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# PROCEEDING

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# GOVERNANCE AND EDUCATION ACCELERATION FRAMEWORK IN LAMPUNG PROVINCE

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## **Abstract**

This qualitative study produced some conclusions as follows; (1). The most dominant factor affecting the condition of educational resources in the regency of Pesisir Barat, among others due to the legacy of the educational policy of the district that the parent does not successfully create equity of educational infrastructure. Moreover, the carrying capacity of the condition of infrastructure in the Pesisir Barat region who have not progressed yet also give maximum effect for the accelerated creation of education in the region. (2). Potential institutional and inter-institutional relations in the Regency of Pesisir Barat real located at the Department of Education, Office or other government agencies on the Pesisir Barat Regency, the private sector / foundations or public institutions as well as educational institutions that exist outside of the Pesisir Barat. Overall these institutions having an involvement of each format, but will still entwined in a framework that is directed by Pesisir Barat Regency. In this format is expected to create acceleration of education policy. (3). A strategy that can be selected and applied in the application of this model is through the stages: Capacity Building, Compilation Role, Joint marketing and Strangthening Network.

**Keyword: Education Policy, Regional Expansion, Governance**

## **INTRODUCTION**

Education in Indonesia is still in a condition that lags behind neighboring countries. Political and Economic Risk Consultant, in a survey about the quality of education, concluding that Indonesia was the end of the 12 countries in Asia. Survey World Competitiveness Year Book 2007 on the competitiveness of education shows that Indonesia is ranked 53 of 55 countries surveyed. The implications of the quality of education can be seen from the Indonesian Human Development Index. The United Nations Development Programme in the HDI in 2007 showed that Indonesia ranks 107 of 177 countries surveyed. In the ASEAN region, Indonesia ranks seventh out of nine ASEAN countries, under Vietnam (Syamsuri 2010 in Lisnawati, 2011).

Besides the issue of management and education policy, allocation and distribution of the education budget, they cause the final conditions. This is reasonable because of the lack of

budget allocation and distribution resulted in a lack of education support. Indonesian education budget system is also very complicated, and there are no mechanisms in order to get a complete picture about school funding or comparing the difference between the costs of education (Clark, 1998: 25 in Arifi, 2008: 124). The increase in the education budget from 2005-2009 quite astonishing, an increase in the ratio is very significant. But in total, the salaries of teachers take a very large percentage of the total education budget (Rahmawati, 2016: 14). The implication is that the condition of educational support facilities, such as infrastructure and teaching instruments, predicted not changed much.

Moreover, the implications of a condition that also occurs is the professionalism of teachers in Indonesia are not improved. Data Research and Education Ministry in Muaddab (2011) showed that Indonesian teachers eligible to teach at the elementary level only 28.94%. 54.12% junior high school teacher, private, 60.99%, 65.29% state high school teachers, private sector 64.73%, 55.91% state vocational school teachers, private sector 58.26%. The teacher condition is influenced by inadequate teacher education. Of the 2.7 million teachers in Indonesia is only one-third or 35% are educated S1. The data showed that most of the teachers do not have the eligibility to teach (Subrayanti, 2013: 3).

These conditions occur in the distribution uneven, meaning that there are demographic and geographic factors that occur in certain territorial scope. Good condition in areas with better progress, will be inversely proportional to the area that has not been developed. Most of the conditions that would occur in areas not yet developed. It is even possible in a region has an unequal distribution of institutional capacity. Because the distribution of institutional capacity is also an obstacle to the process of implementation of education policy.

However, through a relational approach and institutional development, the problematic condition also has a positive potential. If the conditions of institutional capacity that had already made progress in this aspect of resource management (facilities and human resources) directed to have braids and specific interactions with the institutional level that has not been good progress. Creation of a symbiotic relationship on this aspect in the form of activities that lead to the creation of conditions for the balance of capacity, so that the problem of inequality of institutional conditions can find a better solution.

Considering the conditions of each region that have evolved differently and see the geographical scope of each regency / city government as the background conditions that create diversity education. Conditions such diverse backgrounds is the implication of the scarcity of resources and the support was not optimal resource management in education. In that context, the institution is a key element that contributes to other elements so that the optimum conditions.

Although government has taken initiatives to provide education through the development of some incentive programs and stimulative, but it needs to be understood that the program more meaningful allocation and distribution of material resources to units education providers. In fact, education also covers aspects of interaction within institutions, between institutions and between institutions education provider education providers with other institutions that intersect with them. In interaksionalis approach, interactions that occur between the institution can provide in a sustainable effect will have implications for the activities organized by each institution. Interactions are contradictory and do not support

each other will create a critical condition and not conducive to the development of the institution. Interactions are well established and mutual support, will create the conditions of activity of the institution be more conducive to the growth of favorable development. Therefore an assessment of the potential development of governance education in the new autonomous region should be examined.

## METHOD

This research was conducted with a qualitative approach through data collection techniques with interviews, observation and FGD. The study was conducted to analyze the three things, namely; (1). Potential aspects in education that can contribute to the development organization of education governance model, and (2). Governance model that can support the acceleration of the implementation of the new autonomous regions pda education. Data analysis was conducted by interactive method that can ultimately be produced which correlates and useful information for the development of the governance model of education in the new autonomous region, (3). Strategies that can be implemented by the Local Government to implement the governance model of the Education Implementation.

## RESULTS AND DISCUSSION

### 1. Factors that affect resource providing education in the Regency of Pesisir Barat.

#### 1.1. Factor Support Physical Resources Devolution Kab. Pesisir Barat

Public services reflect the extent to which the local government is able to improve the quality of life and general condition of the region itself. The decentralization policy should have a major impact in improving public services. The proximity of local government to the people after the expansion of regions (in terms of regional administrative and planning services) are expected to make local government more wisely in planning for the development of public services.

Ideally, the development of local service facilities should be adapted to the number of people each year. The more the number of people in an area so naturally the number of service delivery will be improved to meet the needs of society. Adequate educational facilities will support the improvement of society so that education and kesehatanpun be an important indicator for HDI value of an area.

When examined in further, the condition of school infrastructure in the Regency of Pesisir Barat has not reached the national standard. Based on the Indonesian National Standard SNI 03-6981-2004 ie, a single facility Elementary School (SD) must be provided for a minimum population of 1600 inhabitants, while for junior and senior high number of 4800 inhabitants. When calculated carefully, almost all of the districts on the Pesisir Baratalready meet these ratios. Carrying only two districts that do not meet the ratio, ie Bengkumat Belimbing and District Ngambur. Such data can be dilihat from the following table:

**Table 1. Number of Primary Schools Ratio to Total Population in the Pesisir Barat Regency of Lampung Province**

No	District	Elementery School	Total Population	Ideal Ratio	Status
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		Public	Privat	(2012)	(1/1600)	
1	Lemong	16	1	14365	9	Fulfilled
2	Pesisir Utara	12	0	8202	5	Fulfilled
3	Pulau Pisang	2	0	1343	1	Fulfilled
4	Karya Penggawa	11	1	14292	9	Fulfilled
5	Way Krui	5	0	8328	5	Fulfilled
6	Pesisir Tengah	11	2	18358	11	Fulfilled
7	Krui Selatan	8	0	8531	5	Fulfilled
8	Pesisir Selatan	17	0	21762	14	Fulfilled
9	Ngambur	10	0	17953	11	Not Fulfilled
10	Bengkunat	6	0	7620	5	Fulfilled
11	Bengkunat Belimbing	12	1	24000	15	Not Fulfilled
Total		110	5			

Source: Data from the Pesisir Barat District Education Office, processed by researchers (2015).

Conditions were almost similar ratio also occurs in secondary education first and secondary. Advance ratio data can be seen from the following table:

**Table 2. Number of junior and senior high ratio Against Population in the Pesisir Barat Regency of Lampung Province**

No	District	Junior High		Senior High		Vocational High		Total Population (2012)	Ideal Ratio (1/4800)	Status
		Public	Privat	Public	Privat	Public	Privat			
1	Lemong	6	0	1	0	0	0	14365	3	T
2	Pesisir Utara	2	0	1	0	0	0	8202	2	T
3	Pulau Pisang	1	0	0	0	0	0	1343	0	T
4	Karya Penggawa	1	0	1	0	0	0	14292	3	B
5	Way Krui	1	0	0	0	0	0	8328	2	B
6	Pesisir Tengah	3	0	1	2	1	1	18358	4	B
7	Krui Selatan	0	1	0	1	0	0	8531	2	B
8	Pesisir Selatan	4	1	1	0	0	0	21762	5	B
9	Ngambur	3	2	1	0	1	0	17953	4	B
10	Bengkunat	3	1	1	0	0	0	7620	2	T
11	Bengkunat Belimbing	5	0	2	0	0	0	24000	5	T
Jumlah		29	5	9	3	2	1			

Source: Data from the Pesisir Barat District Education Office., processed by researchers (2015).

From the table it can be observed if the ratio of the number of schools with a population in secondary education and over most regions have not reached the ideal ratio. Noted District of Karya Penggawa, Way Krui, Pesisir Tengah, Krui Selatan, Pesisir Selatan and Ngambur not meet the ideal ratio. Only the District Lemong, Pesisir Utara, Pulau Pisang, Bengkunat and Bengkunat Belimbing who meet the ideal ratio.

After looking at these ratios, it can be argued if the availability of the existing schools in the Regency of Pesisir Barat as not been balanced by the number of existing population, population growth is not comparable to the increase in the provision of various schools to his level. Therefore, it is necessary to increase the number of schools to support equalization provision of services, as well as increased prosperity.

In addition to the review of the suitability of the amount of the existing infrastructure with the applicable standards, the quality of service in the education sector can also be said to be better if the number of student-teacher ratio is smaller in its development. But the need for further review whether the decrease in the ratio is based on increasing the number of teachers or even decline in the number of students enrolled in school.

In observations conducted by researchers can be observed if the facility secondary level education services not yet available in almost every region, especially rural areas. In addition, qualified teaching staff is still concentrated in the areas of both economies. And with the expansion of local government areas expected to organize and set up educational facilities from primary to advanced levels as well as teachers. The approach span of control between local governments and communities to education facilities will improve the quality of local human resources of the division.

The existence of new autonomous regions could actually create jobs for educators. Availability of qualified educators is key to success pendidikan sector in the expansion area. The lower the ratio of the number of teachers with a number of students will be more effective teaching and learning process in schools in new region. It should be noted also that not all faculty members willing to carry out tasks in the area of the division for a reason to stay away from school. Typically, faculty living parent living in the area of the division.

In observational research, it was also the condition of school infrastructure renovation untouched. This example occurred in one of the school buildings in Pekon (village) Way Haru, Bengkunt Belimbing, Pesisir Barat Regency, Lampung Province. Almost all school buildings are in a dilapidated condition. Some parts of the building wall made of Panpan looked belubang here and there. Roof, started decaying with age. Even feared, collapsed. In fact, the school building is a place of execution of the process of learning from elementary, junior high and high Filial (remote classroom). The number of students in this school of about 1,000 people who came dri four pekon namely, Pemerihan, Wayharu, Badardalam and Pekon Siringgading. Margono. In an interview conducted by researchers, Chief SD 1 Way Haru, Mr. Margono said that the damage to the school building that happened a long time since the area was still part of the West Lampung district (2009).

Condition of physical resources in the form of school infrastructure is largely a delegation from the principal district defective should be followed in order not to affect the students' interest in participating in education. Moreover, each year the BOS funds received the greater regency of Pesisir Barat, so that the allocation to the school building facility can undoubtedly be sustained.



## 1.2. Capability Support Facilities at the Pesisir Barat Regency

Carrying capacity of the facilities to support non real education can also give effect optimal education provision contained in an area. In this aspect can be exemplified in the form of a power source facility or access to telecommunications. As a new autonomous region, the Pesisir Barat regency confronted with infrastructure conditions are still minimal. This is for instance affect the implementation of several educational programs on a national scale, for example, is a computer-based implementation of the National Examination (UN CBT). Although the start of this year the government began using a system of Computer Based Test (CBT) in the implementation of the National Examination (UN) 2014/2015 academic year of junior high and high school equivalent equals can not be done in the Pesisir Barat Regency(KPB).

The immature state of the educational unit there and not qualify to participate in the implementation of the UN CBT, one of which must have a computer device 40 units each junior high or high school equivalent and other equipment also become the main reason.

In the implementation of FGD followed Disdikbud Secretary, Arif Usman, S.Pd., M.Pd. suggests if Disdikbud Regency of Pesisir Barat in implementing the UN in the 2014/2015 school year, each school is still the same as in previous years that uses a system of Computer Answer Sheet (LJK).

"Based on the information we received, in Lampung Province, an area that falls within the criteria can carry out UN CBT are namely Lampung Barat (underlayer), Central Lampung (Lamteng), Lampung Timur (Lamtim), North Lampung (Lampura), Pringsewu, Bandar Lampung and Metro. Meanwhile, the Pesisir Barat does not enter these criteria, ".

It is probable, next, to support the implementation of the UN CBT next year, Disdikbud Regency of Pesisir Barat will make various preparations so that the future can implement the UN system as well as other districts. However, it is also in accordance with developments in the educational units in the Pesisir Barat it self, which is expected Disdikbud also have equipment such as a computer device that meets the standards and other equipment. This is expressed by Kadisdikbud H. Marzuki, S.Ag., S.Pd., M.Pd as follows:

"Using CBT system is indeed only requires the synchronization of data, then the data tested and exam remain stored in the computer. Implementation of the UN with the CBT will also boost the effectiveness of the budget because it does not have to do the procurement of printing exam such as the UN says, but it is also the implementation of the UN with the CBT will drive the transformation of more modern in the assessment. However, the Pesisir Barat Regencyhas not been able to implement such a system, "

Case in national exam CBT is a manifestation of the effect of supporting infrastructure has not arranged properly will have a negative impact on the implementation of the future of education. Therefore, the development of education also needs to be accelerated with the construction of physical facilities that support the potential future of education in the district are faced with significant obstacles.

## **2. Potentials institutional providers of education in the Pesisir Barat Regency**

### **2.1. Vision Education From the Pesisir Barat Regency Government**

As a new autonomous region which must keep pace, the Pesisir Barat Regency Education offices taking shape. Education is one of the main programs of concern for the new government moved 1.5 years of age. From the research, it is known from Drs. Gunawan, M.Si as head of the Pesisir Barat Regency Education Office that the development of education today does not merely pursue the field of physical, but also the field of non-physical concerns. Physical fields, structures and infrastructure is sufficient education of secondary education up to the level of basic education.

2014 budget year ago, according to the Pesisir Barat Regency, Government also gave attention to the non-physical fields such support programs Early Childhood Education (ECD) and the success of the national program of compulsory education to 12 years. Mr. Head of Education expressed as follows:

"To support the program, the central government implemented a series of programs such as the Education Assistance Program Implementation Fund (BDPP), Guidance Program Curriculum and Program Selection 2013 Outstanding Teacher ".

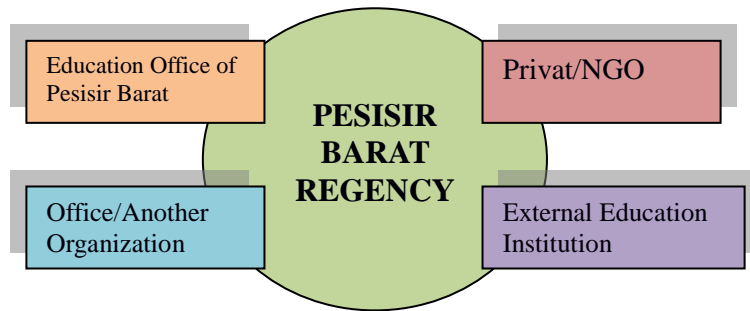
He added that the education system has been running 2014 flagship programs can not be implemented properly without the support of society and elements of other communities, stakeholders and parents. Expressed by him as follows:

"All must be hand in hand and support each other, so that its maximum output by scoring students who are reliable and can compete internationally in the world, "

The vision that is the direction in education often can not be implemented because it is not truly public officials in executing that vision. It is consequently no discontinuity in programs and activities organized for the implementation of that vision. On the Pesisir Barat Regency Education Office, consistency of vision can be seen from the variety program being implemented by all related elements, where the service is to become a leading sectornya facilitate the program.

### **3. Potential institutional relations in order to accelerate the provision of education in the regency of Pesisir Barat.**

Observing the existing conditions, factors that influence educational resources and institutional potential in the regency of Pesisir Barat, we can identify potential institutional relationships that can be taken to accelerate the provision of education in the district. Potential institutional relations can be described as follows:



**Figure 1. Patterns of Institutional Relations Based Partnership  
(Adoption concept of NPM processed Writer, 2015)**

The pattern of relationships that can be applied is the pattern established strategic partnership position with several important components related to education in the regency of Pesisir Barat. This component is the department of education, Office or other sectoral agencies, the private sector, foundations or public institutions and also the involvement of educational institutions that exist outside the district, especially at the level of Lampung province. This is in line with the views Fowler (1992) which establish the role of public institutions and non-governmental parties in a public program.

In the institutional relations of the education authorities can put together a program that will provide space for components other institutions to play a role in the implementation of education, for example, programs that embrace private enterprise, foundations or public institutions to contribute to a reduction of its resources in the teaching process in the form of material resources, as well as its human resources. The presence of the space that they can gradually improve the quality of teaching in schools.

Involvement of other agencies or institutions on the Pesisir Barat Regency directed towards strengthening the capacity of education in the context of official identity / intansi the other. Eg tourism agencies put through a strengthening program in Bahasa Indonesia and English to schools in the Pesisir Barat region. The program will aim to give the communication capacity to the students so that they can interact both to tourists who come.

Components educational institutions outside of the Pesisir Barat Regency can also be given space to engage in the development of quality education in the region. Examples of engagement IBI Darma Jaya encourage other educational institutions need to be given the opportunity to implement their programs and activities in the area of the Pesisir Barat. Even if it is possible to do through a program designed by the Department of Education, where the program is encouraging the entire educational establishments in Lampung Province to participate in developing the quality of education, as a reward to them, then the district government to accommodate their needs on the Pesisir Barat.

The pattern of relationships designed essentially mutual benefit, where all the components will get positive returns and educational institutions dai districts of the Pesisir Barat will also get a good influence, so it can then gradually improve the quality of education.

#### **4. Governance model in order to accelerate the provision of education in the Pesisir Barat Regency.**

The model offered to be applied to governance for education at the Pesisir Barat Regency is a variation model of New Public Management that can be done on condition supported by bureaucrats, politicians and the public. The devices of the New Public Management (Aziz et al, 2007) are some of the following:

##### **a. Contract management**

The management contract is the administration through agreements on the goals to be achieved. This agreement covers the start of the objectives to be achieved up to oversee the process of achieving that goal.

The cornerstone of the management contract is a contract or agreement between the politicians (DPRD) with the parties or the government will provide services as executor. This contract involves an agreement binding goal of a predetermined time period, which contain elements, namely the establishment of a product or performance must be based on the quantity and quality as well as the budget needed. The giver order to explain the desired product, but does not specify how the work is done. That is, how the implementers working on the product desired by the order giver is their own affair with the authority to determine their own way to produce requested.

Other elements that support the functioning of the management contract is the implementation of a reporting system that provides all the information on implementation of the performance to the provider order to document the progress of performance such that in the discussion supported by the data for the purpose of evaluation of performance.

##### **b. Orientation at Work Results (Output)**

Administration can be controlled efficiently only if the starting point in a results-oriented implementation (output) job. But to this day there are still many countries that control public administration is done via the input means through a central resource allotment. The draft budget set how much money may be issued by the administration and how they should use that money, but no part of the explanation or description in the budget which states clearly the performance or what products will be produced with the money and what really the government expected from the budget.

##### **c. Controlling**

*controlling* is defined as an integrated concept for controlling the administration efficiently and economically in order to achieve the goals set by politics. To function properly, the supervision must provide the required information at the right time with the aim of controlling the process. Controlling as management support depends on, first, the calculation of costs and work product, where the application of labor cost calculation is a heavy burden on the public administration because it needed overhaul of the way of thinking because this instrument was a requirement to achieve efficiency. Calculation of administrative costs

provide data on how much production was to be done in the field of public administration and what can be left to the private sector to do, to reduce costs.

*Second*, Their reporting. Flexibility that come with decentralization and delegation of authority must be connected by the reporting obligations by the parties were given the freedom and authority to give orders about what they have done with the funds entrusted to them and whether they have achieved the objectives and quality standards previously set.

*Third*s budgeting. Budgeting in the context of new public management departs from the reverse flow method, in which the political or parliamentary establish terms of reference for the administration (the government) to determine its budget. Benchmark budget set top-down manner is compared with the budget department generated bottom-up to a negotiated budget will be set.

#### **d. Orientation on Society / Customers**

The principle of new public management stressed that "everything that is not beneficial to the people is a waste." This sentence implies that the administration is not an end, has a duty, to provide services to people who are eligible. In some countries never developed the so-called "citizen charta" (charter of citizens) that summarizes what rights are owned by residents as a resident taxpayer to the state. This means that residents are not seen as a servant, but as a customer because of taxes it pays, has the right to service in a certain amount and quantity.

Thus, the state is seen as a modern service company that sometimes compete with the private sector, but on the other hand, in certain areas hogging services, by providing services with maximum quality in line with the benchmarking and other public administration. Task administration (government) is to create transparency and achievement of service, empowering personnel in serving the community, as well as creating a service-oriented conditions.

#### **e. Personnel**

Personnel is a key factor for the success of a process of modernization. Modernization of public administration will work only if the potential of human resources fully utilized and correct any deficiencies. In the process of modernization is important to involve employees by defining clear objectives and show any advantage they have with the clear objectives, improve the competence and quality of employees, where the process to become an employee in public office should be based on qualifications and reliability.

#### **f. Mechanical Information**

Management principles that have been outlined above as well as various forms of control requires an information system that is perfect. Merger information and rapid communication, data compression for the control and the possibility of accessing the data set in order to meet the wishes of customers, need network data processing tools so that work can be done quickly, accurately and reliably.

## **g. Quality management**

Quality management here is that the 'administration' to do everything in order to organize production processes, standards and resources with the employees. The goal is to respond to the needs of customers (in this case is public).

### **IV.5. Operationalization Strategy Acceleration Model of Education In New Region.**

The success of partnership activities for community empowerment can be approximated with:

- a. Synchronization between the policies, programs and budgets between the Government, Civil Community, Private and Community / Public Institutions;
- b. "Shared Space" to participate, learn together (collective learning), the promotion/socialization, and act together (joint action);
- c. Conformity of the program to the needs of the target;
- d. The accuracy of the targets or beneficiaries of the partnership program;

The strategy can be lowered into the following phases:

1. Build capacity to reach outside resources, agencies involved require sufficient capacity both in terms of knowledge and skills. Organizational capacity built through a process of continuous assessment or by the Department of Education on the location of target areas already meet the criteria are eligible for partnership. Increased capacity in the form of training and direct assistance in practice given by the facilitator and the parties involved.

2. Strengthening the role and function of components of private sector and community partnership facilitator. One concrete manifestation of the role of the Department of Education in coordination acceleration of education is to facilitate partnerships between people with different parties. The role of the Department of Education that could be done in partnership are: (1) develop common policies - at the local government related to the partnership; (2) develop a database and information systems to the needs of the partnership; (3) Mobilizing external resources to fund community programs and the accompanying increase in the capacity of schools / learning units; (4) developing a partnership system that is transparent, participatory and accountable, and (5) developing a monitoring and evaluation system increase the capacity of schools / learning units and communities in partnership.

3. In carrying out its role to facilitate partnerships, need to increase capacity for both school / learning units and communities. Increased capacity through various training and mentoring. Therefore, the Department of Education needs to raise a good cooperation with various parties. At a broad level to garner the cooperation with the program - another program, perrguruan, NGOs and other institutions that have relevance.

4. Facilitate social marketing to garner support for the implementation accelerated education programs at district, then all actors involved must introduce the program to outsiders. Because the program that produced a product of social ideas, then marketing is done is social marketing. Social marketing success is not only measured tergalangnya resources but will also be a support-support policies and the use of methodologies that have been introduced by the program more broadly. Facilitation marketing is done at all levels, be it in villages, cities and nationally. Facilitating partnerships at the village accompanied by local

communities, at the district level conducted by civil society organizations / private sector by assisting the Department of Education.

#### 5. Build Network

One of the key in fostering the partnership is to have a network with the parties concerned with the issues that will be partnership program. Acceleration program providing education to encourage all stakeholders to actively engage in multi-stakeholder forums related to education. Facilitation is also done so that the party could become part of several network relating to the issue of whether the network program of social programs, the economy and the environment.

### **CONCLUSION**

Based on the analysis that has been done, it can produce some conclusions as follows:

1. The most dominant factor affecting the condition of educational resources in the regency of Pesisir Barat, among others due to the legacy of the educational policy of the district that the parent does not successfully create equity of educational infrastructure. Moreover, the carrying capacity of the condition of infrastructure in the Pesisir Barat region who have not progressed yet also give maximum effect for the accelerated creation of education in the region. An example is the condition of electrical and telecommunications infrastructure.
2. Potential institutional and inter-institutional relations in the Regency of Pesisir Barat real located at the Department of Education, Office or other government agencies on the Pesisir Barat District, the private sector / foundations or public institutions as well as educational institutions that exist outside of the Pesisir Barat. Overall these institutions having an involvement of each format, but will still entwined in a framework that is directed by Regency Pesisir Barat. In this format is expected to create acceleration of education policy.
3. A strategy that can be selected and applied in the application of this model is through the stages:
  - a. Capacity Building,
  - b. Compilation Role,
  - c. Joint marketing and,
  - d. Strangthening Network.

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