



Government of Central Kalimantan



Government of Indonesia



Government of the Netherlands



# Master Plan for the Rehabilitation and Revitalisation of the Ex-Mega Rice Project Area in Central Kalimantan



## AN ASSESSMENT OF TRAINING CAPACITY FOR THE REHABILITATION AND REVITALISATION OF THE EMRP AREA IN CENTRAL KALIMANTAN

Technical Report No. 19

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# **Master Plan for the Rehabilitation and Rehabilitation of the Ex-Mega Rice Project Area in Central Kalimantan**

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## **An Assessment of Training Capacity for the Rehabilitation and Revitalisation of the EMRP Area in Central Kalimantan**

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## Appendices to Technical Report “An Assessment of Training Management Capacity” (in Indonesian language)

## LIST OF ABBREVIATIONS / GLOSSARY

APBD	Anggaran Pendapatan dan Belanja Nasional = National State Revenue and Expenditure Budget
APBN	Anggaran Pendapatan dan Belanja Daerah = Local (Provincial or District) Revenue and Expenditure Budget
Badan	Agency
Balai	Center
Balitra	Balai Penelitian Pertanian Lahan Rawa = Research Centre for Swamp Agriculture
BBPP	Balai Besar Pelatihan Pertanian = Agricultural Training Center
BDK	Balai Pendidikan dan Pelatihan Kehutanan = Forestry Education and Training Center
BKD	Badan Kepegawaian Daerah = Local (provincial or district) Personell Agency
BLPP	Balai Latihan Pegawai Pertanian = Training Center for Agriculture Government Officials, currently called BBPP
BPSDMP	Badan Pengembangan Sumber Daya Manusia Pertanian = Agency for Development of Agriculture Human Resources
Diklat	Pendidikan dan Pelatihan = Education and Training
DIPA	Daftar Isian Pelaksanaan Anggaran = Budget Implementation Document
EMRP	Ex-Mega Rice Project
FY	Fiscal Year (1 January – 31 December)
HRD	Human Resource Development
Inpres	Instruksi Presiden = Presidential Instruction
Kalsel	Kalimantan Selatan = South Kalimantan
Kalteng	Kalimantan Tengah = Central Kalimantan
LAN	Lembaga Administrasi Negara = State Administration Institute
M&E	Monitoring and Evaluation
MP	Master Plan
O&M	Operation & Maintenance
PIM	Pimpinan = Leader / Head
PPMKP	Pusat Pelatihan Manajemen dan Kepemimpinan Pertanian = (national-level) Agricultural Management and Leadership Training Center
Prop.	Propinsi = Province
PU	Pekerjaan Umum = Public Works
Pusdiklat	Pusat Pendidikan dan Pelatihan = (national-level) Education and Training Center
PusdiklatHut	Pusat Pendidikan dan Pelatihan Kehutanan = (national-level) Forestry Education and Training Center
PW	Public Works
TNA	Training Needs Assesment
TOT	Training of Trainers
UPT	Unit Pelaksana Teknis = Technical Implementation Unit
Widyaiswara	(permanent, internal) Trainer
Wil.	Wilayah = Region
Wilayah	Region

# 1. INTRODUCTION

## **Capacity building can be defined as:**

*‘Capacity Development is the process by which individuals, organizations, institutions and societies develop abilities (individually and collectively) to perform functions, solve problems, and set and achieve objectives (from: Presentation “Towards a Master Plan for Capacity Building in the Indonesian Water Sector. Project Description and Preliminary Findings”; citing Lopes and Theisohn, 1997).*

*‘Externally or internally initiated processes designed to help individuals and groups to appreciate and manage their changing circumstances and to enhance their abilities to identify and meet development challenges in a sustainable manner’. (from: <http://www.recoftc.org/site/index.php?id=643>)*

**Capacity:** *The overall ability of the individual or group to actually perform the responsibilities. It depends not only on the capabilities of the people, but also on the overall size of the task, resources which are needed to perform them and the framework within which they are discharged.*

**Capability:** *The knowledge, skills and attitudes of the individuals, separately or as a group, and their competence to undertake the responsibilities assigned to them.*

In Presidential Instruction (‘Inpres’) No. 2 / 2007 and Decree of the Governor of Central Kalimantan No. 188.44 / 144 / 2007 not much reference / mention is made of ‘capacity building’ within government agencies related to ‘Rehabilitation and Revitalization of the Peat Land Development Area in Central Kalimantan’.

The Master Plan (MP) viewed ‘capacity’ from categories, such as organizational structure, leadership, human resources, financial management, infrastructure - facilities, program management, process management, linkages between organizations.

Two main activities were conducted during the preparation of the MP report, namely:

1. Training Management Capacity Assessment of selected government training institutes (Public Works, Forestry, Agriculture and Provincial Government).
2. (Participatory) Organizational Diagnosis of the most relevant government agencies at district, provincial and national UPT-level.

This technical report concerns the first of the two activities, i.e. “An Assessment of Training Management Capacity for the Master Plan for the Conservation and Development of the Ex-Mega Rice Project Area in Central Kalimantan”.

The purpose of an assessment is to arrive at a set of recommendations to improve the effectiveness and / or efficiency of a particular process or activity. Consequently, for assessing a process or activity certain standards are required against which the conditions of the process or activity are being held. This also applies to reviewing training management capacity.

The concept of ‘training management capacity’ the way it is being used here, comprises the process of planning, preparing, implementing, monitoring and evaluating staff training. The



assessment would both look at the ways staff training is being planned, prepared, etc., as well as the outputs of these processes: types and volume of training programmes, training materials, existing facilities, etc. at the respective training institutes.

It should be noted that a one-time visit to a training institute during which discussions were held with management, trainers, and, where possible, (ex) training participants cannot provide an in-depth view of internal and external efficiency of operations. Besides, most of the data for the assessment are of a reactions level nature, which means that conclusions are mainly based on verbal information provided by the respondents. Nevertheless, sufficient data and feedback could be collected to formulate recommendations aimed at improving the effectiveness of training conducted at the institutions.

Given the actual and future involvement of the Ministries of Forestry, Agriculture, Public Works, and Home Affairs / the Provincial Government in conservation and rehabilitation of the Ex-Mega Rice Project (EMRP) area, it was envisaged to include the (staff) training institutes of all these four in the study:

- Forestry Training Centers (Pusdiklat Kehutanan & Balai Diklat Kehutanan)
- Agricultural Training Centers (Pusat Pelatihan Manajemen dan Kepemimpinan Pertanian & Balai Besar Pelatihan Pertanian)
- Public Works Staff Training and Education Centers (Pusdiklat PU & Balai Diklat PU Wilayah)
- Central Kalimantan Provincial Government Staff Training Agency (Badan Diklat Propinsi Kalteng).

*Annex I* provides the complete list of training institutes included in the review.

With the exception of the Central Kalimantan Provincial Training and Education Agency (Badan Diklat Propinsi Kalimantan Tengah = Diklat Prop. Kalteng), the above mentioned training institutes have either regional or national training functions. In other words, the provincial training institute would, generally, train people deployed in the province where the institute is located. The regional training institutes, on the other hand, would cover training needs among staff deployed in a few provinces; for example, the Diklat PU Wilayah in Banjarmasin (South Kalimantan) would be the location for skills upgrading among PU staff from the four provinces on Kalimantan (provinces West Kalimantan, Central Kalimantan, South Kalimantan, and East Kalimantan).

## 2. APPLIED METHODOLOGY

The assessment is of a qualitative nature; training management, including training implementation, are reviewed against generally accepted quality standards and good practices of organising training. Training Needs Analysis (TNA) can be used to illustrate this principle: conducting training without have analysed the training needs of the target group to be trained will in the best case result in less effective training outputs. In other words, including TNA in the planning of training is a generally accepted good practice.

Despite the qualitative focus, selected quantitative data concerning previously conducted programs, existing training infrastructure (materials, trainers, physical facilities, etc.), budgetary conditions, etc. were also collected. This was done to provide better insight in the existing training capacity of the institutes in view of the increasing number of staff members who are expected to require training for upgrading their [conservation and rehabilitation (management)] skills.

Based on the above approach, the following data collection instruments were designed and utilized during the assessment:

- Efficiency of Operations: Background Information (*Instrument 1*)
- Efficiency of Operations: Interview Form for Senior Management (*Instrument 2a*)
- Efficiency of Operations: Interview Form for Group of Trainers (*Instrument 2b*)
- Efficiency of Operations: Interview Form for Group of Training Participants (*Instrument 2c*)
- External Efficiency: Interview Form for Group of Former Training Participants (*Instrument 3*)

Copies of the instruments and the data collection procedures have been included in *Annex 2* of this report. Instrument 1 is a questionnaire for collecting quantitative data about each institute. Instruments 2a – 3 are interview forms for a different group of interviewees.

A total of seven institutes were initially included in the review<sup>1</sup>. The institutes were selected on the basis of their relevance and geographical location in relation to the EMRP area. In other words, those institutes were selected that could, also because of their location, be in charge of training staff from EMRP-related agencies.

Each training institute was visited to collect the data. Instrument 1 was generally filled out by the senior management and / or administrative section of each institute. Interviews were held with senior management, and with a small group of trainers. In case during the visit training was being conducted by the institute's trainers, interviews were held with a small group of trainees. The initial plan to have a group interview with some ex-trainees per institution did mostly not prove feasible due to logistical and time constraints.

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<sup>1</sup> However, a review and inclusion of 'Pusat Pelatihan Manajemen dan Kepemimpinan Pertanian' (Agricultural Leadership and Management Training Center) in Ciawi did not materialize due to 'force majeure' circumstances

### 3. MAIN FINDINGS

This section of the report describes the main findings of the study presented by type of training institute (Forestry, Agriculture, Public Works, and Provincial Government Central Kalimantan).

#### 3.1 Forestry Training Centers:

- **Forestry Training and Education Center (Pusat Pendidikan dan Pelatihan Kehutanan; PusklatHut), &**
- **Forestry Training and Education Center Bogor (Balai Pendidikan dan Pelatihan Kehutanan Bogor; BDK Bogor)**

##### 3.1.1 Introduction

Training and education of Forestry staff within the Ministry of Forestry is organized through :

- (1) the (national) Forestry Training and Education Center (Pusat Pendidikan dan Latihan Kehutanan; PusklatHut) which is located in Bogor (West Java), and
- (2) the (seven regional) Forestry Training and Education Centers (Balai Pendidikan dan Pelatihan Kehutanan; BDK).

The (national) PusklatHut, established in 1985, is under and responsible to the Minister of Forestry through the Secretary-General of the Ministry. The PusklatHut has the task to organize training and education on forestry-related subjects for government officials within the Ministry of Forestry.

The function of PusklatHut comprises:

- preparing training and education plans and programs, and organize training and education for government officials within the Ministry;
- development of training and educational staff, training and education organization system and procedures;
- training and education cooperation;
- monitoring and evaluation of organization of training and education;
- implementation of central level administrative affairs.

The BDKs are technical implementation units in the field of forestry training and education under and responsible to the head of PusklatHut. The BDKs have the task to implement training and education in the field of forestry for government and non-government officials.

The function of BDKs comprise:

- implementation of management of forestry-related training and education facilities and infrastructure;
- development of training and educational plan and program;
- implementation of training and education cooperation;
- implementation of training and education, evaluation and reporting of training and education activities, and management of training and education facilities on their venue;
- implementation of administrative affairs.

A list of BDKs operating in Indonesia is presented in *Table 3.1.1* below.

**Table 3.1.1 List of BDKs<sup>2</sup>**

No.	Name	Location	Working-Area
<b>1</b>	<b>BDK Bogor</b>	<b>Rumpin-Bogor</b>	<i>provinces Jakarta, Banten, Lampung, &amp; national level / nation-wide training</i>
2	BDK Kadipaten	Kadipaten	provinces West Java, Central Java, Yogyakarta, East Java
3	BDK Pematangsiantar	Pematangsiantar	provinces Aceh, North Sumatra, West Sumatra, Bengkulu
4	BDK Pekanbaru	Pekanbaru	provinces Riau, Jambi, Bangka Belitung, South Sumatra
<b>5</b>	<b>BDK Samarinda</b>	<b>Samarinda</b>	<b>provinces East Kalimantan, South Kalimantan, Central Kalimantan, West Kalimantan</b>
6	BDK Makassar	Makassar	provinces South Sulawesi, North Sulawesi, Southeast Sulawesi, Central Sulawesi, Gorontalo, North Maluku
7	BDK Kupang	Kupang	provinces East Nusa Tenggara, West Nusa Tenggara, Maluku, Bali

**Note:** in **'bold'** the institutes officially covering the area related to implementation of Master Plan EMRP in Central Kalimantan  
in **'bold'** & *'italic'* the institute visited in the framework of the training management capacity assessment

Although officially the province Central Kalimantan is covered by the BDK Samarinda, in practice the forestry-related officials in Central Kalimantan sometimes prefer to attend training-courses at BDKs on Java, for transportation considerations (easier and faster). Additionally, information was obtained that BDK Samarinda is specialized in training on forest production related subjects. For these reason it was decided to include BDK Bogor in the training management capacity assessment.

### 3.1.2 Training Programmes

PusdiklatHut organises four broad types of training programs:

- Preparatory Training for Candidate Government Officials
- Structural Training, e.g. Leadership and Management (PIM)
- Functional Training, e.g. Extension Methodology, Administration
- Technical Training in Forestry-Technical Areas

BDK Bogor which was included in the review, was established in 1986. It organises four broad types of education and training programs:

- Diploma - IV Education Program (untill 2007)
- Structural Training, e.g. Leadership and Management (PIM)
- Functional Training, e.g. Extension Methodology, Administration
- Technical Training in Forestry-Technical Areas

<sup>2</sup> Based on Decree of Minister of Forestry Number 6173/Kpts-II/2002 dated 10 June 2002

Main training / specialization of BDK Bogor is in the area of conservation (60%). Data do not suggest that the training institute is specialized in a particular subject area.

**Annex 3** depicts the complete list of courses that were conducted by the PusdiklatHut and BDK under the review during the three fiscal years since 2005. Data suggest that most courses are not provided annually, but only once. Information was received from the interviews that overlapping of program content occurs in particular for forestry-technical courses.

For overview data on number of training-courses, participants, batches and training-days at PusdiklatHut and BDK Bogor, see **Table 3.1.2** below; for a complete list of courses, see **Annex 3**).

At PusdiklatHut the number of courses conducted increased significantly over the three year period 2005-2007: from 13 courses in FY 2005, to 23 courses in FY 2006 and 25 courses in FY 2007. The number of courses at BDK Bogor in FYs 2006 – 2007 does differ significantly from the number in FY 2005. A remarkable increase in number of courses, however, can be noted from 9 courses in 2005 to 22 courses in FY 2006 and 23 courses in FY 2007

Both at PusdiklatHut as well as at BDK Bogor, the number of training-batches, training-days, and trainees was in FYs 2006 and 2007 considerably higher than in 2005. However, the number of training-days at BDK Bogor decreased in 2007 below 2005 level.

It further appears that the total of training batches, number of trainees and number of training-days during FY 2007 at PusdiklatHut was almost equal to previous year. A considerable part of the number of trainees and training days in 2007 originated from Preparatory Training for Candidate Government Officials.

**Table 3.1.2 Total Number of Courses, Training Participants, Training Batches, and Training-Days in FY 2005 - 2007**

<b>PusdiklatHut</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
TOTAL No of Courses	13	23	25
TOTAL No. of Participants (Batches)	1.483 (45)	1.914 (62)	1.828 (61)
TOTAL No. of Training-Days	843	1.661	1.695

<b>BDK Bogor</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
TOTAL No of Courses	9	22	23
TOTAL No. of Participants (Batches)	592 (15)	893 (36)	1,546 (41)
TOTAL No. of Training-Days	683	1,177	623

For BDK Bogor the total of training batches and number of trainees during FY 2007 (financed from *APBN-budget* allocated to BDK Bogor) is less than year before; only due to the sharp increase in training implemented financed from *other* sources, a sharp increase of the total number of training-batches and trainees occurred in 2007 compared with the previous two

years, especially 2005. However, the number of training-days decreased in 2007 sharply compared with 2006, and the figure became almost equal to 2005.

According to information obtained from management, training impact evaluation is conducted by PusdiklatHut three – four years after training completion. The impact evaluation is done by sampling per specialization area. BDK conducts two years after the training an impact evaluation by taking a sample from all training-courses conducted. The limited size of the impact evaluation by BDK is due to budget-constraints.

Assessing the overall quality of the training-courses provided by PusdiklatHut, senior management and trainers who were being interviewed, propose the following two areas as main priority:

Senior management:

- (1) improving the capacity / capability of the trainers
- (2) improving the selection process of trainees

Trainers:

- (1) increasing the capabilities in curriculum design
- (2) improving the selection of training participants

In order to improve the overall quality of the courses at BDK Bogor, senior management and trainers who were being interviewed propose the following two areas as main priority:

Senior management:

- (1) improving quality of and access to training materials
- (2) improving the training skills of internal and external trainers (*needs to be upgraded on regular basis*)

Trainers:

- (1) availability of more training equipment / tools / media and practicum facilities
- (2) increasing the training capabilities of trainers

The selection weakness appears to be related to the proper application of already agreed criteria by the agencies for which the training has been designed.

### **3.1.3 Participants**

At PusdiklatHut, being a national training institute, and at BDK, being a regional training institute, the majority of the training-participants come from outside the province in which the training institute is located. For PusdiklatHut the figure is about 85% and for BDK 75%. For both training institutes roughly 100% of them is sponsored by government institutions. No evidence could be made available about the extent of which the participants achieved the learning objectives for which they had come. This is due to the fact that training objectives are often inadequately defined into measurable terms to facilitate evaluation and also because of the lack of regular funds for impact evaluation.

Selection and motivation of participants were two issues that came up during the interviews with the management and trainers of both training institutes. Despite mutual agreements made prior to contract signing between the client-organization and the training institutes about the

criteria to be applied for selecting training candidates, often participants are being sent who, strictly speaking, do not qualify. As this situation reduces the overall effectiveness of the course, Pusdiklat and BDK are more and more inclined to send those trainees home at the start of the program. This would increase the effectiveness of the training as currently participants enroll in courses who are either not in the job for which the training prepares or are not interested because they have been sent by their bosses.

According to the interviewed trainers of both Pusdiklat and BDK, the level of capability of the training participants was lower than the planned training level.

The two main reasons why certain participant(s) during the training are not performing in accordance with the level as planned, are:

- an insufficient basic level in the subject-area of the training (trainees sent by the agency do not fulfill the requirements stipulated by BDK), and
- a lack of motivation.

Both the trainers of PusdiklatHut and BDK Bogor had the same opinion in this matter.

The level of motivation among certain participants was not seen as an immediate problem for training implementation, but more as an underlying feature eroding training effectiveness. The lack of motivation among certain participants was seen by the trainers from PusdiklatHut as the main constraint to achieve a better performance from the participants in the training

The trainers of BDK Bogor considered the heterogeneity of the training participants, and insufficient training tools / media and practicum facilities (quantity and quality) as the main constraints for achieving a better performance of the participants.

### **3.1.4 Staffing and Staff Development**

#### ***Recruitment***

In general, the institutes are not facing major problems in providing trainers for technical forestry training-courses. However, BDK Bogor experiences problems with assigning required trainers for non-technical forestry training (leadership and management, administration, etc.), because all internal BDK-trainers have a background in forestry. If BDK Bogor can not provide an in-house trainer for a certain subject-area, it is able to 'hire' a trainer from another BDK. The PusdiklatHut and BDK have also adequate access to government agencies at national and provincial level, universities, research and other resource institutes from where they can recruit external (temporary) trainers for non-technical and technical training-courses.

In the past the largest constraint with regards to trainers was related to the institute's internal (permanent employed) trainers. It had become rather common practice to deploy officials who were reaching retirement age and / or had become at their maximum level of seniority in their organization as trainer at PusdiklatHut and BDKs. On the one hand this development might have brought forestry or other relevant experience into PusdiklatHut and the BDKs; on the other hand the recruitment of these officials was not always based upon training technical requirements from the PusdiklatHut and BDKs point of view. It also appeared to be a process that was strongly managed by PusdiklatHut, whereby the BDKs were left to accept whatever

was being allocated to them. Few of the officials allocated to the BDks had solid training experience and, moreover, had come at an age at which one could not expect major behavioral changes in becoming a professional trainer.

But since two years ago a new regulation is applied by the State Public Administration Institute (LAN): the maximum age to become a (internal) trainer at a government training institute is lowered to 50 years, with minimum a bachelor degree. The consequence is that government officials are more inclined to pursue a career in their own agency. According some sources, PusdiklatHut experiences problems to recruit (internal) trainers, according other sources PusdiklatHut does not experience problems to recruit qualified and experienced trainers as required. BDK Bogor has at the moment enough trainers to cover their specialist-areas. The internal trainers even provide on average only  $\leq 100$  training-hours / trainer / year (much less than the LAN-standard of 500 training-hours / trainer / year).

The overall performance of the internal and external trainers at PusdiklatHut and BDK Bogor is considered as satisfactory by the management of these institutions. ToT-courses to improve the training knowledge and skills of internal trainers are provided at various levels. However, internal trainers of PusdiklatHut are considered to require an increase of field-experience, in order that they are able to provide the training-topics in accordance with the dynamics of the field as faced by the participants. The (internal) trainers at PusdiklatHut consider an improvement of their curriculum design skills as a need. The (internal trainers) of BDK Bogor expressed a need for improvement of their training skills, which could improve the training improved.

External trainers of PusdiklatHut require an improvement of training methodology skills because most of them have no training / educational background. By providing ToT-training for external trainers PusdiklatHut tries to solve this problem.

The turnover of trainers at the PusdiklatHut and BDK Bogor is very limited (less than 5%); once on location the internal trainers stay for a long time with the exception of a few senior trainers who may be promoted to managerial positions in BDks elsewhere. BDK Bogor receives more often placement of trainers from other BDks on the own request of the trainers.

### ***Internal Trainers' Occupancy Rate***

**Table 3.1.3** aims to indicate the extent to which PusdiklatHut and BDK trainers were actually working as trainer at their own institute during FY 2005 - 2007 and the extent to which they were 'assisted' by external trainers. The figures refer to actual training days and sessions (@ 45 min.) and do not include the time required for training preparation and evaluation. For comparison available figures for BDK Bogor and BDK Kadipaten for FY 1994/1995 are also provided (at that time the name was still BLK).



**Table 3.1.3 PusdiklatHut & BDK Trainers' Occupancy Rate (FY 2007)**

Training Institute	Total No. of Training Sessions / Days	No. of Trainers		Occupancy Rate Internal Trainers (training sessions / days)	Ratio Int. - Ext. Trainers
		Internal	External		
<b>2007</b>					
PusdiklatHut	± 3,100 * / 1,695	24	15	1 : 129 / 71	1 : 0.6
BDK Bogor	2,950 / 623	18	33	1 : 164 / 35	1 : 1.8
<b>1994 / 1995</b>	<b>Total No. of Training Sessions / Days)</b>	<b>Internal</b>	<b>External</b>	<b>Occupancy Rate Internal Trainers (training sessions / days)</b>	<b>Ratio Int. - Ext. Trainers *</b>
BLK Bogor	7,400 / -	13	14	1 : 569 / -	1 : 1
BLK Kadipaten	7,880 / -	17	58	1 : 464 / -	1 : 3

\* Only estimation from PusdiklatHut. (questions could be raised about the reliability of the data on training-sessions at PusdiklatHut)

On the basis of the assumption that the internal trainers would be equally active in conducting and / or organising training, it appears that based on the figures provided by the training-institutes the workload for those in PusdiklatHut and BDK Bogor is as follows.

The occupancy rate at PusdiklatHut was lowest with, on average, 129 training sessions per internal trainer, or 71 days. At this institute each of the trainers was, on average, supplemented by 0.6 external trainer.

At BDK Bogor, on average, every internal trainer managed / conducted 164 training sessions or 35 full working-days in FY 2007 (*see column Occupancy Rate*). Other information provided by BDK stated that the internal trainers at BDK Bogor give  $\leq 100$  training-hours / trainer / year only. He / she got assistance of, on average, not less than 1.8 external trainer (*column Ratio internal – external trainers*).

Comparing these figures of 2007 with available data from FY 1994/1995 at 2 BDKs on Java, it appears that at least at BDK Bogor the number of training sessions and average occupancy rate per internal trainer decreased sharply (respectively with about 60% and 40%).

Based on 20 training sessions per week as a generally accepted standard for a full-time trainer with adequate time for preparation and a working year of 46 weeks, the total number of possible training sessions per trainer per year would be 920. However, according current regulations of the State Public Administration Institute (LAN), internal trainers should provide 500 training-hours / trainer / year. Both training institutes provide much less training-hours / trainer / year than prescribed by LAN.

Comparing this to the data in column 4 demonstrates, that the internal trainers at the Pusdiklat and BDK are relatively underutilized. Naturally, possible other tasks of the trainers, such as related to administration and their 'specialisation' (certain subjects are more in demand than others) need to be taken into consideration before taking any major conclusion. However, from the interviews it appears that trainers are frequently looking for training opportunities outside the PusdiklatHut and BDKs. The question can be raised whether this situation contributes to the training quality and effectiveness at the PusdiklatHut and BDKs.

The type of specialization of the trainers will determine their workload, while training effectiveness is more affected by the training management systems in place at PusdiklatHut and BDK than by the actual number of trainers.

Another way of looking at the above figures, while disregarding the aspect of training quality, suggests that the 'fit' between training demand and in-house availability of subject matter competence varies. As an example, BDK Bogor was in 2007 more dependent on the services of external trainers than in FY 1994/1995.

### *Support Staff*

The BDKs deploy a range of non-training staff supporting the trainers with the training courses and the management with running the institute. **Table 3.1.4** illustrates the ratio between the trainers and the supporting staff. Figures have been adjusted to the nearest digit. For comparison figures for FY 1994/1995 are also provided.

**Table 3.1.4 PusdiklatHut dan BDK Trainers and Support Staff Ratio (FY 2007)**

Training Institute	No. of Trainers		No. of Support Staff	Ratio Trainers : Support Staff *	
	Internal	External		Internal	Total
<b>2007</b>					
PusdiklatHut	24	15	29	1 : 1.2	1 : 0.7
BDK Bogor	18	33	32	1 : 1.7	1 : 0.6
<b>1994 / 1995</b>					
BLK Bogor	13	27	30	1 : 2.6	1 : 0.7
BLK Kadipaten	17	75	45	1 : 2.6	1 : 0.5

\* Adjusted to nearest digit

The number of support staff at PusdiklatHut and BDK Bogor has been constant during the last three years against an almost constant overall budget of the PusdiklatHut.<sup>3</sup>

Looking at the ratio between teaching and support staff, no remarkable differences appear between the institutes or over time. The PusdiklatHut and BDK Bogor deployed between 1.2

<sup>3</sup> For BDK Bogor no budget figures could be made available for the years 2005-2007

and 1.7 support staff for every trainer during FY 2007. After adding the external trainers this figure declined to around 0.6 - 0.7 (i.e. almost one support staff member for every two trainers).

Compared with 1994/1995 it appears that the number of support staff almost is constant. However, with the increase of internal trainers the support staff has to serve more (internal) trainers than in 1994/1995 (2.6 support staff–members for every internal trainer in 1994/1995, compared with 1.7 support staff member in 2007). The ratio (internal & external) trainer – support staff was in 2007 almost the same as in 1994/1995 (around 0.6 – 0.7 support staff for every trainer).

### ***Staff Development***

PusdiklatHut and BDK Bogor have a staff development plan. The plan comprises arrangements for technical (skill) improvement (PusdiklatHut and BDK Bogor) and for teaaching / educational training / education (BDK Bogor). Funds (about Rp. 60 million / year for Pusdiklat) are obtained from APBN. Additionally, staff development for PusdiklatHut is also financed by LAN.

In the case of Pusdiklat, the allocation from APBN was 2.67% of its total budget. This should be seen against identified skill needs among training staff in both technical and ‘how-to-train’ (“training is too theoretical”) areas. Generally an allocation of 3-5% of the operating budget is recommended for staff development activities in organizations, this to keep up-to-date with new technological developments.

The reward opportunities for trainers have improved with the introduction of the ‘Functional Job Classification’ system. The credit point system that determines promotion to a higher job category (including increased financial rewards), and the fact that they are not full-time occupied by PusdiklatHut and BDK-based training has resulted in attempts by (internal) trainers to identify training opportunities elsewhere. Apart from the monetary and promotional credit rewards, their involvement in training outside the PusdiklatHut and BDK further develops their training skills, but the benefits for the PusdiklatHut and BDKs would probably be higher if their engagement as trainers elsewhere could be shifted to PusdiklatHut and BDK-based training. To what extent these staff development experiences effectively reduce the ‘how-to-train’ and ‘how to make good training material’ skills deficiencies among PusdiklatHut and BDK trainers, could not be assessed.

### **3.1.5 Physical Resources**

PusdiklatHut and BDK Bogor have, in general, adequate physical resources for conducting the type of courses which have been part of their programs during recent years. A one-shot review as the one that was conducted can, however, only provides a limited picture on the adequacy of these resources. Especially, the linkage between practical components in training programs and adequacy of available facilities can only be assessed during training implementation. Trainers at BDK Bogor felt a need for more training equipment / tools / media and practicum facilities, although the number of labs and its capacity has already increased sharply compared with FY 1994/1995.

**Table 3.1.5** provides a description of the more frequently used facilities. For comparison figures for FY 1995 are also provided.

**Table 3.1.5 Physical Resources and Capacity at the PusdiklatHut and BDK**

Training Institute	Available Facilities (Capacity)					
	Classes	Workshops	Lab*	Library	Dorm	Vehicles
<b>2007</b>						
PusdiklatHut	160 (4)	-	40 (2)	1	120 (3)	60
BDK Bogor	240 (8)	-	120 (4)	1	288 (3)	40
<b>1995</b>						
BLK Bogor	120 (4)	-	60 (1)	1	180	100
BLK Kadipaten	60 (2)	-	-	30	60	44

\* Including field laboratoria

(..) Figures between brackets indicate the number of units

Data collected about the level of utilization of the physical resources were not reliable enough for including in this report. However, it is clear from this data that, in general, there is scope for an increased utilization of the facilities. This is partly related to the limited funds allocated for staff development by organizations, but also due to DIPA-procedures (late release of funds for implementation of training programmes).

The condition of the PusdiklatHut and BDK Bogor premises is generally (very) satisfactory. However, the idea of creating an attractive environment to stimulate the participants learning has not caught BDK Bogor fully yet, due to limited funds. From that point of view the BDK offer scope for improvement maintenance and 'beautification'.

### 3.1.6 Operating Costs

**Table 3.1.6** depicts the changes (percentage-wise) in operating costs that have taking place over the last three years at the PusdiklatHut (for BDK Bogor, no figures could be obtained).

Questions could be raised about the reliability of the raw data provided by PusdiklatHut.

The total operating costs are over the years stable. The actual expenditures and budgeted expenditures for FYs 2006 – 2008 demonstrates no dramatic cost fluctuations.

**Table 3.1.6 Changes in Total Operating Costs (FY 2006 – FY 2008)**

<b>Training Institute</b>	<b>FY 2006 &gt; FY 2007</b>	<b>FY 2007 &gt; FY 2008</b>
PusdiklatHut	5%	0%
BDK Bogor	n.a.	n.a.

\* *Figures in brackets indicate decreases*

Looking at the FY 2006 - FY 2007 column shows a 5% increase for PusdiklatHut while the total number of participants at the PusdiklatHut decreased with about 86 (almost 5%) and the total number of training-days increased with 34 days (about 2%). The increase in operational budget FY 2006 – FY 2007 is caused by the increase of the Components Allowances for Trainers (increase of 10%), Consumable Materials (increase of about 10%), and Maintenance (increase of about 12%).

Based on the total number of training-graduates by PusdiklatHut in 2006 and 2007 (see *Table 3.1.2* above), the unit-cost per training-participant was respectively Rp. 1.1 million and Rp. 1.2 million / training-participant.

Further analysing the data, shows that the unit cost per training-day in FY 2006 and FY 2007 was for both years approx. Rp. 1.3 million / training-day; per calendar-day the operational costs for PusdiklatHut were in FY 2006 Rp. 5.9 million and in FY 2007 Rp. 6.1 million / calendar-day.

### **3.1.7 Management**

This section describes certain findings concerning the general management of PusdiklatHut and BDK as well as current training management processes.

#### ***General Management***

Recruitment of teaching staff and support staff is largely managed by the central level and is not at all (BDK Bogor) or not fully (PusdiklatHut) under their responsibility. PusdiklatHut only conducts first selection of teaching staff candidates, of whom the selected ones have to graduate a trainers examination conducted by LAN for been appointment.

Whilst permanent trainers are selected and placed by central level agency, the selection of external trainers is left to the PusdiklatHut and BDKs. With regard to decisions related to syllabus, selection of resource persons, training materials preparation, monitoring and evaluation, it appears that Pusdiklat as well as BDK receive a level of authority. Design / revision of curriculum / syllabus, preparation of training materials, design tests / examinations, preparation of guidelines for trainers, all are the responsibility of Pusdiklat and BDK.

The BDKs are generally closely tied to guidelines from PusdiklatHut (Forestry Education and Training Center at the central level). For example, core decisions such as development of a

module can be done by one BDK or several BDKs jointly, or by PusdiklatHut. However, the module developed by BDK(s) needs to be reviewed and approved by PusdiklatHut before the concerned module can be used. For lower-level training the BDK have relatively more leverage in designing and implementing the courses.

Generally the training function at PusdiklatHut and BDK has being divided among a few specialized sections headed by a senior trainer or section head who are responsible for all training in a certain area. In practice these sections often become active when a training program is scheduled to be conducted. Regular meetings by a certain section are held at least once a month.

PusdiklatHut and BDK appear to have management tools such as annual training schedules and various training records in place. What is usually lacking, especially at BDK, are availability of curricula and lesson-plans at the training-institute. These could not be showed by BDK Bogor. Their development is mostly assigned to each individual trainer, and are kept in personal archive by the individual trainers.

### ***Training Management***

Following a systems approach, training management includes the planning, preparation, implementation and evaluation of training in such a way that the training objectives are effectively achieved and, consequently, the knowledge and skills gaps for which the training was organized in the first place, eradicated. The systems approach to training implies, that the various components of the approach (planning, preparation, etc.) and the subsequent steps under each component, are interrelated. In other words, the output of the training planning process forms the input for training preparation. Following this principle, the quality of a training program is determined by the weakest element of the training management process.

Because no on-going training at PusdiklatHut and BDK could be observed and assessed, it is difficult to make (factual) conclusions regarding curricula, lessons-plans, training methods used, training materials and supporting equipment used, and regarding quality of the training program and materials.

A general finding related to the management of training at Pusdiklat and BDK is, that it is substantially directed by the central level.

***Training Planning*** is officially determined by Regulation of the Minister of Forestry, No. P.20 / Menhut-II / Year 2004, on Guideline for Organization of Forestry Training and Education, it was stipulated that a Five-Year Training and Education Plan has to developed by PusdiklatHut, in cooperation with Personell Bureau of the Ministry of Forestry, based on the results of identification of training and education needs. This needs assessment should be conducted for organizational level, position and individual level. In the process it will take in consideration the inputs from 'Esolon I Units' within the Ministry, Local (Provincial and District) Government, and other relevant parties. This Five-Year Plan has to be issued by the Secretary General of the Ministry.

The One-Year Training and Education Plan will be based on the Five-Year Training and Education Plan. This One-Year Plan comprises:

- Type and level of Forestry Training and Education
- Number of participants and allocation of Training and Education implementation
- Sources and planned finance required (costs).

The One-Year Training and Education Plan is prepared and issued by the Head of PusdiklatHut, by taking in consideration inputs provided by Echelon I Units in the Ministry, Local Government and other relevant parties.

Based on the One-Year Forestry Training and Education Plan, training and education programs are established by the Pusdiklat and BDks. The training and education program contains information on type and level of training and education, curriculum and syllabus (which consist of Special Learning Objectives ('TPK'), subjects, sub-subjects, learning methods, aid tools/equipment, and references), and training and education learning materials.

During this review, no assessment could be made whether or not a systematic training needs analysis has laid the foundation for some of those parameters, and how far BDK was involved. The strong expression was obtained that BDks involvement in **Training Planning**, including training needs analysis and course design, is limited or non-existing. This situation bears certain risks reflected in complaints that the training content is not in accordance with what participants think they need to perform better in their job.

Regarding training financed by non-PusdiklatHut and BDK budgets (other sources), but implemented by PusdiklatHut and BDK the following remarks can be made. As a result of the trend (which started some 15 years ago) of allocating training funds in the budgets of those institutions whose staff members need training instead of in the Pusdiklat and BDK budgets (which was the main pattern till that time), training planning by, especially, the BDks is limited. In most of those cases, the BDks are being approached with the request to organize a training program. In this request certain basic parameters have already been set: type of program, objectives, duration, topics, number of trainees, available budget and in certain cases the resource persons/trainers who are being recommended.

The involvement of the BDks in **Training Preparation** (developing training materials, selecting trainees, organizing ToTs, etc.) is larger but within the boundaries described above. Data indicate that in this stage of the training management process the BDks face considerable challenges: e.g. technical standards for training-plan, curriculum and materials are often not applied; existing training materials are not well-structured and/or formatted; technically qualified resource persons/trainers for curriculum / module development are not available locally; dominant training methodology is often lecturing and question – answer; resource persons lack adequate training skills; duration given for the training is too short in relation to the stated objectives and aspired quality levels; funds for ToT are lacking, etc.

Especially if a particular course is dependent on the inputs of external trainers, the course organizing committee often needs to be creative as, despite earlier agreed commitment, external trainers do drop-out close to when their inputs are scheduled.

Another weakness during **Training Implementation** seems to be the monitoring of the trainees' progress. This inability to closely monitor the trainees' progress and take remedial

action during the training is closely tied to the quality of other steps in the training management process: for example, if a TNA has not been done to specify the skills deficiencies among the candidate participants, the evaluation of the course runs the risk of being biased, or if training objectives have not been specified in measurable entities, the monitoring of the extent to which the trainees achieve the objectives is difficult indeed.

The main constraint during **Training Evaluation** appears to be the lack of funds for assessing the impact of the training on the job performance of the former participants. This prevents Pusdiklat and BDK from learning possible discrepancies and from adjusting its courses towards the requirement of the workforce.

Besides the weaknesses under the various training management components, overall supervision of the quality of training management at PusdiklatHut and BDKs seems to be inadequate. This is demonstrated, amongst others, by complaints that trainers run ‘their own show’ without committing themselves to the stated objectives of the course. This fact is promoted because training-modules for the planned training-areas are not available at the training-institute, and individual trainers are assumed to develop lesson-plans by themselves. No approval of lesson-plans developed by the individual trainers is required.



## 3.2 Agricultural Training Centers:

- **Agricultural Leadership and Management Training Center (Pusat Pelatihan Manajemen dan Kepemimpinan Pertanian Ciawi; PPMKP Ciawi), &**
- **Agricultural Training Center Binuang (Balai Besar Pelatihan Pertanian Binuang; BBPP Binuang)**

### 3.2.1 Introduction

Training within the scope of the Ministry of Agriculture is the responsibility of the Agency of Agriculture Human Resource Development (Badan Pengembangan Sumber Daya Manusia Pertanian; BPSDMP), which is under and direct responsible to the Minister of Agriculture.

The task of BPSDMP is to conduct agricultural human resource development (HRD), whilst its function is <sup>4</sup>:

- preparation of formulation of policies in the area of agricultural HRD;
- formulation of agricultural HRD programs;
- implementation of agricultural HRD;
- evaluation of implementation of agricultural HRD;
- implementation of BPSDMP administration.

Work-units within BPSDMP are:

- **Center for Development of Agricultural Training (Pusat Pengembangan Pelatihan Pertanian)**
- Center for Development of Agricultural Education
- Center for Agricultural Extension
- Secretariate.

BPSDMP has presently in total 18 Technical Implementation Units (UPT), spread over Indonesia. Of these 18 Technical Implementation Units, 9 (nine) units are in the field of agricultural training.

Before the decentralization the Ministry of Agriculture managed more agricultural training institutes (BLPP) in Indonesia. However, about 20 agricultural training institutes were in the past, after the decentralization, transferred to the provincial governments. Examples of agricultural training institutes transferred are: BLPP in Anjungan (West Kalimantan), BLPP Samarinda (East Kalimantan), BLPP Cihea (West Java), BLPP Ungaran and BLPP Soropadan Magelang (both in Central Java), and BLPP Wonocatur (Yogyakarta). So, in many of the 27 'old' provinces are currently province-owned agricultural training centers. However, in Central and South Kalimantan are no transferred, currently province-owned former BLPPs.

In 2007 the nine training-institutes under BPSDMP were renamed and re-organized, based on a Decree of the State Minister for Optimalization of the State Apparatus<sup>5</sup> and several Regulations

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<sup>4</sup> Source for Tasks and Function of BPSDMP: <http://www.deptan.go.id/> (February 2008)

issued by the Minister of Agriculture<sup>6</sup>, and in December 2007 a Decree of Head of Agency for Development of Agricultural Human Resources<sup>7</sup> on Division of Working-Area of the Technical Implementation Units for Training. In order to optimize training organization, the organization and way of working of the training institutes were redefined; and to obtain effective and efficient training implementation, a division of geographical working-area of the training-centers established.

The objective is to ‘refunctionalize’ the main task and functions of the training centers from training centers based on commodity *becoming general agricultural training centers, without* leaving-out its “specialized (*‘unggulan’*) commodities”.

A list of the nine Agricultural Training Centers, their task area and working-area, and their training-specialization (*‘pelatihan unggulan’*) and related working area is presented in **Table 3.2.1** below.

**Table 3.2.1 List of (national) Agricultural Training Centers<sup>8</sup>**

No.	Name of Agricultural Training Center	Location	Task-Area / Training Specialization ( <i>‘Unggulan’</i> )	Working-Area / Working-Area
1	Agricultural Leadership and Management Training Center (Pusat Pelatihan Manajemen dan Kepemimpinan Pertanian)	Ciawi-Bogor – West Java	Management and Leadership	nation-wide
2	Livestock Health Training Center Cinagara (Balai Besar Pelatihan Kesehatan Hewan Cinagara)	Cinagara – West Java	Livestock Health	nation-wide
3	Agricultural Training Center Binuang (Balai Besar Pelatihan Pertanian Binuang)	Binuang – South Kalimantan	Agriculture / Estate Crops and Tidal Technology	provinces 1) South Kalimantan, 2) Central Kalimantan, 3) East Kalimantan, 4) West Kalimantan / nation-wide
4	Agricultural Training Center Lembang (Balai Besar Pelatihan Pertanian Lembang)	Lembang – West Java	Agriculture / Horticulture	provinces 1) Jakarta, 2) West Java, 3) Banten, 4) Bangka Belitung, 5) Lampung, 6) Aceh / nation-wide

<sup>5</sup> Decree regarding Proposed Reorganization of the Technical Implementation Units and BPSDMP, Number B/282/M.PAN/2/2007, dated 7 February 2007;

Source: [http://setjen.deptan.go.id/deptan/bpsdm/pelatihan/reposisi\\_news.html](http://setjen.deptan.go.id/deptan/bpsdm/pelatihan/reposisi_news.html)

<sup>6</sup> Various Regulation of Minister of Agriculture on Organization and Work-mechanisms of the various Technical Implementation Units for Training (No. 14/Permentan/OP.140/2/2007 up-to No. 22/Permentan/OP.140/2/2007)

<sup>7</sup> Decree on Division of Working-Areas of Technical Implementation Units for Training in the Agency for Development of Agricultural Human Resources, No. 145/Kpts/OT.130/K/12/07, dated 12 December 2007

<sup>8</sup> Based on Decree of Head of Agency for Agricultural Human Resource Development Number 145/Kpts/OT.130/K/12/07 dated 12 December 2007

No.	Name of Agricultural Training Center	Location	Task-Area / Training Specialization ('Unggulan')	Working-Area / Working-Area
5	Agricultural Training Center Batangkaluku (Balai Besar Pelatihan Pertanian Batangkaluku)	Goa – South Sulawesi	Agriculture / Agricultural Mechanization, and Land and Water Management	provinces 1) South Sulawesi, 2) West Sulawesi, 3) Central Sulawesi, 4) North Sulawesi, 5) Gorontalo, 6) Maluku, 7) North Maluku, 8) West Papua, 9) Papua / nation-wide
6	Agricultural Training Center Ketindan (Balai Besar Pelatihan Pertanian Ketindan)	Malang – East Java	Agriculture / Food Crops and Herbal Crops	provinces 1) East Java, 2) Central Java, 3) Yogyakarta, 4) Bali, 5) West Nusa Tenggara, 6) East Nusa Tenggara / nation-wide
7	Agricultural Training Center Jambi (Balai Pelatihan Pertanian Jambi)	Jambi – Jambi	Agriculture / Estate Crops and Swamp Land Technology	provinces 1) Jambi, 2) North Sumatra, 3) West Sumatra, 4) Bengkulu, 5) South Sumatra, 6) Riau, 7) Riau Islands / nation-wide
8	Livestock Training Center Kupang (Balai Besar Pelatihan Peternakan Kupang)	Kupang – East Nusa Tenggara	'Ternak Potong' and Dry Land Technology	nation-wide
9	Livestock Training Center Batu (Balai Besar Pelatihan Peternakan Batu)	Batu – East Java	Milk and Livestock Product Technology	nation-wide

**Note:** in **'bold'** the agricultural training institutes officially covering the area related to implementation of Master Plan EMRP in Central Kalimantan, and visited in the framework of the training management capacity assessment

The remaining nine Technical Implementation Units under BPSDMP are:

- Six Higher Institutes for Agricultural Extension (Sekolah Tinggi Penyuluhan Pertanian; in 1) Malang - East Java, 2) Bogor – West Java, 3) Medan – North Sumatra, 4) Manokwari - Papua, 5) Gowa – South Sulawesi, 6) Magelang – Central Java);
- Three Agricultural Schools (Sekolah Pertanian Pembangunan; in 1) Banjarbaru – South Kalimantan, 2) Kupang – East Nusa Tenggara, 3) Sebawa – South Sumatra).

The above mentioned Agricultural Training Centers are technical implementation units in the field of agricultural training under and responsible to the head of Agency for Agricultural Human Resource Development in Jakarta, who technically provides guidance through the Head of the Center for Development of Agriculture Training.

The majority of the training conducted by national agricultural training institutes (as well as the provincial, former BLPP training centers) is financed by APBN-funds.

The Agricultural Training Centers have the task to implement and develop techniques for technical, functional and entrepreneurship training in the area of agriculture for agricultural government and non-government officials.

The main task of the of the Training Center for Agricultural Leadership and Management Ciawi (PPMKP) is to implement and develop training techniques for management, leadership and agricultural multimedia, as well as functional administrative-management (*'non Rumpun Ilmu Hayat Pertanian': 'non-agricultural life science'*)<sup>9</sup> training, whilst its function is as follows:

- develop plan and program for, and implementation of cooperation;
- conduct monitoring, evaluation and reporting;
- conduct management training;
- conduct leadership training;
- conduct agricultural multimedia training;
- conduct functional administrative-management (*'non Rumpun Ilmu Hayat Pertanian': 'non-agricultural life science'*) training;
- develop work competencies standard materials (for) management, leadership and functional administrative-management (*'non Rumpun Ilmu Hayat Pertanian': 'non-agricultural life science'*) training;
- prepare lesson-packages and media for for management, leadership and functional administrative-management (*'non Rumpun Ilmu Hayat Pertanian': 'non-agricultural life science'*) training;
- develop agricultural management techniques<sup>10</sup>, agricultural multimedia and leadership, as well as a functional administrative-management (*'non Rumpun Ilmu Hayat Pertanian': 'non-agricultural life science'*);
- provide services for implementation and development of agricultural management techniques<sup>10</sup>, agricultural multimedia and leadership, as well as a functional administrative-management (*'non Rumpun Ilmu Hayat Pertanian': 'non-agricultural life science'*);
- manage technical facilities and production of agricultural multimedia;
- provide services related to implementation and development of agricultural multimedia techniques<sup>11</sup> as well as the distribution of agricultural information;
- management of administrative affairs of PPMKP.

One BBPP was included in the review: the BBPP located in Binuang (South Kalimantan), which a regional function for the whole of Kalimantan and so also covers Central Kalimantan.<sup>12</sup>

BBPP Binuang is located 85 km north of the provincial capital Banjarmasin, along the main road

The task of Agricultural Training Center Binuang (BBPP Binuang - South Kalimantan) (established in 1978) was, till 2007, to implement specialized training and education, and to develop training and education techniques in the area of estate crop agri-business and tidal technology in the framework of increasing the quality of agricultural human resources. Starting early 2007 its task became more general (again): 'to implement and develop techniques for

<sup>9</sup> Such as for example for planner, trainer, researcher, computer-operator, archivist,

<sup>10</sup> In Indonesian is written: '(...) *teknik pertanian manajemen* (...)'

<sup>11</sup> In Indonesian is written: '(...) *teknik pertanian multimedia pertanian* (...)'

<sup>12</sup> PPMKP (Agricultural Leadership and Management Training Center (Pusat Pelatihan Manajemen dan Kepemimpinan Pertanian) has not been visited for an assessment due to force-majeure reasons.

technical, functional and entrepreneurship training in the area of agriculture for agricultural government officials and non-government.’

Accordingly the functions of BBPP Binuang also changed in 2007 and comprise presently <sup>13</sup>:

- develop plan and program for, and implement cooperation;
- conduct monitoring, evaluation and reporting;
- implement technical training in the area of agriculture for agricultural government personel and non-government;
- implement functional training in the area of agriculture for agricultural government personel;
- implement agricultural entrepreneurship training for non-government;
- develop training techniques in the area of estate crops and tidal technology;
- develop agriculture training techniques for agricultural government personel and non-government;
- develop work-competency standard materials for technical, functional and entrepreneurship training in the area of agriculture;
- prepare lesson-packages and media for technical, functional and entrepreneurship training in the area of agriculture;
- provide agro-business consultation;
- provide services related to implementation and development of techniques for technical, functional and entrepreneurship training in the area of agriculture for agricultural government personel and non-government;
- management of administrative affairs of BBPP.

BBPP Binuang already successfully applied for accreditation for training / education in the area of tidal land agriculture. At the moment of the review BBPP Binuang was awaiting the issuance of the official decree on accreditation.

### **3.2.2 Training Programmes**

BBPP Binuang is specialized in Tidal Swamp Land Management. This does not mean that training in other than the specialized subject is not being implemented, on the contrary.

Course data collected from the last three fiscal years demonstrate, that the BBPP Binuang provide a wide range of training programmes (75 courses over three years) for mainly field-staff members of agricultural organizations as well as farmers and community. The vast majority (about 87%) of the training provided in 2007 was technical training, and only 25% of the training-time was directed to agricultural staff.

The institute seem to cater for this range of programs and target-groups and only be specialized in a limited way: the specialization of BBPP Binuang is officially management of tidal swamp land, and optimizing design and development of tidal swamp land.

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<sup>13</sup> Regulation of Minister of Agriculture (No. 18/Permentan/OP.140/2/2007) on Organization and Work-mechanisms of ‘Balai Besar Pelatihan Pertanian Binuang’

In the list of course data provided no training of staff of government agencies at district or provincial level was mentioned. Unlike the BDK, the course at BBPP Binuang supply does not include structural or career training, or managerial (middle level) and administrative types of training. As in the past where technical and functional training were dominant at BBPPs (or better BLPPs), followed in the mid '90' by training resources increasingly allocated for structural or career training (such as 'Sepadya', 'Spama' and others), nowadays technical and functional training especially at field level is by far dominant at BBPP Binuang.

Data (see *Annex 4* for complete list courses) suggest that the courses are not provided annually but only once.

A very limited increase in number of courses can be noted. As shown by the data in *Table 3.2.2*, the number of courses for a particular FY does not differ significantly over the three year period 2005-2007 (2005: 23 courses; 2006: 25 courses; 2007: 27 courses).

However, the number of training participants and number of training-batches tripled from 2005 to 2007, with in 2007 2,270 participants in 27 courses with totally 83 training batches. The number of training-days even increased more in 2007 compared with 2005, namely with 375%.

**Table 3.2.2 Total Number of Training Participants, Training Batches and Training-Days (FY 2005-2007)**

<b>BBPP Binuang</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
TOTAL No. of Courses	23	25	27
TOTAL No. of Participants (Batches)	863 (28)	1,036 (41)	2,270 (83)
TOTAL No. of Training-Days	227	398	842

Assessing the overall quality of the training provided by the BBPP Binuang provided evidence that three areas could, in particular, be addressed to improve the quality:

Senior management:

- (1) improving the training materials, and its availability and access the library of the training-institute
- (2) increasing the number of trainers

Trainers:

- (1) availability of more tools / equipment (for practical exercises by participants)
- (2) work-facilities and work-tools for trainers

(for clarification on opinion as expressed by trainers, see below under 'Physical Resources').

### 3.2.3 Participants

A weakness appears to be the proper, actual selection of training participants. This is already a long-existing issue. The selection weakness appears to be related to the proper application of already agreed criteria by the agencies for which the training has been designed. Criteria are

developed by BBPP Binuang. The actual selection of participants is conducted by the sending agency / organization. This selection should be conducted based on the documented criteria, however, candidate participants sent to the training are often / regularly not fulfilling the documented criteria set by BBPP.

Job-related criteria such as evidence of existing job skills deficiencies are usually not applied for selecting participants, with the exception of the criterion “Is a staff member in job category ‘A’”, which is the criterion used by BBPP Binuang. The lack of job-related selection criteria is linked to the lack of clearly defined job tasks for most staff groups, which makes it difficult to conduct sound training needs analyses. Besides, the concept of human resource management and development, and its benefits and implications for the organization is not yet widely incorporated in most public sector organizations, resulting in ‘ad hoc’ decisions regarding the selection of training participants.

Finally, in the past the position of the BBPP in the selection process was mostly limited to that of administering the process; in other words, the BBPPs could not refuse proposed / attending candidates. The fact that BBPPs could not reject training candidates who did not qualify for the criteria, did undermine the (important) responsibility of ensuring the training’s effectiveness. However, since midst 2007 a very positive step forwards is allowed: BBPPs are allowed and can refuse those training participants who are not in accordance with the criteria, and send them back to their agency without reimbursing any transport-costs to those intended participants.

The main reasons why certain participants are not performing in accordance with the planned level, are low knowledge level in the subject-area (because not the proper participants are sent; see above), and too late arrival at training venue due to delayed receipt of invitation for training and transportation problems.

Around 50% of the people following the training at the BBPP are government staff, mainly field-extension workers, the other 50% are farmers and community(-members). The majority of all training participants (60%) comes from outside the province in which the institute is located. In other words, the regional role is apparent.

The impression among BBPP Binuang that their training provides the participants with skills they require is strongly represented. The impression is largely based on ad-hoc discussions with former participants and/or their supervisors. Former participants (agricultural extension workers) requested (1) for a longer training-period in order that all training-topics can be dealt with totally, and (2) for more types of training because they requires regular refreshing courses.

Post-training evaluations are conducted twice, e.g. the first six months after completion of the the training and the second evaluation six months after the first impact evaluation.

No proper assessment could be made about the quality and results of the post-training evaluations. The extent of which the participants achieved the learning objectives for which they had come is unclear. However, training objectives are often inadequately defined into measurable terms to facilitate evaluation.

### 3.2.4 Staffing and Staff Development

#### *Recruitment*

BBPP Binuang does not counter any major problems in recruiting trainers for their programs. If there are many training-courses at the same time and the number of internal trainers are insufficient, BBPP Binuang requests for assistance from the Swampland Agriculture Research Center ('Balitra') and others. The recruitment of internal trainers is, so far, still done at central level but with involvement of the BBPPs. Criteria for selection include the need for a particular type of expertise required at BBPP, the background in that particular field, having completed the special technical training for 1-2 years and the 3-4 month ToT course, and being between 30 – 50 years of age. A practical test (teaching) and interview by colleague trainers is usually part of the selection procedure. However, once the central level has sent someone, it is hard not to accept that candidate. The turnover of internal trainers at the institute is very low (less than 5%). So far it never occurred that an internal trainer moved. What happened that the number of internal trainers at BBPP Binuang declined due to passing away (1 person recently), the status of internal trainer at BBPP Binuang was or is in the process of being stopped (respectively 1 and 2 persons) because the concerned trainers did not collect the number of credit points in accordance with minimum standards.

However senior management of BBPP Binuang considers that an increase of internal trainers is one of the two most important aspects to increase the quality of trainers.

The overall performance of the trainers is considered to be generally satisfactory; the external trainers need training in 'how-to-train' techniques. A general lack of appropriate training skills is observed with the external trainers from 'Balitra', with whom BBPP closely cooperates, and others. This is understandable because the external trainers from 'Balitra' are researchers, not trainers. The effort undertaken by BBPP Binuang is by increasing 'teaming-up' of the external trainers with its internal trainers before training implementation.

#### *Internal Trainers' Occupancy Rate*

**Table 3.2.3** depicts the occupancy rate of the BBPP trainers during FY 2007. In other words, the table illustrates the, on average, number of training sessions which the BLPP trainers carried out during that year. The figures represent actual training sessions of @ 45 minutes / training days and do not include preparation and evaluation time. The table also describes the extent to which the BBPP trainers were 'assisted' by external trainers in carrying out the 2007 training course schedule.



**Table 3.2.3 PPMKP Ciawi & BBPP Binuang Trainers' Occupancy Rate (FY 2007)**

Training Institute	Total No. Training Sessions / Training Days	No. of Trainers		Occupancy Rate (training sessions / days)	Ratio Int. - Ext. Trainers *
		Internal	External		
<b>2007</b>					
PPMKP Ciawi	n.a.	n.a.	n.a.	n.a.	n.a.
BBPP Binuang	4,725 / 842	12	6	1 : 394 / 70	1 : 0.5
<b>1994 / 1995</b>					
BLPP Batangkaluku	4,186 / --	18	30	1 : 494 / --	1 : 1.6

\* Adjusted to nearest digit

Based on the assumption that the internal trainers all take an equal share in conducting and/or organizing training and disregarding the involvement of any external trainer, the workload of the internal trainers at BBPP Binuang is as follows: a trainer conducts/organizes, on average, about 394 training sessions per year.

In other words, on the basis of totally 842 training days / year at BBPP Binuang, the workload of an internal trainer at BBPP Binuang is, on average, 70 full training-days / year / internal trainer (not including planning, preparation and evaluation time). These figures are much lower than the workload figures expressed in interviews by BBPP Binuang senior management, namely that on average an internal trainer provides training during 24 hours @ 45 min. / week.

#### **Support Staff**

Non-teaching or teaching support staff is required to enable the training institutions to deliver their programs. *Table 3.2.4* depicts the ratio between the trainers and the supporting staff at BBPP Binuang.

**Table 3.2.4 PPMKP Ciawi & BBPP Binuang Trainers & Support Staff Ratio (FY 2007)**

Training BDK	No. of Trainers		No. of Support Staff	Ratio Trainers : Support Staff *	
	Internal	External		Internal	Total
<b>2007</b>					
PPMKP Ciawi	-	-	-	-	-
BBPP Binuang	12	6	22	1 : 1.8	1 : 1.2
<b>1994 / 1995</b>					
BLPP Batangkaluku	18	30	11	1 : 0.6	4 : 1

\* Adjusted to nearest digit

The figures show that at BBPP Binuang one internal trainer is supported, on average, by 1.8 support staff. The table also makes clear that on average 6 support staff are available for 5 trainers (internal & external).

Compared with the data from FY 1994/1995, BLPP Batang Kaluku had a more cost-effective distribution of trainers versus support staff than BBPP Binuang nowadays.

Since no composite data is available concerning the relative involvement of the external trainers, caution should be taken with the interpretation of the above data.

### *Staff Development*

It can be said that staff development is taking place in a limited way. Staff development plans do exist at BBPP Binuang and funds are provided by APBN. The plans comprises arrangements for (1) technical (capability) improvement including English language and computer-skills, and for (2) management training for laboratorium, tidal field laboratorium, agro-business incubator center.

However, an indication of limited funds available for staff development, might be that if an internal trainer apply for study-leave, the concerned trainers has to pay him / herself for the course. It seems that the budget allocations for staff development activities are generally too low to make a major impact on the overall performance of the organizations.

### **3.2.5 Physical Resources**

*Table 3.2.5* demonstrates the more frequently used physical resources among BBPP Binuang which are part of the review.

**Table 3.2.5 Physical Resources and Capacity at the PPMKP and BBPP Binuang**

Training Institute	Available Facilities					
	Classes	Workshops	Lab*	Library	Dorm	Vehicles
<b>2007</b>						
PPMKP Ciawi	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
BBPP Binuang	120 (3)	0	40 (2) + 12*	30 (1)	120 (4)	48 (6)
<b>1995</b>						
BLPP Batangkaluku	280 (7)	- (3)	- (2)	50 (1)	300	100

\* Including field laboratoria

(..) Figures between brackets indicate the number of units

The level of utilization of the facilities could not be determined due to inadequate data. The general impression is, that during part of the year the facilities are well utilized (April / May –

early December) while during other parts of the year (January - March) these are heavily underutilized.

From the data on training-courses conducted and number of participants it is apparent that, in general, there is scope for an increased utilization of the facilities. This is partly related to the DIPA procedures (late release of funds for implementation of training programmes).

The general condition of classes, workshops, laboratoria and dormitories varies from insufficient to very good.

The condition of the class-rooms is good. The quality of the other facilities is mixed. The condition of the dormitories is mixed: The condition of one dorm-unit is (less) satisfactory, whilst of another (new) one is good. The current condition of the (field) labs / practica are insufficient. The physical condition of the laboratorium-building is very good (new building), but the design of the building is less appropriate for a lab (no facility available for cleaning the practicum tools, and no ventilation whilst many post-harvest processing equipment tools are using engines). The field labs consist of field practicum, cow and goat stall, rice-storage, greenhouse (nursery).

Regarding the 7 ha. tidal land practicum, BBPP Binuang cooperates with the UGM university from Yogyakarta and shortly staff BBPP will participate in a course management of tidal land practicum and agro-business incubation center, at UGM.

All these facilities were for eight years mismanaged and can not be used for practicum by training-participants. At the time of the review, these facilities are in the process of re-organization. The number of staff available for the (field) laboratoria was very limited. Since last year the number is increased from 3 to 5 persons.

This situation of physical resources explains the opinion as expressed by the trainers interviewed that availability of more tools / equipment (for practical exercises by participants), and more work-facilities and work-tools for trainers (see above under 'Training Programmes') would be most required to improve the quality of the training at BBPP Binuang.

### 3.2.6 Operating Costs

*Table 3.2.6* depicts the changes (percentage-wise) in operating costs that have taking place over the last years at BBPP Binuang.

**Table 3.2.6 Changes in Total Operating Costs (FY 2006 – FY 2008)**

<b>Training Institute</b>	<b>FY 2006 &gt; FY 2007</b>	<b>FY 2007 &gt; FY 2008</b>
PPMKP Ciawi	n.a.	n.a.
BBPP Binuang	(26%)	41%

\* *Figures in brackets indicate decreases*

The raw data on yearly operating costs provided by BBPP Binuang reveal some dramatic changes over the recent years. Looking at changes between FY 2006 and FY 2007, the column shows an decrease of 26%, whilst the budget for FY 2008 is expected to increase with 41%.

The budget for FY 2007 decreased with 26%, whilst the number of training participants and number of training-days increased with more than 100% (doubled).

Further analyzing the raw data from BBPP for FY 2006 – FY 2008, also demonstrates some dramatic cost fluctuations as show by the following examples: the component Consumable Materials was in FY 2006 almost 50% of the total yearly operational budget for BBPP Binuang, and almost three times the total expenditure amount for trainer-salaries, trainer-allowances and salaries for support-staff!

Apparantly, the new management of BBPP Binuang understands the importance of good maintenance (see also above under ‘Physical Resources’); an indication is that for FY 2008 the allocated amount for the component ‘Maintenance’ is increased with 100% compared with FY 2007, and 70% compared with FY 2006. The component ‘Travel’ is reduced with 30% compared with FY 2007. The component ‘Consumables’ remains as in FY 2007 less than 50% of the expenditures for the same component in FY 2006.

Based on the total number of training-graduates in 2006 and 2007 (see **Table 3.2.2** above), the unit-cost per training-participant was respectively Rp. 12.1 million and Rp. 4.1 million / training-participant.

Further analysing the data, shows that the unit cost per training-day in FY 2006 and FY 2007 was respectively Rp. 31.6 million and Rp. 11.1 million / training-day; per calendar-day the operational costs for BBPP Binuang were in FY 2006 Rp. 34.4 million and in FY 2007 Rp. 25.6 million / calendar-day.

Since being in charge in August 2007, the new management of BBPP Binuang seems to have been able to ‘rationalize’ the expenditures.

### **3.2.7 Management**

After the appointment of a new head, BBPP Binuang is since mid 2007 in the process of total re-organization in all aspects, due to mismanagement during eight years. Not only management of infrastructure and facilities, but also human resource quality and performance require(d) improvement.

#### ***General Management***

Recruitment of training staff is a responsibility shared between the BBPP Binuang and BPSDM Ministry of Agriculture: permanent trainers are selected and placed by central level agency while the selection of external trainers is left to the BBPP.

With regard to decisions related to syllabus, selection of resource persons, training materials preparation, monitoring and evaluation, it appears that the BBPPs receive a higher level of authority than the BDks at Forestry, or Balai Diklat PU Wilayah at Public Works. Design /

revision of curriculum / syllabus, preparation of training materials, design tests/examinations, preparation of trainer-guideline, all are the responsibility of BBPP.

Since mid 2007 BBPP is allowed to return these arriving candidate participants, selected by the sending organization, who do not fulfill the documented selection criteria as determined. To which extent this right of rejection is applied by BBPP, and to which extent the quality of selection of training candidates is improved by the sending organization, could not be assessed. However, an proper application of selection criteria and right of rejection could ensure an increase of the training's effectiveness.

Generally the training function at the BBPPs has been divided among a few specialized sections headed by a senior trainer. Training staff meetings are held regularly; at least to prepare training programs that are scheduled for implementation. Meetings between trainers are held once a week, and meetings headed by the head of BBPP Binaung once a month.

BBPP Binaung, in general, make good use of management tools such as annual training timetables, individual trainer schedules, and various types of records.

Within BBPP Binaung is still visible (the remnants of) a training management system which has been incorporated by the agricultural training institutes since the early 1980s. The management of training is built around the "Sistem Elemen Ketrampilan" (SEK: Competency Based Training) approach derived from the American school of instructional technology. The approach, starting from training needs analysis and detailed training objectives formulation, breaks down the entire training process into small components (sub-objectives, topics and sub-topics, moments of monitoring and evaluation, etc.). This approach has, without doubt, led to an increased effectiveness of a large number of training activities and, consequently, ensured that participants indeed achieved the objectives of the training. However, since the early '90s for several reasons the approach is not being fully applied; as a result, it appears that the quality of the training has suffered.

**Training Planning** as conducted by BBPP Binaung comprises:

- (1) training needs identification, by digging / obtaining information from sending ('client') organizations and the yearly Kalimantan Development Coordination Meeting ('Rakorbang Kalimantan');
- (2) types of training-programmes are developed;
- (3) training needs analysis to determine the subjects for each training program is conducted;
- (4) curriculum is designed.

In the 90's attempts have been made to initiate a, more or less continuous, process of training materials production leading to modules for certain recurrent core subjects. However, already since a long time BBPP Binaung did not develop (complete) modules. Only curricula, lesson-plans and training materials have been developed, either by BBPP Binaung or individual trainers.

**Training Preparation:** The curricula for the training-courses are designed by BBPP Binaung. Preparation of lesson-plans and training materials is one of the main tasks of the internal trainers. The preparation of training materials is generally left to each trainer (internal and

external) without very much (quality) control by the training organizers or the head of the program and evaluation section which is responsible for all training-courses in a certain area. For the internal BBPP trainers familiar with the within Agriculture Training Centers well-known SEK system, this should not be a problem. However, for external trainers guidance in making good lesson-plans and training materials could be intensified, certainly since the BBPPs are using many externally recruited trainers.

Overall supervision of the quality of training management at the BBPP seems to be inadequate in the past. This is demonstrated, amongst others, by complaints that trainers run 'their own show' without committing themselves to the stated objectives of the course. This fact is promoted because training-modules for the planned training-areas are not available at the training-institute, and individual trainers are assumed to develop lesson-plans by themselves. No approval of lesson-plans developed by the individual trainers is required.

According information modules are also developed at BBPP Binuang. However, during this review difficulties were experienced to find and show the modules or even lesson-plans developed. According other info obtained already for a long time no modules were developed by BBPP Binuang, although the amount of credit-points for developing a (complete) modules is twice the amount of credit-points for developing curriculum, media and teaching-materials. The modules currently available at BBPP Binuang are modules developed by BPSDM for training programs of BPSDM, implemented by BBPP Binuang.

Another aspect is the quality of the instructional process: relatively few ad-hoc (external) trainers have participated in any Training of Trainers (ToT) activities. As a result, their main training technique is lecturing, while training techniques based on the principles of adult training are not frequently applied.

A problem faced by BBPP Binuang is the time-consuming distribution process of invitations to the candidate participants and transportation problems to BBPP Binaung by the participants. Both conditions often cause that participants arrive too late for the training-course. Anticipation of these potential circumstances are required

**Training monitoring and evaluation** is an integrated part of the training management system. A well-developed course evaluation system which includes the evaluation of the progress of each participant, of the performance of each trainer and that of the organization of the course is available.

Very positive compared with the situation in the past (10 years ago) is that currently funds for regular impact evaluations are available at BBPP Binuang. Impact evaluations are conducted twice: the first 6 months after training-completion, the second impact evaluation is conducted 6 months after the first one. During this review no further attention could be spent on the quality of the impact assessment.

### 3.3 Public Works Training Centers:

- **Public Works Training and Education Center (Pusat Pendidikan dan Latihan Pekerjaan Umum; Pusdiklat PU), &**
- **Public Works Training and Education Center Region VIII Banjarmasin (Balai Pendidikan dan Pelatihan PU Wilayah VIII Banjarmasin; Diklat PU Wil. Banjarmasin)**

#### 3.3.1 Introduction

One of the tasks and functions of the Ministry of Public Works (PW) as Technical Department is to conduct technical development and general governance guidance in the field of Public Works. One of the missions is to increase the capacity of the Regional Government and the Community in the development of PW infrastructure.

The Training and Education Center (Pusat Pendidikan dan Latihan; Pusdiklat) is the policy instrument of the Department of Public Works to develop and conduct the guidance of Training and Education of Public Works government officials/staff.

Training and education within the Ministry of Public Works is organized through :

- (1) the Public Works Training and Education Center (Pusat Pendidikan dan Latihan Pekerjaan Umum; Pusdiklat PU) which is located in Jakarta;
- (2) nine Regional Public Works Training and Education Centers (Balai Pendidikan dan Pelatihan PU Wilayah; Balai Diklat PU Wilayah);
- (3) one Center for Technical and Functional Training and Education (Balai Diklat Teknik dan Fungsional; BD TF), in Jakarta;
- (4) two Training Centers on Clean Water and Improvement of Settlement Environment (Balai Pelatihan Air Bersih dan Penyehatan Lingkungan Permukiman; BP AP & PLP).

The (national) Pusdiklat PU in Jakarta, established in 1951, is responsible to the Minister of Public Works under the coordination of the Secretary-General of the Ministry. The Pusdiklat PU<sup>14</sup> has the task to conduct guidance of technical, functional and leadership training and education.

The function of Pusdiklat PU comprises:

- drafting of technical, functional and leadership training and education plans and programs;
- drafting and development of curricula, teaching materials and production of audio-visual materials for training and education;
- evaluation, dissemination of curricula and teaching materials;
- implementation of technical, functional and leadership training and education;
- monitoring and evaluation of the implementation of training and education programs;
- guidance, accreditation and certification;
- guidance of trainers / teachers;
- guidance of the PNPB ('Penerimaan Negara Bukan Pajak' = State Revenue from Non-Tax) and non-PNBP Centers;

<sup>14</sup> Source for task and function Pusdiklat PU: article 982-983 of Decree of Minister of Public Works, No. 286/PRT/M/2005

- management of central level administrative affairs.

The Balai Diklat PU Wilayah (Regional PW Training and Education Centers) are technical implementation units in the field of PW training and education under and direct responsible to the head of Pusdiklat PU in Jakarta. The (regional) training institutes of the Ministry of Public Works are ‘Cabang Pusat’, in other words, operate fully upon the guidance by Pusdiklat PU in Jakarta.

The Regional PW Training and Education Centers have the task to implement training and education for government staff in the area of public works<sup>15</sup>.

The function of Regional PW Training and Education Centers comprises (officially):

- drafting of technical, functional, leadership training and education plans and programs;
- development of curricula, teaching materials and production of audio-visual materials for training and education in accordance with key training and education needs in their working area;
- organizing training and education for government officials;
- organizing certain training and education in accordance with agreement with local government;
- implementation of information system, development of cooperation, dissemination;
- implementation of PNB (Non-Tax State Revenue) for Training and Education Centers which have already PNB;
- implementation of administrative affairs in their Training and Education Center.

The task of the Center for Technical and Functional Training and Education (Balai Diklat Teknik dan Fungsional; BD TF), in Jakarta, is to develop (new) curricula and conduct training and education, try-out (new) technical and functional training and education in the area of spatial planning and regional development, development of regional infrastructure, rural and urban development, and other training and education, as well as to disseminate training and education materials.<sup>16</sup>

The function of the Technical and Functional Training Center (BD TF) comprises:

- drafting of training and education plans and programs;
- preparation and maintenance of facilities;
- conduct technical and functional training and education;
- evaluation of training and education;
- preparation of training and education reports;
- development of curriculum;
- implementation of training and education information system;
- implementation and development of training and education cooperation;
- dissemination of training and education materials;
- implementation of administrative affairs.

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<sup>15</sup> Source for task and functions of Balai Diklat Wilayah PU: Regulation Minister of Public Works, No. 537/PRT/M/2005, 13 December 2005

<sup>16</sup> Source for task and functions of Balai Diklat Teknis dan Fungsional PU: Regulation Minister of Public Works, No. 538/PRT/M/2005, 13 December 2005



A list of PW Training and Education Centers operating in Indonesia is presented in **Table 3.3.1** below.

Although officially the province Central Kalimantan is covered by the Balai Diklat PU Wilayah VIII (regional PW Training & Education Center) in Banjarmasin (South Kalimantan), in practice the PW-related officials in Central Kalimantan often prefer to attend training-courses at other PU training centers, especially in Jakarta or on Java in general.

**Table 3.3.1 List of PW Training and Education Centers<sup>17</sup>**

No.	Name	Location	Working-Area
<b>1</b>	<b>Pusat Pendidikan dan Pelatihan PU</b>	<b>Jakarta</b>	<b>national level / nation-wide</b>
2	Balai Pendidikan dan Pelatihan PU Wilayah I	Medan	provinces North Sumatra, Aceh, West Sumatra, Riau, Riau Islands
3	Balai Pendidikan dan Pelatihan PU Wilayah II	Bandung	provinces West Java (except Depok, Bekasi, Bogor, Puncak, Cianjur), Lampung, Banten (except Tangerang), Central Java, Yogyakarta, East Java
4	Balai Pendidikan dan Pelatihan PU Wilayah III	Yogyakarta	provinces Yogyakarta, Central Java
5	Balai Pendidikan dan Pelatihan PU Wilayah IV	Surabaya	provinces East Java, Bali, West Nusa Tenggara, East Nusa Tenggara
6	Balai Pendidikan dan Pelatihan PU Wilayah V	Makassar	South Sulawesi, North Sulawesi, Central Sulawesi, Southeast Sulawesi, West Sulawesi, Maluku, North Maluku
7	Balai Pendidikan dan Pelatihan PU Wilayah VI	Jakarta	Jakarta, munic. Depok, munic. and district Bogor, munic. and district Tangerang
8	Balai Pendidikan dan Pelatihan PU Wilayah VII	Palembang	provinces South Sumatra, Bangka Belitung, Jambi, Bengkulu
<b>9</b>	<b>Balai Pendidikan dan Pelatihan PU Wilayah VIII</b>	<b>Banjarmasin</b>	<b>provinces South Kalimantan, West Kalimantan, Central Kalimantan, East Kalimantan</b>
10	Balai Pendidikan dan Pelatihan PU Wilayah IX	Jayapura	provinces Papua, West Irian Jaya
11	Balai Pelatihan Air Bersih & Penyehatan Lingkungan Permukiman	Surabaya	eastern Indonesia
12	Balai Pelatihan Air Bersih & Penyehatan Lingkungan Permukiman	Bekasi	western Indonesia
13	Balai Diklat Teknik dan Fungsional	Jakarta	nation-wide

**Note:** in 'bold' the institutes officially covering the area related to implementation of Master Plan EMRP in Central Kalimantan

<sup>17</sup> Based on Decree of Head of Pusdiklat Ministry of PW Number 02/KPTS-S1/2007 dated 20 February 2007

The regional training institutes (Balai Diklat PU Wilayah) of the Ministry of Public Works operate fully upon the guidance by Pusdiklat PU in Jakarta.

Although quite a number of training programmes are being conducted yearly at the Regional Balai Diklat PU (see for an example *Annex 5*), the involvement of the staff of the institutes in the training is in most cases hardly more than logistical and administrative. Nearly all training technical aspects are dealt with by Pusdiklat PU in Jakarta: training planning, course design, selection of trainers, preparation of training materials, etc. In other words, contrary to their physical resource capacity for training which is good, the institutes have hardly in-house capability in training management.

Having (almost) no in-house trainers weakens the regional institutes' position vis-à-vis organizations in demand for training. In fact, this situation leads to an increasing use of only the physical infrastructure of the institutes but does not contribute to the development of their training management capability.

Information and data on realized training and education during FY 2005 – 2007 for Pusdiklat PU and all Diklat PU are presented in *Table 3.3.2* below.

The largest portion of participants is for technical training, followed by 'pra-jabatan' training

**Table 3.3.2 Realized Training and Education during FY 2005 - 2007 and Projection for 2007/2008, and Number of Participants, for Pusdiklat PU and all Diklat PU**

No.	Training & Education	Participants					
		2005	2006	2007 *	%	2008	%
<b>I</b>	<b>Leadership Training:</b>	<b>317</b>	<b>329</b>	<b>91</b>	<b>2%</b>	<b>130</b>	<b>2%</b>
	- D-PIM 1	15	-	-			
	- D-PIM 2	28	6	6 (1)			
	- D-PIM 3	110	128	45 (1)			
	- D-PIM 4	164	195	40 (1)			
<b>II</b>	<b>Functional Training:</b>	<b>60</b>	<b>34</b>	<b>180</b>	<b>4%</b>	<b>180</b>	<b>3%</b>
	Area of Public Works:	60	34				
	- Functional Training & Educ.			150 (5)			
	- Trainers ToT			30 (1)			
<b>III</b>	<b>Technical Training:</b>	<b>2,310</b>	<b>3,264</b>	<b>2,440</b>	<b>52%</b>	<b>3,420</b>	<b>60%</b>
	Area of Water Resources			330 (11)			
	Area of Roads & Bridges			240 (8)			
	Area of Housing & Settlements			270 (12)			
	Area of Spatial Planning			60 (2)			
	Area of General Techniques			1,190 (27)			
	Area of Management			380 (13)			

*Continuation*

No.	Training & Education	Participants					
		2005	2006	2007 *	%	2008	% of total
<b>IV</b>	<b>'Pra-Jabatan' Training:</b>	<b>626</b>	<b>1,810</b>	<b>2,000</b>	<b>42%</b>	<b>2,000</b>	<b>35%</b>
	- D-Pra-Jabatan I / II	121	1,324	1,500			
	- D-Pra-Jabatan III	505	486	500			
	<b>Overall Total</b>	<b>3,313 **</b>	<b>5,437</b>	<b>4,711</b>	<b>100%</b>	<b>5,730</b>	<b>100%</b>

**Source:** Profil Pusdiklat Departemen PU Tahun 2007; Jakarta, March 2007

\* **not including** yet Technical Training and Education from Directorate-Generals, Agencies, Secretariate-General

\*\* according Booklet Profil Pusdiklat Departemen PU Tahun 2007; Jakarta, Maret 2007: 3,298, which is apparently a miscalculation

Data on number of participants in *technical* courses conducted during the period 2005 – 2007 by Pusdiklat PU and *all* Balai Diklat are presented in **Table 3.3.3** below. The reliability of these data is questionable. The number of participants in these *technical* courses is by far larger than the figure for *technical* courses as mentioned in Table above.

The total number of participants in technical training-courses increased from 2005 to 2007 with 300%, to about 17,100 participants. All types / categories of technical training experienced (large) increases in number of participants, except 'Water Resources'. The percentage of participants in 'Water Resource' Technical Training decreased in the overall total from 12 – 13% in 2005-2006, to 7% in 2007. In 2007 'only' 1,141 participants attended technical Water Resource Training implemented by Pusdiklat PU or one of its regional centers.

From all technical training during the last three years, participants in 'General Technical Training' constitutes constantly the majority of all participants in all technical training (61 – 63% of all participants). The absolute number increased from 2005 to 2007 with 300%

**Table 3.3.3 Number of Technical Courses and Participants (FY 2005 – FY 2007) at Pusdiklat PU and all Balai Diklat**

No	Type / Category of Training	Number of Participants					
		TA 2005	% of total	TA 2006	% of total	TA 2007	% of total
1.	Diklat Teknis SDA ( <i>Technical Training Water Resources</i> )	666	12%	1,698	13%	1,141	7%
2.	Diklat Teknis Bina Marga ( <i>Technical Training Roads &amp; Bridges</i> )	819	14%	1,477	11%	2,224	13%
3.	Diklat Teknis Cipta Karya ( <i>Technical Training Housing &amp; Settlements</i> )	717	12%	1,698	13%	2,566	15%
4.	Diklat Teknis Penataan Ruang ( <i>Technical Training Spatial Planning</i> )	51	1%	222	2%	399	2%
5.	Diklat Teknis Umum ( <i>General Technical Training</i> )	3,505	61%	8,123	61%	10,836	63%
<b>TOTAL No. Participants</b>		<b>5,758</b>	<b>100%</b>	<b>13,218</b>	<b>100%</b>	<b>17,166</b>	<b>100%</b>

**Source:** Profil Pusdiklat Departemen PU Tahun 2007; Jakarta, March 2007

Problems identified and faced as identified by Pusdiklat PU<sup>18</sup> in early 2007 are:

- Distribution of target-groups for Public Works related training in each Province and District is **not yet mapped**;
- **Training needs are not yet collected** for all Provinces and Districts;
- **Many curricula and modules which have to be revised, developed and prepared**, in order that they can support problem-solving in the area of Public Works;
- Distribution of trainers / widyaiswara in each Training Center is **not equal**, concentrated in Jakarta;
- **The number** of human resources to organize training are for certain training centers **limited** and retired;
- Pusdiklat is a “**policy instrument**” of the Ministry of Public Works to develop and conduct training and education for Public Works government officials;
- *The national level policy that prioritize **training and education of central level persons before we training the regions**;*
- In relation to implementation of Law No. 32 Year 2004 on Local Government, (***authority for training and education is with national level***), planning, preparation, development and O&M of PW infrastructure-facilities is the responsibility of local government. National level government has the responsibility to provide the regulations and guidance, being norms, standards, guidelines and manuals; except for cross-boundary, strategic and national infrastructure-facilities;
- **Available human resources in the provinces and districts need to be improved continuously** through Public Works-related training and education.

<sup>18</sup> Source: Profil Pusdiklat Departemen PU Tahun 2007; Jakarta, Maret 2007

### 3.3.2 Training Programmes

The main training-courses (specialization) by Pusdiklat PU in Jakarta are newly developed training-courses (*'pelatihan rintisan'*) and training in the area of Public Works especially for staff of the Ministry of PW in Jakarta. The main training-courses implemented by the Balai Diklat PU Wilayah VIII in Banjarmasin are technical training-courses in the area of Public Works (spatial planning, bridges and roads, housing and settlements, irrigation).

Course data collected from the last three fiscal years demonstrate that Pusdiklat PU and its Regional Training Centers in Indonesia provide a wide range of training programmes for staff members of PU-organizations as well as in the case of Pusdiklat PU, of others.

However, course data collected from the last three fiscal years show that Balai Diklat PU Banjarmasin provides a limited range and number of training programmes (13 courses over the last three years). The type of training conducted by Balai Diklat PU Wilayah VIII in Banjarmasin is limited / restricted to DIPA-provisions. No training-courses were conducted during the last three years in cooperation with others (private sector, Directorate Generals of PW, or Local Provincial and District Government).

The training-courses conducted by Pusdiklat PU Jakarta and Balai Diklat Wilayah VIII over the last three years (see *Annex 5* for complete list courses) suggest that most courses are not provided annually but only once.

The number of training-courses, training-participants, training-batches, and training-days over the three year period 2005 - 2007 is shown in *Table 3.3.2*.

The number of training-courses conducted by Pusdiklat PU in Jakarta increased sharply over the last three years: from one type of course in 2005 to 21 types of courses in 2007, and the number of training-days increased accordingly from 24 training-days to 189 training-days. The number of training-participants fluctuated sharply from 1,249 up to 2,275 in 2006, and down to 1,038 participants in 2007.

The number of training-courses in the area of Water Resources is rather limited. In the period 2005 – 2007 only one course (Irrigation System Management) was conducted. In the area of Spatial Planning two courses were conducted.

Seven newly developed courses were conducted in the period 2005 – 2007 by Pusdiklat PU. For these newly developed courses (based on identified training needs) new modules were developed. For all these new training-courses the trainers originated from 'outsourcing' because Pusdiklat PU does not have yet trainers with the required competence in these areas.

At Balai Diklat PU Wilayah, the number of different courses changed only slightly (2005: 4 courses; 2006: 7 courses; 2007: 6 courses), but the number of training-batches remained constant (7 batches) over the three year period, as shown by the data in *Table 3.3.4*. However, the number of training participants doubled in 2007 compared with the figures over 2005 and 2006 (from about 210 - 221 participants to 331 participants in 2007). The number of training-days remained over the last years around 50 training-days / year.

In the area of Water Resources a training-course 'Field Supervision Water Resources' was conducted by Balai Diklat Wilayah VIII in 2006 and in 2007. For 2008 one training-course on Swamp Development Techniques and one course on Operation and Maintenance of Irrigation System for Irrigation Field-staff ('Juru') from the whole of Kalimantan is planned. All twelve other course implemented in 2005-2007 were in the other PW-areas (see *Annex 5*).

**Table 3.3.4 Total Number of Training Courses, Participants, Batches and Training-Days (FY 2005 – 2007)**

<b>Pusdiklat PU in Jakarta</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
TOTAL No of Courses	1	10	21
TOTAL No. of Participants (Batches)	1,249 (8)	2,275 (32)	1,038 (39)
TOTAL No. of Training-Days	24	140	189

<b>Balai Diklat PU Wilayah VIII Banjarmasin</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
TOTAL No. of Courses	4	7	6
TOTAL No. of Participants (Batches)	210 (7)	221 (7)	331 (7)
TOTAL No. of Training-Days	42	52	50

To improve the overall quality of the training provided by Pusdiklat PU, management and trainers of Pusdiklat PU are almost unanimous in their answers. The following four areas should in particular be addressed to improve the quality:

Senior management:

- (1) improve the selection process of training-participants
- (2) improving the training materials
- (3) improve the cooperation with external trainers / resource persons who can assist in preparation and implementation of training

Trainers:

- (1) improve the selection process of training participants
- (2) others: design competency-based training and training impact evaluation system
- (3) improve the cooperation with external trainers / resource persons who can assist in preparation and implementation of training

Management and trainers at Balai Diklat PU in Banjarmasin provided almost the same answers as provided by Pusdiklat PU in Jakarta. Assessing the overall quality of the training provided by the Balai Diklat PU Banjarmasin provided evidence that four areas could, in particular, being addressed to improve the quality:

Senior management:

- (1) improving the training materials
- (2) improve the guidelines for trainers
- (3) improve the selection process of training-participants

Trainers:

- (1) improve the selection process of training participants
- (2) others: design competency-based training and training impact evaluation system

The selection weakness appears to be related to the proper application of already agreed criteria by the agencies for which the training was designed.

### 3.3.3 Participants

At Pusdiklat PU, being a national training institute the distribution of training-participants is 50% from Jakarta and 50% from outside Jakarta. At Balai Diklat PU Wilayah VII being a regional training institute the vast majority (75%) of the participants originate from outside the province. 20% of the participants originate from the province South Kalimantan, and the remaining 5% originates from the city Banjarmasin. For both training-institutes 100% of the participants is sponsored by government agencies.

At Pusdiklat PU and Balai Diklat PU Banjarmasin 100% of the trainees is sponsored by the government, either national, provincial or district.

No evidence could be made available about the extent of which the participants achieved the learning objectives for which they had come and whether they applied them. Impact evaluation is not yet conducted by Pusdiklat PU on regular basis in a certain time-frame. No funds are available anymore for impact evaluation since the 80's. The last impact evaluation was conducted 10 years ago. (another source said that since the 80's no impact evaluation has been conducted anymore). Pusdiklat PU is currently developing a concept and methodology for implementing impact evaluation. Currently Balai Diklat PU Wilayah VIII has no funds available for impact evaluations.

Pusdiklat currently does not dare to estimate the percentage of former training-participants who apply the knowledge and skills obtained by training. For this year a survey is planned and instrument is being prepared. However, it is estimated by Balai Diklat PU Wilayah VIII that less than 50% of the participants apply the knowledge and skills obtained after the training. This figure is quite low, due to the fact that many training participants are not fulfilling the selection-requirements as set by the Balai Diklat PU Banjarmasin (they are not in a certain job, the training-subject is not related to their daily task). The sending organization is not applying the criteria set by Balai Diklat PU Banjarmasin.

The issues of participant selection, lack of motivation and lack of discipline of participants were issues that came up during the interviews with the management and trainers of Pusdiklat PU in Jakarta and Balai Diklat PU Wilayah in Banjarmasin.

Both senior management as well as trainers at Balai Diklat PU Banjarmasin expressed as their opinion that improved selection of participants would be one of the two most important things to improve the training at the Balai Diklat in Banjarmasin. The selection weakness appears to be related to the proper application of already agreed criteria by the agencies for which the training has been designed.

Despite defined selection criteria for participants, the client-organization does not apply the criteria for selecting training candidates; often participants are being sent who, strictly speaking, do not qualify. As this situation reduces the overall effectiveness of the course, Pusdiklat PU and Balai Diklat PU Banjarmasin should be more inclined to return those trainees at the moment they arrive for the concerned training. This would increase the effectiveness of the training as currently participants enroll in courses who are either not in the job for which the training prepares or are not interested because they have been sent by their bosses and a good training performance is not a requirement for promotion (no credit points are obtained by attending training).

The lack of disciplin and motivation among certain participants was not seen as an immediate problem for training implementation, but more as an underlying feature eroding training effectiveness. Also the low level of 'spirit' among certain participants was seen by the trainers from Balai Diklat PU Banjarmasin as the main constraint to achieve a better performance from the participants in the training.

According the interviewed management and trainers of both Pusdiklat PU Jakarta as well as Balai Diklat PU Banjarmasin, the level of capability of the training participants was lower than the planned training level. The two main reasons why certain participant(s) during the training are not performing in accordance with the level as planned, are: an insufficient basic level in the subject-area of the training (trainees sent by the agency do not fullfill the requirements stipulated by Pusdiklat PU and Balai Diklat PU Banjarmasin), and a lack of disciplin and of motivation.

### **3.3.4 Staffing and Staff Development**

#### ***Recruitment***

Pusdiklat PU expressed that it does not experience problems to recruit sufficient qualified and experienced trainers for the planned training-courses. For newly developed training-courses, however, Pusdiklat often does not have its own trainers with required qualifications. Therefore these courses are 'outsourced'. Efforts to utilize competent trainers in their field (structural and functional officials in the provinces / districts or 'outsourcing') are continously undertaken, in order to keep care of the quality of the training and education. Pusdiklat PU recognizes that its trainers are concentrated in Jakarta. A lack of interest and capability amongst local trainers and a lack of qualified 'outsourcing' possibilities limits the efforts to increase the number of (internal) trainers at the Balai Diklat PU. Another reason is that the current internal trainers of Pusdiklat PU are not eager to move to the provinces, because they are central-level government staff.

The number of internal trainers available at Pusdiklat PU and its nine Balai Diklat Wilayah is very limited. The vast majority of the trainers is concentrated in Jakarta (56 persons, or 82% of the total number of trainers, in 2007). Several Balai Diklat PU Wilayah, amongst other the Balai Diklat Wilayah VIII in Banjarmasin, have no internal, permanent trainers on its own and are for trainers fully dependant on 'Jakarta', or use local government officials. For detailed data see **Table 3.3.5**.



The Public Works - area with most trainers, although considered as too little, is 'Water and Water Resources' (16 trainers), of which the vast majority is sub-specialized in 'Irrigation'. Trainers with the sub-specialization in the area of 'Swamps / Tidal / Coastal / Peatland' is very, very limited, only two persons. According other sources Pusdiklat PU has no qualified, competent trainers at all in this particular area. The number of available trainers for the area Water Resource Management in general is considered as insufficient. Reason mentioned is a lack of interest for this specialization.

The area with the second largest number of specialized trainers is 'Bridges and Roads' with 13 trainers. This number of trainers is also considered as insufficient, and this specialization also copes with a lack of interest.

**Table 3.3.5 Distribution and Qualification / Specialization of Trainers at Balai Diklat PU Wilayah and Pusdiklat PU Jakarta (2007)**

Area	Total	Me- dan	Palem- bang	Jakar- ta	Ban- dung	Yog- ya	Sura- baya	Banjar- masin	Makas- sar	Jaya- pura
Spatial Planning	4			4						
Water & Water Resources	16			13		3				
Construction, Housing, & Settlements	7			6			1			
Improvement of Settlement Environment	9			8			1			
Roads and Bridges	13			12	1					
Construction Services	5			4		1				
General	14			9		4	1			
<b>Total</b>	<b>68</b>	<b>0</b>	<b>0</b>	<b>56</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>% of total</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>82%</b>	<b>1%</b>	<b>12%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

**Source:** Profil Pusdiklat Departemen PU Tahun 2007; Jakarta, March 2007

The number of Pusdiklat / Balai Diklat staff, from quantitative point of view, is as informed by management of Pusdiklat PU, in accordance with the needs to manage the training centers; however, the quality needs improvement in order to be able to cope with the work-challenges in the future. Although the management of Pusdiklat PU and of the Balai Diklat PU Banjarmasin are in general satisfied with the overall performance of the trainers, they recognize that some trainers needs training in certain technical as well as didactical areas / subjects.

Overall data on educational background of the staff of Pusdiklat PU and all Diklat PU are presented in **Table 3.3.6** below (data early 2007). Out of the in total 401 staff (training as well

as support-staff) at Pusdiklat PU and all Balai Diklat a percentage of 31% has a bachelor or master-degree. For 56% of the staff a high school level diploma or less is the highest level of education.

At Pusdiklat PU in Jakarta, 13 staff-members (19%) had a master-degree and another 13 (19%) a bachelor-degree. If these figures (from early 2007) are true, this would mean that not all trainers at Pusdiklat PU (58 persons) would have a university degree. The educational background for the majority of the staff at Pusdiklat PU in Jakarta is senior high school.

At Balai Diklat PU Wilayah VIII in Banjarmasin, with no (internal) trainers available, 50% of the staff has a bachelor-degree. The remaining 50% has a Diploma-3 or senior high school diploma.

**Table 3.3.6 Number of Government Staff (PNS) within Pusdiklat PU and all Diklat PU, based on educational background (as per early 2007)**

No.	Working Unit	Total	PhD (S-3)	Master (S-2)	Bachelor (S-1)	Dipl.-3	Dipl.-4	Senior High School	Junior High School	Prim. School
1.	<b>Pusdiklat PU</b>	<b>67</b>		<b>13</b>	<b>13</b>	<b>4</b>		<b>36</b>	<b>1</b>	
	<b>% of total</b>	<b>100%</b>		<b>19%</b>	<b>19%</b>	<b>6%</b>		<b>54%</b>	<b>1%</b>	
2.	BD PU Wil. I Medan	44		1	6	9	2	18	2	6
3.	BD PU Wil. II Bandung	51		1	9	8		26	3	4
4.	BD PU Wil. III Yogyakarta	33		2	7	3		10	8	3
5.	BD PU Wil. IV Surabaya	45		1	11	3		25	5	
6.	BD PU Wil. V Makassar	24		3	8			8	2	3
7.	BD PU Wil. VI Jakarta	26		2	3	4		15	1	1
8.	BD PU Wil. VII Palembang	10		4	4			2		
9.	<b>BD PU Wil. VIII Banjarmasin</b>	<b>8</b>			<b>4</b>	<b>2</b>		<b>2</b>		
	<b>% of total</b>	<b>100%</b>			<b>50%</b>	<b>25%</b>		<b>25%</b>		
10.	BD PU Wil. IX Jayapura	9			2			6	1	
11.	BD AB & PLP Bekasi	41	1	1	10	7		15	2	5
12.	BD AB & PLP Surabaya	24		1	8	5		10		

13.	Techn. & Functional Training Center Jakarta	19		3	7	2		7		
	<b>Total</b>	<b>401</b>	<b>1</b>	<b>32</b>	<b>92</b>	<b>47</b>	<b>2</b>	<b>180</b>	<b>25</b>	<b>22</b>
	<b>% of total</b>	<b>100%</b>	<b>0%</b>	<b>8%</b>	<b>23%</b>	<b>12%</b>	<b>0%</b>	<b>45%</b>	<b>6%</b>	<b>5%</b>

**Source:** Processed based on 'Profil Pusdiklat Departemen PU Tahun 2007; Jakarta, March 2007'

The turn-over of trainers at Pusdiklat PU in Jakarta is very limited (less than 5% / year). For Balai Diklat PU Wilayah in Banjarmasin this issue is not relevant, because no internal trainers are employed at the Balai.

### ***Internal Trainers' Occupancy Rate***

**Table 3.3.7** tries to indicate the extent to which trainers of Pusdiklat PU in Jakarta and Balai Diklat PU in Banjarmasin were actually working as trainer at their own training institute during FY 2007 and the extent to which they were 'assisted' by external trainers. The figures refer to actual training sessions (@ 45 minutes) / training days and do not include the time required for training preparation and evaluation.

**Table 3.3.7 Pusdiklat PU Balai Diklat PPU Wilayah VIII, and All Diklat PU Trainers' Occupancy Rate (FY 2007)**

Training Institute	Total No. of Training Sessions / Days	No. of Trainers		Occupancy Rate (training sessions / days)	Ratio Int.-Ext. Trainers *
		Internal	External		
Pusdiklat PU	1,528 / 189	58	54	26.3 / 3.3	1 : 0.9
Balai Diklat PU Wilayah VIII Banjarmasin	421 / 50	0	19	22.1 / 2.6	<i>Only 'external' trainers from Pusdiklat PU</i>
Pusdiklat and <i>all</i> Balai Diklat PU	15,400 / ?	68	?	226.4 / ?	?

- *Adjusted to nearest digit*

The (internal) trainers at Pusdiklat PU in Jakarta are especially 'serving' the regional PW training institutes (Balai Diklat PU Wilayah) in Indonesia. Their training function at Pusdiklat Jakarta is limited.

On the basis of the assumption that the internal trainers of Pusdiklat PU all take an equal share in conducting and/or organizing training at Pusdiklat PU, it appears that the workload of the internal trainers at Pusdiklat PU in Jakarta is limited to 26 training sessions (@ 45 min.) or 3.3 full working days / year.

Balai Diklat Wilayah VIII in Banjarmasin has no internal trainers. The Balai is completely dependant on trainers from Pusdiklat PU in Jakarta. The 19 trainers deployed by Pusdiklat PU in 2007 conducted on average 22 training sessions (@ 45 min.) or 2.6 days.

The overall figures 2007 for Pusdiklat PU and all of its Balai Diklat indicate that the workload of the internal trainers is much higher with, on average, 226 training sessions / year for each of the 68 available internal trainers, however this figure is still low compared too the 'standard' (of 920 training-sessions / trainer / year, or even the standard set by LAN of at least 500 training-hours / trainer / year). Management of Pusdiklat PU estimated that for Pusdiklat PU and all of its Balai Diklat the 68 internal trainers provided 10 – 20 training hours per week / trainer.

Based on 20 training sessions per week as a generally accepted standard for a full-time trainer with adequate time for preparation and a working year of 46 weeks, the total number of possible training sessions per trainer per year would be 920. Comparing this to the data for Pusdiklat PU demonstrates, that the internal trainers at the Pusdiklat PU are relatively underutilized. Naturally, possible other tasks of the trainers, such as related to administration and their 'specialisation' (certain subjects are more in demand than others) and also travel-time to / from the Balai Diklat PU Wilayah, need to be taken into consideration before taking any major conclusion. Besides, the type of specialization will determine the workload, whilst training effectiveness is more affected by the training management systems in place at Pusdiklat PU and its regional Balai Diklat PU than by actual number of trainers. From the interviews with the trainers it appears that trainers have the opinion that there is a shortage of trainers in their field of specialization [water resources (especially swamps and coastal) construction, transportation, and spatial planning].

Another way of looking at the above figures, while disregarding the aspect of training quality, suggests that the 'fit' between demand and in-house availability of subject matter competence. Pusdiklat PU itself is more dependent on the services of external trainers, especially related to development of new training-courses and their implementation.

### ***Support Staff***

Pusdiklat PU Jakarta and Balai Diklat PU deploy a range of non-training staff supporting the trainers with the training courses and the management with running the institute. **Table 3.3.8** illustrates the ratio between the trainers and the supporting staff.

**Table 3.3.8 Pusdiklat PU and Balai Diklat PU Wilayah VIII Trainers and Support Staff Ratio (FY 2007)**

Training Institute	No. of Trainers		No. of Support Staff	Ratio Trainers : Support Staff *	
	Internal	External		Internal	Total
Pusdiklat PU Jakarta	58	54	36	1 : 0.6	1 : 0.3
Balai Diklat PU Wilayah VIII	0	19	13	-	1 : 0.7

\* *Adjusted to nearest digit*

The number of support staff at Pusdiklat PU and Balai Diklat PU Wilayah VIII has been constant over the last three years (2005-2007) against an overall budget which increased with

2.4 times at Pusdiklat PU and 2 times at Balai Diklat PU Wilayah VIII.

Looking at the ratio between teaching and support staff, remarkable differences appear between the two institutes. Pusdiklat PU deployed more than one support staff for every two trainers during FY 2007. After adding the external trainers this figure declined to one support staff for every three trainers. At Balai Diklat PU Wilayah VIII one support staff had to support more than three trainers.

### ***Staff Development***

It can be said that staff development is taking place in a very limited way. Pusdiklat PU has staff development plans; whilst Balai Diklat PU Wilayah VIII not yet. Management of Balai Diklat PU Wilayah VIII indicated that the development of a staff development plan is planned. The staff development plan at Pusdiklat PU comprises arrangements for management training, but no arrangements for improving technical skills, or for educational / didactical training / education. No information was obtained on size of budget-allocation for staff development.

The reward opportunities for trainers have improved with the introduction of the ‘Functional Job Classification’ system. However, the interest for certain fields of study and for a job as trainer at Pusdiklat PU & its Balai Diklat PU seems to be low, as expressed by the trainers interviewed.

### **3.3.5 Physical Resources**

Pusdiklat PU in Jakarta has an office and library, but has no training facilities on its own. When conducting training, it uses the facilities available at the Balai Diklat PU Wilayah VI Jakarta, located on the same venue.

The Balai Diklat PU Wilayah VI in Jakarta has, in general, adequate physical resources for conducting the type of courses which have been part of their programs during recent years. A one-shot review as the one that was conducted can, however, only provides a limited picture on the adequacy of these resources. Especially, the linkage between practical components in training programs and adequacy of available facilities can only be assessed during training implementation. **Table 3.3.9** provides a overview of availability of the more frequently used facilities.

**Table 3.3.9 Physical Resources and Capacity at the Pusdiklat PU and Balai Diklat PU Wilayah VIII Banjarmasin**

Diklat PU	Available Facilities					
	Classes	Workshops	Lab*	Library	Dorm	Vehicles
Pusdiklat PU	0**	0	0	1	0	7
Balai Diklat PU Wilayah VIII Banjarmasin	1 (40)	0	0	0	9 rooms @ 3 pax.= 27 pax.	3

\* Including field laboratoria

\*\* Pusdiklat uses the class-rooms available at Balai Diklat PU Wilayah VI in Jakarta

The condition of the Pusdiklat and Balai Diklat PU Wilayah VIII in Banjarmasin premises and available facilities is generally very satisfactory. Only first aid facilities and fire distinguisher facilities are considered as insufficient.

### 3.3.6 Operating Costs

**Table 3.3.10** depicts the changes (percentage-wise) in operating costs that have taking place over the last three years at Pusdiklat PU Jakarta and Balai Diklat PU Wilayah VIII Banjarmasin (for comparison the figures for Pusdiklat all Balai Diklat PU are also provided).

**Table 3.3.10 Changes in Total Operating Costs (FY 2006 – FY 2008)**

Diklat PU	FY 2006 > FY 2007	FY 2007 > FY 2008**
Pusdiklat PU Jakarta	76%	34%
Balai Diklat PU Wilayah VIII Banjarmasin	53%	29%
Pusdiklat PU & <i>all</i> Balai Diklat PU	23%	13%

\* Figures in brackets indicate decreases

\*\* Based on budgetted expenditures for 2008

The total operating costs over the last three years increased sharply for Pusdiklat PU and Balai Diklat PU Wilayah VIII, especially in 2007.

The increase in operation budget FY 2006 – FY 2007 is at Pusdiklat PU mainly caused by an increase of the Components ‘Trainer Salaries’ with 544% (due to outsourcing of training-courses?), ‘Salaries Support Staff’ with 260%, and ‘Maintenance’ with 350%. A large, relative stable component (in absolute Rupiah terms) is the component ‘Others’ (decreasing from almost 50% of total budget in FY 2006 to 24% in FY 2008).

In the three years the Component ‘Travel’ increased with more than 25% in 2007 and 300% in 2008.

Over the three years period 2006-2008 the components with the largest increase (percentage-wise) are the Component ‘Travel’ (increase with about 370%), ‘Maintenance’ (about 300%), ‘Salaries Trainers’ (about 790%), ‘Salaries Support-Staff’ (about 470%).

Further analyzing the data shows that the unit-costs per training-day at Pusdiklat PU Jakarta in FY 2006 and FY 2007 was respectively Rp. 75.2 million and Rp. 98 million. However, these figures are not well-balanced because Pusdiklat PU is mainly providing the regional Balai Diklat PU with trainers for the courses conducted.

Based on the number of training graduates by Pusdiklat PU Jakarta in 2006 and 2007, the unit-cost per training-participant was respectively Rp. 8.4 million and Rp. 8.1 million.

At Balai Diklat PU Wilayah VIII Banjarmasin, the increase of operational budget increased with 53% in 2007 compared with the previous year, and 29% in 2008. The largest component is over the years the Component ‘ Maintenance’ (in 2006 54% of total budget, in 2007 62%, and in 2008 59%). The second largest component is over the years ‘Consumables’ (resp. 16, 14 and 23%).

Further analyzing the data shows that the unit-costs per training-day at Balai Diklat Wilayah VIII Banjarmasin in FY 2006 and FY 2007 was respectively Rp. 17.3 million and Rp. 27.6 million / training-day: an increase with 160% (whilst for the same year the training-days decreased with two days - or 25% -, and the number of participants increased with 150%).

Based on the number of training graduates by Balai Diklat PU Wilayah VIII in 2006 and 2007, the unit-cost per training-participant was in both years approximately Rp. 4.1 million / training participant.

More indicative might be to analyse the overall financial data as available for Pusdiklat PU and all of its Diklats. For a development of its budget-allocation 2002-2007, see *Table 3.3.11* below.

Over the years, the *largest* budget-components (allocated budgets over the years) are:

- Coordination of Program & TTL (??) with on average 52% (52 – 74%, except in 2007 ‘only’ 36%)
- Asset (Infrastructure & Facilities) Increase and Utilization with on average 17% (10 – 12 %, but in 2007 35%!)
- Implementation of Training & Education with on average 19% (17 – 23%, but in 2002 a percentage of only 4% was allocated).

The *smallest* budget-components (allocated budgets over the years) are:

- Trainer / Staff Development with an average of 1.3%
- Management & Institutional Development with an average of 2.6%
- Marketing and Monitoring & Evaluation with an average of 3.0%
- Curricula and Module Development with an average of 4.5% (*decreasing trend from 19% in 2002 to 3% in 2007*)

The allocation for the component ‘Trainer / Staff Development’ is rather low. It received in general 1% or less of the total budget-allocation. Only the years 2005 and 2007 are exceptions with 3 and 2%. Generally, an allocation of 3 – 5 % of the operating budget is recommended for staff development activities within organizations, this to keep-up-to-date with new technological development. Also the budget-allocation for curricula and module development is rather low and the trend is decreasing over the years. At the same time, however, the request for new and up-to-date curricula and modules in the area of public works (and especially water resources) is heart from many parties.

The unit-cost per training-participant varied from Rp. 12.2 million in 2005 to Rp. 13.6 million in 2007, with in 2006 a low unit-cost of Rp. 9.6 million / training participant.

**Table 3.3.11 Development of Budget-Allocation Pusklat PU and all Diklat PU, period 2002-2007 (in million Rp.)**

No.	Activity	Total 2002 - 2007		2002		2003		2004		2005		2006		2007	
		Rp. *	%	Rp. *	%	Rp. *	%	Rp. *	%	Rp. *	%	Rp. *	%	Rp. *	%
1.	Implementation of Training & Education	<b>43,745</b>	<b>19.4%</b>	384	4%	4,422	19%	8,274	23%	8,303	20%	8,804	17%	13,558	21%
2.	Curricula & Module Development	<b>10,056</b>	<b>4.5%</b>	1,745	19%	246	1%	2,464	7%	1,872	5%	2,004	4%	1,725	3%
3.	Trainer / Staff Development	<b>2,828</b>	<b>1.3%</b>	62	1%	55	0.2%	484	1%	1,190	3%	268	1%	769	2%
4.	Management & Institutional Development	<b>5,936</b>	<b>2.6%</b>	102	1%	2,188	10%	1,242	3%	834	2%	788	2%	782	1%
5.	Asset (Infrastructure & Facilities) Increase and Utilization	<b>39,314</b>	<b>17.4%</b>	0	0%	2,783	12%	4,032	11%	4,156	10%	6,049	12%	22,294	35%
6.	Marketing & M&E	<b>6,709</b>	<b>3.0%</b>	138	1%	531	2%	874	2%	766	2%	2,205	4%	2,195	3%
7.	Coordination of Program & TTL	<b>116,753</b>	<b>51.8%</b>	6,808	74%	12,770	56%	18,973	52%	23,392	58%	31,981	61%	22,829	36%
	<b>Total</b>	<b>225,342</b>	<b>100%</b>	<b>9,239</b>	<b>100%</b>	<b>22,995</b>	<b>100%</b>	<b>36,343</b>	<b>100%</b>	<b>40,514</b>	<b>100%</b>	<b>52,098</b>	<b>100%</b>	<b>64,153</b>	<b>100%</b>
	<b>Yearly Increase / Decrease (%)</b>					<b>149%</b>		<b>58%</b>		<b>11%</b>		<b>28%</b>		<b>23%</b>	
	<b>Unit-cost * per Training-Participant</b>									<b>12.2</b>		<b>9.6</b>		<b>13.6 **</b>	

**Source:** Processed, based on 'Profil Pusklat Departemen PU Tahun 2007; Jakarta, March 2007'

*Note:*

\* = in Million Rp.

\*\* = not including yet Technical Training and Education from Directorate-Generals, Agencies, Secretariate-General



### 3.3.7 Management

This section describes certain finding concerning the general management of Pusdiklat PU Jakarta and Balai Diklat PU Wilayah VIII Banjarmasin as well as current management processes.

#### *General Management*

Although quite a number of training programmes are being conducted yearly at the Balai Diklat PU Wilayah VIII (see for an example *Annex 5*), the involvement of the staff of the institute in the training is in most cases hardly more than logistical and administrative. Nearly all training technical aspects are dealt with by Pusdiklat PU in Jakarta: training planning, course design, selection of trainers, preparation of training materials, etc. In other words, contrary to their physical resource capacity for training which is good, the institutes have hardly in-house capability in training management.

Recruitment of teaching staff is managed at by central level (Secretariate-General PW) and is not at all (Balai Diklat PU Wilayah) or not fully (Pusdiklat PU) under their responsibility. Candidate trainers have before they can be appointed as teaching staff at Pusdiklat PU, to graduate from trainers examination conducted by LAN. Guidance of (internal) trainers and conducting Training of Trainers (ToT) is with LAN.

Recruitment of supporting staff is also not under the responsibility of Pusdiklat PU. However, Balai Diklat PU Wilayah VIII Banjarmasin has the responsibility to select and recruit supporting staff, who are partly local government officials and partly ‘honor’ staff.

Balai Diklat PU Wilayah are closely tied to guidelines and inputs from Pusdiklat PU Jakarta.. With regard to decisions related to design and revision of curriculum / syllabus, preparation of training materials, preparation of trainer guidelines, design of tests / examinations, it appears that (almost) all authority (and competence) is with Pusdiklat PU. According Balai Diklat PU Wilayah, it has only the responsibility to prepare training materials. However, considering the fact that the trainers involved are coming from Jakarta, this information seems to be inaccurate (probably the Balai Diklat PU wrongly understood the question, and interpreted ‘preparation of training materials’ as ‘multiplication / photocopying’).

None of the Balai Diklat PU Wilayah in Indonesia have the expertise to prepare training-modules. The expertise for module development is within Pusdiklat PU Jakarta. Module development by Balai Diklat PU has in 2002 / 2003 been unsuccessfully tried.

The training function at Pusdiklat PU Jakarta has being divided among a few specialized sections headed by a senior trainer or section head who are responsible for all training in a certain area. Tasks and terms of reference for the trainers are given in written to the trainers. Regular meetings with trainers are conducted every week (on Tuesday).

Pusdiklat PU Jakarta and Balai Diklat PU Wilayah VIII appear to have management tools such as yearly training schedules and various training records in place. Curricula and lesson-plans are at the training-institutes available. What is lacking at Balai Diklat PU Wilayah VIII is a

system / method to systematically monitor the progress of the training participants during the training.

### ***Training Management***

Following a systems approach, training management includes the planning, preparation, implementation and evaluation of training in such a way that the training objectives are effectively achieved and, consequently, the knowledge and skills gaps for which the training was organized in the first place, eradicated. The systems approach to training implies, that the various components of the approach (planning, preparation, etc.) and the subsequent steps under each component, are interrelated. In other words, the output of the training planning process forms the input for training preparation. Following this principle, the quality of a training program is determined by the weakest element of the training management process.

A general finding related to the management of training at the Balai Diklat PU Wilayah is, that these institutions are substantially directed by and dependant on the central level training agency (Pusdiklat PU). Pusdiklat PU is entrusted to plan future training and education required, is responsible for the quality of training content, and for monitoring the implementation of training in the Balai Diklat PU Wilayah.

As explained, the steps undertaken by Pusdiklat PU in ***Training Planning***, consists of: (1) identification of training needs; (2) if *new* training needs are identified, an competence analysis will be conducted; (3) if the identified training needs previously already have been addressed through training, the next step will be training preparation; if not, the Balai Teknis dan Fungsional in cooperation with the Sub-Section Materials will develop the training module required; (4) design of training comprising requirements for trainers and participants, and training-schedule.

During the review, no assessment could be made whether or not a systematic training needs analysis has laid the foundation for some of the above mentioned parameters, and how far Balai Diklat PU Wilayah was involved. The strong impression was obtained that Balai Diklat PU Wilayah's involvement in Training Planning, including training needs analysis and course design, is limited. Balai Diklat PU Wilayah VIII organizes a 'Roadshow' to the Provinces and Districts in Kalimantan, to identify training needs. The training needs identification results are submitted to and discussed with Pusdiklat PU Jakarta. However, Pusdiklat is responsible for the process of analysis and for module development. How far Balai Diklat PU Wilayah VIII is involved in (yearly) planning and designing training to be conducted at the Balai remains unclear.

Balai Diklat PU Wilayah VIII explained the steps which it undertakes in the training-planning as follows: (1) preparation of estimated costs of training; (2) implementation schedule; (3) planning of trainers – request to Pusdiklat PU; (4) data of candidate training participants; (5) selection of modules.

The involvement of the Balai Diklat PU Wilayah VIII in ***Training Preparation*** (developing training materials, selecting participants, selecting trainers, organization ToT, etc.) is still very limited or non-existing. Balai Diklat Wilayah VIII obtains the training-modules required from Pusdiklat PU Jakarta. Such training-module consists of: curriculum, competence analysis,

curriculaire matrix, outlines of lesson program (GBPP), lesson-plan (SAP), work / discussion-sheets, OHP-sheets, hand-outs, monitoring and evaluation sheet. The criteria for selecting participants are determined by Pusdiklat PU Jakarta, whilst the actual selection is conducted by Balai Diklat PU Wilayah based on proposed candidates by the sending agency. Trainers are requested to Pusdiklat PU.

For the actual **Training Implementation** Balai Diklat PU Wilayah is dependant on trainers from Pusdiklat PU, and additionally on local government officials. Especially if a particular course is dependent on the inputs of 'external' trainers, the course organizing committee often needs to be creative as, despite earlier agreed commitment, external trainers do drop out close to when their inputs are scheduled.

Another weakness during training implementation by Pusdiklat PU and Balai Diklat PU Wilayah VIII seems to be the monitoring of the trainees' progress. This inability to closely monitor the trainees' progress and take remedial action during the training is closely tied to the quality of other steps in the training management process: for example, if a Training Needs Assessment (TNA) has not been done to specify the skills deficiencies among the candidate participants, the evaluation of the course runs the risk of being biased, or if training objectives have not been specified in measurable entities, the monitoring of the extent to which the trainees achieve the objectives is difficult indeed.

### 3.4 Provincial Training and Education Agency

- **Training and Education Agency Province Central Kalimantan (Badan Pendidikan dan Pelatihan Propinsi Kalimantan Tengah; Badan Diklat Prop. Kalteng)**

#### 3.4.1 Introduction

The training and education agencies of the Provincial Governments have been established with the aim to upgrade the effectiveness and efficiency of public sector agencies through the training of their employees. For the implementation of the courses, the agencies are generally the executor of training programs largely planned and designed by the central level agency LAN ('Lembaga Administrasi Negara' = Agency for Public Administration). The Provincial Training and Education Agencies are technically under the Ministry of Home Affairs.

The Training and Education Agency Province Central Kalimantan (Badan Diklat Prop. Kalteng; Badan Pendidikan dan Latihan Propinsi Kalimantan Tengah) was established in 1989. The most recent decree on organization and set-up was issued by Decree of the Governor of Central Kalimantan in 2001<sup>19</sup>.

The main task of this Provincial Training and Education Agency is formulated as follows: "...to help the governor to determine policies in organizing provincial government in the area of Education and Training." The functions of the Central Kalimantan Provincial Training and Education Agency are:

- formulation of policy materials, preparation of program to organize training and education, evaluation and training and education needs analysis;
- guidance, coordination and consultation of program and implementation of training and education by other agencies / districts / municipalities;
- implementation of training and education;
- guidance of teachers, education and training participants and 'alumni';
- evaluation and preparation of post-education and training recommendations in the framework of career development;
- implement secretarial, personnel and financial tasks of the Provincial Training and Education Agency.

To fulfill the need for a quality apparatus, there are education, training, course activities etc., which are functionally organised by other agencies / services / units / working-units within the Provincial Government of Central Kalimantan and the District / Municipality Government in Central Kalimantan.

A merger of the Badan Diklat Prop. Kalteng with the Provincial Personell Agency (BKP Kalteng) is envisaged starting July 2008, as a result of Government Regulation no. 41 / 2007.

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<sup>19</sup> Keputusan Gubernur Kalimantan No. 89 Tahun 2001 tentang Organisasi dan Tata Kerja Badan Pendidikan dan Latihan Propinsi Kalimantan Tengah

### 3.4.2 Training Programmes

Badan Diklat Propinsi Kalteng organizes four broad types of training:

- Structural (= Promotional or Career) Training  
Courses include: Training ‘PIM’ (Leadership & Management) for echelon 3 and 4 officials; and ‘pra-jabatan’- training for new civil servants.
- Functional Training  
Course examples include: Secretariate, General Archiving, Finance, and Certification, for government staff
- Technical Sectoral Training  
Courses are organized for various departments of the provincial / district government and for non-governmental organizations. Course example include: technical training for operators of weighing bridges; for operators of provincial phone-company
- Community Training  
Courses are organized for informal leaders, religious leaders, entrepreneurs, parliament members, cadre of political parties, on-governmental organizations. Course example include: training for civil society on forest-fire prevention extension, or on taxes.

Of the above categories Structural (Promotional / Career) Training has had with approx. 60% the highest volume (from point of view of number of participants and batches/courses, and from point of view of number of training-days even much more) during recent years, followed by Functional Training. *Annex 6*, which provides a description of the course program at the Badan Diklat Prop. Kalteng, illustrates that the training being conducted is of an administrative and managerial nature. Since the institute is to focus its activities on the entire provincial government apparatus, participants from a broad spectrum of provincial government agencies take part in training. The relevance of the training supply for strengthening the implementation of Master Plan EMRP should be seen in that context.

*Annex 6* provides a list of courses conducted at Badan Diklat Prop. Kalteng. Course data could only be collected for the last two fiscal years (2006 and 2007). These limited data demonstrate that the number of courses, training batches and training-days (but also participants) increased in 2007 compared with 2006. The number of courses increased with 25%, and the number of training-days and participants with 60%. The increased was mostly due to increase of ‘pra-jabatan’ courses for new civil servants.

**Table 3.4.1 Total Number of Training Participants, Training Batches and Training-Days, FY 2005-2007**

Badan Diklat Prop. Kalteng	2005*	2006	2007
TOTAL No. of Courses	3 (?)	12	16
TOTAL No. of Participants (Batches)	2,956 (?) (n.a.)	1,966 (26)	3,300 (33)
TOTAL No. of Training-Days	n.a.	419	695

\* No (very incomplete) data could be provided for 2005

Assessing the overall quality of the training conducted by the Badan Diklat Prop. Kalteng, provided evidence that two areas could, in particular, be addressed to improve the quality: the selection of the participants, and the training skills of the trainers.

The selection weakness appears to be related to the lack of clearly defined (technical) selection criteria and the proper application of already agreed criteria by the Provincial and District Personnel Agencies who conduct the actual selection (see also section 3.4.3 below). Inadequate trainer skills relates to (temporarily) recruited external trainers, but also internal trainers.

### **3.4.3 Participants**

Being a provincial training institute about 70% of the training-participants from outside the provincial capital (Palangkaraya). Roughly 95% of the participants is sponsored by government institutions, and the remaining 5% by civil society organizations and private sector). Government staff participants comprise provincial staff as well as district staff.

Provincial Training and Education Agencies from other provinces also recruit sometimes training-participants in Central Kalimantan, by directly contacting the districts. About 5-10% of the districts in the Province Central Kalimantan send participants for training to the Provincial Training and Education Agencies on Java. The districts pay for training-expenditures from their district APBD-funds.

About the extent of which the participants achieved the learning objectives for which they had come, senior management of Badan Diklat Prop. Kalteng is satisfied. The graduation selection applied is tight (from 200 participants only about 30-40 participants graduate officially) and those are able to apply the training results.

Impact evaluations are conducted six months after each training-course. It is estimated by senior management of Badan Diklat Prop. that 50 – 75% of the graduated former participants do not apply the knowledge and skills obtained by the course. Reasons are participants are (1) only attending for formality (the training-subject is not in accordance with their job-function), (2) job-rotation and not anymore in a position related to the training-subject attended.

The above section already described the issue of properly selecting training participants. Criteria applied are age < 40 yrs, being in or promoted to a certain job-position. Job-related criteria such as evidence of existing job skills deficiencies are usually not applied for selecting participants, with the exception of the criterion “Is a staff member in job category ‘A’”. The lack of job-related selection criteria is linked to the lack of clearly defined job tasks for most staff groups, which makes it difficult to conduct sound training needs analyses. Besides, the concept of human resource management and development and its benefits and implications for the organization is not yet widely incorporated in most public sector organizations, resulting in ‘ad hoc’ decisions regarding the selection of training participants. Finally, the position of the Badan Diklat in the selection process is limited to that of developing the training-program and training ‘event-organizer’; in other words, the Badan Diklat Prop. Kalteng can not deny proposed candidates.

Because no group-interviews with 4 - 6 trainers at Badan Diklat Prop. Kalteng could be arranged by the management of Badan Diklat, no information is available on capability-level of participants, performance-level of participants and reasons for not-performing in accordance with planned level, main constraints to achieve better performance-level of participants, most crucial actions to improve / increase output of the training-institute.

A group of 10 interviewed former training-participants at Badan Diklat Prop. Kalteng considered the difficulty-level of the training-exercises compared with capability of participants, as too high. Also the training-schedule was considered as too full with training-subjects and too many assignments were given to be completed in the evening. One of the most crucial aspects to improve and increase the output of the training institute, would be that more and better guidance would be provided to the participants before the training is conducted. The other aspect would be an improvement of the (emergency) dormitory for male participants.

### **3.4.4 Staffing and Staff Development**

#### ***Recruitment***

The Badan Diklat Prop. Kalteng has a limited group of permanent (internal) trainers (9 persons), including one who already retired but still acts as trainer. The standard-total is actually 22 permanent, internal trainers. Although the total is only 9 trainers, this figure is the highest in history of Badan Diklat prop. Kalteng. These permanent, in-house trainers are appointed by a decree of the Governor of Central Kalimantan.

Badan Diklat Prop. Kalteng already proposed to the Provincial Personell Agency (BKD) to increase the number of permanent, in-house trainers. The authority to select candidate trainers is with BKD. Potential trainers are required to pass the trainer qualification, by LAN.

Only two non-permanent, external trainers living in Palangkaraya are used (one former head of Provincial Public Works Agency, and one Provincial Parliament member). For many courses 'trainers' from central level are flown-in, financed with APBD-funds (provincial-budget). For example trainers from LAN, or experts from universities and Ministry of Home Affairs are used as trainer.

The supervisory and controlling role of the management of Badan Diklat Prop. Kalteng is limited towards the permanent, in-house trainers. Often the in-house trainers of Badan Diklat do not comply to the consulted and agreed training-schedules and inform at the latest moment when training is already being implemented that they are not available according schedule due to another (training) job elsewhere.<sup>20</sup>

As the agency, because of diversified training demand, make extensive use of external trainers, this reduces also the quality control and their potential supervisory role versus trainers coming from outside. This situation is leading to similar weaknesses in training management as has been indicated in the sections on Forestry, Agricultural and PW Training Institutes.

Regarding the overall performance of the internal and external trainers, contradictory opinions

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<sup>20</sup> Indicative is the fact that also for the interviews with the MP-consultant, at the day and time determined by management Badan Diklat Prop. in consultation with the trainers, only two of the 4-5 trainers showed up. Management is unable to undertake any action.

were expressed by the senior management of Badan Diklat Prop. At one moment the overall performance was considered as ‘satisfactory’ (because trainers should have been graduated an TOT for the subject taught, and besides they obtain incentives which motivates to increase performance). At another moment, one of the two areas which, in particular, should be addressed to improve the overall quality of the training conducted by the Badan Diklat Prop. Kalteng, was ‘the training skills of the trainers’.

**Table 3.4.2** depicts the occupancy rate of Badan Diklat Prop. Kalteng trainers during FY 2007. In other words, the table illustrates the, on average, number of training sessions which the trainers carried out during that year. The figure represent actual training sessions @ 45 minutes and do not include preparation and evaluation time. The table also describes the extent to which the Badan Diklat trainers were ‘assisted’ by external trainers in carrying out the 2007 training course schedule.

**Table 3.4.2** Badan Diklat Prop. Kalteng Trainers’ Occupancy Rate (FY 2007)

Training Institute	Total No. Training Sessions / Days	No. of Trainers		Occupancy Rate (training sessions / days)	Ratio Int.-Ext. Trainers *
		Internal	External		
Badan Diklat Prop. Kalteng	5,430 / 695	9	“2” **	603 / 77	1 : “0.2”**

\* Adjusted to nearest digit

\*\* **Only** external trainers in Palangkaraya; **not** including the (numerous) trainers from national level (LAN, Universities, Min. of Home Affairs)

Based on the assumption that the internal trainers all take an equal share in conducting and/or organizing training, and disregarding the involvement of any external trainer (which is very unlikely), the workload of the in-house trainers is, on average, about 603 training sessions per year which is equal to about 77 days (the LAN-standard is 500 training-hours / trainer / year). On the basis of 50 working weeks, the figure leads to an average of about 12 sessions a week or 2 sessions a day.

Since no composite data is available concerning the relative involvement of the external trainers, caution should be taken with the interpretation of the above data. Data on the total number of external trainers for Badan Diklat Prop. Kalteng could not be made available.

However, the management of Badan Diklat Prop. Kalteng estimated that each trainer provides minimum 7 and maximum 9 training-hours of training / per day, during 6 days a week. This would mean 42 – 54 training-hours per week. No information is available about training-activities elsewhere by the permanent trainers.

But since two years ago a new regulation is applied by the State Public Administration Institute (LAN): the maximum age to become a (internal) trainer at a government training institute is lowered to 50 years, with minimum a bachelor degree. The consequence is that government officials are more inclined to pursue a career in their own agency. Badan Diklat Prop. Kalteng



has at the moment The internal trainers even provide on average only  $\leq 100$  training-hours / trainer / year (much less than the LAN-standard of 500 training-hours / trainer / year.

### **Support Staff**

Non-teaching or teaching support staff is required to enable the training institutions to deliver their programs. The figures for external trainers and support staff as provided by Badan Diklat Prop. Kalteng are unreliable. **Table 3.4.3** depicts the ratio between the trainers and the supporting staff at Badan Diklat Prop. Kalteng.

**Table 3.4.3 Badan Diklat Prop. Kalteng Trainers and Support Staff Ratio (FY 2007)**

Training Institute	No. of Trainers		No. of Support Staff	Ratio Trainers : Support Staff **	
	Internal	External		Internal	Total ***
Badan Diklat Prop. Kalteng	9	“2” ** / ***	1**	1 : 0.1	1 : 0.1

\* Adjusted to nearest digit

\*\* Unreliable data. Is very unlikely. During visits many support staff identified by consultant

\*\*\* **Only** external trainers in Palangkaraya; **not** including the (numerous) trainers from national level (LAN, Universities, Min. of Home Affairs)

### **Staff Development**

Staff development plans do exist at Badan Diklat Prop. Kalteng. They comprise improvement of technical capabilities, an some teaching / educational training and management training. Budget allocation for staff development activities is in total Rp. 80 million / year, or 2% of the yearly operational budget. Generally, an allocation of 3 – 5% of the operating budget is recommended for staff development activities within organizations, this to keep-up-to-date with new technological development.

## **3.4.5 Physical Resources**

**Table 3.4.4 below** depicts the more frequently used physical resources in Badan Diklat Prop. Kalteng, which are part of the review.

**Table 3.4.4 Physical Resources and Capacity at the Badan Diklat Prop. Kalteng**

Training Institute	Available Facilities					
	Classes	Workshops	Lab*	Library	Dorm	Vehicles
Badan Diklat Prop. Kalteng	6 classes @ 40 pax.	0	0	0	25 rooms @ 3 pax. (& 1 room for 74 pax**)	2

\* Including field laboratoria (..) Figures between brackets indicate the number of units

\*\* **Emergency** dormitory accommodation for male participants

The level of utilization of the facilities could not be determined due to inadequate data. The general impression is that during the year the facilities are well utilized. The general condition of the classes and permanent dormitories varies from reasonable to good. However, the ‘emergency’ dormitory for male participants is considered as unsatisfactory.

### 3.4.6 Operating Costs

**Table 3.4.5** depicts the changes (percentage-wise) in operating costs that have taking place over the period 2006 - 2008 at the Badan Diklat Prop. Kalteng (Training and Education Center Prov. Central Kalimantan).

**Table 3.4.5 Changes in Total Operating Costs (FY 2006 – FY 2008)**

Training Institute	FY 2006 > FY 2007	FY 2007 > FY 2008
Badan Diklat Prop. Kalteng	20%	26%

\* *Figures in brackets indicate decreases*

The yearly operational budget increases over the years 2006 – 2008 with 20 – 26% / year. Data on the Operating Costs of the Badan Diklat Prop. Kalteng show that the largest budget-tem is ‘Others’ (each year about 75% - 80% of the budget!). The seond largest component (after ‘Others’) is ‘Travel’, for which in 2008 12% is allocated. The various other components within the yearly operational budgets are rather stable.

Based on the total number of training-graduates by Badan Diklat Prop. Kalteng in 2006 and 2007 (see **Table 3.4.2** above), the unit-cost per training-participant was respectively Rp. 1.13 million and Rp. 1.23 million / training-participant.

Further analysing the data, shows that the unit-cost per training-participant for 2006 was approx. Rp. 1.3 million / training-participant and for 2007 approx. Rp. 950,000. Cost calculation per training-day show that the unit-cost per training-day for 2006 was Rp. 6.2 million and Rp. 4.5 million for 2007.

### 3.4.7 Management

#### *General Management*

The general management responsibilities of Badan Diklat Prop. are very limited. Recruitment of training staff (except the two extraordinary, external trainers) and support staff is not within the authority of Badan Diklat Prop. Kalteng. Selection of participants is not the responsibility of Badan Diklat Prop., neither is the design / development of curriculum / syllabus. Curriculum and syllabus for structural and functional training are obtained from LAN and the Training Center of Ministry of Home Affairs (Badan Diklat Dedagri), and for technical training from relevant sector at national level. Preparation of trainer guidelines or of training materials are also not the responsibility of Badan Diklat.

The only responsibilities of Badan Diklat Prop. are (1) design of tests / examinations based on guideline provided by central level, (2) purchase of consumables, equipment, tools.

Generally the training function at Badan Diklat Prop. Kalteng has been divided among a few specialized department heads. Training meeting are held only once every three months. And every year there is a meeting of trainers, organized and coordinated by LAN, in Samarinda (East Kalimantan).

Badan Diklat Prop. Kalteng, in general, makes use of management tools such as yearly training time-tables and individual trainer schedules, and various type of records (such as presence list of trainers, training-courses followed by trainers, inventory lists). However, at Badan Diklat Prop. no records on qualifications and experience of the trainers are available, neither are curricula and lesson-plans. Examples of training curricula and lesson-plans could not be showed.

Regarding training management capability, there are indications that the process of managing training is more viewed from an administrative angle than from a training-technical one.

The **Training Planning** and **Training Preparation** function of Badan Diklat Prop. is very limited. In the training planning phase, Badan Diklat Prop. collects and analyses training needs data, received from the districts. Data of candidate training participants are collected.

Based on implementation guidelines by LAN (for structural training) or others at national level, Badan Diklat Prop. prepares an overall training schedule, including the amount of time for each training-subject. This draft schedule is discussed with the trainers, who will (or at least are expected to) prepare curriculum, lesson-plan, presentation materials and teaching materials. The preparation of training materials is generally left to each trainer without (very much) quality control by the training organizers. During training-observation the trainers of on-going training at Badan Diklat could not show the training program (syllabus) neither the lesson-plan (although it is said that the trainer always prepares these two, because without these no credit-points can be obtained).

Establishment of organizing committee, coordination with trainers and participants, preparation and/or multiplication of hand-outs, technical guidelines, training facilities and materials are the main activities in the training preparation phase.

**Training evaluation** is conducted towards three parties: (1) performance evaluation of the participants is conducted by the trainers; (2) performance evaluation of the training-organizer is conducted by the participants; and (3) performance evaluation of trainers is done by participants as well as by the organizing committee.

## 4. CONCLUSIONS AND RECOMMENDATIONS

In order to understand better the importance of the training management capacity aspects of the training institutes, a short description of and link to the organizational diagnosis aspects of government agencies in Central Kalimantan is included in this chapter.

### 4.1 Organizational Diagnosis of Government Agencies

One of the two main activities related to ‘capacity-building during the preparation of the Master Plan report, was conducting a (Participatory) Organizational Diagnosis of the most relevant government agencies at district, provincial and national UPT-level.

Data on human resources (age, position, educational background, gender), and the organizational structures and description of the main tasks/function of the various district, provincial and national-level (‘UPT’) government agencies, considered as most relevant were collected and analyzed (for recapitulated overview on Human Resources at Provincial, District and UPT-level, see Technical Report on Organizational Diagnosis).

Staff: The quantity and quality of the available human resources within the agencies at all levels in Central Kalimantan (district, provincial, and technical implementation units -‘UPTs’) are one of the main concerns, at the moment and for the near future.

In general a large amount of staff at the three government levels is presently in the high age category (45–55 years of age) and will retire within 10 years, and/or has a relatively low educational background (senior high school or less).

Regarding ‘gender’, in the national level UPT-agencies only 20% of the staff is female. A positive exception is the Swampland Agriculture Research Center (‘Balitra’) with 34% of the staff being female. In the provincial agencies on average 34% of the staff is female (exceptions are Forestry Service, and Irrigation Facility Development Sub-Service, with respective only 24 and 17%); whilst in the three districts on average 27% of the staff is female.

#### National-level agencies (UPT):

- large amount of staff in higher age category: on average 46% of the staff of these national level agencies (UPT) is in the age category of 45 – 55 years old; in Natural Resources Conservation Center C. Kalimantan the percentage is only 18%, whilst the high percentages are within the Barito Watershed Management Center with 69% and Kalimantan II Riverbasin Center with 65%.
- relative low educational background: the percentage of staff with an educational background of senior high school or less is with 63% on average significantly high. Above average figure are Natural Resources Conservation Center Central Kalimantan (66%), Barito Watershed Management Center (69%), and Forest Area Strengthening Center Region V (73%).

Provincial-level agencies in Central Kalimantan:

- large amount of staff in higher age category: the percentage of staff in the range of 45 – 55 years old, varies from only 29% (Sub-Service Irrigation Facility Development - Prov. Public Service) to 75% (Prov. Transmigration Service), with an average of 52% for all agencies.
- relative low educational background: the percentage of provincial staff with Senior High School diploma or less varies from 27% (Prov. Environmental Management & Protection Agency) to 66% (Prov. Secretariat), with an average of 56%.

District-level agencies in Kuala Kapuas:

- large amount of staff in higher age category: although the average figure in the three districts is only 32% of the staff in the age-category of 45-55 years, however, in certain agencies the percentage is significant high (such as in District Kapuas: Plantation Service with 52%; Manpower, Transmigration & Social Affairs Service with 66%; in District Barito Selatan: Manpower & Transmigration Service with 80%; Agriculture & Estate Crops Service with 49%; in District Pulang Pisau: Population, Civil Registration, Manpower & Transmigration Service with 50%).
- low educational background: on average 50% of the district staff has an educational background of senior high school or less. High figures for low educational background occur in Public Work Agency (67%) in district Barito Selatan, and Manpower, Transmigration & Social Affairs Agency (60%) in Kapuas District.

Organizational Problems & Needs: Through two-step staged workshops participatory organizational assessments were conducted by the representatives of the various most relevant district, provincial and national-level ('UPT') government agencies (totally 8 workshops, for representatives of 19 agencies, from end of April till end of May 2008)<sup>21</sup>. The representatives of the agencies:

- identified problems and constraints faced by their respective agency to implement vision, mission and main tasks/function of the agency, and cause(s) and impact,
- identified organizational needs of their respective agency at the moment and for the coming 5-years,
- identified training needs for staff of their agency,

and:

- formulated (inputs for) strategies for organizational capacity development of their respective agency.

The organizational diagnosis resulted in a large variety of problems and constraints, causes and impacts, faced by each of the organizations, covering all categories (organizational structure, leadership, human resources, infrastructure-facilities, financial management, program management, process management, linkages between organizations). Consequently also a large variety of current and envisaged organizational needs (non-performance related needs as well as performance-related needs) were expressed, a reflection of which is found in the strategies proposed (*see Section 4.3. below*).

<sup>21</sup> As commanded by Government Regulation No. 41 / 2007, a reorganisation of all district and provincial agencies is envisaged by July 2008. Drafts of the new organizational structures and main function/task descriptions could not be made available yet.

## 4.2 Training Management Capacity Assessment of Government Training Institutes

Assessment of training management capacity of six existing (national and regional) training institutes of the Ministry of Forestry, Agriculture, Public Works, and of Province Central Kalimantan has been conducted, through interviews with (senior) management and trainers of these institutes<sup>22</sup>, and concerned aspects such as Training Programs, Participants, Staffing and Development, Physical Resources, Operating Costs, Management. For more detailed information on the finding of the training management capacity assessment, see the chapters before.

At the moment, no clear system for capacity building (especially training / education) of government staff, especially in Central Kalimantan, is in general in place yet (except maybe the training-courses for structural positions). The current practices related to effective training of government staff at various levels are considered as not yet sufficiently well-planned – systematic - structured - consistent, often not full-filling the needs of the target-groups / agencies and the effects as expected.

Each Ministry (such as Forestry, Agriculture, Public Works, etc.) has its own training institutes at national and at regional level throughout the country. Before ‘decentralization’, all training activities for sectoral staff were conducted through these training institutes. However, mid 1995 started a trend that many Directorate Generals (DGs), technical agencies at provincial and district level budgeted funds and managed / conducted training-activities. As a result, it is occurring that training of staff is managed / conducted by concerned technical agency itself, instead of training institute (which was the main pattern in the past). The role of the (national and regional) training institutes became in the background. This development is regretted by many parties.

Assessing the capacity and capability of the for the ‘Rehabilitation and Revitalization of the Peat Land Development Area in Central Kalimantan’ relevant raining institutions remains an harzardous task not knowing yet the medium-term demand for training. Some conclusions and recommendations, however, can be made on the basis of the collected data.

The generalized picture of weaknesses (especially for the regional training institutes) is as follows:

General:

- Not one technical training institute is established in Central Kalimantan; government staff of Central Kalimantan has to travel to South Kalimantan (PW, Agriculture) or East Kalimantan (Forestry), or to training institutes on other islands within Indonesia;

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<sup>22</sup> Regional training institutes most relevant for Central Kalimantan are: the regional Agricultural Training Center in Binuang (South Kalimantan); the regional Forestry Training and Education Center in Samarinda (East Kalimantan) (which actually also covers the Central Kalimantan, but has not been visited); the regional Forestry Training and Education Center in Bogor (West Java); the Public Works Training and Education Center Region VIII in Banjarmasin (South Kalimantan). National training institutes most relevant for Central Kalimantan are: the national Agricultural Management and Leadership Training Center in Bogor (which has not been visited due to force-majeure reasons); the national Forestry Training and Education Center in Bogor (West Java); the national Public Works Training and Education Center in Jakarta; The Central Kalimantan Provincial Training and Education Agency in Palangkaraya (Central Kalimantan).

Training Planning:

- In general there is only limited involvement (but also limited capacity) of regional training institutes in training planning (including training needs assessment and course design);

Training Prreparation:

- There are considerable challenges: e.g. technical standards for training materials are often lacking, at least in practical use; existing training materials are not well-structured and/or formatted; technically qualified trainers / resource persons are not available locally; resource persons lack adequate training skills; duration given for the training is too short in relation to the stated objectives and aspired quality levels; funds for ToT are lacking, etc. ;
- Lack of existing suitable training modules (especially training modules suitable for the swamp – peat - lowland conditions in EMRP-area);
- Development of training materials is usually left to each trainer assigned for a certain subject, without very much quality control by the training organizers;
- Lack of training staff qualified in technical areas for swamp-peat-lowland conditions [e.g. the national Education and Training Institute of PW (PusDiklat PU) has only 0 – 3 trainers (figure depends on source) for lowland / swamp irrigation!];
- In general there exists a large dependency on external trainers;
- Among training-staff there exists skill needs in both technical and ‘how-to-train’ (‘training is too theoretical’) areas which currently are not addressed yet appropriately;
- The regional training institutes have a lack of influence on actual selection of trainees sent by government agencies to training-courses;
- Limited physical resources for practical training is available at the training-institutes;

Training Implementation and Evaluation:

- Generally closely monitoring of the trainees’ progress is weak;
- Lack of funds for assessing impact of training on the job performance of the former participants;
- Overall supervision of the quality of training management seems to be inadequate.

### 4.3 Strategy for Capacity Building of Government Agencies in Central Kalimantan

It is recommended that related to **performance-related** needs, the capacity building activities during implementation of the Master Plan should not be limited to ‘classical training-courses’ only, but should involve a wide range and mixture of interventions, the choice of which will depend on and should be adjusted to the needs of each ‘technical area’. Additionally it should not be limited to the ‘training-event’ only, but should be given follow-up through provision of ‘after-care’.

In general it is expected that the capacity building activities related to performance-related needs, will consist of a mixture of:

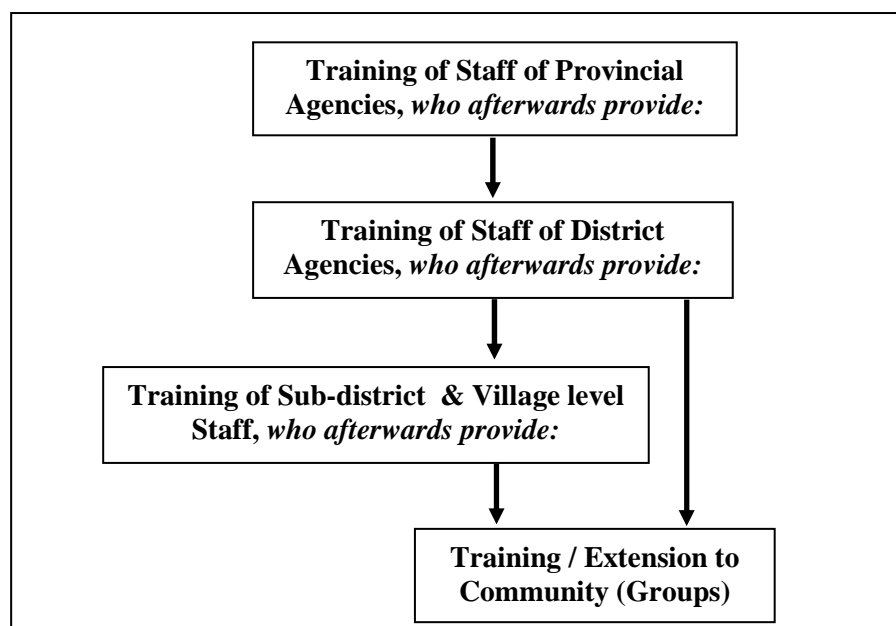
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• standard training interventions</li> <li>• customized training interventions</li> <li>• on-the-job training</li> <li>• training ‘after-care’, e.g. through practical, ‘problem solving’ workshops for the training-alumni, at various levels, on regular basis</li> <li>• coaching, and managerial and technical guidance</li> <li>• workshops</li> </ul> | <ul style="list-style-type: none"> <li>• extension for community (groups)</li> <li>• information-dissemination</li> <li>• short-courses (in-country and/or abroad)</li> <li>• degree / diploma courses (in certain cases, for limited number of persons; in-country and/or abroad)</li> <li>• networks for information exchange.</li> </ul> |
|--|---|

The type of ‘training/education’-intervention(s) should also be determined by the kind of target-group involved (such as policy-makers / top-level management, middle management, operation / field level).

Two alternative strategies for training of government staff during Implementation of the MP EMRP are ‘developed’, of which the second alternative actually is the preferred and recommended strategy.

The first alternative is a kind of cascade-model of training frequently used in Indonesia (*see Figure Alternative I*). The model consists of a flow of training of government staff from provincial level down to field level. It starts with training of provincial staff, who on their turn provide training to district staff, who afterwards provide training to sub-district and village staff. Experiences with this model have shown many weaknesses in its implementation, impact and sustainability.



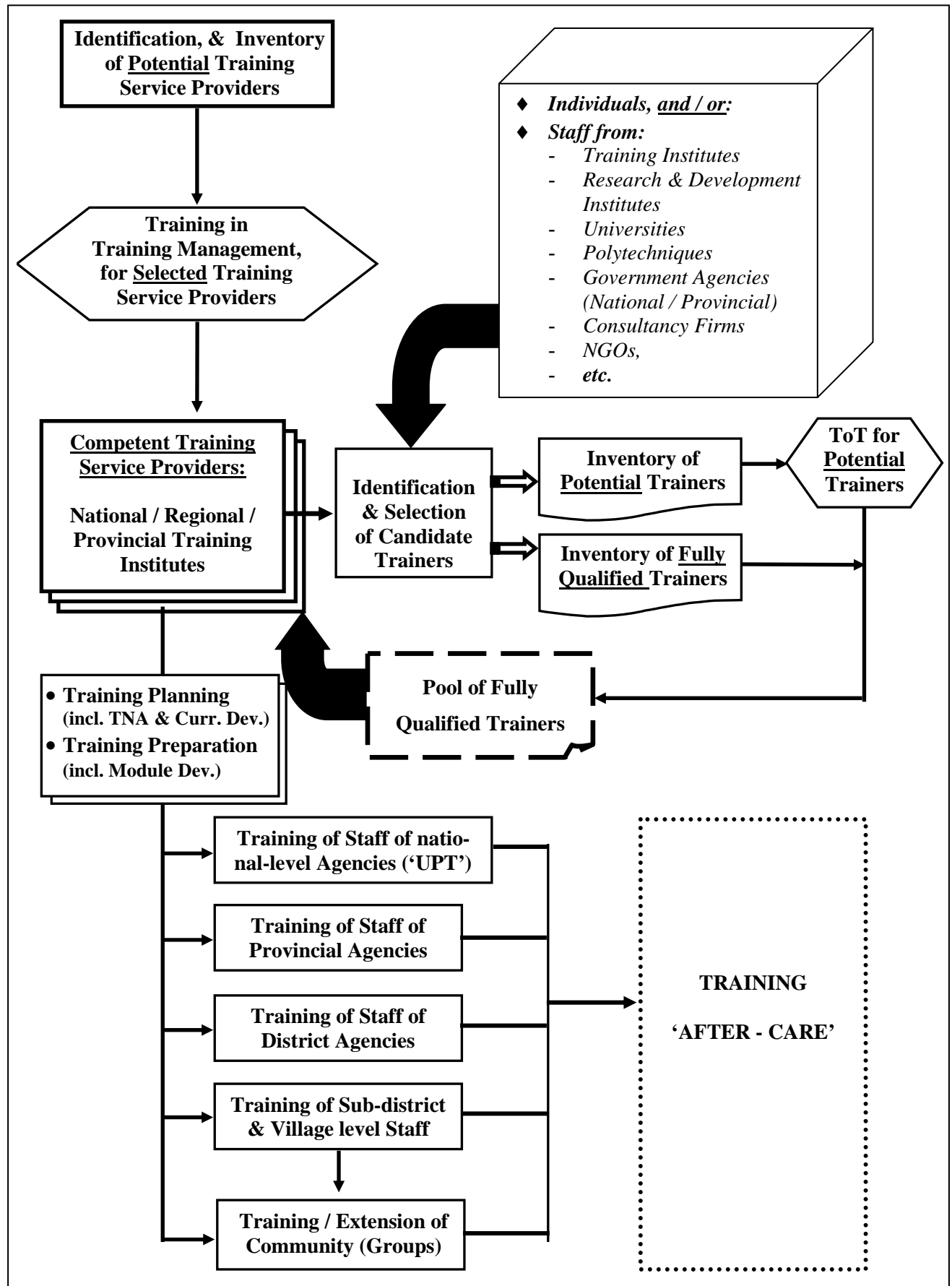
**Figure 1 Alternative I Strategy for Training**

The second (*preferred*) alternative aims at creating qualified and capable training service providers and trainers, who will be able to provide the (quality) training services as required to the government staff at provincial, district, sub-district and village level, and training for community (groups) as required (*see Figure Alternative II Alternative Strategy for Training*).

The second strategy consists of the following steps:

1. Identification & Inventory of Potential Training Service Providers at national, regional provincial level.
2. Training of Selected Training Service Providers in Management of Training. These training service providers should afterwards be able to plan, prepare, implement, and monitor and evaluate the training-courses provided professionally.
3. Availability of Competent Training Service Providers
4. Identification & Selection of Candidate Trainers for the Subject-Matters / Courses from various available sources, resulting in:
5. List of Fully Qualified Trainers, and a List of Potential Trainers for various subject matters / courses
6. Training of Trainers (TOT) for Potential Trainers. This training might be to cover identified knowledge and skills gaps in the area of training methodology and didactics, and / or on technical subject matters, resulting in:
7. Pool of Fully Qualified Trainers from which the Training Service Providers can obtain trainers for the training-courses of government staff at national, provincial, district, field level, and farmers/community.
8. Training Planning (incl. Training Needs Assessment and Curriculum Development) and Training Preparation (incl. Module Development) by the Training Service Providers.
9. Implementation of Training for various levels.
10. Training 'After - Care' for Training-alumni.

Figure 2 Alternative II Strategy for Training (recommended)



Given the actual and future involvement of the Ministries of Forestry, Agriculture, Public Works, and Home Affairs / the Provincial Government in conservation and rehabilitation of the Ex-Mega Rice Project (EMRP) area, the most relevant training institutes of these Ministries are expected to play an important role as training service provider, especially for training of government staff of national-level, provincial, district agencies, and at field-level.

To develop and utilize existing human resources in Central Kalimantan, it will be important for the selected training institutes to develop and apply a system approach towards training (a systematic approach towards training management which entails training planning, preparation, implementation, and evaluation, each of which is called a sub-system). In the application of a systematic approach, these four sub-systems constitute a training cycle. The training cycle is considered as a chain of sub-systems and procedures which are inter-related. In order to be able to function well, each of the sub-systems needs to be supported by supporting facilities such as administrative and financial services, logistics, and human resource development data system. Inputs from evaluation results will be very beneficiary for each sub-system. The assurance that there will be a continuous quality improvement process constitutes an important characteristic from the training cycle and system approach towards training.

In the system approach for training, the planning, preparation, implementation, and evaluation of training will be conducted in such a way that the attention will always be focussed on training **results**, in accordance with work-requirements. In other words, everything will be directed to help staff to obtain knowledge and skills needed to improve work-performance.

Proposed capacity-building of the existing regional and national training institutes operated by the various involved Ministries, should especially pay attention to the following main sub-activities within the training cycle:

- Continuous assessment of training (and education) needs for various job-categories / target-groups at various levels of government
- Identification of existing relevant modules, assessment of 'gaps' and needs, and improvement of existing relevant modules and development of new training modules required
- Identification and establishment of pool of qualified technical experts (resource persons) who will be able to improve and/or develop new modules, in cooperation with qualified training / educational experts (resource persons)
- Making available existing / developed training materials and modules to and developing of a knowledge database within the training institutes
- Establishment and development of a pool of qualified trainers
- Identification and / or development of quality Training of Trainers (ToT) - courses in order to upgrade the 'how-to-train skills' of potential trainers
- Selection of suitable trainers for training-courses from the pool of trainers
- Thorough selection of suitable trainees for training (and candidates for education)
- Development of human resource development system, and collection / up-dating data on participant's personal development within the training institute
- Development and application of a training quality assurance system within the training institute

Related to **non-performance** related problems and needs, a large variety of organizational development strategies for their own organization were formulated by the representatives of the government agencies at various levels, covering each of the eight categories. The strategies proposed per category are as described below.

### Strategies for Organizational Development proposed by the Provincial and District Government Agencies

<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• Improvement of managerial system</li> <li>• Develop and apply control mechanisms (close supervision)</li> <li>• Leadership and managerial training/education</li> <li>• Recruitment of leaders through fit&amp;proper test</li> <li>• Competent leadership caderization system</li> <li>• ESQ Training</li> </ul>	<p><b>Financial Management:</b></p> <ul style="list-style-type: none"> <li>• Budget proposal should be supported by data</li> <li>• Develop performance-based budgeting</li> <li>• Develop on-line performance-based financial management system between agencies</li> <li>• Initiate cooperation /partnership with other parties more intensively</li> <li>• Increase financial training and education</li> <li>• Prepare financial staff from recruitment, and training and education</li> <li>• Intensive dialogue with legislative</li> <li>• Increase managerial capability &amp; improve financial system</li> </ul>
<p><b>Organizational Structure:</b></p> <ul style="list-style-type: none"> <li>• Analysis of appropriate needs of organizational structure</li> <li>• Socialization &amp; consultation to obtain same perception on organizational structure and work-procedures</li> <li>• Application of job-analysis</li> </ul>	<p><b>Infrastructure - Facilities:</b></p> <ul style="list-style-type: none"> <li>• Improvement of lobby ability</li> <li>• Identification of facility – infrastructure needs</li> <li>• Manual for supervision of infrastructure and facilities maintenance</li> <li>• Participatory preparation of priority-based ‘RKBU’</li> <li>• Improve information exchange cooperation in accordance with needs</li> <li>• Develop partnerships with private sector</li> </ul>
<p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>• Analysis of staff needs and recruitment</li> <li>• Analysis of staff development needs (training and education)</li> <li>• Guidance to improve professional human resource quality consistently</li> <li>• Develop a staff management system</li> <li>• Develop performance-based incentive system</li> <li>• Develop cooperation with other parties for staff development</li> </ul>	<p><b>Process Management:</b></p> <ul style="list-style-type: none"> <li>• Formulate a written agreement on communication mechanisms between areas / Sub-Dinas</li> <li>• Develop a training program on reporting</li> <li>• Evaluate together work-procedures regularly</li> <li>• Increase two-way communication between Sub-Dinas</li> <li>• Development of on-line reporting system internally and between agencies</li> </ul>
<p><b>Linkages between Organizations:</b></p> <ul style="list-style-type: none"> <li>• Increase communication with related parties</li> <li>• Agree on (inter-agency) role-sharing between related parties and stick to commitments made</li> <li>• Coordinate programs / activities with related parties</li> <li>• Develop regulations required &amp; enforce its implementation</li> </ul>	

Proposed follow-up actions related to organizational development are:

- Identification of quantitative human resource requirements and gaps of Agricultural, Forestry, PW field-staff in EMRP-area, and assignment of field-staff in accordance with currently valid standards.
- Based on agreed Master Plan and on the conducted preliminary organizational diagnosis by the respective government agencies, development of specific, detailed organizational development strategies and operational plans (including institutional framework for activities, distribution of responsibility<sup>23</sup>, staffing plans<sup>24</sup>, job descriptions), for each governance level / each relevant government agency.
- Based on agreed Master Plan and on specific, detailed organizational development strategies and operational plans developed, identification of training needs of government staff at organizational, job-category and individual level, in the government organizations at various levels.
- Development and application of (agreed) rules regarding effective use of trained staff, after return to work-place.

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<sup>23</sup> Distribution of responsibility: Which agency and person is responsible for what.

<sup>24</sup> The staffing plans should indicate which job category will be involved in the activity, how many staff will be required for that job category, required qualifications, skill and experience level, location(s), etc.

# ANNEXES

## ANNEX 1

## LIST OF TRAINING INSTITUTES VISITED

	Name of Training Institute	Date
1a	<b>Badan Pendidikan dan Latihan Propinsi Kalimantan Tengah (Badan Diklat Prop. Kalteng), in Palangkaraya (Central Kalimantan)</b> <i>Central Kalimantan Provincial Training and Education Agency, in Palangka Raya</i>	25–26 January & 3 March 2008
2a	<i>Pusat Pelatihan Manajemen dan Kepemimpinan Pertanian (PPMKP), in Ciawi (West Java)</i> <i>Agricultural Leadership and Management Training Center, in Ciawi (West Java)</i>	<i>not assessed</i>
2b	<b>Balai Besar Pelatihan Pertanian (BBPP) Binuang, in Binuang (South Kalimantan)</b> <i>Agricultural Training Center Binuang, in Binuang (South Kalimantan)</i>	29–31 January 2008
3a	<b>Pusat Pendidikan dan Latihan Kehutanan (Pusdiklathut), in Bogor (West Java)</b> <i>Forestry Training and Education Center, in Bogor (West Java)</i>	18–20 February 2008
3b	<b>Badan Pendidikan dan Latihan Kehutanan Bogor (BDK Bogor), in Bogor (West Java)</b> <i>Forestry Education and Training Center, in Bogor (West Java)</i>	4–6 February 2008
4a	<i>Pusat Pendidikan dan Latihan PU (Pusdiklat PU), in Jakarta</i> <i>Public Works Training and Education Center, in Jakarta</i>	25–26 February 2008 & 1 & 4 April 2008
4b	<b>Balai Pendidikan dan Latihan PU Wilayah VIII (Diklat PU Wilayah), in Banjarmasin (South Kalimantan)</b> <b>Public Works Training and Education Center Region VIII, in Banjarmasin (South Kalimantan)</b>	27 February 2008

**Note :**

**No. 2a** Agricultural Management and Leadership Training Center of Min. of Agriculture (= Pusat Pelatihan Manajemen dan Kepemimpinan; PPMKP), in Ciawi (West Java), was apparently not interested to be visited by the MP EMRP - team; the team was referred to the Agricultural Training Center in Lembang (West Java) by the secretary of the Head. Direct contact to or contact details of the Head were not provided, neither did the Center contact the consultant MP EMRP anymore.

## ANNEX 2

### DATA COLLECTION PROCEDURES AND DATA COLLECTION INSTRUMENTS

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	<b>Informasi Latar Belakang</b>
<b>Instrument 1</b>	<b>Efficiency of Operations:</b>
	<b>Background Information</b>
<b>Instrumen 2a</b>	<b>Efisiensi Operasi :</b>
	<b>Form Wawancara untuk Manajemen / Pimpinan Senior</b>
<b>Instrument 2a</b>	<b>Efficiency of Operations:</b>
	<b>Interview Form for Senior Management</b>
<b>Instrumen 2b</b>	<b>Efisiensi Operasi :</b>
	<b>Form Wawancara untuk Kelompok Pelatih</b>
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	<b>Interview Form for Group of Trainers</b>
<b>Instrumen 2c</b>	<b>Efisiensi Operasi :</b>
	<b>Form Wawancara untuk Kelompok Peserta Pelatihan</b>
<b>Instrument 2c</b>	<b>Efficiency of Operations:</b>
	<b>Interview Form for Group of Training Participants</b>
<b>Instrumen 3</b>	<b>Efisiensi Operasi :</b>
	<b>Form Wawancara untuk Kelompok Mantan Peserta Pelatihan</b>
<b>Instrument 3</b>	<b>External Efficiency:</b>
	<b>Interview Form for Group of Former Training Participants</b>



## PROSEDUR-PROSEDUR PENGUMPULAN DATA

- 1 Dua minggu sebelum rencana kunjungan anda dimulai, kirimkanlah sebuah surat serta ***Instrumen 1*** kepada (Sekretariat) Tim Pelaksana Propinsi Inpres Percepatan Rehabilitasi dan Revitalisasi Kawasan PLG di Kalimantan Tengah dan lembaga-lembaga pelatihan yang ingin dikunjungi. Dalam surat tersebut dijelaskan latar belakang, maksud-tujuan serta rencana dan jadwal kunjungan anda.
- 2 Sehari sebelum keberangkatan ke kota tempat lembaga pelatihan ybs. berada, hubungilah lembaga pelatihan yang bersangkutan untuk menjelaskan latar belakang dan maksud-tujuan kunjungan.
- 3 Kalau ternyata surat serta instrumen 1 yang sudah dikirim dari 'Palangkaraya' belum diterima oleh lembaga pelatihan yang akan dikunjungi :
  - kirimkanlah per e-mail atau per fax Instrumen 1;
  - mintalah agar supaya instrumen 1 sudah diisi sebelum kedatangan anda;
  - konfirmasilah tanggal dan jam kunjungan anda.
- 4 Kunjungilah lembaga pelatihan. Jelaskan konteks kunjungan anda kepada manajemen / pimpinan, diskusikanlah prosedur-prosedur pengumpulan data dan mulailah dengan prosedur-prosedur :
  - diskusikanlah kemungkinan untuk mengumpulkan sejumlah mantan peserta pelatihan sekaligus dalam sebuah kelompok kecil (***instrumen 3***). Kalau bisa, sebaiknya mantan peserta tersebut kini menduduki jabatan / posisi yang ada kaitan dengan kegiatan rencana program Konservasi dan Pengembangan Kawasan Bekas Proyek Lahan Gambut (atau judul / topik-topik berbagai cluster).
  - diskusikanlah kemajuan lembaga pelatihan dalam mengisi ***instrumen 1***. Kalau pengisian belum dimulai, mohonlah agar instrumen tersebut dipelajari, ajukanlah beberapa pertanyaan dan meyakinkanlah mereka bahwa anda harus membawa pulang instrumen yang sudah selesai diisi.

Untuk mempercepat proses pengisian, salah satu anggota tim dapat duduk bersama staf lembaga pelatihan ybs. Yang ditugaskan untuk mengisi instrumennya atas nama manajemen lembaga pelatihan dan membantunya / mendampinginya.

- mulai dengan mewawancarai manajemen (atau seotang wakil) dengan menggunakan ***instrumen 2a***.

Sehubungan dengan *pertanyaan 8*, mohonlah kepada manajemen lembaga pelatihan agar supaya bisa duduk dalam ruang kelas (selama 15 menit) dimana sedang dilaksanakan pelatihan Kalau pelatihan yang sedang diselenggarakan tidak ada kaitan dengan topik-topik sebagaimana dalam rencana Program Konservasi dan Pengembangan Kawasan Belas Lahan Gambut, namun pelatihan sedang diberikan

oleh seorang widyaiswara / pelatih lembaga pelatihan tersebut, tetaplah relevan untuk mengadakan penilaian.

Kalau, di lain pihak, lembaga pelatihan ybs samasekali tidak terlibat dalam proses manajemen pelatihan tetapi hanya "menyewakan" tempat kepada instansi luar, penilaian kegiatan pelatihan (*pertanyaan 8*) tidak perlu diadakan.

- mohonlah agar diperlihatkan 2 – 3 set bahan yang lengkap yang dibuat / didistribusi atau digunakan untuk pelatihan yang baru-baru ini diselenggarakan / dilaksanakan oleh lembaga pelatihan tersebut. Pakailah *pertanyaan 9* dalam instrumen 2a untuk bahan-bahan tersebut.
  - mohon agar supaya diperlihatkan ruangan-ruangan / kompleks lembaga pelatihan yang bersangkutan. Menilailah kondisinya dengan cepat dengan menggunakan *pertanyaan 10*.
  - mintalah agar dikumpulkan 4 – 6 widyaiswara / pelatih dari lembaga pelatihan yang bersangkutan untuk diwawancarai, dengan menggunakan *instrumen 2b*.
  - ajukanlah permohonan yang sama untuk wawancara sejumlah peserta yang sedang mengikuti pelatihan, asal peserta tersebut merupakan bagian dari kelompok sasaran yang ada kaitan dengan rencana kegiatan dalam program Konservasi dan Pengembangan Bekas Proyek Lahan Gambut,
  - wawancarilah mantan peserta pelatihan dengan menggunakan *instrumen 3*.
- 5 Ulangi penerapan prosedur-prosedur yang sama pada pelaksanaan kunjungan anda ke lembaga pelatihan lainnya.

## EFISIENSI OPERASI

### LATAR BELAKANG INFORMASI

**Instruksi :** Formulir ini harus diisi oleh pimpinan lembaga pelatihan sebelum kedatangan pewawancara. Data yang akurat sangat penting untuk mengalokasikan kegiatan pelatihan di masa datang.

#### 1. INFORMASI DASAR

Nama Lembaga : .....

Alamat : .....

No. Telp. : ..... E-mail : .....

Nama direktur/kepala : .....

Tahun berdirinya lembaga : .....

Pelatihan utama / spesialisasi yang diberikan oleh lembaga :

.....

Jumlah total staf pelatih permanen / tetap : .....

Jumlah staf pelatih yang direkrut dari luar (2007) : .....

Jumlah total jam pelatihan<sup>25</sup> (2007) yang dialokasikan untuk :

Pelatihan teknis regular	: ..... jam
Pelatihan teknis non-reguler/ad –hoc	: ..... jam
Pelatihan pengawasan	: ..... jam
Pelatihan manajemen	: ..... jam
Pelatihan untuk Pelatih (TOT)	: ..... jam +

**Total : ..... jam**

Pelatihan staf dari luar departemen	: ..... jam
Pelatihan staf departemen	: ..... jam
Pelatihan untuk swasta / masyarakat	: ..... jam +

**Total : ..... jam**

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<sup>25</sup> Jam berarti 60 menit atau 45 menit (satu periode / jam pelajaran / pelatihan). Sebutkan apa yang dimaksud dengan jam pelatihan : 45 menit atau 60 menit (coretlah yang tidak berlaku).

## 2. JUMLAH LULUSAN MENURUT JENIS PELATIHAN

Nama Pelatihan	Kelompok Sasaran	Jangka Waktu (hari)	Jumlah Lulusan Pelatihan & Jumlah Angkatan <sup>26</sup>		
			TA 2005	TA 2006	TA 2007
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

<sup>26</sup> Sebagai contoh : “60 (3)” berarti bahwa sebuah jenis pelatihan telah dilaksanakan untuk 3 angkatan, dengan jumlah peserta 60 orang.

### 3. JUMLAH STAF PENDUKUNG

<b>Jenis</b>	<b>TA 2005</b>	<b>TA 2006</b>	<b>TA 2007</b>
Teknis Laboratorium			
Staf Pendukung Workshop/bengkel			
Staf Pendukung Laboratorium Lapangan			
Staf Pendukung Spesialis (perpustakaan)			
Staf Administrasi			
<b>Total</b>			

#### 4. SARANA – SARANA YANG TERSEDIA

Jenis & Kegunaannya	Jumlah Unit	Kapasitas (menampung peserta)	
		Per Unit	Total
<b>PELATIHAN</b>			
Ruang Kelas			
Laboratorium			
Workshop / Bengkel			
Laboratorium Lapangan			
<b>PENDUKUNG</b>			
Perpustakaan			
Audio visual			
Penyimpanan/gudang			
Administrasi/kantor			
Asrama peserta			
Perumahan staf			
Sarana rekreasi (sebutkan)			
.....			
.....			
.....			
Sarana Olahraga (sebutkan)			
.....			
.....			
.....			
Sarana Transportasi (sebutkan)			
.....			
.....			
.....			

## 5. BIAYA OPERASI TAHUNAN

**Instruksi :** Biaya operasi menggambarkan dana, tanpa memperhatikan sumbernya. Contoh : jika pemerintah pusat membiayai sebagian gaji & pemerintah propinsi membiayai sebagian yang lain, maka gabungan keduanya yang dicatat.

Jenis	Realisasi Pengeluaran (Rp)		Pengeluaran yang dianggarkan (Rp)
	TA 2006	TA 2007	TA 2008
Gaji pelatih			
Tunjangan pelatih			
Gaji staf pendukung			
Bahan-bahan habis pakai <sup>(1)</sup>			
Pemeliharaan <sup>(2)</sup>			
Utilitas (gas, listrik, air, dsb)			
Perjalanan			
Lain-lain			
<b>Total</b>			

(1) : semua bahan/alat dengan masa kurang dari 2 tahun

(2) : bangunan dan peralatan

## EFISIENSI OPERASI

### FORM WAWANCARA : MANAJEMEN / PIMPINAN SENIOR

**Instruksi :** Formulir ini dimaksudkan untuk mewawancarai manajemen/pimpinan senior lembaga pelatihan

#### 1. REKRUITMEN/MEMPEKERJAKAN PELATIH.

1.1. Apakah lembaga mengalami kesulitan untuk merekrut pelatih yang berkualitas dan berpengalaman dalam jumlah yang memadai untuk jenis pelatihan yang dijadwalkan untuk dilaksanakan ?

Jika YA, mengapa ?

- a. Imbalannya terlalu rendah untuk menarik pelatih-pelatih yang baik
- b. Lokasi ini tidak menarik
- c. Jenis pelatih yang kami perlukan tidak tersedia
- d. Lain-lain (jelaskan)

.....  
.....

1.2. Apakah ada kejadian bahwa lembaga terpaksa membatalkan rencana untuk merancang program-program yang ada permintaannya karena kekurangan pelatih yang berkualitas ?

Jika YA, untuk jenis pelatihan apa/mana saja sulit untuk merekrut pelatih-pelatih yang berkualitas dan berpengalaman ?

.....  
.....

1.3. Berapakah pergiliran / perpindahan tahunan para pelatih bila dinyatakan dalam persentasenya terhadap total staf pengajar ?

- a. > 20%
- b. 5-20%
- c. < 5%

1.4. Jika perpindahannya lebih besar dari 20%, berikan alasan utamanya ?

- a. Dialihkan / dipindahkan ke sektor swasta (mengapa ?)
- b. Dialihkan / dipindahkan kepada pekerjaan pemerintahan yang lain (mengapa ?)
- c. Dialihkan / pindah kepada lembaga pelatihan yang lain (mengapa ?)
- d. Lainnya (jelaskan)



- 1.5. Bagaimana Anda menilai kinerja secara menyeluruh dari pelatih internal/eksternal ?
- Staf secara keseluruhan memerlukan banyak peningkatan (ketrampilan melatih / teknis ?)
  - Sebagian besar staf memerlukan tambahan ketrampilan (ketrampilan melatih / teknis?)
  - Secara umum memuaskan, tetapi beberapa staf memerlukan pelatihan dalam topik / mata ajaran / bidang tertentu (ketrampilan melatih/teknis ?)
  - Memuaskan

## **2. KUALITAS LULUSAN**

- 2.1. Apakah menurut Anda bahwa pelatihan–pelatihan yang telah diberikan dapat menambah bekal yang memuaskan / cukup bagi peserta sesuai dengan ketrampilan yang mereka butuhkan untuk mengerjakan tugas-tugas mereka sehari-hari ?
- 2.2. Jika TIDAK, mengapa ?
- Program-program pelatihan terlalu pendek
  - Para pelatih kurang terlatih dengan baik/kurang pengalaman
  - Para peserta tidak memiliki cukup motivasi
  - Isi kursus pelatihan tidak relevan dengan tugas-tugas pekerjaan
  - Sarana-sarana, alat-alat dan perlengkapan di bawah standar
  - Lainnya (jelaskan)
- 2.3. Perkirakanlah persentase lulusan yang menerapkan pengetahuan ketrampilan yang mereka peroleh dari pelatihan
- 76-100%
  - 50-75%
  - < dari 50%

Jelaskan jawaban Anda.

## **3. PENINGKATAN MUTU PELATIHAN**

- 3.1. Menurut pendapat Anda, yang manakan DUA hal terpenting dari hal-hal berikut ini yang akan meningkatkan pelatihan yang diberikan oleh lembaga Anda ?
- Memperbaiki bahan-bahan pelatihan
  - Memperbaiki petunjuk untuk pelatih
  - Meningkatkan jumlah pelatih
  - Meningkatkan kemampuan para pelatih
  - Meningkatkan pengawasan terhadap lembaga oleh Lembaga Pelatihan Pusat yang berwenang.
  - Memperbaiki proses pemilihan/seleksi peserta pelatihan yang mengikuti pelatihan
  - Meningkatkan suplai bahan-bahan seperti kertas, pensil, dsb
  - Memperbaiki gedung dan peralatan
  - Memperbaiki kerjasama dengan narasumber dari luar/pelatih yang dapat membantu persiapan dan pelaksanaan pelatihan

#### 4. SELEKSI / PENERIMAAN PESERTA PELATIHAN (TA 2006 dan / atau 2007)

- 4.1. Bagaimanakah secara umum kriteria penerimaan peserta untuk suatu pelatihan
- Usia (sebutkan)
  - Jumlah tahun pendidikan umum yang telah diselesaikan (sebutkan)
  - Sedang menduduki atau promosi ke posisi jabatan tertentu
  - Lainnya (sebutkan)
- 4.2. Siapa sebenarnya yang menyeleksi pesertanya, apakah lembaga pelatihan atau organisasi / lembaga pengirim (klien)? Mengapa ?
- 4.3. Bagaimana sebenarnya metoda seleksi ?
- Informasi tertulis
  - Wawancara
  - Test praktek
  - Test teori
  - Lainnya (sebutkan)
- 4.4. Berapa presentase peserta terpilih yang disponsori oleh :
- Pemerintah (pusat / propinsi / kabupaten) : .....%
  - Lainnya (sebutkan) : .....%
- 4.5. Berapa persentase peserta terpilih berasal dari :
- Lokasi pusat pelatihan : ..... %
  - Propinsi (tetapi bukan kota) dimana pusat pelatihan berada : ..... %
  - Di luar propinsi : ..... %
- 4.6. Apakah lembaga melaksanakan evaluasi dampak pelatihan setelah para lulusan kembali ke tempat mereka bekerja ?
- Jika TIDAK, mengapa ?
  - Jika YA, berapa lama setelah kelulusan ?

#### 5. SELEKSI, PROMOSI DAN PENGEMBANGAN STAF

- 5.1. Bagaimanakah kriteria minimal untuk dapat diangkat sebagai asisten pelatih ?
- Pendidikan umum ..... Thn
  - Pelatihan (teknis) khusus ..... Thn
  - Pelatihan /pendidikan keguruan /pelatih ( lama kursus) ..... Bln
  - Test praktek sebelum diangkat Ya / Tidak (jelaskan)
  - Wawancara kepribadian yang memuaskan Ya / Tidak
  - Usia ..... Thn
  - Lainnya (sebutkan)

- 5.2. Apakah yang dipakai sebagai dasar untuk menetapkan jumlah dan jenis pelatih ?
- Periode pelatihan yang diperlukan dalam suatu topik
  - Metode pelatihan yang digunakan dalam suatu topik
  - Perbandingan peserta-staf untuk lembaga secara keseluruhan
  - Jumlah/jenis pelatih di lembaga ditetapkan secara keseluruhan oleh Pusat Lembaga Pelatihan
  - Lainnya (sebutkan)
- 5.3. Seorang staf pelatih tetap rata-rata melatih berapa jam pelajaran (45 menit ) dalam satu minggu ? .....
- 5.4. Berapakah rata-rata saat ini kegiatan pelatihan mingguan semua staf, dalam jam pelajaran?
- 5.5. Jika jawaban 5.3 dan 5.4 berbeda, jelaskan.
- 5.6. Apakah lembaga mempunyai rencana pengembangan staf ? Jika YA, apakah rencana tersebut mencakup pengaturan untuk :
- Peningkatan (kemampuan) teknis
  - Pelatihan / pendidikan pengajaran / keguruan
  - Pelatihan manajemen
  - Lainnya (sebutkan)
- 5.7. Apakah ada anggaran untuk pengembangan staf ? Jika TIDAK, upaya apa yang telah dilakukan untuk mengatasi hal tersebut? Bagaimana hasilnya ?

## 6. MANAJEMEN UMUM

### 6.1. Tanggungjawab :

- |   |   |       |
|---|---|-------|
| a. Merekrut / mengangkat staf pelatihan                 | : | Y / T |
| b. Merekrut / mengangkat staf pendukung                 | : | Y / T |
| c. Seleksi peserta                                      | : | Y / T |
| d. Merancang / merevisi kurikulum/silabus               | : | Y / T |
| e. Menyiapkan bahan-bahan pelatihan                     | : | Y / T |
| f. Merancang test / ujian                               | : | Y / T |
| g. Membeli peralatan / perlengkapan / bahan habis pakai | : | Y / T |
| h. Menyiapkan petunjuk untuk pelatih                    | : | Y / T |

### 6.2. Staf Pelatih :

- |  |       |
|--|-------|
| a. Apakah ada pelatih senior atau kepala departemen/bagian yang bertanggung-jawab untuk semua pelatihan di bidang tertentu ? | Y / T |
| b. Apakah tugas-tugas dan kerangka acuan para staf pelatih diberikan secara tertulis kepada staf pelatih ?                   | Y / T |
| c. Seberapa sering pertemuan antar pelatih diadakan ?  | ..... |

### 6.3. Organisasi

- |  |       |
|--|-------|
| a. Adakah jadwal pelatihan tahunan ?   | Y / T |
| b. Adakah jadwal individu pelatih ?  | Y / T |
| c. Berapa minggu per tahun lembaga beroperasi ?                                  | ..... |
| d. Adakah metode untuk memantau kemajuan peserta ?                               | Y / T |
| e. Apakah ada catatan tentang kualifikasi / pengalaman para pelatih ?            | Y / T |
| f. Apakah ada catatan / daftar hadir para pelatih ?                              | Y / T |
| g. Apakah ada catatan tentang pelatihan yang pernah diikuti oleh para pelatihan? | Y / T |
| h. Dapatkah ditunjukkan dokumen berikut :  |       |
| - Kurikulum  | Y / T |
| - Program-program pelatihan  | Y / T |
| - Rencana-rencana pembelajaran   | Y / T |
| i. Apakah ada catatan inventarisasi perlengkapan/bahan-bahan ?                   | Y / T |
| l. Apakah tersedia biaya per unit peserta ?                                      | Y / T |

## 7. MANAJEMEN PELATIHAN

7.1. Langkah-langkah apakah yang ditempuh di lembaga Anda, secara berurutan, dalam perencanaan, persiapan, pelaksanaan dan evaluasi pelatihan ?

- |         |          |
|---------|----------|
| 1 ..... | 8 .....  |
| 2 ..... | 9 .....  |
| 3 ..... | 10 ..... |
| 4 ..... | 11 ..... |
| 5 ..... | 12 ..... |
| 6 ..... | 13 ..... |
| 7 ..... | 14 ..... |

## 8. OBSERVASI : KEGIATAN PELATIHAN

**Instruksi :** Lengkapilah untuk masing-masing pelatihan yang diamati. Untuk penjelasan istilah-istilah, lihat juga halaman berikut.

Nama mata ajaran / kelas	Kurikulum		Metoda pelatihan yang digunakan			Bahan pelatihan yang digunakan		Alat bantu pelatihan yang digunakan			Evaluasi kinerja	
	Program pelatihan tersedia	Rencana pembelajaran tersedia	Ceramah / kuliah	Kegiatan kelompok	Latihan individu	Lembar instruksi	Lembar informasi	Audio-visual	Bagan	Model	Kualitas pekerjaan	Kualitas instruktur / pelatih
1. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
2. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
3. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
4. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
5. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
6. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
7. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
8. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
9. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
10. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Y/T	Sb/B/S/K	Sb/B/S/K
.....												
.....												
.....												

Y = Ya                      T = Tidak  
 Sb = Sangat baik      B = Baik      S = Sedang      K = Kurang

***Penjelasan no. 8 :***

- Program Pelatihan (Silabus) : menggambarkan program pelatihan keseluruhan meliputi tujuan, topik utama, lama / jangka waktu pelatihan, pelatih, dsb.
- Rencana Pembelajaran (“Lesson Plan”) : menggambarkan langkah-langkah (kegiatan) yang akan dilakukan oleh pelatih selama kegiatan belajar
- Kegiatan Kelompok : kegiatan dalam kelompok kecil
- Lembar Instruksi : penjelasan tentang apa yang harus dilakukan oleh peserta selama pelatihan (pada saat tertentu dalam pelatihan)
- Lembar Informasi : penjelasan tentang isi pelatihan (sebagian isi pelatihan) yang diberikan kepada peserta
- Model : termasuk perlengkapan, peralatan, alat-alat (atau tiruannya) yang digunakan untuk tujuan demonstrasi
- Kualitas Pekerjaan Peserta : mengacu pada kinerja belajar – dalam hal-hal apa para peserta bekerja secara aktif untuk mencapai tujuan-tujuan pelatihan
- Kualitas Instruktur : mengacu pada hal-hal dimana pelatih menciptakan kondisi yang mendorong para peserta dapat mencapai tujuan-tujuan pelatihan

## 9. KUALITAS PROGRAM DAN BAHAN-BAHAN PELATIHAN

*Instruksi :* Lengkapilah untuk masing-masing pelatihan yang diamati. Untuk penjelasan istilah-istilah, lihat juga halaman berikut.

Nama Mata Ajaran	Format kurikula dan silabus		Bahan-bahan pelatihan		Evaluasi kualitas bahan-bahan pelatihan keseluruhan	
	Menurut pokok bahasan atau mata ajaran, dengan penjelasan yg perlu dilakukan	Berdasarkan tujuan khusus instruksional (TIK)		Catatan pelatih		Bahan pelatihan untuk instruksi mandiri
		Non-modular	Modular			
1. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
2. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
3. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
4. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
5. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
6. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
7. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
8. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
9. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
10. ....	Y/T	Y/T	Y/T	Y/T	Y/T	Sb / B / S / K
.....						
.....						
.....						

Y = Ya                      T = Tidak  
 Sb = Sangat baik      B = Baik      S = Sedang      K = Kurang

***Penjelasan no. 9 :***

- Modular : modul adalah suatu paket mandiri tentang pengetahuan dan ketrampilan, termasuk semua bahan, petunjuk dan informasi yang diperlukan untuk pelaksanaan bagian / elemen pelatihan secara efektif.
- Catatan Pelatih : suatu uraian tentang isi yang akan ditransfer / dialihkan oleh pelatih kepada peserta
- Bahan Pelatihan untuk Instruksi Mandiri : mengacu pada bahan-bahan yang menguraikan langkah-langkah yang membantu para peserta mencapai tujuan-tujuan pelatihan tertentu dengan cara kerja mereka sendiri



## 10. PEMELIHARAAN RUANG KELAS DAN BENGKEL / WORKSHOP

**Instruksi :** Lengkapilah untuk masing-masing pelatihan yang diamati. Untuk penjelasan istilah-istilah, lihat juga halaman berikut.

Ruang kelas / bengkel / workshop	Jumlah peserta	Kondisi fisik atap, dinding, lantai, jendela	Kondisi cat : tembok, mesin-mesin	Tatanan ruangan : alur untuk kerja peserta, perlengkapan	Instalasi listrik : sekring, boks	P3K dan alat pemadam kebakaran	Penerangan	Temperatur ventilasi	Penilaian keseluruhan
1. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
2. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
3. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
4. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
5. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
6. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
7. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
8. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
9. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
10. ....		Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K	Sb / B / S / K
.....									

Sb = Sangat baik    B = Baik    S = Sedang    K = Kurang

**Catatan :** Penilaian untuk Perpustakaan dan Laboratorium dapat digunakan formulir yang sama. Untuk Perpustakaan difokuskan pada ketersediaan bahan-bahan / referensi untuk pelatih dalam menyiapkan bahan-bahan pelatihan. Sedangkan untuk laboratorium difokuskan pada perlengkapan utama untuk pelatihan dalam rangka program Konservasi dan Pengembangan Wilayah Bekas Proyek Lahan Gambut (PLG)

## EFISIENSI OPERASI

### FORM WAWANCARA : KELOMPOK PELATIH

**Instruksi :** Form ini dimaksudkan untuk mewawancarai sejumlah pelatih dalam kelompok kecil (4-6 orang). Kalau bisa, jawaban-jawaban sebaiknya menggambarkan / mencerminkan konsensusnya. Kalau musyawarah tidak bisa menghasilkan mufakat, pendapat-pendapat yang berbeda-beda harus dicatat.

1. Spesialisasi / mata pelajaran apa yang Anda ajarkan?  
.....  
.....
2. Apakah jumlah pelatih di lembaga ini dalam bidang yang sama dengan Anda memadai ?  
a. Cukup                      b. Terlalu sedikit                      c. Tidak punya pendapat
3. Kalau TERLALU SEDIKIT, apa alasan/sebab utamanya ?  
a. Gaji terlalu sedikit/kurang  
b. Tidak ada minat untuk spesialisasi saya  
c. Lainnya (sebutkan) .....
4. Apa alasan utama Anda memilih profesi mengajar/melatih ?  
a. Uang  
b. Status atau posisi sosial  
c. Kondisi kerja yang baik  
d. Saya merasabahaya kekuatan utama saya adalah mengajar  
e. Kepastian pekerjaan
5. Jumlah peserta dalam pelatihan Anda berkisar antara berapa sampai berapa orang ?  
.....  
Menurut pendapat Anda, apakah jumlah tersebut cukup / terlalu besar / terlalu kecil ?  
Mengapa ?
6. Menurut pendapat Anda, bagaimana tingkat kemampuan peserta pelatihan dibandingkan dengan tingkat pelatihan yang direncanakan ?  
a. Lebih tinggi  
b. Lebih rendah  
c. Sama

7. Menurut pendapat Anda, apa DUA alasan utama mengapa peserta tertentu selama pelatihan tidak berprestasi/tidak mempunyai kinerja sesuai dengan tingkat yang direncanakan?
  - a. Tingkat pengetahuan dasar yang kurang dalam topik pelatihan
  - b. Kekurangan disiplin
  - c. Kekurangan motivasi
  - d. Diperkirakan adanya kekurangan dukungan dari atasan-atasan mereka untuk menerapkan ketrampilan – ketrampilan yang akan diperoleh.
  - e. Lain-lain (sebutkan)
  
8. Menurut pendapat Anda, apa yang menjadi kendala utama untuk mencapai kinerja yang lebih baik dari para peserta dalam pelatihan Anda ?
  
9. Menurut pendapat Anda, DUA tindakan yang mana yang akan paling berperan dalam perbaikan/peningkatan keluaran ('output') lembaga pelatihan ini ?
  - a. Perbaikan gedung
  - b. Tersedianya lebih banyak peralatan
  - c. Peningkatan kemampuan dalam rancangan kurikulum
  - d. Peningkatan kemampuan untuk membuat bahan-bahan pelatihan yang baik
  - e. Peningkatan kemampuan untuk membuat petunjuk untuk pelatihan
  - f. Peningkatan kemampuan melatih dari pelatih
  - g. Perbaikan seleksi peserta pelatihan
  - h. Koordinasi yang lebih intensif antara instansi klien dan lembaga pelatihan sehingga program pelatihan akan lebih memberikan ketrampilan-ketrampilan yang dibutuhkan/diharapkan oleh klien.
  - i. Pemberian waktu (dan dana) yang lebih banyak untuk persiapan (bahan) pelatihan
  - j. Peningkatan hubungan dengan nara sumber/pelatih dari luar yang dapat membantu/mendampingi dalam persiapan dan pelaksanaan pelatihan.

## EFISIENSI OPERASI

### FORM WAWANCARA : KELOMPOK PESERTA PELATIHAN

**Instruksi :** Form ini dapat digunakan untuk mewawancarai sejumlah peserta pelatihan dalam sebuah kelompok kecil (4-6 orang dari satu atau beberapa pelatihan yang sedang berlangsung). Kalau bisa, jawaban-jawaban sebaiknya menggambarkan / mencerminkan konsensusnya. Kalau musyawarah tidak bisa menghasilkan mufakat, opini-opini yang berbeda-beda harus dicatat.

1. Pelatihan apa yang sedang Anda ikuti ?

.....  
 .....  
 .....

2. Apakah alasan yang paling utama untuk mengikuti pelatihan ini ?

- a. Saya memilih pelatihan ini supaya saya dapat melaksanakan tugas/pekerjaan saya dengan lebih baik
- b. Atasan langsung yang mengirim saya
- c. Kantor pusat mengirim saya ke pelatihannya
- d. Lain-lain (sebutkan)

3. Bagaimana opini Anda tentang pelatihan ini, bila dibandingkan dengan harapan-harapan Anda ?

- a. Sesuai dengan kebutuhan dan harapan saya
- b. Saya sedikit kecewa dengan / dikecewakan oleh pelatihan ini, karena :  
 .....  
 .....

4. Menurut pendapat Anda, aspek-aspek yang mana dari pelatihan yang memuaskan / tidak memuaskan ?

M = Memuaskan      K = kurang / tidak memuaskan      ? = Tidak punya pendapat

	<b>M</b>	<b>K</b>	<b>?</b>
a. Tingkat pelatihan	[ ]	[ ]	[ ]
b. Isi pelatihan	[ ]	[ ]	[ ]
c. Mutu pengajaran	[ ]	[ ]	[ ]
d. Peralatan/perlengkapan	[ ]	[ ]	[ ]
e. Jumlah latihan	[ ]	[ ]	[ ]
f. Disiplin pelatih	[ ]	[ ]	[ ]

g. Aspek-aspek lain (sebutkan) :  
 .....  
 .....

5. Jumlah peserta pelatihan per pelatihan rata-rata berapa orang ? .....
6. Menurut pendapat Anda, bagaimana tingkat kesulitan latihan dalam pelatihan bila dibandingkan dengan kemampuan para peserta ?
- a. Pelatihan terlalu sulit
  - b. Pelatihan terlalu mudah
  - c. Tingkatnya tepat
7. Menurut pendapat Anda, DUA tindakan yang mana yang akan paling berperan dalam perbaikan / peningkatan keluaran ('output') lembaga pelatihan ini ?
- a. Perbaikan gedung
  - b. Perbaikan/peningkatan peralatan/perlengkapan
  - c. Peningkatan mutu staf pelatih
  - d. Peningkatan tingkat kesulitan pelatihan
  - e. Perpanjangan lamanya pelatihan
  - f. Pemberian bimbingan yang lebih baik kepada para peserta sebelum pelatihan diadakan
  - g. Peningkatan disiplin
  - h. Lain –lain (sebutkan) :

.....

.....

.....

.....

## EFISIENSI OPERASI

### FORM WAWANCARA : KELOMPOK MANTAN PESERTA PELATIHAN

Instruksi : Form ini dapat digunakan sebagai dasar untuk mengadakan wawancara dengan sebuah kelompok mantan peserta program pelatihan (4-6 orang : tidak mutlak dari program yang sama) yang diadakan oleh lembaga pelatihan yang bersangkutan.

1. Menurut pendapat Anda, jenis pengetahuan apa yang terutama dibutuhkan supaya dapat bekerja secara efisien dalam pekerjaan Anda ?
  - a. Teoritis
  - b. Praktis
  - c. Teoritis dan praktis
  - d. Teoritis dan pengalaman
  - e. Praktis dan pengalaman
  
2. Apakah Anda menerapkan dalam pekerjaan Anda apa yang Anda pelajari selama pelatihan ?
  - a. Tidak
  - b. Sedikit
  - c. Banyak
  
3. Apakah yang Anda pelajari selama pelatihan cukup agar Anda mampu melaksanakan tugas Anda secara baik ?
  - a. Ya
  - b. Tidak
  
4. Kalau TIDAK, mengapa?
  - a. Pelatihan tidak memberikan pengalaman
  - b. Pelatihan tidak memberikan pengetahuan praktis
  - c. Pelatihan tidak memberikan pengetahuan teoretis
  - d. Pelatihan tidak memberikan pengetahuan teoritis dan praktis
  - e. Waktu pelatihan terlalu pendek
  - f. Waktu pelatihan terlalu lama
  - g. Lain-lain (sebutkan)

.....

.....
  
5. Apakah ada rekan kerja yang sudah mengikuti pelatihan yang sama ?
  - a. Ya
  - b. Tidak

6. Kalau YA, bagaimana pendapat Anda tentang kemampuan mereka bila dibandingkan dengan rekan-rekan kerja yang belum mengikuti pelatihan sejenis ?
  - a. Kemampuan mereka lebih baik/ Mereka pekerja yang lebih baik
  - b. Kemampuan mereka kurang/mereka pekerja yang kurang baik
  - c. Sama saja
  - d. Tidak tahu
  
7. Kalau jawaban no. 6 adalah a, mengapa mereka lebih baik ?
  - a. Pengetahuan mereka lebih banyak
  - b. Pengalaman mereka lebih banyak
  - c. Mereka lebih bertanggungjawab
  - d. Sikap mereka lebih baik
  
8. Menurut pendapat Anda, apakah pelatihan yang Anda ikuti berguna/ada gunanya?
  - a. Ya
  - b. Tidak
  
9. Kalau YA, mengapa ?
  - a. Berkat pelatihan saya dengan lebih mudah melaksanakan tugas-tugas saya dengan lebih baik
  - b. Berkat pelatihan ada peluang untuk promosi
  - c. Gengsi saya lebih tinggi daripada seseorang yang tidak mengikuti pelatihan tersebut
  - d. Saya menghasilkan lebih banyak uang daripada tanpa mengikuti pelatihan tersebut.
  
10. Apakah Anda akan merekomendasikan kepada rekan kerja/teman untuk mengikuti jenis pelatihan yang sama ?
  - a. Ya (mengapa ?)
  - b. Tidak (mengapa ?)
  
11. Saran/rekomendasi apa yang dapat Anda berikan supaya pelatihan yang sudah Anda ikuti akan lebih berguna untuk orang yang akan mengikutinya pada masa yang akan datang ?

## **ANNEX 3**

# **LIST OF COURSES CONDUCTED BY THE FORESTRY TRAINING INSTITUTES INCLUDED IN THIS REVIEW 2005 - 2007**



**PusdiklatHut Bogor: Course Programs**

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>27</sup>		
				TA 2005	TA 2006	TA 2007
<b>I.</b>	<b>Diklat Pra-Jabatan</b>					
1.	Pra-Jabatan Gol II	CPNS-SLTA	14	244 (8)	84 (2)	
2.	Pra-Jabatan Gol I-II	CPNS-SLTA	15		81 (2)	736 (19)
3.	Pra-Jabatan Gol III	CPNS-Sarj.	14	290 (9)	195 (6)	24 (1)
	<b>Sub-total I.</b>			<b>534 (17)</b>	<b>360 (10)</b>	<b>760 (20)</b>
<b>II.</b>	<b>Diklat dalam Jabatan</b>					
<b>A.</b>	<b>Diklat Struktural</b>					
4.	Diklat PIM (Pimpinan) Tk. I	Eselon I	60			3 (1)
5.	Diklat PIM (Pimpinan) Tk. II	Eselon II	60	11 (1)	5 (1)	
6.	Diklat PIM (Pimpinan) Tk. II	Eselon II	50			10 (1)
7.	Diklat PIM (Pimpinan) Tk. III	Eselon III	50	31 (1)	120 (4)	40 (1)
8.	Diklat PIM (Pimpinan) Tk. IV	Eselon IV	37		137 (4)	40 (1)
	<b>Sub-total II.A</b>			<b>42 (2)</b>	<b>262 (9)</b>	<b>93 (4)</b>
<b>B.</b>	<b>Diklat Teknis &amp; Fungsional</b>					
9.	PPNS Pola 100 JPL	Polhut	15	46 (3)		32 (1)
10.	PPNS Pola 400 JPL	Eselon III-IV	60			30 (1)
11.	SPORC	Polhut	38	300 (6)		
12.	SPORC	Polhut	45		299 (10)	300 (10)
13.	Bahasa Inggris	Staf	90	17 (1)	18 (1)	
14.	ESQ	Staf	3	29 (1)		
15.	ESQ	Staf	4		100 (3)	84 (3)
16.	Kepemimpinan Efektif	Eselon III-IV	5	38 (1)		
17.	TOT Widyaiswara Tk. I	Widyaiswara	15	20 (1)		
18.	Diklat Pejabat Penguji Keuangan & Penerbit SDM	Staf Keuangan KSB TU	6	345 (9)		
19.	Polisi Hutan	Tenaga Pengamat	15	79 (3)		
20.	Training Workshop Pengelolaan Hutan Lestari bagi Kepala Dinas Kehutanan Kabupaten	Kepala Dinas Kehutanan	4	33 (1)		

<sup>27</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

*lanjutan*

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>28</sup>		
				TA 2005	TA 2006	TA 2007
21.	Training W'shop Hutan Lestari Bagi Pejabat	Kepala Dinas Kehutanan	4		96 (3)	
22.	TOT Penjenjangan Tenaga Kehutanan	Widyaiswara	15		30 (1)	
23.	Pengelolaan Kawasan Konservasi Laut	PEH – Tenaga Teknis KSDA	15		30 (1)	
24.	TOT Penjenjangan Fungsional PEH (= Pengendali Ekosistem Hutan)	Widyaiswara	15		27 (1)	
25.	TOT Inventarisasi Biota Laut	Widyaiswara	15		24 (1)	
26.	Pembentukan PPNS	Polhut	60		60 (2)	
27.	TOT Penjenjangan Fungsional Polhut	Widyaiswara	15		28 (1)	
28.	Manfaat Pengelolaan Barang & Jasa	Pejabat Struktural & Tim Pengadaan	7		120 (4)	
29.	PEH (= Pengendali Ekosistem Hutan) Tk. Ahli	PEH-Sarjana	30		60 (2)	30 (1)
30.	PEH (= Pengendali Ekosistem Hutan) Tk. Terampil	PEH-Gol II	21		104 (3)	
31.	Pembentukan Penyuluh Kehutanan Tk. Ahli	Penyuluh	15		53 (2)	
32.	Penjenjangan Polhut	Polhut	30		30 (1)	
33.	Pembentukan Polhut	Polhut	45		80 (3)	236 (8)
34.	Diseminasi Konservasi Alam & Rehabilitasi Alam	Staf Bidang Perencanaan	3		73 (2)	
35.	SIG / GIS Tk. Lanjutan	Tenaga Teknis PBKH	24			18 (1)
36.	Loklatih PUHH	Widyaiswara	15			18 (1)
37.	Loklatih Dasar-dasar Pengelolaan DAS	Widyaiswara	15			20 (1)
38.	Loklatih Manajemen DAS Tk. Dasar	Widyaiswara	15			20 (1)
39.	Loklatih Dasar-Dasar Konservasi SDA	Widyaiswara	15			20 (1)
40.	Loklatih Manajemen Konservasi Tk. Dasar	Widyaiswara	20			17 (1)
41.	Teknik Investigasi	Polhut	30			30 (1)
42.	Calon Widyaiswara	Calon Widyaiswara	45			14 (1)
43.	Widyaiswara Tk. Utama	Widyaiswara	15			18 (1)

<sup>28</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

*lanjutan*

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>29</sup>		
				TA 2005	TA 2006	TA 2007
44.	Widyaiswara Tk. Madya	Widyaiswara	15			18 (1)
45.	Widyaiswara Tk. Muda	Widyaiswara	18			18 (1)
46.	Penjenjangan Penyuluh Kehutanan Tk. Madya	Penyuluh Madya	15			30 (1)
47.	Penjenjangan Polhut Pelaksana Pengendalian	Polhut	30			22 (1)
	<b>Sub-total II.B</b>			<b>907</b> <b>(26)</b>	<b>1.292</b> <b>(43)</b>	<b>975</b> <b>(37)</b>
	<b>TOTAL No. Participants (Batches)</b>			<b>1.483</b> <b>(45)</b>	<b>1.914</b> <b>(62)</b>	<b>1.828</b> <b>(61)</b>
	<b>TOTAL No. TRAINING-DAYS</b>			<b>843</b>	<b>1.661</b>	<b>1.695</b>

<sup>29</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

**BLK Bogor : Course Programs**

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>30</sup>		
				TA 2005	TA 2006	TA 2007
<b>I.</b>	<b>APBN BDK-BOGOR</b>					
<b>A.</b>	<b><u>Pendidikan Kedinasan</u></b>					
1.	Program D-IV Angkatan II	Penyuluh Kehutanan	240	77 (2)		
2.	Program D-IV Angkatan III	Penyuluh Kehutanan	240		39 (2)	
<b>B.</b>	<b><u>Pelatihan</u></b>					
1.	Pembentukan PEH Tk. Ahli	Fungsional Departemen	30	61 (2)	29 (1)	
2.	KSDA Ahli Tingkat Pertama	Calon Sub-Seksi / Resort	60	20 (1)		
3.	Polisi Kehutanan	Polisi Kehutanan	15	78 (2)		
4.	Manajemen Pengadaan Barang & Jasa	Tim Pengadaan Barang & Jasa	7	28 (1)	31 (1)	
5.	English for Guide (Mobile Training)	Petugas Lapangan Taman Nasional	5	41 (3)	40 (3)	
6.	Pengukuran & Perpetaan Tk Dasar	Umum	30		29 (1)	29 (1)
7.	Satuan Tugas Khusus Polhut Reaksi Cepat Bidang Kehutanan	Polisi Kehutanan	15		59 (2)	73 (2)
8.	Manajemen KSDA Tk. I	Kepala Seksi Wilayah	60		69 (3)	
9.	Eko-Wisata	Staf Pengelola	15		18 (1)	
10.	Pembuatan Kebun Bibit Desa	Kepala Desa	15		22 (1)	
11.	Konservasi Tanah & Air	Tenaga Lapangan RLPS	15		15 (1)	
12.	Teknik Valuasi	Petugas Taman Nasional	15		15 (1)	
13.	Teknik Pendampingan Masyarakat	Penyuluh, PEH	15		122 (4)	30 (1)
14.	Pembentukan Penyuluh Kehutanan Tk Ahli	Penyuluh Kehutanan	30		39 (2)	
15.	Manajemen Barang Milik Negara	Staf Kehutanan	15		18 (1)	

<sup>30</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

*lanjutan*

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>31</sup>		
				TA 2005	TA 2006	TA 2007
16.	Perencanaan Konservasi Partisipatif	Staf KSDA & Dishut	15		20 (1)	25 (1)
17.	Pengelolaan Hutan Mangrove	Staf Teknis & Lapangan	15			28 (1)
18.	Penjenjangan Polhut Pelaksana Lanjutan	Polisi Kehutanan	30			29 (1)
19.	Manajemen Konservasi Tk. Dasar	Calon Kepala Resort	30			25 (1)
20.	Penjenjangan Penyuluh Kehutanan Muda	Penyuluh Kehutanan	15			28 (1)
21.	Survey Sosial Ekonomi Kehutanan Indonesia	Staf Lapangan / PEH	15			24 (1)
22.	Penjenjangan Penyuluh Kehutanan Pelaksana Lanjutan	Penyuluh Kehutanan	15			25 (1)
23.	Dasar-Dasar Pengelolaan KSDA	Staf Taman Nasional & KSDA	15			23 (1)
24.	Dasar-Dasar Pengelolaan DAS	Staf RLPS	15			26 (1)
25.	Pemanfaatan Wisata Alam & Jasa Lingkungan	Staf Pengelola Wisata Alam	15			22 (1)
26.	Manajemen DAS Tk Dasar	Calon Eselon IV	30			15 (1)
27.	Pengamanan Hutan Partisipatif	Polisi Kehutanan	15			27 (1)
28.	Teknik Pembuatan Bokasi	Masyarakat	15			30 (1)
	<b>TOTAL I</b>			<b>305 (11)</b>	<b>565 (25)</b>	<b>459 (17)</b>

<sup>31</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

*Lanjutan*

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>32</sup>		
				TA 2005	TA 2006	TA 2007
<b>II.</b>	<b>DANA LAIN</b>					
1.	Penyuluhan Kehutanan Tk. Ahli	Penyuluh Kehutanan	6	100 (1)		
2.	Pra-Jabatan Tk. II	PNS baru	10	138 (2)	81 (2)	118 (3)
3.	Penguji & Penerbit SPM	Staf Lapangan	5	49 (1)		
4.	Diklat PIM IV		37		67 (2)	
5.	Pemetaan Kontur & Posisi Pohon serta Perencanaan RIL	Staf Perencanaan	6		20 (1)	
6.	Tree Improvement	Staf Perencanaan	5		20 (1)	
7.	Pendampingan Masyarakat sekitar Hutan	Penyuluh Kehutanan	15		40 (2)	
8.	Penyuluh Kehutanan Tk Terampil	Penyuluh Kehutanan	30		20 (1)	
9.	Pembentukan Polisi Kehutanan	Polisi Kehutanan	15		80 (2)	118 (3)
10.	Pra-Jabatan Gol. II / I Pola Honorer	PNS baru	19			241 (8)
11.	Pelatihan Bagi Mitra Dephut	Organisasi masyarakat	4			32 (1)
12.	Pelatihan Bagi Mitra Dephut	Organisasi masyarakat	3			66 (2)
13.	Penyuluh Lapangan Pertanian	Penyuluh Kehutanan	11			482 (6)
14.	Teknik Pembuatan Bokasi	Masyarakat	5			30 (1)
	<b>TOTAL II</b>			<b>287 (4)</b>	<b>328 (11)</b>	<b>1.087 (24)</b>
	<b>TOTAL No. Participants (Batches)</b>			<b>592 (15)</b>	<b>893 (36)</b>	<b>1.546 (41)</b>
	<b>TOTAL No. TRAINING-DAYS</b>			<b>683</b>	<b>1,177</b>	<b>623</b>

<sup>32</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

## **ANNEX 4**

# **LIST OF COURSES CONDUCTED BY THE AGRICULTURAL TRAINING INSTITUTES INCLUDED IN THIS REVIEW 2005 - 2007**

**BBPP Binnuang : Course Programs**

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>33</sup>		
				TA 2005	TA 2006	TA 2007
1.	Forum Penyuluh Angkatan I & 2	Penyuluh	2	55 (2)		
2.	Pelatihan Pengembangan Kelembagaan P4S	Masyarakat	7	20 (1)		
3.	Pengembangan Kawasan Usaha Pertanian	Penyuluh	7	27 (1)		
4.	Pelatihan Penguatan Kelembagaan Kelompok KIMBUN Tahap II (regional)	Penyuluh	7	30 (1)		
5.	Manajemen Agropolitan	Penyuluh	7	30 (1)		
6.	Agribisnis Jeruk LRPS (Lahan Rawa Pasang Surut)	Penyuluh	7	30 (1)		
7.	Manajemen bagi Penyuluh	Penyuluh	7	30 (1)		
8.	Budidaya Komoditas Unggulan LRPS (Lahan Rawa Pasang Surut) Angkatan I, II	Penyuluh	7	30 (2)		
9.	Pengembangan Usaha Mikro bagi Pengurus Gabungan KPK (Kelompok Petani–Nelayan Kecil)	Penyuluh	5	30 (1)		
10.	Budidaya Kelapa Sawit	Penyuluh	7	30 (1)		
11.	Penyegaran bagi Petugas	Penyuluh	7	30 (2)		
12.	Pengelolaan BPP	Penyuluh	14	30 (1)		
13.	Manajemen Budidaya Padi Organik LRPS (Lahan Rawa Pasang Surut)	Penyuluh	7	30 (1)		
14.	Agribisnis Kelapa	Penyuluh	7	30 (1)		
15.	Forum Petani	Petani	2	42 (1)		
16.	Penumbuhan Usaha Agribisnis	Penyuluh	7	30 (1)		
17.	Penyuluh Swakarsa	Penyuluh	5	89 (2)		
18.	Kepemanduan bagi Penyuluh	Penyuluh	3	92 (2)		
19.	Kewirausahaan Bagi Petani Muda	Petani	7	25 (1)		
20.	Kewirausahaan bagi Penyuluh	Penyuluh	7	30 (1)		
21.	PRA bagi Penyuluh	Penyuluh	12	46 (1)		
22.	Penyetaraan D3	Aparatur	60	30 (1)		
23.	Workshop Rancang Bangun Rekayasa Diklat	Staf Diklat	2	47 (1)		
24.	Agribisnis Kelapa Sawit bagi Petugas	Penyuluh	7		30 (1)	

<sup>33</sup> As example: “60 (3)” means that a certain training-course has been conducted for 3 batches, with in total 60 participants.



*Lanjutan*

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>34</sup>		
				TA 2005	TA 2006	TA 2007
25.	Kewirausahaan bagi Pengurus Gab. KPK (Kelompok Petani –Nelayan Kecil)	Penyuluh	3		68 (2)	
26.	Budidaya Komoditas Unggulan LRPS (Lahan Rawa Pasang Surut) bagi Petugas	Penyuluh	14		26 (1)	
27.	Optimalisasi Rancang Bangun Paket Teknologi LRPS (Lahan Rawa Pasang Surut) bagi Petugas	Penyuluh	15		60 (2)	
28.	Manajemen Agribisnis Kelapa LRPS (Lahan Rawa Pasang Surut)	Penyuluh	14		25 (1)	
29.	Manajemen Simpan Pinjam bagi KPK (Kelompok Petani –Nelayan Kecil)	Penyuluh	5		116 (4)	
30.	Agribisnis Lada bagi Petugas	Penyuluh	14		30 (1)	
31.	Manajemen Agribisnis Padi Organik LRPS (Lahan Rawa Pasang Surut)	Penyuluh	7		30 (1)	
32.	MP3 (Metodologi Penyuluhan Pertanian Partisipatif) bagi Petugas	Penyuluh	4 bulan		30 (1)	
33.	Kewirausahaan Agribisnis bagi Petani Muda	Petani	7		24 (1)	
34.	Participatory Rural Appraisal (PRA) Responsif Gender	Masyarakat	7		30 (1)	
35.	Pasca Panen Pertanian	Penyuluh	14		60 (2)	
36.	Pasca Panen Hortikultura	Penyuluh	14		30 (1)	
37.	Agribisnis Coklat Bagi Petugas	Penyuluh	15		56 (2)	
38.	Diversifikasi Pangan	Penyuluh	7		30 (1)	
39.	Pengelola LM3 (Lembaga Mandiri Yang Mengakar di Masyarakat)	Petani	7		60 (2)	
40.	Simpan Pinjam	Petani	5		57 (2)	
41.	Pendamping LM3 (Lembaga Mandiri Yang Mengakar di Masyarakat)	Petugas pendamping	7		20 (1)	
42.	Studi Banding LM3 (Lembaga Mandiri Yang Mengakar di Masyarakat)	Petugas pendamping	5		51 (1)	
43.	Workshop Kelembagaan Diklat	Staf Diklat	2		23 (1)	
44.	Lokakarya Lapangan Pengarusutamaan Gender	Masyarakat	2		60 (1)	

<sup>34</sup> As example: “60 (3)” means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

*lanjutan*

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>35</sup>		
				TA 2005	TA 2006	TA 2007
45.	Evaluasi Akhir Lokakarya Lapangan Pengarusutamaan Gender	Masyarakat	2		60 (1)	
46.	Pengolahan Hasil Perkebunan	Penyuluh	14		30 (1)	
47.	Workshop Metodologi Penulisan Ilmiah Populer bagi Widyaiswara	Widyaiswara	3		30 (1)	
48.	Dasar Khusus Penyuluh Pertanian Terampil	Penyuluh	14		30 (1)	
49.	Kepemimpinan & Kewirausahaan Berdasarkan Etika Moral	Ormas	7			27 (1)
50.	Pemberdayaan Petani Atsiri	Petani	5			60 (2)
51.	Pelatihan Pengelolaan Kelembagaan P4S bagi Pengelola	Pengelola P4S	7			20 (1)
52.	Teknik Penyulingan Minyak Atsiri	Petani	5			60 (2)
53.	Pelatihan Pemberdayaan Kelompok Mandiri Pangan	Petani	5			52 (2)
54.	Pelatihan Manajemen & Pengembangan Usaha Kelompok	Petani	5			53 (2)
55.	Agri Training Camp	Petani	7			30 (1)
56.	Manajemen Bagi Pengelola LM3 (Lembaga Mandiri Yang Mengakar di Masyarakat)	Pengurus LM3	7			86 (4)
57.	Perlindungan Tanaman (POPT) bagi Tenaga Kontrak Wilayah Kalimantan	Penyuluh	15			156 (7)
58.	TOT SLPHT (Sekolah Lapang Pengendalian Hama Terpadu) bagi Petugas	Petugas PHT	10			58 (2)
59.	Workshop Teknologi Pengendalian OPT Wilayah Kalsel & Kalteng	Penyuluh	3			74 (1)
60.	SLPHT Wilayah Kaltim 7 kelompok (Pasir, Kukar, Berau, Bulungan, Samarinda, Penajam Paser Utara)	Petani	15 kali pertemuan			175 (7)
61.	SLPHT Wilayah Kalsel 12 kelompok (Tanah Laut, Banjar, Batola, Tapin, HSS, HSU, Balangan & Tabalong)	Petani	15 kali pertemuan			400 (12)
62.	SLPHT Wilayah Kalteng 12 kelompok (Kobar, Kotim, Kapuas, Barsei, Barut, Katingan, Pulang Pisau, Bartim Seruyan)	Petani	15 kali pertemuan			300 (12)

<sup>35</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

*lanjutan*

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>36</sup>		
				TA 2005	TA 2006	TA 2007
63.	Sosialisasi Sistem Pangan Organik	Penyuluh	3			20 (1)
64.	Fasilitasi Sistem Jaminan Mutu Komoditi Perkebunan	Penyuluh	5			22 (1)
65.	Perlindungan Tanaman Wilayah Kalsel	Penyuluh	7			30 (1)
66.	Pelatihan PRA	Penyuluh	5			59 (2)
67.	Pelatihan Sistem Kewaspadaan Pangan & Gizi (SKPG)	Penyuluh	5			23 (1)
68.	Bimbingan Penyusunan Prosedur Operasional Standar Pemenuhan SNI	Penyuluh	10			23 (1)
69.	Pamong Saka Taruna Bumi	Penyuluh	7			30 (2)
70.	Pengembangan Kompetensi Petugas Karet	Penyuluh	9			56 (2)
71.	Pengembangan Kompetensi Petugas Sawit	Penyuluh	9			52 (2)
72.	Manajemen Bagi Pendamping LM3	Pendamping LM3	7			80 (4)
73.	TOT Pengembangan Usaha Agribisnis Pedesaan (PUAP)	Penyuluh	9			64 (2)
74.	Apresiasi Penyelia Mitra Tani	Penyuluh	3			16 (1)
75.	Pelatihan Penyuluh Tenaga Harian Lepas	Penyuluh	3			244 (7)
<b>TOTAL No. Participants (Batches)</b>				<b>863 (28)</b>	<b>1,036 (41)</b>	<b>2,270 (83)</b>
<b>TOTAL No. TRAINING-DAYS</b>				<b>227</b>	<b>398</b>	<b>842</b>

<sup>36</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

## **ANNEX 5**

# **LIST OF COURSES CONDUCTED BY THE PUBLIC WORKS TRAINING INSTITUTES INCLUDED IN THIS REVIEW 2005 - 2007**

**Pusdiklat PU and Balai Diklat PU (= regional training centers):  
course programs and participants**

No	Type / Category of Training	Number of Participants					
		TA 2005	% of total	TA 2006	% of total	TA 2007	% of total
1.	Diklat Teknis SDA ( <i>Technical Training Water Resources</i> )	666	12%	1,698	13%	1,141	7%
2.	Diklat Teknis Bina Marga ( <i>Technical Training Roads &amp; Bridges</i> )	819	14%	1,477	11%	2,224	13%
3.	Diklat Teknis Cipta Karya ( <i>Technical Training Housing and Settlements</i> )	717	12%	1,698	13%	2,566	15%
4.	Diklat Teknis Penataan Ruang ( <i>Technical Training Spatial Planning</i> )	51	1%	222	2%	399	2%
5.	Diklat Teknis Umum ( <i>General Technical Training</i> )	3,505	61%	8,123	61%	10,836	63%
<b>TOTAL No. Participants</b>		<b>5,758</b>	<b>100%</b>	<b>13,218</b>	<b>100%</b>	<b>17,166</b>	<b>100%</b>

## Pusdiklat PU di Jakarta : Courses and Participants

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>37</sup>		
				TA 2005	TA 2006	TA 2007
1	Kewidyaiswaraan Subs PIM TK III (R)	Widyaiswara	5	-	-	27 (1)
2	Pengelolaan Sistem Irigasi	Staf Profesional, Eselon IV & III Ditjen SDA	5	-	-	30 (1)
3	Teknis Bidang Tata Ruang	Staf Profesional, Eselon IV & III Ditjen Tata Ruang	5	-	-	30 (1)
4	Teknis Bidang Jalan & Jembatan	Eselon IV Bina Marga	5	-	-	28 (1)
5	Diklat Urban Regional Development Management & Leadership (R)	Calon Manajer Kota/ Daerah, Eselon III yg sdh Spamem, Eselon II yg menjabat	5	-	-	15 (1)
6	System Thinking (R)	Eselon III & II	5	-	-	24 (1)
7	Budaya Kerja Prestatif (R)	Staf Profesional, Eselon IV & III	5	-	-	29 (1)
8	Character Building (R)	Staf Profesional, Eselon IV & III	5	-	-	40 (1)
9	Harga Satuan Jalan Jembatan	Staf Profesional & Eselon IV Bina Marga	5	-	105 (5)	16 (1)
10	Pengelolaan Perkotaan Berwawasan Lingkungan	Eselon IV & III Cipta Karya	5	-	-	23 (3)
11	Aplikasi Peraturan Per UU Jalan-Jembatan	Staf Profesional, Eselon IV & III Bina Marga	5	-	-	15 (1)
12	Pelatihan DAK Bidang Infrastruktur Bina Marga	Eselon IV & III Bina Marga	5	-	-	11 (1)
13	Pengawasan Bidang PU (Construction Audit)	Auditor Inspektorat	5	-	-	74 (5)
14	Hukum Kontrak Jasa Pemborong Konstruksi	Staf Profesional, Eselon IV & III PU	5	-	-	16 (2)
15	Manajemen Pengelolaan Konstruksi	Staf Profesional, Eselon IV & III PU	5	-	-	16 (1)
16	Staf Inti Satker Jalan-Jembatan	Staf Profesional Bina Marga	5	-	-	68 (7)

<sup>37</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>38</sup>		
				TA 2005	TA 2006	TA 2007
17	Manajemen Paska Kontrak	Staf Profesional, eselon IV & III PU	5	-	8 (1)	33 (4)
18	Dokumen Kontrak	Staf Profesional, Eselon IV & III PU	5	-	133 (1)	114 (1)
19	Pengelolaan Barang Infrastruktur Milik Daerah	Staf Profesional, Eselon IV & III PU	5	-	-	50 (1)
20	Penataan Ruang & Pembangunan Infrastruktur (R)	Eselon IV Ditjen Penataan Ruang, Eselon IV & III Dinas <sup>2</sup> Tata Ruang	5	-		40 (1)
21	Pengadaan Barang Jasa Pemerintah	Staf Profesional, Eselon IV & III seluruh Aparatur PU	3	1,249 (8)	1,698 (10)	339 (3)
22	Diklat Pemeliharaan Jalan & Jembatan	Eselon IV & III Ditjen Bina Marga	5	-	29 (3)	-
23	Diklat Pengawasan Teknik Jalan & Jembatan	Eselon IV & III Ditjen Bina Marga	5	-	133 (7)	-
24	Workshop Pengelolaan Bangunan Gedung & Rumah Negara	Eselon IV & III Ditjen Cipta Karya	5	-	40 (2)	-
25	Diklat Manajemen Proyek Bidang Jalan & Jembatan	Eselon IV & III Bina Marga	5	-	30 (1)	-
26	Pembangunan Infrastruktur Daerah (Keppres 67/2005) (R)	Eselon IV & III	5	-	49 (1)	-
27	Penataan Ruang, Pembangunan Infra-struktur, Peningkatan Investasi & Pengelolaan Bencana (R)	Eselon IV Ditjen Tata Ruang	5	-	50 (1)	-
	<b>TOTAL No. Participants (Batches)</b>			<b>1,249 (8)</b>	<b>2,275 (32)</b>	<b>1,038 (39)</b>
	<b>TOTAL No. TRAINING-DAYS</b>			<b>24</b>	<b>140</b>	<b>189</b>

**Note:**

(R) : 'pelatihan rintisan' is a new training-course (based on training and education needs identification results) which was never before available / conducted, so new modules are needed and the organization becomes the responsibility of Pusdiklat PU and is not delegated, because it is still in try-out phase or improvement. For all these new training-courses the trainers originate from 'outsourcing' because Pusdiklat does not have yet the trainers with required competence.

<sup>38</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

**List of Training-courses with Modules Available  
for Various Technical and Functional Courses  
at Pusdiklat PU Jakarta**

<b>I. DIKLAT TEKNIS</b>		
<b>• Bidang Sumberdaya Air</b>		
<b>1</b>	<b>TA0104001K</b>	<b>O &amp; P Irigasi</b>
<b>2</b>	<b>TA0104002K</b>	<b>Pendidikan &amp; Pelatihan Operasi &amp; Pemeliharaan Irigasi</b>
<b>3</b>	<b>TA0603003K</b>	<b>Diklat Pengawas Lapangan Bidang SDA</b>
<b>4.</b>	<b>TA0301004K</b>	<b>Pengawasan Sungai</b>
<b>5.</b>	<b>TA0401005K</b>	<b>Teknik Pengembangan Rawa</b>
6.	TA0701006K	Pengendalian Banjir Perkotaan
7.	TA0701007K	Pengendalian Banjir Bagi Petugas Penyuluh Masyarakat
<b>8.</b>	<b>TA0801008K</b>	<b>Geografikal Information System (GIS)</b>
<b>9.</b>	<b>TA0901009K</b>	<b>Gambar &amp; Anggaran Bidang Pengairan</b>
<b>• Bidang Jalan dan Jembatan</b>		
1	TB0102001K	Perencanaan Umum Jalan Kabupaten (KRMTP)
2	TB0102002K	Perencanaan Pekerjaan Jalan Berwawasan Lingkungan (KRMTP)
3	TB0102003K	Pelaksanaan Pekerjaan Jalan Berwawasan Lingkungan (KRMTP)
4	TB0102004K	Pekerjaan Pemeliharaan Rutin Jalan (NPRMTP)
5	TB0102005K	Desain Geometri Jalan Kabupaten (KRMTP)
6	TB0102006K	Desain Geometri Jalan (NPRMTP)
7	TB0102007K	Desain Perkerasan Jalan Kabupaten (KRMTP Revisi)
8	TB0102008K	Desain Perkerasan Jalan & Kaji Ulang Desain Jalan (NPRMTP)
9	TB0102009K	Perencanaan Teknis Jalan Kabupaten (KRMTP)
10	TB0102010K	Desain Drainase Jalan Kabupaten (KRMTP Revisi)
11	TB0102011K	Perencanaan Sistem Drainase untuk Jalan (NPRMTP)
12	TB0102012K	Desain Dinding Penahan Tanah Jalan Kabupaten (KRMTP)
13	TB0103013K	Pembuatan Jalan Di Atas Tanah Lembek (soft soil) (NPRMTP)
14	TB0101014K	Perkerasan Jalan Di Atas Tanah Lunak
15	TB0101015K	Manual Kapasitas Jalan Indonesia (MKJI) (NPRMTP)
16	TB0101016K	Penyusunan Rencana & Program Pembinaan Jalan Berdasarkan IRMS (NPRMTP)
17	TB0101017K	Pengadaan Tanah Untuk Jalan (NPRMTP)
18	TB0101018K	Penggunaan Aspal Emulsi untuk Perkerasan Jalan (NPRMTP)
19	TB0101019K	Aplikasi GPS dalam Perencanaan Jalan Kabupaten
20	TB0101020K	Forum Penyegaran SDM Perbaikan Jalan Pantura
21	TB0101021K	Aspek Lingkungan Pada Pekerjaan Jalan
22	TB0101022K	Kebijaksanaan Lingkungan
23	TB0202023K	Survei dan Desain Jembatan (KRMTP)
24	TB0202024K	Rencana & Program Jembatan (BMS) (NPRMTP)
25	TB0203025K	Supervisi Pelaksanaan Pekerjaan Jembatan (NPRMTP)
26	TB0204026K	Rehabilitasi Jembatan (NPRMTP)
27	TB0204027K	Pemeriksaan Jembatan (NPRMTP)
28	TB0202028K	Dasar-Dasar Perencanaan Teknis Bangunan Atas Jembatan (NPRMTP)
29	TB0202029K	Perencanaan Teknik Jembatan Tingkat I-Dasar (NPRMTP)
30	TB0203030K	Teknis Pemeriksaan Jembatan
31	TB0201031K	Penerapan Spesifikasi Untuk Pekerjaan Jalan & Jembatan (NPRMTP)
32	TB0304032K	Perencanaan Pemeliharaan Jalan dan Jembatan (KRMTP)
33	TB0304033K	Pelaksanaan Pemeliharaan Jalan dan Jembatan (KRMTP)
34	TB0301034K	Pengelolaan Data Jalan dan Jembatan Kabupaten (KRMTP)
35	TB0303035K	Pengawasan Pekerjaan Jalan dan Jembatan (KRMTP Revisi)



36	TB0303036K	Inspeksi Kontruksi Jalan dan Jembatan Kabupaten (KRMTP)
37	TB0402037K	Teknisi Laboratorium (KRMTP)
38	TB0403038K	Penyiapan Penyusunan Spesifikasi (KRMTP)
39	TB0403039K	Gambar Rencana untuk Kontrak ( KRMTP)
40	TB0403040K	Analisa Harga Satuan Pekerjaan (KRMTP)
41	TB0403041K	Persiapan Daftar Kuantitas & Harga Standart (KTMTTP)
42	TB0204041K	Pemeliharaan dan Rehabilitasi Jembatan
43	TB0303043K	Pengendalian Mutu Pelaksanaan Pekerjaan Beton Jalan dan Jembatan
44	TB0102044K	Desain Perkerasan Jalan
45	TB0304045K	Pemeriksaan Keteknikan Bidang Bina Marga
46	TB0204046K	Pemeriksaan Jembatan II
<b>• Bidang Cipta Karya</b>		
1	TC0102001K	Manajemen Prasarana & Sarana Perkotaan (PSP)
2	TC0102002K	Perencanaan & Pelaksanaan Pembangunan/Pemukiman
3	TC0101003K	Pengelolaan Perijinan Bangunan
4	TC0103004K	Pengawasan Bidang Bangunan Gedung
5	TC0101005K	Pengawasan Lapangan Permukiman & Prasarana Wilayah
6	TC0201006K	Pengawasan Kualitas Air
7	TC0201007K	Pengelolaan Air Limbah Rumah Tangga
8	TC0202008K	Perencanaan Drainase Perkotaan
9	TC0202009K	Perencanaan Persampahan
10	TC0204010K	O & P Tempat Pembuangan Akhir
11	TC0204011K	O & P Pengelolaan Air Limbah
12	TC0204012K	Manajemen O & P Air Bersih
13	TC0204013K	O & P Fasilitas Jaringan Distribusi
14	TC0203014K	Pengendalian Kebocoran
15	TC0204015K	O & P Peralatan Mekanikal Elektrikal
16	TC0203016K	Pompa & Genset
17	TC0103017K	Pengelolaan Bangunan Gedung & Rumah Negara
18	TC0101018K	Penanggulangan Bahaya Kebakaran
19	TC0204019K	Operator Pompa & Genset
20	TC0201020K	Pengendalian Kehilangan Air PDAM
21	TC0201021K	Perhitungan Tarif Air Minum
22	TC0202022K	Perencanaan, Perancangan, Kontruksi & Pembiayaan IPLT
23	TC0202023K	Perencanaan, Perancangan, Kontruksi & Pembiayaan TPA
24	TC0204024K	Pengelolaan Persampahan Tuntas di Tempat
25	TC0204025K	Kinerja PDAM
26	TC0201026K	Pembekalan Pengawasan Lapangan
27	TC0201027K	Analisa Laporan Keuangan
28	TC0201028K	Perpipaan Transmisi dan Distribusi
<b>• Bidang Penataan Ruang</b>		
1	TT0203001K	Diklat Perencanaan Tata Ruang Wilayah & Kota
2	TT0203002K	Pengendalian Pemanfaatan Ruang
<b>• Bidang Teknik Umum</b>		
1	TT0101001K	Pengukuran Tingkat Penyelia
2	TT0101002K	Pengukuran Tingkat Pelaksana Lanjutan
3	TT0201003K	Gambar dan Anggaran
4	TT0101004K	Ukur Tanah & Pemetaan Tingkat Pelaksana

● <b>Bidang Manajemen</b>		
1	TM0801001K	Pengadaan Barang & Jasa
2	TM0801002K	Diklat Pengadaan Barang & Jasa
3	<b>TM0401003K</b>	<b>Pengembangan Kurikulum Diklat</b>
4	TM0501004K	Manajemen Proyek II
5	TM0201005K	Bandarawan Pengeluaran
6	TM0101006K	Pelatihan Teknis Manual Kepegawaian
7	TM0501007K	Pelatihan Sistem Informasi Manajemen Angkatan II
8	TM0101008K	Eksistensifikasi Data Base & Inventarisasi PNS
9	TM0501009K	Manajemen Laboratorium Pengendalian Mutu
10	TM1001010K	Pembangunan Daerah (KRMTP)
11	TM0201011K	Pelaporan Pekerjaan Sipil dan Keuangan (KRMTP)
12	TM0501012K	Diklat Manajemen Proyek Tingkat Madya
13	TM0501013K	Manajemen Proyek Tingkat Madya
14	TM0501014K	Sistem Informasi Manajemen
15	TM0501015K	Manajemen Proyek Metropolitan BOTABEK USDP
16	TM0501016K	Manajemen Konstruksi
17	TM0501017K	Manajemen Proyek I (KRMTP)
18	TM0501018K	Manajemen Proyek II(KRMTP)
19	TM0501019K	Manajemen Proyek III (KRMTP)
20	TM0501020K	Telaah Manajemen Proyek (KRMTP)
21	TM0501021K	Manajemen Laboratorium & Pengendalian Mutu (KRMTP)
22	TM0501022K	Manajemen Perbengkelan dan Peralatan Kabupaten (KRMTP)
23	TM0901023K	Administrasi Kontrak (NPRMTP)
24	TM0901024K	Pra Kontrak (NPRMTP)
25	TM0901025K	Tata Cara Hukum Kontrak
26	TM0901026K	Hukum Kontrak Jasa Kontruksi (NPRMTP)
27	TM1001027K	Enviromental Policy Kebijakan AMDAL (KRMTP)
28	TM0201028K	Administrasi Keuangan Dana Pinjaman Luar Negeri (KRMTP)
29	TM0601029K	Diklat Pejabat Inti Satuan Kerja (PISK) SDA
30	TM0601030K	Diklat PISK Bidang Jalan & Jembatan
31	TM0601031K	PISK Bidang KOTDES
32	TM0601032K	PIP Penataan Ruang
33	TM1001033K	Good Governance
34	TM1001034K	Pemberdayaan Masyarakat Dalam Pembangunan Permukiman & Prasarana Wilayah
35	TM0701035K	Inventarisasi Barang Milik/Kekayaan Negara
36	TM0501036K	Pengawas Lapangan Pekerjaan Kontruksi Bidang Ke-PU-an
37	TM0101037K	Teknik Negosiasi
38	TM0101037K	Diklat Perencanaan Proyek PHLN Tingkat I (Pertama)
39	TM0101037K	Project Cycle (Perencanaan, Appraisal, & Manajemen Proyek Infrastruktur)
40	TM0101037K	Metoda, Tata Cara dan Spesifikasi
41	TM0101037K	Pedoman/Petunjuk Teknik & Manual
42	TM0101037K	Pengawasan Pekerjaan
43	TM0101037K	Aspek Hukum Dalam Pelaksanaan Kontrak Konstruksi

<b>II. DIKLAT FUNGSIONAL</b>		
<b>• Bidang TOT</b>		
<b>1</b>	<b>FT0501001K</b>	<b>TOT Teknik Pembelajaran untuk Orang Dewasa</b>
2	FT0301002K	TOT Sistem Pencegahan & Penanggulangan Kebakaran pada Bangunan Gedung & Pemukiman
3	FT0301003K	Tenaga Pelatihan (TOT) Tenaga Teknis Penyusunan Rencana Pembangunan dan Pengembangan Perumahan dan Pemukiman di Daerah (RP4D tahun 2003)
<b>4</b>	<b>FT0501004K</b>	<b>Diklat Kewidyaiswaraan Berjenjang Tingkat Pertama</b>
<b>• Bidang SDA</b>		
1	FA0601001K	Diklat Fungsional Pengangkatan Pertama Teknik Pengairan Jenjang Ahli
2	FA0601002K	Diklat Fungsional Pengangkatan Pertama Teknik Pengairan Jenjang Terampil
<b>• Bidang Jalan &amp; Jembatan</b>		
1	FJ0301001K	Diklat Pengangkatan Pertama Jabatan Fungsional Tehnik Jalan dan Jembatan Tingkat Ahli
2	FJ0301002K	Diklat Pengangkatan Pertama Jabatan Fungsional Tehnik Jalan dan Jembatan Tingkat Terampil
<b>• Bidang Cipta Karya</b>		
1	FC0101001K	Diklat Fungsional Pengangkatan Pertama Tata Bangunan & Perumahan Tingkat Ahli
2	FC0101002K	Diklat Fungsional Pengangkatan Pertama Tata Bangunan & Perumahan Tingkat Terampil
3	FC0201003K	Diklat Fungsional Pengangkatan Pertama Teknik Penyehatan Lingkungan Tingkat Ahli
4	FC0201004K	Diklat Fungsional Pengangkatan Pertama Teknik Penyehatan Lingkungan Tingkat Terampil

### Balai Diklat PU Wilayah VIII Banjarmasin: Course Programs and Participants

No	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>39</sup>		
				TA 2005	TA 2006	TA 2007
1.	Perencanaan Drainase Kota		6	32 (1)		
2.	Pengadaan Barang & Jasa Pemerintah		6	132 (4)	30 (1)	30 (1)
3.	TOT Keinstrukturan		6	25 (1)		
4.	Pengawas Lapang Bidang Tanah Lembek		6	21 (1)		
5.	Pengawas Lapang Bidang Perkim		6		30 (1)	
6.	Pengawas Lapang Bidang Sumber Daya Air		6		30 (1)	30 (1)
7.	Pengawas Lapang Bidang Jalan & Jembatan		6		32 (1)	
8.	Pengukuran & Pemetaan		12		29 (1)	
9.	Pengelolaan Bangunan Gedung & Rumah Negara		6		23 (1)	
10.	Pra-Jabatan Gol. I & II		10		47 (1)	190 (2)
11.	Pengukuran Profil		6			30 (1)
12.	Perencanaan Kebutuhan Air Bersih		6			23 (1)
13.	Penerapan Spesifikasi untuk Pekerjaan Jalan & Jembatan		6			28 (1)
	<b>TOTAL No. Participants (Batches)</b>			<b>210 (7)</b>	<b>221 (7)</b>	<b>331 (7)</b>
	<b>TOTAL No. TRAINING-DAYS</b>			<b>42</b>	<b>52</b>	<b>50</b>

<sup>39</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

## **ANNEX 6**

# **LIST OF COURSES CONDUCTED BY THE PROVINCIAL TRAINING AND EDUCATION AGENCY INCLUDED IN THIS REVIEW 2005 - 2007**

### Badan Diklat Propinsi Kalimantan Tengah: Course Programs and Participants

No.	Course Title	Target Group	Duration (days)	Number of Participants and Courses <sup>40</sup>		
				TA 2005 <sup>41</sup>	TA 2006	TA 2007
<b>Pelatihan Struktural</b>						
1.	Diklat Pra-Jabatan Gol I, II & III	CPNS Gol I, II & III	24	2,619 (.)	865 (4)	1,593 (7)
2.	Diklat PIM Tk. III	Pejabat Eselon III	45	213 (.)	239 (6)	253 (6)
3.	Diklat PIM Tk. IV	Pejabat Eselon IV	38	124 (.)	154 (4)	192 (5)
<b>Pelatihan Perencanaan &amp; Pengembangan</b>						
4.	Orientasi Penyusunan Renstra Pemerintah	Aparatur PNS	3		49 (1)	
5.	Orientasi Penyusunan Laporan Akuntabilitas Kinerja Instansi (LAKIP)	Aparatur PNS	3		49 (1)	
6.	Diklat Penataan dan Pengembangan Perpustakaan	Aparatur PNS	7		33 (1)	
7.	Pengembangan Diklat AKD, Penyusunan Silabi, Penyusunan Modul, Penyusunan Pedoman Kediklatan	Aparatur PNS	3			40 (1)
8.	Rapat Koordinasi Penyusunan Program & Pengembangan Diklat Aparatur serta Kemasyarakatan	Aparatur PNS	3			30 (1)
<b>Pelatihan Fungsional</b>						
9.	Diklat Sertifikasi Barang & Jasa	Aparatur Pengelola Pengadaan Barang / Jasa	6		221 (3)	100 (2)
10.	Ujian Nasional Sertifikasi Barang & Jasa	Aparatur Pengelola Pengadaan Barang / Jasa	1		279 (2)	786 (2)
11.	Diklat Peningkatan Kapasitas Camat	Camat	6		21 (1)	30 (1)
12.	Diklat Bendaharawan	PNS Bendahara	6		30 (1)	30 (1)
13.	Diklat Arsiparis Umum	PNS Calon Fungsional Arsip	6			54 (1)
14.	Diklat Teknis Kesekretariatan	PNS TU & Sekretaris	6			14 (1)
15.	Diklat Penyusunan LAKIP	PNS Program & Pelaporan	6			43 (1)

<sup>40</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.

<sup>41</sup> Data for FY 2005 are incomplete. Data / info on courses, participants, batches, duration for the concerned year could not be provided by Badan Diklat Prop. Kalteng.

*Lanjutan*

No.	Course Title	Target Group	Durati on (days)	Number of Participants and Courses <sup>42</sup>		
				TA 2005	TA 2006	TA 2007
<b>Pelatihan Teknis Sektoral</b>						
16.	Diklat Teknis bagi Tenaga Operator Telekomda	PNS	7		26 (1)	
17.	Diklat Teknis Operator Jembatan Timbang	Aparatur PNS	7			30 (1)
<b>Pelatihan Kemasyarakatan</b>						
18.	Diklat Penyuluhan Perpajakan	Tokoh Agama, Masyarakat Umum	7		30 (1)	
19.	Diklat Penyuluh Pencegahan Kebakaran Hutan	Tokoh Masyara- kat, Pemuka Agama & Pengusaha	3			30 (1)
20.	Diklat Orientasi Perencanaan & Fungsi Anggota DPRD Provinsi Kalimantan Tengah	Pimpinan & Anggota DPRD Prop. Kalteng	5			45 (1)
21.	Diklat Orpol/Ormas & Sosial	Kader Parpol & Masyarakat Sosial	5			30 (1)
<b>TOTAL No. Participants (Batches)</b>				<b>2,956 (.?)</b>	<b>1,966 (26)</b>	<b>3,300 (33)</b>
<b>TOTAL No. TRAINING-DAYS</b>				<b>??</b>	<b>419</b>	<b>695</b>

<sup>42</sup> As example: "60 (3)" means that a certain training-course has been conducted for 3 batches, with in total 60 participants.



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