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EVALUATION

Indonesia University Partnership and Aceh Polytechnic Programs: Final Evaluation of The Aceh Polytechnic Program

November 2012

This publication was produced for the United States Agency for International Development by International Business & Technical Consultants, Inc. (IBTCI) under Task Order AID-497-TO-12-00004 of the Evaluation Services IQC. The authors are Jerry Boardman, Frank Schorn, and Dwatmadji. The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

INDONESIA UNIVERSITY PARTNERSHIP AND ACEH POLYTECHNIC PROGRAMS

FINAL EVALUATION OF “THE ACEH POLYTECHNIC PROGRAM”

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ACRONYMS

AD	Act of Establishment (Anggaran Dasar)
ART	Statutes (Anggarran Rumah Tangga)
ATMI	Politeknik ATMI Surakarta
BAN-PT	National Accreditation Board for Higher Education
COP	Chief of Party
D-3	Three-Year Diploma Program – Associate’s degree
D-4	Four-Year Diploma Program – Bachelor’s degree
DACUM	“Develop a Curriculum” process with employers
DIKTI	Direktorat Jenderal Pendidikan Tinggi (Directorate General for Higher Education, Ministry of Education and Culture)
MAN	Madrasah Aliah Negeri (Public Islamic Senior Secondary School)
MoEC	Ministry of Education and Culture
MOU	Memorandum of Understanding
NAD	Aceh Nanggroe Darussalam (Aceh Province)
OJT	On the Job Training
PA	Politeknik Aceh, Banda Aceh
PCR	Politeknik Caltex Riau, Pekanbaru
PEMDA	District Government
PNS	Pegawai Negeri Sipil (government employee)
POLBAN	Politeknik Bandung
POLMAN	Politeknik Manufactur Negeri, Bandung
S-1	Strata 1 – Bachelor’s Degree
S-2	Strata 2 – Master’s degree
SMA	Sekolah Menengah Atas - Academic Senior Secondary School
SMK	Sekolah Menengah Kejuruan Vocational Senior Secondary School
TAPP	The Aceh Polytechnic Program
UnSyiah	Universitas Syiah Kuala, Banda Aceh
USAID	U.S. Agency for International Development
YPA	Yayasan Politeknik Aceh, Banda Aceh
YKPN	Yayasan Keluarga Pahlawan Nasional

EXECUTIVE SUMMARY

The evaluation of United States Agency for International Development/Indonesia's The Aceh Polytechnic Program (TAPP) is the first of a series of six final evaluations of Indonesian institutions of higher education being carried out by International Business and Technical Consultants, Inc. (IBTCI) on behalf of USAID under Task Order #AID-497-TO-12-00004. This evaluation was carried out during September and October 2012 by a team comprised of two American specialists, Dr. Jerry Boardman and Dr. Frank Schorn, and one Indonesian specialist, Dr. Dwatmadji.

Project Background. “Two decades of violent conflict and the 2004 tsunami left Aceh without the educational infrastructure and competitive labor force needed to attract investment and to support long-term development. TAPP was the product of a \$17 million Public-Private Partnership (PPP) between USAID, Chevron Corporation, the City Government of Banda Aceh, and the Ministry of Education and Culture's Directorate General of Higher Education. The TAPP contract, 497-C-00-08-00001, was awarded to Swisscontact, a Swiss-based NGO, for an initial period of performance of November 27, 2007 to October 1, 2010 in the amount of USD 4,928,718. In 2010, TAPP was extended for two additional years, until September 30, 2012, with a new total amount of USD 6,316,583.

Purpose. The purpose of the evaluation was: 1) assess the progress made toward achieving the academic, management, and sustainability goals of the Aceh Polytechnic (PA); 2) assess if the study programs are relevant to the needs and requirements of the local and regional job market; 3) recommend ways to promote mutually beneficial linkages and partnerships with businesses and institutions, provincial and city governments, Chevron, and the Ministry of Education and Culture; and 4) recommend the prospects for the future sustainability of the Aceh Polytechnic.

Specifically, the evaluation was asked to address the following questions:

- 1) To what extent are the available study programs relevant to the needs and requirements of the local and regional job market?
- 2) To what extent are academic services delivered at an acceptable level of quality, and what kind of actions will be required to improve the quality of instruction?
- 3) To what extent has the Polytechnic made progress toward achieving its academic, management, and sustainability goals, and what strategies should be applied to further enhance the achievements?
- 4) What needs to be done to promote mutually beneficial linkages and partnerships with businesses and institutions, such as provincial and city governments, Chevron, and Ministry of Education and Culture, etc.?
- 5) What kind of actions will be required to help make the governance structure of the Polytechnic (through the *Yayasan*/foundation) more viable?

Methodology Utilized and Limitations. The methodology consisted of a desk/document review, semi-structured interviews, supportive evidential data, survey/questionnaires with focus group follow-on, and site-visits to Jakarta, Banda Aceh and Bandung. More than 100 individuals were included in the interviews, surveys and focus-groups. The individuals included representatives from seven firms, city and provincial government, the Directorate General for Higher Education, Ministry of Education and Culture (DIKTI), Bandung technical advisors, The Yayasan/Foundation, auditor, Swisscontact, Aceh Polytechnic senior management/program and teaching staff, Chevron, and current, graduated, and unemployed students.

The main limitation of the evaluation was the short time duration of the evaluation process and the fact that the evaluation occurred during the final week of the Swisscontact contract. More time to visit some of institutions where PA staff and management received training, in addition to Politeknik Manufaktur Negeri Bandung, would have been helpful.

Findings and Recommendations. The recommendations, key findings and related challenges are presented in accordance with the four purposes and five evaluations. For improved clarity, governance was included under Purpose 1 and sustainability under Purpose 4.

Purpose 1 – Progress toward Achieving Academic, Management & Governance Goals.

To what extent are academic services delivered at an acceptable level of quality, and what kind of actions will be required to improve the quality of instruction?

Key Findings on Academic Services: A comprehensive recruitment plan exists and is being implemented. Recruitment activities include promotional visits to over 150 schools, large group recruitment events at the college, regular advertising in local media, and ongoing promotion by the Foundation. At the same time enrollment needs to be increased. Aceh Polytechnic is only averaging about 70% of its capacity. Since 2008, attrition is averaging 20.7%. This is high, especially for a private institution. More can be done to provide support services to the students. On-going career and vocational counseling is limited. Academic support services to assure student readiness for the instructional program is also limited and there is a need for more clubs and sports activities. Many of the graduates are finding employment outside Banda Aceh but need more information on the employment options.

The recommendation is that a wide range of services be delivered at an acceptable level of quality. This includes strengthening recruitment services, delivering effective vocational counseling, providing placement services and arranging extracurricular activities to assure a well-balanced program.

Key Findings on Academic Quality: Each of the current four program streams (Accounting, Information Technology, Electronic and Mechatronics) has a Level C accreditation.¹ PA has no four-year diploma programs (D-4) although three are proposed (Accounting, Information Technology, and Industrial Automation). Some three-year diploma program (D-3) graduates would like to pursue a four-year diploma (D-4) or “Strata 1” (S-1) program². One new D-3 program stream in Electrical Power Engineering is proposed. Only seven of the 58 teaching staff have “Strata 2” (S-2) credentials. Based on a student survey conducted by the evaluation team the current and graduated students across all four program streams are satisfied with the quality of instruction.

The recommendation is to obtain an accredited Level B for each of the four D-3 program streams, obtain three D-4 program approvals, develop a professional development program for staff resulting in the upgrade of a minimum of six staff to S-2 in each program stream, develop and implement a comprehensive MIS system for tracking current and graduated students, student satisfaction and staff evaluation information.

To what extent has the Polytechnic made progress toward achieving its management and governance goals, what strategies should be applied to further enhance the achievements, and what kind of actions will be required to help make the governance structure of the Polytechnic (through the *Yayasan*/foundation) more viable?

Key Findings on Management and Governance: The management and governance of Aceh Polytechnic has been Acehnese-driven in its development and implementation (lecturers are 75% from Aceh and 25% of them are female), management team (the director is originally from Aceh), and there has been strong local city government representation on the Foundation led by the Mayor and the Head of the Foundation (Secretary to the Mayor). The local government was a driving force in the early stage and still plays an important role through the Polytechnic Foundation, which was legalized in February of 2008. The management team is considered to be among the best of the newly established polytechnics in Indonesia. The management team is overworked and understaffed, resulting in some delays in development of systems necessary for the further institutional strengthening of the Polytechnic. The Head of the Foundation has played an important role in promoting Aceh Polytechnic with the schools and school districts, local/regional and provincial government and local firms. The graduates and faculty of Aceh Polytechnic mentioned a need for a student government and the establishment of a faculty/lecturer Senate. This would support effective governance. A stakeholder advisory committee would also affirm the goals and programs at Aceh Polytechnic.

¹ There are different levels of post-secondary accreditation in Indonesia, depending in part on the academic backgrounds of the faculty. Level C accreditation is lower than Level B, which is the level normally required for government employment.

² D-3 (three-year diploma) is approximately comparable to a U.S. associate’s degree, D-4 (four-year diploma) and S-1 (Strata 1) are approximately comparable to U.S. bachelor’s degrees, and S-2 (Strata 2) is approximately comparable to a master’s degree.

Challenge/Strategies: The Foundation and Aceh Polytechnic management staff have implemented their governance and executive tasks in an exceptional manner but in order to move forward, additional assistance is needed in institutional strengthening and marketing and in implementing some of the recently revised by-laws with the Foundation.

The recommendation is to strengthen the management and governance of Aceh Polytechnic through an expanded management team, a strengthened Yayasan Foundation through broader-based stakeholder representation on the governing boards, implementation of the newly revised Act of Establishment (AD-Anggaran Dasar) and statutes (ART-Anggaran Rumah Tangga), and more frequent and transparent communication and exchanges between the Foundation board members and Aceh Polytechnic. This also includes the establishment of a faculty Senate or consultative group and a student council.

Purpose 2 - Relevancy to Needs and Requirements of the Local and Regional Job Market.

To what extent are the available study programs relevant to the needs and requirements of the local and regional job market?

Key Findings on Relevancy: Having relevant curricula is the strength of the Aceh Polytechnic program. Students have appropriate practical skills; they receive two weeks of practical work for every one week of theory. The number of contact hours is 34 hours per week and 20 weeks per semester, considerably higher than in most universities. One hundred percent of the students participate in a six-month on-the-job work experience/internship program. This experience has been invaluable and is unique to Aceh Polytechnic. About 80% of the graduates are getting jobs with 65% employed in Aceh province. PA has the highest placement rate of the 17 new polytechnics in Indonesia.

Challenge: Aceh Polytechnic needs to continue to improve clarification expectations of the student and on-the-job supervisor in the OJT program, better alignment of the internship to the training program, maintain up-to-date equipment, provide relevant business/industry experience for lecturers, and add additional program streams that match local and regional workforce needs.

The recommendation is to continue to refine, validate and implement a competency/skills-based program relevant to the changing needs of the local and regional job market. This includes that lecturers have both appropriate academic credentials and work experience in business and industry; all students graduate with effective technical, language and soft skills required by industry; and that there is a balance between theory and practice. The internship program should be aligned with the study program and job placement, locally and regionally, should be documented.

Purpose 3 - Mutually Beneficial Linkages and Partnerships.

What needs to be done to promote mutually beneficial linkages and partnerships with businesses and institutions, such as provincial and city governments, Chevron, and Ministry of Education and Culture, etc.?

Key Findings on Linkages and Partnerships: PA continues to engage business/industry, government and the Ministry of Education in the strategic development of curricular and activities in classroom activities as well as providing instructional materials for the study programs. PA provides all students with a six month internship in business and industry. A wide range of business and industries have participated throughout Indonesia. Efforts are focused on assuring this is a well-integrated, high quality learning experience. A basic handbook or guidelines need to be developed and provided to all Aceh Polytechnic students and industry supervisors on the goals, activities and assessment of the internship experience. Provision of services for graduates' placement as permanent business and industry employees needs to be strengthened.

Challenge: Linkages with business/industry and government will require greater commitment in providing scholarships, support for short term training and participation in Aceh Polytechnic income generating programs.

The recommendation is that Aceh Polytechnic continue to develop robust business/industry, government and Ministry linkages/partnerships in the area of joint academic and workforce training, program planning, accreditation, and workplace internships for both lecturers and students, support for student scholarships, gifts and grants for instructional and training materials. Efforts to employ graduates are essential.

Purpose 4 - Prospects for Future Sustainability.

Key Findings on Future Sustainability: The operating costs for Aceh Polytechnic is tuition-based (83% at present). There is need for a broader revenue-generating base (e.g., increased income-generating activities -currently at between 2-3%, increased enrollment, reduced attrition, and increased government contribution). Other than the June 2011 Swisscontact Sager report: support to the *Yayasan Politeknik Aceh and the Production Services Unit*, no new income generating strategic has been developed. The provincial government needs to assist in the operational cost of Aceh Polytechnic. The central government through DIKTI has assisted in the development of a fourth study stream (mechatronics) but needs to assist in the co-financing of the operational cost. There has been a recent revision in the Indonesian law on Higher Education (August 2012), which provides a legal framework for the government to co-finance education in general and non-government institutions in particular. There is a need to provide 20% of financially needy students with scholarships similar to those available in the public institutions. Both central government and the firms need to be leveraged to assist in this activity. There has been discussion about the Asia Development Bank providing a soft loan to assist Indonesian Vocational Education Strengthening Projects (INVEST) to some 90 vocational schools for renovation of classrooms, laboratories,

libraries and office buildings. There is the possibility of USAID technical assistance for institutional strengthening through the Higher Education Leadership and Management program (HELM) and some assistance from Chevron with the development of sports fields. Connections to Cisco and Microsoft are developing, especially in the Jakarta area. Additionally, there has been discussion about the government of Indonesia supporting 'community colleges.' Aceh Polytechnic needs to monitor these program opportunities and make application for assistance when such programs are supportive to the mission of the institution.

Challenge: The challenge will be to meet the operating cost these next two/three years. Aceh Polytechnic is one of the best, if not the best, of the new polytechnics in Indonesia but needs additional support to continue to develop and strengthen its structures and programs. The Polytechnic represents an outstanding example of a public-private partnership and it is in everyone's interest to continue to work together to make the institution sustainable.

The recommendation is for improved joint responsibility of donor partners (public and private), strengthened resource mobilization in generating sustainable resources, and an expanded enrollment base through increased program offerings. These programs would be relevant to the economic development of the region and assure that some graduates remain in Banda Aceh.

1.0 INTRODUCTION AND BACKGROUND

“Two decades of violent conflict and the 2004 tsunami left Aceh without the educational infrastructure and competitive labor force needed to attract investment and to support long-term development. The Aceh Polytechnic Program (TAPP) is the product of a \$17 million Public-Private Partnership (PPP) between USAID, Chevron Corporation, the City Government of Banda Aceh, and the Ministry of Education and Culture’s Directorate General of Higher Education. Aceh Polytechnic was established as a private institution to equip high school graduates with post-secondary technical education that meets local, and eventually, international labor demand, generates employment opportunities, and contributes to post-tsunami reconstruction and long-term economic development.” (Annex A – Statement of Work background).

1.1 Evaluation Purpose and Questions

The evaluation of United States Agency for International Development/Indonesia’s The Aceh Polytechnic Program (TAPP) is the first of a series of six final evaluations of Indonesian institutions of higher education being carried out by International Business and Technical Consultants, Inc. (IBTCI) on behalf of USAID under Task Order #AID-497-TO-12-00004. This evaluation was carried out during September and October 2012 by a team comprised of two American specialists, Dr. Jerry Boardman and Dr. Frank Schorn, and one Indonesian specialist, Dr. Dwatmadji.

The purpose of the final evaluation was to 1) assess the progress made toward achieving the academic, management, and sustainability goals of the Aceh Polytechnic; 2) assess if the study programs are relevant to the needs and requirements of the local and regional job market; 3) recommend ways to promote mutually beneficial linkages and partnerships with businesses and institutions, provincial and city governments, Chevron, and the Ministry of Education and Culture; and 4) recommend the prospects for the future sustainability of the Aceh Polytechnic.

Specifically, the evaluation was asked to address the following questions:

- 1) To what extent are the available study programs relevant to the needs and requirements of the local and regional job market?
- 2) To what extent are academic services delivered at an acceptable level of quality, and what kind of actions will be required to improve the quality of instruction?
- 3) To what extent has the Polytechnic made progress toward achieving its academic, management, and sustainability goals, and what strategies should be applied to further enhance the achievements?
- 4) What needs to be done to promote mutually beneficial linkages and partnerships with businesses and institutions, such as provincial and city governments, Chevron, the Ministry of Education and Culture, etc.?

- 5) What kind of actions will be required to help make the governance structure of the Polytechnic (through the Yayasan Foundation (the Foundation)) more viable?

1.2 Project Background

The TAPP contract, 497-C-00-08-00001, was awarded to Swisscontact, a Swiss-based NGO, for an initial period of performance of November 27, 2007 to October 1, 2010 in the amount of USD 4,928,718. In 2010, TAPP was extended for two additional years, until September 30, 2012, with a new total amount of USD 6,316,583.

In accordance with the Logical Framework for TAPP (Annex E), the project purpose was "A financially viable Polytechnic with high reputation among industries and community for high quality technical education provides a broad variety of technical education schemes to a diverse student clientele in NAD [Aceh Nanggroe Darussalam (Aceh Province)]." There were three outputs: 1) a professional school established with sound management addressing a diverse student clientele; 2) demand-led private sector oriented courses developed and delivered with strong links to industry; and 3) mechanisms for financial sustainability developed and implemented.

The program was a public-private partnership involving USAID who provided the "soft" support for three study streams (curriculum development, furniture and equipment, technical assistance, staff training, and co-financing of PA's operational cost); Chevron who provided a state-of-the-art building; Ministry of Education through the Directorate General for Higher Education, Ministry of Education and Culture (DIKTI) who provided a "soft" support for one study stream along with equipment, technical assistance and related staff training; and the City Government of Banda Aceh, who provided land for the campus, access roads, fencing and operational costs for the DIKTI project. TAPP coordinated the implementation making sure that the various parties were blending into a coherent whole. However, the formal coordination, especially the on the part of the Indonesian Government, was handled by the Polytechnic Foundation (Yayasan Politeknik Aceh), which was formally established in February 2008 and a Banda Aceh City Government task force lead by Mayor Pak Mawardi.

Specifically, Swisscontact's contract called for the achievement of the following nine results within a five-year time-frame:

- 1) Development of a demand-led, private-sector oriented three-year diploma program (D-3) and four-year diploma program (D-4)¹ as well as short course offerings, including production of all teaching/learning materials and creation of a plan for meeting Indonesian accreditation standards.
- 2) Establishment of a five-year business plan encompassing: a) cost recovery activities that will cover a minimum of 50% of operating costs during the first three years of operation; and b)

¹ D-3 (three-year diploma) is approximately comparable to a U.S. associate's degree, D-4 (four-year diploma) and S-1 (Strata 1) are approximately comparable to U.S. bachelor's degrees, and S-2 (Strata 2) is approximately comparable to a master's degree.

- tuition financing options such as scholarships and loans to reduce the tuition burden for 20% of low-income students.
- 3) Development of an acquisition plan and procurement of all materials and equipment to operate the Polytechnic in close consultation with USAID.
 - 4) Recruitment of qualified faculty and linkages established as needed with other educational institutions.
 - 5) Formulation of a recruitment strategy to attract a wide variety of students, including outreach activities to attract women and people from remote districts of Aceh.
 - 6) Enrollment of approximately 600 students in the D-3 and D-4 diploma programs, of which 35% are women.
 - 7) Development of an action plan for career planning and job placement services, with the target of 75% of graduates being employed within three months of graduation in industry or as entrepreneurs located in Aceh, or nearby regions of Indonesia and Southeast Asia.
 - 8) Transfer of all financial and academic management from the USAID funded project to the Polytechnic's permanent staff.
 - 9) Transfer of the governance of the institution from founding donors to an independent Foundation (*Yayasan Politeknik Aceh*) that legally owns the institution and is responsible for its oversight.

1.3 Methods and Limitations

The main data collection methodology, instruments and limitations in the evaluation are described in the following section (See Annex E for an alignment of the methodology to the evaluation questions).

1.3.1 Data Collection Methodology and Instruments

Desk/Document Review. The review included Swisscontact annual reports, work plans, PMPs, monthly/quarterly reports, website, and other related Aceh Polytechnic and donor reports and materials.

Semi-Structured Interview Guide with Supportive Evidential Data. The semi-structured interview was completed at the Central/Jakarta-level and in Banda Aceh with the Swisscontact Chief of Party (COP), Aceh Polytechnic management, foundation head, lecturers from each of the program streams, DITKI representatives, business/industry and government officials, POLMAN (Politeknik Manufaktur Negeri, Bandung) Technical advisors, students and parents in accordance with the scope of work (SOW) evaluation questions. Related evidential information was requested at each interview to provide details regarding comments/suggestions provided.

Survey/Questionnaires and/or Focus Group Discussion. Survey questionnaires were completed anonymously from several groups of beneficiaries; e.g., COP/Swisscontact, Aceh Polytechnic senior management and students (current and graduated). A survey/questionnaire format is useful for collecting solid amounts of quantitative data from project beneficiaries. Respondents commented on the quality, relevancy and satisfaction of services and initiatives. Using this type of form made it easier to aggregate data from different respondents in the same category and provided an opportunity for cross-validation and reliability of the data. Focus group discussions and/or follow-on interviews were then conducted with the same beneficiaries. The focus group discussion provided an opportunity to probe in more detail key practices and issues and helped in identifying future actions and strategies for improvement.

Site-Visits – Key project personnel at the primary TAPP project sites in Banda Aceh, Jakarta and Bandung were visited along with business/industry employing Aceh Polytechnic graduates and/or collaborating in the on-the-job (OJT) training program.

1.3.2 Limitations

The short time duration of the evaluation process, which took place just as Swisscontact's contract was ending, was a limiting factor. More time to visit some of the institutions providing training to AP staff, in addition to Politeknik Manufaktur Negeri Bandung, and more business/industries would have been helpful. Future strategies and sustainability will depend on the existing Aceh Polytechnic structures along with its management team unless value-added can be provided by additional donors and support systems.

1.3.3 Organization of the Report

The report is organized into seven sections: an introduction and background, five sections presenting information related to the five statement of work evaluation questions, and a section presenting the key findings, challenges and recommendations. The annexes include the statement of work, work schedule, contact information, data collection instruments, methodology aligned to report, TAPP logical framework, sample firm MOU, supporting data, summary of teaching evaluation, list of documents reviewed, and conflict of interest disclosures.

2.0 EVALUATION QUESTION – RELEVANCY

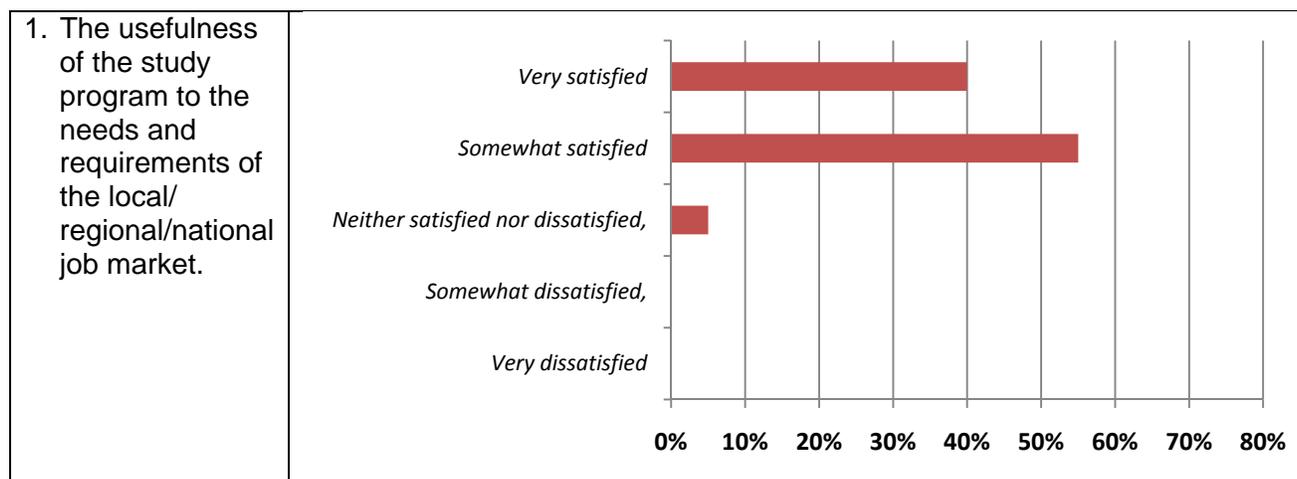
To what extent are the available study programs relevant to the needs and requirements of the local and regional job market?

Discussion will focus on curriculum, staffing, and skills. Progress will be discussed along with future actions and conclusions.

2.1 Relevancy - Curriculum

Successful implementation – In early 2010, all four program streams at Aceh Polytechnic were revised in close cooperation with industry using the “Develop a Curriculum” process with employers (DACUM) approach. TAPP sent two Polytechnic staff to Nepal to be trained as DACUM facilitators. The content was designed specifically to fit with the industry needs. The program is modularized and organized in blocks with one week theory followed by two weeks of practical content and one full semester (6 months) of work experience. The curriculum is project oriented.

Included in Figure 1 below are two bar charts depicting information on relevancy (Annex H) – study program to requirements of the local/region job market and job training/internship to job market. The survey was based on 25 graduates from the 2011 graduating class and was conducted by the evaluation team. Combining the rating of somewhat satisfied and very satisfied indicates 95% relevancy satisfaction with the study program and 70% relevancy satisfaction with the job training/internship program.



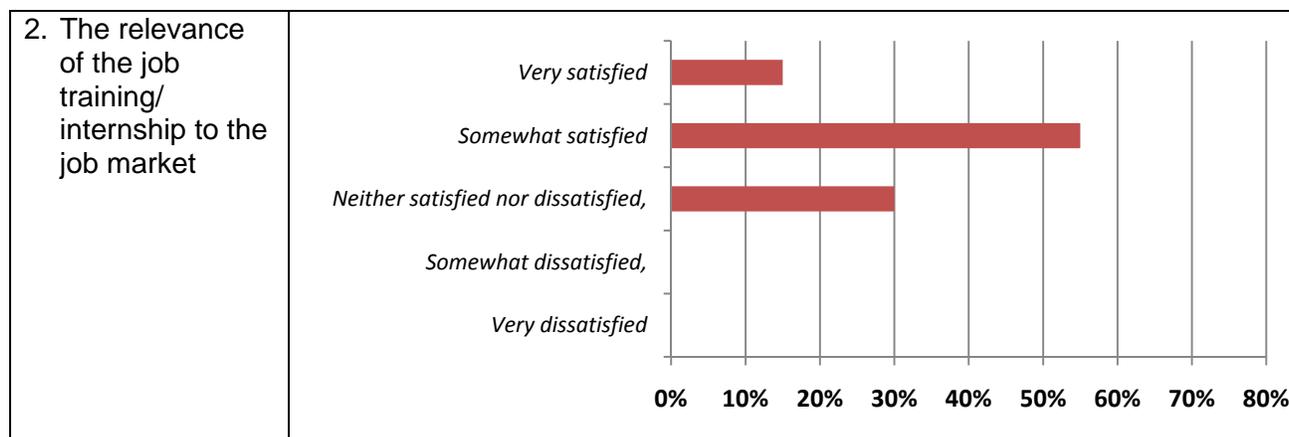


Figure 1: Satisfaction Rating of Relevancy by 25 Graduates of the 2011 Class

Action. The overall program relevancy is good. The need is a periodic review and revision and continually upgrading of materials and equipment to maintain this relevancy level, especially in IT, and an improved awareness of the teaching staff to the work world.

2.2 Relevancy - Staffing

Successful implementation but needs more work – The recruitment of the teaching staff was carried out in three stages of around 15 staff during each group in 2008, 2009 and 2010. About 75% of the teaching staff are from Aceh and 25% are female. The staff were provided with a four-month introductory training at collaborating reputable Polytechnics and further trained on the equipment by the equipment supplier and/or TAPP's technical team. The professional development program for PA lecturers included instructional methodology, OJT training in business and industry, microteaching and a review of curriculum objectives, content and student evaluation strategies. Follow-up support and technical assistance was provided back at PA by POLMAN staff at the conclusion of the program.

The staff is young, energetic, intelligent, and hard-working but with limited work experience and only seven (7) of the 58 have an S-2 (master's) degree. Forty-seven (47) are actively teaching and 11 are currently pursuing further studies or doing an industrial internship. The teaching staff are on one-year contracts so contracts can be extended or terminated as needed in accordance with market needs and requirements and as teaching proficiency dictates.

Included in Figure 2 is a pie chart depicting the formal qualifications of the teaching staff. In summary only 12.1 percent have an S-2 or the equivalent of a master's degree; the remaining members only have a D-3, D-4 or S-1. These are young energetic staff who need an opportunity for further education and some work experience to strengthen their relevancy and professional qualifications in order to enhance the qualifications of the staff at Aceh Polytechnic.

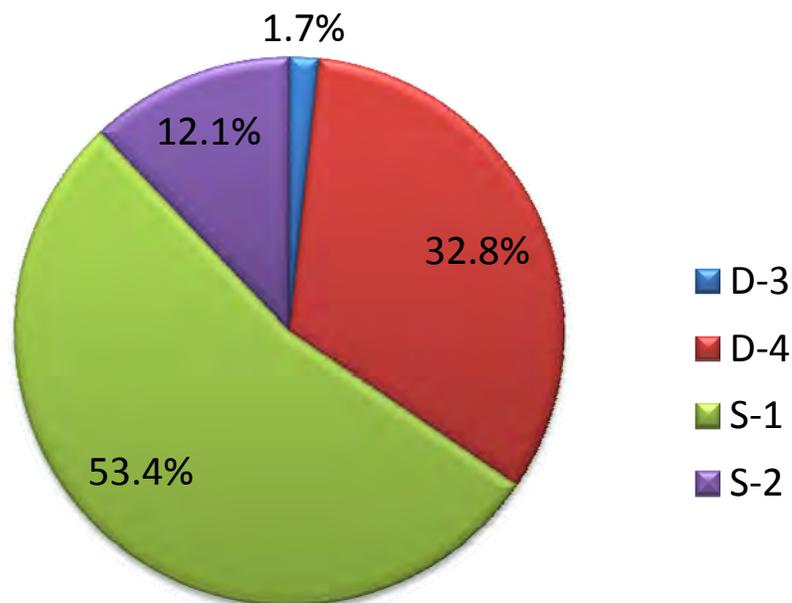


Figure 2: Percentage of Academic Staff having D-3, D-4, S-1 and S-2 Degrees

Action. The area of need is staff professional development; that is, workplace experience and further education, which will enhance teaching relevance, accreditation and government approval of D-4 programs.

2.3 Relevancy – Skills

Successful implementation but needs more work – All entrants are required to do a full-time six-month on-the-job work experience/internship program. This experience has been invaluable and is unique to Aceh Polytechnic, but it needs further refinement to continue to assure a quality program for the students. This includes adequate placement, orientation of all stakeholders including students and supervisors, effective feedback and evaluation strategies, and ongoing collaboration between lecturers and industry supervisors. Many of the students have OJT programs outside Banda Aceh and need a few months to adjust to their new environments.

Action. There is a need to continue to improve clarification expectations of the student and on-the-job supervisor in the OJT program, better alignment of the internship to the training program, maintain up-to-date equipment, provide relevant business/industry experience for lecturers, and add additional program streams that match local and regional workforce needs. More needs to be done in enhancing some of the soft skills, including how to interview and enhanced public speaking/presentation skills, along with English and entrepreneurial skills. In addition, more is needed in the area of skills assessment/testing by experienced, independent industry-based

assessors. This is new in Indonesia and is just being developed. Aceh Polytechnic has been designated as an official assessment center for accounting.

Conclusion

Overall relevancy of the study programs is good as the employers are satisfied with the skills of graduates and are showing a preference for hiring the Aceh Polytechnic graduates. Sixty-five percent of the graduates are getting jobs in Aceh, 18% in Batam, 14% in Java –mostly around Jakarta, and 3% in other parts of Sumatra. Aceh is not a high technology area; consequently about a third of the graduates look nationally and regionally for work.

Additional program streams might be considered that match the local job market; for example, a business/entrepreneurial stream that combines the accounting and IT areas of Aceh Polytechnic with some business and entrepreneurial courses might be a possibility or a program stream in the service industry.

Included are some suggestions from the students (see Annex H):

- Accreditation to at least Level B has to be achieved to improve alumni opportunities to get jobs²
- Accreditation with B status improves the chance for alumni to continue their studies
- Accreditation can improve PA's reputation
- Students need entrepreneurship courses
- Students need more time to have sports, art, and entrepreneurship
- Sports facilities need to be improved
- Alumni need job information; updated job opportunities should be provided by PA
- Accommodation (boarding facilities) for students is needed, as some students from outside Banda Aceh have to pay rent for rooms around campus and the availability of rooms for renting around campus is also limited
- The English competency of staff and students should be improved
- Communication skills of students need improvement
- Library collection and facilities should be improved
- More scholarships for staff and students are needed.
- Students need more information on overseas job opportunities
- Employment networking should be initiated to enhance the opportunities for all alumni; mailing list group for alumni would be beneficial.
- Extra-curricular activities should be improved
- Non- automatic equipment should be partly used during practical works as students still need basic knowledge

² There are different levels of post-secondary accreditation in Indonesia, depending in part on the academic backgrounds of the faculty. Level C accreditation is lower than Level B, which is the level normally required for government employment.

3.0 EVALUATION QUESTION – ACADEMIC SERVICES

To what extent are Academic services delivered at an acceptable level of quality, and what kind of actions will be required to improve the quality of instruction?

Discussion will focus on achievement in implementing quality recruitment services, vocational counseling, quality instruction, classroom instruction, delivery of OJT program, and placement services. Additionally, included in this section is progress related to achieving five TAPP Academic related expected results.

3.1 Achievement in Implementing Quality Recruitment Services

Successful implementation but needs more work - There were three TAPP expected results in recruitment:

- Recruitment of qualified faculty and linkages established as needed with other educational institutions **(Ref. TAPP Result No. 4)**.

***Finding** – Fifty-eight qualified teaching staff were recruited but most have only a D-3 (one teaching staff), D-4 (19 teaching staff), or S-1 (31 teaching staff) level of education. In order to offer a D-4 program, at least six S-2 teaching staff are needed in a study stream. Currently, the most S-2 teaching staff Aceh Polytechnic have in a program stream are one or two. Additionally, few of the current staff have work experience in business/industry. Eleven teaching staff are currently pursuing either further education or participating in a work experience internship.*

***Finding** – Linkages with other educational institutions are good (for example, POLMAN, Politeknik Bandung (POLBAN), Pegawai Negeri Sipil (government employee) (PNS), YKPN, Politeknik ATMI Surakarta (ATMI) and Politeknik Caltex Riau, Pekanbaru (PCR)) at which teaching staff and management participated in introductory training courses and technical assistance was provided.*

- Formulation of a recruitment strategy to attract a wide variety of students, including outreach activities to attract women and people from remote districts of Aceh **(Ref. TAPP Result No. 5)**.

***Finding** – A comprehensive recruitment plan exists and is being implemented. Recruiting activities include promotional visits to over 150 schools, large group recruitment events at the college, regular advertising in local media and on-going promotion by the Foundation. About 25% female students are attending Aceh Polytechnic. Sixty-five percent (65%) of the students are from Banda Aceh and Aceh Besar and 35% from the rural areas of the province; 70% from SMAs (Sekolah Menengah Atas, or academically oriented secondary schools), 25% from SMKs (Sekolah Menengah Kejuruan, or general and vocationally oriented secondary schools), and 5% from MANs (Madrasah Aliyah Negeri (Public Islamic Senior Secondary Schools).*

- Enrollment of approximately 600 students in the D-3 and D-4 diploma programs, of whom 35% are female students (**Ref. TAPP Result No. 6**).

***Finding** – Annual intake enrollment is averaging about 190 students per year with a capacity of 256 per year and with 24.4% female students, both under the expected TAPP results. With around 20% attrition, the total continuing students at Aceh Polytechnic is running at about 470 plus or well under the 600 student enrollment expected. Attrition is part of the issue along low intake numbers. Lack of a D-4 program is given as one reason that enrollments were below expectations; although with a lack of S-2 teaching staff, the likelihood of obtaining an approved D- 4 program in the near future appears questionable. Additional D-3 program streams might be a better option.*

Included below are recruitment data, 2008-2012, along with a bar chart (Figure 3) of the breakdown by entry year, program and female students and graduated students (Figure 4).

Study Program	2008	2009	2010	2011	2012
Electronics	60	47	31	28	29
Informatics	60	61	66	63	53
Mechatronics	60	32	32	31	38
Accounting	60	55	57	52	39
TOTAL	240	195	186	174	159

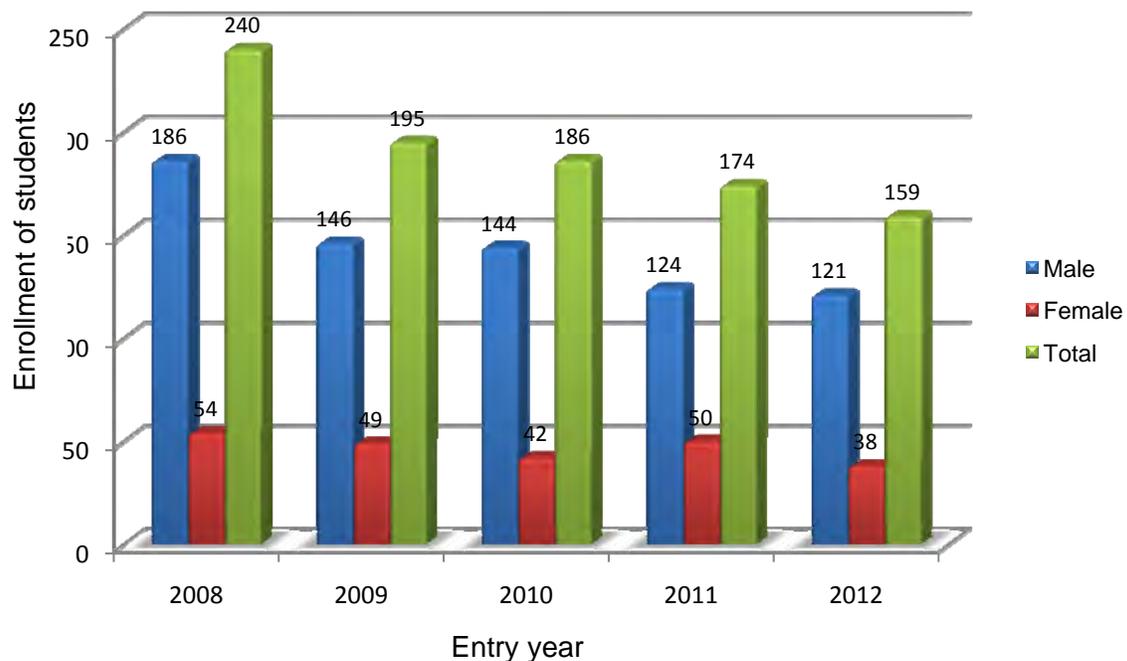


Figure 3. Number of Enrolled Students (male and female) by Entry Year

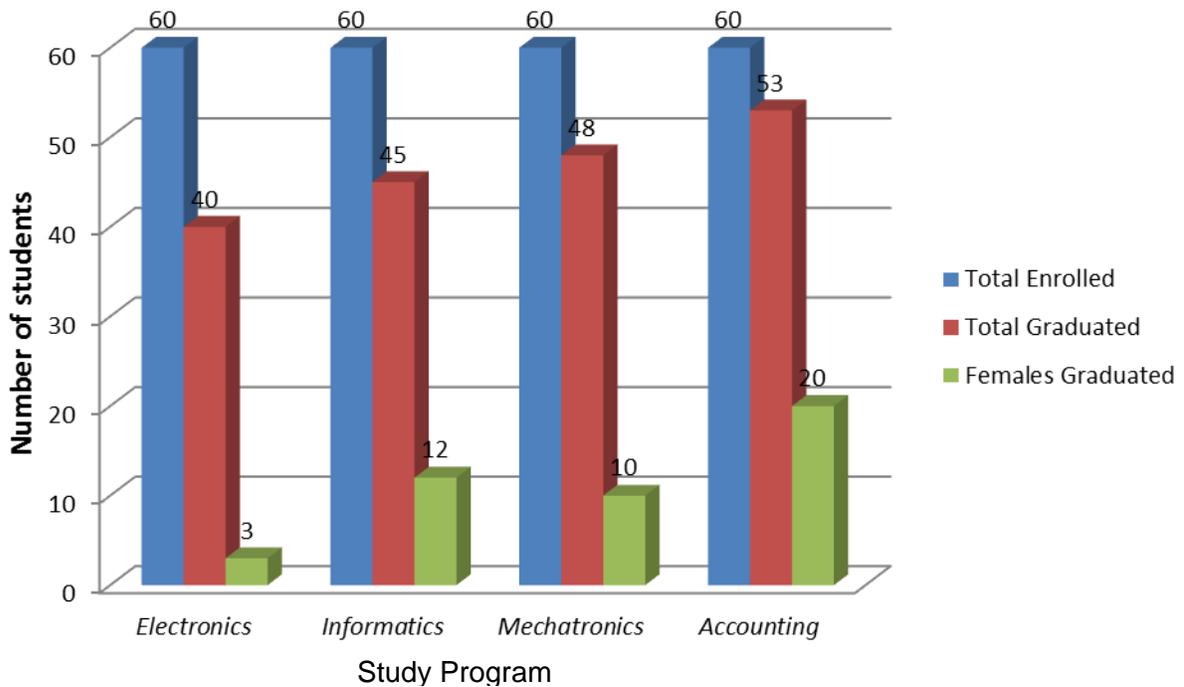
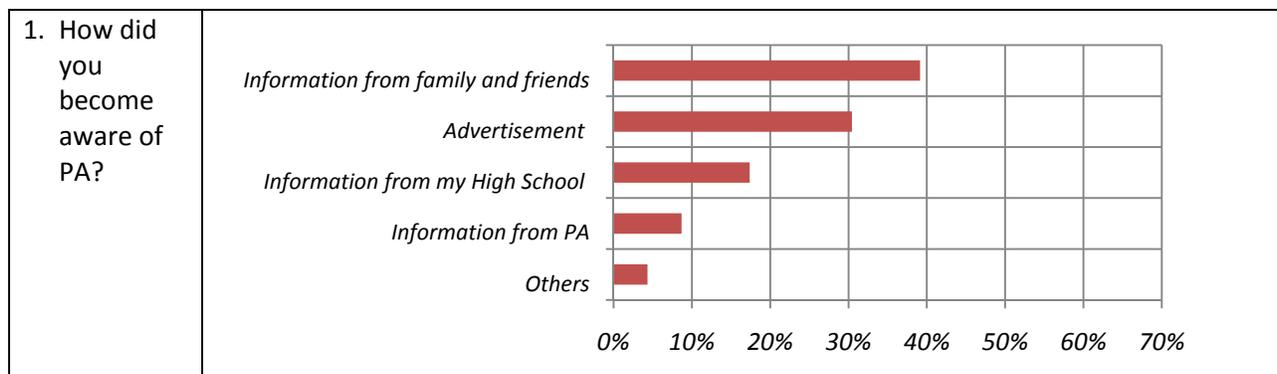


Figure 4. Number of Enrolled and Graduated Students (with female breakout) by Study Program (2011)

As shown in Figure 3, the entry enrollment for female students has dropped slightly over the past four years (from 54 in 2008 to 48 in 2012). The largest number of female students is in Accounting followed by Informatics and Mechatronics. There are only three female students enrolled in Electronics.

Based on a survey of 21 current students (Figure 5), the students indicated that they became aware of PA from family and friends (38%), followed by advertisements in the newspaper (30%) and information from their high school (18%). Their main reason for selecting PA was job opportunities (40%). They perceive their parents as becoming aware of PA through information from family and friends (65%).



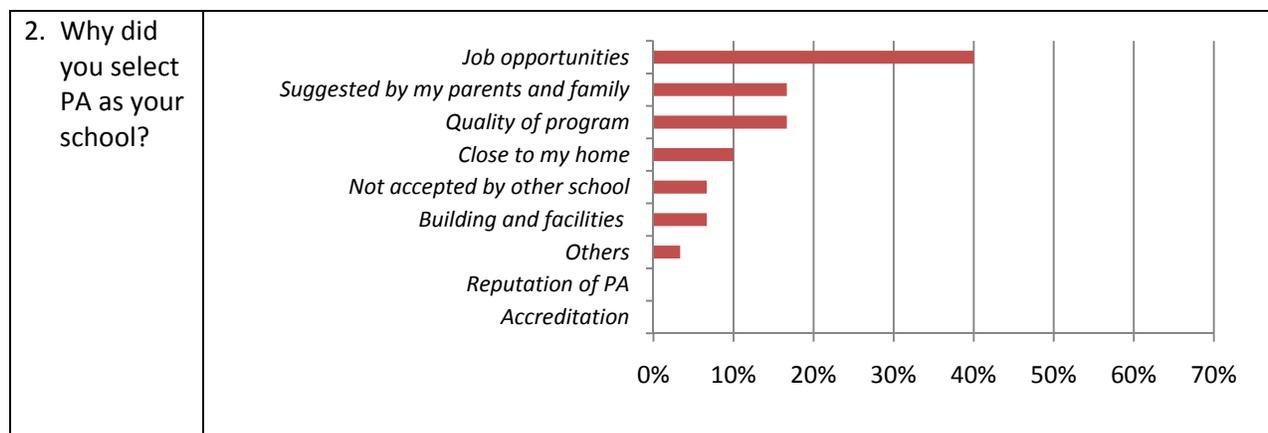


Figure 5: How Students became Aware of PA and why they Selected PA

A survey of 25 PA alumni (see Annex H) indicated somewhat similar results; advertisement in newspapers (42%) and from family and friends (28%) followed by their high school (16%). Their main reason for selecting PA was job opportunities (44%).

Based on an interview with a sample of parents, the parents indicated that they were happy to have their child attend Aceh Polytechnic. Comments were as follows:

Comments from Parents

- Employability is the main issue for parents to choose PA for their child.
- Parents know about PA from family, friends, and some who live near the campus.
- Parents have a high regard for PA as a choice for their child as they know PA was built by Chevron, the city of Banda Aceh, and USAID.
- Parents are confident their child will receive a good standard of education at PA and can get a job after graduation.
- Parents need a scholarship for their child and feel that the tuition fee is expensive.
- Parents like the discipline and tight regulation in the PA.
- Parents would be happy if there were additional facilities, such as sport fields and/or a musholla (small mosque) in which to pray.

Action. PA has a good recruitment plan and needs to continue its current efforts, although recruitment efforts need to increase in most program areas. This includes additional school visits and marketing efforts using multimedia approaches. Additional brochures and recruitment materials may be needed. Graduates can now be used to support recruitment efforts. Special efforts to recruit women is also suggested.

It is important to note that family, friends, newspaper advertisements and information from the school are the best sources of information about PA and that students often choose PA because they believe they will be able to get a job upon completion.

3.2 Achievement in Delivering Vocational Counseling

On-going career and vocation counseling is limited. Academic support services to assure student readiness for the instructional program is limited. Basic entry skills in computer literacy and basic mathematics are not documented and possible tutorial programs should be provided to new students to assure their success in the academic program. Prospective employers should visit the PA on a regular basis; this is beginning to be institutionalized.

Placement services are limited at Aceh Polytechnic. Job providers are occasionally invited to the college. Many of the graduates are finding employment outside Banda Aceh but need more information on employment options available in other parts of Indonesia. Aceh Polytechnic is in the process of developing a Career Development Center on-line information system with input data from both the potential employer and the applicant.

Action. POLMAN has an effective student service program. The challenge at Aceh Polytechnic is to do more in this area. Aceh Polytechnic could pattern their vocational support services program after POLMAN. In addition, students need assistance in interviewing skills and preparing resumes.

3.3 Achievement in Delivering Quality Instruction

Successful implementation - There was one TAPP expected result in quality instruction:

- Development of a demand-led, private-sector oriented three-year diploma program (D-3) and four-year diploma program (D-4) as well as short course offerings, including production of all teaching/learning materials and creation of a plan for meeting Indonesian accreditation standards (**Ref. TAPP Result No. 1**).

***Finding** – Currently, there are four approved Level C D-3 program streams (Accounting, Information Technology, Electronic and Mechatronics). One new D-3 program stream in Electrical Power Engineering is proposed and three D-4 program streams (Accounting, Information Technology and Industrial Automation) are proposed. Procedures are in place to submit for Level B accreditation for each of the current D-3 program streams during this next year.*

Students receive an intensive program that is practically oriented with a focus on problem-based learning; they receive two weeks of practical work for every one week of theory. The number of contact hours is 34 per week and 20 weeks per semester along with a six-month work experience. The program is intensive and helps students to develop a strong work-ethic and good discipline; the intensity of the program is one reason some students who are not used to the environment drop out.

Action. The need is to continue to refine, validate and implement a competency/skills-based program relevant to the changing needs of the local and regional market; and to continue to use representatives from business/industry in the development and review of the curriculum on a regular basis. Level B accreditation is critical and a priority should be given to submitting the proper

paper work for this accreditation. Included in Annex I are the criteria for Level-B accreditation. Aceh Polytechnic is a new institution and national recognition of quality programs is important for promotional purposes for competitive recruitment and job placement.

3.4 Delivery of Classroom Instruction

Teaching staff have lesson plans and have been trained in the use of active learning. The classes are observed by a supervisor and feedback is provided to the staff on how to improve their instruction. Students also complete an evaluation of their classes. Quizzes are given on a random basis in addition to a mid-semester and end of semester test. The teaching staff include class participation (20%) in the computation of the student grades. Multiple instructional aides are used, including textbooks, case studies, and supportive problem-based and central-learning materials.

A sample teaching observation guide is included in Annex I.

Teaching Observation Guide

Two-step process –

- classroom observation of both theory class and practical lab
- discussion on teaching and learning with teaching staff – self-evaluation followed by suggestions by observer followed by joint signing off process

There are 29 questions, which fall into five categories of observation – tangibles (13 items), reliability (5 items), responsiveness (4 items), assurance (3 items), and empathy (4 items)

Comments from the students indicated that the lecturers have good student empathy; that is, they are friendly, supportive, provide clear explanations, and treat you like a friend.

In general, the quality of classroom instruction appears to be very good. Based on a survey given by the evaluation team to some 21 current students and 25 graduates (Annex H), the students indicated that they were somewhat or very satisfied with both the quality of the teaching/learning materials and equipment (95%) and quality of instructors (85%) although because of the limited teaching staff, some students commented about having the same teacher for multiple classes. The students indicated that they were somewhat or very satisfied (current - 65% and graduates - 88%) with the amount of time required to study. The amount of tuition was the main item of dissatisfaction (current students - 95% and graduates - 78%).

Action. Some of the teaching staff see their student evaluations and some do not. It would be good if all teaching staff had access to their evaluations. These evaluations should be shared by the supervisor at the time of the supervisor evaluation. The focus of the classroom evaluation appears to be for the purpose of improving instruction which is excellent.

3.5 Achievement in Delivery of the OJT Program

One hundred percent (100%) of the students participate in a six-month OJT work experience program. This experience has been invaluable and is unique to Aceh Polytechnic but needs further refinement to continue to assure a quality program. This includes adequate placement, orientation of all stakeholders including students and supervisor, effective feedback and evaluation strategies, and ongoing collaboration between lecturers and industry supervisors.

Suggestions Related to OJT from Visits to Seven Firms

- There is a need for a more comprehensive orientation which includes clear expectations and criteria for evaluation
- There is a need for more well defined OJT objectives
- Regular feedback and appropriate mentoring need to be provided to students and supervisors
- Regular visits by PA lecturers would be helpful
- An internship manual would be useful
- Some placements are not related to study programs and activities were not relevant
- Some students felt the internship program should occur at the end of the program

Action. Aceh Polytechnic needs to continue to improve clarification expectations of the student and on-the-job supervisor in the OJT program, better alignment of the internship to the training program, maintain up-to-date equipment, provide relevant business/industry experience for lecturers, and add additional program streams that match local and regional workforce needs.

3.6 Achievement in Delivering Placement Services

Successful Implementation - There was one TAPP expected result in placement:

- Development of an action plan for career planning and job placement services, with the target of 75% of graduates being employed within three months of graduation in industry or as entrepreneurs located in Aceh, or nearby regions of Indonesia and Southeast Asia (**Ref. TAPP Result No. 7**).

***Finding** – By June of 2012, the average employment rate was 75% of the graduates from September of 2011. Some 46 students graduated after the original graduation date because of a delay in completing their final projects and are also included in these totals. This is beyond the three-month mark but is exceptionally good. As of 30 September 2012, the average employment was about 83%. Aceh Polytechnic is working on an on-line Career Development integrated student and employer MIS system to better manage career planning and job placement services. The system has been developed and is almost ready for data input.*

Currently, placement services at Aceh Polytechnic are limited. Job providers are occasionally invited to the Polytechnic and do some testing and interviewing. Graduates need more information on the

employment options. Setting up a comprehensive system takes time although the staff of Aceh Polytechnic should be commended on their personal follow up with the graduates to ensure that all those who wish to obtain employment receive a job.

Interview with Five Unemployed 2011 Graduates – Comments & Observations

- Most had at least one interview
- Need for better English
- Need for better presentation/communication skills
- Competition is keen
- Couldn't find match to training skills
- Internship could have been better
- Weak self-concept (self-esteem)

Action. The integrated employer/student Career Development Center MIS system needs further work prior to full implementation but should be in use for pilot testing for the 2012 graduates. There is need for further development of the soft skills, along with English, and better supervision of the internship experience.

3.7 Conclusion

In terms of Student Learning Goals, Objectives, and Competencies the PA has designed and implemented study programs that address industry needs and the intellectual, practical, career development, personal, and social needs of its students. The courses in each study program are sequenced so that course theory and practice in the students' first year is a foundation for course theory and practice in the second year, which in turn is a foundation for OJT placements and also course theory and practice in the third year, including the final project in the sixth semester.

PA establishes learning goals based on analyses of industry technical education and training needs to give direction to its four study programs. These learning goals remain challenging and appropriate in terms of rigor and diversity, meet student needs, and are consistent with the PA vision, while encouraging all students to excellence. The PA has offered a number of workshops this year for lectures on active learning and project focused learning. The programs appear to be relevant and engaging for most students. Indications are that many lecturers are demonstrating effective student-centered teaching. Instructional excellence is the goal of the PA.

The academic support services need to be strengthened to assure appropriate opportunities for all students to have a relevant and rewarding business and industry career and to enjoy their program and PA.

4.0 EVALUATION QUESTION – MANAGEMENT AND SUSTAINABILITY GOALS

To what extent has the Polytechnic made progress toward achieving its management and sustainability goals, and what strategies should be applied to further enhance the achievements?

Discussion will focus on progress in management and sustainability and related actions/strategies. Additionally, included in this section is progress related to achieving the four TAPP Management and Sustainability expected results. Progress in achieving the five TAPP Academic expected results is included in Section 3.0.

4.1 Progress in Management

Successful implementation – There were two TAPP expected results in management:

- Development of an acquisition plan and procurement of all materials and equipment to operate the Polytechnic in close consultation with USAID (**Ref. TAPP Result No.3**).

***Finding** – This was verified by the Evaluation Team interview with the PKF Auditor on October 4, 2012.*

- Transfer of all financial and academic management from the USAID funded project to the Polytechnic's permanent staff (**Ref. TAPP Result No.8**).

***Finding** – Major executive functions were transferred from TAPP to Aceh Polytechnic 30 September 2010 upon completion of the initial TAPP three-year contract. Since that time, TAPP has functioned primarily in an advisory role. The transfer of all financial matters was completed with the monthly money order by Polytechnic with TAPP on July 6, 2012.*

The management and governance of Aceh Polytechnic has been Acehnese-driven in its development and implementation (lecturers are 75% from Aceh and 25% are female), management team (the Director is originally from Aceh), and there has been strong local city government representation on the Foundation led by the Mayor and the Head of the Foundation (Secretary to the Mayor). The local government was a driving force in the early stage and still plays an important role through the Polytechnic Foundation, which was legalized in February of 2008. The Head of the Foundation has played an important role in promoting Aceh Polytechnic with the schools and school districts, local/regional and provincial government and local firms.

The management team of Aceh Polytechnic received two months of introductory training at reputable polytechnics (i.e., POLMAM, ATMI, and/or PCR) and is considered to be among the stronger teams of the newly established polytechnics in Indonesia.

Action/Strategies. The Aceh Polytechnic management have implemented their executive tasks in an exemplary manner but in order to move forward in development, additional assistance is needed in financial management and marketing and in implementing some of the recently passed by-laws

with the Foundation. Also, graduates and teaching staff of the Polytechnic have indicated a need for a student government and the establishment of a faculty/lecturer Senate. This would support effective governance. A stakeholder advisory committee would also affirm the goals and programs at Aceh Polytechnic.

Additionally, development of an assessment-driven MIS system was outlined in the previous evaluation and still needs to be developed. Limited progress has been made in developing and using such an MIS system for planning, management and evaluation of activities. At present there is no overall strategic and professional development plan. This should include a wide range of options such as training in innovative instructional methodology, short term placement with business and industry, study tours, faculty exchanges, advanced degree programs, peer coaching, and information on best practices and using instructional technology. The role of faculty in developing customized instruction as well as providing services for business and industry is also essential given a wide range of income generation approaches needed by the PA. Additional assistance should be provided to decision makers to assure adequate information for planning and program evaluation.

4.2 Progress in Sustainability

Successful implementation – There were two TAPP expected results in sustainability:

- Transfer of the governance of the institution from founding donors to an independent Foundation (*Yayasan Politeknik Aceh*) that legally owns the institution and is responsible for its oversight (**Ref. TAPP Result No. 9**).

***Finding** – The governance of Aceh Polytechnic was legally transferred to an independent Foundation (Yayasan Politeknik) in February of 2008.*

- Establishment of a five-year business plan encompassing: a) cost recovery activities that will cover a minimum of 50% of operating costs during the first three years of operation; and b) tuition financing options such as scholarships and loans to reduce the tuition burden for 20% of low-income students (**Ref. TAPP Result No. 2**).

***Finding** – A ‘model’ IT program Business Plan was developed in consultation with Swisscontact and POLMAN technical consultants and submitted on 2 June 2011. Responsible staff have been mobilized and are working on implementation. To-date little progress has been made in implementation of this Plan.*

The operational cost for Aceh Polytechnic is tuition-driven (83% at present). There is need for both an increased enrollment (currently at 70% capacity) and a broader revenue-generating base (for example, increased income-generating activities-currently at 2/3%, increased enrollment, reduced attrition, and increased government contribution). The provincial government needs to assist in the operational cost. The central government through DIKTI has assisted in the development of a fourth study stream (Mechatronics) but also needs to assist in the co-financing of the operational cost and the providing of need-based scholarships.. There has been a recent revision in the

Indonesian law on Higher Education (August 2012), which provides a legal framework for the government to co-finance education in general and non-government institutions in particular.

A 'model' Business Plan is in place at Aceh Polytechnic to strengthen income-generating activities (e.g., short-courses, production and services) although at most 10-15% will be generated in this manner and that will take five to 10 years, based on the perspectives of administrators from POLMAN and PA.

Relative to enrollment, the attrition rate is at approximately 20%. This needs to be reduced to under 10% along with a greater in-take of students, which could be done by providing more need-based scholarships and/or by adding additional D-3 program streams – in particular, a program stream that combines business/entrepreneurial courses with the current accounting and IT focus or, possibly, adding a program stream in the service industry area.

Action/Strategies. There is a need to provide 20% of the needy students with a scholarship similar to those available in the public institutions. Both the central government and private sector firms need to be leveraged to assist in this activity. There has been discussion about the Asia Development Bank providing a soft loan to assist Indonesian Vocational Education Strengthening Projects (INVEST) to some 90 vocational schools for renovation of classrooms, laboratories, libraries and office buildings. Aceh Polytechnic needs to pursue this. Other strategies are: USAID is implementing a technical assistance program for institutional strengthening; Chevron is interested in development of the Aceh Polytechnic sports fields and has access to some scholarships for further studies: and there has been discussion about the government of Indonesia supporting 'community colleges.' Aceh Polytechnic needs to monitor these program opportunities and make application for such assistance when these programs are supportive to the mission of the institution. These program strategies should be in addition to the revenue-generating, recruitment and attrition strategies mentioned above.

4.3 Conclusion

The management structure is functioning well but needs to be expanded as the team is overextended. Progress on the management goal has been good during these first five years but progress on the sustainability goal continues to be an issue. The biggest challenge is to meet the operating cost over the next two to three years. Revenue generation and increasing the enrollment are the key issues, as the institution is a tuition-driven system at present. Aceh Polytechnic needs additional support, financial and technical, to continue to develop and strengthen its management, governance, and sustainability efforts. Also, there is need for a strengthened Foundation through broader-based stakeholder representation and implementation of the newly developed by-laws.

Aceh Polytechnic is expected to have in place an assessment-driven information system and student management systems that is comprehensive and current. This system should be designed to address questions relative to student performance and the PA's effectiveness, as well as questions that ask for a comparison of its own students and other students. The PA continually collects data to analyze the performance of its students as they enter, progress, and exit the institution.

- Information should be regularly collected from stakeholders relative to their attitudes, expectations, and assessments of the quality of the PA, its program, the climate, and the success of its students.
- Information gathered from PA, business and industry and student performance information should be used to design quality programs, to establish a positive learning climate, and to continually evaluate and improve all PA programs.
- Follow-up studies of students graduating from the PA should be conducted to determine the degree to which students have made successful transitions to business and industry.
- PA should maintain a verifiable assessment-driven system of information collection that will afford evidence as to the effectiveness of PA in meeting its mission and its vision over time. The following kinds of information, among others, are regarded as useful in program planning and are requisites of a continuous evaluation system.

Student Characteristics: PA collects data on the characteristics of the students served by the Polytechnic.

Admission Practices: PA collects data indicating the degree to which its admission practices are in accordance with the admission policies.

Achievement: An analysis is made to determine the extent to which the PA's instructional objectives are being achieved over time. The assessment should include student grades, GPA, retention rates, program and course completion rates.

Student Attitudes: Systematic inquiry is made into the perceptions held by students concerning the adequacy of their PA experiences and the program.

Lecturer Attitudes: Systematic inquiry is made into the perceptions held by the lecturers regarding those factors in the PA that reduce or enhance their teaching effectiveness and that of the educational program.

Individual Program Cost Effectiveness: An analysis should be made of the per student costs of each program. This cost, when correlated with data concerning student performance, is used to increase efficiency and effectiveness of the curriculum.

Surveys of business and industry mentors and Supervisors: When on-the-job training is provided, PA will conduct systematic surveys to evaluate the adequacy of the initial training the students have received.

Evaluation of All Program Aspects: PA conducts a systematic regular evaluation of all program aspects including course content and instructional methods. Faculty members and students are included in this periodic evaluation.

- Systematic assessments of changing economic and societal conditions, the characteristics of the student body, and program objectives and operations are being considered. These assessments take into account such factors as schedules, library services, and teaching strategies and materials and should be organized in a manner to encourage modifications needed to adapt the program to its changing environment.

5.0 EVALUATION QUESTION – LINKAGES AND PARTNERSHIPS

What needs to be done to promote mutually beneficial linkages and partnerships with businesses and institutions, provincial and city governments, Chevron, and the Ministry of Education and Culture?

Discussion will focus on institutional-level linkages, employment linkages, program linkages and recruitment linkages. Progress will be discussed along with future actions and conclusions.

5.1 Institutional-Level Linkages

Successful implementation but needs more work – Strong linkages exist with other training institutions (e.g., POLMAN, POLBAN, PNS, YKPN, ATMI and PCR). These institutions were instrumental in providing introductory training for the lecturers (four months) and management (two months) and provided follow-on technical consultants.

The USAID and Chevron contributions and partnerships were very successful. The idea of a public-private partnership was well-conceived. The important point is that these partnerships continue in their support of Aceh Polytechnic. The institution is at an early stage in its development and needs more support and institutional strengthening to continue to grow and move in new directions, as it becomes more responsive to the local and region needs of Aceh and develops into one of the top rated Polytechnics (center of excellence) in Indonesia. Likewise, city government made a major contribution in terms of land, access roads, bridge, and fence and in its involvement in the Foundation. The Ministry of Education and Culture also made a contribution through the establishment and support of a D-3 Mechatronics program stream.

Aceh Polytechnic could serve as a Center of Excellence and a model for new polytechnics. The Polytechnic could offer technical assistance, workshops and summer institutes on best practices in designing, implementing and evaluating effective workforce training programs. A yearly conference could help establish a network of polytechnics committed to aligning their programs with the needs of business and industry.

Over 50 businesses and industries have a partnership with Aceh Polytechnic – many with MOUs related to the internship program (see Annex G for a sample). These types of linkages, particularly the six-month internships, which are unique to PA, are new to both PA and employers and are undergoing adjustments and refinements based on their initial experiences. The one linkage which needs significantly more work is at the provincial level. The provincial government needs to be more active in assisting in the operational cost of Aceh Polytechnic and in the support of needs-based scholarships.

Action. More than 50 government scholarships exist for lecturers from Indonesian polytechnics to pursue advanced studies overseas. However, to date, the government has received no applications from any of the polytechnics. There are also opportunities through Chevron's University Partnership Program for advanced studies. Institutional linkages and partnerships are a key to the

future of Aceh Polytechnic – e.g., staff development, recruitment, internships, student and staff scholarships, job placement, and institutional strengthening. Aceh Polytechnic needs to continue to link with other donors with an interest in higher and vocational/technical education; e.g., Chevron, USAID with its HELM program, Asian Development Bank, and with the Indonesian government in terms of exploring adding a community college thrust.

5.2 Employment Linkages

Successful implementation but needs more work – Employment linkages are a key to the internships and job placement. Both of these components represent strengths of Aceh Polytechnic with over 80% job placement of its graduates and about 100 interns placed each semester in a six-month work experience. As mentioned above, Aceh Polytechnic has linkages and partnerships with over 50 businesses/industries. Such linkages are also related to program relevancy, corporate social responsibility, and staff work experience exchanges – all areas needing further development.

Action. Aceh Polytechnic must continue to place a high priority on employment linkages as that is the center piece of the program. Business/industry representatives need to be invited to campus in conjunction with on-going activities; for example, graduations, job fairs, seminars, and workshops. Aceh Polytechnic needs to expand the type and level of business/industry involvement and link with firms with an interest in customized training, specialized short-term courses, and sharing of employment information.

5.3 Program Linkages

Successful implementation but needs more work – There is a need to continue to engage business and industry in the strategic development of curricular and participation in classroom activities as well as providing some instructional materials for all the study programs. Aceh Polytechnic involves business/industry in updating the curriculum through the DACUM process. Additionally, there is a need to up-grade IT equipment on a three-to-five year basis as the program can easily become outdated. Maintaining relevant curricular and equipment is closely linked to a direct engagement with business/industry.

Action. There is a need to continue to promote joint Aceh Polytechnic/business and industry program development; e.g., DACUM, training provider exchanges, sharing of facilities, sponsorship of short-term training, corporate social responsibility, and on-campus visits/interviews.

5.4 Recruitment Linkages

Successful implementation but needs more work – A comprehensive recruitment plan exists and is being implemented. The recruitment unit has a solid working relationship with the local schools. Recruitment activities include promotional visits to over 150 schools, large group recruitment events at the college, regular advertising in local media, and ongoing promotion by the Foundation. Recruitment efforts need to include attracting more women to the technical programs and assuring appropriate internship and job placements. Local business and industry have provided

a limited number of scholarships. At the same time enrollment needs to be increased. Aceh Polytechnic is averaging about 70% of capacity.

Action. With enrollment at 70% capacity, enrollment needs to be increased. More government and local business and industry scholarships are needed and former students will need to be used to help with recruitment activities. A Level B accreditation will help as well as additional program streams oriented to local needs. Better quality students inevitably would prefer to go to institutions that are rated as being of better quality, and Level B accreditation is a necessity for graduates to seek employment with the government and larger firms. Because of the practical focus and strength of the programs and the employability of graduates to date, we believe that it is likely PA can achieve Level B accreditation in the next year or two, but some technical assistance with the process will be needed. (See Annex H.)

5.5 Conclusion

Aceh Polytechnic exists today because of a public-private partnership and its future will also depend on these linkages. It is important that the director and senior staff continue to work on these linkages and partnerships. More can be done in the area of contributions by government and business/industry and in marketing; for example, inviting key stakeholders to special ceremonies and other important events held on campus and continued use of mass media – TV, newspaper and radio in the promotion of Aceh Polytechnic's events and activities, such as, the robotic successes. Aceh Polytechnic needs to continue to build its linkages and partnerships by demonstrating a strong, relevant program with quality graduates who are competitive on the job market.

6.0 EVALUATION QUESTION – GOVERNANCE AND SUSTAINABILITY

What kind of actions will be required to help make the government structure of the Polytechnic (through the Yayasan/foundation) more viable?

Five recommendations were identified in the March 2010 evaluation report, which directly affected governance and sustainability. Progress toward the recommendations will be discussed in this section along with future actions and conclusions.

6.1 Academic Progress

Successful implementation but needs more work – Level C accreditation was approved on 7 October 2011 for each of the four program streams (Accounting, Information Technology, Electronics and Mechatronics) but more work is needed to obtain Level B accreditation for each of these same program streams. This is important as it affects both recruitment and job placement. A D-3 program stream in Electrical Power Engineering is being requested along with three D-4 programs.

Professional development is an essential strategy for academic improvement. A wide range of options need to be considered which focus on active learning, curricula reform and new content knowledge. Many staff should be encouraged to pursue S-2 Master's degree programs, participate in faculty exchanges and in local, regional and international study tours to examine best practices. Uniform and regular staff assessments are beginning to occur and teaching excellence documented.

Action. Aceh Polytechnic will need technical assistance in the area of quality assurance/ accreditation in order to prepare the Level B application in acceptable form for submission to the Indonesian National Accreditation Board. The Head of the Foundation, who is the Secretary to the Mayor, is an important player in advocating for these programs with the government.

The Aceh Polytechnic will require more scholarships and professional development opportunities in the next few years to assure staff have the appropriate academic qualifications and workforce experience for PA to obtain and retain Level B accreditation.

6.2 Foundation Governance Progress

Implementation functional by Indonesian standards but needs more work – the Foundation is involved in the authorization of the Aceh Polytechnic Business Plan, yearly budgets, reports, and independent audits. The Foundation is also involved in lobbying with the local and central government, which is essential for co-financing by the government.

Major executive functions were transferred from TAPP to Aceh Polytechnic late in 2010 upon completion of the initial TAPP three-year contract. Since that time, TAPP has functioned primarily in an advisory role. Two technical consultants – one from Swisscontact and the other from POLMAN – completed a technical consultancy in 2011 to review the statutes and legal framework of the Yayasan Foundation. A report was prepared and the statutes and by-laws revised, but to-date

none of the by-laws have been implemented. Local elections have resulted in delay of implementation of the by-laws as the revised statutes were made subject to the results of the upcoming local elections.

Action. To make the government structure of the Polytechnic more viable, it is important that the revised by-laws be implemented. Additionally, since members of the Yayasan Foundation are active citizens with strong local and regional connections, they should play a major promotional function in marketing Aceh Polytechnic.

6.3 Industry Linkage Progress

Successful implementation but needs more work –OJT guidelines have been produced but are not available in a user-friendly manner for distribution. The final document is still a work in progress. Currently, a majority of the firms have signed MOUs. A sample firm MOU is included in Annex G. As noted, the Head of the Foundation has been exemplary in building positive linkages with the firms. Linkages should be expanded to include efforts in validating the curriculum and course of study, contributing to acquisition of relevant instructional materials and equipment, providing more scholarships, and refining the internship program.

Action. The OJT guidelines need to be finalized and made available to students, lecturers and on-the-job supervisors to help clarify requirements and expectations.

6.4 Revenue Generation

Minimally successful but needs more work – An income-generating ‘Model’ Business Plan has been prepared for IT and is being partially implemented for the self-generation of revenue (e.g., through short-courses, production and services). The challenge is that currently only 2-3% of the needed expenditure is being generated in this manner. At most, 10-15% will be generated but that will take five to 10 years. Options for expanding the production unit, developing a viable continuing education/short course and contract training unit still need to be considered. Short courses and services need to be marketed.

Action. The Foundation needs to continue to lobby the government in support of Aceh Polytechnic, especially relative to sharing in the operating costs and in the provision of need-based scholarships. The Foundation can be helpful in building client linkages in facilitation of the implementation of the Business Plan.

6.5 Industry Linkages include Contributions that Impact Aceh Polytechnic Financially

Non-functional and needs more work – Currently, business/industry make very few contributions that can help support Aceh Polytechnic financially. The concept of industry support to higher education is new in Indonesia and cultural changes need a lot of time to take hold.

Action. The Foundation can be helpful in selling the business/industry ‘contributions’ concept. The Foundation has the linkages necessary to assist in this effort.

6.6 Conclusion

The governance structure of the Polytechnic (through the Yayasan Foundation) was functional during these first five years but needs more work during these next three to five years to become more viable. The management team has demonstrated strong leadership and is among the best of the newly established polytechnics in Indonesia. Revenue generation is an issue along with a more formal functioning Foundation. Linkages with business/industry remain an asset for Aceh Polytechnic as graduates are getting jobs.

7.0 KEY FINDINGS, CHALLENGES AND RECOMMENDATIONS

Included are six key recommendations along with supporting findings and challenges.

7.1 Program Relevancy

The recommendation is to continue to refine, validate and implement a competency/skills-based program relevant to the changing needs of the local and regional job market. This includes that lecturers have both appropriate academic credentials and work experience in business and industry; all students graduate with effective technical, language and soft skills required by industry; and that there is a balance between theory and practice. The internship program should be aligned with the study program, and job placement, locally and regionally, should be documented.

Finding: A relevant curriculum is the strength of the Aceh Polytechnic program and needs continued refinement to be responsive to the changing needs of the workplace.

Finding: Students have appropriate practical skills; they receive two weeks of practical work for every one week of theory. The number of contact hours is 34 hours per week and 20 weeks per semester, considerably higher than in most universities.

Finding: Aceh Polytechnic uses the DACUM process, which involves representatives from business/industry in the review and refinement of their curriculum on a regular basis and helps to ensure alignment between employer needs and PA's offerings.

Finding: 100% of the students participate in a six-month OJT work experience/ internship program. This experience has been invaluable and is unique to Aceh Polytechnic but needs further refinement to continue to assure a quality program for the students. This includes adequate placement, orientation of all stakeholders including students and supervisor, effective feedback and evaluation strategies, and ongoing collaboration between lecturers and industry supervisors.

Finding: The curriculum is relevant and about 80% of the graduates are getting jobs, with 65% employed in Aceh province. Aceh Polytechnic has the highest placement rate of the 17 new polytechnics in Indonesia.

Finding: Students have a need for more English, further development of the soft-skills - i.e., how to interview, public speaking/presentation skills, and more entrepreneurial, management and organizational skill curricula. The latter are an integral part of the curricula but to-date they have been given little emphasis.

Challenge: Aceh Polytechnic needs to continue to clarify expectations of students and on-the-job supervisors in the OJT program, to align internships and to the training program more closely, to maintain up-to-date equipment, to provide relevant business/industry experience for lecturers, and to add additional program streams that match local and regional workforce needs.

7.2 Quality Assurance

The recommendation is to obtain an accredited Level B for each of the four D-3 program streams, obtain three D-4 program approvals, develop a professional development program for staff resulting in the upgrade of a minimum of six staff to S-2 in each program stream, develop and implement a comprehensive MIS system for tracking current and graduated students, student satisfaction and staff evaluation information.

Finding: Each of the current four program streams (Accounting, Information Technology, Electronic and Mechatronics) has a Level C accreditation. There are no D-4 program streams although three are proposed (Accounting, Information Technology, and Industrial Automation). Some D-3 graduates would like to pursue a D-4 or S-1. One new D-3 program stream in Electrical Power Engineering is proposed.

Finding: Only seven staff of 58 have S-2 credentials. Currently, 11 of the S-1 lecturers are participating in further studies and/or industry internships.

Finding: A comprehensive MIS system exists and is in development, but it needs additional work. Staffing, time and some software costs are the issues.

Finding: All lecturers participate in an initial four month training program in Java (POLMAN, POLBAN, PNS, and/or YKPN) to enhance their teaching and technical skills.

Finding: Based on a survey conducted by the evaluation team of some 20 plus current and graduated students across all four program streams, the students are very satisfied with the quality of instruction.

Challenge: Senior management is overworked and understaffed. There is a need for technical assistance in the area of quality assurance and marketing.

7.3 Academic Services

The recommendation is that a wide range of services be delivered at an acceptable level of quality. This includes strengthening recruitment services, delivering effective vocational counseling, providing placement services and arranging extracurricular activities to assure a well-balanced program.

Finding: A comprehensive recruitment plan exists and is being implemented. The recruitment unit has a solid working relationship with the local schools. Recruitment activities include promotional visits to over 150 schools, large group recruitment events at the college, regular advertising in local media, and ongoing promotion by the Foundation. High school students are invited on a regular basis to the PA to work on problem-based technical assignments under the guidance of a lecturer. These students have supervised assistance of lab and equipment usage, the library and computers. Local businesses and industry have provided a limited number of

scholarships. Former students will also be used to help with recruitment activities. At the same time enrollment needs to be increased. Aceh Polytechnic is averaging about 190 students enrolled each year (about 70% of capacity). The design was for 256 students each year.

Finding: Since 2008, attrition is averaging 20.7%. This is high, especially, for a private institution. Attrition at POLMAN, which is a public institution, by comparison, is less than 10%. More can be done to provide support services to the students, especially male students, to reduce the attrition rate. Currently, the attrition rate among the female students is averaging 2.8% while the male students is averaging about 17.9%.

Finding: Since 2008, female student enrollment is averaging 24.5% with a graduation rate at 27.5%. The Accounting program stream has about 50% female students followed by the IT program stream at about 30%. Aceh Polytechnic has done well in gender-balance considering the high tech orientation of the program streams although there is a need for greater priority to be given to gender-balance and program opportunities for female students and for needy/low-economic students.

Finding: About 65% of the students are from Banda Aceh and the surrounding area of Aceh Besar with the remaining students from the rural regions of Aceh province.

Finding: On-going career and vocation counseling is limited. Academic support services to assure student readiness for the instructional program is also limited. Basic entry skills in computer literacy and basic mathematics need to be documented and possible tutorial programs provided to new students to assure their success in the academic program.

Finding: Placement services are limited at Aceh Polytechnic. Job providers are occasionally invited to the college. Given local constraints on high-tech employment, many of the graduates are finding employment outside Banda Aceh but to do so effectively, they need more information on employment options in other locales. Students need assistance in interviewing skills and preparing resumes.

Finding: There is a need for more clubs and sports activities. The students mentioned this in both the survey and follow-on interviews. The students are in class all day and are developing an excellent work ethic but need some extracurricular activities. This was a constant theme mentioned by the students.

Challenge: POLMAN has an effective student service program. The challenge at Aceh Polytechnic is to do more in this area. Aceh Polytechnic could pattern their academic support services program after POLMAN. Aceh Polytechnic also needs to target a full enrollment of 256 students per the four program streams as per the design.

7.4 Linkages

The recommendation is that Aceh Polytechnic continue to develop robust business and industry linkages/partnerships in the area of joint academic and workforce training, program planning, accreditation, and workplace internships for both lecturers and students, support for student scholarships, gifts and grants for instructional and training materials. Efforts to employ graduates are essential.

Finding: Aceh Polytechnic continues to engage business and industry in the strategic development of curricular and activities in classroom activities as well as providing some instructional materials for all the study programs.

Finding: Aceh Polytechnic provides all students with a six-month internship in business and industry. Some placements have not been aligned to the students' study programs to assure a relevant experience. A wide range of business and industries have participated throughout Indonesia. Efforts are now focused on assuring this is a well-integrated, high quality learning experience for all students.

Finding: The internship requires greater collaboration between Aceh Polytechnic and the industry supervisors to clarify expectations, develop a meaningful program and effectively evaluate the intern and experience.

Finding: A basic handbook or guidelines need to be developed and provided to all Aceh Polytechnic students and industry supervisors on the goals, activities and assessment of the internship experience.

Finding: Provision of services for graduates' placement as permanent business and industry employees need to be strengthened.

Challenge: Linkages with business and industry will require greater commitment in providing scholarships, support for short term training and participation in Aceh Polytechnic income-generating programs.

7.5 Management & Governance

The recommendation is to continue to strengthen the management and governance of Aceh Polytechnic through further employment of Acehnese-based staff, where possible, an expanded management team, a strengthened Yayasan Foundation through broader-based stakeholder representation on the governing boards, implementation of the newly revised Act of Establishment (AD-Anggaran Dasar) and statutes (ART-Anggaran Rumah Tangga), and more frequent and transparent communication and exchanges between the Foundation board members and Aceh Polytechnic. This could also include a stakeholder steering or advisory committee that meets on a quarterly basis.

Finding: The management and governance of Aceh Polytechnic has been Acehnese-driven in its development and implementation (lecturers are 75% from Aceh and 25% of them are female), the management team (the director is originally from Aceh), and there has been strong local city government representation on the Foundation led by the Mayor and the Head of the Foundation (Secretary to the Mayor). The local government was a driving force in the early stage and still plays an important role through the Polytechnic Foundation, which was legalized in February of 2008.

Finding: The management team of Aceh Polytechnic received two months introductory training at very reputable polytechnics (i.e., POLMAM, ATMI, and/or PCR).

Finding: The management team is considered to be among the best of the newly established polytechnics in Indonesia. However, the management team is overworked and understaffed resulting in some delays in development of systems necessary for the further institutional strengthening of the Polytechnic.

Finding: The Head of the Foundation, who is the Secretary to the Mayor, has played an important role in promoting Aceh Polytechnic with the schools and school districts, local/regional and provincial government and local firms.

Finding: The recommendations of the Sager report (June 2011) need to be implemented. To-date there has been some discussion of the recommendations but little action has been taken. There are three areas needing further implementation to enhance the effectiveness of the Foundation: 1) the composition of the three boards - steering board, supervising board, and managing board need to be reviewed and structured to include broader stakeholder representation in accordance with the recommendations; 2) the Act of Establishment (AD-Anggaran Dasar) and statutes (ART-Anggaran Rumah Tangga) have been revised but need to be finalized, signed and approved by the appropriate parties; and 3) more frequent and transparent communication needs to occur between the Foundation and the PA – that is, there is need for more frequent exchange and meetings between the Foundation members and the PA in accordance with the organizational regulations, more presence of Foundation members at PA activities, and more support by the board members in networking and developing good contacts and understanding with the stakeholders.

Finding: Major executive functions were transferred from TAPP to Aceh Polytechnic late in 2010 upon completion of the initial three year subcontract. Since that time, TAPP has functioned primarily in an advisory capacity. During the first three years, TAPP did an excellent job in facilitating the start-up and implementation phase of Aceh Polytechnic.

Finding: The graduates and faculty of Aceh Polytechnic mentioned a need for a student government and the establishment of a faculty/lecturer Senate. This would support effective governance. A stakeholder advisory committee would also affirm the goals and programs at Aceh Polytechnic.

Challenge: The Foundation and Aceh Polytechnic management staff have implemented their governance and executive tasks in an exceptional manner but in order to move forward in development, additional assistance is needed in financial management and marketing at the Polytechnic and in implementing some of the recently passed by-laws with the Foundation.

7.6 Sustainability

The recommendation is for improved joint responsibility of donor partners (public and private), strengthened resource mobilization in generating sustainable resources for Aceh Polytechnic, and an expanded enrollment base through increased program offerings that relate to job opportunities in the region.

Finding: The operating costs for Aceh Polytechnic are tuition-based (83% at present). There is need for a broader revenue-generating base (e.g., increased income-generating activities-currently at 2-3%, increased enrollment, reduced attrition, and increased government contribution). Other than the June 2011 Swisscontact Sager report(support to the *Yayasan Politeknik Aceh and the Production Services Unit*), no new income-generating strategies have been developed.

Income Polytechnic Aceh	Actual Income		Budget	
	Jan to Dec 2010	Jan to Dec 2011	Jan to Dec 2012	Jan to Dec 2013
Net Profit Short Courses & Related Services	IDR 170,942,243 USD 18,000	IDR 81,399,750 USD 8,600	IDR 150,000,000 USD 15,800	IDR 220,000,000 USD 23,200
Net Profit Production & Services	IDR 106,210,000 USD 11,200	IDR 76,503,637 USD 8,100	IDR 120,000,000 USD 12,600	IDR 250,000,000 USD 26,300

Finding: The provincial government needs to assist in covering PA's operating costs. The central government through DIKTI has assisted in the development of a fourth study stream (Mechatronics) but needs to assist in the co-financing of the operational cost. There has been a recent revision in the Indonesian law on Higher Education (August 2012), which provides a legal framework for the government to co-finance education in general and non-government institutions in particular.

Finding: There is a need to provide 20% of needy students with scholarships similar to those available in the public institutions. Both central government and the firms benefitting from PA's skilled graduates need to be leveraged to assist in this activity.

Finding: A Business Plan is in place at Aceh Polytechnic to strengthen income-generating activities (e.g., short-courses, production and services) although at most 10-15% will be generated in this manner and that will take five to 10 years.

Finding: AP is currently a tuition-driven institution. It is at about 70% capacity and can accommodate additional students. The enrollment has been averaging under 500 while the capacity is 700. The recruitment program is solid and it is possible that the demand for the current D-3 programs is approaching its maximum as the market for the graduates is more regional and national than local because of the strong IT focus although, as noted above, more scholarships for the needy

would help. Reducing attrition would also help. A D-4 program is probably two years off. This implies expanding the base by adding additional D-3 programs that are more responsive to the local job market; that is, entrepreneurship/business, something in the service industry or health profession, or maybe in such technical areas as the marble, mining or port industries. As PA looks at potential new D-3 study streams, it should also look for further linkages with other international donors. There is also a possibility of combining with a public vocational or community school as discussed in the next finding. An increased enrollment is one of the keys to sustainability and the various options need to be identified, discussed with appropriate authorities and a feasibility study conducted. In addition shorter certificate programs developed in consultation with business and industry could attract more students as well as customized programs for specific industries in the region.

Finding: There has been discussion about the Asia Development Bank providing a soft loan to assist Indonesian Vocational Education Strengthening Projects (INVEST) to some 90 vocational schools for renovation of classrooms, laboratories, libraries and office buildings. There is the possibility of USAID technical assistance for institutional strengthening through the Higher Education Leadership and Management program (HELM) and some assistance from Chevron with the development of sports fields. Connections to Cisco and Microsoft are developing, especially in the Jakarta area. Additionally, there has been discussion about the government of Indonesia supporting ‘community colleges.’ Aceh Polytechnic needs to monitor these program opportunities and make application for such assistance, where possible, when such programs are supportive to the mission of the institution.

Challenge: The challenge will be to meet the operating cost these next two/three years. Aceh Polytechnic is one of the best, if not the best, of the new polytechnics in Indonesia but needs additional support, financial and technical, to continue to develop and strengthen its structures and programs. The Polytechnic represents an outstanding example of a public-private partnership and it is in everyone’s interest to continue to work together to make the institution sustainable.

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ANNEX A: STATEMENT of WORK

**UNITED STATES AGENCY for INTERNATIONAL DEVELOPMENT
USAID/INDONESIA
STATEMENT of WORK FOR THE EVALUATION OF ACEH POLYTECHNIC PROGRAM
Task Order #AID-497-TO-12-0004
21 September 2012**

Background

Two decades of violent conflict and the 2004 tsunami left Aceh (geographically Indonesia's most western province) without the educational infrastructure and competitive labor force needed to attract investment and to support long-term development. The Aceh Polytechnic Program (TAPP) is the product of a \$17 million Public-Private Partnership (PPP) between USAID, Chevron Corporation, the City Government of Banda Aceh, and the Ministry of Education and Culture's Directorate General of Higher Education. Aceh Polytechnic was established as a private institution to equip high school graduates with post-secondary technical education that meets local, and eventually, international labor demand, generates employment opportunities, and contributes to post-tsunami reconstruction and long-term economic development. USAID provides funding for technical assistance to develop the Polytechnic's curriculum, train and hire staff, and establish linkages with industry and government through a \$6.4 million contract with Swisscontact, a Swiss-based NGO that has helped to establish some of the most successful polytechnic institutions in Indonesia. Parallel investments were made by the two other partners: land acquisition and road-bridge construction by the Banda Aceh City Government, and the design and construction of a landmark three-story building by Chevron Corporation. Chevron also offered examples and expertise from the Politeknik Caltex Riau (PCR), a similar institution that Chevron helped establish in 2001 in the province of Riau. Later on the Ministry of National Education through Directorate General of Higher Education (DIKTI) contributed to the establishment of mechatronics study program.

The period of performance for the five-year contract between USAID and Swisscontact is from November 2007 through September 30, 2012 and covers all aspects of the institution not supported by the infrastructure contributions of the other two partners. The contract with Swisscontact helped establish the institution in September 2008, and includes all academic, business, and administrative aspects. The contract calls for Swisscontact to methodically shift control of operations- including financial and academic management- from the USAID-funded project staff to the Polytechnic's own staff. Governance of the institution is similarly shifting from the three donor GDA model to an independent Foundation (*Yayasan Politeknik Aceh*) that legally owns the institution and is responsible for oversight. Furthermore, Swisscontact is to assist Aceh Polytechnic in achieving programmatic and financial sustainability by September 2012 when the contract ends. Specifically, Swisscontact's contract calls for the achievement of the following nine results within a five-year time-frame:

- a) Development of a demand-led, private-sector oriented three-year diploma program (D3) and four-year diploma program (D4) as well as short course offerings, including production of all teaching/learning materials and creation of a plan for meeting Indonesian accreditation standards;
- b) Establishment of a five-year business plan encompassing: a) cost recovery activities that will cover a minimum of 50% of operating costs during the first three years of operation; and b) tuition financing options such as scholarships and loans to reduce the tuition burden for 20% of low-income students;
- c) Development of an acquisition plan and procurement of all materials and equipment to operate the Polytechnic in close consultation with USAID;

November 2012

- d) Recruitment of qualified faculty and linkages established as needed with other educational institutions;
- e) Formulation of a recruitment strategy to attract a wide variety of students, including outreach activities to attract women and people from remote districts of Aceh;
- f) Enrollment of approximately 600 students in the D3 and D4 diploma programs, of which 35% are women;
- g) Development of an action plan for career planning and job placement services, with the target of 75% of graduates being employed within three months of graduation in industry or as entrepreneurs located in Aceh, or nearby regions of Indonesia and Southeast Asia;
- h) Transfer of all financial and academic management from the USAID funded project to the Polytechnic's permanent staff; and
- i) Transfer of the governance of the institution from founding donors to an independent Foundation (*Yayasan Politeknik Aceh*) that legally owns the institution and is responsible for its oversight.

It should be noted that the plans to open the school and establish the 3-year diploma curriculum were met. Aceh Polytechnic would not exist today if it were not for the successful efforts of the contract to establish and support the institution. However, there are two issues related to sustainability that require analysis:

Enrollment trends. There has been a fluctuation in the number of students submitting applications to study at the Polytechnic, which led to some difficult decisions in terms of quantity and quality of students accepted. The school must fill classes - which includes 240 slots - while maintaining minimum quality standards for students. As a result, the number of students registered has declined from 240 in 2008, 195 in 2009, 186 in 2010 and 174 in 2011, while the number of students passing the entrance test stands at 352, 273, 215, and 247 over the same period. Swisscontact analyzed the causes of the declining enrollment and found the following factors contributed to the decline:

- Aggressive marketing by the nearby competitor (the largest public university in town, UNSYIAH);
- Changes in the dates and sequencing of various entrance tests;
- Significant increase in the number of spaces offered at the competing institution;
- Parents generally view polytechnic education as costly, and hence they prefer to send their children to less expensive schools;
- The school also applies an unusually rigorous academic schedule compared to other higher education institutions in general; students have to attend classes and practical exercises from Monday through Friday, from 8.00 a.m. through 4.00 p.m.; and
- Outreach efforts to prospective students were not effective.

The revenue-generating activities of Aceh Polytechnic are growing and receiving small contracts from local customers for short-term training, consultancies, and systems development. Some established polytechnics in Indonesia already have the capacity to generate income from various commercial activities that are sufficient to sustain their operational costs.

Evaluation Purposes and Services

The purposes of the final evaluation are to 1) assess the progress made toward achieving the academic, management, and sustainability goals of the Aceh Polytechnic; 2) assess if the study programs are relevant to the needs and requirements of the local and regional job market; 3) recommend ways to promote mutually

beneficial linkages and partnerships with businesses and institutions, provincial and city governments, Chevron, and the Ministry of Education and Culture; and 4) recommend the prospects for the future sustainability of the Aceh Polytechnic.

The contractor shall provide professional and thorough evaluation services to achieve the objectives stated above. Specifically, the evaluation should address the following questions:

- a) To what extent are the available study programs relevant to the needs and requirements of the local and regional job market?
- b) To what extent are academic services delivered at an acceptable level of quality, and what kind of actions will be required to improve the quality of instruction?
- c) To what extent has the Polytechnic made progress toward achieving its academic, management, and sustainability goals, and what strategies should be applied to further enhance the achievements?
- d) What needs to be done to promote mutually beneficial linkages and partnerships with businesses and institutions, such as provincial and city governments, Chevron, the Ministry of Education and Culture, etc.?
- e) What kind of actions will be required to help make the governance structure of the Polytechnic (through the *Yayasan*/foundation) more viable?

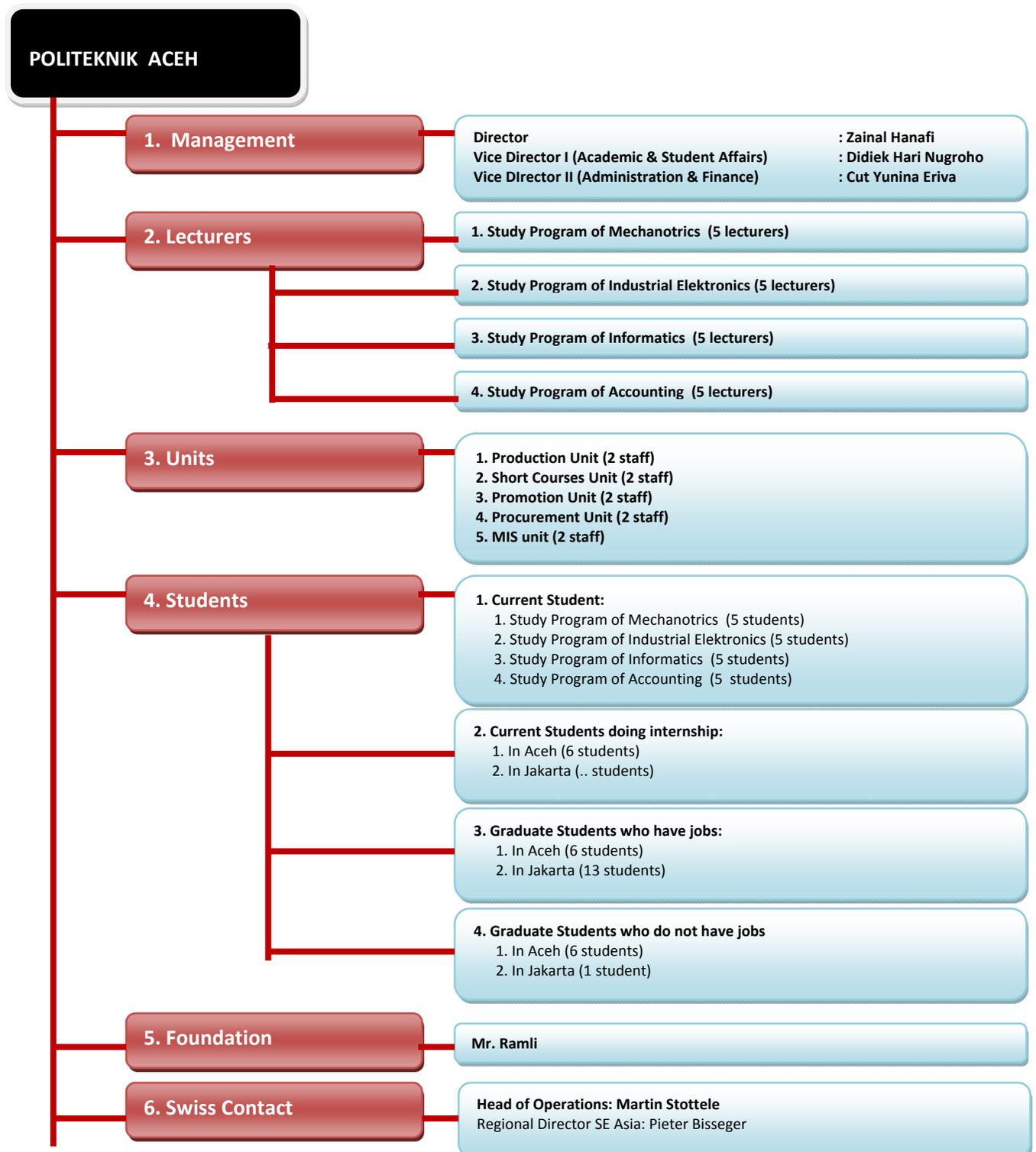
ANNEX B: EVALUATION WORK SCHEDULE**Schedule of USAID Final Evaluation of The Aceh Polytechnic Program**

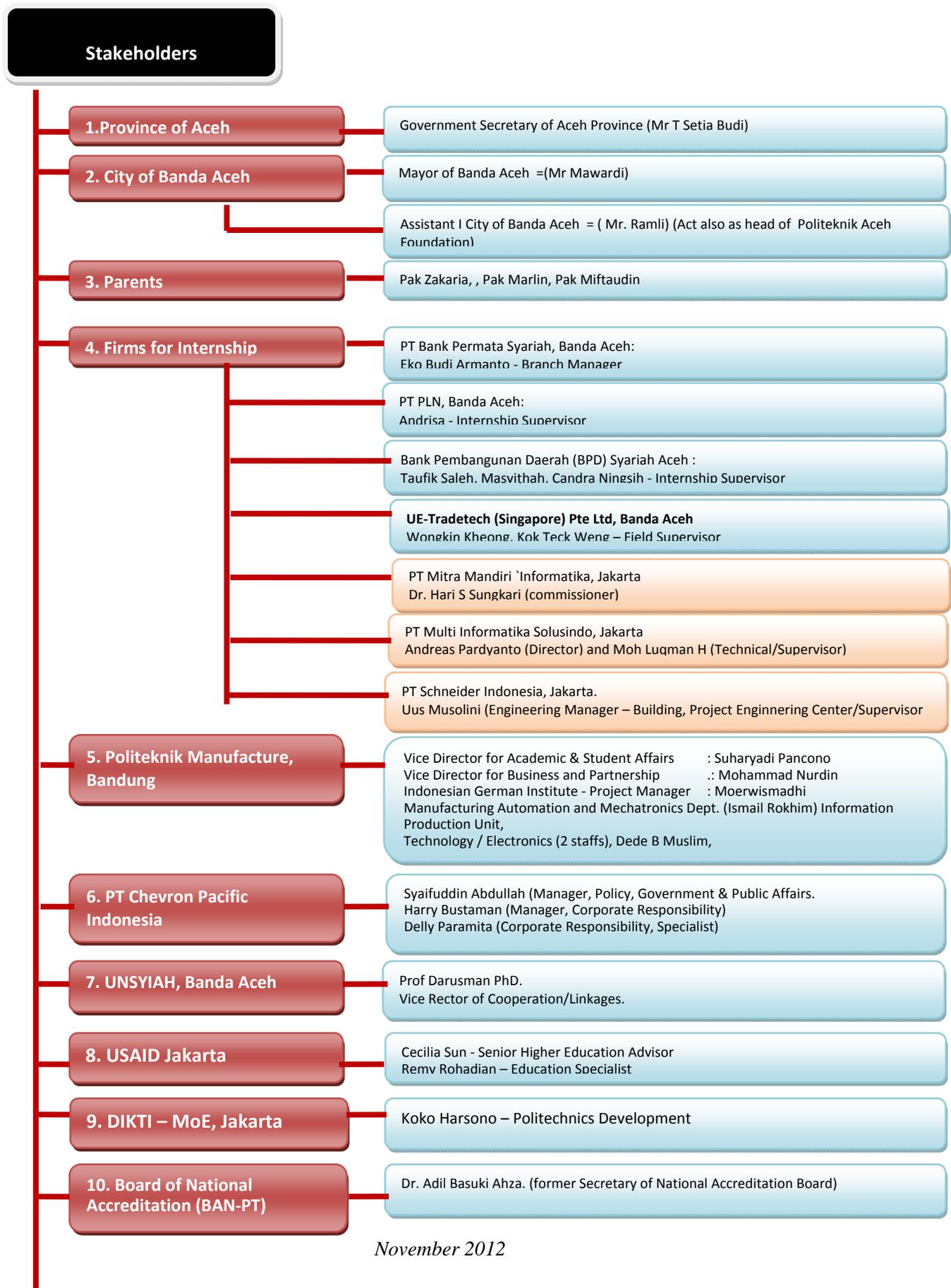
No	Date	Time	Location	Tasks
	Tuesday September 18		U.S.	Departure from U.S.
	Thursday September 20		Jakarta	Arrival Jakarta
	Friday September 21	10:00	Marriott	Initial briefing with USAID/Cecilia Sun/COR Indonesia Education Office-discuss work plan
		2:00	Jakarta	Meeting with Swisscontact – Martin Stottele/ COP TAPP & Peter Bissegger/Regional Director SE Asia
	Saturday September 22		Jakarta	Review TAPP documents & begin Banda Aceh evaluation logistics
	Sunday September 23			Travel to Banda Aceh
1	Monday September 24	8:30-9:30	Banda Aceh	(Welcoming, Purpose and Logistics – meeting with Director of Aceh Polytechnic (PA) /Zainal Hanifi)
2		9:30-10:30		Meeting with Aceh Polytechnic Management (Hanafi, Didiak, Eva, Bakhtiyar, Ilham) – Overview and discussion of Academic and Governance progress on March 2010 recommendations
3		10:30-11:00		Campus Tour
4		11:00-12:00		4 groups of current students – groups of 5 (mixed groups) – by study stream
5		12:00-14:00		Break
6		14:00-15:00		Follow-on w/PA Management to assess progress on March 2010 recommendations, progress on achievement of TAPP results & institutional strengthening strategies
7		15:00-16:00		Parallel meetings – Mtg. 1/meeting with Accounting study stream; Mtg. 2/Meeting with IT study stream
8		17:00-18:00		Meeting w/graduates - 2011 (15 participants)
1	Tuesday September 25	9:00-10:00		Parallel meetings – Mtg. 1/Mechatronics study stream; Mtg. 2/Electronics study stream
2		10:00-11:00		Parallel meetings – Mtg.1/ Vice Director of Academics; Mtg.2/Vice Director of Adm.

				Accounting
3		11:00-12:00		Parallel meetings – Mtg.3/Head of Student Affairs; Mtg.4/Industrial Relationship, Production & Training
4		12:30-13:30	Mayor's Office	Meeting with City Government (Mayor - Mawardi)
5		13:30-14:30	Same building	Meeting with Head of Foundation (Ramli)
6		14:30-15:30		Break
7		15:30-17:30	Banda Aceh area	Parallel meetings – Mtg.1/Vice Rector Prof. Darusman, Ph.D./UNSYIAH; Mtg.2/Eko Armanto/Branch Mgr./Bank Permata & Andrisa/ Asst. Director Human Resources/PLN Electricity
1	Wednesday September 26	9:00-11:30	PA	Meeting with Martin Stottele/COP-Swiss contact
2		11:30-12:30		Parallel meetings: Mtg. 1/Head of Technology Communication Unit/Fajar Ary Prabowo; Mtg.2/Head of Commercial Unit/ Fajarwati
3		12:30-13:30		Meeting with three parents
4		13:30-14:00		Break
5		14:00-15:30	Prov. Gov.	Meeting with T. Setia Budi/Secretary Provincial Government
6		15:30-18:00	Banda Aceh area	Parallel meetings: Mtg.1/ logistics/Wahyu; Mtg.2/Visit to business/industry partners to interview interns and their supervisors/Bank BPD Syariah & UE Power
1	Thursday September 27	09:00-11:00	PA	Follow up with Bahktiyar/Vice-Director of Industrial Relationships, Production & Trng.
2		11:00-12:00		Meeting with five unemployed students from 2011 graduating class
3		12:00-14:00		Break
4		14:00-16:00		Follow up meeting with Bakhtiyar/Industrial Relationships
5		16:00-16:30		Meeting with Abdullah Syaifuddin/Chevron Manager Policy, Government and Public Affairs/Indonesia & Ramli/Head of Found.
6		19:00-21:00		Evaluation team dinner with Director/Hanafi and TAPP COP/Stottele
	Friday September 28	8:00-9:00		Follow up coffee session with Abdullah Syaifuddin/Chevron Manager, Policy, Government and Public Affairs/Indonesia
1		09:00-11:00		Further follow up with Hanafi/Director & Didiek/Academic Affairs
2		11:00-12:00		Team working group

3		12:00-14:00		Break
4		14:00-15:00		Team working group
5		15:00		Depart for Jakarta
	Saturday September 29	AM	Jakarta/M arriott	Team Working Session – organization of annexes, preparation for USAID briefing
		PM		Team Working Session – continued
	Sunday September 30	10:00-12:00	Marriott	Meeting with graduates of PA program in Jakarta region (anticipate 10-12 graduates)
		PM		Team Working Session
1	Monday October 1	5:30	Bandung/ Polman	Team departs for Bandung/Polman visits
2		9:00 – 10:00		National Polytechnic program development, including mechatronics - meeting at Polman/Pak Kokok Haksono (former director of Polman, Head of Polytechnic Development Secretariat/DIKTI)
3		10:00 -2:00		Meetings being scheduled with Suharyadi (Yadi), Assistant Director I and technical advisors (Pak Madhi, Pah Hadi, Pak Ismail & Pak Nurdin) involved with PA development
1	Tuesday October 2	10:00	USAID/ Jakarta	Interim briefing meeting with USAID/Cecilia Sun and Remy Rohadian/Indonesia Ed. Office
2		PM		National accreditation - interview with Dr. Adil Basuki Ahea, former Secretary of National Accreditation Board; Team debriefing relative to morning USAID meeting; Preliminary discussion of overall recommendations & related findings
	Wednesday October 3	10:45 14:00	Jakarta	Follow on meetings with Business/Industries, including interns and supervisors; PT. Multi Informatika Solusindo & PT. Schneider Electric Indonesia
	Thursday October 4	8:00 9:30	Jakarta	Meeting with Hari Bustaman & Delly Paramita, Corporate Responsibility/Chevron; Meeting w/Dr. Hari Sungkari, Commissioner, PT. Mitro Mandiri Informatika
		2:00	Marriott	Meeting with registered public accountant/auditor/Yodi Sine/PKF Team works on data organization and analysis
	Friday October 5			Team works on data organization and analysis and related annexes and tables
	Sat/Sun October 6/7			Team works on report and on finalizing preliminary key findings & recommendations for USAID briefing
	Monday October 8			Team works on report

	Tuesday October 9	8:30	USAID	Debriefing at USAID/Indonesia Education Office – presentation of preliminary findings and recommendations to USAID
		PM		Departure for US
	Thursday October 18			Draft of final report delivered to USAID





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11. PKF Accountants, Jakarta

Yoddi Sine- Partner

No	Group/Organisation	Name	Position / Address
1	Politeknik Aceh	Zainal Hanafi	Director. Jl. Politeknik Aceh, Pango Raya Banda Aceh 23119. Indonesia. Tel 62 651 31855 Fax 62 651 31852 Mobile 0811140896. hanafi@politeknikaceh.ac.id
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5		Ilham Hasbiullah ST, MT, MEngSc	Head of Academic Affairs. Mobile 08126921419 and 085359885959. ilham@@politeknikaceh.ac.id and ilham.hasbiullah@yahoo.com
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8		Erwinskyah Putra SE	Training Unit Coordinator. Mobile 085260650009. erwinskyah@politeknikaceh.ac.id and erwinskyah10@yahoo.co.id
9		Ramli	Foundation of Politeknik Aceh, and Assistant to the Mayor
10		Saifannur	Graduated Student - Looking for Job
11		Hafizul Furqan	Graduated Student - Looking for Job
12		Rossayanti	Graduated Student - Looking for Job
13		Afdhaluddin	Graduated Student - Looking for Job
14		Sayed Akbar	Graduated Student - Looking for Job
15		Nurkhalis	Graduated Student - Looking for Job
16		Zakaria	Parent of the Politeknik Aceh student
17		Marlin	Parent of the Politeknik Aceh student
18		Miftaudin	Parent of the Politeknik Aceh student
19	City of Banda Aceh	Mawardi	Mayor

20	Province of Nangroe Aceh Darussalam	T Setia Budi	Sekretaris Daerah Pemerintah Aceh (Government Secretary). Tel 62 651 755 1377
21	USAID Indonesia	Cecilia Sun	Senior Higher Education Advisor. USAID/Education Office, American Embassy. Jl. Medan Merdeka Selatan 3-5, Jakarta 10110, Indonesia. Tel 62 21 34359432 Fax 62 21 3448709. csun@usaid.gov
		Remy Rohadian	Education Specialist. rrohadian@usaid.gov
22	SwissContact	Martin Stottele	Head of Operations and TAPP COP. Jl. Terusan Hang Lekir II No. 15, Kebayoran Lama, Jakarta 12220, Indonesia. Mobile 08111904950, Tel (021) 7394041. martin@swisscontact.or.id
23		Pieter Bisseger, Lic.rer.pol.	Regional Director SE Asia. peter@swisscontact.or.id
24	Unsyiah	Prof Darusman PhD	Vice Rector of Cooperation/Lingkages. Tel 62 651 741 0244. darus_01@yahoo.com pr4@unsyiah.ac.id
25	PT Chevron Pacific Indonesia	Syaifuddin Abdullah	Manager, Policy, Government & Public Affairs. PT Chevron Pacific Indonesia Jl. Asia Afrika No 8 Jakarta 10270. Indonesia Phone: (021) 343 51371.E-Mail: fuddin@chevron.com
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26	Bank Pembangunan Daerah (BPD) Syariah Aceh	Taufik Saleh	Internship Supervisor
27		Masyithah	Internship Supervisor
28		Candra Ningsih	Internship Supervisor
29	Perusahaan Listrik Negara (PLN), Aceh	Andrisa	Internship Supervisor

30	Permata Bank Syariah, Aceh	Eko Budi Armanto	Manager, Branch Manager. Mobile 08192113271. earmanto@permatatabank.co.id
31	UE-Tradetech (Singapore) Pte Ltd	Wongkin Kheong	Field Supervisor. Wongkinkheong@uecc.sg
32		Kok Teck Weng	Field Supervisor. kokteckweng@uecc.sg
33	PT Multi Informatika Solusindo, Jakarta	Andreas Pardyanto	Director. Wijaya Grand Center H/41, 3rd Floor Jl. Wijaya II Kebayoran baru Jakarta Selatan. 12160 Tel 62 21 7202187, Fax 62 21 7258958 Mobile 62 818 773587 andrep@multiinfosolusi.com
34		Moh Lukman	Technical / Internship Supervisor. Mobile 081510300250 luqman@multiinfosolusi.com
35		Abdul Rahman	Internship Student
36	PT Mitra Mandiri Informatika, Jakarta	Dr. Hari S Sungkari	Commisioner. Jl. Tebet Raya II B Jakarta Selatan 12810. Marketing Office: SME Tower 16 th Floor, Jl. Gatot Subroto, Kav 94 Jakarta Selatan 12780 Tel 62 21 8357385, Mobole 0811894199 Hari.sungkari@mitramandiri.co.id
37	PT Schneider Indonesia, Jakarta	Uus Musolini	Engineering Manager – Building, Project Engineering / Internship Supervisor Ventura Building 5 th Floor. Jl. RA Kartini Kav 26, Cilandak, Jakarta 12430 – Indonesia Tel 62 21 750 44 06 Ex. 2731 Fax 62 21 750 44 15 – 16 Yusuf.musolini@schneider-electric.com
38	PKF Accountants & Business Advisers	Yoddi Sine	PKF Lounge: Plaza BII Tower III. Jl MH Thamrin No. 51 Jakarta 10350. Office: Jl Kebon Sirih Timur 1 No. 267 (Jl. Jaksa) Jakarta Pusat 10340 Indonesia. Tel 62 21 314 4003 Fax 62 21 314 4213, 314 4363. Mobile 62 816 1663 352. Yoddi_s@pkfhadiwinata.com
39	Politeknik Manufaktur, Bandung	Suharyadi Pancono	Vice Director for Academic Affairs. JL. Kanayakan 21, Dago, Bandung 40135. Tromol Pos 851, Bandung 40008. Tel 62 22 2500241, Fax 62 22 2502649. http://www.polman-bandung.ac.id . Mobile 08122034460 polman@melsa.net.id .
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45		Deasy Damayanti	Secretary - Mobile 08122305669

ANNEX D: DATA COLLECTION INSTRUMENTS

1. SURVEY OF PROGRESS on RECOMMENDATIONS from March 2010 Evaluation

Objective: To provide information about **Progress made on the Recommendations from March 17, 2010 TAPP Evaluation – academic progress, Foundation/governance progress, industry/ linkage progress, revenue generation progress, and industry contributions progress** (Note-reference number refers to a section in the evaluation report aligned to the item).

Rate progress of achievement on a 1 to 3 scale where 1 = not a priority, 2 = needs more work and 3 = successfully implemented. At the end of each section add comments about any clarifying or supportive information.

Academic Progress:

____1. Academic progress toward preparation of accreditation information for each study program, continue to ensure curricula relevance, each manager and staff member should have a professional development, uniform and regular staff assessment, and instructional materials available on-line (6.1.1).

Comments _____

Foundation Governance Progress:

____2. Foundation Governance progress toward improved understanding of fiduciary responsibilities, inclusion of Foundation in the PA organizational chart, stakeholder representation of the Foundation, and improved communication of Foundation in coordination with PA with students and parents (6.1.2).

Comments _____

OJT Guidelines Progress:

____3. Industry Linkage progress toward OJT guidelines document to be further developed - needs more structure (that is, requirements and expectations need to be more clear to PA students, lecturers and industry supervisor), and then disseminated and implemented along with an expanded PA-industry partner MOU template; and expand industry linkages/partnerships to include philanthropy and purchase of PA products and services (3.4.1 & 6.1.3).

Comments _____

Revenue Generation Progress:

____4. Revenue Generation progress toward development of a more detailed, integrated Business Plan for improved PA revenue-generation; arrangement for short-term technical assistance to advise in development and implementation of the more detailed Business Plan; and explore options for expanding the production unit and its revenue-generation services (6.1.4).

Comments _____

Industry Linkage Progress:

____5. Industry linkage progress toward including contributions that impact the financial well-being of PA: e.g., gifts and grants of software, computers and equipment; scholarships and support for student final projects; personnel on loan to PA to assist in teaching or development of products and services; and customers of the products and services provided (6.1.5).

Comments _____

2. SURVEY OF ACHIEVEMENT of TAPP ‘Expected Results’

Objective: To provide information about the **Achievement of the Nine Expected TAPP Results** related to recruitment services, quality instruction, placement services, management, governance and sustainability (Note-reference number refers to a section in the evaluation report aligned to the item).

Rate achievement of results on a 1 to 3 scale where 1 = not a priority, 2 = needs more work and 3 = successfully implemented. At the end of each section add comments about any clarifying or supportive information.

Achieving Quality Student Recruitment Services:

_____ 1. Formulation of a recruitment strategy to attract a wide variety of students, including outreach activities to attract women and people from remote districts of Aceh 3.1.1).

_____ 2. Enrollment of approximately 600 students in the D3 and D4 diploma programs, of which 35% are women (3.1.2).

Comments _____

Achieving Quality Instruction:

_____ 3. Recruitment of qualified faculty and linkages established as needed with other educational institutions(3.3.1).

_____ 4. Development of a demand-led, private-sector oriented three-year diploma program (D3) and four-year diploma program (D4) as well as short course offerings, including production of all teaching/learning materials and creation of a plan for meeting Indonesian accreditation standards (3.3.2)

Comments _____

Delivering Placement Services:

_____ 5. Development of an action plan for career planning and job placement services, with the target of 75% of graduates being employed within three months of graduation in industry or as entrepreneurs located in Aceh, or nearby regions of Indonesia and Southeast Asia (3.5.1).

Comments _____

Achieving Quality Management:

_____6. Development of an acquisition plan and procurement of all materials and equipment to operate the Polytechnic in close consultation with USAID (4.1.1).

_____7. Transfer of all financial and academic management from the USAID funded project to the Polytechnic's permanent staff (4.1.2).

Comments_____

Achieving Good Governance and Sustainability:

_____8. Transfer of the governance of the institution from founding donors to an independent Foundation (*Yayasan Politeknik Aceh*) that legally owns the institution and is responsible for its oversight (4.2.1).

_____9. Establishment of a five-year business plan encompassing: a) cost recovery activities that will cover a minimum of 50% of operating costs during the first three years of operation; and b) tuition financing options such as scholarships and loans to reduce the tuition burden for 20% of low-income students (4.2.2).

Comments_____

3. SURVEY OF ‘Best Practice’ INSTITUTIONAL STRATEGIES

Objective: To provide information about some ‘best practice’ **Institutional Strategies** for program relevancy, recruitment services, linkages, and outreach for technical opportunities to improve (support) Aceh Polytechnic. (Reference number refers to a section in the evaluation report aligned to the item).

Rate strategies on a 1 to 3 scale where 1 = not a priority, 2 = needs more work and 3 = successfully implemented. At the end of each section add comments about any clarifying or supportive information.

Relevant Program: Curriculum, Staffing and Skills

- _____ 1. Institutional strategy that sets targets and has the flexibility to offer new demand driven courses and/or terminate courses no longer deemed necessary by local industry (2.1.1).
- _____ 2. Authority to hire/fire full time, contract, and part time/visiting staff to develop new courses, respond to market demands, and take advantage of industry experienced lecturers (2.2.1).
- _____ 3. Authority to recruit management and staff with industrial experience and enhanced through a professional development program (annual training) (2.2.2).
- _____ 4. Work-based learning experiences required of all new entrants (internship, apprenticeship, workplace orientation, on-the-job work experiences, and hands-on-learning) (2.3.1).
- _____ 5. Skills/competency-based technical program with skills assessment/testing by experienced, independent industry-based assessors (2.3.2).
- _____ 6. Training in employability skills such as communication/presentation, motivation/initiative, teamwork, leadership, interpersonal, flexibility/adaptability, creativity, and /problem-solving (2.3.3).
- _____ 7. Training in literacy, numeracy, English, and integrated/sector-specific ICT skills (2.3.4).
- _____ 8. Training in entrepreneurship, organizational and firm management skills (2.3.5).

Comments _____

Recruitment/Support Services: New Entrants

- _____ 9. Vocational guidance and counseling department/unit to assist with recruitment, career counseling, and personal/social development needs (3.2.1).

_____ 10. Department/unit with responsibility to conduct labor market analysis, identify employment and internship opportunities, provide labor market information and possible in-firm training. (2.1.2)

_____ 11. Development of gender-specific and special-needs new entrant training programs with flexible training hours – possibly, non-traditional skill areas (accounting, computers, business & office management) (3.1.3).

Comments _____

Key Linkages and Responsiveness: Private/Public Sector and Workforce Institutions

_____ 12. Local/regional employers supply workforce institutions with job titles, job descriptions, salaries, training and educational requirements that represent anticipated staffing and job needs (5.2).

_____ 13. Use of advisory boards, agreements, and strategic partnerships to provide linkages between firms, industry associations, training institutions (public and private), and community leaders (5.1).

_____ 14. Articulation of skill-needs of the private-sector firms - workforce institutions responsive in providing specialized training to skill-needs required for specific occupations (5.3).

Comments _____

Employment/Outreach Services: Impact

_____ 15. Computerized MIS system capable of tracking participant employment with internet capability to use for outreach services and career information access and follow up (3.5.2).

_____ 16. Use of quantifiable performance indicators to measure training program impact (3.3.4).

Comments _____

4. SEMI-STRUCTURED INTERVIEW

Objective: to provide related evidential information and qualitative information about the progress/key findings, challenges, lessons learned, and strategies for improvement of the Aceh Polytechnic program related to academic services, relevancy, management, governance, sustainability, and linkage/partnerships in response to the evaluation questions and purposes as outlined in the evaluation report outline.

Target Group: TAPP COP, selected Aceh Polytechnic management, Foundation members, Ministry and government officials, and selected business/industry officials. (Note – selected representatives will also be asked to respond to the Survey items included in the next section).

Depending on the interviewee, appropriate evidential and qualitative information will be solicited related to selected items from the evaluation report outline. The basic format will be as follows:

- **Tell me about your role with Aceh Polytechnic**

- **What progress has been made (focus on key findings) – provide evidential evidence where possible**

- **What are the unique aspects and strengths of the Aceh Polytechnic program?**

- **What were the main challenges?**

- **What are the areas of Institutional Strengthening still needed?**

- **What is the general perception of the stakeholders – community/parents, government and firms?**

- **What are some suggestions for future improvement?**

5. PROGRAM STREAMS – FOCUS GROUP

Interview Questions

Recruitment - Where the students prepared to enter the program?

Relevancy – How is the curriculum relevant and reflective of the needs and interests of the students and business and industry? How is the internship integrated into the total instructional program?

Staff Development – What are the staff development needs?

Instructional – Are there adequate instructional resources? How does the teacher use these resources?

Is the instructional methodology effective? Does it assure adequate student involvement? What is the quality of student engagement? Does the teacher have a lesson plan? What are the strategies for student assessment?

6. SURVEY OF CURRENT STUDENT SATISFACTION

Study program: Entry Year :

Objective: to provide qualitative information about the satisfaction of the current student

1. How did you become aware of PA?

- 1. Advertisement in newspaper, brochure, magazine
- 2. Information from PA
- 3. Information from my High School
- 4. Information from family and friends,
- 5. Others, mention:

2. How did your parents become aware of PA?

- 1. Advertisement in newspaper, brochure, magazine
- 2. Information from PA
- 3. Information from my High School
- 4. Information from family and friends,
- 5. Others, mention:

3. Why did you select PA as your school?

- 1. Suggested by my parents and family
- 2. Job opportunities
- 3. Quality of program
- 4. Accreditation
- 5. Reputation of PA
- 6. Building and facilities
- 7. Close to my home
- 8. Not accepted by other school
- 9. Others, mention:

Rate satisfaction on a 1 to 5 scale, where 1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Neither satisfied nor dissatisfied, 4 = Somewhat satisfied, 5 = Very satisfied

- ___ 4 The quality of the teaching/learning instructional material and equipment. **Comments:**
- ___ 5 The quality of the instructors. **Comments:**
- ___ 6 The amount of tuition paid. **Comments:**
- ___ 7 The amount of time required for study. **Comments:**

8. Suggestions for PA Improvement

Comments _____

7. SURVEY OF GRADUATE STUDENT SATISFACTION

Study program: Entry Year:

Objective: to provide qualitative information about the satisfaction of the alumni.

1. How did you become aware of PA?

1. Advertisement in newspaper, brochure, magazine

2. Information from PA

3. Information from my High School

4. Information from family and friends,

5. Others, mention: .

2. How did your parents become aware of PA

1. Advertisement in newspaper, brochure, magazine

2. Information from PA

3. Information from my High School

4. Information from family and friends,

5. Others, mention:

3. Why did you select PA as your school

1. Suggested by my parents and family

2. Job opportunities

3. Quality of program

4. Accreditation

5. Reputation of PA

6. Building and facilities

7. Close to my home

8. Not accepted by other school

9. Others, mention:

Rate satisfaction on a 1 to 5 scale, where 1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Neither satisfied nor dissatisfied, 4 = Somewhat satisfied, 5 = Very satisfied

___ 4 The usefulness of the study program to the needs and requirements of the local/regional/national job market. **Comments:**

___ 5 The quality of the teaching/learning instructional material and equipment. **Comments:**

___ 6 The quality of the instructors. **Comments:**

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- _____ 7 The relevance of the job training/internship to the job market. **Comments:**
- _____ 8 The amount of tuition paid. **Comments:**
- _____ 9 The amount of time required for study. **Comments:**

9. Suggestions for PA Improvement:

8. PARENTS, INTERNS & JOB SUPERVISORS

8a. PARENTS – Interview Questions

1. How did you become aware of PA?
2. Why did you select PA as your school for your children?
3. What did you expect for PA
4. Competitions with Unsyiah (Universitas Syiah Kuala)
5. The amount of tuition paid.
6. Time for student to study
7. Comments and satisfaction of PA (instructors, facilities, teaching and learning process, internship, recruitment, scholarship, alumni, ease to get job)
8. Suggestions for PA improvement

8b. INTERNS – Interview Questions

1. How were you placed with your company or business?
2. What kind of pre-departure orientation were you provided by the college and did you receive any orientation materials?
3. What kind of orientation and were you provided by your supervisor?
4. What was your program and what new skills did you gain
5. Was the internship relevant to your career goals?
6. Was your internship related to your course of study?
7. Did you get regular support and feedback from your supervisor?
8. Did you get any visits and feedback from your lecturers?
9. Would you like to work for this company after you finish your program?
10. Are you more confident in getting a job?

8c. BUSINESS and INDUSTRY – Interview Questions

1. What is the role of business and Industry in contributing or validating the curriculum
2. What business and industries participated in the Internship program
3. How were student students supervised and provided feedback
4. How were students placed and monitored and evaluated by instructional staff
5. Did business and industry participate in any of the on-campus programs and activities
6. Did business and industry contribute instructional materials or funding to the polytechnics
7. How did business and industry contribute to income generating activities

ANNEX E: METHODOLOGY ALIGNED TO EVALUATION QUESTIONS

2.0 RELEVANCY EVALUATION QUESTIONS & Methodology

2.1 Relevancy - Curriculum

- 2.1.1** Sr. mgt. interviews - evidence of an institutional strategy that sets targets and is responsive to demand; follow up with firms.
- 2.1.2** Interview staff from program streams - obtain evidence of program departments/units where this has occurred

2.2 Relevancy - Staffing

- 2.2.1** Sr. mgt. interview - evidence of authority to contract for staff on an as-need basis.
- 2.2.2** Program stream and student focus groups - evidence of authority to recruit management and staff with industrial experience and enhanced through a professional development program (annual training).

2.3 Relevancy – Skills

- 2.3.1** Interviews with students and firms - evidence of full-time work experience for students; coordinated and monitored by provider and industry with guidelines to clarify roles and responsibilities.
- 2.3.2** Interview with program streams, training institution and firms - evidence ensuring competency-based program skill standards for trainees relevant to the workplace with workplace skill-certification and workforce competency-based assessment.

2.3.3-2.3.5 Interview with students and lecturers - evidence of employability/life skills, English

Program component, entrepreneurship experiences/courses and firm organizational/ management concepts integrated in the program.

3.0 ACADEMIC SERVICES/QUALITY EVALUATION QUESTION & Methodology

3.1 Recruitment Services

- 3.1.1** **Formulation of a recruitment strategy to attract a wide variety of students, including outreach activities to attract women and people from remote districts of Aceh** (evidence - obtain copy of strategy, interview PA recruiting team & review Swisscontact reports).
- 3.1.2** **Enrollment of approximately 600 students in the D3 and D4 diploma programs, of**

which 35% are women (obtain enrolment trend data & review Swisscontact reports – present data on number enrolled by gender)

- 3.1.3 Development of gender-specific and special-needs new entrant training programs - – possibly, with flexible training hours or in non-traditional skill areas (accounting, computers, business & office management)** (Evidence – identify any specific procedures, materials or programs targeting special needs)

3.2 Vocational Counseling

- 3.2.1 Development of a vocational guidance and counseling department/unit to assist with recruitment, career counseling, and personal/social needs** (Evidence - interview students, include a female students)

3.3 Instruction

- 3.3.1 Recruitment of qualified faculty and linkages established as needed with other educational institutions** (evidence – obtain faculty qualification data, disaggregate by sex, and institutional linkage information and review Swisscontact reports)

- 3.3.2 Development of a demand-led, private-sector oriented three-year diploma program**

(D3) and four-year diploma program (D4) as well as short course offerings, including production of all teaching/learning materials and creation of a plan for meeting Indonesian accreditation standards (evidence – obtain copies of supporting materials and review Swisscontact reports)

- 3.3.3 Delivery of classroom instruction** (evidence – interview lecturers and students, and examine sample of teaching evaluations)

- 3.3.4 Identification/use of quantifiable performance indicators to measure training program impact** (evidence – Swisscontact reports showing training program indicator data gathered and reported)

3.4 OJT Program

- 3.4.1 Development of a quality OJT program** (evidence – review OJT guidelines and interview sample of student participants and OJT supervisors, also see Swisscontact reports and previous evaluation report)

3.5 Placement Services

- 3.5.1 Development of an action plan for career planning and job placement services, with the target of 75% of graduates being employed within three months of graduation in industry or as entrepreneurs located in Aceh, or nearby regions of Indonesia and**

Southeast Asia (evidence – obtain copy of action plan, review Swisscontact reports; obtain trend data on placement, interview a sample of graduates)

- 3.5.2 Computerized MIS system capable of tracking participant employment with internet capability for participants to use outreach services and career information access and follow up** (evidence – system functioning, selected interviews with management and participants)
- 3.6 What Kind of Actions will be Required to Improve Academic Services and Quality (feeds purpose 1.4.1 – achievement of academic quality/goal)** (interview Swisscontact, Aceh Polytechnic and Foundation management, and government officials relative to strategies to be applied to improve academic services)

4.0 MANAGEMENT, GOVERNANCE AND SUSTAINABILITY EVALUATION QUESTION

4.1 Progress in Management

- 4.1.1 Development of an acquisition plan and procurement of all materials and equipment to operate the Polytechnic in close consultation with USAID** (evidence – Swisscontact reports and interview with USAID, Swisscontact and Aceh Polytechnic management)
- 4.1.2 Transfer of all financial and academic management from the USAID funded project to the Polytechnic's permanent staff** (evidence – Swisscontact reports and interview with USAID, Swisscontact and Aceh Polytechnic management)

4.2 Progress in Governance and Sustainability

- 4.2.1 Transfer of the governance of the institution from founding donors to an independent Foundation (*Yayasan Politeknik Aceh*) that legally owns the institution and is responsible for its oversight** (evidence – Swisscontact reports and interview with Swisscontact, Aceh Polytechnic Sr. Mgt. and Foundation head).
- 4.2.2 Establishment of a five-year business plan encompassing: a) cost recovery activities that will cover a minimum of 50% of operating costs during the first three years of operation; and b) tuition financing options such as scholarships and loans to reduce the tuition burden for 20% of low-income students** (evidence – review business plan and Swisscontact reports; interview Swisscontact, Aceh Polytechnic and Foundation management relative to progress in revenue-generating activities; compilation of cost recovery trends by category – tuition/fees, production units, services, short courses, government – local, regional and national)

- 4.3 What Strategies Should be Applied to Further Enhance the Management and Sustainability Achievements (feeds purpose 1.4.1 - achievement of management and sustainability goals)?** (interview - Swisscontact, Aceh Polytechnic and Foundation management, auditors and government officials relative to strategies to be applied to enhance revenue-generating activities)

- 5.0 LINKAGE AND PARTNERSHIP EVALUATION QUESTION & Methodology** (Included are four main areas – what is PA doing in each of these areas and how can more be done? – obtain

suggestions and strategies from target groups using semi-structured interview and/or focus groups; review relevant reports)

- 5.1 Institutional-Level Linkage (e.g., Foundation, USAID and other foreign donor support, training institutions, business/industry – Chevron, government, Ministries, and any MOUs with these organizations).**
- 5.2 Employment Linkage (what linkages exist with the employment sectors - civil, public and private, how to improve and sustain - e.g., OJT/workplace supervisors and job placement.**
- 5.3 Relevant Program Linkage (staff/short-term training and teaching exchanges; students/work experience, workplace orientation sessions, and alumni groups).**
- 5.4 Recruitment Linkage (outreach activities - selection quotas to include diversity - girls, rural, Aceh; scholarships for needy students; working with feeder schools; and admission's process)**

6.0 GOVERNANCE AND SUSTAINABILITY QUESTION & Methodology (Survey & interview w/Sr. Mgt. and COP/TAPP; follow-up on academic, governance and sustainability expected results contained in the Swisscontact contract and information related to the actions/recommendations referenced in the March 17, 2010 TAPP Evaluation. Progress will be assessed related to 6.1.1 -6.1.4 using a survey instrument along with semi-structured interviews.

- 6.1.1 Academic progress – action issues are preparation of accreditation information for each study program, continue to ensure curricula relevance, each manager and staff member should have a professional development, uniform and regular staff assessment, and instructional materials to be available on-line**
- 6.1.2 Foundation Governance progress – action issues are improved understanding of fiduciary responsibilities, inclusion of Foundation in the PA organizational chart, stakeholder representation of the Foundation, and improved communication of Foundation in coordination with PA with students and parents.**
- 6.1.3 Industry Linkage progress – action issues are OJT guidelines document to be further developed - needs more structure (that is, requirements and expectations need to be more clear to PA students, lecturers and industry supervisor), and then disseminated and implemented along with an expanded PA-industry partner MOU template; and expand industry linkages/partnerships to include philanthropy and purchase of PA products and services.**
- 6.1.4 Revenue Generation – action issues are development of a more detailed, integrated Business Plan for improved PA revenue-generation; arrangement for short-term technical assistance to advise in development and implementation of the more detailed Business Plan; and explore options for expanding the production unit and its revenue-generation services.**
- 6.1.5 Extent to which industry linkages includes contributions that impact the financial well-being of PA: e.g., gifts and grants of software, computers and equipment; scholarships and**

support for student final projects; personnel on loan to PA to assist in teaching or development of products and services; and customers of the products and services provided.

6.2 Further Actions for Improved Governance and Sustainability (Evidence – actions will be identified based on TAPP reports and semi-structured interviews with TAPP, PA, Foundation and business/industry officials).

ANNEX F: TAPP LOGICAL FRAMEWORK (PMP-24 February 2008)

Level	Summary	Indicators	Means of Verification	Assumptions
Development Goal	A competitive local economy provides income opportunities for the local population-including poorer groups of the society and women - NAD	Growth in private sector Growth in employment Growth in incomes	No verification planned	
Project Goal	A qualified technical labor force supports short-term reconstruction and sustainable private sector-led growth in NAD	400 graduates of TAPPs short-term courses are employed or self-employed Minimum of 10% of above graduates enter self-employment	Alumni tracking Alumni tracking	Political stable situation Favorable macroeconomic environment
Purpose (Objective)	A financially viable Polytechnic with high reputation among industries and community for high quality technical education provides a broad variety of technical education schemes to a diverse student clientele in NAD	Above average skill test results of TAP graduates TAPP is independently ranked as a leading vocational training institution in NAD Operational cost recovery of min 50% after 3 years	MIS National skill tests Industry and student survey Financial statements Business Plan	The private sector is able to absorb the labor force The private sector and change agents are responsive to the project offer
Outputs	1.A professional school is established with sound management addressing a diverse student clientele	<u>Management</u> Systems for student enrollment developed and implemented Systems for teacher recruitment and continuous upgrading developed and implemented Systems for course development and	MIS Documentation Curricula database	The construction of the school- which is outside the remit of this project – is completed on schedule Appropriate management and teaching staff can be recruited in time to start teaching activities

		<p>adaptations developed and implemented</p> <p>Continuous adjustment of business plan in line with strategic objectives</p> <p>Branding concept developed and implemented</p> <p><u>Links to Industry</u> Industry involvement in curriculum development ensured</p> <p>Industries providing on-the-job training opportunities for 60% of long-term students</p> <p>20 companies are actively participating in TAPP</p>	<p>Business Plans</p> <p>Concept document & yearly planning</p> <p>DACUM workshop Documentation</p> <p>MIS</p> <p>DACUM documentation & MIS of OJT</p>	<p>in September 08</p>
	<p>2.Demand led private sector oriented courses are developed and delivered with strong links to industry</p>	<p><u>Short-term training programs</u> Min 10 training programs developed Min 500 of participants in short courses</p> <p><u>Academic training programs</u> Min of five D3 academic study programs delivered One D4 academic study program developed Min 500 students in D3 program enrolled</p>	<p>MIS</p> <p>MIS</p> <p>MIS</p> <p>MIS</p>	<p>The project is able to recruit qualified teachers and school managers</p> <p>Need for D4 program needs to be further assessed</p>

		<u>Entrepreneurship training programs</u> Min 5 training courses developed Min 15% of entrepreneurship course participants are entrepreneurs	MIS Alumni tracking	
	3.Mechanisms for financial sustainability are developed and implemented	1 production unit established Systems for fund-raising developed and implemented Funding from government mobilized to meet objectives according to Business Plan Alternative sources of funding mobilized to meet objectives according to Business Plan	PU operational Business Plan MIS MIS Financial statements Business Plan Financial statements	TAPP is able to mobilize sufficient funding for sustainable operations Donor agrees on establishing a production unit

ANNEX G: SAMPLE INTERNSHIP MEMORANDUM OF UNDERSTANDING



AGREEMENT

Between

PT PLN (Persero) OF ACEH REGION

and

POLITEKNIK ACEH

Concerning

COOPERATION OF INDUSTRIAL PRACTICES

Number of the FIRST PARTY : 002Pj/040/WL – ACEH/2010

Number of the SECOND PARTY : 003/NKS/05/01/03.10

On this day, Tuesday the second day of March two thousand ten (02-03-2010), taking place in Banda Aceh, we the undersigned:

I. Ir. ZULKIFLI: General Manager of PT PLN (Persero) of Aceh Region, by virtue of a Power of Attorney of Director of PT PLN (Persero) No. 067-7.SKU/423/DIR/2009 dated January 22, 2009 in this case acts for and on behalf of PT PLN (Persero) of Aceh Region having domicile at Jalan Tgk. H. Mohd Daud Bereueh No. 172, Banda Aceh, hereinafter in this Agreement referred to as the FIRST PARTY.

November 2012

II. ZAINAL HANAFI: Director of POLITEKNIK ACEH, by virtue of Academic Regulation of Politeknik Aceh, Article 8 Points 6 and 7, in this case acts for and on behalf of POLITEKNIK ACEH having domicile on Jalan Tanggul, Pango Raya, Ulee Kareng, Banda Aceh, hereinafter in this Agreement referred to as the SECOND PARTY.

(collectively referred to as the "PARTIES", severally referred to as the "PARTY");

The FIRST PARTY and the SECOND PARTY hereinafter referred to as the PARTIES shall at first expound the following matters hereof:

1. The FIRST PARTY constitutes a State-Owned Enterprise (SOE) having a business activity in the field of electricity supply and shall be obliged to improve educational quality.
2. The SECOND PARTY constitutes an Educational Institution of Engineering Sector that requires place/location to apply knowledge and skill of its students through an Industrial Practices in the purpose of improving the student's quality.

Based on the foregoing matters, therefore, the PARTIES have mutually agreed to enter into Cooperation Agreement on Industrial Practices under the following provisions hereof:

ARTICLE 1 - PURPOSES AND OBJECTIVES

This cooperation Agreement constitutes the Cooperation for quality improvement of POLITEKNIK ACEH's students through the industrial practices in the following objectives hereof:

1. PLN as SOE having responsibility in improving an education quality by calling for POLITEKNIK ACEH's students to directly involve in a real work atmosphere in accordance with business lines as it undertakes.
2. POLITEKNIK ACEH's students as a participant of the industrial practices may furnish and develop its basic material that has been learnt and train to apply knowledge and skill as it possesses.

ARTICLE 2 - SCOPE OF AGREEMENT

The PARTIES mutually agree that this agreement scope shall be as follows:

1. The FIRST PARTY shall give a chance to the SECOND PARTY's students to perform the Industrial Practices at the FIRST PARTY's company.

2. In the implementation of the Industrial Practices, the SECOND PARTY's students shall execute an activity related to their knowledge in accordance with job description approved by the FIRST PARTY.

ARTICLE 3 - REPRESENTATIVE OF THE PARTIES

In the implementation of the cooperation agreement, the PARTIES agree to appoint a representative who has duty to sign letters required for the implementation of the cooperation agreement as referred to in Article 1 of this Agreement and to become an adviser of the SECOND PARTY's students.

1. Representative of the FIRST PARTY shall be a General Manager of PT PLN (Persero) of Aceh Region.
2. Representative of the SECOND PARTY shall be a Director of Politeknik Aceh.

ARTICLE 4 - AGREEMENT IMPLEMENTATION

1. The SECOND PARTY shall provide data and job description plan of the students executing the Industrial Practices to acquire approval from the FIRST PARTY.
2. The SECOND PARTY's students who have acquired the approval from the FIRST PARTY to execute the Industrial Practices in accordance with their job descriptions at the FIRST PARTY's company shall subject to working hour rules and other rules applicable at the FIRST PARTY's company.
3. Upon the Approval of the SECOND PARTY, the FIRST PARTY may use the SECOND PARTY's students to assist work completion of non-core business at the FIRST PARTY's company.
4. Approval of FIRST PARTY, SECOND PARTY may replace executing Students of the Industrial Practices.

ARTICLE 5 - IMPLEMENTATION PERIOD OF THE COOPERATION AGREEMENT

1. Period of this cooperation agreement shall be 9 (nine) months or since the signing of this cooperation agreement and expire on December 31, 2010.
2. Period of the said cooperation agreement may be re-extended at the approval of both parties after lapsing the said period as referred to in paragraph 1 of this article.

ARTICLE 6 - VENUE OF AGREEMENT IMPLEMENTATION

1. The PARTIES agree Venue of this agreement implementation shall be at PT PLN (Persero) Aceh Region.

ARTICLE 7 - COMPENSATION

1. The PARTIES agree that the students who follow the industrial practices in the period based on Article 5 (1) of this Agreement shall acquire a monthly work compensation from the FIRST PARTY under the following details hereof:
 - a. Allowance Rp 600,000.00 (six hundred thousand rupiah)
 - b. Transport allowance Rp 150,000.00 (one hundred fifty thousand rupiah)

ARTICLE 8 - INSURANCE AND HEALTH SECURITY

1. In the period of this agreement implementation, the SECOND PARTY shall insure the SECOND PARTY's students executing the Industrial Practices at the FIRST PARTY's company.
2. The FIRST PARTY shall provide health facility to the SECOND PARTY's students in accordance with the FIRST PARTY's capability excluding hospitalization facility.

ARTICLE 9 - SANCTIONS

1. The SECOND PARTY shall be responsible for any breach against rules and provisions applicable at the FIRST PARTY's company committed by the SECOND PARTY's students.
2. The SECOND PARTY shall be obliged to provide an academic sanction to the FIRST PARTY's students who proven of breaching provisions and rules applicable at the FIRST PARTY's company, Politeknik Aceh's Rules and additional rules set out in the Guidelines for Implementation of Field Study Program.
3. In respect of FIRST PARTY experiences a material loss due to a breach committed by the SECOND PARTY's students, then the SECOND PARTY shall be responsible to pay indemnity to FIRST PARTY.
4. Mechanism of such indemnity payment shall be further agreed by the PARTIES.

ARTICLE 10 - SUPERVISION & EVALUATION

1. The SECOND PARTY shall carry out a supervision - minimum 1 (one) time of each apprentice period on the time and date of visit to be noticed to the FIRST PARTY by no later than 2 (two) weeks prior to visit.
2. In a certain condition, the SECOND PARTY shall increase the visit in accordance with defined policy.
3. The FIRST PARTY shall evaluate work performance, behavior and work attitude of the SECOND PARTY's students and directly submitted to the SECOND PARTY.
4. The SECOND PARTY's students shall periodically provide the implementation of the field study to the SECOND PARTY after obtaining approval and assessment outcome of the FIRST PARTY.

ARTICLE 11 - AGREEMENT TERMINATION

1. This cooperation agreement shall expire due to:
 - a. As referred to in article 5 paragraph 1 of this cooperation agreement.
 - b. A written agreement made by both parties to terminate this cooperation agreement prior to the period as referred to in article 5 paragraph 1 of the cooperation agreement hereof. Proposal for such cooperation termination shall be in writing noticed by no later than 1 (one) month prior to such cooperation termination desired.
 - c. In respect of any deviation is committed to this agreement partly or in entirety by one of the parties, then the other party shall be entitled to terminate this cooperation by submitting a prior notice by no later than 30 (thirty) days prior to the time desired.
 - d. Due to any reason whatsoever causing the agreement termination, both parties agree not to apply the provision of articles 1266 and 1267 of Civil Codes.

ARTICLE 12 - DISAGREEMENTS

1. Disagreements in the purpose of this Agreement, both parties agree to settle in an amicable manner.
2. In the event the amicable settlement as referred to in Paragraph (1) of this Article is unacceptable by one or both parties, then such settlement shall be submitted to District Court.
3. Both parties agree to select a permanent and fixed domicile at Banda Aceh District Court.

ARTICLE 13 - AMENDMENT TO AGREEMENT

1. Both parties agree to any amendment to this Agreement that shall be at the approval of both parties.
2. The amendment as referred to in Paragraph (1) of this Article shall be made in an Amendment or Addendum which constitutes an inseparable part of the Agreement hereof.

ARTICLE 14 - MISCELLANEOUS

1. In respect of the SECOND PARTY's students execute the Industrial Practices at unit/branch office of the FIRST PARTY, then the FIRST PARTY shall provide an Official Trip Letter (SPPD) in accordance with regulation applicable at the FIRST PARTY's company.
2. The SECOND PARTY's students shall be entitled for work leave of which number and time of its execution shall be defined by the FIRST PARTY.

3. In respect of the FIRST PARTY's students take leave as referred to in paragraph (2), then the FIRST PARTY shall notify by no later than 3 (three) days prior to the leave execution.

ARTICLE 15 - CLOSING

1. The PARTIES hereby declare to have approved and been willing to implement and absolutely subject to anything set out in this Agreement.
2. Upon signing of this Agreement signed by the FIRST PARTY and the SECOND PARTY, therefore, any provision set out in articles of this agreement and any document constituting inseparable part of the agreement hereof including any of its sanction, shall have a binding power and applicable as law for both parties based on the provision of Article 1338 Paragraph (1) of Civil Codes.
3. The documents as referred to in Paragraph (2) of this Article are the existing documents at the commencement, ongoing, and after implementation to this agreement shall be applicable for both parties.
4. This agreement shall come into effect on the day, date, month and year as mentioned above and drawn up in 3 (three) duplicates having equal legal force whereby sheets 1 and 2 have been affixed a sufficient duty stamp and duly signed by both parties in Banda Aceh.

THE FIRST PARTY

THE SECOND PARTY

POLITEKNIK ACEH

PT PLN (Persero) OF ACEH REGION

November 2012

ANNEX H: ILLUSTRATIVE DATA

A. Result of Discussion with Former Head of National Accreditation Board

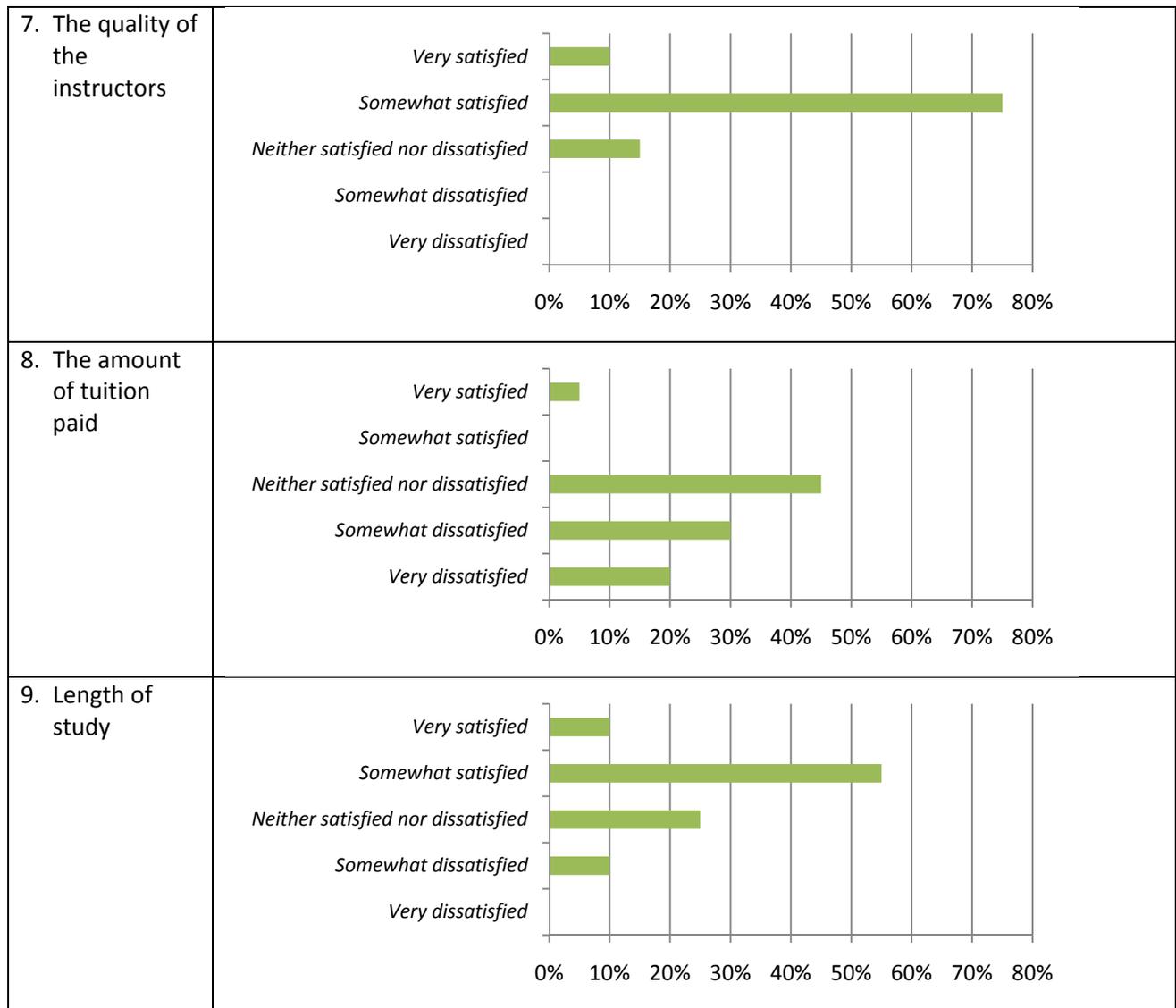
- The government of Indonesia through the Higher Education Law requires that all study programs have an accreditation status.
- To increase the Accreditation score or status from C to B, Politeknik Aceh should prioritize the items of the 7 accreditation standards, which consist of:
 1. Standard 1: Vision, Mission, Aims and Goals, and Strategy,
 2. Standard 2: Governance, leadership, management, and quality assurance,
 3. Standard 3: Students and alumni,
 4. Standard 4: Human resource development,
 5. Standard 5: Curriculum, teaching and learning, and academic atmosphere,
 6. Standard 6: Budget, facility, and information system,
 7. Standard 7: Research, community service, and cooperation/linkages

The polytechnics should, especially, consider standard 5; the term of academic atmosphere to be an industrial atmosphere.

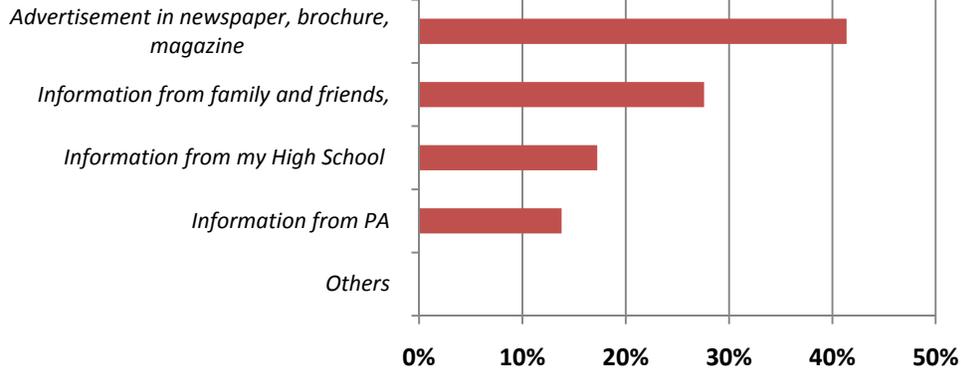
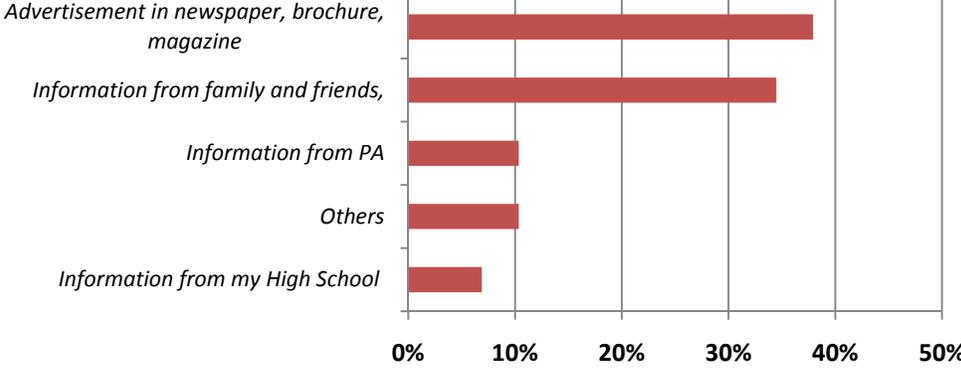
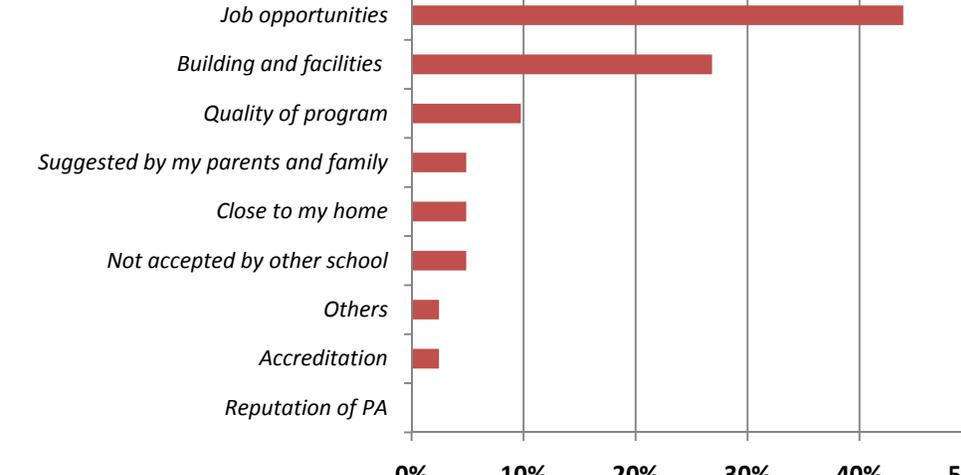
- The Diploma Program (D-1, D-2, D-3, and D-4) - has to be distinctively developed and based upon their respective curricula; the D-4 program is not a continuation of a D-3 program.
- Generally speaking, common Indonesia people respect a degree more than competency. This is why polytechnics are less popular than the university. This is also true in PA.
- There is a tendency that some polytechnics in Indonesia become more university like.
- Polytechnics should be employability-based, not degree based. This should be indicated by a high level of industrial linkage and high level of employability of the graduates.
- The real challenge for the polytechnic in Indonesia is staff, which are characterized by a young age, which eventually affects the leadership and governance of the polytechnic.
- Polytechnics should be developed in a different way; polytechnics in Java should be based on high-tech mainstreams, whereas polytechnics outside Java should be developed to overcome the middle high technology needed by locals.
- Local government leadership should support the polytechnic and its creation.
- PA should consider being a public institution as then the central government could help in funding operational cost, which will be critical in next 2 to 3 years.

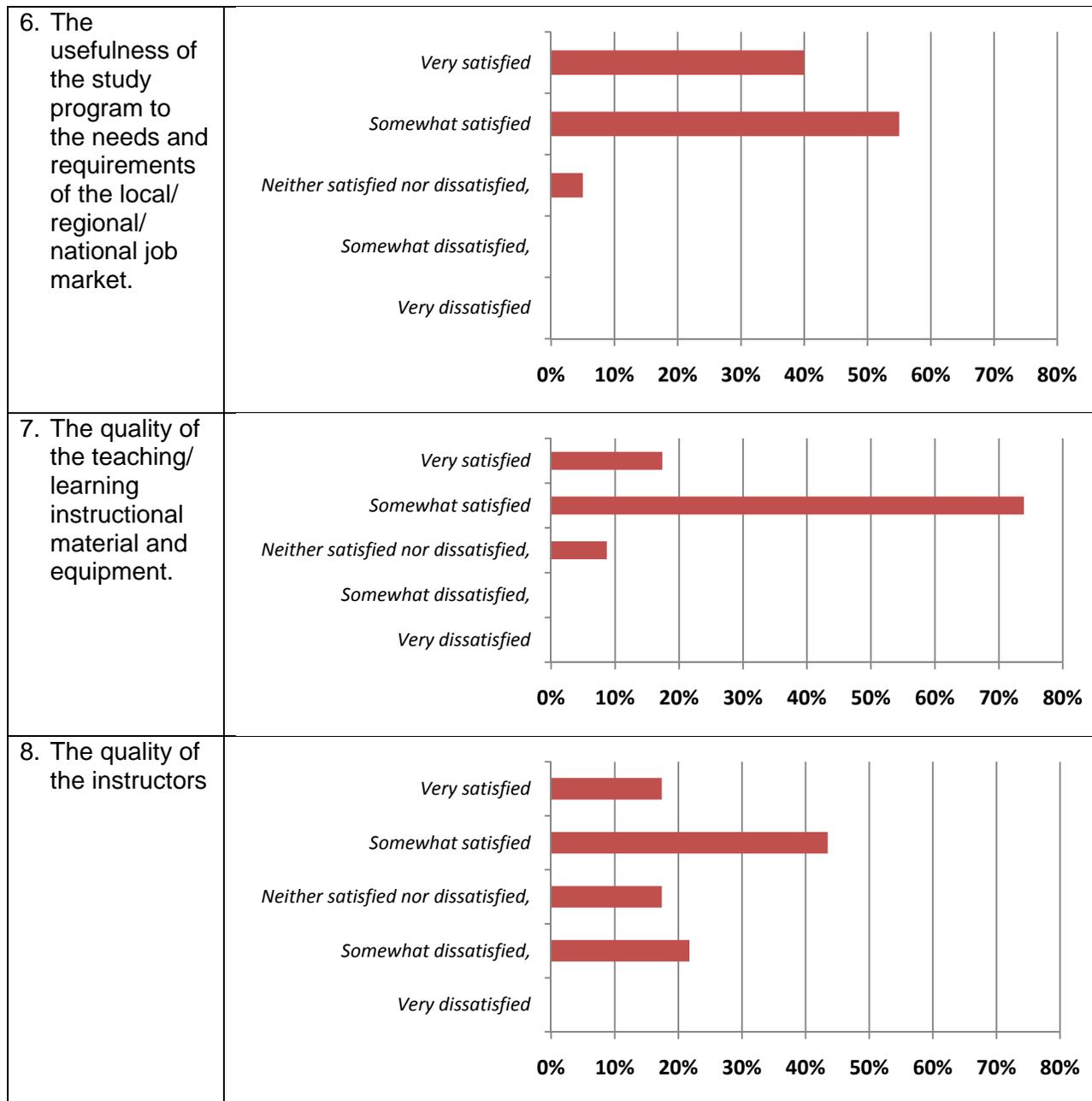
B. Results of Survey of Current Students (21 students)

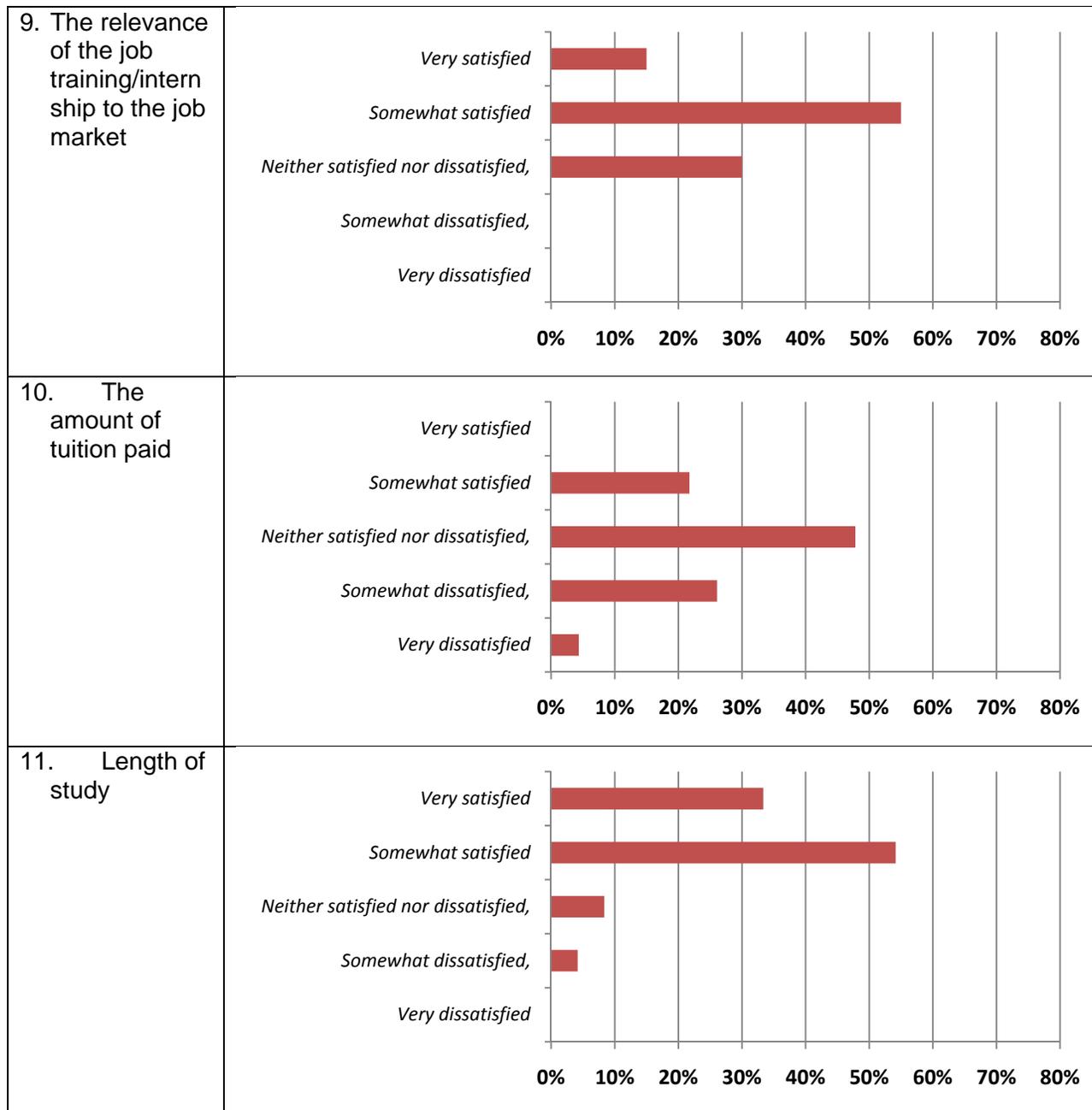
<p>3. How did you become aware of PA?</p>	<table border="1"> <thead> <tr> <th>Source</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Information from family and friends</td> <td>40%</td> </tr> <tr> <td>Advertisement</td> <td>30%</td> </tr> <tr> <td>Information from my High School</td> <td>15%</td> </tr> <tr> <td>Information from PA</td> <td>8%</td> </tr> <tr> <td>Others</td> <td>5%</td> </tr> </tbody> </table>	Source	Percentage	Information from family and friends	40%	Advertisement	30%	Information from my High School	15%	Information from PA	8%	Others	5%								
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C. Results of Survey of Alumni (25 students)

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Reputation of PA	0%																				





D. Suggestions for Improvement by Students and Alumni

4 The usefulness of the study program to the needs and requirements of the local/regional/national job market.

- Study program was relevant to needs of my present job
- All study programs were matched with industry needs
- PA has matched the national standard

5 The quality of the teaching/learning instructional material and equipment.

- PA equipment was the best in Aceh
- It would be better if the PA also have course and practical work on entrepreneurship
- Course material should be improved as the teaching facilities is regarded sufficient
- Some instructors should improve their way of teaching
- Standard teaching methods are needed for all staff
- Updating the technologies is needed

6 The quality of the instructors

- Staff should be improved in their qualification and experience; most staff are fresh graduate
- Staff number should be increased as some courses have same staff
- Need more staff to supervise the practical work

7 The relevance of the job training/internship to the job market

- Internship needs to be improved in terms of placement and management
- Linkages with industries should be improved
- Some big companies do not have trust in PA; it makes difficult to make linkages for internship
- Internship assessment should be conducted by professional supervisor
- PA staff should regularly visit the internship

8 The amount of tuition paid

- The tuition fee should be reduced so that more Aceh students can enter the PA
- It would be best if students can pay monthly because parents do not have enough money to pay cash for one semester
- The high tuition fee has reduced the chance to get more students
- The high tuition fee was matched with the high standard of facilities
- PA should consider more opportunities for low income students to study in PA

9 The amount of time required for study

- The tight schedule was good to accustom the student to real working conditions.
- Similar with other D-3 in other polytechnics

10 Suggestions for PA Improvement

- Accreditation of at least Level B has to be achieved to improve alumni opportunities to get job
- Accreditation with B status improves the chance for alumni to continue their study
- Accreditation can improve the PA reputation
- Students need entrepreneurship courses
- Students need more time to have sport, art, and entrepreneurship
- Sport facilities need to improved
- Alumni need job information; updated job opportunities should be provided by PA
- Accommodation (boarding facilities) for students is needed, as some students from outside Banda Aceh have to pay rent for rooms around campus and availability of rooms for renting around campus is also limited
- The English competency of staff and students should be improved

- Communication skills of students need improvement
- Library collection and facilities should be improved
- More scholarships for staff and students are needed.
- Students need more information on overseas job opportunities
- Employment networking should be initiated to enhance the opportunities for all alumni; mailing list group for alumni would be beneficial.
- Extra-curricular activities should be improved
- Non- automatic equipment should be partly used during practical works as students still need basic knowledge

E. Staffing Qualifications

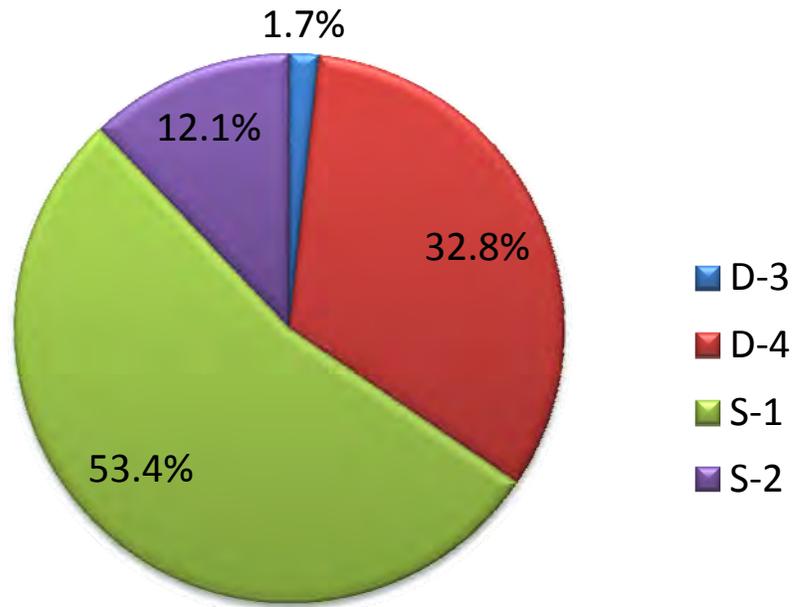


Figure 3. Percentage of academic staffs having D-3, D-4, S-1, S-2, and S-3

F. Dropout Rates – Based on 2011 Students Graduated

Study Program	Graduated			Drop Out			Non-Active		
	% Total	%Male	%Female	Total	%Male	%Female	Total	%Male	%Female
Electronics	66.7%	92.5%	8.1%	30.0%	26.7%	3.3%	3.3%	1.7%	1.7%
Informatics	75.0%	73.3%	36.4%	15.0%	15.0%	0.0%	10.0%	10.0%	0.0%
Mechatronics	80.0%	79.2%	26.3%	15.0%	13.3%	1.7%	5.0%	1.7%	3.3%
Accounting	88.3%	62.3%	60.6%	6.7%	5.0%	1.7%	5.0%	1.7%	3.3%
Total	77.5%	75.8%	31.9%	16.7%	15.0%	1.7%	5.7%	3.8%	2.1%

1. The highest percentage of students graduated was in Accountancy (88.3%), followed by Mechatronics (80%), Informatics (75%), and Electronics (66.7%).
2. The dropout rate was 22.4%, in which the highest rate was in Electronics (30%) followed by Informatics and Mechatronics (15%) and Accounting (6.7%).
3. Outside those students who officially dropped out, there were some students who just stopped attending classes (non-active - 5.7%). No clear reason why this is occurred although high tuition fee and heavy study demands were are common causes.
4. PA should prioritize the Study Stream of Electronics as it has the highest percentage of dropout students and, at the same time, has the lowest percentage of graduated students compared with the other study programs.

G. Number of Male and Female Students Enrolled by Program Stream

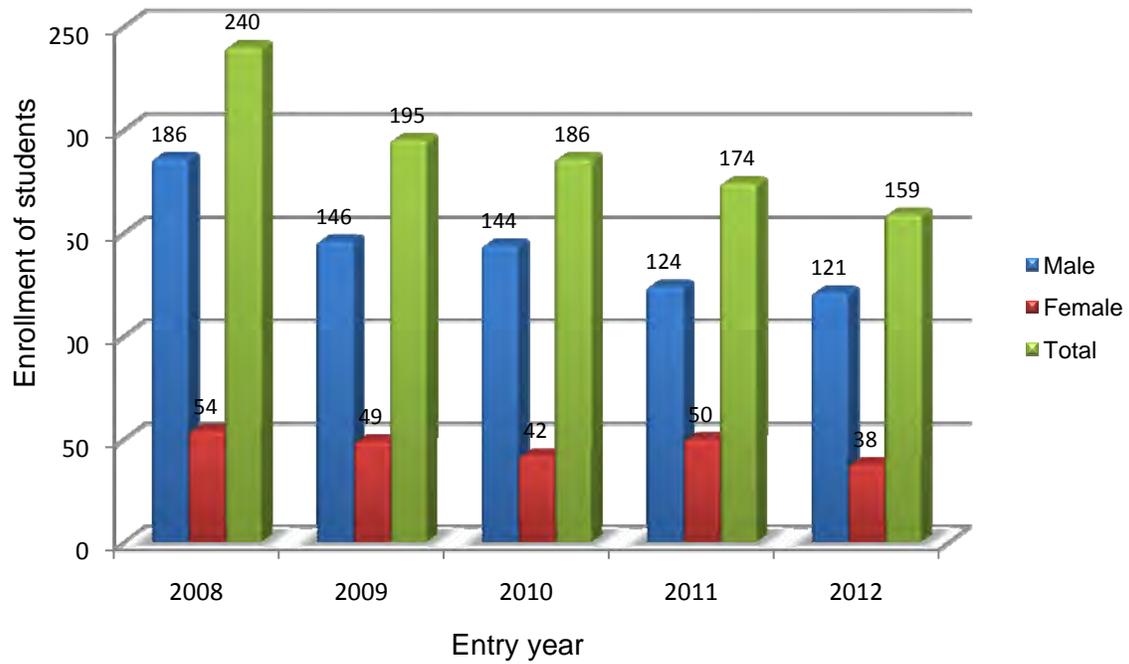


Figure 3. Number of Enrolled Students (male and female) by Entry Year

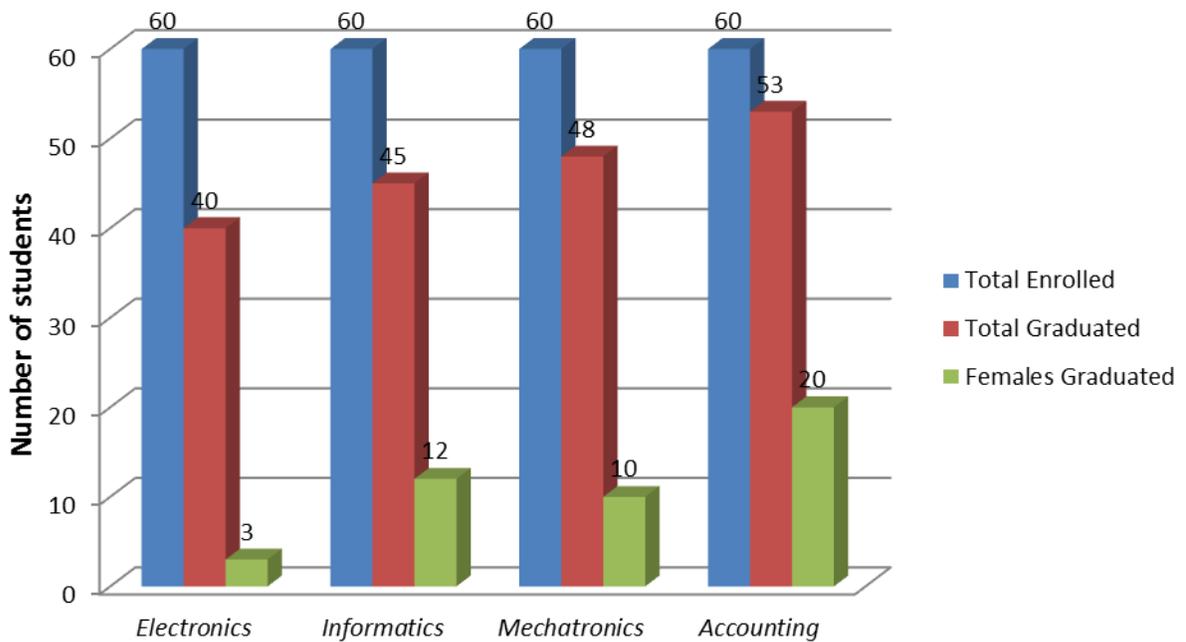


Figure 4. Number of Enrolled and Graduated Students (with female breakout) by Study Program (2011)

ANNEX I - SUMMARY OF TEACHING EVALUATION

Teaching observation is regularly conducted at PA.

So far we have two reports in Bahasa:

- **Report of Student Satisfaction on Politeknik Aceh Service. Dated December 2011, Date: December 2011, 4 pages**
- **REPORT on TEACHING OBSERVATION, Date: April 28 – May 8, 2009**
- **REPORT on TEACHING OBSERVATION, Date: January 17-18, 2011**

Below is the summary of the two reports:

1	Laporan Pelaksanaan Kuesioner Kepuasan Mahasiswa Terhadap Pelayanan Politeknik Aceh Tahun Akademik 2010/2011 Tanggal: December 2011	Report of Students Satisfaction on Politeknik Aceh Service. Dated December 2011 Date: December 2011
	Responden adalah mahasiswa Politeknik Aceh dari angkatan 2009 sampai dengan angkatan 2011 yang masih aktif kuliah dengan jumlah sampel sebanyak 199 orang. Sampel terdiri dari 27 orang wanita dan 72 orang laki-laki dengan komposisi program studi yang tertera pada grafik dibawah ini ;	Respondent: 99 students, random of students 2009-2011 intake (27 females and 72 males)
	Banyaknya pertanyaan pada kuesioner ini berjumlah 29 buah yang terbagi menjadi lima kategori, yaitu ; 1. <i>Tangibles</i> (Kenyataan); terdiri atas 13 buah pertanyaan 2. <i>Reliability</i> (Realita); terdiri atas 5 buah pertanyaan 3. <i>Responsiveness</i> (Kemampuan Merespon); terdiri atas 4 buah pertanyaan 4. <i>Assurance</i> (Kepastian); terdiri atas 3 buah pertanyaan 5. <i>Empaty</i> (Empati); terdiri atas 4 buah pertanyaan	The students were asked to choose level of satisfaction based on 29 question with 5 categories: 1. <i>Tangibles</i> : 13 questions 2. <i>Reliability</i> : 5 questions 3. <i>Responsiveness</i> : 4 questions 4. <i>Assurance</i> : 3 questions 6. <i>Empathy</i> : 4 questions
	Hasil 1. Peningkatan pelayanan pada fasilitas dan koneksi jaringan internet 2. Penambahan kapasitas tempat wudhu dan ruang Mushalla 3. Perlu adanya perbaikan pada beberapa kamar mandi yang rusak 4. Penambahan fasilitas dan kapasitas kantin 5. Perlu adanya penambahan lapangan dan fasilitas olah raga 6. Permintaan pengurangan pada biaya SPP/Kuliah 7. Kehadiran Dosen teori yang harus tepat waktu; memberi kabar dan tugas jika dosen berhalangan hadir 8. Penyeleksian Dosen yang mengajar harus sesuai	Result 1. Service Improvement on internet service and connection 2. Improvement of praying washing (wudlu) and praying place (small mosque/mushola) capacity. 3. Fixing the broken toilet facilities. 4. Improvement of facility and capacity of campus restaurant. 5. Sport facilities should be improved 6. Tuition fee should be reduced 7. Lecturers' attendance should be in right time, and if delayed or canceled, students should be well informed before. 8. Instructors should be appointed for

<p>dengan kompetensinya</p> <p>9. Perlu adanya perhatian lebih/khusus kepada mahasiswa yang daya tangkapnya kurang</p> <p>10. Pelayanan pada pembuatan kartu mahasiswa harus lebih cepat</p> <p>11. Pemasangan AC pada ruang teori</p> <p>12. Harus adanya Update pada konten website Politeknik Aceh</p> <p>13. Kurang teduhnya tempat parkir</p> <p>14. Update informasi pada mading</p>	<p>teaching based on their competency.</p> <p>9. Lecturers should pay careful attention to underdeveloped students.</p> <p>10. Service for student card should be faster.</p> <p>11. Air condition should be set up in theory classroom</p> <p>12. Politeknik Aceh website should always be updated</p> <p>13. Parking area needs more cool</p> <p>14. Regular updating of PA news (announcement)</p>
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LAPORAN PELAKSANAAN TEACHING OBSERVATION	REPORT on TEACHING OBSERVATION Date: April 28 – May 8, 2009
Tanggal 28 April 2009 s/d 08 Mei 2009	
<p>o Proses <i>Teaching Observation</i> terdiri dari 2 tahap, yaitu Observasi dan Diskusi.</p> <p>1. Observasi dilakukan dengan mengamati proses pembelajaran teori dikelas dan di praktek di Laboratorium. Durasi pengamatan antara 60 s/d 90 menit.</p> <p>2. Diskusi tentang proses pembelajaran dengan dosen yang diamati, dilakukan setelah pelajaran selesai / pada hari yang sama. Pelaksanaan diskusi umumnya sekitar 60 menit.</p> <ul style="list-style-type: none"> • Tahap pertama dari sesi diskusi berupa <i>self evaluation</i> untuk dosen yang diamati. Dosen diminta untuk melakukan <i>check list</i> pada form yang telah disiapkan. Setiap item pada form (25 item) dijelaskan maksud dan tujuannya oleh pengamat dan didiskusikan bersama dosen, untuk kemudian dosen melakukan <i>self evaluation</i> pada item tersebut. • Tahap kedua, pengamat memberikan saran/masukan dan mendiskusikan item-item yang oleh pengamat dianggap perlu diperbaiki oleh dosen. • Tahap ketiga, pengamat dan dosen mengisi kolom komentar pada form. 	<p>Teaching Observation consists of two 2 steps: Observation and Discussion.</p> <p>1. Classroom observation is conducted by observing teaching (theory) in classroom and practical works in laboratory. Time: 60-90 minutes</p> <p>2. Discussion on teaching and learning with respective lecturers, conducted after teaching ended / in the same day. Time: 60 minutes.</p> <ul style="list-style-type: none"> • First Steps of Discussion session is self evaluation of the lecturer being observed. Lecturers were asked to fill the check list on the evaluation form. All items in the checklist were explained to the lecturers. • Second steps: observer gives suggestions based on items in the forms which need improvements. • Third steps: observer and lecturer fill the comments in the form.
Dari data hasil observasi diperoleh jumlah total 19 orang dosen sedangkan perencanaan 21 orang.	Lecturers observed: 19 people.
Dari hasil grafik diatas diperoleh beberapa point	Result:

<p>yang perlu mendapat perhatian :</p> <ol style="list-style-type: none"> 1. Perencanaan proses pembelajaran masih perlu mendapatkan perhatian seperti halnya SAP (Satuan Acara Perkuliahan) masih banyak dosen yang tidak menyerahkan pada saat melakukan diskusi. 2. Pelaksanaan proses pembelajaran masih kurang untuk point penggunaan papan tulis masih terlalu dominan, namun perlu perbaikan dalam tata cara penggunaannya. Tulisan yang terlalu kecil, penggunaan <i>space</i> yang tidak teratur, terlalu banyak menumpuk informasi, ataupun tidak memanfaatkan warna alat tulis/spidol yang ada. Untuk penggunaan LCD projector masih sebagian besar dosen, hanya 4 dosen yang tidak menggunakan saat diobservasi. Pembuatan materi power point kebanyakan tulisannya masih terjadi penumpukan informasi dan terlihat kurang menarik. Secara umum pemanfaatan projector masih belum optimum. Pengontrolan kelas teori maupun praktek juga masih terlihat belum optimum. Sikap dosen seperti <i>fair</i>, <i>firm</i>, dan <i>friendly</i> hanya terlihat pada beberapa dosen sedangkan yang lainnya masih perlu perbaikan untuk mendapatkan kondisi kelas yang lebih baik. Jadi secara umum untuk point pelaksanaan proses pembelajaran ini masih sangat minim dan ini perlu dapat perhatian. 3. Evaluasi proses pembelajaran masih sedikit sekali dosen melakukan pada saat akhir perkuliahan. Dari hasil diatas diperoleh rata – rata observasi prodi teknik komputer lebih rendah dibandingkan dengan prodi lainnya. 	<ol style="list-style-type: none"> 1. Teaching process planning needs more attention from the lecturers, as well as the Teaching Schedule Unit. Some lecturers can not provide that document. 2. Findings: The use of blackboard (whiteboard) is still play a dominant part in teaching process. Too small writing, irregularity spacing use, too much information, or not using whiteboard marker properly. Most of the lecturer used LCD for teaching presentation, in which it is was found that some presentations contain too much information, and are not interesting for the student. Generally the use of powerpoint presentation should be improved. Lecturer control in theory and practical classroom should also be improved. Lecturer attitude towards 3F (fair, firm, and friendly) can only be seen in small number of lecturer, whereas the rest still needs improvement. Generally, teaching process in class room and laboratory still needs improvement. 3. Teaching process evaluation was rarely conducted by all lecturers at the end of teaching. In average, result of the teaching evaluation in computer engineering study program is less than that of the other study programs.
<p>Komentar Dosen Beberapa komentar dosen yang muncul dalam diskusi, yang kami anggap perlu disampaikan pada laporan ini adalah :</p> <ul style="list-style-type: none"> - Rendahnya daya serap mahasiswa. - Ruang kelas/Lab. yang kurang kondusif. - Disiplin mahasiswa kurang. - 	<p>Lecturer comments:</p> <ul style="list-style-type: none"> • Low level of students understanding • Classroom and laboratory was not conducive • Students discipline was somewhat weak
<p>Kesimpulan Dari hasil pengamatan yang dilakukan, dapat disimpulkan bahwa proses pembelajaran yang berlangsung saat ini masih perlu ditingkatkan</p>	<p>Conclusion: Teaching process still need some improvements:</p> <ul style="list-style-type: none"> • Improving lecturer paradigm with new modern teaching methods,

<p>kualitasnya dengan cara :</p> <ul style="list-style-type: none"> - Menambah wawasan dosen dengan metoda-metoda pengajaran yang lebih modern. - Memanfaatkan teknologi informasi untuk meningkatkan kualitas pendidikan. - Meningkatkan pemahaman dosen dalam bidang Psikologi Pendidikan. 	<ul style="list-style-type: none"> • Increasing the use of IT for improving education quality, • Improving lecturer understanding in Psychology Education.
<p>Saran</p> <p>Sebagai bagaian akhir dari laporan ini, kami menyarankan hal-hal sebagai berikut :</p> <ul style="list-style-type: none"> - Untuk meningkatkan wawasan dan kreativitas dosen, kami menyarankan agar pada setiap akhir semester diadakan satu hari <i>internal workshop</i> dalam bidang metodologi. - Proses <i>Teaching Observation</i> secara regular dilakukan antar dosen. - Memberikan kesempatan yang seluas-luasnya bagi mahasiswa untuk memanfaatkan teknologi sebagai sarana belajar (e-book, e-learning). - Mengundang pembicara tamu dari industri terkait. - Sosialisasi Pendidikan Politeknik. 	<p>Suggestions:</p> <ul style="list-style-type: none"> • One-day internal workshop on methodology to improve lecturer creativity should be conducted at the end of each semester, • Teaching observation process should be conducted regularly, done among lecturers. • To give unlimited opportunity for students to use technology for teaching material (e-book, e-learning) • Inviting guest lecturer from the related industries, • Socialization of Polytechnics Education .

ANNEX J - LIST OF DOCUMENTS CONSULTED

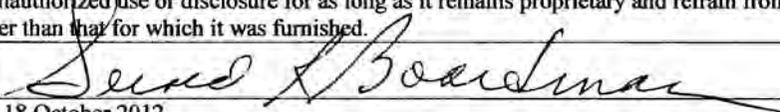
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2. Audit Reports, OIG Letter to Audit Report, Swisscontact, May 2012. (Also, Audit Reports for August 2011 & 2012 and January –December 2011)
3. DACUM Job Analysis of Electrical Power Engineering (Maintenance of automation and control system), Polytechnic Aceh, March 2012, 3 pages.
4. Evaluation Policy, USAID Bureau for Policy, Planning, and Learning, January 2011, 14 pages.
5. Fact Sheet, Aceh Polytechnic, USAID, 2012.
6. Feasibility Assessment to Support Technical Education in Aceh Province, DevTech Systems and SECID, prepared for USAID/Indonesia, April 2006, 46 pages.
7. Final Report of Electronics Technical Assistance, POLMAN, 2010, 4 pages.
8. Foundations Act, Polytechnic Aceh, June 2011, 9 pages.
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11. Guideline for Curriculum Development, Polytechnic Aceh, 2011, 7 pages
12. How to Note - Preparing Evaluation Reports, USAID, July 2012, 7 pages.
13. Jobs for the 21st Century: Indonesia Assessment (Final Report), Jobs for the 21st Century Initiative, Prepared for USAID/Asia and Near East Bureau and USAID/Indonesia. EQUIP 3, EDC, March 2007, 56 pages.
14. Memorandum of Understanding between the Government of Aceh and United States Agency for International Development and Chevron Global Fund for The Aceh Polytechnic, April 2007.
15. Mission Report, Support to the Yayasan Politeknik Aceh and to the Production and Service Unit, Hugo Sager, Swisscontact, Technical Advisor (TA) for Industrial Relations, June 2011.
16. Monitoring and Evaluation Report of DIKTI Grant for New Polytechnics Development, Batch 1 and 2 (Program Hibah Pendirian Politeknik Baru / PHPPB) DIKTI, June 2009.
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21. Second Phase Review Report of Politeknik Aceh Legal Framework (Week-1, 31 January – 04 February 2011) by Mohammad Nurdin, Polytechnic Aceh, February 2011, 12 pages.
22. Statistic Tracer Study Polytechnics Aceh, Polytechnics Aceh, 2011, 7 pages.
23. Students Satisfaction Report on Polytechnic Aceh Service 2010/2011, Polytechnic Aceh, December 2011.
24. Syllabus for Accounting Study Program, Polytechnic Aceh, 49 pages.
25. TAPP Contract No. 497-C-00-08-00001-00, Excerpt, USAID/Indonesia, pages 6-27.
26. TAPP Quarterly Reports for each quarter: January 2008 - June 2012, Swisscontact.
27. TAPP Budget: 2009-2010 (revised), USAID Contract No. 497-C-00-08-00001-00, Swisscontact, October 2009. 4 pages.
28. TAPP Work Plan: 2009-2010 (revised), USAID Contract No. 497-C-00-08-00001-00. Swisscontact, October 2009. 17 pages [Also: TAPP Work Plan and Budget: 2008 and TAPP Work Plan and Budget: 2008-2009.]
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31. Teaching Observation Report, Polytechnic Aceh, February 2011, 3 pages.
32. Technical and Vocational Education and Training: A Study of Promising Models in International Development, USAID, EQUIP3, EDC, April 2011.
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34. The Aceh Polytechnic Project (TAPP), Performance Monitoring Plan, February 2008.
35. The Aceh Polytechnic Program Final Evaluation, March 2010, EDH-E-27-08-00003-00, JBS International.

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Gerald R. Boardman
Title	Consultant
Organization	IBTCI
Evaluation Position	X Team Leader <input type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	AID-497-TO-12-00004
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	The Aceh Polytechnic Project Swisscontact Contract 497-C-00-08-00001-00
I have real or potential conflicts of interest to disclose.	I was the Team Leader of the initial EDC Jobs for the 21 st Century: Indonesia Assessment (Final Report), USAID, March 2007. I was listed as a consultant and potential team member on a competing bid (EDC) for the Aceh Polytechnic Project. I had no involvement with the Aceh Polytechnic Project - Swisscontact.
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <i>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> <i>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i> <i>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i> <i>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i> <i>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i> <i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i> 	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	18 October 2012

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Frank Schorn
Title	Evaluation specialist
Organization	IBTCI
Evaluation Position	<input type="checkbox"/> Team Leader <input type="checkbox"/> Team member x
Evaluation Award Number <i>(contract or other instrument)</i>	AID-497-TO-12-00004
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	The Aceh Polytechnic Project Swisscontact Contract 497-C-00-08-00001-00
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/> X
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	October 20, 2012

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Dwatmadji
Title	Mr
Organization	IBTCI
Evaluation Position	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	AID-497-TO-12-00004
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	The Aceh Polytechnic Project Swisscontact Contract 497-C-00-08-00001-00
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	October 26, 2012.