LOCAL SOLUTIONS TO POVERTY
STORIES FROM THE FIELDS

KNOWLEDGE MANAGEMENT & COMMUNICATIONS - 2019
# Table of Contents

**Local Solutions to Poverty** ........................................................................................................................................................................... 1

Analytics | View Point .................................................................................................................................................................................. 3
Analytics | Village Law | Sentinel Villages Study ......................................................................................................................................................... 7

**UPDATES** ......................................................................................................................................................................................... 7
Acting Village Head Beats Incumbent in Jembatan Rajo Election ................................................................. 7
BUMDes as Main Driver for Village Development in Jambi.............................................................................. 9
Uncertain Fate of Kalikromo’s Midterm Village Development Plan (RPjMDes) ........................................ 10
Higher Salaries and Allowances Attract Village Apparatus Candidates in Central Java ........................ 12
Women Actively Involved in Training Hall Construction in an NTT Village ............................................. 14

**FEATURE STORIES** ........................................................................................................................................................................ 16
Half-hearted Delegation of Authority from District to Subdistrict in Merangin ........................................... 16
Transformation of Deling Credit Body (BKD) into BUMDes ........................................................................ 18

**KNOWLEDGE SHARING** .................................................................................................................................................................... 21
The Planning and Budgeting Process in the Village ......................................................................................... 21
The Roles of Supra-Village Government in Village Law Implementation .................................................... 22
Assessing Technical Facilitation Options Under The Village Law Implementation: Potentials and Challenges .................................................................................................................. 23
Village Governance under the Village Law: Findings from Sentinel Villages Baseline .......................... 25
The Village Funds Utilization: Sentinel Villages Case Study ...................................................................... 27

**Early Childhood Education and Development (ECED)** ...................................................................................................................... 28

**STORIES** ......................................................................................................................................................................................... 28
Indonesia—Improving Early Childhood Education Through Tiered Teacher Training ....................................... 28
Indonesia: Villagers Fight the Odds to Provide Early Childhood Care to Their Children ............................. 32
Tapping Potential of Indonesia’s Village Law to Increase Quality of Early Childhood Education ............ 36
Building the Capacities of an Early Childhood Education Teacher to Meet the Needs of the Community’s Children .................................................................................................................................. 39

**Generasi** ......................................................................................................................................................................................... 40

**STORIES** ......................................................................................................................................................................................... 40
Sustainable Nutrition Gardens Boost Nourishment, Income for Villagers in East Nusa Tenggara ........ 40
Village Community Participation for Convenient Maternal Healthcare Services ........................................ 42
From the Community to the Community ........................................................................................................ 43

Investing in Nutrition and Early Years (INEY) ................................................................................................. 44

STORIES ....................................................................................................................................................... 44
Indonesia: Human Development Workers Lead the Charge to Reduce Stunting ............................................ 44
Length Mats: An Innovation to Reduce Stunting in Indonesia ..................................................................... 47
‘Stunting Bootcamp’ for a Malnutrition-free Indonesia ................................................................................... 50

KIAT Guru ....................................................................................................................................................... 53

STORIES ....................................................................................................................................................... 53
Indonesia’s KIAT Guru Pilot — Improving Student Learning Outcomes ....................................................... 53
Indonesia: Community Empowerment Improves Education Outcomes in Very Disadvantaged Areas ...... 56
West Kalimantan District Committed to Continuing and Expanding KIAT Guru Program .......................... 59
Indonesia: Community Involvement Improves Student and Teacher Performance - KIAT Guru Pilot Program at the Eastern Indonesia Forum Festival VIII, 2018 ......................................................... 61
Weaving Hope in Remote West Kalimantan School ......................................................................................... 66
School Principal in East Nusa Tenggara Village Walking the Talk ............................................................... 69
Children in East Nusa Tenggara Village Undeterred by Long and Winding Road to School .................... 72
Camera App: a Catalyst for Teacher Performance Improvement in East Nusa Tenggara .............................. 80
Male Teacher in Remote East Nusa Tenggara Village Promoting Gender Equality ...................................... 83
Social Accountability in Action: Improving Teachers’ Presence and Teachers’ Service Quality ............... 85
Children the Leading Actor of KIAT Guru Program ..................................................................................... 88
KIAT Guru Works to Mediate Between Schools and Communities ............................................................. 92
Hope from Sebadak Village ............................................................................................................................ 97
Young Kartini from Compeng Necak Village for Better Children Education .............................................. 98
Cultivating the Spirit of Nationality on Early Ages at Sungai Seria ............................................................ 99

MELAYANI ....................................................................................................................................................... 100

STORIES ....................................................................................................................................................... 100
Turning ‘People Problems’ into ‘Government Problems’: Reflection of an Outgoing District Head in Indonesia ........................................................................................................................................ 100
MELAYANI — Working with Local Governments on the “Stubborn” Service Delivery Problems .......... 103

Village Law PASA (Programmatic Advisory Services and Analytics) ............................................................ 106
Local Solutions to Poverty (LSP) is a Multi-Donor Trust Fund that’s assisting the government to improve the quality of life of poor and vulnerable Indonesians. Through a community driven development process, empowered citizens develop their own solutions to reduce poverty and inequality.

This document is intended to present the stories captured from LSP programs. These articles including stories from the fields, updates and knowledge sharing collected in the period of 2017 to 2019.

**ANALYTICS**

Through evaluations or studies, ongoing field monitoring, and policy dialogue, we provide Government and other stakeholders with evidence and real-time information on the implementation of Village Law, especially on participation, transparency of information and accountability. The team also provide support to improve availability and quality of village level data to better capture efficiency and effectiveness of Village Law results in the field.

**EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (ECED)**

The ECED project strengthens early childhood education systems in rural Indonesia by addressing the low capacity of community teachers in poor and remote parts of the country to deliver quality education services. The pilot project works towards increasing teacher access to quality professional development services by leveraging and enhancing existing government teacher training programs, strengthening local capacity to deliver training at the district level, and introducing community participation in the service delivery process.

**GENERASI**

Generasi works to empower local communities in poor, rural sub-districts in provinces covered by the project to increase their use of health and education services. The project provides an incentivized, participatory block grant system to meet the health and education needs of women and children in poor, rural areas, as well as financing for capacity building activities at the village level.

**INVESTING IN NUTRITION AND EARLY YEARS (INEY)**

The INEY program aims to increase the simultaneous use of nutrition interventions by 1,000-day households in priority districts. The convergence of basic services is at the heart of INEY. INEY is led by the Vice President of Indonesia and provides the management tools and incentives to execute the national strategy. It is implemented by 10 national agencies because services in five sectors must converge to prevent stunting. The five sectors are health, water and sanitation, social protection, nutrition, as well as early childhood education and development.
KIAT GURU
KIAT Guru is helping to improve education service delivery in remote villages by empowering communities to report on teachers’ attendance and performance. Teachers’ allowances are tied to their service quality. The pilot started in July 2016, with implementation in 203 schools and impact evaluation in 270 primary schools in five underdeveloped districts. Communities verify teacher presence using mobile phone-based applications and evaluate teacher service performance using community scorecards.

MELAYANI
MELAYANI (Menguraikan Permasalahan Perbaikan Layanan Dasar di Indonesia) supports district governments in Indonesia to use a problem-driven approach to tackle challenges in delivering services, taking into account their own conditions and capacities. MELAYANI is being piloted in three districts, starting mid-2017. The program provides support in the form of an iterative approach to help district governments identify service delivery problems, test solutions, monitor implementation, learn by doing and modify solutions based on these lessons.

VILLAGE LAW PROGRAMMATIC ADVISORY SERVICES AND ANALYTICS (PASA)
Institutionalizing good governance principles of participatory and inclusive practices in village government system, the overall objective of the Village Law PASA is to support government efforts to ensure accountable village governance and participatory village development.

VILLAGE INNOVATION PROGRAM
This program focuses on helping villages use their fiscal transfers to make sound village development investments. The program seeks to enable and incentivize villages to improve their capacity to plan (and ultimately use) their fiscal transfers for village development investments with a focus on village entrepreneurship, human capital formation, and village infrastructure.
Why residents in Ngada district are exceptionally eager to take part in village meetings

Participation in Ngada

Friday, May 19, 2017    Author: Lily Hoo

Participation in decision-making has increasingly been recognised as an important aspect in development programs in Indonesia, especially after years of experience implementing community-based programs. The latest was the National Community Empowerment Program (Program Nasional Pemberdayaan Masyarakat, PNPM). Surveys about experiences in PNPM have shown mixed results in participation. On the one hand, participation rates of women and the poor in decision-making were relatively high at around 45–50 per cent. Poor villagers were also heavily involved in PNPM construction activities, with more than 70 per cent of workers coming from the poorest segments of the village. This high participation rate is not surprising since PNPM guidelines included minimum requirements for women and poor people’s participation. On the other hand, there are reports indicating that the poor and women, despite coming to meetings, rarely participated in decision-making, which continued to be dominated by elites. Nonetheless, PNPM surveys in 2012 and 2015 indicated that 90 per cent of PNPM beneficiaries – regardless of gender and poverty level – agreed that they had benefited from PNPM investments.

These experiences make us wonder how participation will change under the current and coming implementation of the Village Law. The new village development planning process is largely based on PNPM experience. That means it includes a village meeting that is open to all community members as a deliberative forum to make decisions on priorities for development.

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1 Paket Informasi PNPM Mandiri 2014
2 Research Report : a Qualitative Study : The Impact of PNPM Rural East Java, West Sumatra, Southeast Sulawesi
3 Marginalized Group in PNPM Rural (2010)
funding. Will the new situation attract more of the poor and more women to participate in village decision-making? How can that be measured adequately? It is also interesting to see how participation is played out in villages across Indonesia and to assess whether participation principles can bring about more equitable and sustainable development outcomes, as expected. The World Bank Social Development Unit in Indonesia commissioned the ‘Sentinal Villages study’ (2015–2017) in five districts in three provinces across Indonesia (Jambi, Central Java and East Nusa Tenggara) to observe various elements in Village Law implementation, including participation.

Initial findings from the study showed that on average, participation rates in village meetings in all five districts were around 24 per cent. Participation is measured by percentage of respondents who reported attendance at village level meetings in the past year. This rate was lower than in the PNPM era, but given that participation was mandatory in PNPM, this could well be a more natural rate of participation in villages. There was wide variation, though.

*Ngada: an outlier*

The villages in Ngada, a district in Flores, East Nusa Tenggara, were a distinct outlier with a participation rate of 64 per cent, while the other four districts had a participation rate of around 18 per cent. Women’s’ participation rate in Ngada was also high, at 60 per cent. In terms of participation in implementing village projects, Ngada also had the highest rate at around 85 per cent, compared to 60 per cent in the other cases. Seventy-four per cent of respondents in Ngada were positive about the usefulness of development programs, compared to only 49 per cent in other areas.

The research team also compared development outputs in two villages in Ngada between October 2015 and November 2016. Around 50 per cent of village funds were used for infrastructure such as roads and irrigation facilities. With increasing budgets due to village funds (dana desa), the research team observed improvements in the two villages for infrastructure, especially roads, clean water and electricity. In fact, electricity was introduced to one of the villages for the first time since Indonesia’s independence. When asked whether things are different now compared to the past, villagers in the two villages generally thought that the situation had improved because they enjoy more development programs, from infrastructure to economic support to health subsidies and scholarships.

The World Bank’s research team conducted a deeper dive into participation experience in Ngada. They conducted in-depth interviews and focus group discussions, while one field researcher who lived in Ngada since during the study provided insights from direct observation.
**Explaining Ngada’s high participation rate**

Several factors emerged as key ingredients for Ngada’s high participation rate. First, the long history of institutionalising participatory development in the local government system. Since the PNPM era, the district government, especially the community empowerment agency (BPMD), had worked on integrating participatory development approaches into Ngada’s development system. The district government had seen that involving villagers in planning and implementing development activities often resulted in higher satisfaction towards the outputs as well as better value for money – outputs often have higher value compared to those using typical government contractors.

Hence, the district government developed various local regulations and operational manuals to guide participatory development planning, implementation, and monitoring evaluation at village, sub-district and district levels. The government adhered strictly to these regulations, emulating the PNPM era when violation of these regulations could be brought to court. Villages continued their PNPM-style accountability meetings every year. In addition, the district government promoted participatory development among the village communities, in the sense of involving villagers in building the basic infrastructure for their own villages.

A second reason for high participation is a supportive district government with strong leadership at the highest level. When the current district head, Marianus Sae, was elected in 2010, the BPMD team informed him about how participatory development approach had been successfully practiced in the district. Marianus Sae concluded that involving villagers in building activities was the best way forward to fulfill his promise to “build Ngada from the villages”. The district government then developed their own participatory development projects using the district budget (Pelangi Desa and Pelangi Kawasan) in 2012, using PNPM principles and implementation rules and manuals. To date the district government continues to maintain similar principles and rules in implementing the Village Law.
A third ingredient is an engaged community that understands what participation means for their daily lives. Over the past two decades, villagers themselves have witnessed that when they participate in the development processes (from planning, implementation, to monitoring and evaluation), they receive the infrastructure that they want and need. Villagers said that they have made suggestions in village meetings on what the priority development needs are for their villages. They have also joined in voting on priority needs included in the annual village development plan. Villagers in Ngada think that in order to get what they need, they must continue to participate in the process from planning to implementing and monitoring the results.

Fourth, villagers feel motivated to participate when they trust the local government, in particular the village head. In Ngada, 77 per cent of villagers said that village heads are reliable in village development planning, of which 27 per cent went as far to say ‘very reliable’, compared to 65 per cent in other districts, where only 6.4 per cent of people described their village heads as ‘very reliable’. Both the community and the local government stressed the importance of transparency, openness and accountability to build and maintain trust between community and government. When there is no trust, the community is less inclined to participate – or they participate to ensure that they are not being cheated.

Finally, we found that a strong social network or kinship structure within a village stimulates participation. Typically, a village in Ngada consists of households that are closely related. Almost all villagers share the same religion. Such homogeneity and strong kinship ties allow for easy mobilisation of the community by local figures. It also allows villagers to come up with agreements on representation and reciprocity in case some villagers cannot participate in meetings or implementation of activities. In addition, the weekly religious gatherings function as a natural forum for the village government to share news and information on village development.

Although there are many factors that influence village development processes and outcomes, the experience in Ngada provides an example of what could happen when participatory development works well. With increasing resources going to villages in the coming years, it is important for other districts and villages to be able to learn from Ngada’s experience to improve the development process and outcomes in their own areas.

Lily Hoo is a Monitoring and Evaluation Specialist with the World Bank Social Development Unit in Indonesia. She leads analytic work related to the Village Law.

Acting Village Head Beats Incumbent in Jembatan Rajo Election

Tuesday, Feb 27, 2018  Author: Nuzul Iskandar

Merangin. People of Jembatan Rajo Village have elected their leader for the next six years. The Village Head Election on Saturday, October 7, 2017, was won by Hijazi, Acting Village Head since mid May 2017. He defeated four other candidates including the incumbent Azwan by a landslide.

Hijazi got 286 votes, followed by Muhammadin (youth activist) with 193 votes, Azwan (incumbent) with 137 votes, Samsudin (adat leader) with 123 votes, and Ikhsan (community leader), who only received 16 votes.

The voting process was held at two polling stations (TPS). TPS 1 was located at the Integrated Health Post Building next to the village government office in Hamlet 1. The station was designated for 527 voters from Hamlet 1 and Hamlet 4. The second station was erected at a resident’s house in Hamlet 2, for 301 voters from Hamlet 2 and Hamlet 3.

The voting process began almost simultaneously at both stations, around 8 a.m. Dozens of people had already arrived at the stations even before voting started. By 10.30 a.m., 90 percent of the registered voters had cast their votes. At around 11 a.m., members of the election committee members visited those who could not come to the polling stations due to sickness or old age.

Villagers witnessing ballots being count at a polling station on October 7, 2017 (Photo: Nuzul Iskandar).
Security was tight during the election, in accordance with the instruction of the Provincial Police Chief (Kapolda) who perceive that deeper emotional attachment of the community to the candidates could create possibility of higher risks of conflict, especially in this Village Law-era. Each polling station was guarded by four police officers, a Mobile Brigade officer, an officer from Babinsa (village supervisory non-commissioned military officers), as well as an official from Public Order Agency (Satpol PP). Officials from Subdistrict office observed the entire process. Also present at the locations were Head of Government Section, Head of General Affairs-Public Orders Subdivisions, and staff of Renah Pembarap District. Renah Pembarap Subdistrict Head, Marjohan, visited both polling stations for 30 minutes each, before going to neighboring village who also held an election.

The ballot was officially closed at 1 p.m. An hour later, the counting of votes began at TPS 1. The ballot boxes from TPS 2 were sent to TPS 1 to ease the counting and recapitulation process. Hundreds of people enthusiastically witnessed the entire procedure from the beginning to the end. They crowded the polling station amid the scorching heat, shouting and cheering or laughing during the process.

The counting of votes was completed at around 3.30 p.m. The official record was signed by all witnesses and related officials. The name of the elected village head was written on the wall, and people quickly dismissed themselves. The sky has turned dark as the rain was on its way. None of the candidates were seen at the polling stations during the counting of votes.

The participation rate in the election was higher than ever at 92.63%. Zulpaini, Jembatan Rajo Village Secretary, claimed that this percentage was quite significant compared to the 2011 Pilkades, when voter turnout was only around 80%. This high participation denotes higher villagers’ enthusiasm to village governance. In addition, there were more candidates (usually only up to three persons) which prompted each campaign team to encourage people to vote. Possibly it is due to the larger amount of village funds managed by the village government nowadays.

*Note: The names of village have been altered to maintain confidentiality.*
Batanghari. In line with the Village Funds’ utilization priorities by the Ministry of Villages, Disadvantaged Regions, and Transmigration (Kemendesa), Batanghari District in Jambi Province has been enthusiastically developing their village economy through the establishment of Village Enterprises (Badan Usaha Milik Desa, BUMDes). To date, 40 BUMDes have been established in the district, and are expected to operate by 2018.

“We set to establish BUMDes in all 110 villages by this year, and capital provision in the following year,” said Fadhil Erief, the Head of the Department for Village Community Empowerment in Batanghari.

The establishment of BUMDes becomes a priority in many villages, including Tiang Berajo Village in Mersam Subdistrict. Established in September 2017, Tiang Berajo BUMDes will be funded by the 2018 Village Fund as agreed in the 2018 village workplan drafting meeting (Musyawarah Penyusunan Rencana Kerja Pemerintah Desa 2018) in July 2017. The capital provision was even made the top village development priority, surpassing bridges and roads construction.

However, the BUMDes establishment in Tiang Berajo is still in its initial stage and the line of business is not yet determined, as with most BUMDes in Batanghari District. As the followup, Tiang Berajo Village Government has initiated the recruitment process of the BUMDes’s management team, who will be responsible for the business line and development plan.

M. Haramen, Jambi Provincial Government’s Expert Staff on Village Financial Management and Local Economic Development (Tenaga Ahli Pengelolaan Keuangan Desa dan Pengembangan Ekonomi Lokal), said the stages in BUMDes establishment aim to facilitate villages as they may have difficulties in creating business plan or recruiting competent management team, leading to the urgency of routine facilitation to develop BUMDes.

Note: The names of village has been altered to maintain confidentiality.
Wonogiri. The Head of Kalikromo Village in Wonogiri District has been on the job since December 31, 2016, but the 2017-2022 Kalikromo Village Midterm Development Plan (RPJMDes) still has not been finalized. This violates the Ministry of Home Affairs (MoHA) Regulation No. 114/2014, which mandates villages to complete the RPJMDes three months at the latest after the village head inauguration.

Sulino, the elected Kalikromo Village Head, said his government has been focusing on village governance and village development activities to implement the 2017 Village Government Workplan (Rencana Kerja Pemerintah Desa, RKPD) finalized by his predecessor.

“The village apparatus and myself are occupied with village development administration, such as disbursement proposals for village fund (Dana Desa) and village fund allocation (Alokasi Dana Desa), as well as implementation of development activities and its reporting. We are forced to put aside the RPJMDes drafting,” Sulino said, adding that village infrastructure development has been the most time consuming.

This does not mean that there has been no attempt to draft the RPJMDes. The village has brainstormed for ideas through a series of hamlet meetings (musyawarah dusun, musdus), where Sulino asked every hamlet to create a team to formulate ideas for RPJMDes. These ideas would be recapitulated at the village level and enclosed in the document.

Moreover, the village also conducted social mapping through focus group discussion (FGD) in April 2017 to gain more ideas. This discussion was facilitated by Agus Saloko, village facilitator of
Eromoko Subdistrict. He said the FGD was an initiative of the village head to help villagers to understand participatory planning.

“As village facilitator, I work to facilitate the village head’s aspiration by using FGD to map village potentials. The goal is for villagers to fully understand their potentials and challenges around them, which will be useful for development planning,” he said.

Village potentials mapping as part of the 2017-2022 Kalikromo RPJMDes drafting process, in Eromoko Subdistrict, Wonogiri District on April 13, 2017 (Photo by: Ridwan Muzir).

The results of those two activities will become the basis for RPJMDes Draft, before being discussed in the village meeting and finalized as Kalikromo Village Regulation on RPJMDes 2017-2022.

However, the lack of skilled human resources is still an issue. Of 13 village apparatus, only the village head and acting village secretary can operate computer. As the result, they could only draft the RPJMDes in between their daily work routines. The village treasurer has computer skill, but he could not assist the process as he was occupied with Village Fund disbursement and accountability processes.

Sulino said the most time consuming part was allocating proposed activities per year. The proposed activities still heavily focus on infrastructure, which will be completed by 2020. He still has to determine the activities for 2021-2022 and non-physical activities to optimize village potential, such as community empowerment.

“My mind is reeling to think about other activities that can be funded in 2021 and beyond. The hamlets have no more activity proposals, and ideas on community empowerment is very few,” he explained.

Regardless of all challenges, he aims to complete the RPJMDes in the near future. “Yes, we will finalize it soon. In one or two months,” he said.

Note: The names of villages and hamlets have been altered to maintain confidentiality.
**UPDATES**

**Higher Salaries and Allowances Attract Village Apparatus Candidates in Central Java**

Monday, Nov 27, 2017  Author: Akhmad Fadli

Banyumas. Safitri, a resident of Pasir Wetan Village, Banyumas District, said she had participated in village apparatus selections in five villages, including in Deling Village that just finished conducting its recruitment to fill the position of its head of governance affairs.

From July to September 2017, twelve participants, of whom seven were women, participated in the recruitment in Deling Village. Their education background was varied: six with a high school degree, one with a diploma, four with a bachelor’s and one with a master’s degree.

Safitri is the only participant from outside of the village. She admitted that her primary reason to apply for the job is the high salary and allowances coming with that position. “The position of village apparatus is now the same as the position of a civil servant—both positions have longer career paths. There is a future, compared to working for private companies,” said Safitri, having a bachelor’s degree herself.

Another participant, Siti, with a master’s degree in Management from the University of Jenderal Sudirman in Purwokerto, agreed with Safitri. She also admitted that besides wanting to implement her knowledge in the village, there is also a realistic reason, relating to her financial needs, that made her apply as a village apparatus candidate.
The Head of Peace and Order Unit Division at the subdistrict level, Sugeng Riyanto, mentioned that the community interest to be village apparatuses currently is high, with an average of more than ten people applying.

“Most likely it is because the living standards of village apparatuses are guaranteed, so that many are interested,” said Sugeng.

Based on the 2017 Village Budget in Deling, the allocation for the Head of Governance Affairs is pretty lucrative, with a fixed salary of Rp. 1.7 million, shares from the gains of renting village land (tanah bengkok) Rp. 500,000, job allowances, spouse allowances, children allowances, health allowances, and pension.

While respecting the open recruitment’s objectivity, there is a hope that a native will be selected, to encourage more involvement of the youngsters in village development. Deling Village Head, Sutikno, was also worried in the case that the selected candidate is from outside of the village, it would attract negative response, like what happened in a neighboring village. “As a native, I also hope that the new village apparatus is from Deling Village to empower local community,” he said.

Sutikno’s wish was granted. After going through a transparent selection process, Siti, 39 years old, was elected to be the Head of Governance Division in Deling, with a score of 127 points. She was inaugurated and officially filled the position on October 1, 2017.

*Note: The names of villages and hamlets have been altered to maintain confidentiality.*
Ngada. The participation of women in village development are usually limited to logistical and kitchen tasks, such as preparing food and drinks. This is not so in Lekosoro Village, Ngada District in East Nusa Tenggara (NTT).

The women in this village are not only active in the public kitchen, but most of them are also involved in physical labor such as mixing cement, lifting rocks, and moving water for work from the tarp bin to the machine to mix sand and cement, as observed in the training hall construction last August 18, 2017.

“Gotong Royong (communal work) is still strong here and the women are actively involved in it,” said Siska, one of the women who contributed labor at the construction site in KI Hamlet.

According to Ignasius, the Hamlet Head of KI and member of the Activity Management Team (Tim Pengelola Kegiatan), the construction of the hall’s foundation involved 76 villagers, 31 of whom are women.

He added that the women not only participated in the physical labor, but they also came to hamlet meetings that were conducted several days before the activity started.
“Women want to be active in hamlet meetings and want to be involved in physical labor as they felt the sense of ownership in the activity proposal that have been agreed together,” he said.

The training hall in Lekosoro Village is located next to the KMO Preparatory Village Office at KI Hamlet, Lekosoro Village, which will be merged with a part of MLA Village for village expansion (pemekaran desa). The construction of the training hall cost Rp 164 million, financed with 2017 Village Fund.

Some village community leaders, including Lekosoro Village Head Roni Dogho and KMO Preparatory Village Head Kosmas, also participated in the activity.

*Note: The names of villages and hamlets have been altered to maintain confidentiality.*
Half-hearted Delegation of Authority from District to Subdistrict in Merangin

Tuesday, Feb 13, 2018  Author: Nuzul Iskandar

Merangin. Merangin District Government has issued District Head Regulation (Perbup) No. 18/2016 on Delegation of Parts of Authority of District Head to Subdistrict Head, which replaces District Head Regulation No. 29/2012, to include evaluation of Village Regulation Draft (Raperdes) on Village Budget as additional delegated authority to subdistrict head.

It is a welcomed initiative from Merangin District Government related to District Head/Mayor responsibilities stipulated by Law No. 6/2014 on Village (Village Law), that District Head/Mayor must evaluate Village Regulation on Village Budget (Article 69) and they have to delegate the supervision and monitoring of local government apparatus (Article 112).

The Perbup details the delegated authority to subdistrict head into three areas. First, the implementation of the government’s general task that covers 25 activities, including the evaluation of Village Regulation on Village Budget and Village Regulation on Village Budget Realization Report. Second, economic and development area that covers 15 activities, and third, society and public order that are detailed in 12 activities.

This Perbup addresses the confusion of subdistrict apparatus when the Village Law came into effect in 2015, on the expected role in the implementation of the law. The Perbup becomes the legal standing in taking on the role.
However, obstacles remain in the implementation of the Perbup. Not all villages have gone through the evaluation of Village Budget Regulation Draft at subdistrict level. Some villages opt to go straight to Community and Village Empowerment Office (DPMD) at the district. Unfortunately, the DPMD does not verify whether the villages have passed the evaluation at subdistrict level and process their applications right away.

Subdistrict 1 illustrated that in 2016, there were some villages whose development items did not meet the priorities set by the Ministry of Villages, Disadvantaged Regions Development and Transmigration. The Subdistrict office urged the villages to revise them to be in line with the priorities of that year’s village fund utilization. However, instead of revising the Village Budget Draft as suggested by the Subdistrict government, these villages went straight to the DPMD that did not correct the Draft. As the consequences, several other villages did not bother to go through subdistrict evaluation and went to DPMD instead, thinking that the process was easier.

A similar experience was faced by Subdistrict 2 government. In 2017, there were indications that a village had copied the Village Budget Regulation Draft of a different village in another district. Therefore, the Subdistrict asked the village to revise the draft and adjust the data, needs, and conditions accordingly. Again, instead of complying with the request, the village government went straight to the DPMD, which passed the document without a fuss. Secretary of Subdistrict 2 added, because of such cases, subdistrict government is often seen as troubling the villages.

“Well we are like chicken that are given food, but their legs are bound that they can’t even reach the food,” he said.

On the other hand, according to the DPMD at the districts, subdistrict governments have yet to carry out their authority optimally in supervising, monitoring and evaluating Village Budget. The subdistricts, for instance, still lacks comprehension of existing regulations. This left villages dissatisfied after the consultation. Or else, subdistricts are not strict enough that villages ignore them.

Nevertheless, the DPMD admitted the lack of coordination with subdistrict government. The coordination has been mostly with subdistrict head without involving PMD section head in discussing technical matters or aligning their perspective about regulations related to villages. Whereas the PMD section head is the one that is frequently in touch with villages.

The condition does not undermine the good initiative from Merangin District Government. But the need for coordination remains to prepare related parties to understand and address the authority delegation. There must be attempts to align the perception between subdistricts and DMPD about the activities that can be included in the Village Budget, to reassert to villages that Village Budget documents must be evaluated by subdistricts first, and to emphasize to DPMD that it can only process the Village Budget that has been passed by subdistrict government. The expansion of documents to agree with the aspects that need evaluation, and statements that the documents have been recommended by subdistrict governments are also needed. This is particularly important so that Village Budget evaluation can optimize funds utilization according to local needs and context, without delaying the disbursement. The bottom line is, the confirmation on authority delegation to subdistrict needs to be followed up, agreed upon, and coordinated.

*Note: The names of villages and hamlets have been altered to maintain confidentiality.*
Transformation of Deling Credit Body (BKD) into BUMDes

Wednesday, Jan 17, 2018
Author: Akhmad Fadli

Spokespersons at Focus Group Discussion on BKD Transformation held on October 11, 2016 in Banyumas (Photo: Akhmad Fadli).

That Tuesday evening, November 8 2016, 22 people gathered at the Deling Village assembly hall, at Banyumas District, Central Java, for a deliberative meeting (musyawarah) at village level to discuss the handover of the Village Credit Body (Badan Kredit Desa, BKD) assets. The musyawarah was initiated by the village government, after Village Head Sutikno attended a meeting at Purwokerto about the Financial Services Authority (Otoritas Jasa Keuangan, OJK) Regulation on BKD transformation into a legal entity.

Some of the musyawarah participants—consisting of constituents from the village government, the Village Council (Badan Permusyawaratan Desa, BPD), the Village Community Empowerment Agency (Lembaga Pemberdayaan Masyarakat Desa, LMPD), and the committee in charge of the Village Enterprise (Badan Usaha Milik Desa, BUMDes)—were shocked when Sutikno explained that BKD is a financial institution lacking of owner, unclear status of asset ownership.

Mukromudin, was the Head of Hamlet 1 when the BKD in Deling was established in 1994, had always thought that the BKD belonged to the People’s Bank of Indonesia (Bank Rakyat Indonesia, BRI) and that villages only work together to funnel BRI money for business financing and other needs.

Syaikhu, official of the BKD Deling when it was first established, said that the BKD was like the front office of BRI, cooperate to give loans with sharing profits as agreed.

“All of the funds were from BRI. There was no capital placement from the village nor individuals. We only manage [the funds, and] look for potential borrowers. After that, we file to BRI,” said Syaikhu.
After this long, BKD already possess assets and capital from the accumulation of profits. But, this is what spurred the polemic about the ownership of BKD assets and capital.

To date, BKD is a financial institution with privileges. Regardless its lack of legal entity, BKD has been operating its financial services, equal with the People’s Credit Bank (Bank Perkreditan Rakyat, BPR) if it already fulfilled the requirements as mandated in the Government Regulation, as described in Article 58 of Law No.7/1992 on Banking. Thus far BKD only need the Ministry of Finance’s authorization, even many BKD in Banyumas that only have authorized by the Bupati.

Finally in 2016, the OJK Regulation No.10/2016 and OJK Circular Letter No.19/2016 about Stipulation Compliance of the BPR and BKD Transformation into BPR are enacted. These regulations stipulated that the BKD should do institutional arrangements like the BPR entity, either as a limited company, a cooperative, a regional public company or a regional company. BKDs that cannot fulfill the BPR requirements have the option to transform themselves into a Micro Finance Institution (Lembaga Keuangan Mikro, LKM) or a BUMDes. In the OJK regulation, BKDs were given a deadline of December 31, 2016 to notify the OJK of their plan of action, and their revised plans—if any—by December 31st 2017.

In the same regulation, OJK also mentioned that the fulfillment of the BPR requirement by BKDs also follow the mechanisms stipulated in the Village Law 6/2014 and its derivative regulations.

**Decreasing of non-performing credit**

The BKD Deling is fairly new, was established in 1994, to enrich innovations to prepare for the village competition at the national level.

According to Afif Juremi, former village secretary of Deling who is currently one of the BUMDes supervisors in Deling, mentioned that the purpose of the BKD establishment was not only to support the village competition, but also to decrease rentier practices in the village.

Open only on Fridays, the BKD Deling took on an important role in providing financial access to its villagers, especially when it comes to paying for school fees and celebrations, according to Village Head Sutikno, who understood the whole process as he always had to sign off before any funds gets disbursed.

“I know the ones who usually take loans in this village. Nowadays, the practice of rentiers either by loan sharks or even individuals are still happening, but the number of these practices has substantially decreased,” Sutikno said.

During the musyawarah in November 2016, BKD assets were handed over to the village head and the BKD was transformed into a BUMDes. The musyawarah forum also appointed Subur to manage the BUMDes and Afif Juremi to re-confirm the assets and execute a simple audit on the BKD operations.

On January 24, 2017, the village government, BPD, and officials of Deling BUMDes gathered again to hand over the BKD assets from the village government to the managers of Deling Jaya BUMDes. Subur became the unit manager of the BKD at Deling Jaya BUMDes. Previously, Subur was also reported the BKD audit results from the previous managers.

The number of non-performing credits was quite high, adding up to Rp. 60 million (37 per cent). Knowing this, Subur promised to solve this problem of non-performing credits and reorganize the BKD. As Subur also works at a private company in the sub-district during the day, Subur can only collect debts from non-performing borrowers during the evening. Besides that, Subur also
utilized a financial application, revised the standard operational procedure, and created a new financial product named as “guaranteed loan” (providing guarantee for those who want to borrow money but could not fulfill formal requirements).

Per August 2017, few positive changes started to emerge following the BKD Deling that is now organized by the BUMDes. First, the level of non-performing credits dropped significantly from Rp. 60 million (37 per cent) to only Rp. 16 million (7.5 per cent). Second, profits jumped from only Rp. 2 million to almost Rp. 9 million, thanks to the new financial product. Third, the BKD got Rp. 50 million as placement capital from Deling Village on June 2017.

Nevertheless, there is a lack of oversight. According to BKD teller Sulistyawati, the administrative point person from BRI used to check the BKD’s books every Friday. On top of that, every three months, the manager orderlies appointed by BRI will also check the books and observe field situations. At the moment, however, the new BRI manager cannot regularly come, since he also works at a private company. Sulistyawati hoped that this lack of oversight can be solved soon.

“With increased oversight, I am optimistic that the BKD in the future can be better and can improve financial access for villagers to develop their business,” said Sulistyawati.

Like Sulis, Deling Village Head was also optimistic with the future of the BKD. The Village Head hoped, that besides increasing financial access for villagers, the BKD could also be a revenue source to fund village development.

Unfortunately, some homework regarding the BKD transformation still exist, according to Kikis, manager of PNPM Activity Implementation Unit (Unit Pelaksana Kegiatan, UPK) at Kebasen Sub-district, who involved in the BKD transformation at several villages in Banyumas. In his opinion, BKDs that were transformed into BUMDes, have yet to be a lawful financial institution, if we refer to the current regulation. BUMDes is only a business organization formed with the village regulation and this creates risks.

“There was no guarantee that BKD BUMDes will be recognized by OJK as the financial institution at village level, which is able to operate and to collect funds and to distribute loans to the community,” as he said.

He added that some BKDs that chose to transform themselves into BPR as limited companies, may also have no yet be enlightened.

“OJK puts regional government’s stocks as the requirement. This condition means to transform BKD to be owned by the regional government, not the village. OJK has not yet take side to the village,” Kikis said.

*Note: The names of villages and hamlets have been altered to maintain confidentiality.*
In accordance to the Village Law 6/2014, planning and budgeting are essential phases of the village development cycle. The Law specifically requires villages to make a mid-term development plan (Rencana Pembangunan Jangka Menengah Desa, RPJMDes) that aligns with the district’s development plan (Rencana Pembangunan Jangka Menengah Daerah, RPJMD), and involve community members in the process of drafting these planning and budgeting documents. The RPJMDes is meant to be the framework for villages to do their annual budget and development plan.

Meanwhile, field findings indicate that instead of being the guiding reference for village development, the RPJMDes is merely a “shopping list” of projects the community suggest during planning meetings. Additionally, some RPJMDes have been changed on a yearly basis to accommodate the central government’s changing priorities for Dana Desa (DD) spending and the village government’s workplan (Rencana Kerja Pemerintah Desa, RKPDes).

As the Village Law enters its fourth year, the Sentinel Village team seeks to examine 1) changes in village planning and budgeting processes compared to its baseline in 2015; 2) the relevancy of the RPJMDes and RKPDes to the quality of village development; and 3) required changes to optimize and improve Village Law implementation.

Field data gathered throughout the Sentinel Village study is used as a basis for analysis and discussion.

Findings from the observation were presented through a Village Law PASA Brown Bag Lunch (BBL) series about “The Planning and Budgeting Process in the Village.”
The Village Law 6/2014 acknowledges the authority and autonomy of villages in planning and executing their own development, while at the same time strengthens decentralized development. With decentralization, village governments are influenced by policies at the supra-village level (i.e. the kabupaten and kecamatan). The Sentinel Villages team seeks to examine changes in village development processes due to supra-village policies after four years of Village Law implementation by conducting a thematic study that particularly assesses the interplay between supra-village governments with village governments and identify best practices in the field in terms of participation, transparency, and accountability.

Key findings suggest that: 1) The capacity of village governments to implement the Village Law has improved, especially on reporting, 2) The roles of supra-village governments are in issuing technical regulations, providing budget allocation to support villages, and conducting trainings for villages, 3) The most prominent role of supra-village governments is in accountability: upward, instead of downward accountability, 4) Transparency for most districts means posting the APBDes (village budget) in public spaces, and 5) All Perbups (district regulations) on planning have mandated that villagers should participate in village planning processes, but oversight of its implementation is still limited.

These findings are discussed further in a knowledge sharing discussion on "The Roles of Supra-Village Government in Village Law Implementation"
Facilitation is a key element in the Village Law to support village governments and communities to adopt the principles of participation, transparency and accountability in the development processes (planning, implementation, and oversight). In addition, technical facilitation is also needed to help villages plan and implement good quality investments. In the Kecamatan Development Program (KDP)/Program Nasional Pemberdayaan Masyarakat (PNPM) era, good, structured facilitation is an important success factor ensuring that projects reach their development objectives—such as increased access to basic infrastructure and services—while maintaining inclusiveness and openness of the processes. More importantly, the existence of technical facilitators is critical to ensure the quality and effectiveness of projects-funded investments.

Findings from previous Sentinel Village case study on usage of village funds showed that villages still spend a significant portion of their budget on basic infrastructure, such as road and bridges. Although basic infrastructure is still needed in some villages, one of the reasons behind the “persistence” in building road and bridges is often the lack of ideas at the village level on other types of more productive investments. This problem could potentially be addressed by linking villages with existing technical experts from other villages or supra-village. The Sentinel Village conducts a case study to assess and map existing technical experts at the study areas to understand demand and supply of technical facilitation. The objective is to identify options to strengthen technical facilitation.
Key findings suggest that: 1) Demand for technical facilitation at village level varied, with many villages still not aware of their needs for technical expertise to help inform or identify more productive village investments; 2) Supply of some technical expertise is available at the district level (e.g. agriculture, public works, SMEs); however, the number is limited and their role is largely linked with implementing district’s projects, not to support villages; and 3) Other sources of technical experts—such as academics or NGOs—are available in some areas; however, their role is also limited to support the implementation of their own projects.

These findings are discussed further in our knowledge sharing session on Assessing Technical Facilitation Options under the Village Law Implementation: Potentials and Challenges.
The passage of Law 6/2014 on Villages (Village Law, VL) provides opportunities to improve village governance in Indonesia by incorporating good governance principles of community participation, transparency, and downward accountability, and providing more resources and autonomy to villages. These principles have been practiced through community-driven development (CDD) projects for more than 15 years in villages all over the country - working on the premise that empowering citizens to choose or demand the goods/services they need would improve their well-being.

The Bank has been providing analytical and technical assistance on the Village Law for the past 2.5 years and provided summary presentation of the key Village Law challenges that have emerged from this work and possible actions that can improve Village Law implementation, drawing on Indonesia’s extensive and globally-recognized CDD experience. These challenges include Village Laws; (i) resource allocation and use; (ii) institutionalizing community participation to ensure voice and responsiveness to village needs; (iii) systems to manage village finances and outputs; (iv) providing sustained on-the-ground capacity support at the village level; and (v) top-down and bottom-up oversight.

A key component of the Bank's Village Law support program, The Sentinel Villages study, also known as the Village Governance and Empowerment Study, aims to monitor Village Law implementation from 2015-2018. The study is conducted in three provinces and five districts (Jambi: Batanghari and Merangin; Central Java: Wonogiri and Banyumas; and NTT: Ngada). Although this BBL incorporated findings from both the quantitative and qualitative parts of the study, the presentation will focus on findings from the quantitative part which
incorporate data from 112 villages (4,081 household member - 2,125 women and 1,956 men, 112 village head, 112 BPD head, 112 hamlet heads, 222 community activists, 224 health sector workers, and 192 education sector workers).

Amongst the key findings are: 1) Villagers awareness of village programs and the use of village funds is low; 2) Village planning meetings are not open to all villagers, with more educated, employed, active villagers more likely to be invited than women and marginalized groups 3) Villagers have greater interest to participate in hamlet meetings than in overall village meetings (musyawarah desa - musdes). And even when they came to meetings, their engagement is somewhat limited; 4) Villagers interest in village government-related information is primarily about information that directly impacts them, and a significant share (32.4%) of villagers claimed to have no interest in village-related information; 5) Village activists appear frequent to the musdes and the musyawarah dusun (musdus) and are more engaged in the discussions - hence they are potential to be involved as representatives for villagers; and 6) District's policies influence village governance.
The Sentinel Villages team held a Brown Bag Lunch (BBL) presentation to discuss case study findings on “The Village Funds Utilization”. The case study was conducted in 10 villages in 5 districts (Banyumas and Wonogiri in Central Java, Batanghari and Merangin in Jambi, and Ngada in NTT).

This BBL discussed how the village funds (VF) were planned and utilized, whether VF planning and utilization accommodated villagers’ needs, and what are the perceived benefits of VF according to the communities involved, including the poor and marginalized. The SMERU team that conducted the study will also explore factors that potentially limit the effectiveness of VF in reducing poverty and inequality in rural Indonesia.

Among the key findings are: (1) VF planning and utilization are still largely driven by the push for equal distribution of benefits among hamlets, as well as a preference for the construction of infrastructure due to its visibility and ease of administrative processing; (2) The absence of ideas for innovative activities to drive village development has also contributed to the poor quality of VF utilization; (3) VF utilization is not yet directed towards poverty reduction/economic empowerment activities due to common village apparatus and community misperceptions concerning “empowerment activities” and how to actualize them; and (4) VF utilization is not specifically targeting the poor and marginalized, in part because it is not required to by regulations, and also because village governments – in general – perceive that villagers are more or less economically equal and that the poor are well served by various social assistance programs.
Early childhood education and development (ECED) is crucial to Indonesia’s long-term success—ages 0-6 are considered the golden years of child growth. Indonesia is rapidly expanding its ECED centers across the country. However, teacher competence is a major challenge for these facilities.

Teachers are highly dedicated but their training and educational background are limited. Most teachers only have senior high school diplomas. Sukabumi district (West Java) implemented an innovative solution to improve the quality of ECED services in 22 subdistricts through Tiered Training and Education for ECE teachers. This is part of the ECED Generasi Cerdas Desa (GCD) pilot.

Sukabumi Improves ECED using Village Funds

The ECED pilot trained about 15,000 ECED teachers in 25 districts during 2016-2017 alone. These trainings included local study visits, ECED centers cluster activities, independent tasks and mentoring. ECED teachers were also trained to Proficient and Advanced levels.

The Sukabumi district government has facilitated subdistrict use of the Village Fund to support the ECED program.

“In August 2018, 21 teachers from seven villages attended the Advanced Training. [Even though] the Village Budget could only afford to send 17 teachers. The four other teachers did not want to be left behind so they paid for themselves,” said Lomri, Head of Section for ECED Teachers and Educators at Sukabumi Education Office.

To date, three subdistricts—Pelabuhan Ratu, Jampang Kulon and Kadudampit—have used the Village Fund to fund ECED activities. Kadudampit in particular is a great success story—90% of ECED teachers there participated in Advanced Training in 2018, financed by the Village Fund.
Mothers Drive the ECED program

The idea to finance the ECED program from the Village Fund was first suggested by ECED teachers during a hamlet-level meeting in Sukabumi in 2017. The Association of ECED Teachers and Educators in Indonesia (HIMPAUDI) then coordinated at village and subdistrict meetings to get the recommendation through.

The success of the program has been driven by mothers in the village — their enthusiasm and passion has played a huge role in advocating for better training for ECED teachers. Since 2017, mothers have been vigorously calling for improvements in teachers’ competence. They even accompany village heads to every subdistrict activity.

Mothers at the district and sub-district levels are also important advocates of the ECED program.

“As a driver of the Family Welfare Movement in the area, the mother who represents ECED at the district level travelled around and advocated for the importance of supporting improvements in ECED quality,” said Head of HIMPAUDI Sukabumi branch, Emi Ruhaemi.

“The mothers in subdistricts are also very active. I have asked HIMPAUDI’s head and his staff to support mothers in the villages,” said PAUD district patron Yani Marwan.

ECED WhatsApp Group Helps Program Communication and Coordination

Intensive communication through an ECED WhatsApp group has also helped the initiative.
“The mothers, members of the Family Welfare Movement and all teachers from district down to village levels are part of an ECED WhatsApp group chat. They can access and share all information quickly.

When another village holds training or other activities, for example, information is shared in the WhatsApp group. Everyone can access information and ideas, and it’s easier to coordinate,” says Yani Marwan.

Village, subdistrict and district government staff—including Inter-Villages Cooperation Body staff—have joined the WhatsApp group for improved communication on delivery of basic social services in villages.

**The Key Role of the Inter-Villages Cooperation Body in Driving Change**

The Inter-Villages Cooperation Body (BKAD) can play a key role in coordinating the district’s legal support for ECED, as it has done in Sukabumi.

The Sukabumi district government issued two laws to improve the capacity of ECED teachers:
- A bylaw on Early Childhood Education Management, and
- A District Head Regulation (Perbup) on Village Fund Priority.

The BKAD has mentored stakeholders of the ECED process from the early planning stage.

“A clear and detailed District Head Regulation (Perbup) is critical. The regulation is usually circulated at the coordination meetings to BKAD and facilitators before the technical guidance on village fund allocation is created. It is then easier for them to disseminate information to villages,” said Deni Ludiana, Head of Facilities and Infrastructure Division at Sukabumi Village Community Empowerment and Governance Office.

Mothers then disseminate the information on the regulations and monitor the process until the regulations are issued. The BKAD will eventually take on the responsibility to monitor ECED facilitators.

**Financial Incentives for ECED Teachers to Improve Skills**

Improvements in the quality of ECED in Sukabumi are also supported by financial incentives for teachers.

Participants in Tiered Training and Education receive financial benefits ranging between Rp75,000 (for high school graduates) to Rp200,000 (for holders of undergraduate degrees).

The incentive encourages many ECED teachers to take further undergraduate degree training in ECED. This can also improve their personal welfare.
Inside the classroom at Sukamanis village preschool in Kadudampit, Sukabumi. At the end of the class, the teachers will gather to refine the teaching material for the next day or the upcoming week. (Photo: The World Bank/Fibria Heliani).

*ECED Generasi Cerdas Desa*

ECED Generasi Cerdas Desa (GCD) is a collaborative pilot to expand access to and improve the quality of ECED services in villages.

At the national level the program facilitates cooperation between:
- the ECED program under the Ministry of Education and Culture, and
- Generasi Sehat Cerdas (known as Generasi) under the Ministry of Villages, Disadvantaged Regions Development and Transmigration.

At the district level, national government agencies work with:
- 25 district governments
- subdistrict and village governments
- local partner organizations
- and communities.
Indonesia: Villagers Fight the Odds to Provide Early Childhood Care to Their Children

Wednesday, May 23, 2018 Author: Rosfita Roesli, Thomas Brown

"Proper budget allocation is important but equally important is how it will be spent." The words of Indonesia’s Finance Minister, Sri Mulyani Indrawati, as relevant today as they were when she first stated them in January 2017. Indonesia transfers over US$ 7 billion annually to villages nationwide, as part of the Village Law (Law 6/2014). But how are these funds used by villages and do they ensure that villagers have basic services?

Galung Tuluk, a coastal village in the Polewali Mandar regency of West Sulawesi, is setting a strong example of spending better to address the unique needs of its community. There, the village government has placed a high priority on ensuring that the youngest generation has access to quality basic services. Galung Tuluk is investing a large portion of its annual Village Law endowment to bring quality early childhood education and development (ECED) services to its children. This community-driven investment is of particular importance in provinces such as West Sulawesi, which have extremely high rates of child stunting. Galung Tuluk's spending on ECED is significantly higher than that of other villages in Indonesia, which on average allocate just 5% of village funds to health and education services.
The village fund allocations are a result of community-level decision-making, whereby issues are raised at sub-village consultative meetings, before being escalated to a village level meeting where they are prioritized. Respondents from the village government indicated that the investment in early childhood education came about because communities were aware of the importance of basic social services and engaged in village consultation processes, and village government leaders were willing to invest in the human capital of their community.

In April 2018, members of the ECED Frontline team travelled to the regency and spoke with village, sub-district and district officials to understand what drives and inhibits investment in ECED services in a decentralized Indonesia. The team found that in 2016, Galung Tuluk allocated 39% of its Village Law transfer (Village Fund) to early childhood education services. The allocation was spent on salaries for its 22 early childhood teachers and constructing a new early childhood centre – PAUD Bina Bangsa.
ECED centre Bina Bangsa - the recently constructed early childhood education centre paid for entirely with village funds in 2016.

PAUD HI Permata Hati is an integrated early childhood education and health facility with parenting, BKB, posyandu and education services available. BKB activities pictured here.
In 2017, 23% of the village fund was spent on ECED. Funds were used to raise early childhood teacher salaries by 67% and refurbish two existing centers. Galung Tuluk also increased allocations for village-level health posts, raised health workers’ salaries, and introduced supplementary feeding for toddlers, pregnant women, and malnourished children under five. The village also invested in village-level support groups for mothers of young children known as *Bina Keluarga Balita* (BKB). Two of Galung Tuluk’s ECED centres provide parenting, health and child education services in one location. These kinds of integrated services, which focus on pre- and post-natal health and education, can have a big impact on child stunting.

In 2018, Galung Tuluk had even bolder plans, seeking to allocate funds towards teacher training, in the same model as the ECED Frontline program they had participated in. However, Galung Tuluk was also unable to go through with teacher training as they couldn’t convince other villages to come together to create a minimum demand for training and the cost of training was too high for the village to bear alone.

Previously, under the auspices of the ECED Frontline pilot, teachers in Galung Tuluk were able to attend affordable and quality training organized at the sub-district level for a number of villages at a time. However, as seen in Galung Tuluk, generating and coordinating demand between villages to invest in teacher training is a challenge. Our research during these missions reveals that sub-district level actors like the Village Facilitator at the sub-district office, education and community empowerment offices at the district level, and training providers need to do more to pool demand from across villages if a village-financed training system for early childhood educators is to be sustainable.

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**Investing in Nutrition and Early Years – Stories from the Field**

1. Indonesia: Human Development Workers Lead the Charge to Reduce Stunting
2. Length Mats: An Innovation to Reduce Stunting in Indonesia
3. 'Stunting Bootcamp' for a Malnutrition-free Indonesia
Indonesia continues to make strides in expanding access to early childhood education (ECE) across its vast archipelago, now reaching some 70.1% of 3-6 year olds. Yet despite this increased availability, quality of services continues to be poor, especially in rural and low-income areas. In particular, there continues to be reliance on under-qualified teachers, with many having received inadequate formal training, or none at all.

The vast benefits of ECE can only be realized if the services that children receive are of sufficient quality, and the lack of skilled teachers in rural areas risks reinforcing inequality of opportunity in Indonesia. As such, the race is on to provide adequate training to the ever-expanding force of early childhood educators to meet the needs of children across the country.

Fresh approaches are needed to achieve this scale, since government spending on ECE is limited and the current top-down approach to teacher training can be expensive. The existing model also presents major barriers for rural teachers, since it involves extended travel or relocation to regional urban centers for extended periods of time to attain their qualifications.
The recently introduced Village Law involves the transfer of **up to US$140,000** in funds directly to each village in Indonesia, to finance development programs based on their own needs and priorities. There are currently **196,378 ECE centers** in the country and almost all are privately managed, often by communities themselves.

Getting their children into quality pre-schools is often a high priority for community members, and the Village Law presents an opportunity for villages to invest in their own ECE centers and teachers in light of limitations in public investments.

Last year the World Bank, the Ministry of Education and Culture and the Ministry of Villages launched the **Generasi ECED Frontline pilot program in Indonesia**. With funding from the Australian Department of Foreign Affairs and Trade (DFAT), the program aims to leverage the Village Law transfers to increase the availability of high quality, affordable professional development for ECE teachers in 25 rural districts. The program delivers quality training at the sub-district level, bringing it much closer to the teachers who serve their communities. This is done by expanding the force of local district trainers to provide training, as well as engaging local ECE NGO’s who handle the logistics.

**The pilot also introduces community participation into the service delivery process.** Village governments can nominate local teachers to receive training, and community groups enter into contract arrangements with the NGOs, and are responsible for monitoring performance as well as managing and dispersing funds.

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*Dini Ruhiyatun is the sole teacher for some 20 children at the Seroja Indah Early Childhood Education Center (PAUD) in the Barabali Village of Central Lombok. Recognizing that she had no formal background as a teacher, the village government supported her participation in PAUD teacher training as part of the ECED Frontline project in 2016 (Photo: Fauzan Ijazah).*
In 2016, 203 training classes were delivered to community teachers from over 2,500 villages. For many of these teachers it was their first opportunity to attend formal training.

Encouragingly, master trainers were willing to navigate tough terrain, by motorbike or even small boats to reach remote areas, and also boarded with local families where no accommodation options were available. As a result of this commitment, training was delivered at the sub-district level, meaning teachers only had to travel short distances, could return to their homes at night, and were able to bring their own children to the training sessions.

The two-year pilot program operates by allocating earmarked funds for communities to purchase training for three teachers from their village each year (approximately Rp. 1,500,000 (USD 110) per teacher). As communities become more familiar with being involved in the service delivery process, it is hoped they will begin to use their own Village Funds to purchase the training package for their teachers, given it’s low unit cost.

This district-based, community focused training system puts forward a more market-based model for service provision by connecting supply and demand for quality ECE at the local level. This approach has the potential to accelerate the up-skilling of community teachers in rural and remote areas of Indonesia, to ensure that the future generation has an equal start, no matter where they are born.

Building the Capacities of an Early Childhood Education Teacher to Meet the Needs of the Community’s Children

Thursday, Jun 1, 2017

Author: Fibria Heliani
Co-Author: Wulan Dewi, Irfan Kortschak

Dini Ruhiyatun is the only teacher at the Seroja Indah Early Childhood Education Center (PAUD) in the hamlet of Lendang Terong, in Barabali Village, Central Lombok. The PAUD, which has more than 20 students, had no permanent location until recently. In 2016, members of the community lobbied the village government to build a multi-function hall using Rp 60 million (US$4,450) in village funds. The idea to build the hall was initiated through the Generasi project, which is dedicated to integrating mother and child healthcare, as well as early childhood education and development programs, into village development planning. The hall is also used as a local health post (posyandu) and for other community activities by three nearby hamlets.

The village government has acknowledged Dini’s significant contribution to improving the quality of early childhood education in the village, and has provided her with support to improve her skills. Recognizing that Dini has no formal background as a teacher, the village government supported her participation in PAUD teacher training as part of the ECED project. The training was provided to Dini and 7,797 other community-based teachers in 2,647 villages throughout the 25 participating districts in 2016.

Dini explains, “In one of the training modules, we were taught how to develop a teaching workplan. This was extremely valuable, providing me with a practical guide for how to better present lessons in my classes. After participating in the training, I have been able to develop teaching material in a more structured way. The training also strengthened my confidence and invigorated my passion to continue teaching.”
The sweltering heat subsided as the sun moved closer to the west that afternoon in early August. For a farmer group in Haikatapu Village, Rindi Subdistrict in Sumba Timur, East Nusa Tenggara, that only meant one thing: watering and weeding the nutrition gardens.

The gardens occupy a total of 2,000 square-meter and a 1,200 square-meter of village lands that are close to one another, surrounded by rice fields and close to a spring. A group of eight farmers have managed the gardens since 2012, when the Generasi program handed out five sachets of vegetable
seeds per person and 100-kilogram of onion seeds, as part of the initiative to improve people’s nutrition. The farmers tend the gardens every morning and afternoon, and they work on their own farms in between.

“We produce plenty of vegetables now, from cabbage and spinach to lettuce, eggplant and sweet potato, as well as papaya,” said Ninda Halawulang, member of the farmers group.

The situation is very different compared to a couple of years ago. The dry season, which can last up to eight months, makes Sumba Timur dry and difficult for people to grow vegetables to meet their daily needs. This has contributed to nutrition issues in the community.

The management of the farms were also not as organized. Those who lived near the water source used to manage their own farms, which were usually quite small. Inadequate public transport made it difficult for them to obtain seeds, which are sold only in the district capital about 1.5 hours’ drive away. Therefore, most community members relied on grocery sellers, that passed through their area, to obtain vegetables.

These issues were discussed in a village meeting, which the Generasi Cerdas Sehat (Generasi) team attended. Responding to the problem, the village community empowerment cadre, which was part of the Generasi team, assisted the community to identify the type of seeds needed and a budget plan to obtain them.

The local health post cadres in Rindi Sub-district has also been very proactive among the community. Following Generasi conducted cadres training, the cadres worked with the community to establish nutrition gardens in each village.

Today, the gardens help ensure families meet their daily nutritional needs. Some of the produce is also given to seven integrated health service posts (posyandu) in the area (whose cadres received Generasi training) as supplementary food for toddlers. Moreover, the gardens also serve as income source, as the communities sell the produce in the market.

“The money helps pay for our children’s schooling and household expenses,” Ninda said, smiling.

Generasi, in coordination with the Health Agency, facilitated nutrition gardens in three other villages in the area. The nutrition gardens have improved people’s nutrition, testified farmers group who managed a garden in Lukuhippa Hamlet near Haikatappu.

The garden was started in 2016, when Generasi provided seeds worth Rp 20,000 for every pregnant woman. Managed by a group of six farmers, the garden has earned Rp 10 million so far, mostly from the sales to employees of a sugar cane plantation.

“Most of the produce are sold and the money is for each member of the farmers group. The rest of the produce is for community needs, like if we have community meeting,” said Jeara Pay, daughter of the Lukuhippa hamlet head who helps with the garden.

The success of the nutrition gardens has urged village government, that are integrated with Generasi programs, to discuss the initiative in their village development planning deliberative meetings. The purpose is to allocate funds from Village Budget to support the sustainability of the initiative.
Village Community Participation for Convenient Maternal Healthcare Services

Monday, May 22, 2017 Author: Wulan Dewi Co-Author: Fibria Heliani, Irfan Kortschak

The Rempek Village Maternal Health Post (Polindes) in the hamlet of Gelumpang Sanyar (which has 248 inhabitants), in the village of Rempek, Gangga, North Lombok was built using Rp 160 million (US$11,865) in village funds. Supplies such as cabinets, tables, and chairs were purchased using the village funds, while the medical equipment and medicines were provided by the sub-district community health centre (puskesmas) with support from Ministry of Villages, Development of Disadvantages Regions and Transmigration and the National Family Planning Board.

The Polindes provides a range of basic services for women and children, including antenatal care, childbirth, and contraception. The midwife lives on site, therefore she is always on call and available. Before the clinic was built, expectant mothers usually had to travel to a facility in the neighbouring hamlet, which is more than a kilometre away.

The Generasi program actively conducts a number of initiatives throughout the community, which has significantly increased awareness of mother and child healthcare. The construction of the facility was proposed at a hamlet-level community meeting consisting entirely of women. The women’s proposal was then put forward at a village-level meeting.

To accommodate accompanying family members, the community also proposed the construction of a gazebo, which was accepted by the village government and built using Rp 18 million (US$1,335) allocated from the village funds in 2015. According to the village head, “In 2016, we allocated almost 50 percent of the total value of the village funds we received for the development of education and health services facilities.”
In 2014, the community in Sengkol Mantang village, Batukliang sub-district in Central Lombok District lobbied the village government to allocate a portion of the village funds to support Nurul, who was born with a disability that affected her legs. The village government accepted the community proposal and allocated a portion of the 2014 village funds to provide her with crutches. In 2016, the village government provided additional support in the form of transportation to school. With the support of the community and the village government, Nurul now has the same opportunities to study as all other members of the community.
Indonesia: Human Development Workers Lead the Charge to Reduce Stunting

Monday, May 7, 2018 Author: Intan Oktora Co-Author: Hera Diani

Salmiah has been a Human Development Worker since 2017. She is committed to reducing stunting in her village.

The prevalence of stunting in young Indonesian children has caused alarm at the highest levels of government. In 2013, 37.2 percent of Indonesian children under 5 years of age (almost 9 million children) were stunted, 19.6 percent were underweight, and 11.9 percent were either overweight or obese. Stunting is caused by chronic malnutrition and repeated illnesses in childhood. It can be measured by comparing young children’s heights with the WHO Growth Chart Standard.
The government launched a National Strategy to accelerate Stunting Prevention in August 2017 and as part of this initiative, the Human Development Workers pilot. HDWs support villages and local service providers to bring together stunting-reduction services in the health, water and sanitation, social protection and early education sectors for households with pregnant women and children under two years old.

Public awareness of stunting and its causes is still low. Salmiah, a mother of three in Central Lombok, was devastated to learn that her 2-year-old daughter was stunted. She recalled how her pregnancy was difficult and that she didn’t have access to nutritious food.

“Due to a lack of healthy food during my pregnancy, my daughter was born underweight and at the age of two she was stunted,” said Salmiah, a teacher at an Islamic elementary school.

Although Salmiah has been a member of her local integrated health service post (posyandu) since 2000, she decided to learn about stunting after learning that her daughter was stunted. She found that in her village, 25 percent of children under five, or 225 children, were stunted. In 2017, she became a Human Development Worker (HDW) for Generasi Sehat dan Cerdas (Healthy and Smart program), a program initiated by the Government of Indonesia and the World Bank.

“I know about stunting now and I am determined to provide good, nutritious food and maintain a clean environment, so that my daughter can grow optimally,” Salmiah said.

“As an HDW, it is my duty to ensure that pregnant mothers have regular prenatal check-ups at the posyandu, take iron supplements, consume healthy, nutritious food and have access to clean water”.

Salmiah met fellow Human Development Workers in Jakarta at a training organized by the Central government and the World Bank – an experience that made her more determined to help her community fight stunting. She and fellow HDWs were also trained to use the Length Mat, a simple and innovative tool to detect stunting early.

“Upon my return from the training, I shared more information about stunting with the community, particularly its impacts and how to overcome it. I spoke to community members, religious leaders and village leaders. I am grateful that 30 percent of the Village Fund is now allocated to prevent stunting,” Salmiah said.

Salmiah works closely with other facilitators and village representatives from the health post, early childhood center, the conditional cash transfer program for families (Program Keluarga Harapan or PKH) as well as from the water and sanitation program (Pamsimas). By strengthening coordination between these service providers, she wants to ensure that all targeted beneficiaries receive the complete service delivery package. Salmiah developed a village convergence social map which helped identify 11 households with stunted children which
are operating without latrines and clean water. She worked with water and sanitation facilitators to ensure that clean water and latrines are provided to these households in 2018.

The challenge, however, is to convince families who are in denial that their children are stunted. “It takes great effort,” Salmiah said, “to raise awareness on supplementary nutrition, and good sanitation practices.”

Salmiah’s hardwork has paid off already. In the past 15 months, the number of stunted children aged two or less decreased from 86 to 58.

“Insya Allah (God willing), there will be no poor families and every child in our village will grow to be tall and smart,” Salmiah said.

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Source of data: 2013 National Health Survey (RISKESDAS) and interviews.
Related data: http://www.who.int/childgrowth/standards/en/
Length Mats: An Innovation to Reduce Stunting in Indonesia
Tuesday, Apr 24, 2018  Author: Hera Diani  Co-author: Intan Oktora Megha Kapoor

Length Mats “Aku Tumbuh Tinggi dan Cerdas”.

The atmosphere was festive as staff at the Permata Bunda integrated health post (posyandu) in Manahan, Surakarta awaited Vice President Jusuf Kalla on Monday, 12 March. The posyandu is a key component of the national stunting prevention program led directly by President Joko Widodo and Vice President Jusuf Kalla. The one in Manahan serves 42 under-five-years-old children and four pregnant women.

At Permata Bunda health post, Vice President Kalla witnessed the launch of an innovative tool -- a portable “Length Mat” -- initiated by Generasi, the Ministry of Health and the Ministry of Villages, Disadvantaged Regions and Transmigration to measure the height of children under two years of age.

Between 6-15 February 2018, this innovative tool was trialed in 13 villages in four priority districts – Cianjur, Gorontalo, Maluku Tengah, and Ketapang. The trial involved
232 people, including parents of children under two years of age, health post workers, and human development workers. Generasi and the Ministry of Villages will expand the pilot to 3,105 villages in 31 districts in 2018.

**Height, a critical benchmark of child growth, must be measured every three months for children less than two years old.** The Length Mat gives health workers and parents a visual cue to see if a child is the right height for her/his age, and can be used to differentiate between female and male children. It is used by *posyandu* to detect stunting early and rapidly identify children who need special attention.

![Length Mat](image)

*Markings on each half of the length mat indicate expected lengths of children aged 3 to 18 months, as defined by the WHO Growth Chart Standard.*
The Length Mat is made from durable plastic and is practical as it can be carried door to door by community health workers in remote areas, making it easier for them to detect stunting, and promote better health and nutrition practices. The mat is expected to motivate caregivers to change behaviors to promote child growth. Since community level height measurements may not be highly accurate, measurements taken with the length mat should primarily be used to raise awareness for behavioral change, not as hard data.

The length mat has been introduced in stunting prevention initiatives in Bolivia, Guatemala, Zambia and Cambodia. The use of growth charts in Zambia has reportedly helped reduce stunting by 22 percent over a one year period. Initial reviews of length mat use in Cambodia and Guatemala showed that mothers felt the height visualization on the mat has helped them understand their children’s growth.

The VP reiterated the urgency of addressing malnutrition and stunting in Indonesia. “Without sufficient nutrition and a healthy environment, our young generation is in peril,” the Vice President said in a written statement on March 12th. He explained that if the situation persists, it would affect the country’s development performance in economic growth, poverty, and inequality. According to the VP, “Indonesia is in critical situation in terms of stunting, as warned by the WHO. Therefore, people must play (an) active role to protect our children”.

The National Report on Basic Health Research (RISKESDAS) 2013 estimates that almost 9 million children in Indonesia or a third of all children under five years of age are stunted. The Government of Indonesia is committed to reducing the prevalence of stunting through cross-ministerial, national and subnational anti-stunting programs.
'Stunting Bootcamp' for a Malnutrition-free Indonesia

Friday, Apr 6, 2018  Author: Hera Diani  Co-author: Megha Kapoor

The National Report on Basic Health Research (RISKESDAS) 2013 estimates that almost 9 million children in Indonesia or a third of all under-five children are stunted. The Government of Indonesia is committed to reducing the prevalence of stunting through cross-ministerial, national and subnational anti-stunting programs.

Indonesia’s National Development Planning Agency (Bappenas) hosted a two-day Stunting Bootcamp on March 26-27, bringing together 26 districts and city governments to reduce rates of stunting to 28 percent by 2019. In an all-out effort to combat stunting, 19 government ministries and institutions came together for the event, as did UNICEF, MCA-I, DFAT and the World Bank. The Stunting Bootcamp is the second of eight planned events to bring the anti-
stunting movement to 1,000 villages in 100 districts and cities in 34 provinces. The government plans to expand the coverage to 1,600 villages in 160 districts in 2019.

Through the Bootcamp, the national government aimed to build local governments’ capacity and commitment to plan, implement, monitor and evaluate convergence interventions to reduce stunting. Such interventions would include advocacy campaigns to raise awareness about the importance of reducing stunting and improve interpersonal communication to enhance collaboration across stakeholder groups.

Pungkas Bahjuri Ali, Director of Health and Nutrition at Bappenas, said that local governments were expected to share the national government’s commitment to reduce stunting, and to demonstrate their commitment by planning for and funding anti-stunting programs.

“We will share best practices from global, national, and village experiences, strengthen the coordination between the national and local governments, and improve the effectiveness of the program,” he said in his opening remarks at the Borobudur Hotel in Central Jakarta. He emphasized that adequate nutrition, disease prevention and good parenting were at the core of the movement to reduce stunting. “The role of the ministries and government institutions is focused on those three,” he said.

Subandi Sarjoko, Deputy Minister of Bappenas who also serves as the Head of Human, Community, and Cultural Development, revealed that government mapping initiatives found 19 districts and cities that have launched anti-stunting interventions without success in reducing stunting rates. “It was found that each area does not receive all aspects of the integrated intervention. For example, Village A, provides good nutrition but doesn’t have adequate clean water supply. Village B is the other way around. In fact, all aspects of the integrated intervention should be received by the target communities,” he said.

Villages Minister Eko Putro Sandjojo urged villages to reduce stunting rates by using Village Funds to finance infrastructure such as water and sanitation facilities, health clinics, and early education centers to improve villagers’ quality of life. “We must educate people about stunting. Even wealthy districts have stunting cases due to a lack of knowledge and widespread myths on nutrition,” he said during the Bootcamp. “Only 5 districts across Indonesia are free from open defecation. It affects the stunting rate as it’s not only about nutrition. Villages should build clean water facilities using Village Funds - it’s not expensive.”
The stunting reduction movement has the backing of Indonesia’s highest executive office. President Joko Widodo is committed to reducing stunting as evidenced by the Presidential Instruction No. 1/2017 on Healthy Community Movement (Germas); and Presidential Regulation No. 83/2017 on Strategic Policy on Food and Nutrition. The National Coordination Meeting 2018 for Generasi Sehat Cerdas, the National Village Congress and the Stunting Summit, all held in the week of March 25, further reflect the President’s commitment to accelerate the efforts to reduce stunting.

“Stunting reduction will be included in the government’s work plan every year, in line with the commitment to meet the SDGs by 2030,” Subandi said. “In 2018, the government’s priority is to improve education on nutrition, conduct nutritional surveillance, and provide nutritional food. 12 ministries and institutions directly contribute to interventions against stunting, and these efforts must be synergized.”
Indonesia’s KIAT Guru Pilot — Improving Student Learning Outcomes

Wednesday, Jan 16, 2019  Author: TNP2K

(Jakarta, 13/12) KIAT Guru Pilot’s National Coordination Team meeting was attended by 71 participants from related government ministries and institutions, local governments, and development partners.

The Directorate General of Teacher and Education Personnel at the Ministry of Education and Culture (MoEC) held a national coordination team (Tim Koordinasi Nasional, or TKN) meeting in Jakarta on 13th December, 2018, with the National Team for the Acceleration of Poverty Alleviation (TNP2K) and the five district governments hosting the KIAT Guru pilot. The TKN reported on the pilot’s progress and created policy recommendations for national and local governments to improve
teacher governance. Of particular focus was tying the payment of teachers’ remote area allowance to teacher presence, and empowering communities to improve student learning outcomes.

The TKN meeting was preceded by a workshop in Bogor, West Java (10-12 December 2018), with participants representing the program’s key stakeholders and beneficiaries—district, subdistrict and village governments; as well as schools and communities of the five pilot districts.

The results of the workshop were then reported in this meeting to TKN advisors from the Ministry of National Development/the National Development Planning Agency (Bappenas); Coordinating Ministry for Human Development and Culture (Kemenko PMK); MoEC; the Ministry of Finance (MoF); the Ministry of Villages, Disadvantaged Areas and Transmigration (MoV); the respective district governments; development partners; and Yayasan BaKTI.

The results of the World Bank’s KIAT Guru pilot impact evaluation show that the pilot improves both teacher and student presence, which significantly improves student learning outcomes, and decreases rates of illiteracy and innumerate. The most significant impact is realized in schools where the payment of teachers’ remote area allowance is tied to teacher presence; which is captured using the android-based KIAT Camera application. The progress of students in this group is 3.5 times better than students in control group schools.

In response to the good news, the five pilot districts, Sintang, Landak, Ketapang, East Manggarai and West Manggarai, committed to expanding the program’s coverage from 203 primary schools to 386 schools in 2019.

The TKN drew favorable responses from a number of key national stakeholders. Bambang Widanto, Deputy for Policy Support, Human Development and Equality at the Office of the Vice President, said, “KIAT Guru Pilot is the initial step in finding the correct mechanism to tie allowance to the performance of state apparatus, including teachers, to improve students’ learning outcomes.”

R. Agus Sartono, Deputy for Education and Religion Coordination at the Coordinating Ministry for Human Development and Culture, suggested, “KIAT Guru be aligned with other policies—such as the Teacher Training Institution (LPTK) and the Bachelor Degree Education Program for Remote, Outlying and Disadvantaged Regions (SM3T)—in solving the issue of teacher distribution.”

Subandi, Deputy for Human, Community and Cultural Development in Bappenas, welcomed the achievements of the pilot and recommended the approach “to be expanded to other regions.”

Supriano, Chair of the National Coordination Team, and Director General of Teacher and Education Personnel, closed the meeting asserting that, “The regulation for KIAT Guru program as a model of performance-based allowance, and as a minister priority program, will be extended in 2019”; adding, “before the performance-based allowance is implemented as national policy in 2020, the pilot should be tested in secondary schools and urban areas.”

Related article: TNP2K. Program Rintisan KIAT Guru Berhasil Meningkatkan Hasil Belajar Murid

KIAT Guru (Teachers’ Performance and Accountability) Pilot aims to improve education service delivery in remote villages by empowering communities and tying payment of the remote area
allowance with either teachers’ presence or teachers’ service quality. The pilot is a collaboration between the Ministry of Education and Culture, the National Team for the Acceleration Si of Poverty Reduction (TNP2K), and governments of five disadvantaged districts; Sintang, Landak and Ketapang in West Kalimantan as well as West and East Manggarai in East Nusa Tenggara. Yayasan BaKTI implements the program with technical support from the World Bank and funding from the Government of Australia and USAID.
Increasing teachers’ welfare has been a priority focus of Indonesian Government efforts to strengthen education and reduce poverty and inequality. National and district governments have allocated 20 percent of their budgets to improve education access and quality.

Yet recent studies* show that improved teachers’ welfare has not led to better student learning outcomes, and that the rate of teacher’s absenteeism in rural and remote areas remains high.

To improve teachers’ attendance the KIAT Guru pilot empowers communities to hold teachers accountable via User Committees (KPLs). The KIAT Guru pilot program was initiated by the National Team for the Acceleration of Poverty Reduction under the Secretariat of the Vice President of Indonesia Office (TNP2K) in collaboration with the Ministry of Education and Culture.

The pilot is a collaboration between the Ministry of Education and Culture, the National Team for the Acceleration of Poverty Reduction (TNP2K), and governments of five districts with disadvantaged villages. Yayasan BaKTI implements the program with technical supports from the World Bank and funding from the Government of Australia and USAID.
How KIAT Guru User Committees Work

Teachers are held accountable through agreements between KPLs and teachers. Agreements prioritize bottom-up service indicators to improve student learning environments.

In some pilot schools, KIAT Guru applies a performance-based pay mechanism to teachers’ remote area allowances. Performance-based pay is based either on the KPL’s verification of teachers’ presence, or the KPL’s score on teacher’s service performance.

KPLs are elected by the parents and community members. They are comprised of nine members – six parents of students and three community figures. To ensure gender balance at least half of KPL members must be women.

Many KPL members have only graduated from elementary schools—some have never received formal education. Unsurprisingly, parents in the KPL in Kumpang Tengah Village (Landak District in West Kalimantan province) were taken aback when they were assigned to evaluate teachers and test school children.

“At first, they said, ‘How can we do it? I didn’t go to school. I’m an elementary school dropout. I can only read. How can I test the children and evaluate teachers?’” said Bagas Suharjo, Community Facilitator at the Landak District.

Initial pilot findings suggest appropriate awareness, capacity building, monitoring instruments and legal support can empower communities to hold teachers accountable.

“Community empowerment has impacts on the quality of teacher service and students’ learning outcomes,” said Marliyanti, Community Development Officer at TNP2K.

“This mechanism, however, requires some prerequisites on the capacity of community facilitators and community members themselves, as well as the commitment of stakeholders from village-to-national level to support with regulations and financial resources,” cautioned Marliyanti.

Community Responses—Impact of KIAT Guru Pilot

Villagers in Landak District said the pilot helped them realize how low the quality of education in their area was.

“I don’t understand how students in Grade 5 and Grade 6 are still like those in Grade 1. They don’t know the alphabets, they can’t read... I’m so grateful for KIAT Guru activities. I think we have to work as hard as we can because who else can do it but us,” said Yohannes Amtas, Head of KPL at Wana Bakti Village.

Martius, the Head of Kumpang Tengah Village, said KIAT Guru had helped people understand that community support plays a critical role in improving the quality of education.

“The community assigns KPL, not the school. Villagers decide on the representative to evaluate teachers’ performance,” he said.

Parents are also increasingly aware of their own roles in improving their children’s education.
“Previously, parents at home did not pay attention to how the children studied at home. The parents did not bother to provide learning tools, like a desk or a room for children to use.

After KIAT Guru, all parents are now paying attention to the learning process of their children. They signed the home work done by their children,” said Novi, KPL member of Wana Bakti Village.

* A UNICEF study (2012) revealed that the lack of supervision in these areas resulted in higher teacher absenteeism; A study on teacher absenteeism by the Analytical and Capacity Development Partnership (ACDP) (2014) found that one in five teachers was absent from remote schools—double the national rate.
West Kalimantan District Committed to Continuing and Expanding KIAT Guru Program

Monday, Dec 10, 2018  Author: Hera Diani

Of the 390 villages in Sintang District in West Kalimantan, only 30 of them are not categorized as disadvantaged or very disadvantaged. The rest is still plagued with poverty, lack of infrastructures amid the harsh terrains, and lack of quality human resources. These have affected the quality of education in this district, resulting in low competitiveness of students.

“It is not uncommon for students here to be able to read fluently only when they are at 6th grade,” said Kartiyus, Head of Sintang Development Planning Agency.

In July 2016, Sintang government adopted KIAT Guru (Teacher Performance and Accountability) Pilot, which aims to improve education service delivery in remote villages by empowering communities and tying payment of the remote area allowance with either teacher’s presence or teacher’s service quality.
The pilot is a collaboration between the Ministry of Education and Culture, the National Team for the Acceleration of Poverty Reduction (TNP2K), and governments of five districts with disadvantaged villages. Yayasan BaKTI implements the program with technical supports from the World Bank and funding from the Government of Australia and USAID.

In Sintang, the pilot has been implemented in 66 schools in 22 villages. An independent survey shows that there are strong effects in student learning outcomes and parental supports for learning, particularly when teacher’s remote area allowance is paid based on teacher’s presence, as recorded using an android-based camera application and verified by community representatives.

“...The program has only been focused on two subjects, Math and Indonesian, but the improvement has been remarkable,” said Kartiyus.

In SDN 06 Nanga Sekapat, Tirtakarya Village in Merakai Subdistrict, for example, teacher’s attendance increases from 55 percent to 75 percent. The illiteracy rate has decreased from 2 cases to zero, while numerical illiteracy rate has dropped from 5 students to zero student.

Meanwhile, in SDN 40 Lepat Betung, Temawang Bulai Village in Sepauk Subdistrict, teacher’s attendance rose from 71 percent to 75 percent. Illiteracy rate dropped from 10 to 2 cases, while numerical illiteracy cases decreased from 3 to zero.
The pilot was handed over to village authorities in December 2017, and nearly 10 months on, based on the joint monitoring by TNP2K, Yayasan BaKTI and the World Bank, it is still running well with the backing of central, district and village level regulations and funding.

This has led to the commitment from the district to continuing and expanding the program. Sintang District Head Jarot Winarno said in early October that he is committed to scaling this intervention from 22 to all 213 very disadvantaged villages in the district.

“It has to be scaled up at the entire district. Some villages protested as to why their schools are not targeted by this program. We want all schools with special allowance to be covered, but we need assistance. Maybe we can start by implementing it in very disadvantaged villages,” Jarot said.

Kartiyus welcomed the idea to expand the KIAT Guru program, but he said it was more feasible to expand it in stages, given the financial, human resources, and logistical considerations, as well as regulatory support. He suggested adding 66 schools in 2019.

“Maybe we can start the replication from the neighboring villages with disadvantaged or very disadvantaged status. It will be easier in terms of logistical issues,” he said.

“But we do need the expansion as it is in line with our vision and mission to educate and create smart generations.”
Indonesia: Community Involvement Improves Student and Teacher Performance - KIAT Guru Pilot Program at the Eastern Indonesia Forum Festival VIII, 2018

Monday, Dec 10, 2018  Author: Sharon Kanthy  Co-author: Hera Diani Setiawan Cahyo Nugroho Bryan Rochelle

Speakers of the KIAT Guru talk show (Makassar, 24/10), ‘Community Involvement Improves Students Performance’, at the Eastern Indonesia Forum Festival.

The KIAT Guru Pilot Program* shared its experiences of the dynamic impact that community involvement in primary school education can have in improving education quality in very disadvantaged areas, in a talkshow and exhibition during the recent Eastern Indonesia Forum Festival (Forum KTI) VIII. Held in Makassar on 24-25th October 2018 the festival aimed to disseminate local development innovations and smart practices from Eastern Indonesia.

The talkshow was attended by 147 participants from Eastern Indonesia, including community representatives, education observers, local governments and other development partners. During the forum, participants from South Sulawesi, Papua and West Papua provinces expressed their interest in implementing KIAT Guru’s community involvement mechanism in their areas.
School User Committees Drive Improvements in Student and Teacher Performance

With the theme of “Involved Community, Improved Students Performance”, the KIAT Guru Pilot talk show discussed the key roles that school stakeholders—School User Committees (especially parents), school principals and local government—have in driving improvements in both teacher and student performances. The role of active School User Committees (KPLs) is especially crucial to driving improvements.

“KPL members take turns to observe service delivery in schools and check relevant documents. We work on seven basic principles: voluntary, accountability, transparency, independent, professional, proportional and cooperation,” said Alfiana Pamut, respected community figure and KPL member in Compang Necak Village, Manggarai Timur, East Nusa Tenggara.

Elfrida, principal of SDN Bea Nanga elementary school in Manggarai Timur, emphasized the important role of KPLs in empowering village school communities to keep local education service providers accountable. “In the beginning, KPL members often feel inferior to monitor teachers and principals, so that schools must step in to encourage them. Yet teachers must be open and supportive of the KPL’s duties, not only to evaluate teachers but to help teachers identify their weaknesses in delivering their services,” she said.
Such cooperation and openness have resulted in improved performances of both teachers and students.

“Teachers attend school more often now and fulfill their service agreements, for example, by using learning props that students are eager to learn with. Student-teacher relationships have also improved. This is related to another service agreement indicator to ban corporal punishment and violence at schools,” said Alfiana.

“Several months ago, I led our community to hold a [KIAT Guru Pilot Program] Diagnostic Test and the results show a significant improvement in student academic achievements,” she added.

Elfrida noted, “The service agreements between teachers and her school community and the use of KIAT Kamera to record teacher’s presence at school have also increased teacher attendance, and teachers are now more creative in making classes more fun and enjoyable,” she said.

Parents have also become more aware of their roles in their children’s education through the KIAT Guru pilot program, said Alfiana Pamut.

“Parents now realize they have the right to monitor education implementation as stipulated in Law No. 20/2003 [on National Education System]. Their awareness makes KPL members more confident to evaluate teacher performances,” she said.

Commitments and Challenges to Replicating the KIAT Guru Pilot Program

Samsul Widodo, a Director General for the Disadvantaged Region at the Ministry of Villages, Disadvantaged Regions and Transmigration, said the KIAT Guru program should be disseminated to other disadvantaged districts.

“Good practices in allocating Village Funds for community empowerment activities in the education sector [such as KIAT Guru’s] need to be spread to other villages. Our Ministry, TNP2K, and the Ministry of Education and Culture are all working to replicate KIAT Guru’s initiatives, especially in looking for ways to utilize the Village Fund to support community empowerment.”

Kartiyus, Head of Sintang Development Planning Agency, Kartiyus, said the KIAT Guru pilot has helped his district in the following ways:

- It has prepared both local government apparatus and village school stakeholders to confidently replicate the program independent of outside governance.
- It has assisted local government to find a suitable model to link community empowerment with improvement state civil apparatus performance, in this case teachers.
- And it is in line with the district vision and mission to produce a smarter generation of children.

“Sintang is ready to allocate funds from the District and Village Budgets in 2019 to replicate the KIAT Guru program independently in over 60 additional schools in our very disadvantaged regions,” said Kartiyus.
“Village government supported the program by participating in monthly evaluation meeting and providing Rp20 million fund for KPL activities in this year,” Alfiana further said.

Martinus from the Manggarai Timur Office of Community and Village Empowerment (DPMD), shared how KIAT Guru has become the model program for Village Fund utilization for community empowerment development in his district. However, he noted that whilst villages have the authority to use Village Funds for proven models of community empowerment, like KIAT Guru, government guidance is still needed to help villages access knowledge and expertise about such programs.

At the conclusion of the talk show, primary school principal Elfrida proposed that there are no major obstacles in providing the best education for children, saying, “If we are committed, we can make it, regardless of the school, its situation or condition.”

* KIAT Guru (Teacher Performance and Accountability) Pilot aims to improve education service delivery in remote villages by empowering communities and tying payment of remote area teacher allowances with either teacher presence or teacher service quality. The pilot is a collaboration between the Ministry of Education and Culture, the National Team for the Acceleration of Poverty Reduction (TNP2K), and the governments of five districts with disadvantaged villages. Yayasan BaKTI implements the program with technical supports from the World Bank and funding from the Government of Australia and USAID.
Weaving Hope in Remote West Kalimantan School

Tuesday, Nov 13, 2018  Author: Novi Ariyanto  Co-author: Hera Diani

User Committee (KPL), Village Cadre and teachers complete the Teachers’ Attendance Form (Formulir Pencocokan Kehadiran Guru, FPKG) (Photo: TNP2K/Doge Abdurrahman).

“Teachers are no longer absent. They are more responsible in providing the best education service for students. I hope KIAT Guru Program will continue,” said Natalia, a civil servant teacher at SDN 03 Tempoak public elementary school.

SDN 03 Tempoak is located in Ohak Hamlet, Tempoak Village in Menjalin Subdistrict, which is the westernmost point of Landak Subdistrict in West Kalimantan Province. There are two other public schools in the village: SDN 15 Betung Tanjung and SDN 20 Cagat.

Tempoak has been a target of KIAT Guru (Teacher Performance and Accountability) Pilot, which aims to improve education service delivery in remote villages by empowering communities and tying payment of the remote area allowance with either teacher presence or teacher service quality. The pilot is a collaboration between the Ministry of Education and Culture, the National Team for the Acceleration of Poverty Reduction (TNP2K), and governments of five districts with disadvantaged villages. Yayasan BaKTI implements the program with technical supports from the World Bank and funding from the Government of Australia and USAID.

The Pilot has not only helped reduce the absentee rate among teachers in the school, but it also managed to improve the students’ academic achievements. At the end of April 2018, the school
took part in the Storytelling Competition held by Karangan Education Technical Implementation Unit (UPT) for elementary schools across the district. SDN 03 Tempoak students were the only participants coming from remote villages in the competition, which was participated by students from three subdistricts – Mandor, Mempawah Hulu and Menjalin.

The school also won the Reading Competition held by Library and Archive Office during the Mutual Cooperation Dedication Month last April in Landak District, where two other schools in Tempoak also participated in. Village stakeholders took pride in the participation, which according to them showed that remote schools can also compete with urban schools.

Sustainable Commitment from Stakeholders

Such achievements were new for SDN 03 Tempoak. Previously, some parents would prefer their children to go to SDN 20 in farther Cagat Hamlet to SDN 03 Tempoak, according to former school principal Sarinus Kabire. But now, parents in Ohak and Tareng Hamlets have more faith in the quality of education in SDN 03 Tempoak, which is now a Pilot Elementary School in the village.

“It’s such a waste if the program discontinues because it has significant impacts to the quality of education in remote schools,” said Sarinus, who currently works as School Supervisor in Mempawah Hulu Subdistrict that borders with Menjalin.

All stakeholders are eager to continue KIAT Guru Program even after the implementing Team finishes its contract in April 2018.

“We are ready to continue the program because after KIAT Guru, the school in this village now has competitive edge over other schools in the subdistrict,” said Sunardi, a KIAT Guru’s cadre.
Principal of SDN 03 Tempoak, Epi Pina Edita, acknowledged that KIAT Guru helped her job to get teachers to be more aware of the role, function and responsibility as educator.

“Teachers here are more disciplined now, they come and return home on time. They also prepare better for teaching and learning activities, and students get their rights to get full class,” she said, adding that if KIAT Guru was practiced in every school, the education state in all region will improve.

Tempoak Village Head, Damianus, was so proud of the elementary school’s achievements that he is committed to allocate operational budget for the program continuation from the Village Fund.

“When community facilitators leave, we, the village government is ready to continue the program’s best practices, and give full support, including for the budget,” he said.

School Supervisor in Menjalin Subdistrict, Hamdansyah, who frequently monitored the development of KIAT Guru’s schools, said he would give sanction to teachers who refuse to cooperate. The statement was delivered during the monthly meeting attended by Teachers Board, the Education Users Committee (KPL), Village Cadres, and parents.

Hamdansyah said not only that KIAT Guru helped a great deal in doing his job, it also brought real changes in the pilot schools.

“Therefore, if teachers are reluctant to have their performances evaluated by user committee, report them to me. I will warn them, or even recommend their mutation if necessary,” he asserted.

*The story is also published in BaKTI News 150 Edition July – August 2018*

*Source: [http://www.batukarinfo.com/kiat-guru](http://www.batukarinfo.com/kiat-guru)*
Good leaders lead by examples, the saying goes, and Janur Damianus does just that as the principal of SDN Mboeng in remote Kaju Wangi village in Manggarai Timur District, East Nusa Tenggara.

He would be among the first to arrive at school, riding his motorcycle and navigating the rocky road in the mountainous area for half an hour before reaching the school. The lanky man did not have to rise his voice to make himself heard, but his calm demeanor and stoicism earned him much respect.

“The principal is a kind man and fatherly, but he’s very discipline, making us feel embarrassed if we don’t follow his lead. If we make mistake, he gives reasonable advice instead of being angry. He’s very open and willing to admit mistake,” said Elfrida Iman, the homeroom teacher for 4th grade students.

Having been teaching for 31 years, Januar, 53, was transferred to SDN Mboeng in 2015. He recalled how he arrived at around 7.15 every morning only to find the school almost empty. Many of the teachers would be there way after the classes supposed to start at 7.30.

Janur said he did not get angry, as he understood the challenges faced by the teachers and the students who have to walk through harsh terrain to get to school. Come rainy season and the bamboo structures would leak and the school would be flooded that the students would be asked to stay home for a couple of days.
But he consistently showed up early for the first few months and it paid off: the teachers started to come on time. “I treat them like they are my own children,” said Janur, who originally came from Golosari Village in the neighboring subdistrict of Sambirampas.

When KIAT Guru program selected the school as part of its pilot, Janur was ecstatic and welcomed the idea as he felt there were many rooms to improve but the school and the community did not have enough resources. The pilot is a collaboration between the Ministry of Education and Culture, the National Team for Acceleration of Poverty Reduction (TNP2K) and governments of five districts with disadvantaged villages, including Manggarai Timur. Yayasan BaKTI implemented the program, with technical support from the World Bank and funding from the Government of Australia and USAID. The pilot aims to improve education service delivery in remote villages by empowering communities and tying payment of the remote area allowance with either teacher presence or teacher service quality.

KIAT Guru facilitator Angga Yoga S. said the principal became a focal point for the pilot as he has strong presence and is very well-respected in the community.

“He helped approach the village government to support the program, and he fully supports the Education User Committee (Kelompok Pengguna Layanan, KPL), which comprises of parents and local community figures, even though he knows that the Committee would monitor and evaluate his performance,” he said.

When an issue emerged as a teacher demanded to be promoted as civil servant, Janur settled the problem amicably, giving understanding to the teacher that such decision was at the national government and the most important thing is for students to receive quality education.
Angga said Janur is very open to suggestion even when it comes from a much younger person. “I told him about a school principal in Yogyakarta who likes to do rounds at the school to see for himself condition of the students; he thought it was a good idea and did the same ever since,” Angga said.

Janur initiated the library at the school after the students requested it. He said he sought the books from other schools, as well as from his relatives and grown up children in Jakarta. The school managed to get a couple of hundred donated books this year.

Another of his initiatives is the rule obliging everyone to only use Indonesian Language at school from Monday through Thursday. The rule was implemented after he saw the results of KIAT Guru baseline survey how many students were still lagging behind in Indonesian language as they mostly use local dialect.

“I’m not promoting KIAT Guru but it is indeed a very good program. We as teachers learn a lot. The most valuable lesson is discipline and attendance,” he said.

He hoped that the pilot would be implemented in every school, or at least at his eight-year-old daughter’s school across their house. Janur said he did not enroll his daughter to SDN Mboeng because it was too far and the harsh terrain would be more severe when it rains. He was however concerned with the late attendance and lackluster performance of the teachers in his daughter’s school.

“It’s ironic that I work hard assisting the program to improve SD Mboeng while my own daughter’s school is ignored,” Janur sighed.
Children in East Nusa Tenggara Village Undeterred by Long and Winding Road to School

Monday, Dec 11, 2017  Author: Hera Diani  Co-author: Dewi Susanti, Sharon Kanthy

Dawn has not yet broken in Hawir Hamlet in Nggilat Village, Manggarai Barat District in East Nusa Tenggara, that July morning. But Patria Helena “Helen” Delasmi, 9, and her brother Yanuarius Theodata Giarto or Gian, 6, were all set to go to school. While waiting for breakfast to be served, the siblings were playing with their three-months-old sister held by their grandmother. They have to wake up early every morning because the school is quite a distance away and getting there is almost like a cross-country adventure – a thirty-minute to one-hour walk through dirt and gravel road, passing through a forest, meadow and a river stream. But they have no choice as there is only one elementary school in Nggilat, SDI Hawir, which serves three hamlets and a neighboring village, Singkul. The school has been selected to take part in the KIAT Guru program to improve education service delivery in remote villages by empowering communities and tying payment of the remote area allowance with either teacher presence or teacher service quality.

The pilot is a collaboration between the Ministry of Education and Culture, the National Team for Acceleration of Poverty Reduction and five district governments with disadvantaged villages, including Manggarai Barat. It is implemented by Yayasan BaKTI, with technical support from the World Bank and funding from the Government of Australia and USAID.
As trails of sunlight broke into the kitchen, Helen and Gian were having breakfast of rice mixed with noodle. They were accompanied by their mother Veronica Sulastri, 27. Like many children in this village, Helen is shy toward strangers and she is not yet fluent in Indonesian as she is more accustomed to speaking local dialects. “She actually likes to read and she likes Mathematics, but she has difficulties in understanding Indonesian language,” Veronica says. She tries to help Helen with her study and homework every night, which is included in KIAT Guru's set of community service agreement.

KIAT Guru empowers communities to hold teachers accountable by agreeing to prioritize five to eight bottom-up service performance indicators to improve the student learning environment. In turn, communities, in this case parents, must also do their part at home, such as providing what children need, like a uniform and desk to study at home, and helping with homework. “But I can only help so much because I’m only a junior high school graduate,” Veronica said.
Helen’s father, Maksimus Sunardi, 31, helped her tie her shoes before going to school. Sunardi welcomes the KIAT Guru program in his children’s school and he actively takes part in the meetings between teachers and the Education User Committee (Kelompok Pengguna Layanan, KPL), which comprises parents and community figures. He hopes the government fix the village road as it worries him that his small children must go through such physical adventure to reach their school. “Some children in this village don’t want to go to school as it is too tiring,” he says.

As a farmer, the harsh terrain also limits market access. Sunardi sells different commodities, from candlenut to rice and coffee bean, which are collectively sent with trucks to traders in Reo sub-district in the neighboring district of Manggarai. The commodities prices are fluctuating, Sunardi says, in the mercy of the traders.
Helen climbed down the stairs in front of her house, which is divided into living area that is made of brick and a wooden kitchen in the back. A toilet and bathroom are built outside. A couple of friends were already waiting for the siblings to go to the school together. Some of the students live in the neighboring village of Singkul, even further away from the school. They would pass Helen’s house every morning and the sound of them running and talking will be her cue to leave the house.
More students joined Helen and other kids to walk to school. The students seem to have gotten used to the rocky and hilly road, as they walk fast and bounce in joy, even though some of them are still very young and some wear flip flops as they cannot afford shoes. During KIAT Guru’s initial meeting with the children, where they were asked for their recommendations for parents and schools. They wished for basic necessities that children in more developed areas take for granted. Some of them want shoes, food and a good uniform. Others wished for not having to look for firewood in the forest.

Helen and other students drew water from Turvale River into the jerry cans. Dry season makes the school’s front yard arid and dusty, so children are asked to bring water to dampen the ground and moisten the plants, as there is no water source available at school. During dry season, the river is only an ankle deep. But in times of heavy rains, it will overflow up to two-meters high and the children are sometimes forced to stay home. When the water subsides, Helen’s father, Sunardi says, he and other fathers would carry their children on their shoulders to pass the river.
Students walked up the rocky path in the forest and each carried their jerry cans of water to school. SDI Hawir Elementary School occupies a three-hectares area, but is in poor conditions, with cracked floors and ceilings, dirty walls and broken blackboards. There is no available water source, and there is only one toilet, a rickety bamboo stall with a hole in the ground that is used by 116 students and their 11 teachers.
A truck passed the students who walked to the school. The rocky village road makes it impossible for regular cars to pass through, so trucks serve as public transportation between villages. The back of the truck is modified so it accommodates benches for passengers to sit on and they put a canopy above the truck. People can usually hear the truck long before it is seen, as the drivers play loud house music to entertain passengers, and themselves.

Helen passed a meadow on her way to school. When asked what she wants to be when she grows up, she said, as translated by her father, “midwife.” Perhaps she learns from the hardship her mother had to endure when delivering her children. There is no clinic and midwife in remote Hawir; the closest health center is in Rego Village, some 7 kilometers away. Veronica had a traumatic experience with a traditional midwife when giving birth to Helen. So for Gian’s delivery, she opted to go to Rego, which meant walking for one hour carrying her huge midsection as the rocky road makes it difficult for regular cars and ambulance to go through. Maternal mortality cases are rare now, but the harsh terrain creates medical complications, such as bleeding. For her youngest child, Veronica chose to stay with her sister in the district’s capital city of Labuan Bajo for two months until she gave birth.
It was 7.15 a.m. and the students finally arrived at SDI Hawir. All of the teachers have also come. While waiting for the class, some of the students played with their friends outside while others went straight to their classrooms to do their cleaning task. Fifteen minutes later, the bell rang and everyone ran inside the classes to start the day’s lesson. Helen sat in the back of the room along with other third graders. In the baseline study of KIAT Guru pilot, Helen was “not meeting the basic ability” for Bahasa Indonesia and Mathematic. Nevertheless, she is eager to study and very active in class, carrying her parents’ high hopes that she would graduate from university.

Photo: Fauzan Ijazah
It was almost 7.30 a.m. and the principal and the teachers at Mboeng Elementary School (SDN Mboeng) in remote Kaju Wangi Village, Elar Subdistrict in Manggarai Timur, East Nusa Tenggara, took turns to take each other’s photograph with a cellular phone.

They were not about to update their social media’s profile pictures. Instead, the photo session was part of KIAT Guru Pilot to improve education service delivery in remote villages by empowering communities and tying payment of the remote area allowance with either teacher presence or teacher service quality.

The pilot is a collaboration between the Ministry of Education and Culture, the National Team for Acceleration of Poverty Reduction (TNP2K), and five district governments with disadvantaged villages, including Manggarai Timur. It is implemented by Yayasan BaKTI, with technical support from the World Bank and funding from the Government of Australia and USAID.

Teacher’s attendance was an issue in this village, as some of them often only showed up at 9 a.m., or 90 minutes after the class was supposed to start, if they came at all. An unannounced visit in SDN Mboeng on October 31, 2016 showed that one in six or 17 percent of teachers who
were scheduled to teach were absent. The reason for their absence was to attend a training in a neighboring subdistrict. This figure is consistent with The World Bank baseline survey of 270 KIAT Guru schools that indicated the rate of teacher absenteeism was at 25.4 percent. An earlier survey by Analytical and Capacity Development Partnership (ACDP) in 2014 indicated that the rate of absenteeism among teachers in remote school (19.3 percent) is double the national rate (9.4 percent).

Since April 2017, SDN Mboeng has carried out one of three KIAT Guru intervention model, where the remote area allowance of eligible teachers is paid based on their attendance in school, as verified by community representatives. The principal and teachers have to clock in before 7.30 a.m. and clock out after 12.30 p.m. using KIAT Kamera, an android-based camera application. At the end of every month, the community representatives check if teacher’s absenteeism is excused, and evaluate teacher’s service performance using community scorecards. This model worked wonders in reducing the rate of teacher’s absenteeism and late attendance.

“Starting from April 2017, none of the teacher was late. And it trickles down to the students. Seeing their teachers disciplined, the children are now in order, too. They have better manner and they rarely come late anymore even though many of them have to walk for 30 minutes to one hour to get to school,” said Andreas Jemahang, KIAT Guru cadre whose son also studies at the elementary school.
Along with the Education User Committee (Kelompok Pengguna Layanan, KPL), which includes nine members comprising parents and community figures, Andreas evaluates teachers’ attendance and service performance based on a set of service indicators or “promises” that were agreed between teachers and community members beforehand. Based on the recommendations from children, whom KIAT Guru team consulted at the beginning of implementation, the promises range from coming to school on time, to not using corporal punishment on children and being more creative in teaching, such as using visual aids and holding classes outdoor.

As teachers improved, students had too, as shown by a baseline student learning assessment and a diagnostic test in Bahasa Indonesia and mathematics.

“The baseline student learning assessment was conducted in September 2016 and it showed how six 3rd graders did not fare well in reading. In June 2017, there was a diagnostic test on these students and the results were exhilarating. The six can now read well, two of them met the basic standard for second grade, two fit the third grade standards and one even passed the fourth grade standard,” said Karolina Lantu, 3rd Grade homeroom teacher.

Sabina Rantos, a sixth grader at the school, said she liked it that now teachers conduct classes outside, such as for science class.

“It’s more fun,” said Sabina, who have to walk two hours every day to go to school and from school.
Male Teacher in Remote East Nusa Tenggara Village Promoting Gender Equality

Tuesday, Oct 10, 2017  Author: Hera Diani

One July morning in SDI Hawir elementary school in remote Ndari Hamlet, Nggilat Village in Manggarai Barat District, East Nusa Tenggara, the fifth graders were studying about Catholicism, but the material was beyond memorizing the Bible verses by heart.

The teacher, Quintus Kalis, began the class by asking the students whose responsibility it was to cook in their houses. The children replied in unison: “Mom!”

“What about cleaning the house? And other household chores?” he asked again, and was met with a similar response. “Mom! The girls!” the kids said.

“Boys don’t help at all? What if your mom is ill? You don’t eat?” he pressed. This time, the 45-year-old man was met with silence.

Smiling, he went on to tell the class that household chores are not necessarily the duty of girls as both girls and boys are equal and have the same ability.

During our chat outside the classroom, Quintus said that divisive gender roles have been his concern for a long time, even though he might not be aware of what the phrase means.

“I observed the communities and wondered how come men just sit around waiting for their coffee to be served. Boys are playing all day while girls have to help with house chores since
early on. It made me uncomfortable," he said. He then made a promise to himself to teach values of gender equality to students when he became a teacher.

Originally from Colol Village in Manggarai Timur District, Quintus graduated from teacher college STKIP Keuskupan in Ruteng, the capital of neighboring Manggarai District. He worked at a parish for five years after graduating before teaching religion at a junior high school in Pateng, Manggarai Timur. That was when he began to infuse gender equality in religion class.

“Teaching religion is not only about praying or faith, but also cleanliness, manner,” he said, adding that he even taught the students how to cook rice.

“More important thing is, we have to walk the talk and be a role model. We can teach them how to sweep the floor clean, but if we don’t set the example, they won’t do it.”

Those principles are implemented at his own home, where his two daughters as well as his son have to do chores. Quintus is not bothered by the fact that his wife, who is also a teacher, brings home bigger paycheck as she became a civil servant earlier than he did.

“My eldest daughter asked me ‘why is Mom’s salary higher than yours?’ I told her that we are actually paid the same, but I gave mine to her Mom,” he said, laughing.

After teaching junior high school for 17 years, he was transferred to SDI Hawir in 2013. He found the community in Ndari Hamlet more laid back compared to that in Pateng.

“In Pateng, if we passed people’s houses at the time where we’re supposedly at school, people would say, ‘Teacher, why so late? What about our kids in school?’ But here, they said, ‘Teacher, come drink coffee with us’,” he said.

The attitude has gradually shifted, he said, ever since KIAT Guru launched a pilot in Nggilat Village, Manggarai Barat to improve education service delivery in remote villages by empowering communities and tying payment of the remote area allowance with either teacher presence or teacher service quality.

The pilot is a collaboration between the Ministry of Education and Culture, the National Team for Acceleration of Poverty Reduction (TNP2K) and governments of five districts with disadvantaged villages, including Manggarai Barat. It is implemented by Yayasan BaKTI, with technical support from the World Bank and funding from the Government of Australia and USAID.

Quintus said the program has ‘awakened’ the community and the teachers, mediating them to create better solutions to improve the students’ learning.

He said he was glad that KIAT Guru made children the core of the program, consulting with them first and foremost before the pilot started by asking children to assess learning support provided by their teachers and the community members. It was in line with his own understanding that adults should enter the children’s mind and their world instead of treating them like objects.

“We have to think of them as our own children. Enter their world, get to know them as each of them is unique and have different levels of ability. If we bring them into our ideal mind, we would lose our temper,” he said.

“If we’re too hard on them, they would be too scared to learn. When the recess bell rings and they scream for joy, don’t be too happy, because that means our class is like a prison for them.”
That morning on the very last day of May 2017, a young woman was standing in a classroom that was transformed into a meeting hall. She held the microphone steady, her voice loud and clear, with no trace of nervousness or fear in front of an overwhelmingly male audience. She was reading the scores given to each teacher in the school for their service performance that month.

“Service indicator number one. Principal is present on time, from Monday to Thursday, from 07.15 until 13.00, and from Friday to Saturday, from 07.15 until 11.30. The maximum score is 20. The score given by the User Committee is 17,” said that young woman.

She is Alfiana Pamut, the Head of the User Committee in SD Inpres Golo Popa, a primary school located in Manggarai Timur District, in East Nusa Tenggara, one of the poorest regions in Indonesia.

As I sat at the back of the room, observing how the meeting went, I could not help being impressed by the scene. In a different context, citizens making demands on teachers to provide better service may be a normalcy. However, SD Inpres Golo Popa is located in Compag Necak, a very remote village, three hours’ drive from the nearest town. The last nine kilometers of the distance took an hour’s drive, due to a very badly paved, uphill, and winding road. In isolated villages like Compag Necak, teachers tend to be very well respected due to their higher-level of education, income, and social status.
Unfortunately, precisely because of the remoteness of villages like Compang Necak, the government education department staff at the district level and the supervisors at the sub-district level can provide very little supervision to these teachers, if any.

A UNICEF study in 2012 revealed that the lack of supervision to schools resulted in higher teacher absenteeism. An unannounced survey by Analytical and Capacity Development Partnership (ACDP) in 2014 found that every one of five teachers was absent from remote schools, which was double the national rate.

A World Bank unannounced survey conducted at the end of 2016 in SD Inpres Golo Popa found that one of the seven teachers was absent from the school. None of the 51 students tested (of 61 registered students) had achieved their grade-level competencies in either Bahasa Indonesia or mathematics.

Such was the disheartening situation before KIAT Guru (Teacher Performance and Accountability) pilot started. The pilot is a collaboration between the Ministry of Education and Culture, the National Team for the Acceleration of Poverty Reduction (TNP2K), and governments of five districts with disadvantaged villages, including Manggarai Timur. Yayasan BaKTI implements the program with technical supports from the World Bank and funding from the Government of Australia and USAID.

The pilot aims to improve education service delivery in remote villages. It empowers communities to hold teachers accountable by agreeing to prioritize between five to eight bottom-up service indicators to improve student learning environment. In some pilot schools, the community empowerment is combined with pay for performance of a part of teacher’s income, based on either User Committee’s verification of teacher presence, or User Committee’s score on teacher service performance.

After Alfiana completed reading the service performance scores for all seven teachers in the school, the village cadre, who moderated the meeting, invited the principal and parents to provide their responses. Ester Esem, the School Principal, took the offer after a few other teachers did. She asked, “The UC gave me a score of 6 out of 10 for indicator 7. Principal checks on teachers’ teaching and learning activities and teachers’ presence every day. I would like to get an explanation. I conducted daily supervision.”

In SD Inpres Golo Popa, the teacher service performance scores evaluated by the User Committee determined the amount of remote area allowance that eligible teachers received. In other words, the principal, whose total score was 91, would receive 91% of her remote area allowance for the month of May. Since the total amount of the remote area allowance is one times the base salary, the User Committee’s score is high-stake for teachers.

The audience went silent after Ester spoke. I could feel a lot of them were getting apprehensive. While waiting for the moderator to transfer the microphone over, a few people carefully shifted their weights, making sure that the wooden chairs on which they sat did not creak.

Once Alfiana got the microphone, she said, still with loud, and clear, and confident voice as before, “We checked the document, conducted observation, and interviewed the students before giving the score. In the teacher presence form, two teachers marked themselves as being present in school. However, on that day, they were supervising tests in other schools. So, your supervision [of the two teachers] was not very maximal, and we saw that this was not good.”

I was very much impressed by the User Committee. During lunch break, I had an informal chat with some of them. I was curious how they became so brave, and how they could voice their demands so strongly and solidly.
They responded, “For us, becoming members of the User Committee is the responsibility of the heart. We divide ourselves into two groups and take turns to visit the school and every classroom every two weeks. We have to score teachers as fairly as we could, because we know that our score will determine their allowance. However, we also could not give high scores to teachers who do not deserve them, as we have to be accountable to the wider communities.”

Comprised of nine members, six of them parents of students and three of them community leaders, the User Committee members are elected by the parents and community members. The User Committee in Golo Popa consists of five females, and led by one.

While what I witnessed in Golo Popa may be one of the best-case scenarios, it is still very encouraging to see how, after only three months of community facilitation process, the User Committee could already hold the principal and teachers accountable to the service indicators that they had agreed to. It may take longer for other communities to achieve similar level of social accountability, but Golo Popa shows that it is definitely possible!

At the end of my visit, after thanking Ester, the school’s principal for her hospitality, I asked her how she felt about the User Committee. To my surprise, she told me that their presence has made it easier for her to hold her teachers accountable.

“I had often reminded my teachers of their responsibilities to come on time and to prepare for their lessons. But as a female principal, the male teachers would not listen to me. Now I have all of the User Committee members conducting the monitoring on my behalf,” she said.

Several dozens of children formed a circle in the front yard of SDI Hawir elementary school in Nggilat Village, Manggarai Timur District in East Nusa Tenggara a July 2017 afternoon after class. Each of them then said their names, grades, the hamlets they were from and what they wanted to be when they grew up.

“I want to be a singer!” said Erdi. Emanuel wished to become a policeman while Yulia wanted to become a doctor. Other aimed for painter, teacher and midwife, and the kids burst into laughter when a girl said she wanted to be a mother. “In the kitchen!!” a boy mocked her, leaving the girl smiling shyly.

When they seem to have relaxed, they were brought back inside the classroom for a session where students from third to sixth grade provided recommendations and feedbacks on teachers and parents.

It was the second time such assessment was held, the first one was in March, before the KIAT Guru pilot was launched at the school. The pilot is a collaboration between the Ministry of Education and Culture, the National Team for Acceleration of Poverty Reduction (TNP2K) and governments of five districts with disadvantaged villages, including Manggarai Barat. Implemented by Yayasan BaKTI, with technical support from the World Bank and funding from the Government of Australia and USAID, the pilot aims to improve education service delivery in
remote villages by empowering communities and tying payment of the remote area allowance with either teacher presence or teacher service quality.

At the core of the pilot are the students, whose opinions and recommendations are the basis to create the indicators of teachers’ attendance and performance, as well as feedbacks for their parents. Before the pilot even started, the children were the first party to consult as they were deemed the most knowledgeable on what the teaching and learning process should be at school.

At SDI Hawir, the students were given an informed consent form stating that the information they provided would be shared with other parties. The form had two emoticons, one smiley and another frowning face, and they had to tick either one to indicate their approval or disapproval on information sharing.

Afterwards, they started to write on cue cards on what their parents and teachers should do to help them improve. Reading what they wrote on the cards was an emotional experience as many of their wishes were basic necessities their peers in more developed areas take for granted.

Students from 4th to 6th grade of SDI Hawir share their opinions and wishes toward teachers and parents (Photos: Fauzan Ijazah).

Many of these students live in neighboring hamlets and have to walk about 30 minutes to one hour to reach school, on a rocky path that passes forest and a river. Some of them wished they have shoes instead of wearing flip-flops to school. They also asked for food and new uniforms, and there was a kid who wished he did not have to look for firewood.

As for the teachers, the students said there have been improvements as none of the teachers have been late in the last three months, and they appeared to be more relaxed and in good spirit.
“What about physical punishment? Any of you is still being beaten by the teachers?” asked KIAT Guru facilitator Pansbert Chrispierco Bunga, who led the assessment.

“Nooo,” said the students. But there was a small voice from a boy that said, “Yes.”

“Are you still being beaten?” Pansbert asked.

“Yes, with (a piece of) wood, on my bottom. It wasn’t hard, though,” said the boy.

The boy, and the rest of the students, said they would not mind punishment but it should be done lightly, like kneeling, singing or a slight pinch on the cheek.

As for the school, they hoped the classrooms would be renovated as some of them were in poor condition, with cracked floors and ceilings and dirty walls. The toilet, a rickety bamboo booth with a hole in the ground that is used by 116 students and their 11 teachers, required fixing and addition, they said.

SDN Mboeng in Kaju Wangi Village, in the neighboring district of Manggarai Timur, also hoped for good school infrastructure. The school was built by the community in 2009 so that their children could go to school. Initially, the building comprised of four classrooms made of bamboo, with dirt floors, no doors and no windows. And later on the local education office built three additional rooms made of bricks.

Based on the children’s recommendations, the school then installed doors at the classrooms (as the children said they often found dog poops on their desks the next morning), and punctured holes on bamboo walls to enable some lights inside the rooms. They still wished to have more permanent structures, but at least they now have a library, which they requested last year.

“I love it, I love reading storybooks,” said Victoria Anggraini Dautteri Nambung, 10, a sixth grader.
SDN Mboeng’s religious teacher, Tomas Langga Ras, said the KIAT Guru program, particularly the child assessment, has transformed him into a new man.

“I used to be the most feared teacher. I had a booming voice, I yelled at kids and used my two hands to discipline them. Now, thanks to KIAT Guru, I’ve come to realize that corporal punishment is not appropriate and it damages children’s psychological state.”

Teachers of SDN Mboeng promote interactions among students during the classes (Photos: Fauzan Ijazah).

Janur Damianus, the principal of SDN Mboeng, said the students’ demands brought tears to his eyes.

“To be honest, it had never occurred to me that students could be opinionated. I guess, we always put children as object. But KIAT Guru taught us to give more effort. It gives us motivation,” he said.
A meeting held in August 2017 between teachers and the Education User Committee (Kelompok Pengguna Layanan, KPL) of SDI Hawir elementary school in Nggilat Village, Manggarai Barat in East Nusa Tenggara, quickly turned into a heated argument.

Members of the KPL, which comprised of parents and community figures, had just finished presenting the results of a diagnostic test looking at how the students fared on mathematics and Indonesian language following the implementation of the KIAT Guru pilot program since April 2017 at the school.

The pilot is a collaboration between the Ministry of Education and Culture, the National Team for Acceleration of Poverty Reduction, and five district governments with disadvantaged villages, including Manggarai Barat. Yayasan BaKTI implemented the program with technical support from the World Bank and funding from the Government of Australia and USAID. The pilot aims to improve education service delivery in remote villages by empowering communities and tying payment of the remote area allowance with either teacher presence or teacher service quality.

The diagnostic test on 30 students of SDI Hawir showed that they have made some progress compared to the baseline survey held before the pilot was launched. The number of students who have difficulties in reading or mathematic have decreased and some have met the basic standards of their grades.
Amid this progress, however, the result showed that a couple of fifth graders who still could not read, whereas the baseline survey indicated that all of the fifth graders could. The KIAT Guru facilitator, Pansbert Chrispierco Bunga explained that since the problems on both the survey and the diagnostic test were given in multiple choice, the students perhaps answered correctly the first time but they could not provide the correct answer during the test. This situation created a commotion between the KPL and the teachers, as both parties threw a blame game.

“How is it that fifth graders cannot yet read? I’m questioning the capacity of the teachers. It may be better for the school to appoint more capable teachers especially for first graders, so that they will have more solid basic ability,” said a KPL member.

Some of the teachers became defensive, saying that parents should not leave it all up to teachers in educating their children.

“You cannot blame us because we are appointed by the government. Parents should also take part in educating these children, helping with their home works at home,” said a teacher.

The school’s principal, Damasus Jowan, said he felt proud of the progresses the students made and asked to look for solutions.

“How could parents want teachers to have all the responsibilities? The duties of the teachers have limits, please do not throw the blame at us,” he said.

After exchanging arguments, both the User Committee and the teachers concluded that the problem was because the children had trouble receiving the lessons. Pansbert from KIAT Guru, who initially let both parties resolved their own arguments, immediately chimed in, saying that a blame game, particularly on students would not solve the more pressing issue at hand.

“If the results are not satisfactory, let’s create solution beyond what we have agreed on,” he said.

**Mediation**

KIAT Guru empowers communities to hold teachers accountable by agreeing to prioritize five to eight bottom-up service indicators to improve the student learning environment. In some pilot schools, community empowerment is combined with pay for performance as part of teacher’s income, based either on the KPL’s verification of teachers’ presence, or the KPL’s score on teacher’s service performance. Comprising nine members – six parents of students and three community figures, KPL members are elected by the parents and community members.

The members take turn to come to school and monitor the teaching and learning process. A KPL member in Nggilat Village, Maria Fransiska Di, said there are three methods of evaluating the teachers: direct monitoring at school, document checking and interview with students.

Every month, they presented the evaluation process in a meeting with the school. The results often incited arguments between the KPL and teachers, who sometimes feel the former did not do their job well while their evaluation would affect the teachers’ allowance.

Andreas Jemahang, KIAT Guru cadre who works closely with the KPL in Kaju Wangi Village in the neighboring district of Manggarai Timur, admitted that the parents initially lacked self-confidence to evaluate the teachers.

“We didn’t feel confident as we are only modest farmers and we have to monitor and evaluate teachers who are university graduates. But we have been encouraged not to hesitate,” he said.
KPL member reads the result Community Score Card, a simple form that consists of up to seven service performance indicators. The result is announced through teachers-KPL monthly meeting (Photo: Fauzan Ijazah).

KPL also works to monitor the communities, particularly parents, to remind them to do their share in helping children improve their academic abilities.

Dispute aside, both teachers and communities agreed that KIAT Guru have brought them together with the mutual goal to provide better quality education for their children.

“We as parents did not pay much attention to what happened in school, thinking there are teachers to do that. With KIAT Guru, we are reminded that our children’s abilities mostly did not meet the standards. The teachers perform better now, and the communication between teachers and parents now exist,” said Maria Fransiska Di of Nggilat Village.
Teacher Benediktus Roni of SDI Hawir said with KIAT Guru, KPL and teachers are mediated to disclose and solve problems.

“With the agreements between schools and communities, both parents and teachers become more aware of their responsibilities,” he said.

Religious teacher Quintus Kalis said KPL has done a great job in monitoring the teachers and he was convinced that with KPL’s involvement, the quality of education at the school would improve.

“KIAT Guru has increased teachers’ professionalism here. The program has made our ‘flu’ disappear and the sick days are behind us,” he joked, as in the past, many teachers did not come to school due to ‘influenza’. “Now we’re ‘healthier’ and have perfect attendance.”
Back to the diagnostic test result, both the KPL and the teachers decided to amend their initial agreements in a meeting a week after. The additional points include afternoon classes, replacing morning flag ceremony with tutoring session and 15-20 minutes refreshing session in the morning. These amended agreements would be evaluated every month, and readjusted every semester.
Sebadak Village is the location of the KIAT Guru pilot program located in Kecamatan Ketungau Hulu, Sintang District, West Kalimantan Province. The village is about 9.5 hours from the city of Sintang regency, with the condition of the road is damaged and muddy and can only be passed by double-gardan car with minimum rent Rp. 1.5 million. There are about 290 heads of families scattered in three hamlets, namely Ensamboy Hamlet, Sejinggau Hamlet, and Sebangkong Hamlet whose position is separated from the other two hamlets as it is across the Ketungau River.

All children in Sebadak Village attend SDN 05 Sebadak, which is located in Sejinggau Hamlet. SDN 05 Sebadak has 7 teaching staff consisting of 2 state teachers and 5 honorary teachers. The KIAT Guru Program aims to improve the quality of basic education services in remote areas by involving the community in ensuring the presence and quality of teacher services in 200 pilot schools in 3 districts in West Kalimantan province and two districts in East Nusa Tenggara province. Through the socialization of the teachers' teaching goals to schools and communities, teachers and parents are increasingly aware that many improvements are needed in SDN 05 Sebadak.
The village of Compong Necak is located in Lamba Leda District, East Manggarai Regency, East Nusa Tenggara Province. For most Lamba Leda residents, the name Compong Necak is associated with a picture of the village whose infrastructure conditions are far from feasible. Although decorated with beautiful views of rice fields, the journey to the village of Compong Necak from the capital city of Ruteng Regency, is full of damaged roads. Usually local residents pass the road on foot or by an open-air vehicle used for public transportation, which is called oto kol.
"For more than three years I have been selling here, there has never been a flag ceremony at school," said a porridge seller near the school grounds of Sungai Seria Elementary School 09. The porridge seller is a mother of a student named Sohrah. Sohrah’s mother also attended SDN 09 Sungai Seria. This morning, Sohrah’s mother departs earlier than usual to attend the flag ceremony. "That's my child, who holds the flag," said her proudly.

The emotion and pride clump in Sohrah's mother's heart. Her eyes sparkled to see the red and white flag flutter on the flagpole accompanied by the song *Indonesia Raya*, the national anthem that had not been heard for a long time at that school. But that day, the choir of the children broke the morning silence on the Seria River, raising new hopes for the generation in this village.

**The Importance of Flag Ceremony**

The implementation of the Flag Ceremony every Monday is a form of service agreement between the school and the community in Sungai Seria village. The meeting to agree on service promises is one of the pilot models initiated by the KIAT Guru Program (Teacher Performance and Accountability) through a mechanism that combines community empowerment with responsive government.

Through Service User Groups (*Kelompok Pengguna Layanan*, or KPL) from representatives of parents, community leaders, women leaders and citizens who care about education, the efforts to ensure the quality of education services in schools can be monitored and evaluated regularly.

*Read full story* [here](Indonesian).
Starting a business which used to be problem faced by citizens of Bojonegoro has now become much easier. Photo: Jerry Kurniawan/World Bank

Challenges with decentralization

Seventeen years ago, Indonesia embarked on its so-called big bang decentralization. Almost overnight, responsibility to deliver many public services was transferred to local governments. This was done, in part, with the hope that the decentralization would make local government more agile and responsive to issues facing local communities. However, results have yet to materialize in many
In my view, a key factor driving poor results is the central government’s approach to regulating local governments. In a decentralized environment, the central government has a legitimate role as a regulator to standardize service delivery or financial management procedures. However, in practice, they have been more focused on controlling inputs and processes, with little attention to accountability for results. This approach results in the proliferation of regulatory constraints and a fearful bureaucracy that make it difficult for local leaders to respond to citizen’s problems.

A community focused approach

It is this ‘we cannot do it’ attitude that I have tried to break as Bojonegoro Head of District, a district with a population of 1.2 million in East Java. I worked to ensure that the local government understood problems faced by citizens of Bojonegoro. For this, the Sustainable Development Goals provide a useful framework (as opposed to a useful set of performance indicators). They provide a structure around which to gather data and explore the problems in Bojonegoro, but still give the flexibility to discover what is actually happening and to understand our own development position.

This local data is important, but does not yet ensure that ‘people problems’ become ‘government problems’. For this, we must use the data to develop priorities that are meaningful to us.

Local governments in Indonesia must provide various annual reports, all to different ministries with different visions. We are evaluated on a wide range of indicators, not all of which are in line with local needs. For example, Bojonegoro faces high risks related to natural disasters, including floods and droughts. However, the evaluation indicators for natural disaster preparedness focus more on fires, and as a result are not a good fit for Bojonegoro’s needs.

Instead of just following the national evaluation indicators, data allows bureaucrats to have a clear story as to why they should focus on local issues, such as flood control. It allows them to move from “tick the box” accountability to really starting to address the different needs of the district.

A clear understanding of citizen’s problems can also change the budget process. Our budget used to look the same year after year, as agencies submitted last year’s budget with a few minor adjustments. I challenged my staff to begin the budgeting process by understanding the problems that citizens of Bojonegoro face. We called this ‘problem-based budgeting’.

In addition, by focusing on key local problems, the conversation shifts from one focused on budgets to one focused on resources. These are very different. Budgets are limited and very political. Resources exist at every level: with individuals, in villages, community organizations, through the district level and above.

A good example of this process is the development of our Smart and Healthy Village Movement (Gerakan Desa Sehat dan Cerdas, GDSC). Besides utilizing the data collected by government locations.
statistical agencies, I initiated a bottom-up data collection process, every village in the district was asked to collect data on a set of indicators. Their performance was monitored and rewarded against the improvement of these indicators.

**Keeping track of progress**

**Finally, it is important to keep track of progress.** To do this, we held a weekly management review to discuss priority programs. We also developed a computer application to monitor program performance. But, we soon learned that without “off-line” follow through, an IT system can become, a meaningless sophistication without real impact. Similarly, in addition to using a localized version of LAPOR, a nationally developed computer application that enables citizen to report their problems, the Bojonegoro government also held weekly Friday meetings at the district hall, where everybody could come and ask questions.

**One size does not fit all**

Based on my experience in Bojonegoro, it is clear that advancing development outcomes at the local level involves advancing government beyond a one-size-fits-all strategic model, to one that allows local governments to understand and respond to the unique issues and character of each village and district area. The steps that we followed can also deepen our understanding of the framework presented in the 2017 World Development Report, which sets out commitment, coordination and cooperation as drivers of policy effectiveness.

**Bojonegoro uses ‘people problems’ and a strong problem-solving orientation to both build commitment and support coordination.** Policies that are anchored in demonstrated community need are more meaningful to local stakeholders. The routine discussion of these problems in Friday meetings allows for citizens to give feedback, but also for them to look for ways that they can work together with government to address the issues that they face.

**The approach by Bojonegoro of identifying and breaking down problems, then finding and fitting appropriate solutions is now supported by MELAYANI – a World Bank program which supports local governments to solve challenges related to basic services in Indonesia.** The program draws on the Problem Driven Iterative Adaptation (PDIA) model to provide additional tools for identifying problems and developing, implementing and refining solutions.

International, national and local government officials shared experiences in crafting and implementing responses to citizen problems at the MELAYANI executive seminar. Videos of key presentations and discussions can be found here.

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Mapping the problem of school management to improve the quality of education.

The provision of basic public services to the poor and near-poor is largely the responsibility of sub national governments in Indonesia. Following the country’s “big bang” decentralization in 2001, sub-national transfers to the province, district and village levels now account for half of the government budget (net of subsidies and interest). District governments, in particular, are largely responsible for managing health and education services, supervising 75,000 villages and managing 80% of the road network. Progress in basic service delivery, therefore, depends on sub national governments’ capacity to analyze and solve problems through collective action.

As the locus of service delivery provision has changed, so too has its nature. While not overcome entirely, many of the basic infrastructure problems have been addressed: schools and health centers have been built, teachers, midwives and doctors have been hired, citizens are using their services. The low hanging fruit have largely been plucked, and districts are left looking toward the top of the tree at more difficult problems, such as improving the quality of education or health services or coordinating services for a more meaningful impact.
There is a common element to these more difficult problems—they are complex, context-specific and cannot be solved by districts simply acting as implementers of one-size-fits-all prescriptions from the central government. The root causes of these problems are multi-faceted and frequently vary from one location to another, and as such require a careful understanding of the local situation and the development of solutions that respond specifically to local needs. This calls for district governments to play a more active role in identifying, understanding and responding to local service delivery problems that they face.

MELAYANI – Untangling Problems in Improving Basic Services (Menguraikan Permasalahan Perbaikan Layanan Dasar di Indonesia) is a pilot program that seeks to respond to these challenges. It does so by building local government capacity to analyze and solve service delivery problems. In three pilot locations, the World Bank team is working with local government departments and leadership to help them unpack and explore problems that they have identified in search of root causes and contextually relevant solutions.

Politically, MELAYANI takes seriously the content of the 2017 World Development Report. It supports local government to select the problems that they feel are most important, helping to ensure that they are locally politically salient. With its focus on problems, the program encourages cooperation and coordination: by anchoring analysis in an issue, rather than a particular “sector” it allows both for more actors to be involved and for the identification and mobilization of new
resources. In addition, by providing support to local governments to better understand citizen problems, it provides clearer arguments for policy stability and commitment.

**Technically, the program weaves together several strands of thinking.** It is anchored in the Program Driven Iterative Adaptation (PDIA) approach[1], but augmented by other schools of thought, including Deliverology[2] and experiences of the World Bank team in implementing MELAYANI’s predecessor, the Rapid Assessment and Action Plan (RAAP) approach.[3] The program shows the cycle that government follows as well as how the MELAYANI coaches support them along the way.

**In addition to supporting local governments, MELAYANI has the additional goal of shining a light on how capacity building and local level change can happen.** Future blogs will track the progress of the program and share lessons from the field.

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[1] A full collection of the PDIA papers is available at https://bsc.cid.harvard.edu/publications/policy-area/pdia-building-state-capability


Indonesia’s Village Financial Management System helps ensure that all stages of village development including planning, reporting and monitoring are effective and transparent. For years, village governments created budgets and financial reports, and managed accounts using MS-Excel or other applications that were not standardized.
To overcome this challenge, the Indonesian Government, through the Development Finance Comptroller (BPKP) developed Siskeudes or Sistem Keuangan Desa (Village Financial System) to help villages and district/city governments plan, report on and monitor village development. Launched in 2015, Siskeudes had been used in 60% of Indonesian villages as of mid-2018.

In the village of Loloan, in North Lombok, the village government has used village funds to revitalize housing for indigenous people in two hamlets, Tanah Petak Daya and Lobang Kodek. By providing these funds, the village government aims to improve the quality of life of members of the indigenous community.
A Village Community Website Promotes Open Government, Participation and Transparency

Tuesday, May 30, 2017 Author: Wulan Dewi Co-Author: Fibria Heliani, Irfan Kortschak

Two years ago, members of the community in the village of Barabali, Central Lombok, West Nusa Tenggara, had little opportunity to communicate directly with village government officials. In theory, they could submit their opinions, suggestions, recommendations and criticisms to their hamlet chief, who promised to pass these on to higher-level members of the village government. However, there was usually no direct feedback on this input, so the people had no idea whether it had any impact on how village programs were implemented or whether they had taken their needs into account.

However, with recent developments in technology, some village governments, such as in Barabali, have started to use the Internet to increase transparency and participation by informing the community about village development programs and receiving direct input from citizens. Under the supervision of the village head, Ki Agus Azhar, the Barabali village government has set up a website and social media account to enable community members to access information regarding village development programs, to ask questions about these programs, and to submit suggestions and complaints. The village head himself responds directly to many of these inputs. This use of social
media has played a powerful role in enabling the community and government agencies to supervise the use of village funds, and to ensure that they are utilized to meet the community's needs.

Building on this successful use of social media, the village government has developed a website that is managed by the village secretary, which contains information on how village funds have been spent; villagers from anywhere in the world can provide feedback. Residents can also use the site to print out official village administration letters at their convenience, including “business statement letters, letters of domicile and police reports”, according to the village secretary. However, since only around 30 percent of community members have access to the Internet through smart phones, the information is also disseminated in other ways, for example by posting it on community announcement boards.

Now that community members can interact directly with village government officials, they are gaining confidence that village government officials will respond to their inputs. As a result, they have become much more motivated and willing to participate in all matters related to village governance, both online and in meetings and face-to-face discussions. This has helped to ensure that the allocation of Village funding is fair and equitable – and is perceived to be so by all members of the community.

Despite the village server’s limited capacity, Barabali is continuing to implement additional measures to ensure open community access to information and “to increase the community's sense of ownership of the website”, according to the village head. Barabali’s experience has inspired many other village governments throughout Indonesia to develop similar systems for their own communities.

*Related info: Village Innovation Program*
In the village of Pejanggik, in Central Lombok, the village government has used village funds to pave a dirt road to provide access to the markets in all weather conditions for villagers in three hamlets.
Bridging Economic Activities

Wednesday, May 17, 2017  Author: Fibria Heliani Co-author: Wulan Dewi Irfan Kortschak

In the village of Loloan, in North Lombok, the village government allocated Rp 27 million in village funds in 2016 to repair and renovate the bridge and road system in the hamlet of Tanah Petak Lauk. This initiative was intended to improve the community’s economic livelihood by providing improved access for members of the community who work crushing and breaking rocks.
**STORY**

**Showcasing Indonesia’s Village Innovation Program to a Global Audience**

Friday, Nov 30, 2018  Author: M. Ikhwan Maulana  Co-author: Hera Diani Bambang Soetono

The Minister of Villages, Disadvantaged Regions, and Transmigration, Eko Putro Sandjojo, (middle) with the panellists in Fourth High-Level Meeting on Country-Led Knowledge Sharing (Photo: The World Bank)
The Indonesian Ministry of Villages, Disadvantaged Regions, and Transmigration (MoV) co-hosted become one of the speakers in the 4th High Level Meeting (HLM4) on Country-Led Knowledge Sharing: ‘Local Innovation as a Driver for Global Development’, 15-17th October 2018, in Bali—as part of the IMF-WB Annual Meetings.

The Ministry was there to showcase its national village innovation and knowledge-sharing platform—the Village Innovation Program (VIP)—to an audience of over 300 participants from 41 countries. Participants learnt about the steps Indonesia’s VIP program has taken to identify, document, share and replicate innovations across 74,957 villages. VIP is a program which combines introduction of the national knowledge sharing approach of innovation and support system at villages level so the quality of village development are improved and able to deliver services to the communities better.

Participants were particularly interested in the process for implementing knowledge-sharing on a national scale, and the potential for replication of Indonesia’s innovation model elsewhere. They were particularly interested on how VIP encourages villages to identify innovations, possibility to collaborate on institutionalizing knowledge sharing to aid replication in other countries. A participant even praised the Government of Indonesia for having a special ministry dedicated to both village development and innovation.

Participant feedback echoed Minister Eko Putro Sandjojo’s desire that the forum showcases Indonesia’s village development model so that it can be adopted or replicated by other countries. Minister Sandjojo was a vocal member of the High-Level Panel on ‘Institutionalizing Knowledge Sharing: Pathways to Foster Local Innovation’.

As part of a ‘Knowledge Market Place’, the Ministry displayed a 1 by 1.5-meter book entitled How to Innovate in Villages Across the Country—this proved to be a major attraction of the forum. The 10-page book outlines how innovations at the villages are identified, documented, shared and replicated throughout Indonesia via the Village Innovation Program.

On the second day of the forum over 150 participants had the opportunity to directly observe a district-based Village Innovation Exchange (or Bursa Inovasi Desa) and visit innovative villages on a field trip within Bali.
Innovation from Villagers for Village Development

Wednesday, Apr 18, 2018  Author: Fibria Heliani  Co-author: Lingga Suyud Muhammad Ikhwan Maulana

To accelerate village development and the efficient and more innovative use of village funds, the Ministry of Villages, Development of Disadvantaged Regions and Transmigration promoted Gerakan Inovasi Desa at the Bursa Inovasi Desa (BID) in North Halmahera District at the end of 2017 as part of the soft launch of Program Inovasi Desa or Village Innovation Program (VIP).

BID is an integral part of village innovation and knowledge management of the VIP that provides a learning environment for villages to exchange innovative ways and creative solutions in infrastructure, human capital and basic service delivery, as well as entrepreneurship and local economic development sectors. Villages are inspired and encouraged from this knowledge exchange to replicate or adopt innovations, document them, introduce technical expertise available and make new innovative solutions. Throughout 2017, Bursa Inovasi Desa is held in district level and in 2018, it would be held in sub-district level.

Program Inovasi Desa is implemented in 33 provinces, 434 district/municipality and based in 6,453 sub-district in Indonesia.
Innovation Festival Provides Fresh Ideas on How to Use Vital Funds in Indonesian Villages

Wednesday, May 31, 2017 Author: Hera Diani Co-Author: Suryo Utomo, M. Ikhwan Maulana

One recent scorching afternoon, a display of colorful squat toilets welcomed curious visitors in the main park of the city of Mataram, in Indonesia’s West Nusa Tenggara province. These visitors were not looking to buy new toilet bowls, nor were they working on home improvement projects. They were among 350 villagers who went ‘shopping’ for ideas and innovations to improve basic services and infrastructure in their home villages.

The 2017 Village Innovation Festival was organized by the provincial government of West Nusa Tenggara, in collaboration with the Generasi Cerdas dan Sehat Program. Support came from the World Bank, the Government of Australia and Millennium Challenge Account Indonesia. The festival highlighted innovative solutions to address some of the most pressing development challenges faced by village communities.

At the heart of the festival was the implementation of the Village Law (Law No. 6 of 2014 on Villages), which governs the disbursement of village funds in more than 74,000 villages. The law increases the authority and responsibility of the communities on how to spend their village funds. Many believe the village law has the potential to address rural inequality in Indonesia.
Visitors exchanged ideas and know-how on ways to use village funds more effectively to meet their needs, particularly in improving basic social services, and in addressing poverty and inequality.

As I went stall hopping, I was impressed by the creative ideas and the villagers’ dedication to overcome the various constraints they face for public services.

Cutting edge technology may not be the festival’s buzzword but the gathering was not short on solutions that were simple, creative, and applicable to their needs.

I met health worker Sri Santiani, who set up the Maternity Savings Fund (Tabulin), after witnessing how many mothers and expecting mothers experienced the burden paying for the cost of maternity and child care services.

Sri got the idea of a savings program after seeing that many mothers do not have government health insurance, or that they do could not afford to pay insurance premiums. Tabulin helps mothers save up for maternity services. Women can also tap into the savings program for other needs.

The crowd’s favorite was the ‘Contract Midwife’ initiative. The idea was coined by Nonong Muhaemin, a health worker whose village had struggled with high incidences of maternal deaths due to lack of health facilities. The nearest community health center from his Tokolok Village is about 25 kilometers (15.5 miles) away through difficult terrain.

After Nonong’s village revived the health post service (posyandu) and recruited a midwife exclusively for their village, there were no more cases of maternal deaths during childbirth, and the number of high-risk pregnancies and severely underweight babies/toddlers have also significantly decreased.

Initially the midwife’s salary was paid through the Generasi program, but after seeing the benefits, they now use their own village fund.

Meanwhile, in Mekarsari Village in Suela District, Lombok Timur Regency, an elementary school principal, Sabirin, came up with the idea of a ‘school without walls’.

His village did not have a junior high school. With the nearest being 10 kilometers (6 miles) away, many families could not afford the transportation cost to send their kids to school. Without the prospect of secondary education, many children got married after graduating from elementary school, but got divorced soon afterwards – financial and job insecurity being the main reasons.

Sabirin asked the children if they would continue their education if there was a junior high school in the village and he was met with enthusiasm. Subsequently, SMPN Satu Atap (One Roof Junior High School) opened in 2012, a simple thatched-roof hut built through a collective donation from the community, and with support from Generasi.

Providing free tuition to all students, the new school’s impact on the incidence of child marriage is significant. In 2016, no children has gotten married after graduating from elementary school, compared to 10-12 child marriages in previous years. The school is currently still funded by local community.

Back to the toilet bowl stalls. For the record, it was not there to offer new technology on toilets, rather an invitation for financial institutions to fund credit schemes to own toilet bowls in Indonesia, where about 32% of the total population still practice open defecation.

I’d say that’s a neat idea.

In 2015 and 2016, in the village of Rempek, North Lombok, to ensure the availability of clean water for the community’s daily activities, the village government allocated village funds to maintain and replace water pipes managed by the Village Municipal Water Corporation. The pipes had been installed in the late 1980s to provide coverage to 16 hamlets in a mountainous area covering a total of 38,000 km². Before the installation of the pipes, community members had to walk up to 1.5 km from their homes to the nearest reservoir to collect water.

Water is now available to community members in their own houses. The village government helps the residents manage water usage by installing a meter faucet in each house. Residents are charged a flat fee of Rp 800–1,000 per m³, which is waived for public facilities such as mosques or schools. The village government also provides water to households free of charge in special circumstances, such as when a household is conducting a wedding ceremony or funeral.
In the village of Pejanggik, in Central Lombok, the village government has used village funds to provide vitamins and regular twice-yearly medical checkups for older members of the community who are not covered by Indonesia’s health insurance program for the poor and near-poor. Last year, 1,200 elderly people joined the program, of whom only around 300 were covered by the national insurance program.

(Foto: Fauzan Ijazah)
In the village of Loloan, in North Lombok, the village government has allocated Rp 6 million in village funds to provide thread to 10 weavers in the community to increase their working capital. Early this year, the village government provided additional funds to facilitate the purchase of weaving equipment and to pay a senior weaver from the community to conduct training.

(Photo: Fauzan Ijazah)