

2013

IMPLEMENTATION COMPLETION REPORT

INDONESIA MANAGING HIGHER
EDUCATION FOR RELEVANCE AND
EFFICIENCY (I-MHERE) PROJECT

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DIRECTORATE GENERAL OF HIGHER EDUCATION
MINISTRY OF EDUCATION AND CULTURE



Table of Contents

Table of Contents	2
Chapter I Project Background and Description	4
A. <i>Background.....</i>	4
B. <i>Project Development Objectives.....</i>	5
C. <i>Project Component.....</i>	5
D. <i>Project Scope and Financing.....</i>	7
E. <i>Overall Performance Indicators of the Project.....</i>	8
Chapter II Project Implementation.....	10
A. <i>Project Management</i>	<i>10</i>
A.1. <i>Organization.....</i>	<i>10</i>
A.2. <i>Implementation arrangement.....</i>	<i>11</i>
B. <i>Program Implementation</i>	<i>16</i>
B.1. <i>Component A: Higher Education System and Oversight</i>	<i>16</i>
a) <i>Higher Education System Reform and Oversight.....</i>	<i>16</i>
b) <i>Supporting a Transition in The Quality Assurance System to Emphasize Institutional Accreditation and Licensing of Professional Fields</i>	<i>18</i>
c) <i>Development and adoption of a comprehensive revitalization plan for the Open University of Indonesia (UT)</i>	<i>20</i>
B.2. <i>Component B : Grants to Improve Academic Quality and Institutional Performance</i>	<i>21</i>
a) <i>Sub-component B.1: Competitive grants to public and private HEIs</i>	<i>21</i>
b) <i>Sub-component B.2a: Competitive grants for strengthening institutional management in non-autonomous public HEIs.....</i>	<i>24</i>
c) <i>Sub-Component B.2b</i>	<i>27</i>
d) <i>Sub-Component B.2c</i>	<i>28</i>
B.3. <i>Financial achievement</i>	<i>30</i>
B.4. <i>Implementation Schedule of the Project</i>	<i>31</i>
Chapter III Project Output and Outcomes	33
A. <i>Component A : Higher Education System and Oversight</i>	<i>33</i>
A.1. <i>Higher Education System Reform and Oversight</i>	<i>33</i>
A.2. <i>Supporting a Transition in The Quality Assurance System to Emphasize Institutional Accreditation and Licensing of Professional Fields.....</i>	<i>35</i>
A.3. <i>Development and adoption of a comprehensive revitalization plan for the Open University of Indonesia (UT)</i>	<i>37</i>
B. <i>Overall Project Output Component B Grants to Improve Academic Quality and Institutional Performance.....</i>	<i>38</i>
B.1. <i>Sub-Component B.1 : Competitive Grants to Public and Private HEIs.....</i>	<i>38</i>
B.2. <i>Sub-Component B.2a : Strengthening Institutional Management Capacity in Non Autonomous Public HEIs.....</i>	<i>46</i>
B.3. <i>Sub-Component B.2b : Strengthening Institutional Management at Autonomous University</i>	<i>50</i>
B.4. <i>Sub-Component B.2c : Performance Based Contract</i>	<i>50</i>
C. <i>Project Outcomes</i>	<i>51</i>
C.1. <i>Component A : Higher Education System and Oversight</i>	<i>51</i>
C.2. <i>Component B : Grants to Improve Academic Quality and Institutional Performance</i>	<i>54</i>

Chapter IV	Lessons learned and Recommendation.....	59
A.	<i>Lessons learned</i>	59
A.1.	<i>Central level</i>	59
A.2.	<i>Institutional level</i>	61
B.	<i>Recommendations</i>	63
Appendices.....		65
1.	<i>APPENDIX 1</i>	65
2.	<i>APPENDIX 2</i>	67
3.	<i>APPENDIX 3</i>	70

Chapter I Project Background and Description

A. Background

The government of Indonesia, represented by the DGHE, has a responsibility to put in place an enabling framework and infrastructure to encourage higher education institutions to be more innovative and responsive to the needs of improving the nation's competitiveness. It should also nourish and promote community and local government participation in developing institutions in synergistic manner. It is realized, however, that the higher education system as well as the individual institution are not adequately prepared to play this role and meet such high demands.

Decentralizing authority and providing more autonomy to institutions is considered to be the best suited approach in managing such a highly complex higher education system. Bundled with decentralization and autonomy, the role of the central government represented by the DGHE, should also shift from regulating into more empowering, enabling and facilitating. However, it could still intervene through resource allocation and other means within the context of the national higher education system. By shifting the role, responsibility and accountability will also be shifted to institutions. Providing autonomy and demanding accountability, however, needs a comprehensive and consistent policy. Each relevant aspect has to be adjusted following the policy shift, i.e. funding policy, personnel policy, governance, and quality assurance system.

The DGHE's role is particularly critical in preparing a coherent infrastructure to impose implementation of the new policy. For example, institutional framework and legal infrastructures are two essential aspects to be prepared, in addition to expansion of the implementation of the new paradigm concept. The improved legal infrastructure is supposed to include Higher Education Law, necessary Government Regulations, Ministerial decree, etc., whereas institutional framework should include adjustment of the current structure (including the legal status) and responsibility of DGHE, Board of Higher Education (BHE), National Accreditation Board (BAN), as well as university.

Recognizing the important of higher education in developing the nation's competitiveness and cognizant of the fact that the system is currently facing various shortcomings and weaknesses, the DGHE has developed a project called "Indonesia: Managing Higher Education for Relevance and Efficiency (I-MHERE)". The project is supported by the World Bank.

The project addresses three major issues namely: the implementation of good governance at the central as well as institution levels, promoting quality of programs that are relevant to national and local needs, and providing equitable access to under privileged group but academically potentials. Upon the completion of this project, it is expected that improvement will be made in : improvement in organizational health, especially the capacity of DGHE to manage and develop higher education sector, improvement in capacity to implement autonomy or the improvement of the overall management quality amongst the recipients institutions, and enhancing capacity to contribute to the nation's competitiveness, it is

expected that HEIs are more responsive to local, national, as well as global needs, and access to higher education for under privileged.

B. Project Development Objectives

The development objective of I-MHERE Project is “*To create an enabling environment for the evolution of autonomous and accountable public higher education institutions, and to develop effective support mechanisms for the improvement of the quality, relevance, efficiency, and equity of higher education*”.

C. Project Component

There were two project components of I-MHERE Project as follows :

Component A – Higher Education System Reform and Oversight

This component supported the government in implementing the Higher Education Long Term Strategy (HELTS) by refining the legal framework for higher education, strengthening the management and administration of the DGHE, assisting the BAN-PT to develop an institutional accreditation program, and developing a strategy to revitalize the Open University, Indonesia’s largest institution of continuing education.

- a. *Sub-component A.1 – Modernization of higher education sector oversight and management.* This sub-component address all key capacity constraints in the oversight and management of the higher education system. To make the move toward institutional autonomy more effective, several changes must be made and management must be strengthened through: developing a revised legal framework for higher education governance, financial management, and personnel management; improving financial management both within the DGHE and within public HEIs; expanding the data collection capacity of the NISHE, and developing a strategy for scaling up reforms based on evidence of their effectiveness, with particular attention given to financing innovations.
- b. *Sub-component A.2 - Supporting a transition in the quality assurance system to emphasize institutional accreditation and licensing of professional fields.* This sub-component seeks to strengthen the existing quality assurance system in higher education and help it to make an important transition from emphasizing the accreditation of study programs to emphasizing the accreditation of overall institutions and professional disciplines (accounting, engineering, and medicine). An important part of this was the integration of professional licensing with the BAN-PT accreditation system. This sub-component also seeks to increase the ownership of the quality assurance system through stakeholder participation and further strengthen transparency and accountability in accreditation.
- c. *Sub-component A.3 - Development and adoption of a comprehensive revitalization plan for the Open University of Indonesia.* The revitalization of UT is expected to establish a more demand driven university and to increase the access to higher education for remote and under privilege member of the society. UT is also expected to specialize in ICT based

university management and academic delivery. UT's academic content is projected to be developed through synergy and intensive collaboration with developed universities in Indonesia which posse rich academic content.

Component B – Grants to improve academic quality and institutional performance

This grant was to support the DGHE strategy to develop the necessary capacity in public and private universities in promoting quality & relevance, social responsibility and good university governance, while at the same time increase accountability for their activities and promote initiatives of national importance that support both social and programmatic goals.

a. Sub-Component B.1 - Competitive grants to public and private HEIs

The sub-component B.1 was designed to provide grants to the selected HEIs (based on tier competition) to improve the quality, efficiency as well as social responsibility of their institutions. Both public and private HEIs were eligible to this grant.

The objective of this grant are to strengthen study programs, to improve higher education access and equity and to improve capacity building in finance and procurement management.

b. Sub-Component B.2 – Grants for promoting good governance in public HEIs and initiation of Performance-Based Contracts at autonomous HEIs :

DGHE seeks to develop a system of autonomous public HEIs with good governance practices and organizational cultures that focus on education quality, institutional efficiency, and active efforts to increase the participation of disadvantaged students. The transformation has been mandated by the National Education System Law no 20/2003. Thus a systematic program to prepare the non-autonomous institutions to become autonomous is one of the programs of IMHERE Project. Some of models of developing autonomous higher education institutions are as follows :

- a) Sub-component B.2a : Competitive grants for strengthening institutional management in non-autonomous public HEIs

This grant window is provided to non-autonomous public higher education institutions and aims towards achieving the objectives i.e. : increased capacity for institutional leadership, evidence-based decision making and long-term strategic planning, design and implementation of institutional and integrated database and management information systems (MIS) based on common definition that allow institution leaders to monitor and evaluate progress toward contract goals, development of transparent financial management, auditing and that ensure that public funds are expend properly and efficiently, procurement systems and procedures, including asset management, and development of human resource management system for the training, management and utilization of the academic and supporting staff.

- b) Sub-component B.2b : Proposal-based grants for strengthening institutional management at autonomous public HEIs

These grant window is provided for the autonomous public HEIs (UI, UGM, ITB, IPB, USU, UPI and UNAIR) and is awarded on the basis of a proposal review conducted by the BHE with the participation of external peer reviewers. Each HEI implementing a three-year management capacity grant underwent an annual technical and financial audit to assess how much capacity it has built. Those HEIs that build sufficient management capacity was deemed eligible to begin participating in the performance-based financing system (sub-component B.2c). Management capacity grants is help autonomous HEIs to make progress toward making their autonomy truly effective by supporting the development of : Management information systems and IT infrastructure; Financial management systems; Procurement systems; Human resources management; Non-tuition revenue generation related to academic activities.

c) Sub-component B.2c : Performance-Based Contract (PBC) grants for autonomous public HEIs

The sub-component B.2c is the continuation of the sub-component B.2b which helps the universities under the BHMN status to escalate their management quality ready to embark on a fully fledge autonomous operation. This sub-component is therefore launched at the later stage, where the successful implementation of the sub-component B.2b is set as its prerequisite. This grant window provides a performance based contract for such institution in achieving the following objectives.

- Good governance: The commitment to continuously operate as BHMN should be demonstrated by applying and implementing various concepts of good governance, including establishing the necessary legal infrastructure and its institutional framework.
- Quality and Relevance: An autonomous institution should serve the community by carrying out activities that are in line with the government strategy, providing quality services benefiting the community, producing quality graduates relevant to the needs, and conducting quality research to solve problems faced by the community. The institution should also demonstrate its ability to generate revenue from non teaching academic activities.
- Efficiency: As an institution supported by public fund, through the government and student tuition, BHMN needs to be efficient in all of its operation.
- Social responsibility: As an elite institution selected to become BHMN, an autonomous institution shall commit itself to social responsibility, by developing and implementing preferential strategies to benefit the disadvantaged population group. The commitment to social responsibility should also be demonstrated by allocating a portion of the self-generated revenue to support this program in which the funding come from outside of DGHE.

D. Project Scope and Financing

Total project cost for five years implementation are USD 114,537,000 comprises of IDA in amount of USD 30,000,000,- , IBRD in amount of USD 50,000,000,- and GOI in amount of USD 34,537,000,-. This funding is to support the implementation of component A, B, C (project management) and financial charge of project with amount of USD 8,111,000,-,USD

97,877,000,- USD 4,107,000,- respectively. The proportion of GOI funding for component A is higher than that of LOAN i.e. 85.25 %. Funding come from LOAN portion of component A is mainly for procuring Technical Assistance and overseas degree training for staff open university. Funding for component B comprised of IDA, IBRD and GOI with proportion of GOI 19.85 % which comprises of government support and higher education institution support. The proportion of HEIs support is 8% of their contract as counterpart funding and it has also to be provided after project finish as part of institutional commitment in term of sustainability of the project. Part of the counterpart funding in amount of 5 % has to be used for project management such including evaluation and monitoring. The funding of project management has to be allocated since the project design is integrated with existing organization or management. Detailed initial LOAN budget as described in LOAN Agreement including physical and price contingencies is presented in Table 1.D-1.

Table 1.D-1 Project Costs by Sources (in US\$,000)

Component/Activity	Cost by Sources (US \$,000)			Total
	IDA	IBRD	GOI	
1. Higher education system reform and oversight				
a. Higher education institutional modernization	442	731	3,250	4,424
b. Supporting the transition of the quality assurance system toward emphasizing institutional accreditation and licensing of professional fields	48	79	357	483
c. Developing and adopting a comprehensive revitalization plan for the Open University of Indonesia	-		3,904	3,904
Sub-total Component 1	490	810	7,511	8,811
2. Grants for responsive and efficient allocation of resources				
a. Competitive grants to public and private HEIs	20,655	34,480	13,206	68,340
b. Grants for promoting good governance in public HEIs and initiation of performance-based contracts at autonomous HEIs	8,855	14,461	6,221	29,537
Sub-total Component 2	29,510	48,940	19,427	97,877
3. Project Management Costs				
Sub-total Component 3	-	-	3,742	3,742
Total Project Based Costs	30,000	49,750	30,680	110,430
Financial charges during implementation	-	250	3,857	4,107
Total Project Cost	30,000	50,000	34,537	114,537

E. Overall Performance Indicators of the Project

To measure the performance of the project or the achievement of development objective are set:

- a. *The draft law on education institutions (BHP) is passed by 2010, thereby putting in place the foundation for a coherent legal structure and an overarching regulatory framework to support the effectiveness of institutional autonomy.*
- b. *The National Information System for Higher Education develops the capability to conduct and report on regular graduate tracer studies by 2010, thereby signaling significant improvements in the NISHE's capacity to collect, analyze, and disseminate system-wide data.*
- c. *Institutional accreditation is awarded to 5 percent of all HEIs (public and private) by 2010, thereby signaling the development and application of new standards and procedures for institutional accreditation by the BAN-PT.*

- d. *By 2010, unqualified opinion awarded by external auditors on financial audit to five public HEIs, thereby signaling that public HEIs are strengthening the management capability needed to exercise autonomy effectively.*
- e. *A comprehensive process evaluation of line-item financing, competitive grants, and performance-based contracting is completed by 2010, thereby permitting the government to make policy based on solid evidence about public financing mechanisms for higher education.*

In line with the design of the project implementation in which the implantation of the project have to be integrated with the existing organization or management, there are some performance indicators which reflected the development of institution capacity (capacity building), especially for grantees sub-component B.1 and B.2a as follows:

- a. Ninety Percent (90%) of Procurement carried out by participating institutions is awarded within the bid validity period
- b. Fifty percent (50%) of procurement staff of participating institutions are certified in accordance with national certification policy in existence in 2010
- c. All participating institutions publish all records of contracted unit rates for goods and major construction materials for contracts above \$50.000 or equivalent

Chapter II Project Implementation

A. Project Management

At the broader spectrum, the objective of I-MHERE project addressed the needs for the implementation of good governance at the central as well as institution levels, and to secure the achievement of project objectives. Institutional arrangement for the project implementation is designed in such a way that management capacity building at institution level is developed throughout the project implementation. Therefore, all implementing unit of HEIs were mandated to develop clear measures and strategies to institutionalize good practices resulted from the implementation of this project.

A.1. Organization

The overall organization of the project is structured into two levels. At the central level DGHE established an implementing unit called DGHE-IU. This unit is responsible for the overall execution of the project, and in particular overseeing and executing some of the programs from project component-A. In practice, DGHE-IU also functioned as coordinator and liaison between grantees and DGHE and the Bank. At HEI level, an organization called HEI-IU was set up to manage and assist the grantees during the implementation of the program in each university.

The overall implementation of I-MHERE project was under the supervision of the Director General of Higher Education, which is assisted by the Board of Higher Education (BHE) in monitoring and evaluating project implementation, setting up the mechanism and selection criteria for competitive grants, as well as conducting selection processes and carrying out the necessary studies in the project.

The main structure of DGHE-IU organization consists of a director assisted by program secretary, treasurer, procurement, and monitoring & evaluation sections. In addition, a Steering Committee comprises representatives from the DGHE, BHE, MoF, and Bappenas, was also set up to provide guidance to the DGHE-IU in terms of strategic direction of the project implementation. To assist and guide the implementation process DGHE-IU was also supported by individual experts under auspices of BHE. However, the actual implementation of the day-to-day project administration was more complex than previously anticipated, following the changing in regulations, structure, and mechanism within DGHE and MOEC. Due to changes in policy and mechanism within DGHE, during the project implementation, the units under which DGHE-IU was operating had undergone several changes.

At the grantee level, Higher Education Institution Implementing Unit (HEI-IU) was established for the execution and administration of the grants of component-B of the projects. HEI-IU was established by and responsible to the head of HEI (rectors/directors). The general structure of HEI-IU consisted of an executive director, who was acting on behalf of rector/vice rector, and supported by a program secretary, and each coordinator for financial, procurement, and monitoring & evaluation sections, as well as necessary supporting administrative staffs. At

operational level, depending on the number and variation of the programs, HEI-IU was supported with PICs who were responsible for the core and day-to-day implementation of the programs.

A.2. Implementation arrangement

The Directorate General of Higher Education (DGHE) within the Ministry of Education and Culture (MOEC) has the responsibility for overseeing the overall implementation of the IMHERE project. The DGHE is supported by the Board of Higher Education (BHE) together with the DGHE-IU in conducting the selection process, monitoring and evaluating the progress of the project achievement. The DGHE-IU established by the DGHE responsible for carrying out procurement process and financial administration activities at the central level, as well as coordinating, monitoring and supervising procurement and disbursement at the individual grantee level. The DGHE-IU was responsible not only for implementing the project, but also for providing necessary trainings to grantees (higher education institutions), monitoring and evaluating procurement processes, as well as for providing technical assistance to the grantees.

To guide the successful implementation of the project; the operation policy and mechanism for both DGHE-IU and HEI-IU were put in place in accordance to the IMHERE's Operation Procedure Manual. Additional detailed operational guidelines and conditions were also set up during the implementation of the programs, e.g., term of references and guidelines for proposal development, etc.

In order to strengthen the management capacity of HEI, it is determined that all grantees of Component B have to develop and implement a capacity building program. Although was not considered as the main target for improvement in HEI's management capacity, grantees of sub-component B.1 were also asked to develop and implement capacity building program, as part of requirement for receiving grants. The capacity programs proposed are mainly in the aspect of financial and procurement as an important aspect for the successful implementation of project.

As implicitly stated in the project objectives, it is expected that each grantees (HEIs) would have to develop a systematic program that would gradually integrate the project management processes and procedures into the institution's existing operating mechanism and is expected to be fully integrated at the end of the project period. Therefore, HEI-IUs were not expected to create an ad hoc unit but should have to abide the existing system, regulation and mechanism concerning project execution, particularly in financing and procurement aspect, as well as monitoring and evaluation. As part of effort to enhance HEI's management capacity and improve effectiveness and efficiency of project implementation, personnel at administrative level (i.e., financial, procurement and MONEV sections) were administered by personnel from the existing relevant units at HEI.

With regard to capacity building, the overall project management performance of the HEI-IUs can only be rated acceptable, although for most grantees, in particular those of the sub-component-B.1, have been consistently facing various constraints in keeping their programs aligned with the agreed plans. Such constraints resulted in the

inability of HEI-IU to execute the program in timely manner and within the approved budget. Not only they were unable to perform some activities/programs as proposed, delayed in procurement process as well as problems in managing budget and project cash flow remained regular finding across grantees.

The unsuccessful of capacity building program is mainly caused by:

- Lack of funding and commitment from HEI. Since this program was not supported by I-MHERE project, grantees must find their own resources to finance the program.
- Lack of capacity and commitment of the staffs, which was the results of appointing full-time academic staff to carry full-time job as project administrator. This condition was even worsen by the fact those personnel were inadequately rewarded for their effort and responsibility.
- There was almost no apparent program for integrating the I-MHERE project administration mechanism into the existing HEI units.
- Lack of commitment and inadequate response from the existing functional management units (financial and procurement) to share and integrate I-MHERE project burden into their already heavy daily workloads.
- For public university, incompatibility of the World Bank procurement and fund disbursement procedure added to the already cumbersome bureaucratic administration process. As the result, I-MHERE programs were often placed as the last priority in HEI management plans.

Although is not as bad as those of sub-component B.1 grantees, grantees from sub-component B.2a, and B.2b also suffered similar hindrances. Being a public entity, the university could not escape from the lengthy and burdensome formal bureaucratic process. Even for grantees from sub-component B.2b and B.2c (BHMN universities), which would have more freedom and flexibility as being autonomous universities, they were remained held back by these conditions.

Coordinating Mechanisms

The DGHE-IU played the important role in coordinating the overall project implementation. DGHE-IU conducted regular coordinating meeting which involved representatives from HEI-IUs, BHE and DGHE. At least twice a year DGHE-IU held coordinating meeting with grantees of component-B. The first meetings were held to prepare the plan and budget for yearly program for each grantee, while toward the end of yearly implementation program DGHE-IU organized other coordinating meetings to evaluate the achievement and implementation performance of each HEI-IU (annual monitoring and evaluation), as well as to share experiences and good practices. In those meeting, DGHE-IU was assisted by group of reviewers assigned by BHE to facilitate the clarification of HEI-IUs proposed plan. During annual monitoring and evaluation, HEI-UI proposed program and negotiate with the reviewers, including possible reallocation of budget amongst cost component.

As previously stated, in order to enhance HEI-UI's project management capacity, DGHE-IU also coordinated and facilitated grantees with regular trainings and workshops for financial and procurement issues, especially those related with the Bank policy and regulations.

In addition, DGHE-IU also carried out meeting with Ministry of Finance and Bappenas to discuss coordination budget channeling to block grant mechanism.

Finance Arrangements

One of the objective of the I-MHERE Project was to improve budget mechanism or budget channeling from DGHE-IU to HEI. It was designed at the beginning of the project that the budget channeling from DGHE-IU to HEIs will be using block grant mechanism. However, due to the prevailing regulations, the MoF was not fully in agreement with the implementation arrangement and since 2009 the project was not allowed to provide grant to public higher education institutions by using block grant mechanisms. Therefore, the block grant mechanism was implemented only for private universities and BHMN.

According to the MoF, for public institution block grant fund channeling scheme was initially created for social assistance (*bansos*), i.e. due to natural disaster. Previously the *bansos* mechanism was used for implementing the block grant scheme, but the concept was revoked in 2009, and the annual budget allocation was then incorporated into the DIPA system. As a consequence, the implementation became very difficult in the field due the following reasons;

- The recommendation from annual review could not be implemented, since the budget allocation was already decided in September.
- There is no flexibility of budget implementation. Budget allocation was line itemized and reallocation needs two months to finalized
- There is no incentive for grantees who has efficiency budget due to the efficiency of the budget at the end of the fiscal year shall be returned to government (Kas Negara).

Further, as stated in the design of this project, all financial arrangement of this project should be implemented into and aligned with the HEIs' existing financial policy and mechanism concerning budgeting, disbursement and control of financial matters. This means that HEI-IU cannot have a separated mechanism and must follow HEI's regulations and procedures. Under this concept, the unit responsible for financial arrangement is the HEI's existing financial management unit, which is under the authority of vice rector for financial (and administrative) affairs, whereby HEI's treasury acted as representative of project interest.

Funding mechanism for grantees from public university differed than those of private university. For public universities, budget for next year programs were worked out during clarification process with the reviewers at yearly coordinating meeting organized by DGHE-IU, and the approved budget will then be incorporated into the overall university's next year budget (DIPA). Accordingly, the disbursement of funding at the university would follow DIPA mechanism.

A slightly different funding mechanism applied for private universities. Upon the approval of the budget, using FMR, HEI-UI would propose funding disbursement in two phases. The first term was proposed to cover all expenses for the first six months, whereas the second phase was for the remaining six months budget. The proposed budget would then be incorporated into DGHE-IU budget, which was subsequently

transferred into university account in the form of block grant mechanism. The remains budget as result of the efficiency of the budget is able to be used to funding the programs in the following year.

As an accountability of financial management of the project, every year BPKP conduct an audit which appointed by government and world bank. The result of the audit will be reported to government and world bank.

Procurement Arrangements

The procurement process followed the World Bank Guidelines procedures. To ensure that HEI-IUs complied with procedure, DGHE-IU provided necessary guidance, supervision, advice and monitor to each grantee. DGHE-IU also processed any procurement documents submitted by HEI-IU before submitting them to the Bank. This was to speed up the process and to avoid any mis-procurement or irregularity of the process. The DGHE-IU supervised and monitored procurement progress at HEI-IU periodically.

Similar to financial arrangement, all procurement arrangement of this project should be executed in accordance to the existing regulation and system of the HEIs. The policy and procedure for procuring goods and services in this I-MHERE project must be performed by HEI's unit that responsible for the procurement of the HEI. This included the assignment of members of selection committee by rector's decree.

To enhance the capacity of human resources, especially for those related with the World Bank procurement procedure, the project provided assistance for training and workshop leading toward the achievement of national procurement certifications (Bappenas L2 and L4 certificates).

Monitoring and Evaluation

Project monitoring and evaluation are essential to effectively and efficiently implement the I-MHERE project. The project monitoring and evaluation was mainly to assure that funds are properly and effectively spent, the projects are carried out according to plan and schedule, the programs were implemented and goals were achieved, and the transparency and accountability of project implementation.

The monitoring and evaluation was carried out at three levels. At the first level, the Monev section of HEI-IU was responsible for the planning and execution of monitoring and evaluation of project implementation. Secondly, at DGHE-IU, coordinator of Monev section was responsible for carrying out the process planning, preparation and execution of monitoring and evaluation of all grantees' program. The process of monitoring and evaluation of DGHE-IU was carried out by group reviewers under the coordination and assistance of BHE.

The third level of monitoring and evaluation was conducted together between DGHE-IU and the Bank. During the World Bank mission, mid-year and annual monitoring and evaluations were conducted in the form of post-audit mechanism. Upon the completion of the mission, the Bank provided conclusion and recommendation to the DGHE in the form of aide memoire.

To warrant fair and accountable evaluation of the grantees' performances, a set of performance indicators relevant to objectives of each sub component has been established as to measure outcome, output, and effectiveness of resource utilization.

At some HEIs the functioning of MonEv section was implemented in coordination with the HEI's existing internal monitoring and evaluation unit or internal quality assurance units. HEI-IU's MonEv section acted as DGHE-IU's Monev counterpart. This section was mainly responsible for the execution of (academic) development program, whereas the financial and procurement processes were overseen by the DGHE-UI's financial and procurement sections. Evaluation and monitoring at HEI level were conducted both internally by the project implementation unit (HEI-IU) as well as involving external reviewers; each with distinct purposes. The internal monitoring and evaluation aimed at maintaining project objectives from the higher education institution point of view while the external one is aimed at ensuring proper project implementation according to plan and overall project objectives. As part of the HEI management capacity enhancement process, project monitoring and evaluation was implemented within the HEI's project management, especially to those related to budget execution and control, accounting and reporting system, and internal and external auditing.

At the higher level, monitoring and evaluation were conducted at least twice a year by DGHE-IU; mid-year monitoring and end-of year evaluation. To assure the quality of evaluation, the process of monitoring and evaluation programs involved group reviewers under the coordination and assistance of BHE. The reviewers for sub-component-B.1 consisted of those with expertise in higher education program and management system. In addition, reviewers for component B.2a, B.2b and B.2c also shared strong background and expertise in higher education management and financing system.

Monitoring and evaluation program at DGHE-IU level consists of: developing TOR and guideline for grant selection, development of PIP, administering and coordinating the grant selection process, mid-year, annual and final/completion monitoring and evaluation. The Monitoring process did not produce any decision, and the objective was to provide an opportunity to share experiences between grantees; made necessary adjustment of the plan, allowable by the contract; found a solution for common problems; and provided short run feedback to the DGHE-IU.

The primary objective of annual evaluation was to recommend the necessary measures to be taken before entering the next contract year, particularly for project component-B. The annual evaluations were important, where they produced a concrete recommendation affecting the subsequent year contract. The result of an annual evaluation should be one of the following 4 recommendations:

- Proceed with the submission of the next year PIP by accommodating the reviewers' comments, and contract signing according to the planned schedule;
- Postpone or delay the continuation of the contract until a certain condition is met;
- Cancel part of the activities planned to be carried out in the next subsequent year;
or
- Cancel the entire grant, and cancel the next subsequent contracts.

In developing the recommendation, the result from the monitoring and evaluation process was fully taken into account. Recommendations from reviewers went to DGHE-IU, and are subsequently informed to the Bank to get approval for appropriate actions.

However, for grantees from public HEIs, the recommendation for PIP and accompanying budget can only be effective if the budget allocation was in the form of block grant. Until 2009, the funding mechanism was in the form of block grant, and afterward was changed into DIPA system. Under DIPA budget system, the approved I-MHERE budget would just simply become a formal commitment of the HEIs, whereas the actual disbursement into I-MHERE program should not necessarily be as planned.

As for project component-A, the monitoring and evaluation of the program implementation was directly administered by DGHE-IU and the Bank mission, with the assistance of experts provided by BHE, which evaluated the program output and made necessary recommendation to DGHE-IU.

It is also important to note that during the course of the project, the director of DGHE-IU has undergone several changes. Such changes would might impede the execution of the project.

B. Program Implementation

B.1. Component A: Higher Education System and Oversight

a) *Higher Education System Reform and Oversight.*

Modernization of higher education sector oversight and management was designed to address key capacity constraints in the oversight and management of the higher education system. More specifically, this component was geared towards developing enabling frameworks to allow the DGHE to cultivate a results-oriented attitude in order to improve the quality and efficiency within each and every single higher education institution.

Efforts to strengthen the legal framework for higher education governance, financial management, and personnel management manifested in the development of law on education legal entity (BHP) status for higher education institutions. A draft BHP Law was submitted to the Parliament for the first time in 2006 and it was approved by the Parliament on December 17, 2008. The President signed the draft into Law 9/2009 on Education Legal Entity in January 2009, well ahead of the expected date of completion envisioned during the Project design stage, which was for the year of 2010. The Law was unfortunately short lived; it was revoked by the Constitutional Court on March 31, 2010.

The revocation of BHP Law carried with it far reaching implication with regard to the Project implementation. Related activities under Component B, particularly the ones designed to strengthen management and governance capacity at the individual higher education institution level (sub-component B.2a and B.2b) had needed revision and

reorientation. Sub-component B.2a, which was designed to focus on the strengthening capacity of university management and governance and to assist individual higher education institution to prepare itself to lay stronger ground for a comprehensive assessment before it could be granted autonomy (BHP) status, perhaps was the most affected one.

Revocation of BHP Law had some implications to the Project implementation of Sub-component B.2.a, which was initially designed to prepare to be granted autonomy (BHP) status. Therefore, the shifting of activities was mainly focus on preparation of higher institution to become BLU.

After the law was revoked, the emphasis of the activity was shifted to support preparatory works for the higher institution to become BLU in which HEIs have financial autonomy. Although it was conceptually simple to switch target and objective of this component, it was not simple in the field implementation and it turned out to have cost the implementation some delay. Some degree of demoralization among the staff involved due to the revocation of the law and the uncertainty it brought with it had pushed the implementation schedule somewhat behind.

The slowing down of the implementation of activities under these components was unavoidable. Although the underlying basic principles good university governance would still relevant to the agenda of improving university's effectiveness regardless of the legal entity status, DGHE and the DGHE-IU were struggling hard to convince the grantees and to bring them back on the tracks. A good deal of restructuring and relabeling of details activities under these two component had to be carried out as part of efforts to bring everyone back to a higher pace of implementation.

The revocation of Law 9/2009 had not stopped DGHE from pursuing improvement of the regulatory environment. Works were undertaken soon following the revocation in 2010, which resulted in the enactment of Law 12/2012 on Higher Education System. This law took the Constitutional Court's ruling overturning Law 9/2009 as lesson learned and build on part of the essential components of Law 9/2009 regarding management and governance and to some extent higher education funding, and ported them into the new law.

Expansion and improvement of the National Information System for Higher Education (NISHE) was intended to support and to build enabling environment for evidence-based policy development. A blueprint for NISHE also known as PDPT (Pangkalan Data Pendidikan Tinggi) was completed in 2008 and by 2010 the PDPT has been operational. Establishment of NISHE (PDPT) was stated in the new higher education law (UU No. 12 Tahun 2012).

As part of the overall building of the needed database, a nation-wide baseline tracer study was conducted in 2010. The study assessed the relevance of the national higher education in terms of its effectiveness to prepare graduates, to equip them with professional expertise, functional flexibility, innovation and knowledge management, and international orientation.

Besides the baseline tracer study, this sub-component also developed standard tracer study instrument and operating procedures to support and facilitate a more sustainable practice of tracer studies implemented by individual HEIs. This activity and its pilot implementation in 59 HEIs had been completed successfully in 2012.

Policy and program development for higher education based on evidence from project monitoring and evaluation was designed to develop principles, models, and practices of performance contracting. A study was commissioned in 2011 to assess implementation feasibility and effectiveness of performance-based contracting. This study lost its relevance when the Ministry of Finance suddenly prohibited the use of block grant mechanism to channel funds to public institutions. For this reason, the results of the study could no longer be implemented, and consequently the specific indicators for this sub-component related to the implementation of a study of the relative merits, benefits and potential efficiencies of line-item, block grant and performance based funding modalities, could not be achieved.

b) Supporting a Transition in The Quality Assurance System to Emphasize Institutional Accreditation and Licensing of Professional Fields

The I-MHERE funding of this sub-component was intended to support the continuation of BAN-PT and DGHE transition effort to restructure the accreditation system, which would not only help to optimize the management load but also to make it in line with the principles of higher education autonomy, which was initially supported by ADB until 2007.

Through this program, project seeks to leverage the progress made in changing the BAN-PT's emphasis and continue the process beyond the life of the ADB's support. Along with the continuation of institution-based accreditation, the other important part of this sub-component is to integrate professional accreditation into BAN-PT accreditation system.

This sub-component also aims at improving the credibility and ownership of quality assurance system through active participation of stakeholders and improvement of transparencies and accountabilities of accreditation processes. The adjustment of accreditation system is direct impact to the overall higher education sector, since BAN-PT accredits both public and expected to give private institutions.

Effort to achieve those objectives was implemented through support to BAN-PT to conducting:

- Augmentation of the existing system and instrument for institution-based higher education accreditation.
- The development of standard system and instrument for professional accreditation in 3 areas of professions.
- Workshop and training for assessor/accreditors, pertinent to the standards being developed.

During the course of the I-MHERE project, institution-based accreditation has been implemented for a brief period of time before it was postponed in 2009 by the MONE,

pending result of evaluation of the implementation of the first two batches institution-based accreditation. At present, with the enactment of Higher Education Law no 12/2012, institution-based accreditation (AIPT – Akreditasi Institusi Perguruan Tinggi) will again be implemented as instrument for quality assessment of HEIs, along with the establishment of independent accreditation boards. Concurrently, with the assistance of I-MHERE project, BANT-PT has started to establish and put into effect the instruments for professional accreditation in three areas of professions, i.e., medical and dentistry professions, pharmacist profession (PSPA), and accounting profession (PPAk), whereas accreditation for engineering profession (PPPI) has yet to be finalized.

Instrument for accreditation of Higher Education Institutions (Akreditasi Institusi Perguruan Tinggi - AIPT) was developed by a team consisted of BAN-PT members, as the responsible institution, resource persons and Technical Assistant employed under I-MHERE funding. Public hearing on the draft was conducted by inviting input from university leaders. Following up the public hearing, the revised instrument was then tested at some universities (PT BHMN, PTN, PTS, and PTA). Some selected reviewers/assessors were also involved in the testing process. After further reviewed by BAN-PT, the final AIPT instrument was then approved by members of BAN-PT, and ready for implementation starting in 2007.

During 2007-2008 assessment periods the number of accredited higher education institutions has reached 87 HEIs in two batches. However, after the second batch, in 2009 the Ministry of Education requested BAN-PT to re-evaluate and improve AIPT instrument. Revision on AIPT instrument was made in 2011, which had taken into consideration the input from stakeholders. The revised instrument has also taken into account the directive stated in Government Decree PP 19/2005, which mandated the accreditation system to correspond with 7 accreditation standards that referred to the 8 National Standards of Education.

Accreditation instrument for Education Program in Accounting Profession (PPAk) was the first accreditation instrument developed by BAN-PT for professional education. In 2007-2008 the instrument was jointly developed by BAN-PT and Indonesian Association of Accountant (Ikatan Akuntan Indonesia – IAI), with some helps from a domestic Technical Assistant.

Accreditation instrument for Study Program in Pharmacist Profession (PSPA) is second professional education accreditation instrument developed by BAN-PT. The development of this instrument was initiated by the professional association APTFI (Asosiasi Pendidikan Tinggi Farmasi Indonesia) and ISFI (Ikatan Sarjana Farmasi Indonesia, now IAI = Ikatan Apoteker Indonesia) pada tahun 2009. In the beginning, the development of this instrument was funded by professional associations and BAN-PT, and later in 2010-2011 continued by I-MHERE project. The process of development includes public hearing and testing at 4 PSPA.

Unlike accounting and pharmacist professions, until today accreditation for engineering profession has yet to be implemented. Through I-MHERE project, BAN-PT has been developing instrument for accreditation of engineering study programs. For that purpose, in 2007-2008, BAN-PT worked jointly with Indonesian Engineer Association (Persatuan Insinyur Indonesia – PII), with the help of a

domestic Technical Assistant, to develop accreditation instrument and system for engineering profession.

Similar to the engineering professions, accreditation for Medical and Dentistry Profession program have yet to be implemented. The accreditation instruments were initiated by the forming of joint committee of BAN-PT and Indonesian Medical Council (Konsil Kedokteran Indonesia – KKI). The accreditation instrument was developed by working group involving representative of stakeholders in relevant associations, such as Indonesian Association of Medical Doctors - Ikatan Dokter Indonesia (IDI), Indonesian Association of Dentist - Persatuan Dokter Gigi Indonesia (PDGI), Indonesian Association of Medical Education Institutions - Asosiasi Insitusi Pendidikan Kedokteran Indonesia (AIPKI) and Indonesian Association of Faculty of Dentistry - Asosiasi Fakultas Kedokteran Gigi Indonesia (AFDOKGI).

c) Development and adoption of a comprehensive revitalization plan for the Open University of Indonesia (UT)

This sub-component has supported studies and technical assistance activities to examine the various options for revitalization of the Open University system. It has also included broad stakeholder consultations to generate a consensus between the stakeholders and the DGHE on the direction and mandate of the institution.

The program was started in 2006 with a review of UT's Initial Strategic Plan 2005-2010 through benchmarking activities in several developed open universities in the region and intensive focus group discussions in different strategic provinces throughout the country. The review has involved domestic and overseas experts in the area of higher education management and distance education as well as related key stakeholders.

At the end of the review in 2007, it was concluded that the initial vision, mission, and strategic plan of UT were still relevant. The review has identified three strategic issues to be addressed i.e. strengthening of UT's 21st century curriculum, intensive utilization of ICT in ODL, and transformation of UT organization towards a legal entity. It has also proposed six programs to be developed, i.e. (i) UT Organization Transformation towards a Legal Entity, (ii) Curriculum Development, (iii) Human Resources Development, (iv) Working Facilities Development, (v) ICT system development, and (vi) Branding and promotion.

Further evaluation and direction of the succeeding DGHE management expecting UT to also focus on nation's interest to improve the quality of teacher education have led to a readjustment of the proposal in July 2008 with six proposed core programs i.e. (i) Improvement of Teacher Education Programs and Curricula, (ii) Improvement of ICT-based Learning Materials, (iii) Improvement of ICT-based Student Support Services, (iv) Improvement of ICT-based Student Evaluation System, (v) Improvement of ICT-based Academic Administration Capacity, and (vi) Improvement of ICT-based Internal Management Capacity.

The six core programs were started in 2008. Activities on the first year were focused on preparations which included, among others, brainstorming activities, working group discussion, survey to collect data through questionnaire and interview, and basic concept development such as ICT governance and management and integrated

data base management system, as well as sending 4 UT staff members abroad for Overseas Degree Program (ODP).

Some constraints have been experienced in implementing the programs, such as delay of program finalization, approval of procurement (NOL), and disbursement. Following series of discussions, an agreement between UT and I-MHERE Project was reached in 2009 to continue the six core programs mostly with UT’s DIPA funding, while I-MHERE Project provides support in the form of Overseas Degree Programs (ODP) and Overseas Non-Degree Training (ONDT).

B.2. Component B : Grants to Improve Academic Quality and Institutional Performance

As described earlier, this component constitutes four grant windows namely B.1, B.2a, B.2b and B.2c. While sub-component B.1 and B.2c grants are geared towards improvement of academic quality, sub-component B.2a and B.2b are more on institutional management aspects. The sub-component B.1 and B.2a were allocated as competitive grants where some forms of tiered competition are implemented. Unlike sub-component B.1 and B.2a, the B.2b and B.2c were implemented using the so-called proposal-based allocation scheme, which means that all proposals with acceptable level of quality is awarded the grants.

Before describing further each of the grant window, special note should be given to the awarding process of the grants. As stated above, the sub-component B.1 and B.2a grants were allocated based on tiered competition. It was later on recognized that the tier system was not carefully designed. Rather than a proper tier, institutions are divided into groups based on mandate or mission differentiation. The actual grouping is depicted in Table 2.B-1.

Table 2.B-1: Grouping/Tier System for Competitive Grnta B.1 and B.2a

Sub-Component B.1		Sub-Component B.2a	
Groups/Tier	#HEIs in the group	Groups/Tier	#HEIs in the group
• Public Polytechnics	26	• Public Polytechnics	26
• Public Arts Institutes	5	• Public Arts Institutes	5
• HEIs offering teacher training (public and private)	>100	• Newly established or less developed public universities	8
• Other public HEIs	43	• Other public HEIs	34

It is obviously apparent from the above table that the number of institutions for each group is significantly different, so that the level of competitiveness varied in great deal between groups. In addition, within the group, the developmental stages of members institutions still varied quite significantly.

a) Sub-component B.1: Competitive grants to public and private HEIs

This grant window can be considered as part of the DGHE’s funding strategies that is to gradually increase the portion of block funding allocation. It was planned that the eventual target for block funding allocation is around 30% of the total DGHE’s annual budget. The allocation of block funding is mostly implemented as competitive funding scheme. By the time this grant was introduced, the DGHE was implementing also a quite similar funding scheme called PHKI which was fully financed by the GoI.

Initially the grant was to be awarded in three rounds of competition, but due to the remaining project funds were still significant after the third round completed, the fourth round was open. The first round of competition was started before the project was officially effective, but was only able to award two grants.

This grant window is open to all public higher education institutions except those under the BHMN status and the private higher education institutions offering degrees in teacher training programs. The proposing institutions are requested to select two to three study programs as the main beneficiaries for the funding intervention to be improved its quality and relevance. By and large, this grant window has attracted reasonably good response as reflected by high number of proposals submitted to the project (Tabel 2.B-2).

Table 2.B-2 : Selection Proposal of Sub Component B.1

Selection	Number of initial proposal	Submission of proposal	Number of full proposal	Submission of proposal	SITE VISIT	Selected grantees	Period of Grants
Batch I	67	30 July 2005	14	07 October 2005	5	2	4 years
Batch II	74	28 April 2006	34	28 July 2006	20	11	4 years
Batch III		52		09 January 2007	19	12	3.5 years
Batch IV		58		10 October 2008	21	13	3 years

The selection process for the first two batches used two proposal stages, i.e. initial and full proposals. Due to time limitation and decreased number of eligible institutions, the last two batches used only one stage proposal where proposing institution directly entered the full proposal submission.

One of the major issues encountered during the proposal selection proces was that the proposed study programs were not amongst the best and most competitive programs within the proposing institution. The best and most competitive programs were mostly already receiving other funding programs, while the eligibility criteria stipulated that study programs currently under funding support were not eligible for inclusion in this grant support. Furthermore, teacher training programs in private institutions are usually not amongst the best and the most competitive study programs.

The way an institution selected the proposed study programs was interestingly varied in a great deal. Some institutions simply replicate the competitive scheme internally and rely on the internal committee to select study programs to be proposed for this grant. Other institutions used the discretion of the institution leadership to appoint the programs based on some institution's policy and development strategies. In most cases, the roles and involvement of institution leadership during this stage was somewhat minimal.

As already commented above, the tier system did not effectively group the institutions into homogeneous blocks. Consequently, the competition did not go as expected. Institution's capacity to develop good proposal within each block still varied significantly. Furthermore, review panel in some cases failed to recognize the need to use differential treatment between one tier and another.

The meta review conducted on the overall review processes indicated that overall review process has been conducted with reasonably high standard. As explained

before, in terms of design and objective, this grant is pretty much similar to schemes previously implemented by the DGHE and this made the review process went reasonably well, because most reviewers has already been familiar with the scheme. However the capacity of institutions to compose development program at the institution level was still considerably low, so that the quality of proposals was not too good.

Likewise, the proposal development for this grant can be considered somewhat easier as to compare to the other grant windows. Apart from the procurement issues, the implementation of this grant window at the grantees level run quite smoothly. Development programs, as per the proposal, have been implemented quite successfully and some even been institutionalized to ensure their sustainability.

Unlike the development programs, however, implementation of the project expenditure component is more problematic. The main obstacle is to deal with the Bank procurement procedures which are to most grantees considered as not easy to follow. Most grantees experienced serious procurement delay for both goods and services due the complexity of procurement procedures implemented by the Bank with numerous prior reviews processes. Another problem was encountered in the recruitment of domestic technical assistances was to find the quality of TAs who have expertise appropriate with the TOR. Apparently, it is difficult to find domestic TAs since the good ones are coming from universities who cannot afford it to leave their jobs for the period of one month or more. In addition the problem to get a quality of TAs was mainly due to they mostly come from the public HEIs and they are civil servant who are not allowed to be full time consultant. Even though, they are then allowed to be consultant but they mostly come from the HEIs who were implementing the project funding by GOI. This gave rise to serious problems for most grantees in recruiting domestic short term consultants.

This grant supported a four-year development programs, which was inline with the cycle of undergraduate program. Grantees of the first two batches were given the period of four years to implement the grant. A shorter time period was given to the grantees of third and fourth batches because the grant implementation cannot go beyond the project life time. Unfortunately most grantees cannot complete the program within four year period, and thus extension period was applied. The time extension was considered necessary because of the changes in the fund channeling from block grant mechanism to the line item budget (DIPA).

In addition to the quality improvement of study program, this grant window constitutes the so-called Outreach Program. This outreach program can be considered as the distinctive feature of this grant window as to compare with others and previously implemented grants. The outreach program has two main activities i.e., providing scholarships to underprivileged or under-represented group of students and promoting community development activities within the HEIs. The two are part of the institution social responsibility which is actually the one of the three main missions of a university.

The awardees of the B.1 grant are obligated to commit itself for recruiting students coming from underprivileged groups of society. The institution shall proactively search for the beneficiaries, apply affirmative recruitment policy and waive these

students from tuition and other fees. As quid pro quo, the IMHERE project provides living allowance for the recruited students.

Some reported issues appertain to this sub-component are to do with the recruitment and institutional arrangement. Some grantees find it difficult to find suitable candidates for the scholarship recipients particularly to match the economic background and academic performance. It should be noted also that parallel to this project, the government also launched full-scholarship program called “bidik misi”, which has similar target of beneficiaries. The later is definitely more attractive for the students.

It is also apparent that in most institutions, there has yet any structure which focus its attention to professionally manage this scholarship program. For most, managing scholarship simply means channelling scholarships to already recruited students. Other activities such as scouting, affirmative recruitment schemes, mentoring and counseling, are not usually part of the affairs.

The Community Development programs intended to promote and materialize linkages with partners (can be private sectors or local government) within the context of addressing specific problems faced by a community. This program is expected also to develop revenue generating capacity to promote sustainability of the program. Eligible partner(s) may be public or private enterprises but not part of, or affiliated with the proposing institution.

Despite its novelty, most grantees find it difficult to implement the community development program. Lack of experiences and comprehension on the community development concept can be considered as the main obstacle faced by the grantees in implementing this activity. In some cases, where the program is in partnership with the local government, it’s usually difficult to get multi-year commitment from the local government as decisions are made not always based on merit. Political games are more profound in decision making process in the local government. Due to the complexity of this sub-component, this program was omitted from the fourth batch.

b) Sub-component B.2a: Competitive grants for strengthening institutional management in non-autonomous public HEIs

As stated earlier, the primary objective of this grant window is to promote *good governance* amongst public higher education institutions, particularly to support the necessary preparation for transition of public higher education institutions to institutional autonomy while increasing their accountability for their programs and activities.

In terms of eligibility criteria, this grant window is open to all public higher education institutions except those under the BHMN status. The proposing institutions were requested to prepare a full proposal detailing institution development plan aimed at strengthening its governance and management capacity.

The funding opportunity has attracted significantly good responses from public higher education institutions. However, as this type of grant is considered new to most HEIs,

the quality of proposals was mostly below the expectation. Although it was originally planned to award this grant in two batches, since there's only one grantee for the first batch, it was later on decided to award it in three rounds of competition in three consecutive years. The number of submitted proposal and the number of awarded grants for each round can be seen in the Table 2.B-3:

Table 2.B-3: Selection Proposal for Sub-Component B.2a

Selection	Number of full proposal	Site Visit	Selected grantees	Period of Grants
Batch I	39	4	1	3 Years
Batch II	36	13	10	2 - 3 Years
Batch III	40	21	18	2 Years

This grant window was designed to be implemented within the maximum period of three years. However, some institutions already initiated their internal management improvement prior to the project initiation. Two grantees i.e. Universitas Hasanudin and Universitas Negeri Malang decided to design propose a two-year development program under this grant scheme due to the two of HEI have passed as the candidate of BHMN institutions. Unfortunately, none of the grantees was able to complete their program within the proposed time frame and thus extension was applied. Aside from the procurement delay and changes in the allocation of the project funds to the grantees, this grant was severely disturbed when the BHP Law was cancelled by the Constitution Court.

As described before, the competition was implemented in some pre-defined block (tiers), to allow more homogeneous and comparable developmental stages of proposing institutions. But then again, the tier system did not actually functioning because the grouping is more on types of the institutions rather than the developmental stages.

Similar to the grant of sub-component B.1, the selection and review process for sub-component B.2a involved the peers group of the Board of Higher Education. The meta review conducted on the overall review processes indicated that overall review process had been conducted with reasonably good standard. The design and objective of this grant were originally directed towards the transition of the public higher education institution to become an autonomous institutions. This made the review process become more complex as it should comprehensively cover the aspects of management, organization and governance of the institution. In order to have a common perception for review this scheme, a workshop of review process for the reviewers was specially conducted.

From the HEIs stand points, such complexity is also aparent. Most HEIs did not have adequate knowledge on institutional development planning, nor on the institutional autonomy arrangement. This inevitably gave rise to low quality of proposals particularly in the first round of competition.

One of the main problems encountered in the implementation of this grant window is the revocation of the BHP Law by the constitution court in 2010. This inevitably caused serious re-orientation of the objective of this grant. It was then decided to redirected the eventual goals of the grant towards institutions implementing BLU financial management scheme.

Overall the implementation of this grant window at the grantees level can be considered run quite smoothly. Development programs, as per the proposal, have been implemented quite successfully and some even been institutionalized to ensure their sustainability.

Similar to the sub-component B.1, most grantees experienced serious procurement delay for both goods and services. The main reason for the delay being the complexity of procurement procedures implemented by the Bank with numerous prior reviews processes.

Institutional Capacity Building at Sub-component B.2a and B.1

It was acknowledged at the beginning of the project that to assure successful implementation of the project, it is necessary for any project implementing unit to have adequate institutional capacity. Capacity building in HEIs was measured by progress in building basic capacity in governance, financial management, procurement, human resources management, and data production for quality assurance. Capacity building in the less-developed HEIs was measured by their progress in building their basic financial management, procurement, and planning capacity.

Institutional capacity building programs were pre-requisite and at the same time an integral part for the sub-component B.2a, and thus funding supports are specially allocated for the programs. The programs for both sub-components were particularly directed to improve capacity in financial and procurement managements at the institutions level.

Initially I-MHERE project did not provide any funding support for capacity building programs for sub-component B.1, and the institutions must bear such cost as part of the institutional commitment. After some considerations, at later batch part of the cost was covered by the project. Although the targeted units are study programs, capacity building for sub-component B.1 was also focused at HEI level. Institutional capacity building program was implemented in the forms of training and program development.

Unlike previous endeavors, to maintain the effectiveness and sustainable improvement of the management functions, this capacity building was designed and implemented not as an ad hoc practice but to be part of the existing management functions. The targeted units for this program are unit responsible for procurement and financial management, therefore the targeted personnel for this program should also come from or those who are in charged in those managerial units. As required in the guidelines for this program, each grantee of the I-MHERE project should develop a framework and capacity building plans for financial and procurement management as part of the implementation arrangement of the project. The plan should outline structure and contents of the capacity building plan to be implemented during the lifetime of the project and beyond, including a detailed sound and clear action plan, as well as indicators to measure its effectiveness.

As stated earlier, capacity building for sub-component B.2a was also part of the overall university management enhancement program. These endeavors was accomplished not only by enhancement of structures, system, policies and resources

needed to execute the overall management functions, but more importantly through empowerment of the existing human resources and organization.

To see the picture from different perspectives, however, the fact that most grantees were still struggling to implement the project procurement timely, clearly signals that the capacity building programs were not implemented totally successful.

c) Sub-Component B.2b

The primary focus of this grant window is to accelerate the transition process of the BHMN institutions toward a full fledged implementation of autonomous institution. Thus the development programs supported by this grant were mainly involved the strengthening of internal management and governance system. It should be noted that the BHMN institutions have previously received substantial funding supports for improving its internal management. Thus this funding intervention is expected to function as the catalyst for acceleration and was considered as the preparation for the performance-based contract (sub-component B.2c).

As the developmental stages of internal management differs between institutions, the management aspects to be developed under this grant also unique to each individual institutions. Functional areas such as financial management, information system, and human resources management are common issues addressed by the proposing institutions.

As described earlier, this grant window is allocated using the so-called proposal-based scheme. The proposing institutions were not competing between one and another, but each of them has to compose a comprehensive development proposal with acceptable level of quality as per the guidelines. Only after its proposal meets the quality standard as per the review judgement by a panel of peers, the institution is awarded the grant.

The awarding process of this grant window, however take quite a lengthy process due to the quality of some proposals which were far below the expectation. In order to help such institutions which were unable to compose a good proposal, a special workshop for proposals writing were conducted by the project. This can be seen from the difference in terms of project commencing from one institution to another as depicted in Table 2.B-4.

Table 2.B-4: Period of Grant of Sub-Component B.2b

Institution	Date of commencement	Initial period of Grant	Date of completion
Universitas Indonesia	1 September 2006	1 Year	31 Desember 2009
Universitas Gadjah Mada	1 September 2006	2 Year	31 Desember 2009
Institut Teknologi Bandung	1 November 2006	1.5 Year	30 April 2009
Institut Pertanian Bogor	1 September 2006	1 Year	31 Desember 2009
Universitas Sumatera Utara	6 Desember 2006	2 Year	30 Juni 2010
Universitas Pendidikan Indoneisa	6 Desember 2006	2 Year	30 Juni 2010
Universitas Airlangga	14 Agustus 2006	3 Year	30 Juni 2010

Although the project was originally planned for one to two years implementation, the fact of the matter is that some most grantees were not able to complete their program as originally planned, as can be seen from the Table 2.B.4. Interestingly enough, the

main reasons for the delay still very much similar to those of the other grant windows i.e. procurement delay and integration of the project fund into DIPA.

Particular note should be given to UNAIR which was originally received the sub-component B.2a grant but was later non converted to sub-component B.2b because UNAIR granted its BHMN status after receiving the sub-component B.2a grant.

Most of the proposed activities had been implemented by all BHMN institutions. However the result of the implementation varies from institution to institution, it mostly depended on the internal condition such as communication between HEI-IU and top management, and the commitment of top management in implementing the programs was University of Sumatera Utara. It was also surprising that UNAIR has managed to achieve most of its targets, even though UNAIR was one year behind the other 6 BHMN in starting the project. The best institutions in improving resource management was ITB, therefore the World Bank has provided the addition grant for developing Procurement Centre as an appreciation from the DGHE-IU and World Bank. It is expected that the procurement centre is able to provide some training on the procurement system and procurement process for others institution getting grant from DGHE.

Similar to the sub-component B.1 and B.2a, some grantees of this grant experienced serious procurement delay for both goods and services. The main reason for the delay being the inability to follow the procurement procedures of the Bank with numerous prior reviews processes. This gave rise to some programs cancellation. Since there were some cancellations of the programs, respective grantees have returned parts of their grant to the DGHE-IU. Detailed grant cancellation from each institution is depicted in the Table 2.B-5:

Table 2.B-5: Selection of Sub-Component B.2b

No	Institutions	Proposed Grants	Negotiated grant (in USD)
1	Universitas Indonesia	690,000.00	668,472.19
2	Institut Teknologi Bandung	754,620.44	745,620.44
3	Universitas Gadjah Mada	712,000.00	681,257.78
4	Institut Pertanian Bogor	690,000.00	713,150.93
5	Universitas Airlangga	736,916.89	743,351.67
6	Universitas Sumatera Utara	756,967.22	645,856.11
7	Universitas Pendidikan Indonesia	742,398.54	375,257.23
Total		5,082,903.09	4,572,966.35

d) Sub-Component B.2c

Sub-component B.2c is a new and may be considered as most advance funding mechanism that was experimented through I-MHERE, and was designed as the continuation of the sub-component B.2b grant. Thus successful implementation of sub-component B.2b is the prerequisite to enter this new grant. This grant window is commonly known as performance-based-contract (PBC), where funding to higher education institution is allocated based on a contract for performance. The concept behind the introduction of the new funding mechanism is to find a more efficient funding system for HEIs. Grantees are funded based on agreed performance to be delivered at the end of the contract period.

Unlike sub-component B.2b which was quite well known to the grantees, the performance based contract is new to both grantees as well as DGHE. Perception and understanding of the funding method varies among grantees. Conceptually, government/DGHE should request for a set of performance to be delivered by HEIs. Upon that request, HEIs bid to achieve that target at a certain cost of production. Unfortunately, the amount of the grant is small compared to other source of funding and being implemented at a limited number of units within the BHMN.

Since this a new grant model for the higher institutions in Indonesia, therefore some series of workshop for developing proposal have conducted. The World Bank has also provided an overseas consultant from Canada who has experienced in reviewing performance based contract. The eligible institutions to get this grant were all BHMN institutions who were already achieved the set of determined indicators on sub-component B.2b.

Out of 7 institutions receiving sub-component B.2b, there were only 6 institutions proposed the sub-component B.2c grant i.e. UI, UGM, IPB, ITB, UNAIR and USU. UPI was considered not eligible for the grant because it failed to meet the sub-component B.2b targets. Based on the result of the evaluation, the sub-component B.2c grant was awarded to 5 BHMN institutions i.e. UI, UGM, IPB, ITB, and UNAIR.

One of the key elements of PBC is the set of indicators based on which the contract between the government (DGHE) and the university is established. In order to simplify the measurement and to localize the quality improvement within some select few internal unit, it was decided to use graduate programs as the main beneficiaries of this grant. The actual indicators used in this grant are however not directly linked to the funding intervention and investment component. Consequently, it was found out that the investment supports from the project has very little connection to the agreed indicators.

Table 2.B-6 : Selection of B.2c

No	Institutions	Selected internal unit (Department or Faculty)	Proposed Value/ (study program)	Negotiated Value/(Study Program)
1	Universitas Indonesia	Computer Science, Mechanical Engineering	2,376,225.00/(3)	2,000,000.00 /(2)
2	Institut Teknologi Bandung	Pharmacy, Civil Engineering, Basic Sciences	3,021,613.00 /(3)	2,990,112.20/(3)
3	Universitas Gadjah Mada	Forestry, Animal husbandry, Biology	3,238,026.33/(3)	3,000,000.00 /(3)
4	Institut Pertanian Bogor	Vetenerary, Agronomy, Post-harvest technology	3,062,343.00 /(3)	2,997,800.00/(3)
5	Universitas Airlangga	Pharmacy, Vetenerary, Accounting	3,011,770.00/(3)	2,897,963.00/(3)
Total			14,709,977.33	13,885,875.20

As commented earlier, due to the small size of the grant the institution was asked to proposed three internal units to be included in the contract. These units are used as the basis for measuring the performance indicators agreed in the contract. The selection of the internal units is entirely in the hand of the proposing institution.

Special note for the University of Indonesia, where one of the proposed units i.e. Social Science was dropped during the proposal review as per the recommendation of the review panel.

From the above table it is obviously seen that the selected units are mostly from science and engineering disciplines.

The implementation of this grant faced a serious challenge as the block allocation as required by any PBC was not approved by the MOF. Consequently, the channeling of the fund still used scheme similar to other grant that is integrated within DIPA and it has to follow the rigid disbursement procedures of DIPA.

B.3. Financial achievement

The project was funded by both the Government of Indonesia (GOI) and International Bank for Reconstruction and Development (IBRD)/World Bank according to the Loan IBRD no. 4789-IND dan IDA credit no. 4077-IND, dated December 5, 2005. Total loan of IMHERE Project was initially allocated at amount of USD 80,000,000 and a GOI in amount of USD 34,357,000. Due to there was an efficiency of the budget and support from other source funding, a loan in amount of USD 6,779,002 was cancelled. The amendment of loan was then reducing to USD 73,120,998. Despite there was a cancellation loan there was still unused budget in amount of USD 3.052.625 or 4.16% from total loan.

Overall the disbursement of loan was very satisfactory i.e. USD 70,082,198 or equal to 95.84 % from the total of loan (USD 73,120,998), while the disbursement of GOI was very low i.e. 41.66 %. The lower disbursement of the GOI funding was due to some activities have been supported by DGHE budget. It was especially for activities of component A such as HEI modernization, development of higher education quality assurance (BAN-PT), Global Development Learning Network (GDLN), National Information System for Higher Education (NISHE/PDPT) and consultant management. In term of loan, despite the overall disbursement was quiet high (95.84 %), the disbursement of component A was significantly lower than that of disbursement of component B, i.e. 75, 88 %. The lower disbursement of component A was due to the efficiency of the budget and some activities were funded by other source funding, especially for HEI modernization, development of higher education quality assurance (BAN-PT), Global Development Learning Network (GDLN), and consultant management

Table 2.B-7 : Overall Loan Disbursement by category and components

No	Category	Component	Source	Amendment Loan 2010	Amendment Loan 2012	Expenditure Loan	Balanced	
							Balanced	Percentage
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8) = (6)-(7)	(9) = (8)/(6)
1	Goods, works and consultants', services incremental cost, and scholarships under Part A of the Project	Component A	Loan	5.157.725	3.717.725	2.820.950	896.775	24,12%
			GOI	11.368.000	11.368.000	6.729.936	4.638.064	40,80%
2	Grants	Component B	Loan	74,592,275	69,153,273	67,053,694	2,099,579	3.04%
			GOI	23,169,000	23,169,000	15,676,902	7,492,098	32.34%
3	Fee	Front End fee	Loan	250,000	250,000	250,000	-	-
Total			Loan	80.000.000	73.120.998	70,124,645	2,996,354	4.10%
			GOI	34,537,000	34,537,000	22,406,838	12,130,162	35.12%

As an accountability of financial management, every year there is an audit by BPKP which is appointed by government and the world bank with the result was Unqualified opinion (WTP). Some of the audit findings of grantees have been resolved every year and the last audit of the project will be conducted in the year of 2013.

B.4. Implementation Schedule of the Project

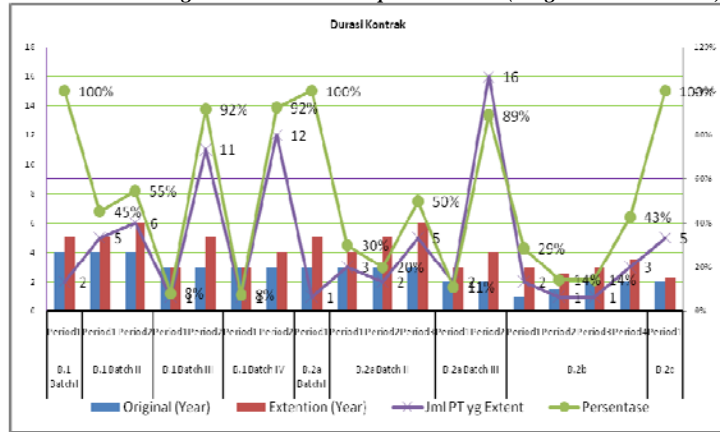
The project is initially expected to be completed by December 31, 2011 and the closing date shall be June 30, 2011. However due to the technical constraint of the implementation, especially the implementation of procurement of goods, and to accommodate the implementation of sub-component B.2c, the closing date of the project was extended until December 31, 2012.

In term of implementation of Component B, most of grantees from sub-component B.1, B.2a, B.2b and B.2c have been extended. This was to provide sufficient time to the grantees to finish the proposed programs, especially the process of procurements. The delay of procurement process has an impact on the implementation of the overall project. The extension of the project was a variation between institutions. The grantees from B.1 Batch I had extended (100 %), 45 % of grantees B.1 Batch II have been extended for 1 years and 55 % of grantees B.1 Batch II have been extended for 2 years, 92 % of grantees B.1 Batch III have been extended for 1 years, the only grantee B.1 Batch III have not been extended was ISI Denpasar. It was due to the internal problem so that they did not finish some of the programs.

All the grantees from sub-component B.2a have been extended, 100 % of grantees have been extended for 2 years, 30 % of grantees sub-component B.2a Batch II have been extended for 1 years, 20 % of grantees Sub-component B.2a Batch II have been extended for 2 years, 50 % of grantees Sub-component B.2a Batch II have been extended for 3 years, 11 % of grantees Sub-component B.2a Batch III have not been extended were Universitas Palangka Raya and Universitas Khairun and 89 % of grantees Sub-component B.2a Batch III have been extended for 1 years.

For sub-component B.2b despite the duration of original contract were different between 7 grantees, they are all extended for 1 to 2 years. 29 % of grantees Sub-component B.2b have been extended for 1 years, 43 % of grantees Sub-component B.2b have been extended for 1,5 years and 29 % of grantees Sub-component B.2b have been extended for 2 years. For subcomponent B.2c all grantees (100 %) have been extended for 3 months. Detailed time of implementation for each component B is depicted in Figure 2.B-1.

Figure 2.B-1 : Time Implementation (Original vs Extension)



Chapter III Project Output and Outcomes

A. Component A : Higher Education System and Oversight

The eligible cost components for component-A includes technical consultant (individual and firm), and workshop. Upon the completion of this program, the overall physical achievement of component-A was higher than that of financial achievement, which was mainly due to there are some other funding to support the activity of component A. For example, funding from Asian Development Bank (ADB) to support overseas individual consultant for modernization higher education institution, and funding from Health Professional Education Quality (HPEQ) Project to support the workshop and individual consultant for health professional accreditation.

A.1. Higher Education System Reform and Oversight

a) Modernization of higher education sector oversight and management.

One of the key performance indicators for this component is the passage of BHP law, and it was fulfilled in 2010 well ahead of the schedule. The President signed to enact the law (UU 9/2009 on Education Legal Entity) in January 2009.

The Law was unfortunately was revoked by the Constitutional Court on March 31, 2010. In its ruling the Court cited the following consideration for the revocation: (i) lacked of juridical clarity, objective, and alignment with existing laws; (ii) overly optimistic assumptions with regard to management and financing capacities of the education institutions; (iii) high level of autonomy for many individual education institutions would potentially lead to the underfunding of many institutions, and negatively affect the quality of education; (iv) weak alignment of the principles within the Law with the goals of the national education system; and (v) legal entity status is not the only legal format to allow for education institution to apply the ‘not for profit’ principles. At a more general level, opponents of the BHP Law were successful to convince the Court that autonomy within the context of legal entity status of individual higher education institutions represents “commercialization” of education.

b) Improvement of management capacity within DGHE and individual public HEIs

A number of activities were implemented to support this undertaking. An individual TA, Mr. Bahram Bekhradnia, was commissioned to develop alternatives for institutional setup at the central level to facilitate implementation of the principles set out in the Law 9/2009. However, implementation of the recommendation was halted due to the revocation of the related Law.

At a more technical level, a study was also conducted to develop management and governance system for DGHE. This TA which originally was designed to be a

comprehensive one was later reoriented and refocused to provide analytical support for reorganization of the DGHE. The work was timely and some of the output and recommendation were adopted.

A study on market demand analysis of graduate was implemented in 2009. This study was conducted to measure employability of the graduates of the higher education system. In particular, the study was focusing on identifying the level of competence of the graduates in the workplace, competence needs of the workplace, and measures implemented by the universities and study programs to improve competence and employability of their graduates.

The study found that most graduates needed to improve their competence in functional flexibility, international orientation, and innovation and knowledge management. On professional expertise ground, the finding was encouraging as indicated by the relatively high level of matching between the technical skill the graduates possess and that required by the employers. The study, which emphasized analysis from the demand side, recommended that teaching and learning in the universities be shifted from overly theoretical towards a more practical oriented approach.

A study on higher education financing was conducted to explore models for fund channeling to enable the new regime of autonomous university management. The focus of this study had to be adjusted in view of the revocation of Law 9/2009, in order to support the development of the new higher education law.

c) Expansion and improvement of the National Information System for Higher Education (NISHE)

The output of this component is a blueprint for NISHE or PDPT (Pangkalan Data Pendidikan Tinggi) and it has been operated since 2010. The establishment of NISHE (PDPT) is in line with UU No. 12 Tahun 2012. The establishment of PDPT will support the policy from DGHE and the development of curriculum from study program in regards to the quality and relevance of graduates.

The other output of this sub-component was the instrument and procedure of tracer study to support and facilitate a more sustainable practice of tracer studies implemented by individual HEIs. Regular tracer study by HEIs are necessary to update the data of PDPT.

d) Policy and program development for higher education

The expected output of this sub-component was models and practices of performance contracting. However, the output was not relevant since Ministry of Finance prohibited the use of block grant mechanism in the channeling of funds to public institutions. Consequently the indicators of a study of the relative merits, benefits and potential efficiencies of line-item, block grant and performance based funding modalities, could not be achieved.

A.2. Supporting a Transition in The Quality Assurance System to Emphasize Institutional Accreditation and Licensing of Professional Fields

Institution-based accreditation has been implemented before it was postponed in 2009 and at present, with the enactment of Higher Education Law 12/2012, it will be implemented along with the establishment of independent accreditation boards.

During the period of 2007–2011, BAN-PT has achieved the following:

1. Improvement of system and instrument for institution-based accreditation of Higher Education Institution (AIPT)
2. Development of system and instrument for accreditation of Education Program in Accounting Profession (PPAk)
3. Development of system and instrument for accreditation of Education Program in Engineering Profession (PPPI)
4. Development of system and instrument for accreditation of Study Program in Pharmacist Profession (PSPA)
5. Development of system and instrument for accreditation of Program in Medical and Dentistry Profession

In addition to those improvement and developments, BAN-PT has also managed to implement new system and instrument for accreditation for HE institution-based accreditation and professional accreditation in two of five areas of professions: i.e., accounting and pharmacy.

To implement those programs I-MHERE project supported BAN-PT by providing funding for 3 domestic TAs and one international TA to help developing institution-based accreditation and professional certification.

After undergone evaluation and improvement, revised instrument for institution-based accreditation was ready to be put in place. Significant changes in the revision are reflected in the shifting from portfolio-based assessment to checklist-based (borang) assessment. Paralelly, to accommodate changes in the instrumentation, BAN-PT also conducted training for 100 assessors.

Until early 2013, BAN-PT has awarded accreditation to 52 public universities and 42 private universities, including some renewals. Those numbers are of course still far below the targeted 5% of all (public private) higher institutions, which is currently totaling to more than 3200 institutions. However, the 52 institution-based accreditation awarded to public universities would represent 55% of all 92 public HEIs. In terms of the quality of the accreditation, of these 94 accreditations, 11 HEIs are accredited with “A” grade, 44 others with “B” grade, and the remaining 39 HEIs are accredited with “C” grade.

Reviewing those figures, it must be acknowledged that there are still many obstacles in implementing institution-based accreditation. In addition to HEI’s lack of understanding on the importance of having institution-based accreditation, as opposed to traditionally well-accepted study program accreditation, the main reasons for BAN-

PT for not being able to accredit more HEIs may be attributed to: 1) readiness of HEIs for preparing the accreditation process, and b) inadequate resources (e.g., assessors and funding). However, taking into account all the regulatory and resources constraints, as well as progressed made by BAN-PT, the I-MHERE project support for institution-based accreditation program can be considered partially successful.

The other objective of this sub-component was to improve credibility and ownership of quality assurance system by the establishment of independent accreditation bodies, especially by involving professional associations. This objective was partially achieved, which is reflected by development of system and instrument for accreditation in 5 areas of profession. For accounting profession, accreditation instrument was implemented in 2008 – 2009 accreditation period, and has successfully awarded accreditation to 24 professional accounting study programs.

Table 3.A-1: The Accreditation for Accounting PPAk

No.	Public HEIs	Private HEIs
1	Univ. Sumatera Utara, Medan	Univ. Trisakti, Jakarta
2	Univ. Lampung, Bandar Lampung	Inst. Bisnis dan Informatika Indonesia (IBII), Jakarta
3	Univ. Sriwijaya, Palembang	STIE Supra, Jakarta
4	Univ. Indonesia, Jakarta	Univ. Tarumanagara, Jakarta
6	Univ. Gadjah Mada, Yogyakarta	Univ. Kristen Maranatha, Bandung
7	Univ. Diponegoro, Semarang	Univ. Widyatama, Bandung
8	Univ. Sebelas Maret, Surakarta	STIE " YKPN " Yogyakarta
9	Univ. Jenderal Soedirman, Purwokerto	Univ. STIKUBANK, Semarang
10	Univ. Brawijaya, Malang	STIE Indonesia, Surabaya
11	Univ. Airlangga, Surabaya	
12	Univ. Udayana, Denpasar	
13	Univ. Riau, Pekanbaru	
14	Univ. Lambung Mangkurat, Banjarmasin	

Similarly, accreditation system and instrument for Study Program in Pharmacist Profession (PSPA) has been developed during I-MHERE project, and by the end of 2012, 13 Study Program in Pharmacist Profession were accredited by BAN-PT.

Table 3.A-2 : The Accreditation for Pharmacist PSPA

No.	Public HEIs	Private HEIs
1	Universitas Sumatera Utara, Medan	Universitas Pancasila, Jakarta
2	Universitas Indonesia, Jakarta	Universitas Sanata Dharma, Yogyakarta
3	Universitas Padjadjaran, Bandung	Universitas Muhammadiyah Surakarta, Surakarta
4	Universitas Gadjah Mada, Yogyakarta	Universitas Surabaya, Surabaya
5	Universitas Hasanuddin, Makassar	Universitas Katolik Widya Mandala Surabaya, Surabaya
6	Universitas Udayana, Denpasar	Universitas Ahmad Dahlan, Yogyakarta
7		Universitas Islam Indonesia, Yogyakarta

In 2009 BAN-PT revised the instrument, by applying fundamental changes based on the 7 standards set up by National Education Standards (PP-19.2005). To provide specific characteristics and providing guideline for the assessor, BANT-PT equipped this new engineering accreditation instrument (2009) by developing supplement for specific engineering area. However, no accreditation has been given, due partially the fact that no formal Education Program in Engineering Profession (PPPI) is currently available in Indonesia.

Meanwhile, the needs for accreditation of study program in engineering remains high, and some HEIs attempt to get international accreditation, like from ABET (Accreditation Board for Engineering and Technology). To anticipate these needs, BAN-PT has proposed to establish an independent accreditation board for

engineering (Lembaga Akreditasi Mandiri Bidang Teknik). The formation of this board, called IABEE (Indonesia Accreditation Board for Engineering Education), is currently underway. This independent board is expected to become one of the Washington Accord (WA) signatory, so that IABEE accreditation will be acknowledged by other signatories. To speed up the formation of the board, BAN-PT is proposing funding support from JICA (Japan International Cooperation Agency).

Process for developing and implementing professional accreditation for medical doctor and dentistry profession is still on-going. Although the instrument was considered finished in 2011, up to this year no accreditation has been given and the implementation still waiting for transition policy for Medical and Dentistry accreditation. It was expected that the accreditation instrument can put on trial with funding support from BAN-PT's own budget and HPEQ project.

A.3. Development and adoption of a comprehensive revitalization plan for the Open University of Indonesia (UT)

It was agreed in 2009 that the six UT's core development programs would be continued with UT's DIPA funding, while I-MHERE Project would provide support in the form of Overseas Degree Programs (ODP) and Overseas Non-Degree Training (ONDT). The output of I-MHERE project in this sub-component are described in Table 3.A-3 and Table 3.A-4.

Table 3.A-3: UT Overseas Degree Program – ODP (2008-2012)

No	Supported Core Program	Field of Study	University	Study Period
1.	ICT-based learning materials development;	Ph. D. Program in Instructional System	Florida State University (FSU)	Aug. 2008- May 2012
2.	ICT-based student supports service;	Ph. D. Program in Instructional System	FSU	Aug. 2008- Jun. 2012
3.	ICT-based student evaluation system;	Ph. D. Program in Socio Cultural & International Development Education Studies	FSU	Aug. 2008- Dec. 2012
4.	ICT-based internal management capacity	Ph. D. Program in Socio Cultural & International Development Education Studies	FSU	Aug. 2008- Dec. 2012
5.	ICT-based academic administration capacity	Master's Program in Instructional System	FSU	Jan. 2009-Sep. 2010

Table 3.A-4: UT Overseas Non-Degree Training - ONDT (2008-2012)

No	Subject	Number of Participants	University	Schedule
1.	Tracer study	2	Simon Fraser University (SFU), Vancouver, Canada	Oct. - Nov. 2010
2.	Virtual Teaching Clinic	4	SFU	Oct. - Nov. 2010
3.	Online Examination System of Essay Type Testing	2	SFU	Oct. - Nov. 2010
4.	The Development of Effective Pedagogical Competence of Online Tutors	6	University of Maryland University College (UMUC), USA	Jul. - Aug. 2011

B. Overall Project Output Component B Grants to Improve Academic Quality and Institutional Performance

Overall budget for component B is amounted to USD 74,704,880 with the total disbursement of 88, 00%. The Sub-component B.2b has the lowest disbursement i.e. 79.00%, while the highest disbursement is for the Sub-component B.2c i.e. 105 %. The low disbursement of Sub-component B.2b is mainly due to the difficulty in hiring Technical Assistances (see chapter III.B). The disbursement of sub-component B.2c above 100 % is due the different change rate of the USD currency between the time of contract signing and the implementation.

The physical achievement is divided into two categories i.e. equipment and non-equipment. In this regard, equipment component includes also text-books, furniture, promotional activity, community development and capacity building. Whilst non-equipment comprises TA, research grant, staff development, and scholarship. Overall, the physical achievement for all subcomponent is reasonably high i.e. 98%. Similar to the financial achievement, the Sub-component B.2b has the lowest overall achievement of 85 % and 87 % for equipment and non-equipment respectively. Likewise, the Sub-component B.2c has the highest physical achievement of 104 % and 108 % for equipment and non-equipment respectively. While, the higher physical achievement of Sub-component B.2c is mainly due to the value of contract in USD is above the original contract such it has been mentioned in the previous paragraph. Detailed physical and financial achievement is depicted in Table 3.B-1.

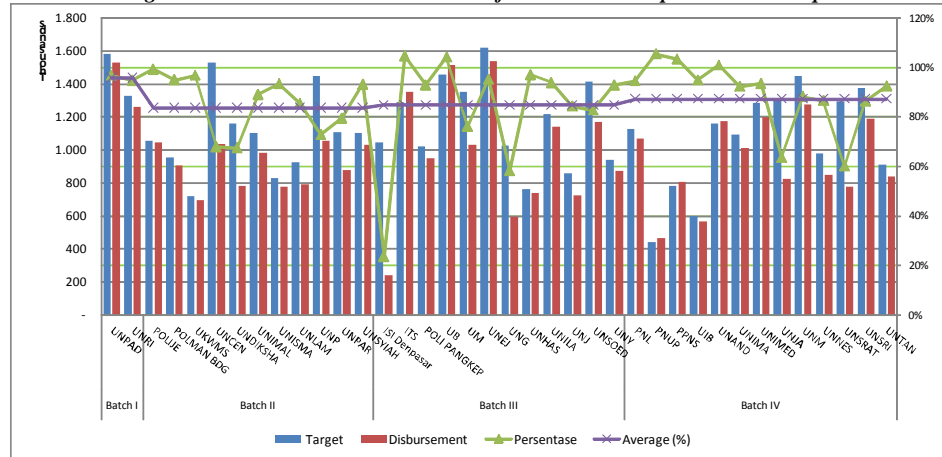
Table 3.B-1 : Physical Achievement and Financial Achievement

Batch	Original Contract	Addendum Contract	Financial Achievement (%)	Item	Physical Achievement (%)
B.1	42,504,923	42,759,767	85%	Equipment	87%
				Non Equipment	95%
B.2a	13,312,456	13,486,271	86%	Equipment	88%
				Non Equipment	109%
B.2b	4,572,966	4,572,966	79%	Equipment	85%
				Non Equipment	77%
B.2c	13,885,875	13,885,875	105%	Equipment	104%
				Non Equipment	108%
Total	74,276,221	74,704,880	88%		98%

B.1. Sub-Component B.1 : Competitive Grants to Public and Private HEIs

Each Study Program (SP) created their own activities and sub-activities in accordance to their respective project objectives. In order to support the activities, the project determined seven eligible cost components to be used as the required resources for the activity under consideration, namely Staff Development, Procurement of Goods, Technical Assistance, Research and Studies, Community Development, Promotional Activity, and Scholarship. Despite there are some grantees achieved above the target, overall the financial achievement for all cost components for sub-component B.1 are below the target. It is represented in Figure 3.B-1. that most of physical achievement for the grantees from Batch I, Batch II, Batch III and Batch IV are below the target. It should be noted that the above physical achievements were achieved after the extension of the project period.

Figure 3.B-1: Financial Achievement of overall cost component Sub-component B.1



Likewise, the average financial disbursement of sub-component B.1 is 84 %, where due to termination of the project and cancellation, ISI Denpasar could only achieve 24 % of its total grant because of some internal problem. Interestingly enough, grantees of Batch IV, despite of coming late in the implementation, manage to achieve reasonably good performance comparable to that of II and III.

Looking at further detail, it could be seen that the disbursement of Capacity Building, Technical Assistance, Promotional Activity dan Community Development are the components with lowest financial achievement, with achievement of 36%, 55%, 55% dan 58% respectively. Despite serious delay, the procurement component seems to be eventually making good achievement with the total average of 92 %. Detailed disbursement of each cost component for sub-component B.1 is presented in Table 3.B-2.

Table 3.B-2: Financial Achievemets for All of Cost Component for Sub-Component B.1

Cost Component	Batch I	Batch II	Batch III	Batch IV	Average
Capacity Building	-	-	-	49%	49%
Community Development	36%	85%	44%	-	56%
Procurement	115%	90%	96%	87%	92%
Promotional Activity	36%	68%	51%	-	55%
Research and Studies	95%	78%	106%	117%	101%
Scholarship	73%	94%	104%	81%	90%
Staff Development	92%	75%	66%	89%	76%
Technical Assistance	51%	76%	37%	51%	55%
Grand Total	96%	84%	85%	87%	86%

Staff Development

Under the staff development program, this grant provides supports for two types of development, i.e. Domestic Degree Training (DDT) and Non-Degree Training which can be overseas or domestic (ONDT or DNDT). The achievement of this activity was presented in persons-degree for DDT (only account for the successful candidates) and in man-month for non-degree training (accounting for all participants). Overall the physical achievement of staff development is somewhat below the target (<100 %) (Figure 3.B-2).

For the domestic degree training some staffs were supported by this grant and mostly they have completed the degree (S2 and S3). Overall physical achievement of the domestic degree training was below 100 % with the highest achievement is sub-component B.1 Batch I and the lowest achievement is sub-component B.1 Batch III with achievement of 100 % and 63 %. A specific cause reported of low disbursement was that the proposed and selected candidates were accepted to study in more attractive institutions (mostly overseas universities) or by some other sponsors with more attractive financial support. However, It fortunately will not change the development goal as the total number of teaching staff from the grantees who advance their degree during the last five years exceed the total target, by making use financial supports other than that provided by this grant.

The domestic and overseas non-degree trainings (DNDT/ONDT) managed to support staffs to attend various trainings and internships in various domestic and overseas host institutions. The physical achievement domestic and overseas non-degree trainings (DNDT/ONDT) are better than that of the achievement of domestic degree training. It was also observed that in some grantees, the number of the achieved targets exceed the proposed ones. This usually resulted from the use of saving or efficiency from the previous executed trainings that was then used to send more staffs to attend more training. Detailed physical achievement of DDT, DNDT and ONDT are depicted in Figure 3.B-2 and 3.B-3.

Figure 3.B-2 : Physical Achievement of Domestic Degree Training

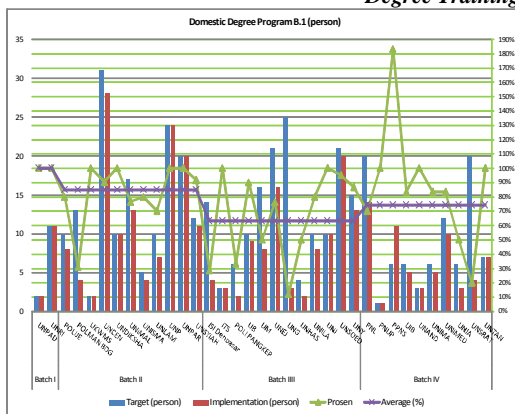
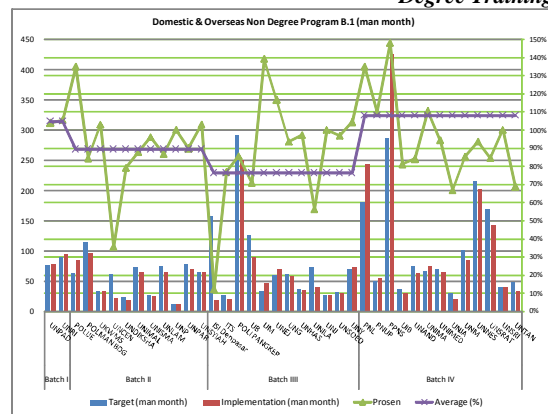


Figure 3.B-3: Physical Achievement of Domestic Non Degree Training



The financial achievement of staff development has a variation between grantees with the highest achievement is sub-component B.1 batch I and the lowest was subcomponent B.1 batch III i.e. 96 % and 66 % respectively. The low achievement of sub-component B.1 batch III was due to the low disbursement of domestic degree training which was only 55 %. Detailed percentage of financial disbursement of staff development is presented in Table 3.B.3.

Special note for the DNDT in Batch III where the financial disbursement exceed the physical achievement. This is due to the change of training providers which more qualified as per the suggestion from the monitoring review. This inevitably gives rise to higher training cost.

Table 3.B-3 : Percentage of Financial disbursement of Staff Development

ITEM	Batch I		Batch II		Batch III		Batch IV	
	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic
Domestic Degree	87%	100%	83%	85%	55%	63%	72%	72%
Domestic Non-Degree	62%	90%	66%	86%	89%	76%	94%	108%
Overseas Non-Degree	98%	123%	69%	99%	68%	76%		
Average	92%	104%	75%	89%	66%	75%	89%	106%

Technical Assistance

For sub-component B.1, the Technical Assistance (TA) of I-MHERE project was provided to help grantees obtain necessary knowledge and skills for implementing new programs for improving quality of education as well as for improving management of laboratory. The most common subjects of the implemented TAs are related with teaching-learning, curriculum, and research. In several universities, the implemented domestic TAs in those subjects helped study program improve their accreditation status. At lower percentage, however, study programs in some university were not ready for implementing the TA due to many reasons. One of the reasons was the conflict of schedules between the invited TA and the heavy schedule of the teaching staff members in the study program. This resulted in the absence of follow up activities after the invited TA.

Some of the universities which implemented overseas TA acknowledged significant impact from the new skill and expertise acquired from the overseas TA. The intense communication between the study program and the TA during the assistantship could be maintained and bring multiplying benefit such as help in finding supervisor abroad and publishing scientific articles to the teaching staff members of the study program. In other universities, however, the implemented TA did not bring significant impact to the implementing study program. Most of the grantees believed that overseas TA did not always perform better than the domestic TA. In some aspect, domestic TA was more effective than overseas TA in terms of communication and knowledge about the real situation in most of Indonesian universities.

Most of the grantees managed to acquire good practices from the TA implementation. The most common good practices are the awareness of the teaching staff members to keep updating their learning material, the motivation of the lecturers to use technology in the learning process, and the willingness of the study program to keep improving its academic atmosphere.

Overall physical achievement of Technical Assistance is not quite satisfactory with the highest achievement is 93 % and the lowest is 64 % for sub-component B.1 Batch I and sub-component B.1 Batch IV respectively (Table 3.B-4). This low achievement is due to the technical difficulties have been experienced by grantees to invite TA. The difficulties of grantees to invite a domestic TA were varied depending on the institutions. For some institution the difficulty was due to low response from the prospective TA candidates, while for other institutions it was due to unresolved conflict of schedules or complicatedness to comply with the regulation for recruiting consultant such as TA as Civil servant who needs a permission from their institution. Overall the financial achievement of TA was also below 100 % with the highest achievement is sub-component B.1 Batch II and the lowest achievement was sub-component B.1 Batch IV i.e. 76 % and 37 % respectively (Figure 3.B-4). However,

the achievement of Domestic TA is much higher than that the overseas TA. It seems that the procuring Overseas TA was much difficult due to the technical constraint, especially the time availability of consultant and procuring process.

Figure 3.B-4 : Physical Achievement of Technical Assistance

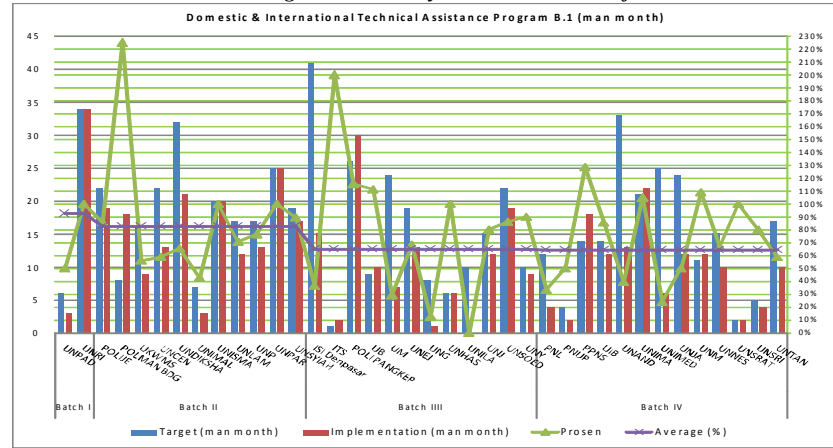


Table 3.B-4 : Percentage of Financial disbursement of Technical Assistance

ITEM	Batch I		Batch II		Batch III		Batch IV	
	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic
Domestic	66%	95%	85%	83%	56%	65%	81%	67%
International	27%	50%	64%	79%	19%	63%	-	-
Average	51%	93%	76%	83%	37%	65%	51%	64%

Staff incentives (Research and Studies)

Staff incentives in the sub component B.1 consist of Research Grant (RG) and Student Grant (SG). The RG project component was competitive grant for academic staffs of the beneficiary study programs intended to promote research activities which directly contribute to the improvement of the quality and relevance of the study programs. The output of this grant includes the dissemination of the research results in national as well as international conference, the publication of the research results in respectable journals and acceleration of the *skripsi* (final project) completion of the students involved in the RG. Similarly, the SG project component was competitive grant for students of the beneficiary study programs intended to directly support final year students in carrying out projects, thesis preparation, or other forms of academically required tasks. The output of this grant includes the reduction of final project completion time and study completion time.

The physical achievement of staff incentive was very satisfactory since the achievement above 100 %. It is represented in Figure 3.B-5 and 3.B-6 that the highest physical achievement of research grant is 137 % and the lowest is 100 % for sub-component B.1 Batch I and sub-component B.1 Batch II respectively. Whilst the highest physical achievement of student grant are 110 % and 97 % for sub-component B.1 Batch I and sub-component B.1 Batch II respectively.

In term of the financial achievement of staff incentive, overall the achievement of sub-component B.1 Batch I and batch II were below 100 % and both the disbursement of the research grant and student grants are much lower than that of physical achievement. In addition, the student grant implementation seems more efficient than that of the research grant implementation since the gap between physical achievement and financial achievement of student grants is higher than that of research grant (Table 3.B-5).

Figure 3.B-5 : Physical Achievement of Research Grant

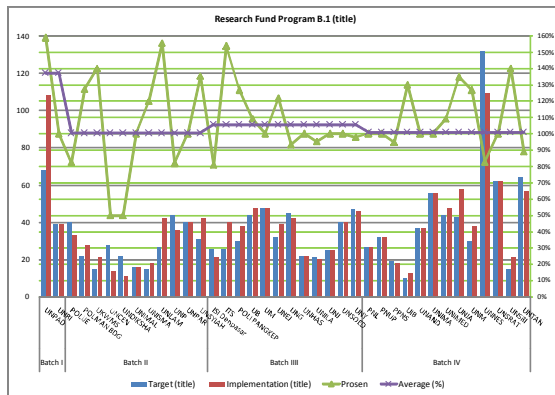


Figure 3.B-6 : Physical Achievement of Student Grant

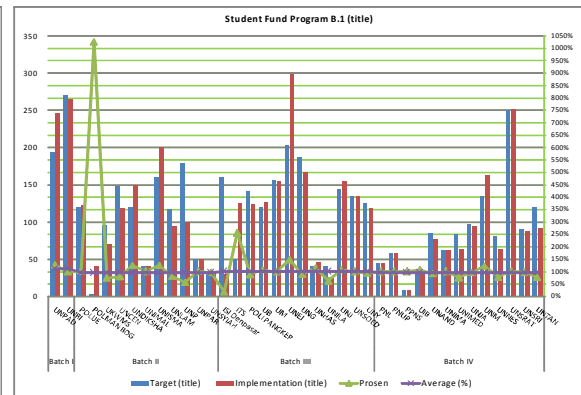


Table 3.B-5 : Percentage of Financial disbursement of Research Grant and Student Grant

ITEM	Batch I		Batch II		Batch III		Batch IV	
	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic
Research Fund	100%	137%	96%	100%	112%	106%	134%	101%
Student Fund	89%	110%	54%	95%	96%	100%	-	-
Average	95%	115%	78%	96%	106%	101%	117%	97%

Community Development

The objectives of Community Development are to strengthen linkages between higher education institutions and its stakeholders and to improve entrepreneurial spirits within higher education institutions. Community development is strategic activity for developing the higher institution (HEI), especially for encourage entrepreneurial spirits within higher education institutions. Several requirements were noted as critical factor that determine successfully implementation of the community development: Identification ability of HEI to problems related society welfare and limited access to science and technology, research activities within Higher Education Institution that could be implemented to solve the problem in society, and Initiation and development of collaboration between HEI and stakeholder.

Table 3.B-6 : Percentage of Financial disbursement of Community Development

Community Development	Budget	Achievement	Percentage
Batch I	74.219	26.981	36%
Batch II	262.582	222.569	85%
Batch III	477.107	208.291	44%

The disbursement of community development is far below the target, especially the achievement of sub-component B.1 Batch III with the percentage disbursement is only 36 % (Table 3.B.6). It was due to the grantees have difficulty to develop a cooperation with a respective stake holder so that the mutual agreement could not be approved and implemented by all parties.

Generally, HEI implemented community development activities through collaboration between HEIs and local government, private sector, and farmer group, and Non Government Organization). Type of community development activities of each HEI depend on which study programs within HEI. Main community development activities can be categorized as follow:

- a. Agriculture (seedling production, organic farming, plant production, training and workshop in natural resources management, organic fertilizer and pesticide production, Developing seaweed farmers' community, post harvest processing and production, innovation technology for processing,)
- b. Chemistry (isolation, production of active compound,)
- c. Medicine (Clinical analysis of active compound)
- d. Animal Husbandry (Cattle production, duck production, honey bee production)
- e. Fisheries (Fresh water shrimp production, water management, cat fish production)
- f. Science Education (teacher certification service, Improving Education Quality of Private Schools, training, Empowering in Forming Teachers Learning Community, Development of small scale Jathropa Curcas Oil and Bio-diesel plants
- g. Art and Design (development of creative industry: statue,

Partners' contribution to the total cost of implementing is deemed necessary for sustainability of this program. Unfortunately, in most cases such contributions are in the form of non-financial or in kind.

Procurement of goods

The procurements can be categorized into three groups : laboratory equipment, furniture, and textbooks & journals. All grantees reported the most delayed of getting the No Objection Letter (NOL) from the World Bank for prior review procurement packages. Most of the procurement process was one year behind the schedule. Despite the delay of the process of procurement, eventually most of the procurements have been success to be executed. It is depicted in Figure 3.B.7., the highest financial achievement is grantees of Batch I, followed by Batch III, Batch II and Batch IV. In term of kind of goods, the highest financial achievement was equipment, and the lowest is text books and journal (Table 3.B-7). The low achievement of procuring text books and journal due to the technical difficulty experienced by the third party, especially in providing the number of textbooks.

Figure 3.B-7 : Financial Achievement of Procurement Sub-Component B.1

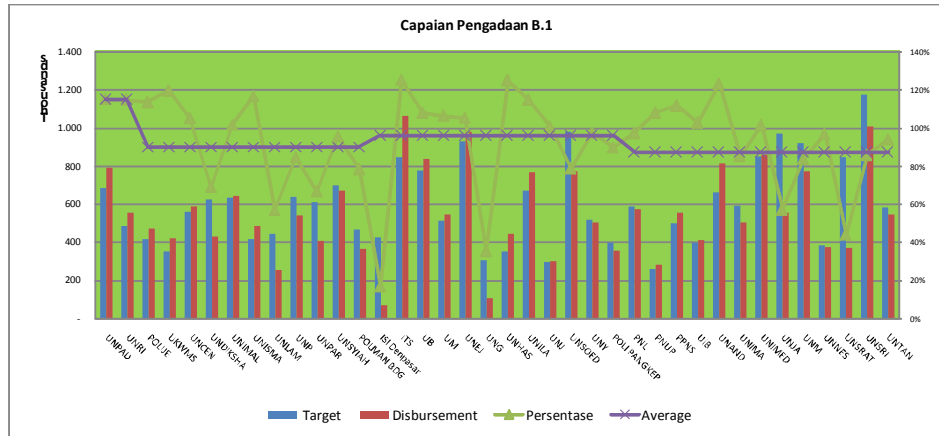


Table 3.B-7 : Percentage of Financial Disbursement of Procurement

Item	Batch I	Batch II	Batch III	Batch IV
Equipment (%)	191%	89%	103%	97%
- Target (USD)	635.117	4.671.146	5.416.521	6.203.751
- Actual (USD)	1.213.921	4.161.007	5.583.899	6.004.944
Furniture (%)	13%	110%	108%	91%
- Target (USD)	418.025	318.879	272.125	577.595
- Actual (USD)	55.496	351.675	294.735	524.474
Textbook & Journal (%)	68%	88%	67%	57%
- Target (USD)	120.128	890.062	1.339.727	1.970.761
- Actual (USD)	81.279	786.785	892.432	1.116.106

Promotional Activity

This activity is to support the quality improvement of students intake by promoting the programs to wider community. All grantees proposed and implemented the activity in first year as the budget was borne by the project. In the second year and beyond the budget had to be borne by the institution them self. Therefore, although considered as an important program, not all HEIs proposed such activity. The disbursement of the promotional activity is very low with the highest achievement was 68 % and the lowest achievement was 36 % for sub-component B.1 Batch II and I respectively (Table 3.B.8.). It is mainly due to some of the activities have been funded using other funding (institutions funding).

Table 3.B-8 : Percentage of Financial disbursement of Promotional Activity

Promotional Activity	Budget	Achievement	Percentage
Batch I	48.523,11	17.437,32	36%
Batch II	97.133,33	65.845,78	68%
Batch III	85.988,84	43.618,56	51%

Scholarship

The scholarship was aimed to high school leavers (thus have not registered to sit in university entry tests) from low income and less advantage families. The amount of the allowance was IDR250,000 per student-month for eight semesters. The enrolling institutions were mandated to top up the allowance to IDR300,000. Besides, the recipients were waived from all other form of tuitions (tuition fee, laboratory fee, induction program fee, and infrastructure development contribution).

Overall, the physical achievement of scholarship is below the original plan, due to some students were fail to finish the study. The highest achievement of scholarship is 97 % and the lowest achievement is 91 % for sub-component B.1 Batch II and Batch IV respectively (Figure 3.B-8). The overall financial achievement for promotional activity is also below the target (<100 %). However, for Batch Batch III, the financial disbursement is above 100 %. It is due to the grantees for Batch III increased the scholarship for students (Table 3.B.9).

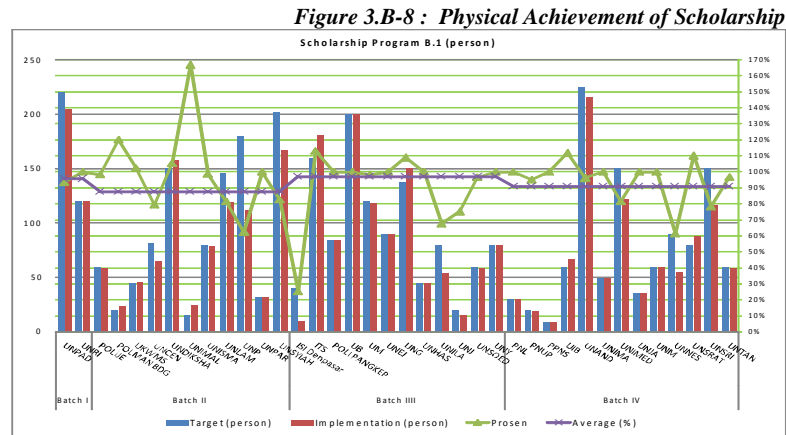


Table 3.B-9 : Percentage of Financial disbursement of Scholarship

ITEM	Batch I		Batch II		Batch III		Batch IV	
	Financial	Physic	Financial	Physic	Financial	Physic	Financial	Physic
Item	73%	96%	94%	88%	104%	97%	81%	91%
Average	73%	96%	94%	88%	104%	97%	81%	91%

In order to have more in-depth information about the recipients' profile, a survey was conducted in November – December 2010. Although aimed as a census, a few institutions failed to submit exhaustively the completed questionnaires. In total only 1,944 questionnaires were submitted, whilst according to the total budget allocated, the number of recipient is supposed to be more than 2,766. Detailed information regarding the survey results can be found in a separate report.

B.2 Sub-Component B.2a : Strengthening Institutional Management Capacity in Non Autonomous Public HEIs

This grant window provides supports for the development of system to improve the efficiency and effectiveness of internal management. In particular, the project supports expenses for the components such as: non-degree training for both domestic and overseas, IT infrastructure and application system, technical assistants (domestic and international), and policy studies. The project outputs can therefore be viewed from the abovementioned expenditure components.

Table 3.B-10 : Financial Achievement for all cost component under sub-component B.2a

Cost Component	Batch I	Batch II	Batch III
IT. Infrastructure and Software (%)	85%	89%	85%
– Target (USD)	389.278	1.954.727	4.581.943
– Actual (USD)	331.177	1.739.844	3.887.531
Policy Study (%)	84%	101%	93%
– Target (USD)	40.000	535.394	1.704.878
– Actual (USD)	33.668	542.814	1.588.738

Cost Component	Batch I	Batch II	Batch III
Staff Development (%)	81%	146%	104%
– Target (Physical)	26	586	933
– Actual (Physical)	21	854	967
Technical Assistance (%)	43%	72%	73%
– Target (Physical)	14	153	232
– Actual (Physical)	6	110	170

It is clearly seen from the Table 3.B-10 that the project has significantly increased resources at the participating institutions, especially the staff development. The table indicates that physical achievement of staff development is above the original targets (104 %) due to replanning of the budget efficiency from the program. The overall effectiveness of the investment as well as direct benefits to the quality improvement in the university management however still remain to be seen. However, overall, the output of sub-component B.2a is very relevant to provide basic instruments to become BLU. Among others of the basic instruments are:

- academic paper for BHP as initial proposal to be BLU
- Financial, procurement, human resources management
- integrated data
- strategic plan which could be used as strategic business plan

Aside from the outputs appertain to each expenditure component, noticeable outputs from this grant window include also university's internal regulations and management procedures such as Institution's by laws, internal funding mechanism for BLU scheme, accounting charter, IT strategic plan, basic policies and strategies for human resources development, etc. In addition, significant increase of the number of certified procurement officials resulted from the capacity building component of the grant.

Technical Assistance

The Technical Assistance (TA) of sub-component B.2a was mostly provided to help grantees obtain necessary knowledge and skills for improving quality of institutional management. The most common subjects of the implemented TAs are related with higher institution management and information system. Most of the grantees managed to acquire good practices from the TA implementation, especially in developing good university government and autonomous institutions.

The average physical achievement of the Technical Assistance both for domestic and overseas TA are below the original plan (Figure 3.B-9.). However in term of individual institution, some institutions have achievement of 100 %, and some institutions have only achieve less than 50 %. There are 3 grantees (UNM, UNSRI and UNSYIAH) are fail to higher TA. Many reasons have been raised by grantees particularly the difficulty in obtaining the expert relating to the assignment, the procedure requiring the TA should not from Government Officer (PNS). The other reason is the difficulty to get overseas TA using World Bank Guideline with a minimum 3 CV from respected candidates. It is represented in Table 3.B-11 that is only grantees from sub-component B.2a Batch III who are success to higher overseas TA with the achievement of 47% and 50 % for financial and physical achievement respectively.

Figure 3.B-9 : Physical Achievement of Technical Assistance

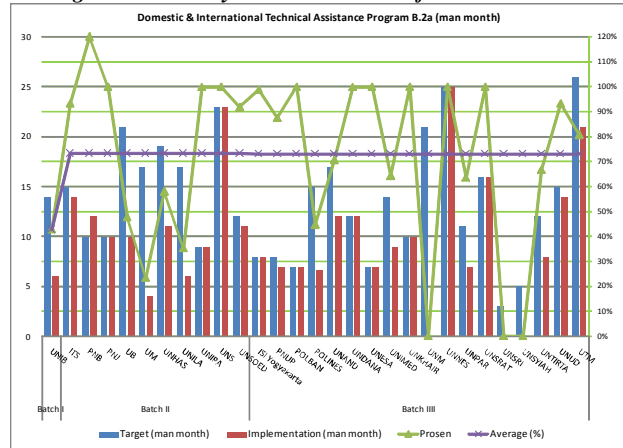


Table 3.B-11 : Percentage of Financial disbursement of Technical Assistance

ITEM	Batch I		Batch II		Batch III	
	Financial	Physic	Financial	Physic	Financial	Physic
Domestic	39%	43%	98%	73%	79%	73%
International	-	-	47%	50%	-	-
Average	39%	43%	87%	72%	79%	73%

Staff Development

The implementation domestic and overseas non-degree trainings (DNDT/ONDT) for Sub-component B.2a were satisfactory. It is represented in Figure 3.B-10. the average physical achievement of DNDT and ONDT is above 100 %. The only grantee fail to perform the DNDT and ONDT is UNM. Whereas the financial achievement of sub-component B.2a is only around 70 % (Table 3.B-12). It represents that there is an efficiency of funding.

Figure 3.B-10 : Physical Achievement of Staff Development

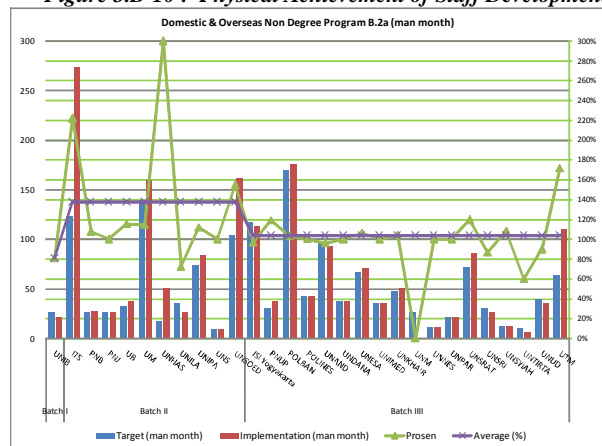


Table 3.B-12 : Percentage of Financial disbursement of Staff Development

ITEM	Batch I		Batch II		Batch III	
	Financial	Physic	Financial	Physic	Financial	Physic
Domestic Non-Degree	69%	81%	71%	149%	76%	104%
Overseas Non-Degree	-	-	112%	100%	-	-
Average	69%	81%	79%	146%	76%	104%

IT Infrastructure and Software

IT Infrastructure and software proposed by grantees were mostly to develop integrated management information system of the institution as basic instruments towards autonomous institutions. The investments have a significant impact to the development of good university government, especially in preparing the institutions to become BLU.

Overall financial achievement of procurements of infrastructure is above the original plan (>100%), whereas the physical achievement of software is far below the original plan (<60 %)(Table 3.B-13). It represents that most grantees have difficulty to execute the procurement process of software. The difficulty in procurement of software is mainly due to the difficulty in processing procurement to get consultant for developing the software. Some of grantees were even fail to process the procurement of software. In addition, the similar condition as it has experienced by the grantees that the most procurement were delayed due to the internal problem of the grantees and No Objection Letter (NOL) from the World Bank.

Table 3.B-13 : Percentage of Financial disbursement of IT Infrastructure and Software

Item	Batch I	Batch II	Batch III
IT Infrastructure (%)	107%	100%	102%
- Target (USD)	255.500	1.186.714	3.269.206
- Actual (USD)	273.929	1.182.916	3.331.514
IT Software (%)	43%	73%	54%
- Target (USD)	133.778	768.013	1.312.737
- Actual (USD)	57.248	556.928	702.525

Policy Study

Policy study proposed by grantees were mostly to develop institutional instruments towards autonomous institutions such as academic paper, institutional strategic plan, integrated information system, institutional statue and standard operating procedure for institutional management. The results of policy study have a significant impact to the development of autonomous institution, especially in preparing the institutions to become BLU.

Overall financial achievement of policy study is good with the highest achievement is 101 % and the lowest achievement is 84 % for sub-component B.2a Batch I and sub-component B.2a Batch II respectively.

Table 3.B-14 : Percentage of Financial disbursement of Policy Study

Item	Batch I	Batch II	Batch III
Policy Study	84%	101%	93%
Target (USD)	40.000	535.394	1.704.878
Actual (USD)	33.668	542.814	1.588.738

B.3. Sub-Component B.2b : Strengthening Institutional Management at Autonomous University

Table 3.B-15: Financial Achievement of Sub-Component B.2b

Institusi/Cost-Component		IT & Software	System Dev	Tech Assistance	Staff Dev	Program Dev	Grand Total
IPB	target	234,254	134,083	20,111	43,822	280,881	713,151
	realization	178,353	81,293	20,228	36,586	240,544	557,004
	%	76%	61%	101%	83%	86%	78%
ITB	target	200,988	376,980	63,400	6,590	97,662	745,620
	realization	186,180	412,319	26,512	9,197	94,582	728,791
	%	93%	109%	42%	140%	97%	98%
UNAIR	target	381,114	186,704	32,920	23,951	118,663	743,352
	realization	345,960	92,839	2,722	13,407	59,458	514,385
	%	91%	50%	8%	56%	50%	69%
UGM	target	165,890	290,896	25,000	106,750	92,722	681,258
	realization	139,764	228,159	-	3,249	149,531	520,703
	%	84%	78%	0%	3%	161%	76%
UI	target	292,422	272,067	8,333	-	95,650	668,472
	realization	287,858	265,968	8,091	-	94,268	656,186
	%	98%	98%	97%	0%	99%	98%
UPI	target	80,978	189,555	55,556	25,000	24,169	375,257
	realization	56,433	132,005	35,450	16,035	11,354	251,276
	%	70%	70%	64%	64%	47%	67%
USU	target	304,393	24,674	63,333	19,444	234,011	645,856
	realization	265,831	18,823	-	3,964	109,536	398,154
	%	87%	76%	0%	20%	47%	62%

Very much similar to sub-component B.2a, this grant window also aims at the improvement of internal management particularly for those under BHMN status (autonomous institutions). It was strongly felt that good and robust internal management system is the pre-requisite for an autonomous institution to perform accountably. This particularly grant window provides support for the seven autonomous institution to accelerate its transition towards a full-fledge autonomous operation, with the particular focus on financial, human resources, physical facilities and infrastructure, as well as information and data managements. But due to the variety of internal readiness amongst the seven institutions, each has different development focus and uses different set of expenditure components. This makes it irrelevant to portray the project outputs at the aggregate level.

Having said that however, ICT infrastructure and software application systems can be considered as the noticeable common outputs of this grant window, apart from the internal policies and regulations for university management which are of course also dominant.

Despite the good impact of the program to improve the quality of institutional management, the financial achievement of the sub-component B.2b is low with the average disbursement is below 80 % (Table 3.B-15). There are only two grantees have achievement 98 %. The rest of the grantees are cancel some part of the loan due to the programs have been funded by institutions funding.

B.4 Sub-Component B.2c : Performance Based Contract

This grant window is implemented in the form of performance-based contract, with a very loose expenditure components. In this regard, the project output can simply be associated with the fulfillment of the contract reflected by the extent to which the

agreed indicators are met. Overall the achievement of the indicators for five grantees of sub-component B.2c were above 100 %. There some prominent output for sub-component B.2c, especially research product as result of the incentive program. For example the success of IPB to produce a new variety of rice plan which has been tested in the field (Karawang, West Java) with a very promising result.

In term of financial achievement, it is also very high, most of the disbursement of the grantees re above 100 %, except University of Indonesia (Table 3.B-16). It has been mentioned previously that the disbursement is above the original budget due to the different perception of the currency when contract signed and the currency during implementation programs.

Table 3.B-16 : Financial Achievement of Sub-Component B.2c

Institusi/Cost-Component	Procurement	System Dev	Tech Assistance	Staff Dev & Scholarship	Program Dev	Incentive Program	Networking & ComDev	Grand Total	
IPB	target	833,109	400,707	60,000	294,000	120,000	1,264,984	25,000	2,997,800
	realization	888,300	463,577	66,060	303,657	116,653	1,377,433	18,823	3,234,503
	%	107%	116%	110%	103%	97%	109%	75%	108%
ITB	target	1,093,491	124,232	100,000	32,000	232,340	1,408,049	-	2,990,112
	realization	1,186,838	142,287	76,613	34,315	266,476	1,448,239	-	3,154,768
	%	109%	115%	77%	107%	115%	103%	-	106%
UNAIR	target	1,746,103	69,500	5,000	230,333	430,027	417,000	-	2,897,963
	realization	1,880,387	56,229	3,593	221,897	343,741	440,360	-	2,946,208
	%	108%	81%	72%	96%	80%	106%	-	102%
UGM	target	1,427,336	-	-	245,834	163,037	929,388	234,405	3,000,000
	realization	1,567,187	-	-	266,554	201,873	976,505	235,934	3,248,052
	%	110%	0%	0%	108%	124%	105%	101%	108%
UI	target	930,200	-	19,000	344,600	191,950	514,250	-	2,000,000
	realization	912,153	-	21,232	356,907	161,584	512,780	-	1,964,655
	%	98%	0%	112%	104%	84%	100%	-	98%

C. Project Outcomes

C.1 Component A : Higher Education System and Oversight

Component A was designed to support the government in implementing the Higher Education Long Term Strategy (HELTS), to develop enabling environment for a more autonomous, output-oriented, and responsive higher education system at both sector and individual institution levels. For that purpose, this component focused on development of regulatory framework to support broader university autonomy particularly with regard to human resources and financial management, stronger governance.

The implementation of this component has supported development of a draft law on legal status of higher education institutions, which was successfully passed into Law 9/2009. Although this Law was short lived, revoked by the Constitutional Court a year later, the process, the dialectics, and the dynamics the development process of this law had created proved to have changed the mindset among the large part within the national higher education community. This has manifested among others in the very swift response from the Ministry of Education and Culture to quickly move to draft a replacement law. The draft replacement law was broader in scope and gain strong support from the university community and the parliament alike leading to the

enactment of Law 12/2012 on Higher Education System, approximately two years after the law on legal entity status was revoked.

There is indeed reaction to the new law from a number of parties including some private universities, students, and non-government organization who have logged another judicial review to repeal a few articles of Law 12/2012. However the size and intensity of resistance is not as strong as it was against Law 9/2009, and is expected at least not to threaten the existence of the whole Law. It is indeed too early to suggest what will come out of the legal review, however what needs to be highlight is the fact that the exercise to develop legal framework to promote broader autonomy which led to enactment of Law 9/2009 and later Law 12/2013 proved to have change the mindset of the university community with regard to the indispensability of broader autonomy to developing a more efficient and responsive higher education institutions.

The dynamics and dialectics related to broader autonomy and university legal entity status had reached beyond the university. Soon after Law 9/2009 was revoked, dialog intensified between the Ministry of Education and Culture with the Ministry of Finance in order to find a way out, at least a transitional one, for universities already bearing legal entity status and many more universities aspiring for the broader autonomy. A regulatory framework existed then except that it was far from ideal solution, which allowed some degree of autonomy in financial management, by converting state university into a public service agency, better known as Badan Layanan Umum (BLU).

BLU was regulated the first time by Government Regulation 23/2005, intended to promote better accountability and more flexible regime of financial management to allow for branches of government units providing public services including health, education, transportation, and administrative services. Government Regulation 23/2005 proved insufficient to address the flexibility needed for university operation and therefore needed to be modified. Consultations between the two ministries finally resolved the issues, leading to enactment of Government Regulation 74/2012 in which the large part of the legal framework needed to support broader university autonomy was well addressed.

Improvement in management and governance at individual institutions level was supported by other project component, notably B.2a, B.2b, and B.2c. Components B.2A which was designed to support individual university to improve resource management and to prepare for governance framework as ground work for legal entity status proved equally instrumental to prepare the universities for BLU status. This resulted in the quick response and readiness of universities to become BLU once it was allowed following revocation of Law 9/2009. Implementation of BLU in the last few years has been successful particularly from the view point of financial accountability. All universities with BLU status have been audited by public accountants and all of the achieved “without qualification opinion”.

At the national management level, the component focused on strengthening oversight capacity and a more evidence based decision making including planning and budgeting. To implement this Component A of the project also supported development of a national information system designed to support policy making process, NISHE. Development of NISHE may not yet result in a great contribution to

the decision making process within the Directorate General of Higher Education however the potential for this looks increasingly clearly obvious. The development of the information system has created enthusiasm across study program within universities involved in the program to systematically collect data and information regarding student and graduate performance in the world of work.

Exercise with regard to institutional reform at the national level partly implemented in the recent structuring of the DGHE organization. A full implementation of the finding was prevented by the overturning of Law 9/2009. Planning and budgeting in line with broader university autonomy involving fund channeling by means of block granting to individual universities could not be implemented given the fact that in the absence of legal entity status state universities are legally considered part of the government bureaucracy and are ineligible for receiving grants from central government by Law 17/2003.

Strengthening of accreditation system under this component had also led to positive development towards achievement of the objective of the project. This component specifically supported capacity building and development of instrument to support accreditation at institution level as well as professional accreditation. Implementation of accreditation at institution level was met by resistance, and even the previous Minister of Education ordered moratorium to the program and instructed an evaluation to the program. Following the evaluation it proved useful and then adopted, and even now stipulated in the new higher education law (Law 12/2012) which requires all higher education institution to subject to institution level accreditation. The program is now an integral part of the overall higher education accreditation along with the professional accreditation in four professional fields.

Revitalization of Open University

The whole participants of ODP and ONDT Programs funded by I-MHERE Project will support the implementation and continuation of the six core programs on ‘ICT-based OD L system’ which have currently been running as regular activities at UT. The six core programs have generally reached their objectives to support the role of UT in improving quality of teacher education and in increasing the access to higher education for remote and underprivileged members of the society, as well as in specializing UT in ICT based university management and academic delivery.

Table 3.C-1 shows the progress of performance indicators related to I-MHERE supported activities from year 2008 which is considered as base line until the end of the project.

Table 3.C-1: Project Achievements and Key Performance Indicators

Core Program	Outcome	Key Performance Indicators	Achievement (%)				
			2008	2009	2010	2011	2012
1. Improvement of Teacher Education Programs and Curricula	Improved programs and curricula in Teacher Education	<ul style="list-style-type: none"> ▪ ONDT “Tracer Study” 	-	-	100		
2. Improvement of the Quality of ICT-Based Learning Materials	Improved ICT based learning materials	<ul style="list-style-type: none"> ▪ Competent human resources to develop quality ICT-Based Learning Material (ODP on Ph.D Level) 	10 (Started Aug. 2008)	25%	50	75	100% (May 2012)
		<ul style="list-style-type: none"> ▪ ONDT “Virtual Teaching Clinic” 	-	-	100		
3. Improvement of	Personalized and	<ul style="list-style-type: none"> ▪ Competent human resources to 	10	25	50	75	100

Core Program	Outcome	Key Performance Indicators	Achievement (%)					
			2008	2009	2010	2011	2012	
the Quality of ICT-Based Student Support Services	motivated Student Support Services	develop quality ICT-Based Student Support Services (ODP on Ph.D Level)	(Started Aug. 2008)					(Jun. 2012)
		▪ ONDT “Online Pedagogical Competence”	-	-	-	100	▪	
4. Improvement of the Quality of ICT-Based Student Evaluation System	Improved Quality of ICT based student evaluation system	▪ ONDT “Online Examination System”	-	-	100	▪	▪	
		▪ Competent human resources to develop quality ICT-Based Student Evaluation System (ODP on Ph.D Level)	10 (Started Aug. 2008)	20	40	70	100 (Dec. 2012)	
5. Improvement of ICT-Based Academic Administration Capacity	Accurate and Precise Academic Administration	▪ Competent human resources to develop quality ICT-Based Academic Administration Capacity (ODP on Master Level)	-	60 (Started In Jan. 2009)	100 (Accomplished in 2010)	-	-	
6. Improvement of ICT-Based Internal Management Capacity	Efficient and Accountable internal management system	▪ Competent human resources to develop quality ICT-Based Internal Management Capacity (ODP on Ph.D Level)	10 (Started Aug. 2008)	20	50	70	100 (Dec. 2012)	

Note:
1. ODP : Overseas Degree Program
2. ONDT: Overseas Non Degree Training

C.2. Component B : Grants to Improve Academic Quality and Institutional Performance

The targeted beneficiaries of these grants are both public and private universities, where this project component aimed at creating environment toward the development of autonomous and accountable higher education institutions. Such an environment will enable the university to improve the quality, relevance, efficiency and equity of higher education, as stated I-MHERE project development objective. Therefore, the successful project implementation of this component should be measured in an integrated manner with the achievement of the overall higher education reform and oversight efforts (project component-A). Accordingly, the outcomes of project component-B will be assessed against two aspects: 1) improvement of institutional performance in terms of management capacity, and 2) improvement made toward better academic quality and equity.

a) Improvement of academic quality and equitable access in higher education:

The quality and equity improvement made by grantees of sub-component-B.1 are reflected in the achievement of the key performance indicators, as shown in table 3.C-2. The first three indicators reflect the academic performance of study program, while the last represents the performance at university level.

Table 3.C-2: Achievemen of Key Performance Indicator

KPI	Value		Improvement		
	Baseline	Target	Achieve-ment	Form baseline	From target
Average GPA	2.99	3.16	3.17	0.18	0.01
Average time to graduate (months)	56.68	51.65	51.16	-5.52	-0.49
Average time get first job (months)	8.49	5.61	5.82	-2.67	0.21
Percentage of students receiving scholarships ^{*)}	22%	32%	32%	10%	0%

The table shows improvements in the overall quality of academic program at study program level, although such improvement was not necessarily corresponded with the agreed upon target level. These improvements also indicate that the study programs have successfully created and implemented an academic environment and practices that would yield better quality in education. All efforts and investment made in this program, although currently there is no direct indication that would relate them to the achievement of KPIs, have led to the improvement of the academic quality, which in turn also demonstrates the effectiveness of the academic program.

Along with those main KPIs, other performance indicators also show quite encouraging results, such as publications, TOEFL score, as well as research and industrial collaborations. However, still there is no direct indication can be measured whether such improvement are solely or partially resulted from the program. Also, it remains unknown whether such achievements would remain high or improve after the end of the project or, in the contrary, they will return to the original stages and even worse.

The academic quality improvement of undergraduate study program should also be reflected in other means. With the exception of some study programs, most grantees of this sub-component managed to maintain good accreditation level (A or B) from BAN-PT.

Through outreach program, I-MHERE project has set new standard for recruiting potential student, far more effective reaching out those who are traditionally would otherwise not being able to get access to higher education. At institution level, the design-mechanism and implementation of this scholarship program was also successfully adopted by the university. At national level, policy concerning improving access and equity for underprivileged society are being implemented in Law no 12/2012 also stipulate that each HEI shall recruit 20% of the incoming students from underprivileged population. Now, scholarship programs such as BIDIK MISI and many others are becoming integral part of DGHE regular program, which will increase access and equity for students with underprivileged background, though the effectiveness of the implementation still requires a lot of improvement.

Because it was tied to the performance of the students, it is apparent that in some university this I-MHERE outreach program has also successfully empowered university administration to implement better management of scholarship, beyond distributing or dispensing scholarship fund. In addition to provide financial support, under outreach program, some universities provide academic stewardship for scholarship recipient. However, it is also important to understand that the implementation of scholarship mechanism based on this “outreach” concept should have been better if the definition and mechanism to determine underprivileged population can be clearly defined.

The practice of tracer study has also impacted HEIs education program. Although was not initiated by I-MHERE project, the implementation of tracer study has become university standard data collection mechanism for various instruments of academic assessment. Together with other competitive programs (e.g. PHK), I-MHERE program has been influential in making tracer study as part of regular program at

university levels. The use of tracer study as the basis of making decision is a manifest of good practices in evident-based decision making by the university management.

The improvement of quality in academic program was also expected as the result of introducing non-traditional funding channeling mechanism. The design-mechanism of sub-component B.2c was initially set up following the successful implementation of capacity building program in sub-component B.2b. Although the implementation arrangement could not be executed as designed, the academic achievement of grantees in sub-component B.2c were on or above target. This evidence, on one side, may indicate a successful improvement of the level of graduate education program; on the other side it raises questions concerning the effectiveness the design-mechanism of the program itself.

b) Improvement of institutional performances:

Fundamentally, component B of I-MHERE project aimed to strengthen HEIs' management capacity that would enable them to become autonomous and accountable higher education institutions. Although this program only supported funding for sub-component B.2a and B.2b, capacity building program was also imposed to grantees of sub-component B.1 using their own funding. Particular attention should be given to grantees of sub-component B.2a (non-autonomous public universities), while grantees of sub-component B.2b (autonomous – BHMN universities) were considered of having already better management capacity, and therefore the outcomes are deemed less crucial than those of sub-component-B2a.

For grantees for sub-component B.1, the outcomes for capacity building program will particularly be assessed from the performance of financial and procurement aspects, which directly contribute to the achievement of academic performances. Although institution's performance is resulted from a number of driving factors, it is safe to conject that the sub-component B.2a of I-MHERE is expected to systematically improve institution capacity in managing the institution which in turn gives rise to institution overall performance.

Sub-component B.1 was designed to exercise block-grant funding mechanism as an alternative model of fund channeling mechanism that was deemed suitable for autonomous HEIs. At the same time, the executing mechanism of the grants also called a shift from study program-based program toward institution-based program; which in essence requires strong integrated management capacity at institution level. This requirement was then responded by the carrying out the capacity building program.

A noteworthy characteristic of this program was the conditions for grantees to carry out the project management duties not by traditional ad hoc approach, which in the past was a common approach for handling grant programs. Under this program, HEIs are to integrate project management functions -especially in financial and procurement management area- into the existing managerial functions of the institution. This approach attempts to empower the existing managerial unit of the institutions, whereby at the same time imposing integration mechanism for management functions for all programs at institution level.

Among many achievements of sub-component B.1, 79.9% of all grantees have successfully awarded the contract within the validity period of bid. The internal management of grantees have performed optimally improved the capacity of procurement staff by obtaining the certificate of procurement from LKPP (83%). In addition, the majority of the HEIs (86.6 %) also published all necessary contract documents and make it available for the communities. These good practices will eventually improve the transparency and accountability of the project management, and gives optimism that the project management has managed the process on the right manner.

Unfortunately, this program cannot be functional effectively mainly because the block grant scheme was never realized. Instead, institutions must still follow DIPA mechanism that prohibited them to execute multi-years program. Under DIPA scheme, any unabsorbed budget must be returned to the state and cannot be directly made out of the next year program. As the result, funding effectiveness becomes very low, as the institution must again go through a series of lengthy budgeting and disbursement cycle.

Further, as the result of capacity building program for sub-component-B.1 and B.2a, all of the following targets were accomplished;

- 86% procurement were awarded within bid validation period
- 2862 procurement staffs are certified by LKPP L2 and L4 standards.
- All contracts above \$50,000 or equivalent are published as reflected in e-Procurement system mandated for all universities since 2012.

Sub-component B.2a was designed to prepare non-autonomous public universities to become more autonomous by enhancing their management capacity. Through the implementation of this program, grantees of B2.a have successfully developed internal capacity in institutional planning, as well as capable of managing resources (physical asset, human and financial resources) in an integrated system. The institutions now have the capacity to develop business plans (which also includes of annual plan and budget), along with financial accounting system that can be audited by public accountant and comply with the state accountant system. The outcome of this program is reflected by the successful attainment of 14 institutions to follow the BLU financial scheme, and 11 institutions to receive *unqualified-opinion* audit status.

Although they already have the capacity to manage, block grant scheme still cannot be implemented due to lack of necessary supporting regulations. Therefore, this program continued to run DIPA mechanism. As for the capacity in absorbing DIPA, the national average figure for 2011 is 87%, thus the average capacity for B.2a grantees is above the national average.

Despite those conditions, from regulation point of views, Law 12/2012 - article 88 on funding subsidy would actually be able accommodate block grant idea, but then its implementation still has to wait for the pertinent government regulation.

At the higher level, sub-component B.2b was instrumental in accelerating the internal management capacity improvement of autonomous universities (PT BHMN) in becoming full-fledged autonomy. The successes of implementing good university

management system are reflected in, among other things in the establishment of procurement system at ITB and as well as financial and asset management system in other BHMN. Procurement system at ITB, for example, is deemed successful and appreciated by the World Bank which was then proposed as a model for procurement training center.

Following up the successful implementation of sub-component-B.2b, five of seven PT-BHMNs proceeded to carry on with the sub-componenet-B.2c with the objective to find alternative fund channeling mechanism based on performance. However, the implementation of this program has yet to demonstrate promising results since DIPA mechanism was still in effect and prohibited the application of performance-based contract. Hence, there was no clear evidence that suggests the performance of grantees in graduate education is the direct result of the investment made in this program.

Chapter IV Lessons learned and Recommendation

A. Lessons learned

In any project or program, it is important to note that performance indicators are not the objectives by itself. Indicators are needed to indicate whether the improvement and development activities are in the right direction or not, but the development objectives cannot be represented solely by the performance indicators. In order to understand how far the objectives have been achieved, therefore, it is paramountly important to present a qualitative analysis of the project achievements.

Whilst previous chapters present the quantitative achievements, the following sections present the lessons learned in implementing the project, presented in more qualitative manner.

A.1. Central level

The flip flop of the fundamental regulatory framework used as the basis of the project design, has significantly affecting the effectiveness of the intervention, as deliberated in chapter III.

difficulties in achieving the project development objectives

a) Understanding institutional autonomy

Since most of the problems encountered by academics in daily activities have something to do with procedures in financial management, some think that autonomy is limited to managing financial matters. It might be the main reason that some officials in the MoEC and MoF think that the BLU concept could solve entirely the issue of inadequate institutional autonomy. They do not understand that autonomy in financial management could only be granted if a proper governance system is in place, and such system could only be implemented when institutional autonomy is provided.

Some high ranking government officials are still confusing autonomy with privatization, by publicly defining university autonomy as the ability of a public institution to generate revenue to substitute government fund. Such misinterpretation and misunderstanding are also shared by a significant part of the society, demonstrating the ineffective dissemination of the concept of autonomy. Worse, Faculties and Departments were commercializing their education programs by charging exorbitant admission fee to incoming students.

Dissemination of the concept of autonomy is, therefore, highly important to prepare the public with new legislations, policies, and regulations. Nonetheless a small minority group in the society, will always remain believe in ideological implementation of an extreme welfare state concept, by considering higher education as fully public goods.

b) Data and information

In a system managed in a centralized fashion, centralistic planning and monitoring enable the central authority to control and oversee the institutions. In a decentralized higher education system, planning and implementation are mostly carried out by institutions with limited centralistic control. In such system, reliable data and information becomes highly critical. When the central authority delegates many of its authorities to the institutions, monitoring and oversight could only be carried out through a rigorous analysis of the data and information collected.

Therefore the concept of National Information System on Higher Education (NISHE), has been adopted and fully incorporated in the Law 12/2012 as PDPT (Pangkalan Data Perguruan Tinggi). The adoption into the law provide a legal foundation to impose the requirement to actively participate in the NISHE (PDPT).

As for now PDPT has been participated by around 70% of total higher education institutions (more than 3,200), and expected to steadily increase due to enforcement of the Law 12/2012. Nevertheless the participation in the NISHE would only be meaningful when policies and decisions based on data and information is implemented at the central authority as well as institutional level.

c) Quality assurance and accreditation

External quality assurance, as conducted by the National Accreditation Board (BAN-PT), is a critical aspect in strengthening the DGHE's oversight capacity. The accreditation is also considered as an accountability measure to the public.

Nevertheless it is critically important to understand that the ultimate responsibilities for quality assurance should rest at the institutional level, where key stakeholders are directly visible, and internal quality assurance systems are used by institutions thoughtfully to make continuous improvement efforts. Many institution leaderships consider accreditation as an external 'requirement' imposed by the DGHE, instead of an external assessment to enrich and strengthen the continuous internal quality improvement. Compliance with external requirements is important to define accountability structures, though they by themselves rarely lead to sustained improvements in the quality of education since 'compliance' is not enough to create the 'culture of quality improvement'.

d) Competitive based funding scheme

In the last 3 years, the DGHE has shifted its funding policy from competition toward more direct allocation. The policy shift might arise from the following reasons,

- Administrative difficulties in the implementation, i.e. elimination of the concept of block grant, and incorporation of grants into DIPA;
- The relatively high cost of selection, monitoring, and evaluation process;
- Inadequate legal infrastructure for institutional autonomy; and
- recent political trend of re-centralization.

Since the fiscal year of 2012 there has been no new programs implemented based on competition. The performance based funding, as experimented in B.2C, is considered

as an even more advanced concept compared to competitive funding scheme. Unless the required set of regulations is available, it could be concluded that for the time being the performance based scheme is not suitable for Indonesia. Competitive based funding schemes could still be implemented in a much smaller scale, with a specially designed institutional framework.

A.2. Institutional level

a) Fund channeling

In the fiscal year 2009, the government decided to incorporate back all funding schemes into the MoF's DIPA scheme. The decision has enormously affected the project implementation, mainly due the following reasons,

- Under the competitive funding scheme, the grant was directly transferred as a block to the grantee's special account. By integrating the system into the MoF's DIPA scheme, the grant is integrated into the university's line item budget.
- Grantees have to submit a request to the university financial manager every time it needs to carry out activity. The financial manager maintains a certain amount of advanced payment for financing activities. In most cases IMHERE is not the financial manager's highest priority that he/she might use the cash for other higher priority activities, causing delay in the implementation. The requirement to return the remaining fund to the State Treasury at the end of each fiscal year, pushes the delay even longer.
- In private universities the grant is still implemented under the previous scheme, whereby the fund is directly transferred to the grantee's special account as a block. For that reason, the IMHERE project implementation is more successfully conducted in private universities.

b) Procurement

Under this project, procurement processes have been institutionalized under each university's procurement office (ULP). The initial intention is to ensure that procurement process is carried out by qualified officers, and irregularities could be prevented. However, cumbersome procurement process has hampered almost all activities in this project, as explained by the following points,

- Due to the centralized procurement process, the implementing officers at the grantees' level are entirely dependent on the ULP's performance.
- The ULP officers are trained to work under the GoI's procurement procedures and regulations, hence are less familiar with the WB's procurement procedures. In some cases, the implementing officers at the grantee's level do not have the leverage to press the ULP for speeding up the process.
- The procurement packages under the IMHERE project are mostly small in value, compare to the total procurement value to be carried out by ULP for the entire university.

- The university's capacity to absorb and spend the allocated budget becomes a critical criterion in the budget allocation for the subsequent fiscal year.

In many cases, ULP put the IMHERE procurement process in their lower priority to be carried out, contributed to the implementation delay.

c) Tracer study

For higher educational institutions to become pioneers in continuous quality improvement of education, with careful analysis of labor market needs and career paths of graduates is an urgent need for the nation today. One of the important means to understand the labor market and graduates' performance is the graduate tracer study. A tracer study could provide important feedback for improving the education process, including student services. Tracer study could also provide information about the employment condition of the graduates and the labor market in general.

Apparently the tracer of graduates, a standard practice for all I-MHERE (and all recipients of other competitive grant as well) grantees, has not been institutionally conducted in many institutions, even at the most established. Although tracer studies have been conducted by study programs, data compatibility becomes a problem when consolidation is needed at the institutional level.

Many leadership in the institutions consider tracer study is merely an administrative requirement for accreditation, and conducted the survey just before the accreditation process. Therefore I-MHERE initiated to conduct institutional tracer study, at least for institutions receiving I-MHERE grants. Unfortunately the exercise failed due to technical problem in budget allocation.

d) Scholarship

In the B1 scheme, I-MHERE project introduced a scholarship scheme for students with disadvantaged economic background. The scheme requires grantees to recruit students from the high school, instead of selecting scholarship recipients from those who already applied. It also requires grantees to waive the tuition and fees for the scholarship recipients. However the allocated living allowance was considered far from adequate to provide students with a decent living. The I-MHERE project had advocated and proposed to the DGHE to increase the allocation, and only partially approved in the final 2 years of the project implementation.

Inspired with the potential of the scheme, the DGHE has adopted the scheme, increase the unit cost, and expanded the coverage into a nation wide scholarship program called *Bidik Misi*, which at present covers 92,000 recipients.

In many cases, however, university officers assigned to implement the new scholarship scheme do not possess the necessary competencies. Ideally the officer responsible for scholarship should have deep understanding of the process of selection, recruitment, and evaluation of a scholarship program. They also need to be able to design and manage remedial program and counselling services. As the percentage of underprivileged population has been set at 20% in Law 12/2012, it is essential for all parties to prepare the organizational infrastructure, program design, as well as competent human resources in compliance with the prevailing regulation.

B. Recommendations

The following recommendations are addressed to the external donor agencies, the central authority (DGHE, MoF), and higher education institutions.

1. Fund channeling

The termination of competitive funding in 2010 was a push towards regulatory enforcements, depriving universities of the liberties that they once had. It is considered as pushing institutions into a 'compliance' culture. The competitive funding, whereby the grant is provided as a block with maximum accountability measures, is an ideal scheme for preparing institutions to implement institutional autonomy. In such environment the central role will take the role of facilitating, protecting the public interest, and providing strategic direction.

Currently there had been a strong sense of crisis within the sector, particularly amongst leading lights in quality improvement of public institutions. If institutions were to be innovative in meeting the future economic needs, they would be expected to be able to operate independently. There never was a greater need for institutions to develop the culture of independence and accountability than today so that they tackle the complicated issues of the further quality improvement needed for Indonesia's future. Without such culture, it will be very difficult to expect higher education to take a central role by significantly contributing to the national development.

For the central authority, including DGHE and MoF, it is recommended to keep competitive fund channeling alive, at least for certain types program and institution.

2. Procurement process

The procurement process was one of the major obstacle in the implementation of I-MHERE project. The difficult and cumbersome process has significantly affected the ability of grantees to achieve the target initially set. In many cases the planned investment has not been materialized even until the end of project.

Therefore it is recommended for donor agencies and DGHE to consider the following points in the future projects,

- Allow grantees and beneficiaries to apply the government procurement procedures, which they have already familiar with. This will also avoid the requirement for grantees to maintain 2 separate financial book keeping: one for the World Bank and the other for State Auditors (BPKP). BPKP only use the government procurement procedures as its sole reference.

3. Future development programs

For donor agencies and DGHE, it is recommended to design future projects in the following 2 (two) tiers,

The first tier, comprises relatively advanced institutions according to a certain set of criteria, e.g. accreditation result. In the short term, these institutions do not urgently

require infrastructure, fellowships for advanced degree, nor teaching as well as laboratory equipment. In order to drive them for achieving higher goals, rewards will be provided to create pressure and motivation. Thus this program will focus more to support for improvement and development activities, such as research grants, trainings, workshops, conferences, and international visits. Most of the budget for investment of goods and civil works will be allocated as rewards after the agreed upon key performance indicators are successfully achieved. The components in this reward allocation are tightly linked to the achievement of the objectives set for the previous activities.

The second tier, comprises weaker institutions, who still require a significant amount of inputs, e.g. infrastructure, equipment, fellowships, as well as technical assistance. These institutions cannot carry out improvement activities without such inputs in investment. Budget is allocated based on proposal review, whilst procurement of goods and services are conducted at the central project level, or at least with close supervision from the central level. Implementation of the program will also require periodic (at least annual) review that could affect the program continuation.

4. Capacity building program

It is strongly recommended for higher education institutions to significantly improve their understanding and competencies in carrying out programs such as tracer study and scholarships. The recommendation for DGHE is to organize training programs for university officers at different levels, initiated with the following programs,

- Leadership training on university autonomy (see section 4.A.1 a)
- Training for officers responsible for tracer study (see section 4.A.1. c)
- Training for officers responsible for scholarship, including selection, recruitment, remedial program, counselling, and evaluation (see section 4.A.1 d)

5. Program of intervention

Since the Paris Declaration was signed, donor agencies have taken the back seat and shy away from intervening the recipient government policies. The assumption is that the recipient government knows the local environment better and knows the best solution to remedy it.

However donor agencies have access to the best expertise available in world, to be able to provide the best assistance based on the expertise in other countries. Recipient government could select the most relevant expertise and design the most appropriate intervention program with the assistance of the best experts.

An intervention that merely follow the regular and standard practices might not benefit the national interest, as it has been implemented for sometime anyway. It is important, therefore, to design innovative and creative intervention programs, by optimally capitalizing the global expertise to solve local problems. The new and innovative intervention program becomes a pilot and experiment, and could be adopted in a larger scale if the implementation is considered a success.

Appendices

1. APPENDIX 1

List of Eligible Institutions for All Scheme of Grant for Sub-Component B.1 and B.2a

App. Table 1.1: List of Eligible Institutions by tier and by Award Size for B.1

Tier	Max award USD 000s	Est. num of awards	Tier Aggregate USD 000s	Eligible institutions
I	2,000	4	8,000	26 Public Polytechnics
II	2,000	2	4,000	ISI Yogya, ISI Denpasar, STSI Padang Panjang, STSI Bandung, STSI Solo
III	2,000	10	20,000	Public and private institutions offering teacher education programs
IV	2,000	12	24,000	Other Public Higher Education Institutions.
WB Loan		28	56,000	
HEIs Budget			4,816	
Total			60,816	

App. Table 1.2: List of Eligible Institutions by tier and by Award Size for B.2a

Tier	Max award USD 000s	Est. num of awards	Aggregate USD 000s	Eligible institutions
I	500	3	1,500	26 Public Polytechnics
II	500	2	1,000	ISI Yogya, ISI Denpasar, STSI Padang Panjang, STSI Bandung, STSI Solo
III	500	7	3,500	U. Syiah Kuala, U. Jambi, U. Riau, U. Andalas, U. Sriwijaya, U. Lampung, U. Padjadjaran, U. Jenderal Soedirman, U. Jember, U. Diponegoro, U. Sebelas Maret, U. Brawijaya, Institut Teknologi Sepuluh Nopember, U. Hasanuddin, U. Udayana, U. Tanjungpura, U. Lambung Mangkurat, U. Sam Ratulangi, U. Haluoleo, U. Mataram, U. Tadulako, U. Mulawarman, U. Palangka Raya, U. Nusa Cendana, U. Cenderawasih, U. Negeri Yogyakarta, U. Negeri Jakarta, U. Negeri Semarang, U. Negeri Medan, U. Negeri Padang, U. Negeri Surabaya, U. Negeri Makassar, U. Negeri Malang, U. Negeri Manado
IV	500	2	1,000	U. Tirtayasa, U. Khairun, U. Trunojoyo, U. Malikussaleh, UNPATTI, UNIPA, U. Gorontalo, IKIP Singaraja.
WB Loan		14	7,000	
HEIs Budget			4,816	
Total			11,816	

App. Table 1.3: List of Eligible Institutions by tier and by Award Size for B.2b and B.2c

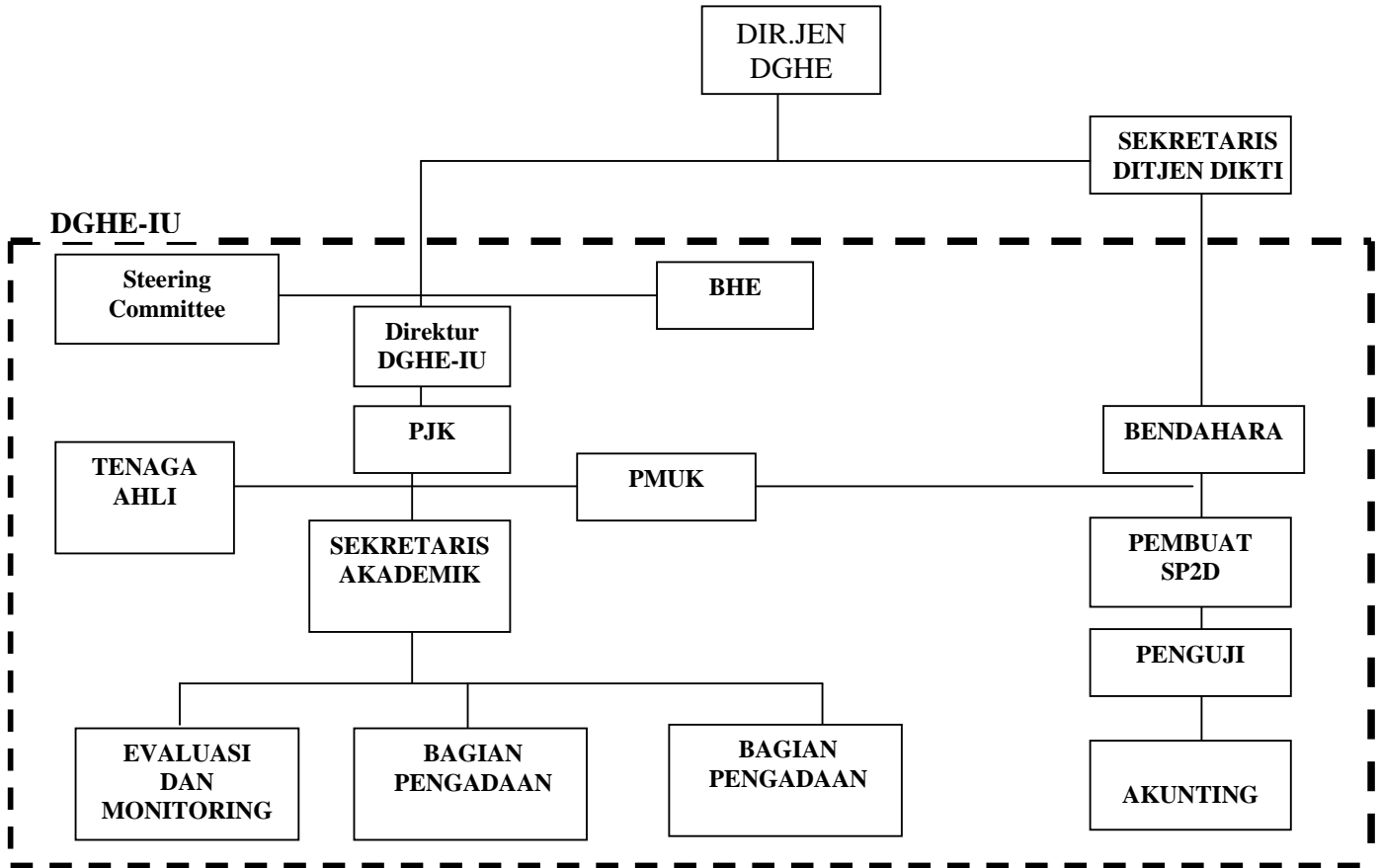
Number of institution	Max award USD 000s	Est. num of awards	Aggregate USD 000s	Eligible institutions
7	750	7	5,250	PT BHMN
HEIs			4,816	
Total			10,066	

App. Table 1.4: List of Eligible Institutions by tier and by Award Size for B.2c

Number of institution	Max award USD 000s	Est. num of awards	Aggregate USD 000s	Eligible institutions
7	3,000	5	15,000	PT BHMN
HEIs			4,816	
Total			19,816	

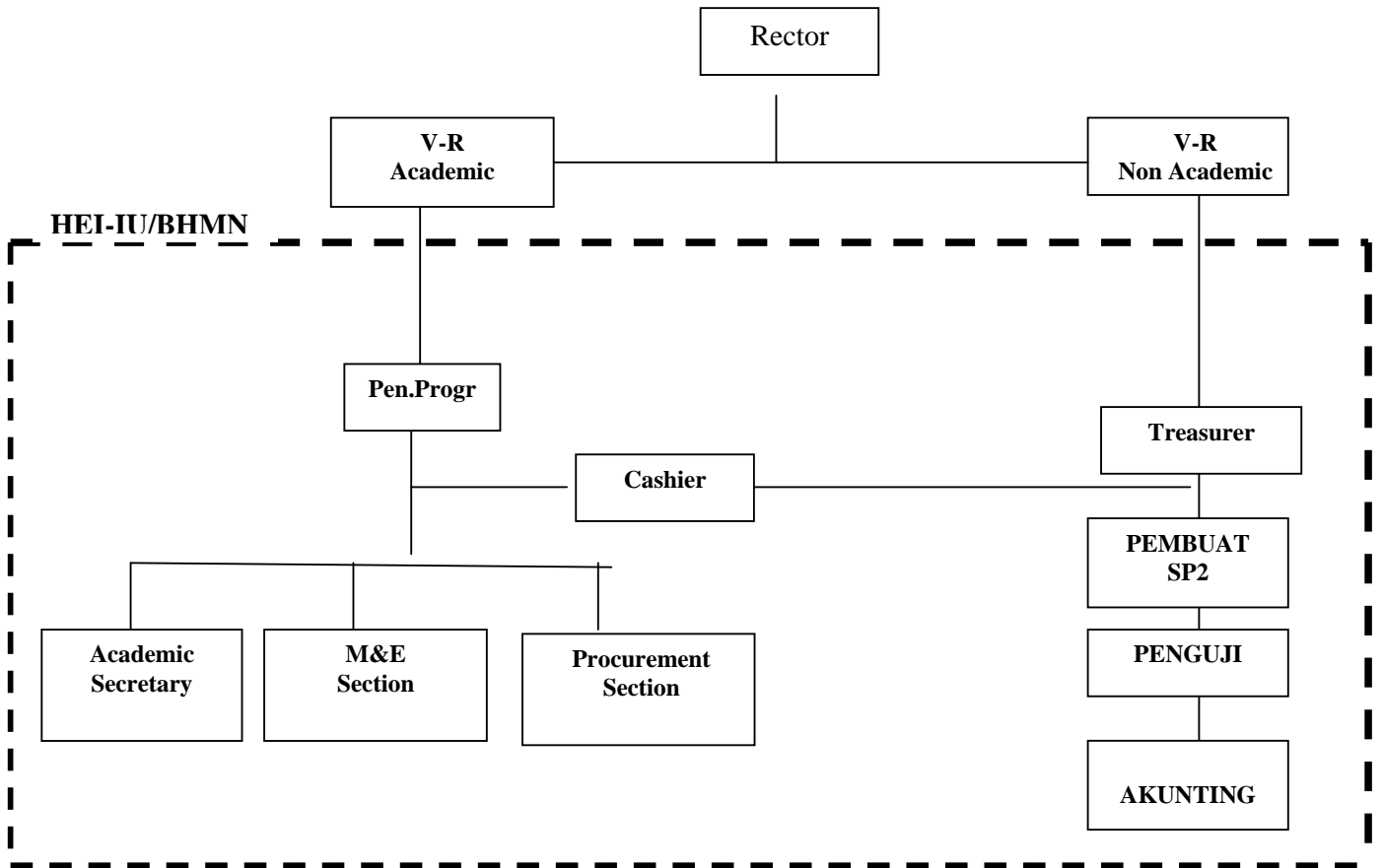
2. APPENDIX 2

Exhibit-1
Organization structure

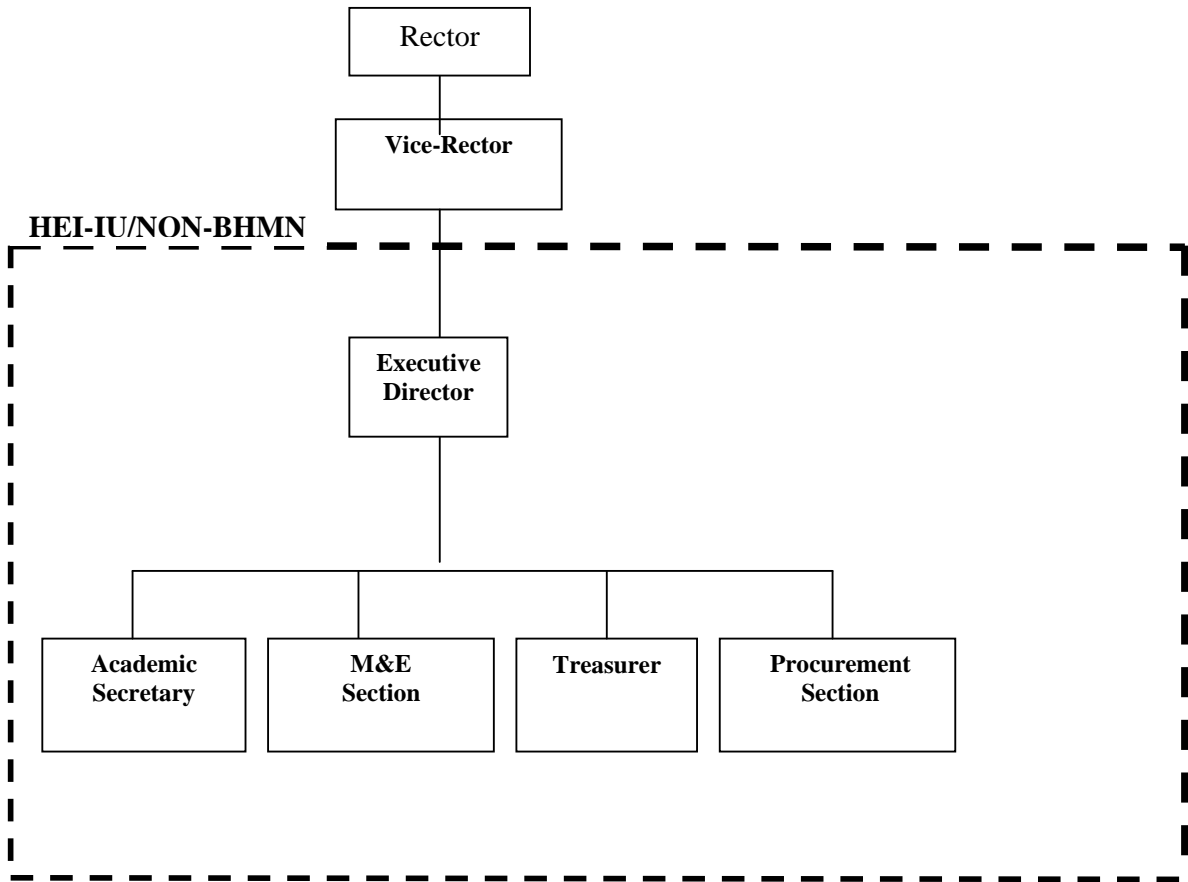


DGHE-IU has recruited a procurement specialist to help DGHE-IU as well as PIU in implementing procurement process.

At the higher education institution level, the implementing organization take two different form. For the BHMN, the organization was very much like the DGHE-IU except that the Director of DGHE-IU and Secretary of Directorate General of Higher Education was replaced by Vice Rector for Academic and Vice Rector for Non-Academic respectively.



For Non-BHMN grantee, the implementing organization was an ad-hoc unit which take the following structure.



3. APPENDIX 3

Detail Institution for Project Implementation Sub-Component B.1

App. Table 3.1 Domestic Degree

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	2	99,778	165,222	2	59,836	
	2 UNRI	11	119,957	26,657	11	132,358	16,849
B.1 Batch II	1 POLIJE	10	67,778	47,500	8	72,638	23,311
	2 POLMAN BDG	13	43,056	104,111	4	25,416	
	3 UKWMS	2		27,222	2		24,939
	4 UNCEN	31	397,194	6,389	36	270,612	51,611
	5 UNDIKSHA	10	86,944	36,667	10	115,305	
	6 UNIMAL	17	124,540	65,182	13	116,123	5,993
	7 UNISMA	5	43,324	9,820	4	19,021	19,650
	8 UNLAM	10		99,606	7	22,796	58,296
	9 UNP	24	218,192	63,364	24	206,388	21,614
	10 UNPAR	20	268,333		20	219,803	
	11 UNSYIAH	12	115,889		11	67,620	21,533
B.1 Batch III	1 ISI Denpasar	14	184,389		4	21,808	
	2 ITS	3	40,222	18,111	3	29,133	24,035
	3 POLI PANGKEP	6	101,426	22,796	2	13,234	
	4 UB	10	25,722	139,722	9	28,856	83,989
	5 UM	16	192,960	1,374	8	62,454	
	6 UNEJ	21	52,340	136,271	16	68,626	91,419
	7 UNG	25	137,236	68,042	3	29,351	
	8 UNHAS	4	48,105	10,904	2	28,708	
	9 UNILA	10	100,302	20,309	8	90,400	
	10 UNJ	10	123,611	833	10	102,279	24,828
	11 UNSOED	21	145,556	136,111	20	117,906	134,344
	12 UNY	15	44,586	159,099	13	67,985	52,718
B.1 Batch IV	1 PNL	20	54,167	123,206	14	50,099	106,314
	2 PNUP	1	8,304	3,140	1	7,225	667
	3 PPNS	6	45,884	1,582	6	30,101	17,633
	4 UIB	6	34,449		5	25,465	
	5 UNAND	3	22,667	5,667	3	14,454	4,905
	6 UNIMA	6	64,333	4,000	5	67,828	
	7 UNIMED	12		111,556	10	13,073	48,632
	8 UNJA	6	60,512	12,688	3	23,768	400
	9 UNM						
	10 UNNES						
	11 UNSRAT	20	98,889		4	34,372	
	12 UNSRI						
	13 UNTAN	7	67,667		7	63,783	
Grand Total		409	3,238,311	1,627,152	308	2,318,823	833,678

App. Table 3.2 Domestic Non Degree

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	32	30,833		21	13,206	3,104
	2 UNRI	60	40,698	15,234	62	31,004	31,089
B.1 Batch II	1 POLJE	34	32,500	33,333	41	38,496	25,311
	2 POLMAN BDG	98	42,661	15,000	81	75,610	37,520
	3 UKWMS	2		2,500	2		1,922
	4 UNCEN	43	94,444	11,667	20	14,628	18,055
	5 UNDIKSHA	16	30,833	3,333	13	19,602	
	6 UNIMAL	52	47,722	73,944	41	2,769	89,191
	7 UNISMA	18	36,005	8,161	18	6,704	33,576
	8 UNLAM	68	19,067	25,144	63	7,968	60,226
	9 UNP	7	19,900	5,100	7	6,694	10,874
	10 UNPAR	78		51,111	70	23,255	47,061
	11 UNSYIAH	43	51,333		40	48,898	
B.1 Batch III	1 ISI Denpasar	125	93,333		17	28,376	
	2 ITS	8	6,667		4	2,237	
	3 POLI PANGKEP	275	131,657	24,730	229	163,970	59,544
	4 UB	65	26,944		40	9,560	49,167
	5 UM	26	66,667		43	66,913	
	6 UNEJ	29	14,583	30,417	36	27,009	2,924
	7 UNG	60	73,750	24,583	58	76,103	22,107
	8 UNHAS	19	19,702	4,466	17	11,240	10,944
	9 UNILA	26	17,217	4,450	14	6,329	8,182
	10 UNJ	13	25,239	3,928	15	33,551	1,111
	11 UNSOED	26		21,667	24		17,591
	12 UNY	47	40,028		47	25,699	10,500
B.1 Batch IV	1 PNL	181	434,261	14,533	244	407,973	13,167
	2 PNUP	50	48,626	15,274	55	47,423	3,661
	3 PPNS	288	140,241	95,537	426	140,376	90,752
	4 UIB	37	40,600		30	24,548	
	5 UNAND	76	50,667	12,667	69	42,453	2,223
	6 UNIMA	67	186,500	20,000	74	182,001	64,333
	7 UNIMED	70	76,367	18,778	66	78,489	18,603
	8 UNJA	30	48,693	9,973	20	18,756	5,394
	9 UNM	100	275,389	31,278	88	243,530	
	10 UNNES	191	43,792	9,926	188	51,486	20,013
	11 UNSRAT	167	167,667		141	192,873	
	12 UNSRI	41	7,444	24,444	41	23,988	8,389
	13 UNTAN	60	47,278	16,833	33	27,005	7,166
Grand Total		2,628	2,529,309	628,012	2,498	2,220,718	773,699

App. Table 3.3 Overseas Non Degree

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	44	269,800		57	265,984	
	2 UNRI	30	166,560		33	164,492	
B.1 Batch II	1 POLIJE	29	260,000		45	239,632	
	2 POLMAN BDG	17	150,704		16	158,221	
	3 UKWMS	31	157,000		32	154,658	
	4 UNCEN	19	275,000		2	19,422	
	5 UNDIKSHA	8	160,582		6	36,757	
	6 UNIMAL	21	252,000		23	178,140	
	7 UNISMA	8	111,666		7	72,102	
	8 UNLAM	7	49,233		2	14,593	
	9 UNP	4	63,400		4	20,949	
	10 UNPAR						
	11 UNSYIAH	21	104,600		26	92,717	2,722
B.1 Batch III	1 ISI Denpasar	32	114,000		2	20,742	
	2 ITS	18	108,000		18	93,332	
	3 POLI PANGKEP	16	76,500		20	89,269	
	4 UB	62	307,000		42	330,534	
	5 UM	7	117,309		3	26,741	
	6 UNEJ	31	330,000		34	173,771	25,333
	7 UNG	2	40,000				
	8 UNHAS	17	142,250		18	134,822	
	9 UNILA	47	235,624		27	115,401	
	10 UNJ	14	156,000		12	83,742	
	11 UNSOED	6	24,000		7	26,755	
	12 UNY	23	83,167		26	82,790	
Grand Total		514	3,754,395		462	2,595,568	28,056

App. Table 3. 4 Equipment

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	5	618,024	55,556	5	720,892	
	2 UNRI	8	17,093	5,736	8	493,030	95,750
B.1 Batch II	1 POLIJE	4	395,504		8	371,947	42,500
	2 POLMAN BDG	6	387,166	91,111	6	358,447	71,194
	3 UKWMS	6	302,392		15	375,616	
	4 UNCEN	9	389,456	163,558	7	400,752	
	5 UNDIKSHA	8	453,766		8	280,292	8,397
	6 UNIMAL	5	450,000		5	485,949	
	7 UNISMA	8	296,093	67,114	11	373,419	
	8 UNLAM	2	339,389			209,907	
	9 UNP	10	393,890	76,994	10	283,541	134,521
	10 UNPAR	5	598,953	12,426	5	387,196	
	11 UNSYIAH	3	664,536		3	635,382	
B.1 Batch III	1 ISI Denpasar	4	403,492	36,111	1	45,561	
	2 ITS	10	685,232		19	936,855	4,673
	3 POLI PANGKEP	6	351,512	73,270	6	336,453	21,944
	4 UB	4	524,868		9	656,695	
	5 UM	9	306,188	181,847	9	436,140	197,283
	6 UNEJ	9	727,379		15	746,356	24,517
	7 UNG	8	234,000	50,292	7	105,481	60,977
	8 UNHAS	3	332,619	75,394	3	423,437	34,315
	9 UNILA	6	529,075	120,050	7	700,753	54,193
	10 UNJ	11	197,735	74,583	11	216,086	72,629
	11 UNSOED	4	757,040	44	4	650,774	
	12 UNY	3	367,380		3	326,739	
B.1 Batch IV	1 PNL	8	322,844		8	481,311	
	2 PNUP	5	221,398		6	241,970	
	3 PPNS	4	426,048		5	479,627	
	4 UIB	3	315,244		3	336,284	
	5 UNAND	7	285,033	76,009	6	543,275	
	6 UNIMA	2	377,778		2	247,646	
	7 UNIMED	9	690,700		11	724,970	
	8 UNJA	15	674,517	134,819	13	487,525	74,081
	9 UNM	6	765,047		2	664,498	
	10 UNNES	13	315,878	71,599	13	282,989	46,152
	11 UNSRAT	4	645,906		2	184,266	
	12 UNSRI	10	662,271		10	832,187	77,661
	13 UNTAN	5	501,087		6	498,184	
Grand Total		247	16,926,534	1,366,512	272	16,962,431	1,020,787

App. Table 3.5 Furniture

BATCHES	INSTITUTIONS		ORIGINAL TARGET			ACHIEVEMENT		
			PHYSIC	FINANCE		PHYSIC	FINANCE	
				WB	GOI		WB	GOI
B.1 Batch I	1	UNPAD	1	38,632	5,111	1	42,044	
	2	UNRI	3	379,393	136,762	3	13,453	29,001
B.1 Batch II	1	POLJE	2		50,996	2	48,614	
	2	POLMAN BDG	1	66,082	2,222	1		56,230
	3	UKWMS	2		24,573	4		33,986
	4	UNCEN	7	16,011	49,823	4	65,481	
	5	UNDIKSHA	3	32,261		3	22,409	
	6	UNIMAL	2	72,339	19,889	2	49,087	19,595
	7	UNISMA	3	49,128	11,136	3	66,159	
	8	UNLAM	1	18,286		1	17,700	
	9	UNP	1	64,772	17,079	1	60,082	
	10	UNPAR	3		58,389	3	22,227	41,803
	11	UNSYIAH	2		50,823	2		77,532
B.1 Batch III	1	ISI Denpasar	4		58,513	2		56,326
	2	ITS	5	59,711	72,722	4	54,873	40,022
	3	POLI PANGKEP	2	27,756	37,036	2	19,744	36,911
	4	UB	4		49,380	3	4,083	42,513
	5	UM	3	19,503		2	4,644	
	6	UNEJ	6	54,135	25,383	2	95,162	
	7	UNG	1	5,375	1,111	1	2,373	
	8	UNHAS	2	7,125	1,615	2	3,783	8,533
	9	UNILA	3	34,065	14,599	4	38,901	10,596
	10	UNJ	3	16,628	8,779	3	14,045	7,658
	11	UNSOED	2	2,197	33,047	1		34,791
	12	UNY	3	45,630		3	57,141	
B.1 Batch IV	1	PNL	2	222,653		2	31,908	
	2	PNUP	3	11,099		3	9,843	
	3	PPNS	1		1,722	1		1,608
	4	UIB	1	22,698		1	20,855	
	5	UNAND	3	27,214	4,803	3	111,202	
	6	UNIMA	2	61,622	32,805	2	68,915	
	7	UNIMED	2	55,923		2	49,138	
	8	UNJA	3	28,158	5,659	3	37,429	13,314
	9	UNM	6		96,096	4		76,849
	10	UNNES	2	45,700	10,359	2	52,718	5,446
	11	UNSRAT	2	102,527		2	91,168	
	12	UNSRI	3		71,443	3	51,193	
	13	UNTAN	2		18,689	2		14,722
Grand Total			101	1,586,624	970,563	89	1,226,373	607,437

App. Table 3.6 Textbook & Journal

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	1	30,892		1	29,343	
	2 UNRI	2	89,235	27,329	2	51,936	
B.1 Batch II	1 POLIJE	2	21,408		3	53,194	
	2 POLMAN BDG	1	16,960		1	10,082	
	3 UKWMS	2	49,989		3	46,098	
	4 UNCEN	6	155,186	5,000	3	123,726	
	5 UNDIKSHA	2	141,166		3	129,144	
	6 UNIMAL	2	110,661	531	3	108,792	
	7 UNISMA	1	73,420	17,249	1	49,038	
	8 UNLAM	2	89,078		1	26,178	
	9 UNP	10	180,641	37,413	10	197,120	14,609
	10 UNPAR	1	14,916	41,140	1		
	11 UNSYIAH	3	36,637		3	35,441	
B.1 Batch III	1 ISI Denpasar	6	22,994		3	26,287	
	2 ITS	6	105,500		3	75,240	
	3 POLI PANGKEP	2	18,063	4,645	1		8,939
	4 UB	4	252,465		4	179,226	
	5 UM	3	187,941		1	107,024	
	6 UNEJ	9	149,616		4	140,258	
	7 UNG	1	65,569	12,153			
	8 UNHAS	3	14,440	3,273	3	16,185	
	9 UNILA	2	107,175	22,785	3	30,780	115,296
	10 UNJ	5	83,483	52,295	5	69,987	37,273
	11 UNSOED	3	225,410	20,636	3	124,571	11,003
	12 UNY	3	107,070		3	122,769	
B.1 Batch IV	1 PNL	2	42,636		2	60,044	
	2 PNUP	2	29,325		3	31,342	
	3 PPNS	3	73,226		3	78,587	
	4 UIB	2	62,471	106,980	2	54,614	105,000
	5 UNAND	3	351,784	42,597	3	163,450	
	6 UNIMA	4	154,688		4	189,527	
	7 UNIMED	2	104,878		2	89,282	
	8 UNJA	3	272,228	84,815	2	31,414	
	9 UNM	2	157,842		1	107,769	
	10 UNNES	1	25,000	5,667	1	37,873	
	11 UNSRAT	3	100,058		3	96,593	
	12 UNSRI	3	514,302		2	126,306	
	13 UNTAN	2	82,322		2	49,199	
Grand Total		114	4,320,678	484,508	98	2,868,418	292,120

App. Table 3.7 Domestic Technical Assistance

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	4	22,222		2	4,484	
	2 UNRI	34	68,550	24,913	34	55,760	29,060
B.1 Batch II	1 POLIJE	21	50,000		18	33,894	18,059
	2 POLMAN BDG	8	66,278		18	116,440	14,119
	3 UKWMS	12	5,556	27,778	8		14,135
	4 UNCEN	20	33,333	32,778	11	25,664	4,948
	5 UNDIKSHA	29	41,667	52,778	18	45,246	
	6 UNIMAL	6	22,222		3		14,529
	7 UNISMA	20	72,464	16,425	20	69,200	
	8 UNLAM	17	47,222		12	30,711	
	9 UNP	15	32,911	14,311	11	11,077	19,444
	10 UNPAR	25	111,111	13,889	25	68,638	
	11 UNSYIAH	18	49,444	2,222	16	35,336	
B.1 Batch III	1 ISI Denpasar	41	110,833	15,556	15	40,973	
	2 ITS						
	3 POLI PANGKEP	26	64,662	10,338	30	49,117	30,556
	4 UB	8		22,011	9	10,297	16,150
	5 UM	23	83,333		7	31,058	
	6 UNEJ	19	13,149	17,406	13	15,927	13,759
	7 UNG	8	12,500	4,167	1	2,768	
	8 UNHAS	6	13,311	3,017	6	16,246	
	9 UNILA	9	17,917	7,083			
	10 UNJ	13	23,889	8,556	11	21,919	6,626
	11 UNSOED	20	5,556	50,000	17	5,435	41,667
	12 UNY	10	44,001		9	21,926	
B.1 Batch IV	1 PNL	12	55,526		4	29,579	
	2 PNUP	4	3,933	10,778	2	2,504	2,250
	3 PPNS	11		30,556	18	39,904	8,307
	4 UIB	14	35,111		12	26,531	
	5 UNAND	33	41,944	19,722	13	40,149	
	6 UNIMA	21	116,667		22	111,242	20,000
	7 UNIMED	23	44,444	19,444	6	10,285	5,078
	8 UNJA	24	52,944	10,944	12	18,763	12,531
	9 UNM	8	22,222	22,222	12	39,524	
	10 UNNES	13	29,000	6,573	10	19,431	8,333
	11 UNSRAT	2	2,778		2	2,660	
	12 UNSRI	5	13,333	23,333	4	10,748	
	13 UNTAN	21	52,556		10	27,489	
Grand Total		603	1,460,368	489,023	441	1,090,923	279,551

App. Table 3.8 International Technical Assistance

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	2	55,000		1	14,886	
	2 UNRI						
B.1 Batch II	1 POLIJE	1	25,000		1	24,109	
	2 POLMAN BDG						
	3 UKWMS	4	100,000		2	28,536	
	4 UNCEN	2	50,000		2	54,823	
	5 UNDIKSHA	3	100,000		3	59,300	
	6 UNIMAL	1	25,000				
	7 UNISMA						
	8 UNLAM						
	9 UNP	2	47,500		2	52,790	
	10 UNPAR						
	11 UNSYIAH	1	25,000		1	18,996	
B.1 Batch III	1 ISI Denpasar		75,000				
	2 ITS	1	100,000		1	13,195	
	3 POLI PANGKEP						
	4 UB	1	25,000				
	5 UM	1	25,000				
	6 UNEJ		75,000				
	7 UNG						
	8 UNHAS						
	9 UNILA	1	25,000				
	10 UNJ	2	50,000		1	20,236	
	11 UNSOED	2	50,000		2	49,224	
	12 UNY						
B.1 Batch IV	1 PNL						
	2 PNUP						
	3 PPNS	3	75,000				
	4 UIB						
	5 UNAND	3	75,000				
	6 UNIMA						
	7 UNIMED	2	50,000				
	8 UNJA						
	9 UNM	3	75,000				
	10 UNNES						
	11 UNSRAT						
	12 UNSRI						
	13 UNTAN						
Grand Total		35	1,127,500		16	336,095	

App. Table 3.9 Research Grant

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	68	181,111	55,556	108	234,886	120,000
	2 UNRI	39	114,222	14,667	39	60,786	47,038
B.1 Batch II	1 POLIJE	40	133,333		40	95,705	10,000
	2 POLMAN BDG	22	73,333		28	68,782	19,673
	3 UKWMS	15	21,583	28,417	21	41,332	18,958
	4 UNCEN	28	63,644	28,000	14	14,172	34,667
	5 UNDIKSHA	22	43,333	30,000	11	41,354	13,333
	6 UNIMAL	16	13,333	40,000	16		50,500
	7 UNISMA	15	26,721	6,057	18	19,525	22,778
	8 UNLAM	27	36,667	53,333	42	72,050	64,830
	9 UNP	44	97,291	39,376	36	50,024	63,709
	10 UNPAR	40	76,667	10,000	40	113,941	13,682
	11 UNSYIAH	31		103,333	42	43,912	94,522
B.1 Batch III	1 ISI Denpasar	26	9,444	60,556	21	9,544	56,000
	2 ITS	26	97,139	52,861	40	68,527	57,396
	3 POLI PANGKEP	30	83,333	16,667	38	126,051	
	4 UB	44	106,707	39,960	40	96,961	53,164
	5 UM	48	143,333	16,667	48	138,527	16,667
	6 UNEJ	32	60,332	39,668	39	95,150	29,137
	7 UNG	45	102,778	23,889	42	171,195	
	8 UNHAS	22	61,304	13,896	22	33,331	39,738
	9 UNILA	21	48,725	21,275	20	57,847	8,111
	10 UNJ	25	64,444	18,889	25	70,645	8,333
	11 UNSOED	40	133,333		40	130,343	
	12 UNY	47	82,222	38,889	43	106,210	38,556
B.1 Batch IV	1 PNL	27		90,000	27		90,000
	2 PNUP	32	72,239	34,427	32	75,595	30,383
	3 PPNS	19	23,333	40,000	18	38,743	18,722
	4 UIB	10		33,333	13		33,333
	5 UNAND	35	89,470	20,530	37	123,680	
	6 UNIMA	56	73,889	93,077	56	84,939	84,000
	7 UNIMED	44	90,000	56,667	48	131,749	26,667
	8 UNJA	43	91,133	18,867	58	138,688	38,694
	9 UNM	30	40,000	53,333	39	94,241	29,991
	10 UNNES	138	240,000	54,400	109	301,814	
	11 UNSRAT	62	16,667	190,000	62	34,340	169,639
	12 UNSRI	15	50,000		21	57,108	
	13 UNTAN	64	103,333	110,000	57	112,886	62,000
Grand Total		1,388	2,764,400	1,546,588	1,450	3,154,581	1,464,220

App. Table 3.10 Student Grant

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	194	77,222	30,556	246	82,565	46,655
	2 UNRI	270	150,000	16,667	265	118,591	5,796
B.1 Batch II	1 POLIJE	120		77,778	70	10,334	56,667
	2 POLMAN BDG	4	2,222		41	22,950	
	3 UKWMS	96	31,978	21,356	70		27,944
	4 UNCEN	148	9,182	7,778	118	21,654	10,556
	5 UNDIKSHA	120	39,553	93,780	150	15,896	76,667
	6 UNIMAL	40		22,222	40		22,471
	7 UNISMA	160	38,732	33,313	200	35,634	18,011
	8 UNLAM	117	92,778	25,556	94	36,851	14,256
	9 UNP	180	178,311	43,911	100	52,647	
	10 UNPAR	50	11,111	11,111	50	16,380	11,402
	11 UNSYIAH	32	13,222	4,556	31	12,695	4,444
B.1 Batch III	1 ISI Denpasar	160	5,556	16,667	30	16,575	
	2 ITS	49	32,111	15,667	125	20,432	17,709
	3 POLI PANGKEP	142	64,444	14,444	124	57,596	10,556
	4 UB	120	40,725	25,942	107	30,377	37,182
	5 UM	156	82,778	11,111	154	73,293	11,111
	6 UNEJ	203	69,397	43,492	299	84,604	13,335
	7 UNG	187	82,778	21,111	167	48,488	44,469
	8 UNHAS	40	18,116	4,106	46	25,452	
	9 UNILA	40	16,797	5,425	25	13,734	
	10 UNJ	144	62,222	17,778	154	74,003	9,722
	11 UNSOED	135	75,000		135	74,535	
	12 UNY	125	20,000	17,778	109	28,563	20,000
B.1 Batch IV	1 PNL	45		25,000	45		25,000
	2 PNUP	58	7,653	25,681	58	8,511	23,613
	3 PPNS	9		5,000	9	3,251	1,446
	4 UIB	30	16,667		32	15,430	
	5 UNAND	88	38,222	9,556	77	42,202	
	6 UNIMA	62		36,533	62	13,122	11,700
	7 UNIMED	84	77,778	22,222	63	37,290	
	8 UNJA	98	38,578	8,089	94	28,662	7,799
	9 UNM	135	25,000	50,000	164	28,642	61,110
	10 UNNES	90	62,500	14,167	63	33,754	
	11 UNSRAT	250	55,556	83,333	250	39,333	103,483
	12 UNSRI	90		50,000	88	30,022	17,778
	13 UNTAN	100	59,667	55,556	92	9,763	32,222
Grand Total		4,171	1,595,855	967,238	4,047	1,263,832	743,103

App. Table 3.11 Community Development

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		C	WB
B.1 Batch I	1 UNPAD	13	44,444		13	11,045	30,556
	2 UNRI	3	29,774	19,988	3	15,936	27,967
B.1 Batch II	1 POLIJE	1	27,778	8,333		27,405	19,444
	2 POLMAN BDG	7	52,985	5,000	7	62,804	1,819
	3 UKWMS	3	32,583	29,639	4	18,968	13,279
	4 UNCEN	10	25,889	8,889	8		22,288
	5 UNDIKSHA	1		42,222		2,659	
	6 UNIMAL	1		2,894			
	7 UNISMA	3	54,348	12,319	3	45,626	
	8 UNLAM	18	51,222		25	65,049	
	9 UNP		17,778	4,444			
	10 UNPAR	1		11,111	1		11,111
	11 UNSYIAH	1		33,333	9		33,333
B.1 Batch III	1 ISI Denpasar	4	8,889	17,778	4	18,381	6,627
	2 ITS	9	22,222	38,889	17	22,302	38,889
	3 POLI PANGKEP	8	28,705	21,311	6	18,722	
	4 UB	15		43,722	18	16,816	24,944
	5 UM	6	45,185	21,482	6	13,622	12,791
	6 UNEJ	3	33,333	33,333	12	21,062	12,966
	7 UNG	4	159,260	36,099	1	2,768	
	8 UNHAS	9	51,551	11,685	2	8,527	7,596
	9 UNILA	4	50,000	11,333	5	58,867	16,648
	10 UNJ	1	42,961	7,150	4	12,008	3,333
	11 UNSOED	1		9,943	1		11,610
	12 UNY	2	35,000		2	12,734	25,017
Grand Total		128	813,908	430,899	151	455,302	320,218

App. Table 3.12 Promotional Activity

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			C	WB		GOI	WB
B.1 Batch I	1 UNPAD	5		11,111	3		11,111
	2 UNRI	7	48,523	2,129	7	17,437	923
B.1 Batch II	1 POLIJE	1	10,667	4,533		9,586	5,636
	2 POLMAN BDG	1	12,444				
	3 UKWMS			611			
	4 UNCEN	12	6,167	6,389	8	3,020	
	5 UNDIKSHA				3	7,944	5,520
	6 UNIMAL	7			3		
	7 UNISMA	1			1		
	8 UNLAM	11	23,222	6,667	8	15,618	6,667
	9 UNP	1	26,778	7,333			
	10 UNPAR	2	10,411	31,233	2	22,342	
	11 UNSYIAH	2	7,444		2	7,498	
B.1 Batch III	1 ISI Denpasar	5	9,222	11,111	5	15,225	4,085
	2 ITS	1		5,556	1		1,964
	3 POLI PANGKEP	1	12,527	1,918	1	13,695	
	4 UB	8		2,500	8		
	5 UM	11	22,222	74,694	7	4,570	46,442
	6 UNEJ						
	7 UNG	1	2,222		1	2,214	
	8 UNHAS	5	21,040	4,769	5	2,081	9,635
	9 UNILA	4	1,533	3,067	1	442	
	10 UNJ	1	5,556	556	1	4,635	
	11 UNSOED						
12 UNY	2	11,667		2	1,044	11,111	
Grand Total		89	231,645	174,177	69	127,351	103,094

App. Table 3.12 Promotional Activity

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.1 Batch I	1 UNPAD	220	116,289	36,489	205	55,001	119,186
	2 UNRI	120	109,083	19,250	120	108,647	1,250
B.1 Batch II	1 POLIJE	60	32,917	16,417	52	23,396	31,167
	2 POLMAN BDG	20	44,444		24	11,973	
	3 UKWMS	45	19,944	1,333	46	32,791	
	4 UNCEN	82	17,667	27,249	68	20,320	13,750
	5 UNDIKSHA	150	32,029	4,637	158	8,690	29,056
	6 UNIMAL	15	10,017	3,706	25	41,913	45,778
	7 UNISMA	80	32,609	7,391	79	23,240	32,056
	8 UNLAM	146	161,667		119	164,988	
	9 UNP	180	108,467	19,311	112	114,736	28,500
	10 UNPAR	32	18,667	8,000	32	8,886	26,861
	11 UNSYIAH	202	39,167	56,667	167	35,404	33,278
B.1 Batch III	1 ISI Denpasar	40	10,000	23,333	10	4,605	
	2 ITS	160	34,611	88,944	181	36,555	108,666
	3 POLI PANGKEP	84	64,746	5,254	69	54,781	15,333
	4 UB	200	150,000		200	130,961	33,333
	5 UM	120	62,765		118	67,106	
	6 UNEJ	90	41,361	41,361	90	75,600	19,500
	7 UNG	138	111,667	3,400	150	158,874	
	8 UNHAS	45	36,685	8,315	45	39,777	
	9 UNILA	80	36,453	14,280	54	31,125	11,111
	10 UNJ	20	11,111	2,222	15	4,548	4,667
	11 UNSOED	60		50,000	58		48,778
	12 UNY	80	63,333		80	23,298	59,889
B.1 Batch IV	1 PNL	30		3,867	30	9,531	3,944
	2 PNUP	20	18,969	8,122	19	13,212	3,786
	3 PPNS	9		8,040	10		5,353
	4 UIB	60	74,667		67	65,251	
	5 UNAND	225	177,280	77,720	215	89,641	122,068
	6 UNIMA	50	29,225	6,330	50	38,372	
	7 UNIMED	150	64,000	4,333	122	61,510	
	8 UNJA	36	36,000	9,520	36	44,548	
	9 UNM	60	89,500		60	93,310	6,667
	10 UNNES	90	108,000	24,480	55	59,772	
	11 UNSRAT	76	105,364	1,969	88	103,119	
	12 UNSRI	150	100,000	100,000	117	13,308	119,444
	13 UNTAN	60			58	56,409	
Grand Total		3,485	2,168,704	681,941	3,204	1,925,197	923,421

**Detail Institution for Project Implementation
Sub-Component B.2a**

App. Table 3.13 Domestic Technical Assistance

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.2a Batch I	1 UNIB	14	38,889		6	15,091	
B.2a Batch II	1 ITS	15	58,333		13	59,090	
	2 PNB	10	63,889		12	173,899	
	3 PNJ	10	45,552		10	47,505	
	4 UB	20	91,119		10	27,353	
	5 UM	17	73,756		4	31,532	
	6 UNHAS	4	33,333		3	18,978	
	7 UNILA	17	58,333		6	12,776	
	8 UNIPA	9	44,222		9	44,647	
	9 UNS	23	163,889		23	150,914	
	10 UNSOED	12	33,333		11	27,372	
B.2a Batch III	1 ISI Yogyakarta	8	38,278		8	21,733	
	2 PNUP	8	29,533		8	57,233	
	3 POLBAN	7	89,444		7	75,230	
	4 POLINES	15	51,556		7	18,590	
	5 UNAND	17	50,000		12	26,307	
	6 UNDANA	12	117,333		12	138,572	
	7 UNESA	7	36,111		7	41,273	
	8 UNIMED	14	58,111		9	32,805	
	9 UNKHAIR	11	59,444		11	60,008	
	10 UNM	21	76,000				
	11 UNNES	25	116,222		25	112,273	
	12 UNPAR	12	55,000		7	36,508	
	13 UNSRAT	16	80,000		18	78,135	
	14 UNSRI	3	10,000				
	15 UNSYIAH	5	13,889				
	16 UNTIRTA	12	33,333		6	21,473	
	17 UNUD	15	68,722		14	36,525	
	18 UTM	26	179,444		21	159,759	
Grand Total		385	1,867,072		279	1,525,583	

App. Table 3.14 Domestic Technical Assistance

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.2a Batch I	1 UNIB						
B.2a Batch II	1 ITS						
	2 PNB						
	3 PNJ						
	4 UB	1	25,000				
	5 UM						
	6 UNHAS	7	135,500		3	75,138	
	7 UNILA						
	8 UNIPA						
	9 UNS						
	10 UNSOED						
Grand Total		8	160,500		3	75,138	

App. Table 3.15 Domestic Non Degree

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.2a Batch I	1 UNIB	26	27,722		21	19,201	
B.2a Batch II	1 ITS	122	146,951		168	78,449	
	2 PNB	16	40,740		16	26,476	
	3 PNJ	26	55,000		26	66,958	
	4 UB	21	30,000		26	30,808	
	5 UM	134	135,278		160	69,478	
	6 UNHAS	10	22,500		39	30,362	
	7 UNILA	36	52,500		26	32,843	
	8 UNIPA	74	169,999		83	100,528	
	9 UNS	9	52,778		9	27,106	
	10 UNSOED	134	86,667		160	96,015	
B.2a Batch III	1 ISI Yogyakarta	117	106,806		113	98,853	
	2 PNUP	31	64,756		37	40,732	
	3 POLBAN	170	151,222		176	96,216	
	4 POLINES	43	49,400		43	21,465	
	5 UNAND	97	84,444		93	78,722	
	6 UNDANA	38	50,167		38	41,482	
	7 UNESA	67	63,744		67	55,281	
	8 UNIMED	36	52,000		36	48,584	
	9 UNKHAIR	50	66,444		50	68,236	
	10 UNM	26	74,000				
	11 UNNES	46	45,278		46	33,393	
	12 UNPAR	21	23,333		21	24,015	
	13 UNSRAT	72	120,000		86	110,765	
	14 UNSRI	30	33,333		26	31,393	
	15 UNSYIAH	12	15,333		13	13,115	
	16 UNTIRTA	10	8,333		6	4,761	
	17 UNUD	40	55,916		36	38,525	
	18 UTM	64	95,333		110	77,690	
Grand Total		1,578	1,979,979		1,732	1,461,453	

App. Table 3.16 Overseas Non Degree

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.2a Batch I	1 UNIB						
B.2a Batch II	1 ITS	1	5,000		1	5,612	
	2 PNB	10	79,675		10	75,469	
	3 PNJ						
	4 UB	11	68,700		11	59,425	
	5 UM	5					
	6 UNHAS	7	31,200		12	66,493	
	7 UNILA						
	8 UNIPA						
	9 UNS						
	10 UNSOED						
Grand Total		34	184,575		34	206,999	

App. Table 3.17 Infrastructure

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.2a Batch I	1 UNIB	1	255,500		1	273,929	
B.2a Batch II	1 ITS	3	122,021		3	127,251	
	2 PNB	1	200,500			4,057	
	3 PNJ	20	29,981		20	75,819	
	4 UB	1	200,816		3	281,329	
	5 UM	2	175,000		2	195,557	
	6 UNHAS	2	108,143		3	101,388	
	7 UNILA	6	173,965		6	196,823	
	8 UNIPA	3	144,243		3	117,865	
	9 UNS	2	116,667		3	164,377	
	10 UNSOED	1	89,344		1	74,396	
B.2a Batch III	1 ISI Yogyakarta	2	234,568		2	173,151	
	2 PNUP	2	92,991		3	92,259	
	3 POLBAN	2	194,100		2	184,337	
	4 POLINES	2	136,477		2	154,205	
	5 UNAND	3	260,000		4	256,084	
	6 UNDANA	1	74,639		1	62,100	
	7 UNESA	3	285,050		3	264,325	
	8 UNIMED	2	253,741		1	250,279	
	9 UNKHAIR	3	140,846		3	305,222	
	10 UNM	2	247,926		2	234,242	
	11 UNNES	2	134,322		2	107,746	
	12 UNPAR	3	288,575		3	300,640	
	13 UNSRAT	1	109,986		1	191,541	
	14 UNSRI	2	252,222		2	210,109	
	15 UNSYIAH	2	150,923		3	149,584	
	16 UNTIRTA	2	108,722		1	98,072	
	17 UNUD	2	210,461		2	186,221	
	18 UTM	3	93,657		3	111,395	
Grand Total		81	4,885,385		85	4,944,304	

App. Table 3.18 Software

BATCHES	INSTITUTIONS	ORIGINAL TARGET			ACHIEVEMENT		
		PHYSIC	FINANCE		PHYSIC	FINANCE	
			WB	GOI		WB	GOI
B.2a Batch I	1 UNIB	1	133,778		1	57,248	
B.2a Batch II	1 ITS	7	84,000		6	84,231	
	2 PNB	2			2		
	3 PNJ	9	150,333		9	54,686	
	4 UB	7	52,119		8	75,420	
	5 UM	1	23,540				
	6 UNHAS	4	45,556		2	48,273	
	7 UNILA						
	8 UNIPA	1	66,667		1	63,663	
	9 UNS	1	83,333				
	10 UNSOED	2	88,500		2	74,992	
B.2a Batch III	1 ISI Yogyakarta	1	60,333		1	53,861	
	2 PNUP	1	46,873		1	160	
	3 POLBAN	2	34,889		2	18,710	
	4 POLINES	2	145,523		2	83,629	
	5 UNAND						
	6 UNDANA		33,333				
	7 UNESA	2	66,778		2	64,760	
	8 UNIMED	2	44,444		1	52,518	
	9 UNKHAIR		166,667				
	10 UNM	1	73,333			67,364	
	11 UNNES	2	100,000		2	91,557	
	12 UNPAR	2	67,222		2	48,860	
	13 UNSRAT	2	97,222		2		
	14 UNSRI	2	187,778		2	117,877	
	15 UNSYIAH	4	79,583		1	35,338	
	16 UNTIRTA	2	31,389		4	30,875	
	17 UNUD		77,369		1	37,016	
	18 UTM						
Grand Total		60	2,040,563		54	1,161,037	

App. Table 3.18 Policy Study

BATCHES	INSTITUTIONS		ORIGINAL TARGET			ACHIEVEMENT		
			PHYSIC	FINANCE		PHYSIC	FINANCE	
				WB	GOI		WB	GOI
B.2a Batch I	1	UNIB	10	40,000		8	33,668	
B.2a Batch II	1	ITS	18	66,304		19	100,404	
	2	PNB	16	46,057		16	42,283	
	3	PNJ	8	62,211		8	47,487	
	4	UB	11	124,767		13	127,796	
	5	UM	12	55,436		11	45,611	
	6	UNHAS	4	11,330		6	11,975	
	7	UNILA	16	87,926		29	94,024	
	8	UNIPA	5	65,338		6	67,091	
	9	UNS	17	61,111		17	59,830	
	10	UNSOED	8	42,840		8	41,364	
B.2a Batch III	1	ISI Yogyakarta	11	72,297		11	61,887	
	2	PNUP	9	43,425		8	23,691	
	3	POLBAN	94	61,672		92	37,830	
	4	POLINES	38	172,599		43	143,388	
	5	UNAND	13	82,222		13	48,079	
	6	UNDANA	7	124,989		7	110,384	
	7	UNESA	13	103,222		13	105,172	
	8	UNIMED	8	88,009		10	106,848	
	9	UNKHAIR	9	96,344		9	96,905	
	10	UNM	20	84,297		20	140,499	
	11	UNNES	20	158,332		20	152,224	
	12	UNPAR	23	95,667		23	91,673	
	13	UNSRAT	21	106,667		26	105,182	
	14	UNSRI	13	72,222		13	68,751	
	15	UNSYIAH	8	83,222		9	70,862	
	16	UNTIRTA	11	55,179		7	46,070	
	17	UNUD	13	70,455		13	67,185	
	18	UTM	14	134,058		11	113,547	
Grand Total			470	2,368,198		489	2,261,709	

Key Performance Indicator : Average Graduate GPA

BATCHES	INSTITUTIONS	BASE-LINE	TARGET	ACHIEVE-MENT	DELTA TARGET-BASELINE	DELTA ACHIEVEMENT - BASELINE	PERCENTAGE	
B.1 Batch I	UNPAD	3.05	3.12	3.18	0.07	0.14	186%	
	UNRI	2.98	3.07	3.05	0.09	0.07	81%	
B.1 Batch II	POLJE	2.96	3.20	3.19	0.24	0.23	96%	
	POLMAN	2.59	2.80	2.76	0.21	0.17	81%	
	UKWMS	3.01	3.10	3.22	0.09	0.21	228%	
	UNCEN	2.50	3.00	3.03	0.50	0.53	105%	
	UNDIKSHA	2.73	3.15	3.18	0.42	0.45	107%	
	UNIMAL	2.93	3.45	3.16	0.53	0.23	44%	
	UNISMA	3.00	3.20	3.24	0.20	0.25	121%	
	UNLAM	3.07	3.27	3.15	0.20	0.09	43%	
	UNP	3.13	3.31	3.31	0.18	0.18	100%	
	UNPAR	2.99	3.09	3.08	0.10	0.09	90%	
	UNSYIAH	2.81	2.95	2.84	0.14	0.03	20%	
	B.1 Batch III	ISI DPS	3.07	3.38	3.45	0.31	0.38	125%
		ITS	3.10	3.15	3.17	0.05	0.07	140%
POLIPANGKEP		3.26	3.38	3.43	0.11	0.17	150%	
UB		3.10	3.20	3.22	0.10	0.12	120%	
UM		3.07	3.22	3.25	0.15	0.18	122%	
UNEJ		3.04	3.05	3.06	0.01	0.02	167%	
UNHAS		2.95	3.10	3.14	0.15	0.19	123%	
UNILA		2.96	3.23	3.15	0.28	0.20	71%	
UNJ		3.16	3.27	3.25	0.11	0.09	82%	
UNY		3.12	3.25	3.28	0.13	0.16	124%	
UNSOED		3.00	3.10	3.10	0.10	0.10	100%	
UNG		2.90	3.07	3.10	0.17	0.20	120%	
B.1 Batch IV		PNL	2.92	3.07	3.13	0.15	0.21	140%
	PNUP	3.05	3.20	3.22	0.15	0.17	113%	
	PPNS	3.12	3.18	3.26	0.06	0.14	233%	
	UIB	2.91	3.13	3.23	0.23	0.33	144%	
	UNIMA	3.22	3.24	3.28	0.02	0.06	271%	
	UNIMED	2.97	3.07	3.11	0.10	0.14	148%	
	UNJA	2.97	3.13	3.15	0.16	0.17	108%	
	UNM	3.14	3.24	3.33	0.10	0.19	187%	
	UNNES	2.99	3.15	3.15	0.16	0.16	101%	
	UNSRAT	2.88	3.14	3.09	0.25	0.21	83%	
	UNSRI	3.00	3.10	3.20	0.10	0.20	200%	
	UNTAN	2.97	3.07	3.13	0.10	0.16	166%	
	UNAND	3.10	3.17	3.25	0.07	0.15	225%	

Key Performance Indicator : Average Time to Graduate

BATCHES	INSTITUTIONS	BASE LINE	TARGET	ACHIEVEMENT	DELTA BASELINE-TARGET	DELTA BASELINE - ACHIEVEMENT	PERCENTAGE	
B.1 Batch I	UNPAD	58.50	56.70	52.33	1.80	6.17	343%	
	UNRI	64.72	57.13	56.80	7.59	7.92	104%	
B.1 Batch II	POLJE	41.24	41.23	40.73	0.01	0.51	3400%	
	POLMAN	37.40	36.00	36.90	1.40	0.50	36%	
	UKWMS	61.55	53.00	54.60	8.55	6.95	81%	
	UNCEN	70.00	54.00	55.67	16.00	14.33	90%	
	UNDIKSHA	58.00	49.00	48.17	9.00	9.83	109%	
	UNIMAL	70.50	60.00	55.00	10.50	15.50	148%	
	UNISMA	53.00	49.00	48.43	4.00	4.57	114%	
	UNLAM	55.64	47.15	52.54	8.50	3.10	36%	
	UNP	58.00	52.00	54.00	6.00	4.00	67%	
	UNPAR	63.67	59.00	59.69	4.67	3.98	85%	
	UNSYIAH	63.95	59.33	60.43	4.61	3.51	76%	
	B.1 Batch III	ISI DPS	60.00	56.00	48.00	4.00	12.00	300%
		ITS	32.90	31.50	30.85	1.40	2.05	146%
POLIPANGKEP		37.19	37.19	37.13	-	0.06	#DIV/0!	
UB		56.13	52.00	51.47	4.13	4.66	113%	
UM		57.50	49.80	54.05	7.70	3.45	45%	
UNEJ		57.30	48.00	55.97	9.30	1.33	14%	
UNHAS		58.80	55.20	52.20	3.60	6.60	183%	
UNILA		61.56	55.50	53.83	6.06	7.74	128%	
UNJ		62.13	56.00	53.37	6.13	8.77	143%	
UNY		63.00	56.33	56.33	6.67	6.67	100%	
UNSOED		58.00	52.50	54.00	5.50	4.00	73%	
UNG		60.00	54.00	54.00	6.00	6.00	100%	
B.1 Batch IV		PNL	36.80	36.30	36.20	0.50	0.60	120%
	PNUP	43.00	39.00	36.93	4.00	6.07	152%	
	PPNS	36.60	36.06	36.08	0.54	0.52	96%	
	UIB	58.33	54.33	52.53	4.00	5.80	145%	
	UNIMA	70.80	66.84	63.60	3.96	7.20	182%	
	UNIMED	60.48	58.00	56.80	2.48	3.68	148%	
	UNJA	62.40	60.84	55.68	1.56	6.72	431%	
	UNM	58.00	52.00	55.20	6.00	2.80	47%	
	UNNES	53.67	52.33	55.12	1.33	(1.46)	-109%	
	UNSRAT	75.67	64.33	64.00	11.33	11.67	103%	
	UNSRI	56.50	51.00	50.00	5.50	6.50	118%	
	UNTAN	69.00	65.67	60.00	3.33	9.00	270%	
	UNAND	58.00	52.00	50.67	6.00	7.33	122%	

Key Performance Indicator : Waiting Time for first job

BATCHES	INSTITUTIONS	BASELINE	TARGET	ACHIEVEMENT	DELTA BASELINE- TARGET	DELTA BASELINE - ACHIEVE MENT	PERCENT AGE	
B.1 Batch I	UNPAD	3.28	2.83	2.60	0.45	0.68	152%	
	UNRI	12.13	8.33	8.50	3.80	3.63	96%	
B.1 Batch II	POLIJE	9.55	8.25	6.00	1.30	3.55	273%	
	POLMAN	3.50	1.00	1.09	2.50	2.41	96%	
	UKWMS	5.00	3.00	3.50	2.00	1.50	75%	
	UNCEN	18.00	9.33	11.67	8.67	6.33	73%	
	UNDIKSHA	9.33	4.33	3.83	5.00	5.50	110%	
	UNIMAL	7.43	3.50	5.32	3.93	2.11	54%	
	UNISMA	6.47	4.33	4.77	2.13	1.70	80%	
	UNLAM	6.50	4.09	4.08	2.41	2.42	101%	
	UNP	16.67	11.33	13.00	5.33	3.67	69%	
	UNPAR	11.87	9.27	11.17	2.60	0.70	27%	
	UNSYIAH	5.86	4.36	5.22	1.50	0.63	42%	
	B.1 Batch III	ISI DPS	7.50	4.00	4.00	3.50	3.50	100%
		ITS	4.95	3.00	3.55	1.95	1.40	72%
POLIPANGKEP		12.67	7.00	7.33	5.67	5.33	94%	
UB		15.35	17.30	18.19	(1.95)	(2.85)	146%	
UM		7.97	5.00	7.24	2.97	0.74	25%	
UNEJ		8.33	6.00	4.00	2.33	4.33	186%	
UNHAS		7.15	6.05	4.70	1.10	2.45	223%	
UNILA		6.55	4.15	4.35	2.41	2.20	91%	
UNJ		5.13	3.00	2.83	2.13	2.30	108%	
UNY		7.00	4.67	2.67	2.33	4.33	186%	
UNSOED		7.50	5.00	4.50	2.50	3.00	120%	
UNG		20.00	7.33	10.00	12.67	10.00	79%	
B.1 Batch IV		PNL	18.00	6.00	2.90	12.00	15.10	126%
	PNUP	4.00	3.00	3.63	1.00	0.37	37%	
	PPNS	3.20	2.50	3.00	0.70	0.20	29%	
	UIB	-	-	-	-	-	#DIV/0!	
	UNIMA	5.88	5.40	5.80	0.48	0.08	17%	
	UNIMED	9.66	7.87	6.40	1.80	3.26	182%	
	UNJA	9.21	7.33	7.23	1.87	1.97	105%	
	UNM	10.70	7.71	9.10	2.99	1.60	53%	
	UNNES	6.97	5.00	4.60	1.97	2.37	120%	
	UNSRAT	6.00	4.33	4.00	1.67	2.00	120%	
	UNSRI	8.50	3.00	4.50	5.50	4.00	73%	
	UNTAN	8.20	2.67	6.97	5.53	1.23	22%	
	UNAND	7.33	4.33	5.17	3.00	2.17	72%	

Key Performance Indicator : Equity : A 50% increase the number of students from low income families receiving scholarships in B.1 grants recipient

BATCHES	INSTITUTIONS	BASELINE	TARGET	ACHIEVE-MENT	DELTA TARGET-BASELINE	DELTA ACHIEVEMENT - BASELINE	PERCENT-AGE	
B.1 Batch I	UNPAD	14%	15%	15%	1%	1%	200%	
	UNRI	16%	19%	22%	3%	6%	200%	
B.1 Batch II	POLJE	53%	54%	57%	1%	4%	400%	
	POLMAN	5%	7%	10%	2%	5%	250%	
	UKWMS	4%	5%	5%	1%	1%	127%	
	UNCEN	0%	10%	8%	10%	8%	80%	
	UNDIKSHA	0%	8%	14%	8%	14%	165%	
	UNIMAL	11%	20%	14%	9%	3%	33%	
	UNISMA	9%	10%	12%	1%	3%	300%	
	UNLAM	50%	55%	58%	5%	8%	166%	
	UNP	0%	50%	40%	50%	40%	80%	
	UNPAR	30%	21%	19%	-9%	-11%	119%	
	UNSYIAH	46%	48%	50%	1%	4%	279%	
	B.1 Batch III	ISI DPS	20%	35%	47%	15%	27%	184%
		ITS	18%	22%	20%	4%	2%	50%
POLIPANGKEP		40%	70%	73%	30%	33%	110%	
UB		25%	26%	49%	0%	23%	5391%	
UM		7%	8%	16%	1%	8%	1026%	
UNEJ		12%	30%	24%	18%	12%	67%	
UNHAS		10%	25%	15%	15%	5%	33%	
UNILA		10%	16%	21%	6%	11%	183%	
UNJ		11%	12%	11%	1%	0%	30%	
UNY		2%	50%	23%	48%	21%	44%	
UNSOED		12%	20%	19%	8%	7%	87%	
UNG		10%	25%	15%	15%	5%	33%	
B.1 Batch IV		PNL	12%	20%	19%	8%	7%	87%
	PNUP	14%	19%	18%	5%	4%	80%	
	PPNS	60%	80%	65%	20%	5%	25%	
	UIB	23%	32%	37%	9%	14%	159%	
	UNIMA	47%	66%	52%	19%	5%	25%	
	UNIMED	15%	54%	54%	39%	39%	100%	
	UNJA	36%	40%	40%	4%	4%	100%	
	UNM	54%	58%	60%	4%	6%	150%	
	UNNES	31%	37%	37%	6%	6%	103%	
	UNSRAT	54%	60%	62%	6%	8%	129%	
	UNSRI	11%	25%	26%	14%	15%	109%	
	UNTAN	18%	19%	18%	1%	1%	90%	
	UNAND	36%	40%	40%	4%	4%	100%	