program of Access to College and Efficient Use of ICT as long distance learning media, and the theme of quality improvement and relevance, that is a program that encourages the number of study program to enter the big 100 in Asia, and the increase in the number and quality of scientific publication and intellectual property rights (*HAKI*). The budget of higher education is continuously increased in 2009.

Service management programs are budgeted around Rp 392.5 billion (2005), used to fund strategic programs including in the theme of *Governance and Accountability*, that is Capacity and Competency Improvement of the Apparatus in the Planning and Budgeting. This program-- which is important to improve capacity of educational management-- will be continuously increased up to 2009.

Supervision and accountability improvement program of state apparatus with budget of Rp 28.5 billion in 2005 will continuously be increased up to 2009. The program budget will be used to fund strategic programs included in the theme of *Governance and Accountability* that is the Improvement of *SPI* in coordination with *BPKP* (Finance and Development Control Agency) and *BPK* (Supreme Audit Agency); Improvement of Controlling Capacity and Competency of the Inspectorate General Apparatus; Implementation of Presidential Instruction No. 5/2004 on the Acceleration of *KKN* Eradication; Intensification of Preventive Actions by the Inspectorate General; Intensification and Extensification of Examination by Inspectorate General, *BPKP*, and *BPK*; Resolution of follow up of the findings of the examination by Inspectorate General, *BPKP*, and *BPK*.

Educational Research and Development programs with budget of Rp 86.4 billion and will be increased up to Rp 655 billion (2009) are expected to be able to improve the quality of research to support policies. The budget of other programs (2005) such as science and technology research and development program (Rp 40.0 billion), development of reading culture and library development (Rp 70.3 billion), institutional strengthening of PUG and children (Rp 17.3 billion), human resources management of apparatus (Rp 5.0 billion), improvement of facilities and infrastructure of apparatus (Rp 1,12.2 billion), and implementation of state and governance leadership (Rp 432.5 billion). These programs are also increased in phase up to 2009 in order to be able to provide more effective support for the success of the other programs both directly and indirectly.

The other strategic programs which are not mentioned above such as the improvement of community participation in the expansion of access to the integrated *SMA/SMK/SM, SLB* and College, as well as the Application of Telemathics in Education, has been included in the funding slots of some programs relevant to the types and levels of each education.

MONITORING AND EVALUATION

The monitoring and evaluation system (Monev *Systems*) is an inseparable part of the Strategic Plan (*Renstra*) of the Ministry of National Education. The Monev aims to know the achievement and sustainability level between the agreed Renstra 2005-2009 with the results of each activity achieved based on enacted policy through activities and/or the national education program in each unit, level, type, and educational tracts periodically.

Further, the Monev aims also to encourage the realization of a quality national education decentralization through the educational designing, planning, and implementation processes either in central or district level. These processes are the empowerment and improvement of the Monev apparatus' capacity and capability synergically in various levels, thus, a quality national education decentralization can be achieved in five years properly.

The Monev can be implemented by the main units within the Ministry of National Education, Provincial Education Office, District Education Office, Sub-district Education Office, an Education Unit, Agency for National Standard of Education.

(*Badan Standar Nasional Pendidikan/BSNP*) and Agency for National School Accreditation (*Badan Akreditasi Sekolah Nasional/BASNAS*) and or Agency for Regional School Accreditation (*Badan Akreditasi Sekolah Daerah/BASDA*) and also by the Education Quality Assurance Board (*Lembaga Penjamin Mutu Pendidikan/LPMP*).

The main reference for measuring the degree of match of standardization which is spelled out in the Renstra and/or Renstrada 2005-2009 represents the Education National Standard (*Standar Nasional Pendidikan/SNP*). If a problem or deviation is found during the Monev implementation, guidance and suggestions can rightway be given as to how to overcome the problem and how to report the problem or deviation towards the *stakeholders* periodically.

The *stakeholders* in national education implementation are the student parents, community, Education Board (*Dewan* Pendidikan), School Committee (*Komite* Sekolah) and education units, non-governmental organization (NGO), and donors, in various governmental levels and country or origin. Various things can be found through the Monev program, including: success, failures, obstacles, challenges, and specific threats in managing and implementing the national education systems in central, province, district/city, sub-district and education unit levels.

A. The Working Principles of Monev Implementation

The monitoring and evaluation is implemented based on the following principles: (1) the clear purposes and results of monitoring and evaluation (Monev); (2) objective monitoring and evaluation implementation (3) conducted by officials with a good understanding of concepts, theories, and processes, and are experienced in doing monev job to ensure valid and reliable results. (4) monev is carried out in a transparent way so that it is accessible by interested parties; results from Monev are reported to stakeholders at large by various means; (5) participative, meaning that it involves various interested parties; (6) accountable, meaning that its implementation can be accounted for both internally and externally; (7) comprehensive, which means that the monitoring and evaluation should cover all aspects of the target object to ensure full description of situations and conditions under scrutiny; (8) timely, meaning that the Monev implementation is done on schedule at the right moment; (9) on-going, meaning that Monev should be carried out periodically and for a long period of time; (10) performance-indicators-based, that is Monev should focus on criteria and indicators already developed based on the three major policy themes stipulated by MoNE; (11) effective and efficient, which means that target of Monev should be achieved by utilizing the limited resources and in accordance with the plan.

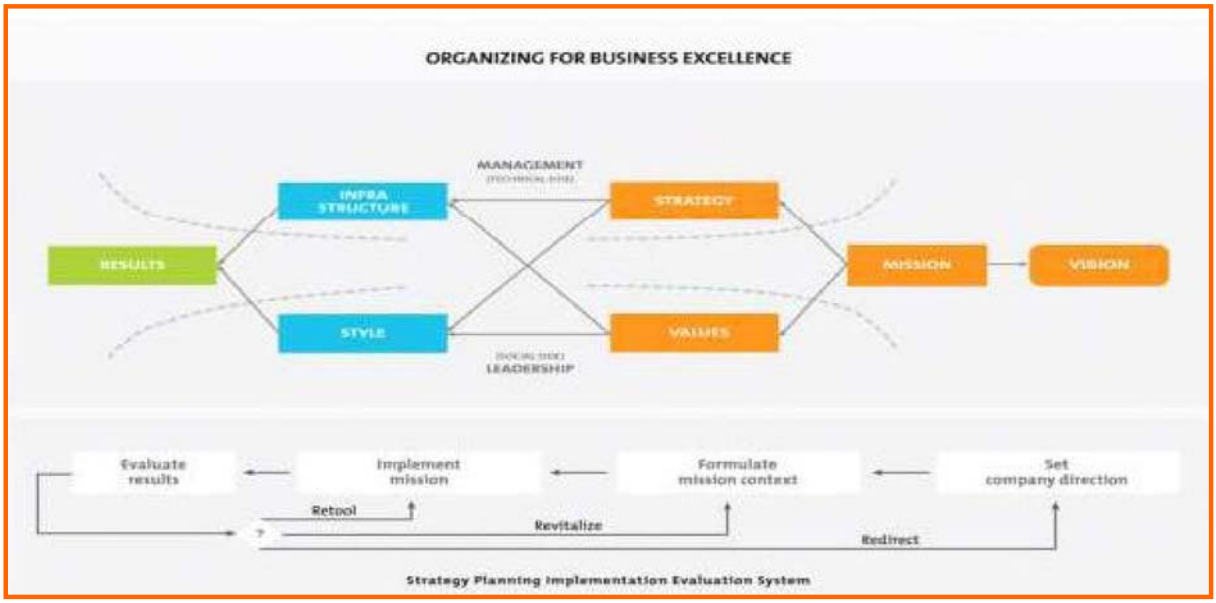
B. The System of Monitoring and Evaluation

Organizing for business excellence (Orbex) directs the leaders to shape, align, and attune the existence of their organization. The same understanding as vision, mission, value, strategy, style, infrastructure and the result to unite and motivate for all the people involved. The attention and the activity steps can be directed, monitored and evaluated systematically, periodically and specifically.

The result evaluation shows the need to conduct one of three transformation kinds retooling, revitalization, or redirection. Retooling is conducted when the research towards the result attained by the organization find that the infrastructure and the leadership style becomes the main key. Revitalization is conducted when the strategy and organization values need to be reevaluated to get maximal result. Redirection is only conducted if the existence of the organization needs to be further examined. The three stages is the leveling to conduct an organization.

The scheme of monitoring and evaluation systems towards the implementation of Strategic Planning can be seen on the systematical paradigm chart of the organization management as on Graph 7.1

Graph 7.1
Systematic Paradigm of Organization Management

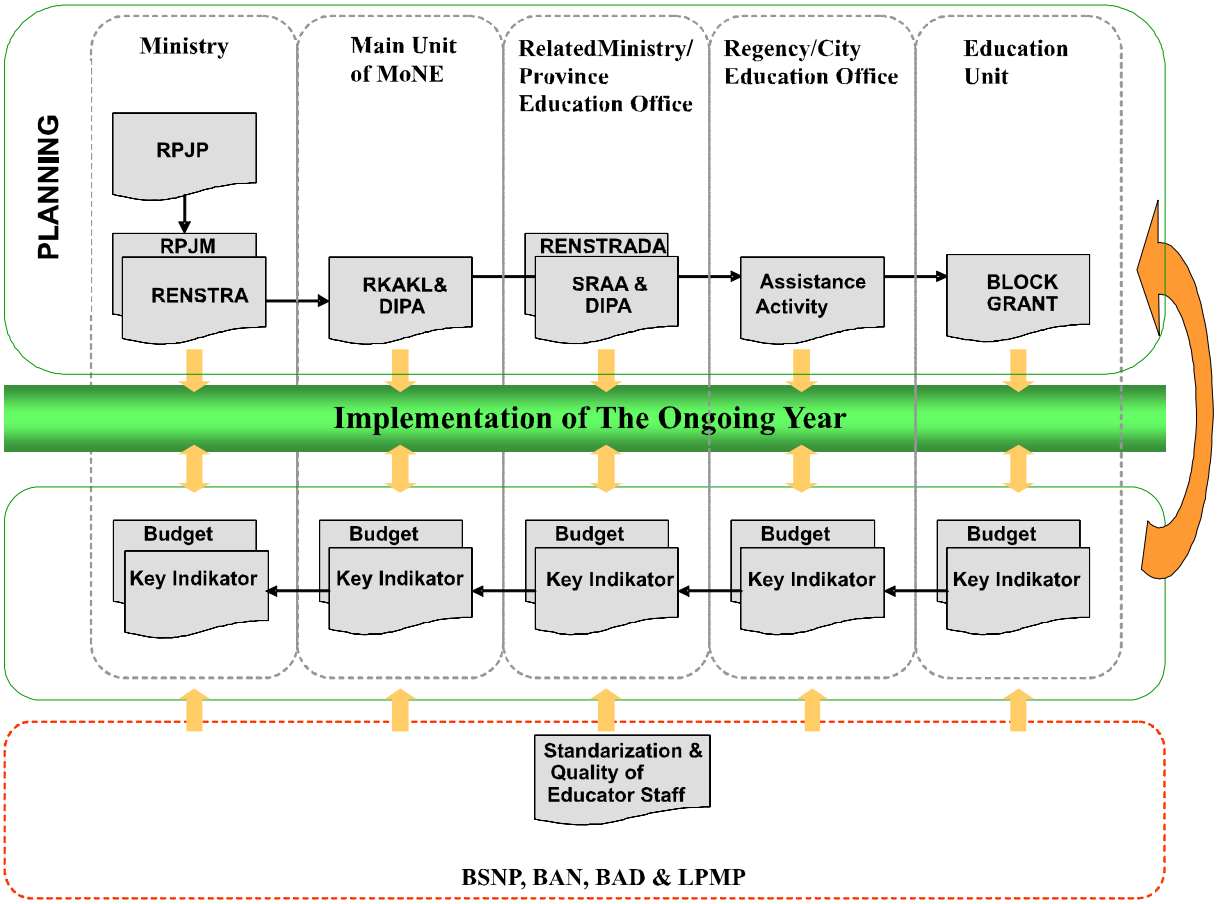


C. The Mechanic of Implementation

The implementation of monitoring and evaluation comprises aspects of (1) equity and expansion of access to education (2) the quality, relevance and competitiveness, and (3) governance, accountability, and public image. The monitoring and evaluation can be done by the government, BSNP, LPMP, provincial education office, regency/city/district education office, sub-district education office and education unit.

The implementation mechanism scheme comprises of the cycles of planning, monitoring, and evaluation as stated on the Graph 7.2 follows.

Graph 7.2
Cycles of Planning, Monitoring, and Evaluation



1. Monitoring and Evaluation by Central Government

Based on the decree and government regulations, monitoring and evaluation is conducted by the government, the provincial and other competent institution. Therefore, the Monev that implemented by the central government aims to improve the quality of inputs and process in formulating the national policy, so that a quality national policy will be achieved, mainly for policies that relates to:

(a) Development and stipulation of the national-curriculum reference.
(b) Development and formulation of the quality-standardization and national-education relevance.
(c) Development and implementation of the equity and expansion of the national education opportunities.
(d) Improvement of competitiveness of output by the government both at the regional and international levels.
(e) Development and formulation of the supervision, evaluation and national monitoring policies.
(f) Provision of inputs towards the provincial government on the strength and weakness in implementing the national policies written in the Local Strategic Plan (Renstrada) 2005-2009.
(g) Improvement of the district capability and capacity in elaborating on the Renstra Depdiknas to be converted into the Renstrada 2005-2009 whose implementation is based on the condition, potentials and needs of the

region. Therefore, the provincial government and education unit will be able in implementing the strategic plan each year and in the coming five years, and in managing the program in ways which are effective, efficient, accountable, transparent, and productive.

(h) Allocation of education funds with pro-poor orientation for the poor and education units. To this end, the central government has the responsibility to do Monev on the funds that come from the *APBN* which takes the form of Special Allocation Funds (*Dana Alokasi Khusus (*DAK),"Assistanship Assignment" (*Dana Tugas Perbantuan*/DTP) and Deconcentration Funds.

(i) Realization clean government apparatus, central and provincial government and education unit devoid of *KKN* which are marked with decreasing number violations of law and regulation.

(j) Improvement of public image of Indonesian government, especially in education sector.

(k) Development and formulation of the quality standardization and national education relevance.

Clear, specific and explicit assignment of functions of the *BSNP*, *BASNAS*, *BASDA*, *BAN-PT*, *BAN-PNF*, Competence Certification Agency and improvement of the performance of these agencies in the implementation of standardization, accreditation, quality assurance, quality supervision, monitoring and evaluation programs, activities and study results at the national level.

2. Monitoring and Evaluation by Provincial Education Office

The monitoring and evaluation (Monev) activity that is implemented by the provincial government has the following purposes: (a) measuring the target achievement in education development at the province based on the Renstrada 2005-2009; (b) improving the performance of districts/cities, sub-districts and education units apparatus in order to improve their capability and capacity in implementing their respective jobs; (c) improving the effectiveness, efficiency, transparency and accountability of the program management system and educational activities in order to improve the provincial apparatus performances and decreasing, as much as possible, *KKN-related* activities; (d) improving the capability and ability of the provincial apparatus in the implementation of Monev.

In Addition, the monev is also intended as a means to draw input from the field for the purpose of writing a periodic report (quarterly, mid-year, and annually). Major part of the data and information may be gained from the Monev that is carried out by the provincial apparatus on the performances of all districts/cities within the province, and the reports from the districts/cities to the provincial government. These represent important inputs for the Ministry of National Education (Depdiknas).

The monev on the quality improvement and relevance achieved by every district/city is implemented by the School Accreditation Agencies (*BAS*) and the Provincial Accreditation Agencies of Non-Formal Education (*BANPNF*) that is facilitated by the National Education Office and the Education Board at province level. The main reference for implementing the standardization, accreditation, quality assurance, quality supervision and monev is the National Standard of Education (PP Number 19 Year 2005) and other government regulations outlined earlier.

The provincial level of monev team is the main element in developing and implementing the information system of the provincial education office which is also a part of the national education information system network.

3. Monitoring and Evaluation by the Regency/City Education Office

The monev implementation that is implemented by the regencies/city government aims to: (a) measure the target achievement level of the education development in regency/cities based on the District Renstrada 2005-2009; (b) improve the regency/city apparatus performances and the education units to develop their capability and capacity in implementing the assignments; (c) improve the effectiveness, efficiency, transparency and accountability of the program management system and education activity in order to improve the apparatus' achievements at regency/city level and to decrease the *KKN* activities; (d) improve the capacity and capability of the district apparatus in implementing the Monev.

Further, the Monev implementation is also to prepare periodic reports of the Regency/city Education Office: quarterly, mid-year, and annually, towards the provincial office. The data and information are gained from the Monev which is implemented by regency/city apparatus towards all district apparatus performances and from the reports of district Education Office towards the Regency/city Education Office.

The role of Regency Education Office in monev is as the main implementer which conduct the activity of Monev periodically towards the issues occurred in the regency/city which will become the results for technical and administrative policies that written in the regencies strategic planning. The regency education office should involve other related parties in the implementation of monev, such as education board, heads of districts, school committee within the regency. The regency/city education office is responsible to report the Monev results and provides recommendations towards the regents or mayors, stakeholders and other related parties. The monev at regency level must be able to provide data, information, and education map up-to-date, complete and in detail. The regency/city Monev is an important element in arranging and implementing the educational information system in the districts and in the regency/city as a whole.

The regency Monev team is an important component in designing and implementing regencies/city education information system and as part of provincial education information system which proactively and periodically give data and information to province system information.

The Monev implementation of the quality development and relevance achieved in each education units within each sub-district that is implemented by the School Accreditation Agencies/*Madrasah* (BAS/M) and Non Formal Education Accreditation Agencies (BAPNF) with the facilitation of Education Office in the District. The main reference in implementing the standardization, accreditation, quality assurance, quality supervision and Monev is the National Standard of Education (PP Number 19 Year 2005) and the other governmental regulation as mentioned above.

4. Monitoring and Evaluation by District Education Office

The purposes of Monev activities conducted by district government include (a) to measure the achievement of education development targets in each district in accordance with regency/city Renstrada of 2005-2009; (b) to improve the performance of education units so that their capability and capacity in running education system becomes maximum; (c) to improve effectiveness, efficiency, transparency, and accountability of the program management system and educational activities for increasing district apparatus' working performance, and also to press to minimum the occurrence of *KKN*; and (4) to enhance the capacity and capability of the district government apparatus in undertaking the duties of monitoring and evaluation.

In addition, monitoring and evaluation is also intended to draw input from the field for the purposes of a periodic report writing of the district education office (quarterly, mid-term and yearly report) to be submitted to the provincial education office. The data and information are obtained from monitoring and evaluation carried out by the apparatus of district government on the performance of the whole apparatus at each sub-district government within the district and from reports prepared by sub-district education office to district/city education office.

District level Monev team is forced to present education information system of district that is up-to-date, complete and detailed of its respective sub-districts.

5. Monitoring and Evaluation by Educational Units

The educational units have three roles in monitoring and evaluation, namely as (a) main actor in self evaluating where the results are packaged in the form of the development of data and educational information; (b) input provider/report maker to the district education office on the conditions in its educational units; and (c) main actor in following up the results of monitoring and evaluation in the form of real programs in its educational units. The function of monitoring and evaluation in educational units is to quickly and periodically know the strengths and weaknesses existing at the related educational units, so its results can be immediately used to improve its performance.

The report of each government level is an a public accountability for the performance achievement in certain years or from year to year constituting the target achievement of the Mone's Strategic Plans 2005-2009 for five years. The monitoring and evaluation systems from each government level to educational unit are a unity of monitoring and evaluation that determines the quality and depends on each other. Therefore, the top-down monitoring and evaluation should be kept of its quality as it will determine the quality of monitoring and evaluation at each government level and the quality of the data collection and information systems of the Ministry of National Education.

6. Monitoring and Evaluation by *BSNP* (Educational National Standard Board), *BAN/BADA* (National and Regional Accreditation Board) and *LPMP* (Educational Quality Assurance Institution).

BSNP is a partner of Ministry of National Education in developing, monitoring and controlling the quality of national education. It is an independent organization located at the central office which duties is evaluating the achievement of the educational national standards through national examination.

The objective of monitoring and evaluation conducted by BSNP is to develop, monitor and evaluate the achievement of the educational national standards. While the monitoring and evaluation undertaken by LPMP is intended to map the achievement of national standards, to develop interference models for improving the educational quality so as to reach national standards and assisting *BAN-SM*, *BAS-PNF* and *BAN-PT* in performing accreditation of educational units.

Monitoring and evaluation comprises of such aspects of (a) quality assurance and education relevance and; (b) equity and expansion of participation, and competitiveness; and (c) governance, accountability, and public image. The institutions conducting monitoring and evaluation are quality assurance board such as BSNP, BAN, LPMP and by the government apparatus (MoNE), regional government apparatus (Provincial and Regency/city Education Office) as well as education units. Nevertheless, non-government organizations and other independent agencies who concern with educational issues are also allowed to carry out monitoring and evaluation, who can be either cooperative or non-cooperative with the central and local government; or they can also do the monitoring activities on their own.

Monitoring and evaluation to improve educational quality and relevance, and competitiveness is conducted by agencies specifically formed to implement the dusties such as *BSNP, BAN-PT, BASNAS, BASDA, BANPNF,* and *LPMP*.

Evaluation towards the competency of students graduated from universities, formal education, vocational education and non-formal education is undertaken through a process of professional certification by *BSNP*. In implementing this certification, *BSNP* is supported by *LSP* (Professional Certification Agency). This is important so as the graduate relevance level with the available market demand will be higher because the standard used by LSP and BSNP is based on national and international competence standard.

D. Performance Indicators of National Education

Monitoring and evaluation is conducted towards the performance of organizational units including technical aspects, administration and management of activity and or the educational programs. Monitoring and evaluation is basically intended to gauge the suitability of the achievement of performance indicators or working target stipulated in middle range planning (2005-2009) with target that can be

achieved through certain implementation strategies. Therefore, the performance indicators used have criteria that are general, specific, quantifiable, and objectively measurable, relevant, achievable, and are flexible to changes or adaptation.

Considering that educational field have various educational development programs, the performance indicators measured can be physical (such as development of physical facilities and infrastructure, grade repitition rates and school drop out rates) and non-physical, such as improvement of students' evaluation scores, students' intelligence and behaviors. Based on characteristics of each performance indicator, different measuring methods and equipment are needed in accordance with the characteristics and forms of indicators to be measured.

A good educational program and or activity has five (5) criteria than can be abbreviated with *SMART* (*specific, measurable, achievable, realistic, timebound)*. The criteria can be used as a basis in developing educational performance indicators that are measurable and achievable as the target of each program. Generally, there are four types of performance indicators commonly used as a reference in monitoring and evaluation or measuring of organizational performance. These are:

1. **Input indicator**. It can be in the form of curriculum, students, funds, learning facilities and infrastructure, data and information, teachers and educational staff, school buildings, study groups, learning sources, learning motivations, (physical and mental) preparedness of the students in learning, policies and regulations as well as the prevailing legislations.
2. **Process indicator**. It may include duration of learning time, opportunities to attend learning, duration of attending education, number of drop-out children, learning effectiveness, quality of learning processes, and the learning methods adopted.
3. **Output indicator**. It consists of number of students who passed examination or got promoted, average exam scores, quality of graduates/students who got promoted and number of students who finished the learning based on gender.
4. **Impact indicator**. It comprises the capability/number of students who continue their study, number of student who can work at companies or run their own business, number of work force based on educational level, and the effects of graduates towards the quality of the work force/social setting, student participation in environmental development and the effects or roles of education and training graduates on a wider social life.

Measurable performance indicators in monitoring and evaluation are based on three themes of national educational policies, which further classified into five aspects namely equity and expansion, quality and competitiveness, relevance, and governance and public image. The five aspects can be elaborated into key indicators to measure the success in achieving the targets stated on MoNE Strategic Planning of 2005-2009 (Table 7.1)

Table 7.1
Key Indicator and Target
to estimate success in Policy, Program and Activity Implementation

NO.	TARGET	KEY INDICATOR	CONDITION AND TARGET					
			2004	2005	2006	2007	2008	2009
1	Expansion of Education	• GER of Preschool (PAUD, TPQ, TK, RA)	39.09%	42.34%	45.19%	48.07%	50.47%	53.90%
		• NER of SD/MI/SDLB/Package A	94.12%	94.30%	94.48%	94.66%	94.81%	95.00%
		• GER of SMP/MTs/SMPLB/Package B	81.22%	85.22%	88.50%	91.75%	95.00%	98.00%
		• GER of SMA/MA/SMK/SMALB Package C	48.25%	52.30%	56.20%	60.20%	64.20%	68.20%
		• GER of PT/PTA	14.62%	15.00%	15.57%	16.38%	17.19%	18.00%
		• Percentage of illiteracy > 15 th	10.21%	9.55%	8.44%	7.33%	6.22%	5.00%
2	Equity of education	• Disparity index of GER of PAUD between regency and city	6.14	5.52	4.82	4.22	3.62	3.02
		• Disparity index of GER of SD/MI/SDLB between regency and city	2.49	2.49	2.40	2.30	2.15	2.00
		• Disparity index of GER of SMP/MTs/SMPLB SDLB between regency and city	25.14	25.14	23.00	19.00	16.00	13.00
		• Disparity index of GER of SMA/MA/SMK/SMALB between regency and city	33.13	33.13	31.00	29.00	27.00	25.00
		• Disparity on gender of GER senior education level	6.16	6.07	5.98	5.89	5.80	5.71
		• Disparity on gender of GER higher education	9.90	9.62	9.33	9.05	8.76	8.48
		• Disparity on gender of illeterate percentage	7.32	6.59	5.86	5.13	4.40	3.65
3	Quality improvement and competitive ness of education	• Average of National Exam of SD/MI	-	-	-	-	5.00	5.50
		• Average of National Exam of SMP/MTs	5.26	6.28	6.54	6.72	7.00	7.00
		• Average of National Exam of SMA/MA/SMK	5.31	6.52	6.68	6.84	7.00	7.00
		• Teacher with S1/D4 qualification	30%	30%	32%	34%	37.5%	40%
		• Lecturer with S2/S3 qualification	50%	50%	55%	60%	65%	70%
		• Educators who have educator's qualification	-	-	-	5%	20%	40%
		• Number of study programs of the best 100 in Asia, and best of 500 in the world, or accredited to OECD/ International	-	1	3	4	5	10
		• Acquisition of gold medal on International Olimpiad	13	15	17	19	20	20
		• Number of Patent gained	5	10	20	30	40	50
		• Schools/Islamic Schools with international standard	-	-	50	85	120	155
		• Schools/Islamic Schools with local excellence	-	-	200	320	441	441
		• Increase of international publication	5.0%	7.5%	10%	20%	30%	40%
4	Relevence of education	• Ratio of Students of SMK: SMA/MA	30.70	32:68	34:66	36:64	38:62	40:60
		• GER of PT/PTA vocation (D2/D3/D4/Politeknik)	1.47%	1.50%	1.70%	1.80%	1.90%	2.00%

NO.	TARGET	KEY INDICATOR	CONDITION AND TARGET					
			2004	2005	2006	2007	2008	2009
		• Ratio on the number of Profession Student to the number of graduate of S1 and D4	10%	10%	15%	17.5%	20%	20%
5	Governnance, Accountability and public image	• Percentage of life skill education participation towards the graduates of SMP/MTs or SMA/MA/SMK who do not continue	5.0%	6.5%	8.6%	10.7%	12.8%	15.0%
		• Number of competence certificates issued						
		❍ Secondary Schools	-	-	-	300.000	325.000	350.000
		❍ Vocational and profession higher education	-	-	-	10.000	15.000	25.000
		❍ Non formal education	-	-	30.000	35.000	40.000	45.000
		• Opinion of BPK about Government Financial Report	Dis-claimer	Dis-claimer	Properly with notes	Properly without requirement	Properly without requirement	Properly without requirement
		• Percentage of BPK findings on the deviation of the object examined	1-0,5%	1-0,5%	1-0,5%	<0,5%	<0,5%	<0,5%
		• Percentage of inspectorate general findings on the deviation of the object examined	1-0,5%	1-0,5%	1-0,5%	<0,5%	<0,5%	<0,5%
		• Application of SIM	-	-	2 aplication	14 aplication	-	-
		• ISO certificates gained by the main units of MoNE	-	-	-	-	-	80% main unit gained ISO 9001:2000
		• ISO certificates gained by the LPMP/PPPG/BPPLSP (commulative)	-	9 ISO 9001:2000	25 ISO 9001:2000	43 ISO 9001:2000	47 ISO 9001:2000	-

STRATEGIC PLAN

MINISTRY OF NATIONAL EDUCATION

THE REPUBLIC OF INDONESIA

2005-2009

Appendixes:

The Long-Term Development Plan (RPJP) of The National Education

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

SECRETARIATE GENERAL

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	• The completion of relevant regulations of education; • The blueprint of Smart and Competitive Indonesian 2025 completely socialized; • The realization of System and procedure of planning, planning implementation, accountability, the financial system and procedure; • The realization of Management information system on assets, financial, human resources, planning, budgeting, and report (LAKIP); • The fulfillment of The reasonable regulation of the Minister of Finance on non tax state income (PNBP) that in accordance with the Law of PNBP; • Code of conduct and MoNE's exclusive leadership to be codified, socialized, and implemented by all line of principals; • Strategic Plans of Department of Religion and Local Government that in harmony with the Strategic Plan MoNE 2005 2009; • Competence-based human resources recruitment; • Absorbing power of APBN climb significantly • The quality of financial report increase significantly; • Finding of inconsistency plunge significantly; • The number of violation of APBN and other regulations drop significantly; • The image of MoNE grow significantly; • The cooperation with international agents increase significantly.	• Good governance of MoNE to be technocracy benchmark for other departments; • International cooperation in education increased; • More credible of MoNe's public image.	• Well-established accountability of MoNE; • The service system of MoNE reach the regional standard; • Well-established accountability of MoNE detained.	• Public accountability of MoNE's kept continued; • The service system of MoNE reach the OECD standard; • Well-established accountability of MoNE detained.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION — SECRETARIATE GENERAL

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
MAIN ACTIVITIES	• The establishment of values and constructive working culture; • The establishment of system and procedure of planning, financial management, human resources, and assets; • The intensifying public accountability on education service; • The establishment and revitalization of all units according to their job and functions; • The establishment of socialization and publication of policy and programs of MoNE; • The intensifying of finishing efforts on regulation and law of education; • The nurturing of standard of technical standards and human resources management; • The establishment of public trust and public image; • The development of bilateral and multilateral cooperation..	• Empowering MoNe's good governance with continuous improvement approach; • The improvement of the quality of bilateral and multilateral cooperation;. • The improvement of achievement and public image of MoNe that focused on (1) the improvement of access to education, (2) the improvement of quality, relevance, and competitiveness, and (3) the improvement of Governance, Accountability and Public Image.	• Maintaining and improving the quality of good governance with continuous improvement approach; • Benchmarking against Singapore, Taiwan, and Hong Kong; • The improvement of achievement and public image of MoNe that focused on (1) the improvement of access to education, (2) the improvement of quality, relevance, and competitiveness, and (3) the improvement of Governance, Accountability and Public Image.	• Maintaining and improving the quality of good governance with continuous improvement approach; • Benchmarking against Japan, Australia, Netherlands, and USA; • The improvement of achievement and public image of MoNe that focused on (1) the improvement of access to education, (2) the improvement of quality, relevance, and competitiveness, and (3) the improvement of Governance, Accountability and Public Image.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

SECRETARIATE GENERAL

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
ACHIEVEMENT INDICATORS	• The law on Teachers and Lecturers, the law on Legal Institution of education, the law of Language agreed by the parliament, as well as their related regulations signed by the President; • Blueprint of Smart and competitive Indonesians in 2005 understood by all stakeholders in education sector; • Good performance, implementation, and the accountability of planning in accordance with the principles of good Governance and the existing acts; • Excellent utility on Management information system finance, supervision, planning, budgeting, and reporting; • The regulation of the Minister of Finance on non tax state income (PNBP) that reasonable in accordance with the Law of PNBP; • The realization of an exclusive working culture of the MoNE; • Strategic Plans of Department of Religion and Local Government that in harmony with the Strategic Plan MoNE 2005 2009; • All Depdiknas employees hold suitable competences; • Absorbing power catch 97% from 2008; • BPK Unqualified Opinion of financial report from 2007; • BPK findings on inconsistency of all inspected subjects to be less than 0,5% from 2007; • BPK findings on inconsistency of all inspected subjects within the General Secretariat to be less than 0,5% from 2007; • Budget excursion to be less than 0,1%; • The General Secretariat get ISO 9001 certification; • Independence survey finds better image of MoNE • Increasing number of international cooperation.	• MoNE to be reference for other departments in good governments; • Increasing number of international cooperation; • BPK unqualified opinion on financial reports and good recognition on LAKIP from the Ministry of State Apparatus; • BPK findings on inconsistency of all inspected subjects to be less than 0,3%; • BPK findings on inconsistency of all inspected subjects within the General Secretariat to be less than 0,3%; • Budget excursion to be less than 0,05%; • Independence survey finds better image of MoNE.	• MoNE continue being technocracy benchmark; • The system of education service to be comparable with Singapore's; • The realization of cooperation with regional countries in educational services; • BPK unqualified opinion on financial reports and good recognition on LAKIP from the Ministry of State Apparatus; • BPK findings on inconsistency of all inspected subjects to be less than 0,1%; • BPK findings on inconsistency of all inspected subjects within the General Secretariat to be less than 0,1%; • Budget excursion to be less than 0,01%; • Independence survey finds better image of MoNE.	• MoNE continue being technocracy benchmark; • The system of education service to be comparable with OECD member that pose good system of education service; • The realization of cooperation with OECD countries in educational services; • BPK unqualified opinion on financial reports and good recognition on LAKIP from the Ministry of State Apparatus; • BPK findings on inconsistency of all inspected subjects to be less than 0,01%; • BPK findings on inconsistency of all inspected subjects within the General Secretariat to be less than 0,1%; • Budget excursion to be less than 0,001%; • Independence survey finds better image of MoNE.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION — INSPECTORAT GENERAL

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	• The quality of organization/working order of supervision (SPI) grow significantly; • The establishment of SPI and the improvement of preventive control; • The competence and capacity of the controller rise considerably; • The obedience of education administers to the existing regulations grows appreciably; • The finishing attempts on BPK findings increase significantly.	• Effective management of SPI; • The implementation of good SPI management by all local education authorities; • Establish the competence of auditors that comparable to the national standard; • The quality of audit and preventive action recognized by independence bodies; • The obedience of education administers to the existing regulations become a certainty; • Effective and efficient finishing of Inspectorate General, BPKB, and BPK findings.	• The effective management of SPI reach the regional standards; • The effective management of SPI in all local education authorities and all education units reach the regional standards; • The competence of auditors that comparable to the national standard; • The quality of audit and preventive action recognized by independence bodies; • Effective and efficient finishing of Inspectorate General, BPKB, and BPK findings.	• The effective management of SPI reach the OECD standards; • The effective management of SPI in all local education authorities and all education units reach the OECD standards; • The competence of auditors that comparable to the OECD standard; • The quality of audit and preventive action recognized by independence bodies; • Effective and efficient finishing of Inspectorate General, BPKB, and BPK findings.
MAIN ACTIVITIES	• Establishing better quality of supervision; • Improving and implementing good SPI; • Improving the role of preventive control through the empowerment of the main units of MoNE within a reliable SPI; • Apparatus training in order to improve their competence and capacity in control and supervision; • Empowering the main units of the MoNE in order to improve the obedience to laws and regulations; • To intensify and to expand finishing attempts on General Inspectorate, BPKP, and BPK findings.	• Establishing better quality of supervision at the MoNE and at all local education authorities; • To help local governments in implementing good SPI; • Improving the efficiency and effectiveness of inspection and supervision of the General Inspectorate; • The improvement of competence and capacity of apparatus in inspection and supervision; • Empowering the main units of the MoNE in order to improve the obedience to laws and regulations; • To accelerate and to improve the quality of finishing attempts on General Inspectorate, BPKP, and BPK findings.	• Benchmarking MoNE's SPI against Singapore or ASEAN; • Benchmarking SPI at all local education authorities and all education units against Singapore or ASEAN; • Benchmarking the auditor competence against Singapore or ASEAN.	• Benchmarking MoNE's SPI against OECD countries; • Benchmarking SPI at all local education authorities and all education units against OECD countries; • Benchmarking the auditor competence against OECD countries.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

INSPECTORAT GENERAL

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
ACHIEVEMENT INDICATORS	• Standard operational procedure of achievement and finance audit set up; • Established ICT-based audit and administration within the General Inspectorate; • Synchronizing the arrangement of the annual inspection schedule; • Organizing the cooperation in inspection activities with internal, external parties; • Establishing a reliable SPI at all main units of the MoNE; • More than 90% of Itjen inspectors auditor certification; • Security assurance provided to all Itjen employees; • Actual cost-based inspection; • BPK Unqualified Opinion of financial report from 2007; • BPK findings on inconsistency of all inspected subjects to be less than 0,5% from 2007; • BPK findings on inconsistency of all inspected subjects within the General Secretariat to be less than 0,5% from 2007 • Budget excursion to be less than 0,1%; • The Inspectorate General get ISO 9001 certification; • Findings, which achieved before 2005 completely followed up in 2007 as well as findings attained afterwards.	• BPK unqualified opinion on financial reports and good recognition on LAKIP from the Ministry of State Apparatus; • BPK awards positive opinion to 75% local governments on the subject of education management; • BPK Recognition on the MoNE's SPI; • The number problematical financial report to be less than 10%; • 75% auditors complete the findings in less than 60 days in the same year; • BPK findings on inconsistency of all inspected subjects to be less than 0,3%; BPK findings on inconsistency of all inspected subjects within the General Inspectorate to be less than 0,3%; • Budget excursion to be less than 0,05%.	• BPK unqualified opinion on financial reports and good recognition on LAKIP from the Ministry of State Apparatus; • BPK awards positive opinion to 95% local governments on the subject of education management; • The MoNE's SPI comparable to the SPI of the regional countries; • The number problematical financial report to be less than 5%; • 95% auditors complete the findings in less than 60 days in the same year; • BPK findings on inconsistency of all inspected subjects to be less than 0,3%; • BPK findings on inconsistency of all inspected subjects within the General Inspectorate to be less than 0,1%; • Budget excursion to be less than 0,01%.	• BPK unqualified opinion on financial reports and excellent recognition on LAKIP from the Ministry of State Apparatus; • BPK awards positive opinion to 98% local governments on the subject of education management; • The MoNE's SPI comparable to the SPI of the OECD countries; • The number problematical financial report to be less than 2%; • Almost all auditors complete the findings in less than 60 days in the same year; • BPK findings on inconsistency of all inspected subjects to be less than 0,01%; • BPK findings on inconsistency of all inspected subjects within the General Inspectorate to be less than 0,01%; • Budget excursion to be less than 0,001%.

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	**Access** • The GPR of higher education improved significantly; • To increase the number and the capacity of higher education.	**Access** • The GPR of higher education improved significantly; • To increase the number and the capacity of private higher education.	**Access** • The GPR of higher education improved significantly; • To increase the number and the capacity of private higher education .	**Access** • The GPR of higher education improved significantly; • To increase the number and the capacity of private higher education.
	Development of Quality, Relevance, and Competitiveness • Relevance curriculum of higher education to the job markets; • Every better-quality university has international-standard library; • Increasing number of better-quality universities; • Increasing qualified lecturers; • Increasing number of study program in top 100 Asia/The world; • Increasing number of international academic journal; • Increasing number of textbooks written by lecturers; • Increasing number of patent.	**Development of Quality, Relevance, and Competitiveness** • Relevance curriculum of higher education to the job markets; • Better-quality universities get regional accreditation; • Increasing number of better-quality universities; • Increasing qualified lecturers; • Increasing number of study program in top 100 Asia/The world; • Increasing number of international academic journal; • Increasing number of textbooks written by lecturers; • Increasing number of patent.	**Development of Quality, Relevance, and Competitiveness** • Relevance curriculum of higher education to the job markets; • The number Better-quality universities that get regional accreditation increase significantly; • Increasing number of better-quality universities; • Increasing qualified lecturers; • Increasing number of study program in top 100 Asia/The world; • Increasing number of international academic journal; • Increasing number of textbooks written by lecturers; • Increasing number of patent.	**Development of Quality, Relevance, and Competitiveness** • The number Better-quality universities that get OECD; accreditation increase significantly • Increasing number of better-quality universities; • Increasing qualified lecturers; • Increasing number of study program in top 100 Asia/The world; • Increasing number of international academic journal; • Increasing number of textbooks written by lecturers; • Increasing number of international patent.
	Governance, Accountability, and Public Image • Realisable ICT-based management within the Directorate General of Higher Education; • Increasing number of state universities becoming Legal Board Education; • The service quality of the Directorate General of Higher Education improved significantly; • Better governance of the Directorate General of Higher Education.	**Governance, Accountability, and Public Image** • Achieving the target number of universities becoming Legal Board for Education; • The service quality of the Directorate General of Higher Education to be comparable to the national standard; • Better governance of the Directorate General of Higher Education that comparable to the national standard.	**Governance, Accountability, and Public Image** • Achieving the target number of universities becoming Legal Board for Education; • The service quality of the Directorate General of Higher Education to be comparable to the regional standard; • Better governance of the Directorate General of Higher Education that comparable to the regional standard.	**Governance, Accountability, and Public Image** • Achieving the target number of universities becoming Legal Board for Education; • The service quality of the Directorate General of Higher Education to be comparable to the OECD standard; • Better governance of the Directorate General of Higher Education that comparable to the OECD standard.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF HIGHER EDUCATION

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
ACTIVITIES	**Access** • The improvement of access expansion and community participation; • The development program of polytechnic.	**Access** • The GPR of higher education improved significantly; • To increase the number and the capacity of private higher education.	**Access** • The GPR of higher education improved significantly; • To increase the number and the capacity of private higher education.	**Access** • The GPR of higher education improved significantly; • To increase the number and the capacity of private higher education.
	Development of Quality, Relevance, and Competitiveness • The curriculum development program; • Assisting program for book provision, academic journal subscription.	**Development of Quality, Relevance, and Competitiveness** • Relevance curriculum of higher education to the job markets; • Better-quality universities get regional accreditation; • Increasing number of better-quality universities; • Increasing qualified lecturers; • Increasing number of study program in top 100 Asia/The world; • Increasing number of international academic journal; • Increasing number of textbooks written by lecturers; • Increasing number of patent.	**Development of Quality, Relevance, and Competitiveness** • Relevance curriculum of higher education to the job markets; • The number Better-quality universities that get regional accreditation increase significantly; • Increasing number of better-quality universities; • Increasing qualified lecturers; • Increasing number of study program in top 100 Asia/The world; • Increasing number of international academic journal; • Increasing number of textbooks written by lecturers; • Increasing number of patent.	**Development of Quality, Relevance, and Competitiveness** • The number Better-quality universities that get OECD accreditation increase significantly; • Increasing number of better-quality universities; • Increasing qualified lecturers; • Increasing number of study program in top 100 Asia/The world; • Increasing number of international academic journal; • Increasing number of textbooks written by lecturers; • Increasing number of international patent.
	Governance, Accountability, and Public Image • Realizing ICT-based management within the Directorate General of Higher Education; • Increasing number of state universities becoming Legal Board Education; • The service quality of the Directorate General of Higher Education improved significantly; • Better governance of the Directorate General of Higher Education.	**Governance, Accountability, and Public Image** • Achieving the target number of universities becoming Legal Board for Education; • The service quality of the Directorate General of Higher Education to be comparable to the national standard; • Better governance of the Directorate General of Higher Education that comparable to the national standard.	**Governance, Accountability, and Public Image** • Achieving the target number of universities becoming Legal Board for Education; • The service quality of the Directorate General of Higher Education to be comparable to the regional standard; • Better governance of the Directorate General of Higher Education that comparable to the regional standard.	**Governance, Accountability, and Public Image** • Achieving the target number of universities becoming Legal Board for Education; • The service quality of the Directorate General of Higher Education to be comparable to the OECD standard; • Better governance of the Directorate General of Higher Education that comparable to the OECD standard.

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
ACHIEVEMENT INDICATORS	**Access** • The GPR of higher education to reach 18%; • The number of polytechnic increased 50% (from 120 to 180); • The number and capacities of private universities increases 20%.	**Access** • The GPR of higher education to reach 25%; • The number of polytechnic increased 50% (from 180 to 270); • The number and capacities of private universities increases 20%.	**Access** • The GPR of higher education to reach 30%; • The number of polytechnic increased 50% (from 270 to 330); • The number and capacities of private universities increases 20%.	**Access** • The GPR of higher education to reach 35%; • The number of polytechnic increased 50% (from 330 to 396); • The number and capacities of private universities increases 20%.
	Governance Accountability and Public Image Governance • The implementation of ICT-based management information system; • The percentage of state universities becoming Legal Board Education increase 50%; • The percentage of private universities becoming Legal Board Education increase 5%; • The Directorate General of Higher Education get ISO 9001 certification; • 5% of all study programs get ISO 9001; • The number problematical findings to be less than 0,5%; • Budget excursion to be less than 0,1%.	**Governance Accountability and Public Image** • The percentage of state universities becoming Legal Board Education increase 80%; • The percentage of private universities becoming Legal Board Education increase 50%; • The number of BPK findings to be less than 0,3%; • 40% of all study programs get ISO 9001; • The number problematical findings to be less than 0,5%; • Budget excursion to be less than 0,05%.	**Governance Accountability and Public Image** • The percentage of state universities becoming Legal Board Education increase 100%; • The percentage of private universities becoming Legal Board Education increase 80%; • 80% of all study programs get ISO 9001; • The number BPK findings to be less than 0,3%; • Budget excursion to be less than 0,01%.	**Governance Accountability and Public Image** • The percentage of private universities becoming Legal Board Education increase 100%; • 98% of all study programs get ISO 9001; • The number BPK findings to be less than 0,01%; • Budget excursion to be less than 0,001%.
	Development of Quality, Relevance, and Competitiveness • The number of unemployed with higher education qualification decrease 10%; • 30 departments hold regional accreditation; • All lecturer hold S2/S3 qualification; • 20 study programs are categorized as the biggest 100 in Asia and 5 study programs are categorized as the biggest 100 in the world; • The percentage of textbook written by lecturer increase up to 50%; • The publication of international academic journal increased up to 50%; • The percentage of patent increase up to 100% (from 120 to 240) and 5% get regional certification.	**Development of Quality, Relevance, and Competitiveness** • The number of unemployed with higher education qualification decrease 10%; • 30 departments hold regional accreditation; • All lecturer hold S2/S3 qualification; • 20 study programs are categorized as the biggest 100 in Asia and 5 study programs are categorized as the biggest 100 in the world; • The percentage of textbook written by lecturer increase up to 50%; • The publication of international academic journal increased up to 50%; • The percentage of patent increase up to 100% (from 120 to 240) and 5% get regional certification.	**Development of Quality, Relevance, and Competitiveness** • The number of unemployed with higher education qualification decrease 10%; • 30 departments hold regional accreditation; • All lecturer hold S2/S3 qualification; • 20 study programs are categorized as the biggest 100 in Asia and 5 study programs are categorized as the biggest 100 in the world; • The percentage of textbook written by lecturer increase up to 50%; • The publication of international academic journal increased up to 50%; • The percentage of patent increase up to 100% (from 120 to 240) and 5% get regional certification.	**Development of Quality, Relevance, and Competitiveness** • The number of unemployed with higher education qualification decrease 10% • 30 departments hold regional accreditation; • All lecturer hold S2/S3 qualification; • 20 study programs are categorized as the biggest 100 in Asia and 5 study programs are categorized as the biggest 100 in the world; • The percentage of textbook w;ritten by lecturer increase up to 50%; • The publication of international academic journal increased up to 50%; • The percentage of patent increase up to 100% (from 120 to 240) and 5% get regional certification.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF MPDM

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	**Access** • Accomplished the program of 9 Years Compulsory Education; • Increase the GPR of secondary education/equivalent; • Increase the GPR of kindergarten/ equivalent; • GER of students who need special attention (either through special education or inclusive education); • Access to special education increase significantly; • The disparity on GER between urban and rural areas drop significantly.	**Access** • Almost all children in their school age involved by the program of Nine Years Compulsory Education; • Increase the GPR of secondary education/equivalent; • Increase the GPR of kindergarten/ equivalent; • GER of students who need special attention (either through special education or inclusive education); • Access to special education increase significantly; • The disparity on GER between urban and rural areas drop significantly.	**Access** • Almost all children in their school age involved by the program of Nine Years Compulsory Education; • Increase the GPR of secondary education/equivalent; • Increase the GPR of kindergarten/ equivalent; • GER of students who need special attention (either through special education or inclusive education); • Access to special education increase significantly; • The disparity on GER between urban and rural areas drop significantly.	**Access** • Almost all children in their school age involved by the program of Nine Years Compulsory Education; • Increase the GPR of secondary education/equivalent; • Increase the GPR of kindergarten/ equivalent; • GER of students who need special attention (either through special education or inclusive education); • Access to special education increase significantly.
	Development of Quality, Relevance, and Competitiveness • The realization of "one book for one pupil" idealism; • Most schools have library which take in textbook and other relevant learning materials; • Most school infrastructure and equipment reach the SNP; • The number of district, which have locality-based vocational school increased significantly; • The number of province, which have pioneering international- standard at all levels of schools increased significantly; • Significant increase of schools, which hold BAN-S/M accreditation; • Significant increase of schools, which hold grade A according to BAN-S/M accreditation; • Most schools implement Competence-based curriculum; • The average score of national exam increased significantly; • Qualified to the biggest 5 in international Olympiad; • The ability of foreign language increased; • ICT/TV-based education increased; • More funding assistance to talented students; • The ratio of SMU:SMK become inverted, where the number of SMK is bigger than SMU.	**Development of Quality, Relevance, and Competitiveness** • The realization of "one book for one pupil" idealism; • Most schools have library which take in textbook and other relevant learning materials; • Most school infrastructure and equipment reach the SNP; • The number of district, which have locality-based vocational school increased significantly; • The number of province, which have pioneering international- standard at all levels of schools increased significantly; • Significant increase of schools, which hold BAN-S/M accreditation; • Significant increase of schools, which hold grade A according to BAN-S/M accreditation • Most schools implement Competence-based curriculum; • The average score of national exam increased significantly; • Qualified to the biggest 5 in international Olympiad; • The ability of foreign language increased; • ICT/TV-based education increased; • More funding assistance to talented students; • The ratio of SMU:SMK become inverted, where the number of SMK is bigger than SMU.	**Development of Quality, Relevance, and Competitiveness** • The realization of "one book for one pupil" idealism; • Most schools have library that comparable to the regional standard ; • Most school have infrastructure and equipment reach the regional standard; • The number of district, which have locality-based vocational school increased significantly; • The number of province, which have pioneering international- standard at all levels of schools increased significantly; • Significant increase of schools, which hold BAN-S/M accreditation; • Significant increase of schools, which hold grade A according to BAN-S/M accreditation • More schools get the qualification, which comparable to the regional standard; • Qualified to the biggest 4 in international Olympiad; • The ability of foreign language increased; • More funding assistance to talented students; • The ratio of SMU:SMK become inverted, where the number of SMK is bigger than SMU.	**Development of Quality, Relevance, and Competitiveness** • The realization of "one book for one pupil" idealism; • Most schools have library that comparable to the OECD standard; • Most school infrastructure and equipment reach the OECD standard; • The number of district, which have locality-based vocational school increased significantly; • The number of province, which have pioneering OECD standard at all levels of schools increased significantly; • Significant increase of schools, which hold BAN-S/M accreditation; • Significant increase of schools, which hold grade A according to BAN-S/M accreditation • More schools get the qualification, which comparable to the OECD standard; • Qualified to the biggest 3 in international Olympiad; • The ability of foreign language increased; • More funding assistance to talented students; The ratio of SMU:SMK become inverted, where the number of SMK is bigger than SMU.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF MPDM

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
MAIN ACTIVITIES	**Governance, Accountability, and Public Image** • Reliable ICT-based Education management at the Directorate General of MPDM • The number of school becoming Legal Board of Education increased significantly • The service quality of the Directorate General of MPDM increased significantly • The governance of the Directorate General of MPDM increased significantly	**Governance, Accountability, and Public Image** • The number of school becoming Legal Board of Education increased significantly • The service quality of the Directorate General of MPDM increased significantly • The governance of the Directorate General of MPDM increased significantly	**Governance, Accountability, and Public Image** • The number of school becoming Legal Board of Education increased significantly • The service quality of the Directorate General of MPDM increased significantly • The governance of the Directorate General of MPDM reach the regional standard	**Governance, Accountability, and Public Image** • The service quality of the Directorate General of MPDM reach the OECD standard • The governance of the Directorate General of MPDM reach the OECD standard
	ACCESS • The provision and the rehabilitation program on basic and secondary schools infrastructures and equipments • The rehabilitation program on the building of TK, SD, SMP, SMA/SMK • The improvement program of community participation in SMA/SMK/Integrated SM • The equalization program of GER between cities and districts • The program of School Operational Fund (BOS) • The expansion of the special and inclusive schools and the use of educative ICT/TV	**ACCESS** • The provision and the rehabilitation program on basic and secondary schools infrastructures and equipments • The improvement program of community participation in SMA/SMK/Integrated SM • The equalization program of GER between cities and districts • The program of School Operational Fund (BOS) • The expansion of the special and inclusive schools and the use of educative ICT/TV in border areas, remote areas, or left-behind areas	**ACCESS** • Benchmarking of basic and secondary schools infrastructures and equipments against the regional countries • The improvement program of community participation in SMA/SMK/Integrated SM • The equalization program of GER between cities and districts • The program of School Operational Fund (BOS) • The expansion of the special and inclusive schools and the use of educative ICT/TV in border areas, remote areas, or left-behind areas.	**ACCESS** • Benchmarking of basic and secondary schools infrastructures and equipments against the OECD countries • The improvement program of community participation in SMA/SMK/Integrated SM • The program of School Operational Fund (BOS) • The expansion of the special and inclusive schools with OCD standard

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF MPDM

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
MAIN ACTIVITIES	**Development of Quality, Relevance, and Competitiveness** • Program for expansion of the number of school libraries • Program for the expansion of book collections at libraries in order reach the idealism of "one book for one pupil" • Quality assurance program on school infrastructure and equipments in order to fulfil the requirement of SNP and improving the accreditation level • The improvement of the locality-based Superior Schools program • The improvement of the international-standard Schools program • Supporting program for infrastructure and equipment in order to implement the competence-based curriculum and the quality assurance for all levels of education comparable to SNP • The program for improving average score of the national exam • The program for the establishment of national and international Olympiad • Supporting program for infrastructure and equipment for foreign languages education • The program for expansion access to ICT/TV-based learning • The program for providing study fund for talented students • The program for the improvement of equalization between the number SMA.	**Development of Quality, Relevance, and Competitiveness** • Program for expansion of the number of school libraries • Program for the expansion of book collections at libraries in order reach the idealism of "one book for one pupil" • Quality assurance program on school infrastructure and equipments in order to fulfil the requirement of SNP and improving the accreditation level • The improvement of the locality-based Superior Schools program • The improvement of the international-standard Schools program • Supporting program for infrastructure and equipment in order to implement the competence-based curriculum and the quality assurance for all levels of education comparable to SNP • The program for improving average score of the national exam • The program for the establishment of national and international Olympiad • Supporting program for infrastructure and equipment for foreign languages education • The program for expansion access to ICT/TV-based learning • The program for providing study fund for talented students • The program for the improvement of equalization between the number SMA and SMK.	**Development of Quality, Relevance, and Competitiveness** • Benchmarking program for expansion of the number of school libraries against Singapore or regional countries • Program for the expansion of book collections at libraries in order reach the idealism of "one book for one pupil" • Quality assurance program on school infrastructure and equipments in order to fulfil the requirement of SNP and improving the accreditation level • The improvement of the locality-based Superior Schools program • The improvement of the international-standard Schools program • Supporting program for infrastructure and equipment in order to implement the competence-based curriculum and the quality assurance for all levels of education comparable to SNP • The program for improving average score of the national exam • The program for the establishment of national and international Olympiad • Supporting program for infrastructure and equipment for foreign languages education • The program for expansion access to ICT/TV-based learning • The program for providing study fund for talented students • The program for the improvement of equalization between the number SMA and SMK.	**Development of Quality, Relevance, and Competitiveness** • Benchmarking program for expansion of the number of school libraries against OECD countries • Program for the expansion of book collections at libraries in order reach the idealism of "one book for one pupil" • Quality assurance program on school infrastructure and equipments comparable to OECD standard and improving the accreditation level • The improvement of the locality-based Superior Schools program • The improvement of the international-standard Schools program • Supporting program for infrastructure and equipment in order to implement the competence-based curriculum and the quality assurance for all levels of education comparable to OECD standard • The program for the establishment of national and international Olympiad • Supporting program for infrastructure and equipment for foreign languages education • The program for expansion access to ICT/TV-based learning • The program for providing study fund for talented students • The program for the improvement of equalization between the number SMA and SMK.
	Governance, Accountability, and Public Image • The program for the improvement of ICT-based administration • The program for school alteration status to be Legal Board of Education • The program for improvement of reliable SPI at the Directorate General of MPDM • The program for improvement of the service quality at the Directorate General of MPDM.	**Governance, Accountability, and Public Image** • The program for school alteration status to be Legal Board of Education • The program for improvement of reliable SPI at the Directorate General of MPDM • The program for improvement of the service quality at the Directorate General of MPDM.	**Governance, Accountability, and Public Image** • The program for school alteration status to be Legal Board of Education • The benchmarking program for improvement of reliable SPI at the Directorate General of MPDM against Singapore or regional countries • The benchmarking program for improvement of the service quality at the Directorate General of MPDM against Singapore or regional countries.	**Governance, Accountability, and Public Image** • The benchmarking program for improvement of reliable SPI at the Directorate General of MPDM against OECD countries • The benchmarking program for improvement of the service quality at the Directorate General of MPDM against OECD countries.

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
ACHIEVEMENT INDICATORS	**Access** • The GER of elementary schools 95% and the GER of junior secondary schools 98% • The GER of secondary education 68% • Increase the GPR of special schools from 5% to 10% • The GER disparity of SD/MI/SDLB between urban and rural areas 2% • The GER disparity of SMP/MTs/SMPLB between urban and rural areas less than 13% • The GER disparity of SMA/SMK/MA/SMALB between urban and rural areas less than 25% • The program for school building rehabilitation accomplished • BOS cover 9 years compulsory education level and secondary education where free of charge education for students from the poor family • The program for providing special education through ICT/TV-based learning at least in 30% of border areas, remote areas, or left-behind areas.	**Access** • The GER of elementary schools 95% and the GER of junior secondary schools 98% • The GER of secondary education 68% • Increase the GPR of special schools from 5% to 10% • The GER disparity of SD/MI/SDLB between urban and rural areas 2% • The GER disparity of SMP/MTs/SMPLB between urban and rural areas less than 13% • The GER disparity of SMA/SMK/MA/SMALB between urban and rural areas less than 25% • The program for school building rehabilitation accomplished • BOS cover 9 years compulsory education level and secondary education where free of charge education for students from the poor family • The program for providing special education through ICT/TV-based learning at least in 30% of border areas, remote areas, or left-behind areas.	**Access** • The GER of elementary schools 98% and the GER of junior secondary schools 96% • The GER of secondary education 90% • Increase the GPR of special schools from 30% to 75% • The GER disparity of SD/MI/SDLB between urban and rural areas 2% • The GER disparity of SMP/MTs/SMPLB between urban and rural areas less than 2% • The GER disparity of SMA/SMK/MA/SMALB between urban and rural areas less than 2% • BOS cover 9 years compulsory education level, secondary education, and early chilhood education • The program for providing special education through ICT/TV-based learning in all border areas, remote areas, or left-behind areas.	**Access** • The GER of elementary schools 98% and the GER of junior secondary schools 98% • The GER of secondary education 95% • The GER of secondary education or equivalent 90% • Increase the GEPR of special schools from 75% to 95% • The GER disparity of SD/MI/SDLB between urban and rural areas 2% • The GER disparity of SMP/MTs/SMPLB between urban and rural areas less than 2% • The GER disparity of SMA/SMK/MA/SMALB between urban and rural areas less than 2%.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF MPDM

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
ACHIEVEMENT INDICATORS	**Development of Quality, Relevance, and Competitiveness** • 40% schools have library which take in textbook and other relevant learning materials • The ratio of book : pupils is 1:1,3 • 50% of all schools infrastructures and equipments reach the SNP • 80% of all districts have locality-based vocational school • 80% of all provinces have pioneered international-standard at all levels of schools • 80% of all state schools and 50% of all private schools hold BAN-S/M accreditation • 8% of all state schools and 5% of all private schools hold grade A according to BAN-S/M accreditation • 95% schools implement Competence-based curriculum • The average score of national exam reach 7,00 • Indonesia qualified to the biggest 5 in math international Olympiad or in science in international ollympiad at junior secondary schools in 5 years • Indonesia qualified to the biggest 3 in Asia for math or science at secondary schools at least 3 times in 5 years • Indonesia qualified to the biggest 5 for math or science in international olympiade at secondary schools level at least 3 times in 5 years • 5% students get TOEFL = 400 • 5% students get TOEIC = 400 • 80% SMP get access to TV-based education • 80% SMA/SMK get access to ICT-based learning • 30% of all talented students get funding assistance • The ratio of SMU:SMK become 60% : 40%.	**Development of Quality, Relevance, and Competitiveness** • 100% schools have library which take in textbook and other relevant learning materials • The ratio of book : pupils is 1:0,7 • All schools infrastructures and equipments reach the SNP • All districts haveat least one locality-based vocational school • All provinces have at least one international- standard at all levels of schools • All schools hold BAN-S/M accreditation • 20% of all state schools and 12% of all private schools hold grade A according to BAN-S/M accreditation • All schools implement Competence-based curriculum • The average score of SD/MI national exam reach 7,00 • The average score of SMP/MTs and SMA/SMK/MA school exam reach 7,00 • Indonesia qualified to the biggest 5 in math international Olympiad or in science in international ollympiad at junior secondary schools level every year • Indonesia qualified to the biggest 3 in Asia for math or science at secondary schools every year • Indonesia qualified to the biggest 5 for math or science in international olympiade at secondary schools level every year • 20% students get TOEFL = 400 • 20% students get TOEIC = 400 • 100% SMP get access to TV-based education • 100% SMA/SMK get access to ICT-based learning • 100% of all talented students get funding assistance • The ratio of SMU:SMK become 50% : 50%.	**Development of Quality, Relevance, and Competitiveness** • 60% schools at elementary level have regional-standard library • The ratio of book : pupils is 1:0,3 • 60% of all schools infrastructures and equipments reach the regional-standard • All districts have at least 3 locality-based vocational school • All provinces have at least 1 international- standard SMU and 1 international- standard SMK • 50% of all state schools and 40% of all private schools hold grade A according to BAN-S/M accreditation • 30% of all schools hold regional accreditation • Indonesia qualified to the biggest 4 in math international Olympiad or in science in Asia at secondary schools level every year • Indonesia qualified to the biggest 3 in Asia for math or science at secondary schools every year • Indonesia qualified to the biggest 5 for math or science in international olympiade at secondary schools level every year • 40% students get TOEFL = 400 • 40% students get TOEIC = 400 • 100% of all talented students get funding assistance • The ratio of SMU:SMK become 40% : 60%.	**Development of Quality, Relevance, and Competitiveness** • 95% schools at elementary level have regional-standard library and 60% reach OECD standard • The ratio of book : pupils is 1:0,1 • 95 of all schools infrastructures and equipments reach the regional-standard and 50% reach OECD • All provinces have at least 10% regional- standard SMU and 10% regional- standard SMK and 50% of them have OECD standard • 70% schools that hold grade A according to BAN-S/M accreditation reach OECD standard • Indonesia qualified to the biggest 3 in math international Olympiad or in science in Asia at secondary schools level every year • Indonesia qualified to the biggest 2 in Asia for math or science at secondary schools every year • Indonesia qualified to the biggest 3 for math or science in international olympiade at secondary schools level every year • 50% students get TOEFL = 400 • 50% students get TOEIC = 400 • 100% of all talented students get funding assistance • The ratio of SMU:SMK become 30% : 70%.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF MPDM

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
ACHIEVEMENT INDICATORS	**Governance, Accountability, and Public Image** • The installment and the operationalization of reliable ICT-based Information System at the Directorate General of MPDM • 20% of all schools become Legal Board of Education • The Directorate General of MPDM get ISO 9001 certificate • 5% of all schools get ISO 9001 certificate • BPK findings on inconsistency of all inspected subjects to be less than 0,5% from 2007 • Budget excursion to be less than 0,1%.	**Governance, Accountability, and Public Image** • 50% of all schools become Legal Board of Education • 20% of all schools get ISO 9001 certificate • BPK findings on inconsistency of all inspected subjects to be less than 0,3% from 2007 • Budget excursion to be less than 0,05%.	**Governance, Accountability, and Public Image** • All schools become Legal Board of Education • 50% of all schools get ISO 9001 certificate • BPK findings on inconsistency of all inspected subjects to be less than 0,1% from 2007 • Budget excursion to be less than 0,01%.	**Governance, Accountability, and Public Image** • 70% of all schools get ISO 9001 certificate • BPK findings on inconsistency of all inspected subjects to be less than 0,01% from 2007 • Budget excursion to be less than 0,001%.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF PMPTK

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	**Accessibility** • The 9-year compulsory education program is attained • Increase participation of students of secondary education • Increase participation of kindergarten pupils or of the same level • Increase participation of extraordinary students on extraordinary schools or inclusion schools • Increase on special service education access.	**Accessibility** • The 9-year compulsory education program covers almost all the school-age students • Increase participation of secondary education • Increase participation of kindergarten pupils or of the same level • Increase participation of extraordinary students on extraordinary schools • Increase on special service education access.	**Accessibility** • The 9-year compulsory education program covers almost all the school-age students • Increase participation of secondary education • Increase participation of kindergarten pupils or of the same level • Increase participation of extraordinary students on extraordinary schools • Increase on special service education access	**Accessibility** • **The 9-year compulsory education program covers almost all the school-age students** • **Increase participation of secondary education** • **Increase participation of kindergarten pupils or of the same level** • **Increase participation of extraordinary students on extraordinary schools** • **Increase on special service education access.**

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	**Quality/Relevance/Competition** • Development of welfare system of teacher and educator staffs • Realization of reward system as in the Decree of Teacher and Lecturer (UU Guru dan Dosen), and realization of that reward to almost all teachers • Development of legal protection system as in UU Guru dan Dosen and the realization of that protection to almost all the teachers • Realization of Competence Standardization and Certification System of teachers and education personnel • Almost all teachers and education personnel fulfill UU Guru dan Dosen and SNP • The number of regencies/cities having local superiority base increases significantly and the need of teachers and education personnel is fulfill • The number of provinces having pioneering schools of international standard at every level and kind of education increases significantly and the need of teachers and education personnel is fulfill • The number of schools having BAN-S/M accreditation increases significantly and the need of teachers and education personnel is fulfill • The number of schools getting A accreditation from BAN-S/M increases significantly and the need of teachers and education staff is fulfill • A great number of schools implementing competence based curriculum supported by sufficient teachers and education personnel • The average score of national examination increases significantly due to the support of sufficient teachers and education personnel • The student ability of mastering foreign language increases significantly due to the support of sufficient teachers and education personnel • ICT/TV based Education increases significantly with the support of sufficient teachers and education personnel • The ratio of the number of SMS to SMK is changing significantly to more numbers of SMK with the balance proportional number of teacher of SMA and SMK.	**Quality/Relevance/Competition** • Realizatin of welfare system of almost all teachers and education staff • Realization of reward system as in the Decree of Teacher and Lecturer (UU Guru dan Dosen) to almost all teacher and education personnel • Realization of legal protection system as in UU Guru dan Dosen to almost all teacher and education personnel • Realization of competence standardization and certification system of teachers and education personnel as in SNP • The number of regencies and cities having local superiority base increases significantly and the need of teachers and education personnel is fulfill • The number of provinces having pioneering schools of international standard at every level and kind of education increases significantly and the need of teachers and education personnel is fulfill • The number of schools having BAN-S/M accreditation increases significantly and the need of teachers and educator staff is fulfill • The number of schools getting A accreditation from BAN-S/M increases significantly and the need of teachers and education staff is fulfill • The average score of national examination increases significantly due to the support of sufficient teachers and educator staff • The student ability of mastering foreign language increases due to the support of sufficient teachers and education personnel • ICT/TV based education increases significantly with the support of sufficient teachers and education personnel • The ratio on the number of SMA to SMK is changing significantly to more number of SMK with the balance proportional number of the teacher of SMA and SMK.	**Quality/Relevance/Competition** • Realizaton of welfare system of almost all teachers and education staff • Realization of reward system as in the Decree of Teacher and Lecturer (UU Guru dan Dosen) to almost all teacher and education personnel • Realization of legal protection system as in UU Guru dan Dosen to almost all teacher and education personnel • Realization of competence standardization and certification system of teachers and education personnel as in SNP • The number of regencies and cities having local superiority base increases significantly and the need of teachers and education personnel is fulfill • The number of provinces having pioneering schools of regional standard in every level and kind of education increases significantly and the need of teachers and education personnel is fulfill • The number of schools having BAN-S/M accreditation increases significantly and the need of teachers and educator staff is fulfill • The number of schools getting A accreditation from BAN-S/M increases significantly and the need of teachers and education personnel is fulfill • The number of schools getting regional accreditation increases significantly and the the need of teachers and education personnel is fulfill • The student ability of mastering foreign language increases due to the support of sufficient teachers and education personnel • ICT/TV based education increases significantly with the support of sufficient teachers and education personnel • The ratio on the number of SMA to SMK is changing significantly to more number of SMK with the balance proportional number of the teacher of SMA and SMK.	**Quality/Relevance/Competition** • The number of regencies and cities having local superiority base increases significantly and the need of teachers and education personnel is fulfill • The number of provinces having pioneering schools of regional standard/OECD in every level and kind of education increases significantly and the need of teachers and education personnel is fulfill • The number of schools having BAN-S/M accreditation increases significantly and the need of teachers and educator staff is fulfill • The number of schools getting A accreditation from BAN-S/M increases significantly and the need of teachers and education staff is fulfill • The number of schools getting OECD accreditation increases significantly and the need of teachers and education personnel is fulfill • The student ability of mastering foreign language increases due to the support of sufficient teachers and education personnel • ICT/TV based education increases significantly with the support of sufficient teachers and education personnel • The ratio on the number of SMA to SMK is changing significantly to more number of SMK with the balance proportional number of the teacher of SMA and SMK.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF PMPTK

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	**Governance/Public image** • The management of education at Directorate PMPTK base on reliable ICT • The service quality of Directorate General PMPTK increases significantly • The government of Directorate.	**Governance/Public Image** • The service qualiy of Directorate general PMPTK increases significantly • The governance of Directorate General increases significantly.	**Governance/Public Image** • The service quality of Directorate general PMPTK based on regional standard • The governance of Directorate General based on regional standard.	**Governance/Public Image** • The service quality of Directorate general PMPTK based on OEDC standard • The governance of Directorate General based on OEDC standard.
THE MAIN ACTIVITY OF DEVELOPMENT	**Accessibility** • The development of the need and recruitment strategy plan of teachers and education personnel • The redistribution program of teachers and education personnel from city to village to fulfill the balance • The need fulfillment program of teachers and education personnel at SLB • The need fulfillment program of teachers and education personnel at particular service schools.	**Accessibility** • The recruitment program of teachers and education personnel as stated in UU Guru and Dosen • The redistribution program of teacher and education personnel from city to village to fulfill the balance • The need fulfillment program of teachers and education personnel at SLB • The need fulfillment program of teacher and education personnel at special service school.	**Accessibility** • The recruitment program of teachers and education personnel as stated in UU Guru and Dosen and based on regional standard • The redistribution program of teacher and education personnel from city to village to fulfill the balance • The need fulfillment program of teachers and education personnel at SLB • The need fulfillment program of teacher and education personnel at special service school.	**Accessibility** • The recruitment program of teachers and education personnel as stated in UU Guru and Dosen and based on regional standard or OEDC • The redistribution program of teacher and education personnel from city to village to fulfill the balance • The need fulfillment program of teachers and education personnel at SLB • The need fulfillment program of teacher and education personnel at special service school.
	Quality/Relevance/Competition • The development program of academic qualification, vocational competence and professionalism of teachers and education personnel as stated in UU Guru dan Dosen • The development of welfare system of teachers and education personnel as stated in UU Guru dan Dosen • The development of legal protection system of teacher and education personnel as stated in UU Guru dan Dosen.	**Quality/Relevance/Competition** • The development program of academic qualification, vocational competence and professionalism of teachers and education personnel suited to UU Guru dan Dosen and SNP • The development program of welfare system of teacher and education personnel as suited in UU Guru dan Dosen • The reward development program of teacher and education personnel who fulfill UU Guru dan Dosen • The legal protection development program of teachers and education personnel who fulfill UU Guru dan Dosen.	**Quality/Relevance/Competition** • The development program of academic qualification, vocational competence and professionalism of teachers and education personnel suited to UU Guru dan Dosen and SNP • The bench marking of academic qualification, vocational competence and professionalism of teachers and education personnel with the regional countries that have qualified education.	**Quality/Relevance/Competition** • The development program of academic qualification, vocational competence and professionalism of teachers and education personnel suited to UU Guru dan Dosen and SNP • The bench marking of academic qualification, vocational competence and professionalism of teachers and education personnel with the OEDC countries that have qualified education.

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
KEY PERFORMANCE MEASUREMENT	**Quality/Relevance/Competition** • The number of teachers whose welfare have fulfill UU Guru dan Dosen reaches 10 % for PAUD, 10 % for SD/SLB, 20 % for SMP/SMPLB, and 30 % for SMA/SMK/SMLB • The number of deserved teachers who get reward suited to UU Guru dan Dosen reaches 60 % • The number of deserved teacheras who get legal protection suited to UU Guru dan Dosen reaches 60% • The number of teachers who have academic qualification and teacher profession certificate suited to UU Guru dan Dosen and SNP reaches 10 % for PAUD, 10 % for SD/SDLB, 20 % for SMP/SMPLB, and 30% for SMA/SMK/SMLB • The number of vocational teachers who have competence certificate reaches 15 %.	**Quality/Relevance/Competition** • The number of teachers whose welfare have fulfill UU Guru dan Dosen reaches 100% • The number of deserved teachers who get reward suited to UU Guru dan Dosen reaches 100 % • The number of deserved teachers who get legal protection suited to UU Guru dan Dosen reaches 100% • The number of teachers who have academic qualification and teacher profession certificate suited to UU Guru dan Dosen and SNP reaches 70 % for PAUD, 70 % for SD/SDLB, 95 % for SMP/SMPLB, and 100% for SMA/SMK/SMLB • The number of vocational teachers who have competence certificate reaches 70 %.	**Quality/Relevance/Competition** • The number of teachers who have academic qualification and teacher profession certificate suited to UU Guru dan Dosen and SNP reaches 100% • The number of teachers who fulfill the regional standard reaches 50 % • The number of vocational teachers who have competence certificate reaches 100%.	**Quality/Relevance/Competition** • The number of teachers who have academic qualification and teacher profession certificate suited to regional sandard reaches 100% • The number of teachers who fulfill theOEDC standard reaches 50 %.
	Governace/Public Image • ICT base SIM at Directorate General PMPTK installed and operated properly • Directorate General PMPTK gets ISO 9001 • 50 % of LPMP gets ISO 9001 • Beginning the academic year 2007, the BPK findings on finance management deviation at Directorate General PMPTK <0.5 % of the object examined • The budget deviation that causes the state financial loss <0.1%.	**Governance/Public Image** • 100% LPMP gets ISO 9001 • BPK findings on the financial management deviation at Directorate General PMPTK <0.3% of the object examined • The budget deviation that causes the state financial loss <0.05%	**Governance/Public Image** • BPK findings on the financial management deviation at Directorate General PMPTK <0.1 of the object examined • The budget deviation that causes the state financial loss <0.01%.	**Governance/Public Image** • BPK findings on the financial management deviation at Directorate General PMPTK <0.1 of the object examined • The budget deviation that causes the state financial loss <0.001%.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF PLS

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	**Accessibility** • GER of PAUD increases significantly. • The level of illiteracy increases significantly. • The percentage disparity of literacy between male and female decreases significantly. • The participation level of Package A, Package B, and Package C increases significantly. • The participation level of life skill education increases significantly.	**Accessibility** • GER of PAUD increases significantly. • The level of illiteracy increases significantly. • The percentage disparity of literacy between male and female decreases significantly. • The participation level of Package A, Package B, and Package C increases significantly. • The participation level of life skill education increases significantly.	**Accessibility** • GER of PAUD increases significantly. • The level of illiteracy increases significantly. • The percentage disparity of literacy between male and female decreases significantly. • The participation level of Package A, Package B, and Package C increases significantly. • The participation level of life skill education increases significantly.	**Accessibility** • GER of PAUD increases significantly. • The level of illiteracy increases significantly. • The percentage disparity of literacy between male and female decreases significantly. • The participation level of Package A, Package B, and Package C increases significantly. • The participation level of life skill education increases significantly.
	Quality/Relevance/Competitiveness • The number of national superior non formal schools increases significantly. • The number of SNP-based non formal schools increases significantly. • The number of ICT-based non formal schools increases significantly.	**Quality/Relevance/Competitiveness** • The number of national superior non formal schools increases significantly. • The number of SNP-based non formal schools increases significantly. • The number of ICT-based non formal schools increases significantly.	**Quality/Relevance/Competitiveness** • The number of national and regional superior non formal schools increases significantly. • The number of SNP-based non formal schools increases significantly. • The number of ICT-based non formal schools increases significantly.	**Quality/Relevance/Competitiveness** • The number of national/ regional/OECD superior non formal schools increases significantly. • The number of SNP-based non formal schools increases significantly. • The number of ICT-based non formal schools increases significantly.
	Governance/Public Image • ICT-based education management at Directorate Genaral PLS. • The service quality of Directorate General PLS increases significantly. • The management of Directorate General PLS increases significantly.	**Governance/Public Image** • The service quality of Directorate General PLS increases significantly. • The management of Directorate General PLS increases significantly.	**Governance/Public Image** • The service quality of Directorate General PLS based on regional standard. • The management/governance of Directorate General PLS based on regional standard.	**Governance/Public Image** • The service quality of Directorate General PLS based on OECD standard. • The management/governance of Directorate General PLS based on OECD standard.

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
THE MAIN ACTIVITY OF DEVELOPMENT	**Accessibility** • The accessibility development program of PAUD. • The illiteracy program particularly for women. • The expansion program of Package A, B and C. • The life skill education program.	**Accessibility** • The accessibility development program of PAUD. • The illiteracy program particularly for women. • The expansion program of Package A, B and C. • The life skill education program.	**Accessibility** • The accessibility development program of PAUD. • The illiteracy program particularly for women. • The expansion program of Package A, B and C. • The life skill education program.	**Accessibility** • The accessibility development program of PAUD. • The illiteracy program particularly for women. • The expansion program of Package A, B and C. • The life skill education program.
	Quality/Relevance/Competitiveness • The quality assurance program of non formal education. • The ICT based learning program at non formal education unit.	**Quality/Relevance/Competitiveness** • The quality assurance program of non formal education. • The ICT based learning program at non formal education unit.	**Quality/Relevance/Competitiveness** • The benchmarking quality assurance program of non formal education with Taiwan or other regional countries that have good non formal education. • The benchmarking ICT based learning program at non formal education unit with Taiwan or other regional countries that have good ICT based learning program.	**Quality/Relevance/Competitiveness** • The benchmarking quality assurance program of non formal education with OECD countries that have good non formal education. • The benchmarking ICT based learning program at non formal education unit with OECD countries that have good ICT based learning program.
	Governance/Public Image • ICT-based administration development program. • SPI reliable development at Directorate PLS. • Service quality development program at Directorate PLS.	**Governance/Public Image** • SPI reliable development at Directorate PLS. • Service quality development program at Directorate PLS.	**Governance/Public Image** • SPI (Internal Control System) benchmarking program at Directorate PLS with Singapore or other regional countries that have good SPI. • The benchmarking service quality development program at Directorate PLS with Singapore or other regional countries that have good education quality.	**Governance/Public Image** • SPI (Internal Control System) benchmarking program at Directorate PLS with OECD countries. • The benchmarking service quality development program at Directorate PLS with OECD countries.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

DIRECTORATE GENERAL OF PLS

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
KEY PERFORMANCE MEASUREMENT	**Accessibility** • GER of PAUD reaches 40%. • The disparity of GER of PAUD between regency and city ≤ 11.04 %. • The illiteracy level reaches 95%. • The percentage disparity of literacy between male and female decreases to 3.0%. • The service availability to: 25% of Drop Out (DO) SD/MI at Package A program, 50% SD/MI graduates does not continue to secondary education and 50% DO of SMP/MTs at Package B program, and 25% DO SMP/MTs, 50% SMP/MTs graduates does not continue participate Package C program. • The life skill education supports 15% of SMP/MTs graduates or SMA/SMK/MA graduates who do not continue their education.	**Accessibility** • GER of PAUD reaches 60%. • The disparity of GER of PAUD between regency and city ≤ 2 %. • The illiteracy level reaches 98%. • The percentage disparity of literacy between male and female decreases to 0%. • The service availability to: 90% of Drop Out (DO) SD/MI at Package A program, 95% SD/MI graduates does not continue to secondary education and 95% DO of SMP/MTs at Package B program, and 75% DO SMP/MTs, 75% SMP/MTs graduates does not continue participate Package C program. • The life skill education supports 50% of SMP/MTs graduates or SMA/SMK/MA graduates who do not continue their education.	**Accessibility** • GER of PAUD reaches 80%. • The disparity of GER of PAUD between regency and city ≤ 2 %. • The illiteracy level reaches 99%. • The percentage disparity of literacy between male and female decreases to 0%. • The service availability to: 100% of Drop Out (DO) SD/MI at Package A program, 100% SD/MI graduates does not continue to secondary education and 100% DO of SMP/MTs at Package B program, and 100% DO SMP/MTs, 100% SMP/MTs graduates does not continue participate Package C program. • The life skill education supports 80% of SMP/MTs graduates or SMA/SMK/MA graduates who do not continue their education..	**Accessibility** • GER of PAUD reaches 95%. • The disparity of GER of PAUD between regency and city ≤ 2 %. • The illiteracy level reaches 99%. • The percentage disparity of literacy between male and female decreases to 0%. • The life skill education supports 95% of SMP/MTs graduates or SMA/SMK/MA graduates who do not continue their education.
	Quality/Relevance/Competition • 60% of regencies/cities has minimally one superior non formal education unit. • 10% of non formal education unit fulfills SNP. • 1% of non formal education unit implements ICT based learning.	**Quality/Relevance/Competition** • 100% of regencies/cities has minimally two superior non formal education units. • 50% of non formal education unit fulfills SNP. • 20% of non formal education unit implements ICT based learning..	**Quality/Relevance/Competition** • 100% of regencies/cities has minimally 4 superior non formal education units. • 50% of regencies/cities has minimally one regional superior non formal education unit. • 95% of non formal education unit fulfills SNP. • 50% of non formal education unit implements ICT based learning..	**Quality/Relevance/Competition** • 100% of regencies/cities has minimally 10 superior non formal education units. • 100% of regencies/cities has minimally 2 regional/OECD superior non formal education unit. • 99% of non formal education unit fulfills SNP. • 70% of non formal education unit implements ICT based learning.
	Governance/Public Image • ICT-based System Information Management at Directorate General PLS installed, operated and functioned well. • Directorate General PLS gets ISO 9001. • 100% of BPLSP gets ISO 9001. • Beginning the Fiscal Year 2007, BPK findings on the financial management deviation at Directorate General PLS <0.5 % of the objects examined. • The financial deviation that causes the state loss <0.1%.	**Governance/Public Image** • BPK findings on the financial management deviation at Directorate General PLS <0.3 % of the objects examined. • The financial deviation that causes the state loss <0.05%.	**Governance/Public Image** • BPK findings on the financial management deviation at Directorate General PLS <0.1 % of the objects examined. • The financial deviation that causes the state loss <0.01%..	**Governance/Public Image** • BPK findings on the financial management deviation at Directorate General PLS <0.01 % of the objects examined. • The financial deviation that causes the state loss <0.001%..

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	**Accessibility** • The recommendation of research-based policy on the development and equity of GER and NER of PAUD, basic education and secondary education are formulized.	**Accessibility** • The recommendation of research-based policy on the development and equity of GER and NER of PAUD, basic education and secondary education are formulized.	**Accessibility** • The recommendation of research-based policy with regional level quality on the development and equity of GER and NER of PAUD, basic education and secondary education are formulized.	**Accessibility** • The recommendation of research-based policy with OECD level quality on the development and equity of GER and NER of PAUD, basic education and secondary education are formulized.
	Quality/Relevance/Competitiveness • The recommendations of research-based policy on quality development, relevance and competition of PAUD, basic education and secondary education are formulized. • The research-based monitoring and evaluation report on the implementation of SNP by all education unit in Indonesia are arranged. • The national education quality evaluation reports using PISA,TIMS, PIRLS, EALAS, INAP models are arranged. • The proposal of BSNP to the Minister of National Education on content standard, graduates competence standard, learning process standard, evaluation standard, education personnel process standard, management standard, equipment and infrastructure standard and financial standard is arranged. • The realization of curriculum design manual suited to UU No. 20/2003 about National Education System (Sisdiknas), PP 19/2005 about SNP, graduates competence standard and content standard by BSNP. • The realization of national examination item question package for SD/MI, SMP/MTs, SMA/MA and SMK. • The implementation report and mapping result of national examination for SD/MI, SMP/MTs, SMA/MA and SMK are arranged. • The adaptive evaluation model for six psychology test models and learning evaluation model at five level of education.	**Quality/Relevance/Competitiveness** • The recommendations of research-based policy on quality development, relevance and competition of PAUD, basic education and secondary education are formulized. • The research-based monitoring and evaluation report on the implementation of SNP by all education unit in Indonesia are arranged. • The national education quality evaluation reports using PISA,TIMS, PIRLS, EALAS, INAP models are arranged. • The proposal of BSNP to the Minister of National Education on the improvement of SNP is arranged. • The realization of curriculum manual by BSNP. • The realization of national examination item question package for SD/MI, SMP/MTs, SMA/MA and SMK. • The implementation report and mapping result of national examination for SD/MI, SMP/MTs, SMA/MA and SMK are arranged. • The adaptive evaluation model for six psychology test models and learning evaluation model at five level of education.	**Quality/Relevance/Competitiveness** • The recommendations of research-based policy on quality development, relevance and competition of PAUD, basic education and secondary education with regional level quality are formulized. • The research-based monitoring and evaluation report on the implementation of SNP with regional level quality by all education unit in Indonesia are arranged. • The national education quality evaluation reports using PISA,TIMS, PIRLS, EALAS, INAP models with regional level quality are arranged. • The proposal of BSNP to the Minister of National Education on the improvement of SNP with regional quality level is arranged. • The realization of curriculum manual with regional level quality by BSNP. • The realization of national examination item question package for SD/MI, SMP/MTs, SMA/MA and SMK. • The implementation report and mapping result of national examination for SD/MI, SMP/MTs, SMA/MA and SMK are arranged. • The adaptive evaluation model for six psychology test models and learning evaluation model at five level of education.	**Quality/Relevance/Competitiveness** • The recommendations of research-based policy on quality development, relevance and competitiveness of PAUD, basic education and secondary education with OECDl level quality are formulized. • The research-based monitoring and evaluation report on the implementation of SNP with OECD level quality by all education unit in Indonesia are arranged. • The national education quality evaluation reports using PISA,TIMS, PIRLS, EALAS, INAP models with OECD level quality are arranged. • The proposal of BSNP to the Minister of National Education on the improvement of SNP with OECD level quality is arranged. • The realization of curriculum manual with OECD level quality by BSNP. • The realization of national examination item question package for SD/MI, SMP/MTs, SMA/MA and SMK. • The implementation report and mapping result of national examination for SD/MI, SMP/MTs, SMA/MA and SMK are arranged. • The adaptive evaluation model for six psychology test models and learning evaluation model at five level of education.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

RESEARCH AND DEVELOPMENT AGENCY

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
TARGETS	• The implementation report and school accreditation result of school/Islamic school by BAN-S/M are arranged. • The up-to-date directory of school/islamic school is composed and published for public. • The implementation report and accreditation result of higher education by BAN-PT are arranged. • The up-to-date directory of higher education is arranged and published for public. • The implementation report and accreditation result of non-formal education unit by BAN-PNF. • The availability of curriculum development professional service at regency/city level and other related unit.	• The implementation report and school accreditation result of school/Islamic school by BAN-S/M are arranged. • The up-to-date directory of school/islamic school is composed and published for public. • The implementation report and accreditation result of higher education by BAN-PT are arranged. • The up-to-date directory of higher education is arranged and published for public. • The implementation report and accreditation result of non-formal education unit by BAN-PNF. • The availability of curriculum development professional service at regency/city level and other related unit to service reinforcement.	• The implementation report and school accreditation result of school/Islamic school by BAN-S/M are arranged. • The up-to-date directory of school/islamic school is composed and published for public. • The implementation report and accreditation result of higher education by BAN-PT are arranged. • The up-to-date directory of higher education is arranged and published for public. • The implementation report and accreditation result of non-formal education unit by BAN-PNF. • The availability of curriculum development professional service at regency/city level and other related unit to service reinforcement.	• The implementation report and school accreditation result of school/Islamic school by BAN-S/M are arranged. • The up-to-date directory of school/islamic school is composed and published for public. • The implementation report and accreditation result of higher education by BAN-PT are arranged. • The up-to-date directory of higher education is arranged and published for public. • The implementation report and accreditation result of non-formal education unit by BAN-PNF. • The availability of curriculum development professional service at regency/city level and other related unit to service reinforcement.
	Governance/Public Image • The legalization of relevant education UU and PP. • The development of Web-based data and information for policy formulation of national education development. • The quality of Balitbang service increases significantly. • The governance/management of Balitbang increases significantly.	**Governance/Public Image** • The legalization of relevant education UU and PP. • The utilization of Web-based data and information for policy formulation of national education development. • The quality of Balitbang service increases significantly. • The governance/management of Balitbang increases significantly.	**Governance/Public Image** • The legalization of relevant education UU and PP. • The utilization of Web-based data and information for policy formulation of national education development for regional competitiveness. • The quality of Balitbang service with regional standard. • The governance/management of Balitbang with regional standard.	**Governance/Public Image** • The legalization of relevant education UU and PP. • The utilization of Web-based data and information for policy formulation of national education development for international competitiveness. • The quality of Balitbang service with OECD standard. • The governance/management of Balitbang with OEDC standard.

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
THE MAIN ACTIVITY OF DEVELOPMENT	**Accessibility** • The policy research on education accessibility.	**Accessibility** • The policy research on education accessibility.	**Accessibility** • The policy research with regional quality standard on education accessibility.	**Accessibility** • The policy research with OEDC quality standard on education accessibility.
	Quality/Relevance/Competitiveness • The policy research on quality, relevance and competitiveness. • The monitoring and evaluation research on SNP implementation. • Facilitate BSNP in developing education national standard. • Facilitate BAN-S/M, BAN-PT and BAN-PNF in education unit accreditation.	**Quality/Relevance/Competitiveness** • The policy research on quality, relevance and competitiveness. • The monitoring and evaluation research on SNP implementation. • Facilitate BSNP in developing education national standard. • Facilitate BAN-S/M, BAN-PT and BAN-PNF in education unit accreditation.	**Quality/Relevance/Competitiveness** • The policy research with regional quality standard on quality/relevance/ competitiveness. • The monitoring and evaluation research on SNP implementation. • Facilitate BSNP in developing education national standard to regional quality. • Facilitate BAN-S/M, BAN-PT and BAN-PNF in education unit accreditation with regional quality standard.	**Quality/Relevance/Competitiveness** • The policy research with OEDC quality standard on quality/relevance/ competitiveness. • The monitoring and evaluation research on SNP implementation. • Facilitate BSNP in developing education national standard to OEDC quality. • Facilitate BAN-S/M, BAN-PT and BAN-PNF in education unit accreditation with OEDC quality standard.
	Governance/Public Image • The policy research on governance and public image. • The formulation of RPP and RUU drafts proposed to the National Education Minister. • The ICT based administration development program. • The development of reliable SPI at Balitbang. • The service quality development program at Balitbang. • The development of web-based education data and information.	**Governance/Public Image** • The policy research on governance and public image. • The formulation of RPP and RUU drafts proposed to the National Education Minister. • The ICT based administration development program. • The development of reliable SPI at Balitbang. • The service quality development program at Balitbang. • The utilization of web-based education data and information.	**Governance/Public Image** • The policy research on governance and public image with regional quality standard. • SPI (Internal Control System) benchmarking program at Balitbang with Singapore or other regional countries that have good SPI. • The benchmarking service quality development program at Balitbang with Singapore or other regional countries that have good education quality. • The utilization of web-based education data and information for the development of regional competitiveness.	**Governance/Public Image** • The policy research on governance and public image with OEDC quality standard. • SPI (Internal Control System) benchmarking program at Balitbang with Singapore or other OEDC countries that have good SPI. • The benchmarking service quality development program at Balitbang with Singapore or other OEDC countries that have good education quality. • The utilization of web-based education data and information for the development of OEDC competitiveness.

STRATEGIC PLANNING DEPARTMENT OF NATIONAL EDUCATION

RESEARCH AND DEVELOPMENT AGENCY

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
KEY PERFORMANCE MEASUREMENT	**Accessibility** • Yearly policy recommendation to the Minister of National Education on the increase and equity of GER and NER of PAUD, basic education, secondary education.	**Accessibility** • Yearly policy recommendation to the Minister of National Education on the increase and equity of GER and NER of PAUD, basic education, secondary education.	**Accessibility** • Yearly policy recommendation with regional quality standard to the Minister of National Education on the increase and equity of GER and NER of PAUD, basic education, secondary education.	**Accessibility** • Yearly policy recommendation with OEDC quality standard to the Minister of National Education on the increase and equity of GER and NER of PAUD, basic education, secondary education.
	Quality/Relevance/Competitiveness • Yearly policy recommendation to the Minister of National Education on the quality improvement, relevance and competition of PAUD, basic education and secondary education. • Yearly monitoring and evaluation report on the implementation of SNP by all education units in Indonesia. • Two-year report on the national education quality evaluation using PISA and TIMS models to the Minister of National Education. • The realization of proposed content standard, graduate competence standard, learning process standard, evaluation standard, education personnel standard, management standard, equipment and infrastructure standard and financial standard by BSNP and determined by the Minister. • The realization of curriculum design manual by BSNP. • The realization of 5 package of National Examination question items for SD/MI, 15 package of national examination for SMP/MTs, and SMA/MA/SMK respectively. • The realization of adaptive test model that consists of six models of psychology test and evaluation on the learning result of 5 education level. • The realization of LEA (Local Examination Agencies) assignments at 250 regencies/ cities. • The yearly implementation and result of national examination reports of SD/MI, SMP/MTs, SMA/MA, SMK by BSNP to the Minister of National Education. • The yearly report of accreditation implementation and result of schools/Islamic schools by BAN-S/M to the Minister of National Education.	**Quality/Relevance/Competitiveness** • Yearly policy recommendation to the Minister of National Education on the quality improvement, relevance and competition of PAUD, basic education and secondary education. • Yearly monitoring and evaluation report on the implementation of SNP by all education units in Indonesia. • Two-year report on the national education quality evaluation using PISA and TIMS models to the Minister of National Education. • The realization of SNP improvement by continuous improvement by BSNP. • The realization of curriculum design manual by BSNP. • The realization of 5 package of National Examination question items for SD/MI, 15 package of national examination for SMP/MTs, and SMA/MA/SMK respectively. • The realization of adaptive test model that consists of six models of psychology test and evaluation on the learning result of 5 education level. • The realization of LEA (Local Examination Agencies) assignments at 350 regencies/cities. • The yearly implementation and result of national examination reports of SD/MI, SMP/MTs, SMA/MA, SMK by BSNP to the Minister of National Education. • The yearly report of accreditation implementation and result of schools/Islamic schools by BAN-S/M to the Minister of National Education.	**Quality/Relevance/Competitiveness** • Yearly policy recommendation with regional quality standard to the Minister of National Education on the quality improvement, relevance and competition benchmarking of PAUD, basic education and secondary education. • Yearly monitoring and evaluation report on the implementation of SNP with regional quality standard by all education units in Indonesia. • Two-year report on the national education quality evaluation using PISA and TIMS models to the Minister of National Education. • The realization of SNP with regional quality standard by BSNP and determined by the Minister of National Education. • The realization of curriculum design manual with regional quality standard by BSNP. • The realization of 5 package of National Examination question items for SD/MI, 15 package of national examination for SMP/MTs, and SMA/MA/SMK respectively. • The realization of adaptive test model that consists of six models of psychology test and evaluation on the learning result of 5 education level. • The realization of LEA (Local Examination Agencies) assignments at 400 regencies/cities. • The yearly implementation and result of national examination reports of SD/MI, SMP/MTs, SMA/MA, SMK by BSNP to the Minister of National Education.	**Quality/Relevance/Competitiveness** • Yearly policy recommendation with OEDC quality standard to the Minister of National Education on the quality improvement, relevance and competition benchmarking of PAUD, basic education and secondary education. • Yearly monitoring and evaluation report on the implementation of SNP with OEDC quality standard by all education units in Indonesia. • Two-year report on the national education quality evaluation using PISA and TIMS models to the Minister of National Education. • The realization of SNP with OEDC quality standard by BSNP and determined by the Minister of National Education. • The realization of curriculum design manual with OEDC quality standard by BSNP. • The realization of 5 package of National Examination question items for SD/MI, 15 package of national examination for SMP/MTs, and SMA/MA/SMK respectively. • The realization of adaptive test model that consists of six models of psychology test and evaluation on the learning result of 5 education level. • The realization of LEA (Local Examination Agencies) assignments at 453 regencies/cities.

Development Period	2005 – 2009	2010 - 2015	2015 - 2020	2020 - 2025
Development Theme	Modernization and Capacity Improvement	Service Empowerment	Regional Competitiveness	International Competitiveness
Vision	Smart and Competitive Indonesians			
KEY PERFORMANCE MEASUREMENT	• Yearly up-dated school accreditation directory published for public. • Yearly higher education implementation and accreditation report by BAN-PT to the Minister of National Education. • Yearly up-dated higher education accreditation directory published for public. • Yearly non formal education unit implementation and accreditation report by BAN-PNF to the Minister of National Education. • Yearly up-dated non formal education unit accreditation directory published for public.	• Yearly up-dated school accreditation directory published for public. • Yearly higher education implementation and accreditation report by BAN-PT to the Minister of National Education. • Yearly up-dated higher education accreditation directory published for public. • Yearly non formal education unit implementation and accreditation report by BAN-PNF to the Minister of National Education. • Yearly up-dated non formal education unit accreditation directory published for public.	• The yearly report of accreditation implementation and result of schools/Islamic schools with regional quality standard by BAN-S/M to the Minister of National Education. • Yearly up-dated school accreditation directory published for public. • Yearly higher education implementation and accreditation report with regional quality standard by BAN-PT to the Minister of National Education. • Yearly up-dated higher education accreditation directory published for public. • Yearly non formal education unit implementation and accreditation report with regional quality standard by BAN-PNF to the Minister of National Education. • Yearly up-dated non formal education unit accreditation directory published for public.	• The yearly implementation and result of national examination reports of SD/MI, SMP/MTs, SMA/MA, SMK by BSNP to the Minister of National Education. • The yearly report of accreditation implementation and result of schools/Islamic schools with OEDC quality standard by BAN-S/M to the Minister of National Education. • Yearly up-dated school accreditation directory published for public. • Yearly higher education implementation and accreditation report with OEDC quality standard by BAN-PT to the Minister of National Education. • Yearly up-dated higher education accreditation directory published for public. • Yearly non formal education unit implementation and accreditation report with OEDC quality standard by BAN-PNF to the Minister of National Education. • Yearly up-dated non formal education unit accreditation directory published for public.
	Governance/Public Image • UU Guru dan Dosen (Decree of Teacher and Lecturer), UU BHP (Decree of Education Legal Board), UU Perbukuan (Decree of Book), UU Kebahasaan (Decree of Language). • PP (Government Regulation) implementation of UU Guru dan Dosen, PP implementation of UU BHP, PP implementation of Perbukuan, PP implementation of UU Kebahasaan. • ICT-based SIM at Balitbang installed and functioned properly. • Web-based education information and data base on level and on-line with all main units, all Technical Implementer Unit (UPT) of MoNE, Province education office, Regency/City education office and education unit. • Balitbang gets ISO 9001. • Beginning the Fiscal Year 2007 the BPK finding on the financial management deviation at Balitbang < 0.5 of the objects examined. • The budget deviation that causes financial loss <0.1 %.	**Governance/Public Image** • Relevant education decrees. • Relevent PP (Government Regulation) implementation of relevant UU (Decree). • ICT-based SIM at Balitbang installed and functioned properly. • Accountable Web-based education information and data base on level and on-line with all main units, all Technical Implementer Unit (UPT) of MoNE, Province education office, Regency/City education office and education unit. • The BPK finding on the financial management deviation at Balitbang < 0.3 of the objects examined. • The budget deviation that causes financial loss <0.05 %.	**Governance/Public Image** • Relevant education decrees. • Relevant PP (Government Regulation) implementation of relevant UU (Decree). • ICT-based SIM at Balitbang installed and functioned properly. • Accountable Web-based education information and data base on level and on-line with all main units, all Technical Implementer Unit (UPT) of MoNE, Province education office, Regency/City education office and education unit with regional quality standard. • The BPK finding on the financial management deviation at Balitbang < 0.1 of the objects examined. • The budget deviation that causes financial loss <0.01 %.	**Governance/Public Image** • Relevant education decrees. • Relevant PP (Government Regulation) implementation of relevant UU (Decree). • ICT-based SIM at Balitbang installed and functioned properly. • Accountable Web-based education information and data base on level and on-line with all main units, all Technical Implementer Unit (UPT) of MoNE, Province education office, Regency/City education office and education unit with OEDC quality standard. • The BPK finding on the financial management deviation at Balitbang <0.01 of the objects examined. • The budget deviation that causes financial loss <0.001 %.

STRATEGIC PLAN

MINISTRY OF NATIONAL EDUCATION

THE REPUBLIC OF INDONESIA

2005-2009

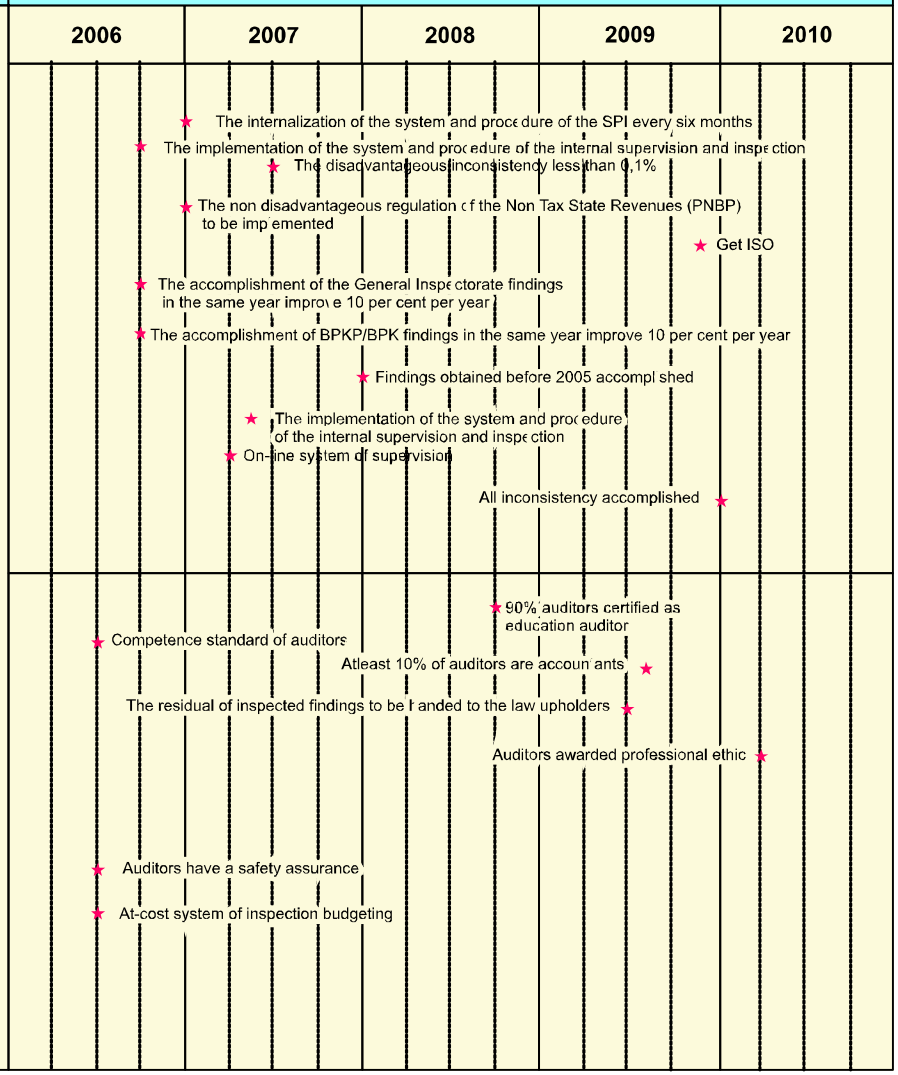
Appendixes:

The Policy of Five-Year Long Development

THE FIVE YEAR LONG POLICY 2005-2009

SECRETARIATE GENERAL

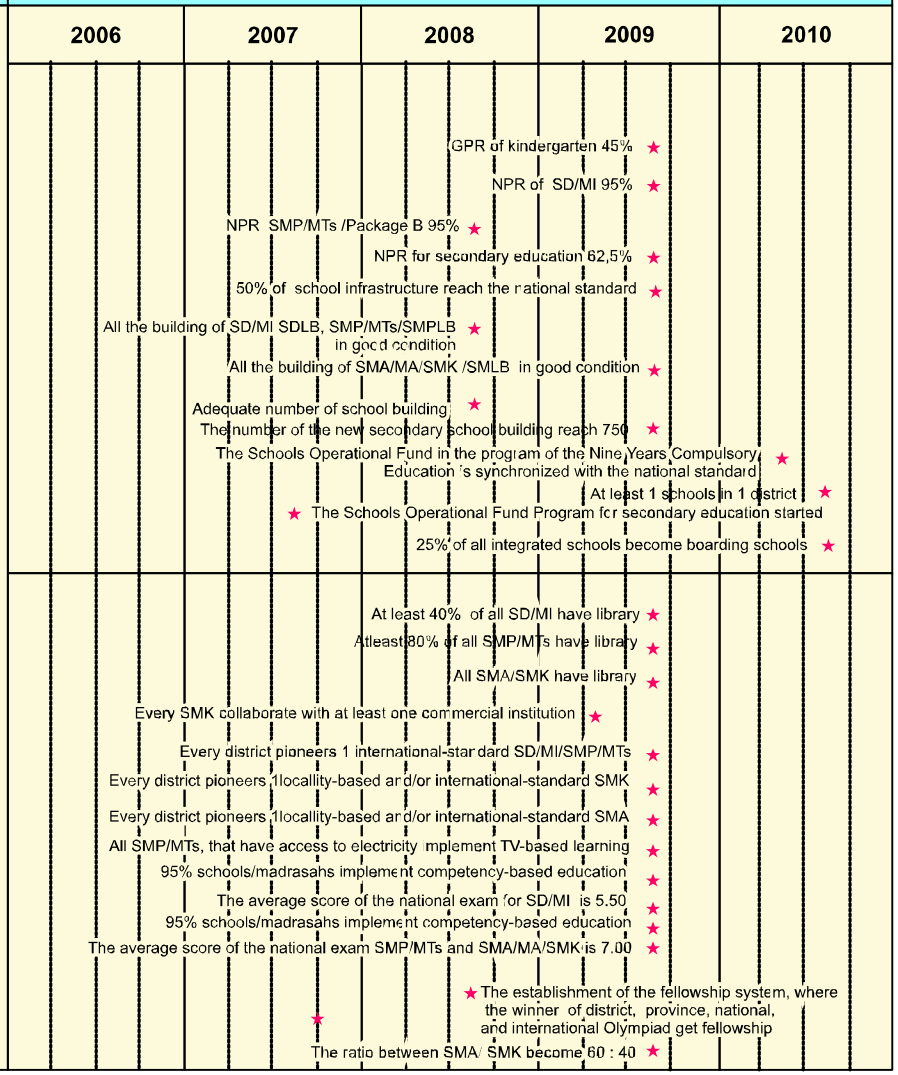
THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES
THE IMPROVEMENT OF GOOD GOVERNANCE AND ACCOUNTABILITY		2006 – 2007 – 2008 – 2009 – 2010
▪ **The Establishment of Working Culture** - The Arrangement of Values and Constructive Working Culture	The Heads of the Planning and International Cooperation Bureau, the Legal and Organization Bureau, The Center of Education and Training, and Human Resources Bureau	★ The Value Order of MoNE ★ The Special Leadership Style starts to be implemented ★ The Behavior of all Echelon I in line with The Value Order of MoNE ★ The Behavior of all Echelon II in line with The Value Order of MoNE
▪ **The Arrangement of the Work Organization Mechanism** - The Improvement Program of Procedure System of planning, Financial Management, Human Resources, and Assets - The Improvement Program for Public Accountability in Education Service - The Improvement/Revitalization Program for Organization including	The Heads of the Planning and International Cooperation Bureau, Human Resources Bureau, the Legal and Organization Bureau, The General Affair Bureau	★ The Behavior of all Echelon III in line with The Value Order of MoNE ★ The Behavior of all Echelon IV in line with The Value Order of MoNE ★ The Financial System and Procedure s art to be published ★ The non disadvantageous regulation of the Non Tax State Revenues (PNBP) to be implemented ★ Competence-based of official appoin ment to be implemented ★ The strategic system of planning, implementation, and evaluating start to be implemented in line with the principles of decentralization
▪ **Policy Improvement** - The intensification of socialization and publication of the policy and the program of MoNE - The intensification of the accomplishment of legal drafts	The heads of Information and Public Relations Center and the Legal and Organization Bureau	★ The blue print of Smart and Competitive Indonesian 2025 to be socialized ★ The law on Teachers and Lecturers ★ The practical regulations of the law on education system ★ The Strategic Planning of the Department of Religion and Local Governments in line with the vision of Smart and Competitive Indonesian 2025 ★ The law on textbooks and the law on Language
▪ **Human Resources Improvement** - The improvement of the Standard of Technical Competence and Human Resources Management	The Head of Human Resources Bureau	★ The practical regulations of the law on Teachers and Lecturers ★ The practical regulations of the law on The Legal Board of Education ★ The practical regulations of the law on textbooks and the law on language ★ BPK unqualified opinion on financial report ★ Absorbing power more than 97% ★ The public trust and image improve 50% ★ The loss of state budget 0,1% ★ The management get ISO
▪ **The Improvement of Strategic Cooperation** - The improvement of International, bilateral, and multilateral cooperation	The Heads of the Planning and International Cooperation Bureau	★

THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES
The Improvement of Good Governance and Accountability • The improvement of Internal SPI • The improvement of the obedient in the law and regulations by all staff of the MoNE • The arrangement of inspection organization • The intensifying, extension, and preventive action of • the inspection • The improvement of the finishing of findings	The Secretary of The Inspectorate General	
▪ **The Human Resources Improvement** - The improvement of the Competence and Human Resources Management - The certification of the competence of the education auditors - The enhancement of auditor safe guarding and inspection budget.		

THE FIVE YEAR LONG POLICY 2005-2009

THE DIRECTORATE GENERAL OF MPDM

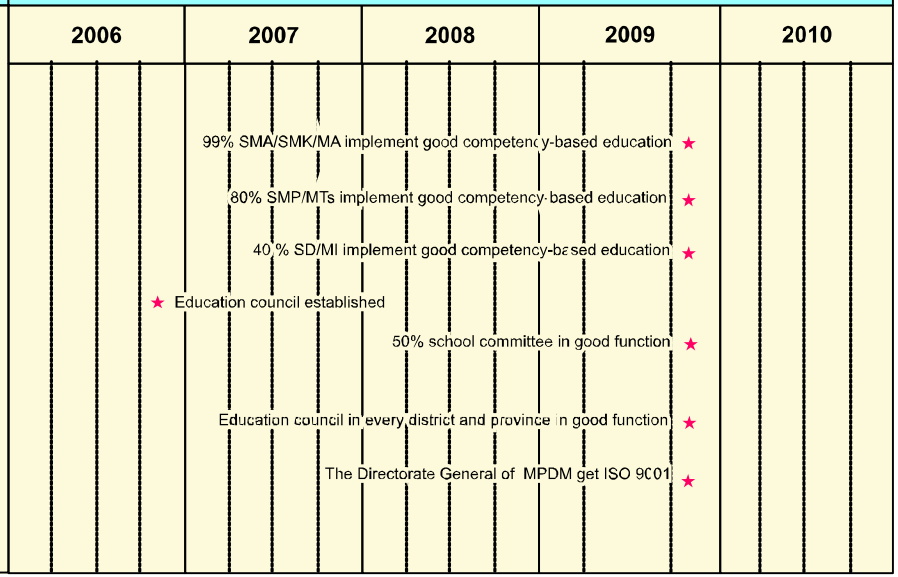
THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES



THE FIVE YEAR LONG POLICY 2005-2009

THE DIRECTORATE GENERAL OF MPDM

THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES



The Improvement of Good Governance and Accountability

- The improvement of the capacity building in all line of the organization
- The socialization of the policy and the program of the Directorate General of MPDM
- The improvement program of Education Council and School Committee
- The improvement of Quality Management Syste.m

THE FIVE YEAR LONG POLICY 2005-2009

DIRECTORATE GENERAL OF HIGHER EDUCATION

THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES
The Improvement of Access • The extension program of access to higher education and society participation • The program for the establishment of polytechnic	SDJ SKT TI	★ The planning of the establishment of polytechnic in determinate areas GPR of higher education 18% ★ The number of polytechnic 180 ★ ★ The realization of financial assistance scheme for 15% students from poor The number and the capacity of private universities increased 20% ★
Quality, Relevance, and Competitiveness • The establishment program for the curriculum of higher education • The assistance program for the provision of textbooks, academic journal subscription, and library operational fund • The program for data sharing, apprenticeship, and lecturer fellowship • The program for increasing the number of research • The program for superior study program • The program for the mentalist and behaviorist approaches • The incentive providing program for potentially-patented research • The program for improving foreign students at 20 best universities	TI SKT MMR SDJ MMR MMR & SSB	10 universities manage and perform decentralized ★ 50% Teacher training institutions get good accreditation ("A" or "B") ★ The publication of academic journal increased 30% ★ The number of unemployed with higher education qualification decreased 50% ★ 10 universities implement ICT-based learning and ICT-based learning ★ ★ 25 universities have international-standard librarystudents from poor families Foreign students at 20 best universities increased 5% ★ Text-books written by lecturers increased 50% ★ 70% lecturers get S2/S3 qualification ★ 5 departments qualified in the biggest 100 in Asia/the world ★ 60 researches ★
Governance Accountability, and Public Image • The program for alteration of state universities to the Legal Board of Education • The program for improving good governance and public image		The qualified vocational study program increased 50% ★ 50% state universities become legal board of education ★ ★ No inconsistency of non tax state revenue The Directorate General of Higher Education get ISO 9001 ★

THE FIVE YEAR LONG POLICY 2005-2009

DIRECTORATE GENERAL PMPTK

THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES
		2006 – 2007 – 2008 – 2009 – 2010
Accessibility, Expansion and Equity • The development of information system and communication in the management of Teacher and Education Personnel (Teacher, Principal, Supervisor, Trainer, Tutor, Librarian, Laboratory worker, ICT Technician, Society Education Field Personnel, Administration and Finance Personnel, etc) • The arrangement of need plan, fulfillment strategy and equity of teachers and education personnel. • The preparation and placement model development for teacher and education personnel.	**SDJ** **Ses Ditjen** **Dir Prof Tendik**	★ The availability of teacher and education personnel on-line information ★ The realization of planning and need fulfillment system of teacher and education personnel. ★ 80% of teacher demand for each kind and level of education fulfill, and 25% for TK (Kindergarten school) ★ 20% regency/city shortage of teachers has fulfill
Quality, Relevance and Competitiveness • The development plan arrangement of teacher and education personnel quality. • The development of evaluation system and implementation of performance, welfare, reward and legal protection of for teacher and education personnel in phases. • The qualification development of for teacher and education personnel.	**PNF**	★ The main plan for Quality development of teacher and education personnel ★ The application of training development standard for teacher and education personnel ★ The application of competence standard certification system of teacher and education personnel ★ The application of performance evaluation, reward, welfare system of profession certified for teacher and education personnel
• The certification of teacher and education personnel.	**Dir Prof Tendik, PNF**	★ 15% of PAUD teacher, minimally has S1/D4 degree ★ 25% of SD teacher, minimally has S1/D4 degree ★ 60% of SMP teacher, minimally has S1/D4 degree ★ 80% of SMA/SMK teacher, minimally S1/D4 degree
• The system profession and career development of teacher and education personnel. • The system development and competence of teacher and education personnel.	**Dir Prof Tendik, PNF,Diklat**	
• The competence development of teacher and education personnel towards regional and international benchmarking.	**Dir Prof Tendik**	★ The realization of teacher and principal quality assurance system for international olimpiad participants
• The development of system and implementation of school quality assurance.	**Eselon II**	★ 40% teacher, principal and supervisor are profession certified ★ The application of quality assurance system in all schools
• The utilization of accreditation result of basic education and secondary education and non formal education for quality improvement.	**BAN S/M, BAN PNF**	★ The application of welfare, reward and legal protection system as stated in UU Guru dan Dosen
• The net working development with LPTK and other related institution/organization in pre-service and in-service training for teacher and education personnel.	**Ses Ditjen**	★ The development of partnership with LPTK and other related institution/profession organization in pre-service and in-service training for teacher and education personnel
Governance, Accountability and Public Image • The policy arrangement of teacher and education personnel management and working unit within the development of Directorate General PMPTK. • The system development and management of teacher and education personnel transparently and accountably. • The staff capacity improvement in planning and program evaluation. • Socialize and communicate policy and quality development program of teacher and education personnel. • The development of system and performance report of the working unit within Directorate General PMPTK. • The facility for legal protection for legal protection for teacher and education personnel.	**Ekselon II**	★ The realization of management policy of teacher and education personnel ★ The socialization of PMPTK policy and program at various forum and media ★ 2 LPMP and 6 PPPG get ISO 9001 ★ 12 LPMP and 3 PPPG get ISO 9001 ★ 12 LPMP and 3 PPPG get ISO 9001 ★ 4 LPMP and Directorate General PMPTK get ISO 9001 ★ The availability of legal support for teacher and education personnel in every province

THE FIVE YEAR LONG POLICY 2005-2009

DIRECTORATE GENERAL OF PLS

THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES
		2006 / 2007 / 2008 / 2009 / 2010
Accessibility Equity and Expansion • The implementation of intensive national movement on illiteracy. • The expansion and equity of non formal education accessibility through partnership between the government and the society.	**Dir.Diknas**	★ The illiteracy participants > 15 year of age, not more than 5 %
• The expansion PAUD service through society empowerment	**Dir.PAUD**	★ GER of PAUD (Non formal 2-4 year-old) = 35% ★ The determination of society empowerment pattern mechanism for non formal PAUD service expansion
• The expansion of Package A and Package B to support 9-year compulsory education and the extensification of Package C.	**Equivalent Dir.Bin**	★ The determination of PNF cooperation scheme program between the government and the society ★ The emergence of equivalence reformation of Package A, B and C ★ The service availability of 25% DO (Drop Out) of SD through Package A and 50% of SD graduates who do not continue and 50% DO SMP to join Package B ★ Package C is followed by 25 % DO of SMP/MTs 50% of SMP/MTs graduates do not continue their education
• The expansion of course and skill oriented to the need of the society on the life skill.	**Training & Institution**	★ The participant of Life Skill Education aged > 15 year old reaches 15%
Quality, Relevance and Competitiveness • The quality assurance of institution, teachers and participants of non formal education. • The development of superior models of non formal education institution based on the superiority of the respective local regions. • Building the partnership both between non formal education institutions and between non formal education (PNF) institution and industrial world. • The utilization of ICT for learning and evaluation of non formal education program.	**All Ekselon II**	★ The beginning of ICT utilization for PNF ★ The determination of 10 kinds and various PNF programs oriented to life skill ★ 25% regencies/cities has superior PNF model TBM/KB ★ 20% of institution and program of PNF that has been standardized
Governance, Accountability, and Public Image • The strengthening of non formal education institution capacity in the center and in the regions. • The utilization of ICT in non formal education management. • The empowerment of society participation in the management of non formal education.	**All Ekselon II**	★ Directorate General PLS is including the 5 EP-PLSP that get ISO 9001

THE FIVE YEAR LONG POLICY 2005-2009

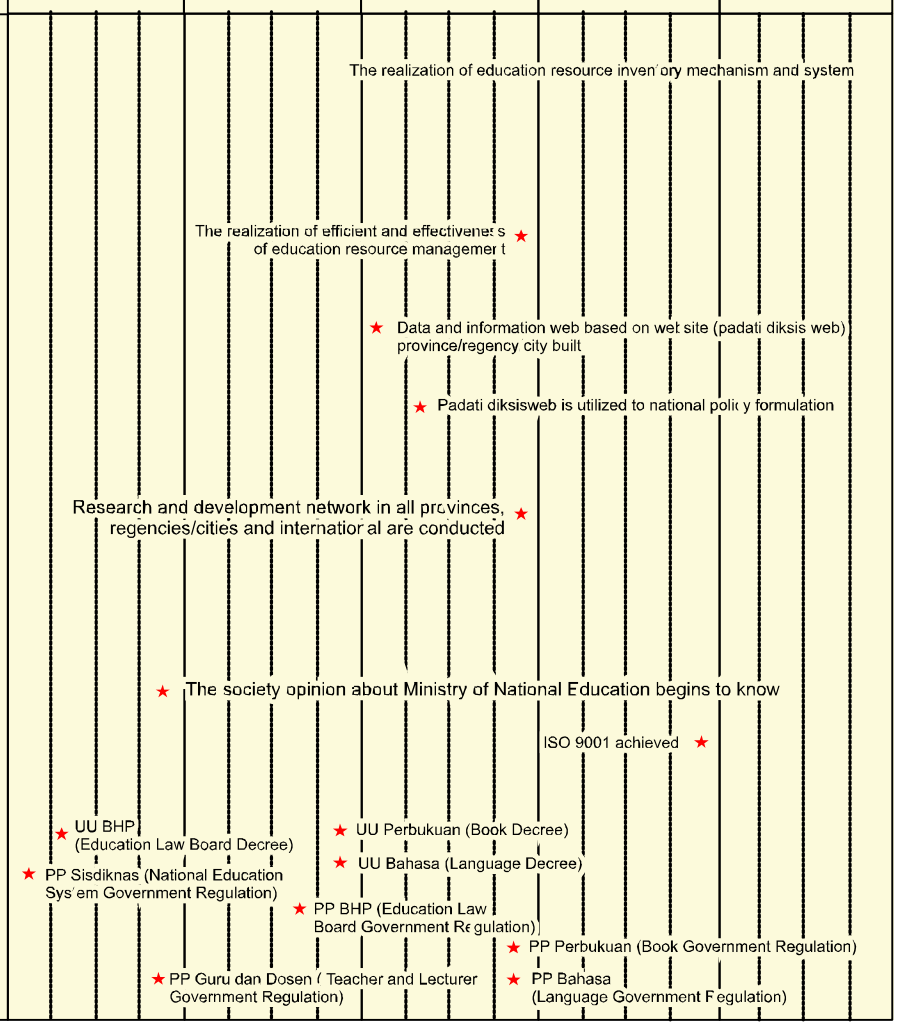
RESEARCH AND DEVELOPMENT AGENCY

THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES
		2006 – 2007 – 2008 – 2009 – 2010
Accessibility Expansion and Equity • Expense and funding research of 9-year compulsory education that is free of expenses and the expansion of accessibility of PAUD (early age childhood education), secondary education, and higher education including also the innovation.	Puslit	★ Input to BSNP on the education expense financial standard of regency/city resulted ★ Education funding model arranged ★ Input on education fund new standard of regency/city resulted
Quality, Relevance and Competitiveness • Profession service of Education Unit Level Curruculum (KTSP) at the province, regency/city and other related unit. • The development of evaluation system for various education interests. • National Education Evaluation to education quality assurance. • BAN S/M • BAN PNF • BAN PT	Puskur Puspendik Set	Curriculum models at education unit suited to SNP arranged ★ Professional aid on the development and implementation of education unit level curriculum suited to SNP all provinces and 50% regency/city available ★ ★ The availability of national item question bank calibrated and the availability the progress profile of the student learning result and student education unit in all provinces, regencies/cities ★ The availability model of adaptive test choices ★ The mapping of education quality in the provinces, regencies/ cities realized The mapping of education implementation quality in the provinces, regencies/ cities realized ★ Accreditation of Schools/Islamic schools ★ Accreditation of PNF ★ Accreditation of study program of Higher ★ ★ Content standard and Graduates Competent standard are determined ★ Finance standard, Process standard and Evaluation standard are determined ★ Teacher and Education standard ★ National Examination in accordance to the standard suited to SNP begins to implement ★ National Examination of SD ★ National Exam of Equivalent Education begins to implement All subject matters of SD/MI, SMP/MTs and SMA/MA has suitable text book as determined by BSNP ★ 30 subject matters of SMK have already text book as determined by BSNP ★

THE FIVE YEAR LONG POLICY 2005-2009

RESEARCH AND DEVELOPMENT AGENCY

THE MAIN STRATEGIC ACTIVITIES	PIC	KEY DEVELOPMENT MILESTONES
Governance, Accountability, and Public Image		
• Research and innovation on human resource management, equipment and infrastructure of education suited to SNP.	Puslit	
• The development of equipment and infrastructure of IT in the Center, Province, Regency/City and schools.	PSP	
• The development of Research and Development Networking.	Puslit	
• The implementation of pooling to measure the MoNE image.		
• The development of quality management system.		
• The arrangement of RUU BHP, RUU Bahasa (Language), RUU Perbukuan (Book) and other RUU as well as government regulation related to education.	Set	



Copy of Minister Decree

(Indonesian Version)

Regarding Strategic Plan
Ministry of National Education

PERATURAN
MENTERI PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

NOMOR 32 TAHUN 2005

TENTANG

RENCANA STRATEGIS
DEPARTEMEN PENDIDIKAN NASIONAL
TAHUN 2005-2009

DENGAN RAHMAT TUHAN YANG MAHA ESA

MENTERI PENDIDIKAN NASIONAL,

Menimbang : bahwa untuk melaksanakan ketentuan Pasal 19 ayat (2) Undang-Undang Nomor 25 Tahun 2004 tentang Sistem Perencanaan Pembangunan Nasional, perlu menetapkan Peraturan Menteri Pendidikan Nasional tentang Rencana Strategis Departemen Pendidikan Nasional Tahun 2005 2009;

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Undang-Undang Nomor 17 Tahun 2003 tentang Keuangan Negara (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 47, Tambahan Lembaran Negara Republik Indonesia Nomor 4287);
3. Undang-Undang Nomor 1 Tahun 2004 tentang Perbendaharaan Negara (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 5, Tambahan Lembaran Negara Republik Indonesia Nomor 4355);
4. Undang-Undang Nomor 25 Tahun 2004 tentang Sistem Perencanaan Pembangunan Nasional (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 104, Tambahan Lembaran Negara Republik Indonesia Nomor 4421);
5. Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437);

6. Undang-Undang Nomor 33 Tahun 2004 tentang Perimbangan Keuangan antara Pemerintah Pusat dan Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 126, Tambahan Lembaran Negara Republik Indonesia Nomor 4438);
7. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157, Tambahan Lembaran Negara Republik Indonesia Nomor 4586);
8. Peraturan Pemerintah Nomor 20 Tahun 2004 tentang Rencana Kerja Pemerintah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 74, Tambahan Lembaran Negara Republik Indonesia Nomor 4405);
9. Peraturan Pemerintah Nomor 21 Tahun 2004 tentang Rencana Kerja dan Anggaran Kementerian/Lembaga (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 75, Tambahan Lembaran Negara Republik Indonesia Nomor 4406);
10. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 41, Tambahan Lembaran Negara Republik Indonesia Nomor 4496);
11. Peraturan Presiden Nomor 7 Tahun 2005, tentang Rencana Pembangunan Jangka Menengah Nasional Tahun 2004-2009 (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 11);
12. Peraturan Presiden Nomor 9 Tahun 2005 tentang Kedudukan, Tugas, Fungsi, Susunan Organisasi dan Tata Kerja Kementerian Negara Republik Indonesia, sebagaimana telah diubah dengan Peraturan Presiden Nomor 62 Tahun 2005;
13. Keputusan Presiden Nomor 187/M Tahun 2004 mengenai Pembentukan Kabinet Indonesia Bersatu, sebagaimana telah beberapa kali diubah terakhir dengan Keputusan Presiden Nomor 20/P Tahun 2005;

MEMUTUSKAN :

Menetapkan : PERATURAN MENTERI PENDIDIKAN NASIONAL TENTANG RENCANA STRATEGIS DEPARTEMEN PENDIDIKAN NASIONAL TAHUN 2005 2009.

Pasal 1

(1) Rencana Strategis Departemen Pendidikan Nasional Tahun 2005 2009 menjadi pedoman dan acuan bagi setiap penyelenggara pembangunan dan pengembangan pendidikan di pusat dan daerah.

(2) Sistimatika Rencana Strategis Departemen Pendidikan Nasional Tahun 2005 2009 adalah sebagai berikut :

BAB I PENDAHULUAN

BAB II DASAR KEBIJAKAN PEMBANGUNAN PENDIDIKAN NASIONAL

BAB III KEBIJAKAN POKOK PEMBANGUNAN PENDIDIKAN NASIONAL

BAB IV RENCANA PEMBANGUNAN PENDIDIKAN NASIONAL JANGKA PANJANG

BAB V RENCANA PEMBANGUNAN PENDIDIKAN NASIONAL JANGKA MENENGAH 2005-2009

BAB VI STRATEGI PEMBIAYAAN

BAB VII SISTEM PEMANTAUAN DAN EVALUASI

(3) Rencana Strategis Departemen Pendidikan Nasional sebagaimana dimaksud pada ayat (1) tercantum dalam Lampiran Peraturan Menteri ini.

Pasal 2

(1) Rencana Strategis sebagaimana dimaksud dalam Pasal 1 dijabarkan ke dalam rencana program jangka menengah unit utama.

(2) Rencana Strategis sebagaimana dimaksud dalam Pasal 1 dijabarkan setiap tahun ke dalam Rencana Kerja Tahunan Departemen Pendidikan Nasional.

Pasal 3

Pelaksanaan Rencana Strategis sebagaimana dimaksud dalam Pasal 1 dievaluasi setiap tahun dan dievaluasi secara keseluruhan pada akhir pelaksanaannya.

Pasal 4

Peraturan Menteri ini mulai berlaku pada tanggal 1 Januari Tahun 2005.

Ditetapkan di Jakarta
pada tanggal 26 Desember 2005

MENTERI PENDIDIKAN NASIONAL,
TTD.
BAMBANG SUDIBYO

Salinan sesuai dengan aslinya,
Biro Hukum dan Organisasi
Departemen Pendidikan Nasional,
Kepala Bagian Penyusunan Rancangan
Peraturan Perundang-undangan,

Muslikh, S.H.
NIP 131479478

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Jakarta : Balitbang, Depdiknas, 2005
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