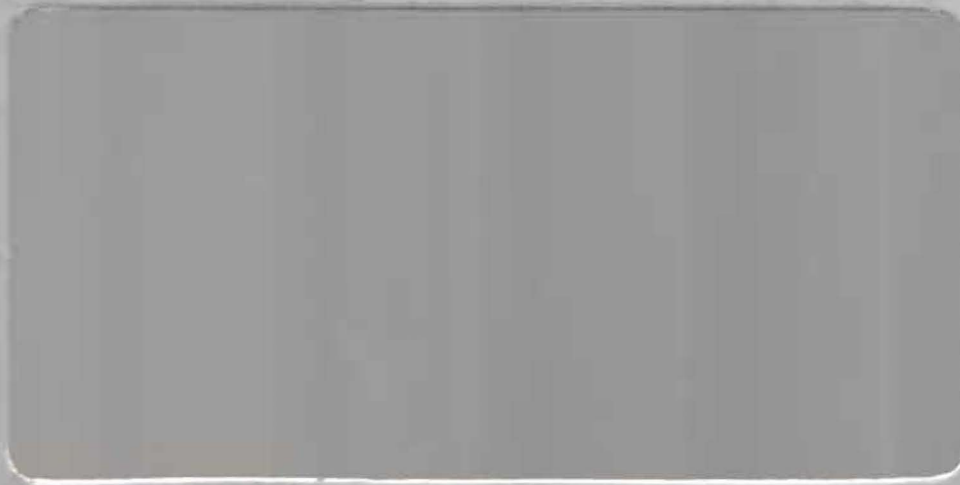


Departemen Pendidikan dan Kebudayaan

The British Council



Contract No: CNTR97 2735A

Curriculum Development Centre
Curriculum Capacity Project
Department *for* International Development

Pusat Pengembangan Kurikulum
Jl. Gunung Sahari Raya No.4, Jakarta 10002
Tel: (021) 350 9022, Fax: (021) 345 3440, e-mail: emsweet@indo.net.id

Clarifying and Extending Basic Education Concepts

By

Geoff Welford
April 1998

NO. INDUK	17.497/2019
NO. KLASIFIKASI	
TGL. TERIMA	
D A R	



SCHOOL OF EDUCATION

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT

INDONESIA: CURRICULUM CAPACITY PROJECT

CONTRACT No: CNTR97 2735A

ASSIGNMENT: IN-COUNTRY TRAINER -CLARIFYING AND EXTENDING
BASIC EDUCATION CONCEPTS

REPORT OF CONSULTANCY

CONDUCTED FOR THE CCP IN PUSKUR

MARCH 23 TO APRIL 3 1998

BY

GEOFF WELFORD

ASSIGNMENT: IN-COUNTRY TRAINER -CLARIFYING AND EXTENDING BASIC EDUCATION CONCEPTS

1.0 Contents

Section	title	page
1.0	Contents	2
2.0	Abbreviations	3
3.0	Acknowledgements	4
4.0	Summary of main points	5
5.0	Introduction and background	8
6.0	Assignment terms of reference	9
7.0	Assignment report	11
7.1	Strategy	11
7.2	Observations	12
7.3	Analysis	14
7.4	Concluding comments	16
7.5	Action points arising	18
Appendices		20
Appendix 1	Timetable	20
Appendix 2	Writing the report on defining aspects of the curriculum	22

2.0 Abbreviations

BI	Bahasa Indonesia
IPA	Ilmu Pasti Alam: Natural Sciences
IPS	Ilmu Pasti Sosial: Social Sciences
JSE	Junior Secondary school
Kabid	Kepala Bidang Head of Division
LSTC	Leeds Short-term Consultant
LTA	Long-term Advisor
PM	Project Manager
Puskur	Pusat Pengembangan Kurikulum dan Sarana Pendidikan Curriculum Development Centre
SD	Sekolah Dasar Primary School
SLTP	Sekolah Lanjutan Tingkat Pertama Junior Secondary Education
SMP	Sekolah Menengah Pertama Junior Secondary School
SSE	Senior Secondary Education
TK	Taman Kanak-Kanak Kindergarten

3.0 Acknowledgements

Thanks are due to:

Liz Sweeting, the Project's Long Term Adviser, for her encouragement and support in maintaining the thrust of the TOR and for acting as my 'taxi-service' to and from the workshop venue each day;

Drs Faisal Madani, the Project Manager, for his encouragement and support;

Geoff Evans and Rosfita Roesli of the British Council for all the work behind the scenes which made the assignment run smoothly;

Ibu Yetty, Bp Satardi and Bp Muskur for their indefatigable interpretation throughout the workshop;

The Department for International Development for supporting the consultancy.

4.0 Summary and main action points

An eight day 'Definition of Basic Concepts of the Curriculum' workshop was held in Puskur from 25 March to 3 April 1998. It was attended at various times by up to 37 personnel from the divisions of Puskur.

Various group-based activities focused the trainees on the definition of terms used in connection with the Curriculum. All participants made presentations during the period of the workshop and in threes have developed the first draft of a short report addressing a topic designed to produce definitions in print.

In addition to running the workshop I visited two schools in Jakarta to enable me better to conceptualise the site of curriculum implementation and appreciate the comments of trainees in relation to the Indonesian context.

Points made in this Section refer mainly to the issues raised at the workshop, although points are made about school which are intended to help define the limits of Puskur's influence in promoting the implementation of the curriculum.

Schools visited were welcoming and allowed access to facilities, teachers and pupils. Discussions were frank, although the Primary school personnel were less guarded than those in the SMP.

Underuse of specialist facilities in the SMP, teacher absence, inadequate deployment of speaking-listening strategies in the classroom and non-use of the local environment have implications for school management rather than curriculum definition.

Workshop strategies were varied in order to achieve the aims of the workshop while keeping the interest of the trainees and the focus of the training.

The majority of trainees were committed and thoughtful participants. One or two other were called upon to contribute at short notice to the on-going work of their sections in Puskur which prevented their attendance at all sessions. A minority of trainees were poor attendees. Sessions were never started at the scheduled time as few participants were present at these times.

Initial response to abstract thinking was hesitant, but confidence quickly grew.

Every trainee made a presentation at some point during the workshop.

The majority of presentations were made with confidence. Some trainees inevitably were more confident presenters than others. Some were more competent presenters than others. The LTA has agreed to point out shortcomings to individuals after the completion of the workshop. This strategy was adopted to continue to encourage confidence rather than to pass negative comment in sessions and damage fragile egos.

The quality of thinking, judged by the scope and complexity of contributions to discussions, developed pleasingly over the course of the sessions although for some participants this was seen as an insufficient goal of the workshop.

Although considerable progress was made towards reaching a common understanding of terms it is apparent that this is an early stage in the definitional process and that some sections' representatives held more tightly than others to their preliminary positions.

Trainees, working in threes, had to develop a 2,500 word paper on a chosen topic where the focus was on the basic definitions of the workshop (see Appendix 2 for the written guidance issued). Writing proved difficult for many. This was evidenced in presentations of synopses which were rambling and all-inclusive rather than focused and limited in scope. Preliminary advice was given and the LTA will continue to sharpen the writing process.

A selection of papers were presented during the final day of the workshop. Follow-up refining of papers and seminar presentations are scheduled to keep the momentum of the workshop. A tight timetable with sharp, but achievable deadlines will be necessary to support the completion of this goal of the workshop. The final collection of papers will be available to Puskur for critical comment.

The end-of-course feedback from the participants was critical on 3 points:

1. They expected to receive collections of academic papers defining terms.
2. They suggested that they had not received papers from the LSTC summarising each section of the workshop.
3. They felt that the LSTC had not been able to support the process of report writing since they had been asked to write in BI which was not understood by the LSTC.

In response:

1. It was made clear to the LSTC by the PM, the LTA and relevant personnel from the British Council that an overtly academic approach was not appropriate and advised to avoid issuing academic papers. Some participants were clearly disappointed by this.
2. Every stage of the workshop was brought to a conclusion with a summarising session. The LSTC used the ideas of the participants to clarify positions, added his input where appropriate and used overhead transparencies to sum up. Translation and interpretation was used throughout. Participants present at these sessions made notes as appropriate.
3. It had been agreed with the participants that the final stage of writing would be most appropriate in BI. Detailed written guidance about how to approach and structure the task was given. The early stages of writing were the subject of two presentations by the writing groups to the workshop, each receiving advice from the LSTC about improving structure and content.

The TOR as agreed with the PM and the LTA and discussed with relevant personnel in the British Council were met in full. Confidence and capacity are planned to grow through the activities detailed in the Inception Report. This workshop can be judged to have made an encouraging start.

It is apparent that sporadic attendance by some participants coupled with the use of summaries and inputs from the LSTC based on overhead transparencies contributed to some participants not understanding the objectives and approaches of the workshop.

Future workshops facilitated by outside consultants would be made more effective if it was made clear to participants that their attendance throughout was not only expected, but a pre-

condition of their participation. It should also be made clear that the start times of sessions were not flexible and that they are expected to attend the whole period of each session.

Consideration might be given to withholding attendance allowances should participants not meet these conditions. Heads of Sections would have to agree not to call upon participants during the period of workshops.

Taking nearly 40 personnel away from their desks for 8 working days (in addition to those absent attending the Senior Secondary course in Leeds) puts a strain on busy sections and the management may wish to reduce the number of participants at future workshops.

Consideration might be given to holding future workshops away from the Puskur building so that participants would not be distracted by their everyday work demands.

Future short-term consultants should consider both making more explicit their objectives and approaches being used to achieve those objectives, and repeating such a rationale more frequently.

The English language competence of the majority of participants limited capacity to gain fully from inputs made by a consultant who could neither speak nor understand BI. Interpretation was used throughout, but subtleties of meaning from both participants and the LSTC were clearly being lost.

Consideration might be given to limiting the attendance at such workshops to the more competent English speakers. This smaller number would make the workshop more compact, increase the impact and the pace of proceedings. The use of a cascade model of dissemination from the participants to their colleagues would ensure access to the ideas and resulting discussions. Papers could include contributions both from the participants in the original workshop and internal training sessions.



5.0 Introduction and background

The capacity of Puskur staff to define and to agree definitions of basic education concepts has been identified as in need of enhancement. From discussions aimed at clarifying the implementation of the TOR for this assignment and detailed reading of the draft Inception Report, it is clear that staff lack competence and/or confidence in this aspect of their professional activity.

Capacity building in the context of this assignment is to do with increasing the capacity of staff to organise and extend their existing understanding of basic concepts. It is to do with dealing with abstract notions, with developing the confidence to assemble and defend a view and to advance a vision of the future development of the curriculum in Indonesia. If one is not used to dealing with abstract ideas, one can feel threatened and attempts to encourage such thinking seen as unsupportive. Feedback at the end of the workshop may, as a consequence, be unduly negatively critical.

Confidence is increased by discussion and presentation of ideas in an atmosphere of 'critical friendship'. It comes from intense thinking about what common-place terms such as 'education', 'training', 'curriculum' and 'textbook' mean. It is advanced by hearing and considering other views and assimilating such views into one's own definition. It is confirmed by expressing views in open forum and in writing, and from having them professionally criticised.

Confidence can be enhanced by confirmation from the literature of one's thinking, but it is rare that the 'expert' view has been assembled in the local (in this case Indonesian) context. Such literature can also serve to demotivate if those reading it feel that the ideas are more sophisticated than they could ever aspire to. Thus the existing local expertise of the Puskur trainees has to be harnessed to crystallise individual's positions and to confirm the existence of sufficient expertise to advance and defend a position.

Presentational and writing skills develop with practice and increase at different rates for particular concepts and among different individuals. The workshop will have uncovered such variability when the outcomes are evaluated.

This workshop attempted to do three things:

- develop capacity to define basic educational concepts;
- develop presentational skills; and
- develop writing skills.

The strategies used to accomplish these aims are detailed under Section 7.1 below. The effectiveness of the achievement of these aims is to be judged through the outcomes of the workshop, namely the content of a series of definitional papers and the quality of various presentations on basic definitions. The enthusiasm and enjoyment of the participants can be used as other indicators of success.

6.0 Assignment terms of reference

An initial training needs analysis undertaken by the LTA revealed many different interpretations of basic concepts. Puskur staff were not precisely clear of the role and function of such concepts in the context of Indonesian education. This consultancy aims to extend and clarify basic concepts and their use in the Indonesian setting, continuing the work of the LTA already begun.

6.1 Objectives:

To contribute to staff empowerment by:

1. extending knowledge of basic education concepts and contribute to clarifying these concepts as applied to Indonesian education;
2. implicitly improving writing skills of trainees by assisting and guiding them in the production of short reports for presentation;
3. implicitly improving presentation skills of trainees by conducting a small in-house seminar with trainees as contributors.

6.2 Tasks:

- a) To continue the activities of the LTA by extending and consolidating basic education concepts of trainees. These concepts include:

education and training
school, schooling
curriculum
role and function of education in Indonesian society today
aims of education in Indonesia at different education levels
quality related to education and schooling in Indonesia

Consensus may be reached regarding these concepts for any or all of the following:

- i) a specific education level - TK, SD, JSE and SSE
 - ii) different subjects - Bahasa Indonesia, Maths, IPA, IPS, English, TK
 - iii) Puskur as an institution
- b) To conduct a 2-day writing session in which trainees develop and write a short technical paper in threes discussing one of the above concepts/topics.
- c) To develop the writing skills of Puskur trainees. Trainees will produce a short paper and present it to the group.
- d) To develop presentation skills. Trainees will present their short paper to the group, revise it in the light of group comments, and finally present it to other invited staff of Puskur.

6.3 Reporting:

The LSTC will produce a draft report of the training which will be discussed with the Puskur Project Manager, the British Council Field Manager and the LTA. A final report should follow within three weeks of the end of the consultancy. This could either be e-mailed by file attachment to the CCP project office in Puskur, or a hard copy sent to the CCP project office in Puskur via British Council offices in Manchester. The report should follow standard British Council format. The report should ideally include suggestions for any in-country follow-up to this training which the LSTC feels needs to take place in Indonesia.

The report will have to be approved by government before payment of the consultancy fee can be enacted. All material produced or acquired during this consultancy period, written, graphic, film, magnetic tape or otherwise, is copyright to the British Council. Only the British Council may publish or disseminate reports arising from the consultancy, unless agreement is given in writing by both the LTA and the PM, acting for the government. All information not in the public domain which may be acquired during this consultancy will be held in strict confidence.

6.4 Procedure for Monitoring:

The papers written and presented by Puskur staff to their colleagues form the essential monitoring mechanism.

6.5 Timetable for consultancy:

Day 1	Orientation to Puskur and CCP; courtesy visit to Kapus and Kabid Training ideas discussed and training preparations continued.
Day 2	AM - Primary school visit; PM - training ideas adjusted and training preparations continued.
Day 3	AM - Primary school visit. PM - introduction of training to trainee group; discussion of aims and objectives, trainees expectations and contributions.
Day 4	Trainees share ideas about definitions of key concepts.
Day 5	Continue, with structured input from LSTC
Day 6	Report writing and preparation for week two.
Sunday	
Day 7	Continue, with structured input from LSTC
Day 8 - 9	2-day writing session with short papers produced (in threes) incorporating ideas from training. Drafts discussed and revised
Day 10	Finalise papers, PM - In-house seminar, selected trainees present papers.
Day 1	AM - In-house seminar, selected trainees present papers. PM - Wrap-up meeting with Puskur and British Council

6.6 Planned follow-up:

Puskur trainees will revise papers in the light of comments received from colleagues in the in-house seminar.

7.0 Assignment report

7.1 Strategy

i) School visits

In order to gain a flavour of schools in Jakarta/Indonesia the timetable allowed for two short visits to schools. The original plan was to visit 2 contrasting Primary schools. The actual visits were made to a mid-ranking Primary school and to a 'better' state Junior Secondary School. In both schools I had the opportunity to discuss the school and issues relating to the curriculum with the Headteacher and to visit classes in action. I was able to talk to staff and to pupils, to watch some teaching and to talk to pupils. I looked at textbooks in use and questioned pupils about their work in exercise books.

ii) The Workshop

The goals of the Workshop were accepted during an introductory session and reinforced during the discussion of the first activity of the workshop. The terms to be defined and the topics to which the terms applied were outlined in a programme paper for participants at the start of the workshop. The approach to be taken was also outlined and accepted. Participants were clear that the focus was to be on their own thinking, their own organisation of knowledge to be supported by the structure of the Workshop.

Presentations

In order to develop confidence in the participants' own competence there was to be little reliance upon learned texts. My inputs were to be made at strategic points to bring a section of the workshop to a conclusion before a fresh activity was attempted. Broadly speaking the group was set a task, say defining a pair of closely related and sometimes synonymous terms such as 'education and training'. They were split into groups, varying in number from 3 for some activities to 8 or 9 for others. They were asked to discuss and refine their understanding to reach an agreed definition. Each group had to make a presentation for critical comment from the workshop.

Groups were constructed variously - sometimes on the basis of participants' subject background or responsibility, sometimes on the basis of the education level/focus of their professional work in Puskur and at others on a more random basis.

Presentations were usually supported by OHTs written by the group and made to the whole workshop. Sometimes selected group members were rotated to change groups and for the newly constituted group to accommodate the incoming perceptions. All exercises had finite written and spoken output.

Each session was brought to a close by the LSTC using the ideas from the group as the basis for his input and added to where necessary to firm up the outcomes and to give them a sense of coincidence with published materials from other countries. These summaries were developed using overhead transparencies. Interpretation was used for both the inputs and the discussions. Participants completed their actions by adding to their notes.

Writing

The final activity was to write the draft of a paper on a chosen topic which had as its main focus the definition of terms. This time the groups were made up of 3 colleagues where one had a good command of English to facilitate the understanding of peers when I made comment or longer input.

Inputs from me and replies from the floor, usually in English and Bahasa Indonesia respectively, were interpreted for all the activities by one of 3 or 4 competent English speakers among the participants. The first presentations were made in BI and supported by an OHT also in BI. This left me struggling to understand the detail thus limiting my ability to comment helpfully. Subsequent presentations were in BI with the OHT summary in English and additional comments made quietly into my ear by one of the fluent English speakers.

The first activity was based on analogies of teaching and learning - a series of six cartoons developed by the Learning in Science Group at Leeds. Groups of participants were asked to consider the cartoons in turn, to identify the teacher, the learner and the skills/knowledge in the picture. The group then had to agree which best conveyed their shared ideal of the teaching-learning process and which least. Just before presentation, the groupings were changed and a new consensus reached.

Working with abstract ideas, defending a view, presenting publicly and being able to broaden a view with the benefit of additional inputs were among experiences new to some (most?) participants, but would all be part of the ways of working of this workshop on defining terms in use in the curriculum. This activity was completed by a review of the approaches it encapsulated and the reiteration of the way in which such approaches would be used throughout the workshop.

Participants were given extensive help with tackling and structuring their writing. A 4-page paper was produced by the LSTC (see Appendix 2) and discussed in depth with the workshop participants. They were asked to produce a concept map to describe the concepts involved in their chosen topic. The next task was to develop a synopsis of their paper. They were given a way of structuring the report to organise the content of their writing choosing a path through their concept map. Detailed help with the division of the labour of writing was provided.

7.2 Observations

i) School visits

Both Headteachers were welcoming and gave me free access to their staff, students and facilities. The Primary Headteacher did not appear to be in any way either wary or resentful of any aspect of my visit. I talked to him freely about the constraints on him and his staff, their training, their priorities and their performance. The Junior Secondary school Headteacher was less relaxed and his answers were somewhat guarded. Both felt constrained by poor rewards for teachers, a packed curriculum, particularly the 'local'

subjects, and limited classroom resources. Both indicated that the examinations system influenced their teaching more than did the curriculum.

The Primary school

I visited 3 mixed gender classes, a class in Religious Instruction and the kindergarten. The Primary classes were busy and each had a teacher actively teaching. The style of teaching was uniformly didactic. Class 3 children, studying Bahasa Indonesia, were copying material from the board into their books. The teacher's writing was 'joined up' and hard for me to read from the back of the class. Almost all the children were copying successfully into their books. One boy was nominated to read aloud when I queried the legibility of the writing on the board and did so fluently. I could not judge the 'reading with comprehension' aspect of their work. The walls were bare. The classrooms were clean and the children on task during my observations.

The kindergarten had finished its classes, but there were several student nursery nurses present who were doing placements there. The classroom was furnished and attractive.

The Junior Secondary school

I visited 4 mixed gender classes, the facilities for Information Technology and the Science laboratories. The first class I saw was a top-stream grade III History lesson. There was no teacher in the lesson at first. One later appeared, but when I looked in at the same class later, they again had no teacher present and were doing nothing. The children were interested in their visitors and asked questions of me when invited to practise their English.

The second class were grade II doing computer studies. There were 32 computers in the room being shared by 42 pupils. There were 3 adults in the room, one of whom was teaching the use of spread-sheets. The others were assisting pupils who had fallen behind. Most pupils were following and using their texts where necessary to move on. I gathered that the computers were supplied by a local supplier and the extra assistants in the class were company personnel. The Head was not very expansive about this arrangement. I visited their second computer room which also had 32 computers, but this time they were not in use.

The third class was grade III doing English. The teacher spoke good English. I spoke to the class who did not find it easy to follow my questions. The teacher then volunteered that they did not understand much as the class was too big for her to do 'speaking and listening' activities. There were 42 children in the class.

The final class visited was grade II Biology. They were doing a text and board based exercise. There was little attempt made by the teacher to involve the pupils in activity beyond copying. The teacher did not speak English and through interpretation I gathered that she rarely did anything different. She only used the environment with grade I since that is where the curriculum specifies Ecology. I visited both the school's labs. Neither were in use, although there was theoretical Ecology work on the board in the Biology lab. I checked that this was for grade I and this was confirmed. The concepts of quantitative energy flow being taught would seem to be both abstract and rather difficult for the intended level of schooling.

ii) The Workshop

The first exercise, analogies of teaching and learning, served to break the ice and for the trainees to get used to my style. It also allowed me to gauge the ability of the participants to wrestle with abstract notions, to discuss ideas, to accommodate views and to reach and defend a consensus while being aware that their position might need to change in the face of a stronger case. Initial progress was slow as some participants were loathe to move from a literal translation of the cartoons in front of them. However, once through this barrier, the activity appeared to appeal to everyone. The discussion was lively and positions vigorously defined and defended. Almost everyone who commented or presented did so with confidence.

The definitional tasks and their presentations took longer than expected. However, the ideas and comments were thoughtful and supportive. Some of the thinking was very high order and not confined to statements of the constraints facing curriculum development/schools/acceptance of new ideas in Indonesia today.

Over the course of the Workshop every participant made a presentation. Presentational skills also varied from very good to adequate. Rather than comment critically and destroy fragile confidence, it was decided that the LTA would address constructive comments to individuals after the Workshop.

The quality of the writing varied. The guidance given was based on development of a concept map of the area to be tackled and a number of areas/topics were suggested. These were closely tied to the topics identified in my TOR. Participants had then to organise their path through the concepts and develop a synopsis of their paper. Both the concept map, its construction and purpose, and the nature and function of a synopsis were explained to the participants.

The process of writing was interrupted by brief presentations of the synopses. Some groups had obviously grasped the nature both of the exercise in focused definition of concepts through a topic and that a synopsis is a structured summary. Their writing at this point was concise and provided a picture of the scaffolding of their paper. Others presented very long and rather superficial summaries variously structured. All received criticism graciously. The bulk of the advice from the LTA and me was on ways to focus their writing.

7.3 Analysis

i) School visits

In the UK and other countries it is usually the case that Secondary teachers and headteachers are more guarded than their Primary colleagues.

The influence on teaching of the examinations system is no surprise

Classes in other countries, such as in Africa, are often without a teacher and this would not seem to be an isolated occurrence in Jakarta.

The levels of computer equipment in this school would seem to be unusual to say the least. Failure to have one of the computer labs and both science labs in use would suggest a glitch in the timetabling probably originating in a lack of training of the Head or his deputy in timetabling. The level of equipment in the science labs was poor, but there was equipment. Closer inspection showed it to be both very dusty and in a poor state of repair. There was no technician support and the science teachers seemed puzzled by questions relating to their role in maintenance or preparing equipment for teaching. Questions about improvisation were met similarly. They had neither the time nor the training to prepare to teach practical work in science.

The English teacher said that the class was too big (42) for her to get round to correct pronunciation. She had not considered using paired speaking to increase her pupils' confidence in using spoken English. Her surprise at being asked the question suggested that she had not had any training in such strategies in language teaching.

ii) The Workshop

The first 'ice-breaking' exercise seemed to capture the imagination of the participants many of whom wanted copies of the materials for their own use. It achieved the aims outlined in Section 7.1 above, although it took longer than expected to complete. The way of working together, presentations, arguments and defence of positions, were accepted as appropriate and served the purposes very well.

As was expected, participants worked at different rates and were differently comfortable with the concept that they were building their own capacity as curriculum developers. The questions asked and the discussions suggested that some individuals are very able indeed, grew in confidence in their own ability, exhibited flexibility without appearing to bend to unreasoned argument and showed remarkable skills of presentation. Others will take time to assimilate the pedagogic style being used and to reach a more informed and confident position.

While participants from most sections of Puskur seemed to have moved their positions over the course of the workshop to accommodate new perspectives, it appeared that those from particularly the Vocational training section were more reluctant to broaden their perspectives.

Again, with continued supportive inputs and opportunities to practice presentational skills, this is a capacity which can be developed in almost every participant.

The quality of the writing of the synopses varied. Some groups had a well structured summary which showed how the topic was to be attempted. Others had interpreted their task as 'write down everything you can think of which might have the slightest relevance to the chosen topic'. Sensitive critical help over a period of time will sharpen the skill of outlining the content of a paper. Writing of this kind of paper based on arguing a case around fairly abstract concepts is not as straightforward as writing about a piece of empirical research which generates tangible and interpretable data. More opportunities to

write in a friendly environment will develop this capacity among all but a few of the participants.

iii) End-of-Workshop feedback from participants

The end-of-course feedback from the participants was critical on 3 points:

1. They expected to receive collections of academic papers defining terms
2. They suggested that they had not received papers from the LSTC summarising each section of the workshop.
3. They felt that the LSTC had not been able to support the process of report writing since they had been asked to write in BI which was not understood by the LSTC.

In response:

1. It was made clear to the LSTC by the PM, the LTA and relevant personnel from the British Council that an overtly academic approach was not appropriate and advised to avoid issuing academic papers. This advice hinged on various reasons, English Language competence and the nature of the objectives of the workshop among them. The approach was discussed with the participants at the start of the workshop and reinforced at points during its progress. Some participants were clearly disappointed by this.
2. Every stage of the workshop was brought to a conclusion with a summarising session. The LSTC used the ideas of the participants to clarify positions, added his input where appropriate and used overhead transparencies to sum up. Interpretation was used throughout. Participants present at these sessions made notes as appropriate.
3. The language of Puskur's everyday communication is BI and it had been agreed that this final stage of writing would be most appropriate in BI. A paper comprising detailed written guidance about how to approach and structure the task was given to each participant (Appendix 2). The early stages of writing were the subject of two presentations to the workshop in English, each receiving advice from the LSTC about ways of improving the structure and content of the developing paper.

7.4 Concluding comments

i) School visits

In the context of my visit there are no direct points of action relating to pupils, teachers, headteachers and schools. Comments are made in the Summary, Section 4.0.

However, there are observations made which can be said to relate to curriculum implementation and I would support wholeheartedly the PM and the LTA in their intention to get Puskur staff to conduct research in schools. This will enable them to consider at first hand the realities of classroom practice in relation to the intended curriculum. The exercise is designed to close the gap between the intended and the enacted curriculum and will be extremely revealing, not only in the practices and the constraints on the classroom teacher, but also to find out the attitudes of teachers, (parents?) and pupils to all aspects of the curriculum as presently written.

ii) Workshop

Workshop strategies were varied in order to achieve the aims of the workshop while keeping the interest of the trainees and the focus of the training. This was commented on mostly favourably by the participants who seemed to enjoy the style of the workshop. One or two felt exposed, however, by the absence of piles of papers to read and comment on.

The majority of trainees were committed and thoughtful participants. One or two others were called upon to contribute at short notice to the on-going work of their sections in Puskur which prevented their attendance at all sessions. A minority of trainees were poor attendees. It may be that there are management strategies to compel attendance, but I would doubt that they would make more willing participants of those who did not wish to be there. As it was the majority contributed in a relaxed and encouraging atmosphere.

Initial response to abstract thinking was hesitant, but confidence quickly grew. The ice-breaking exercise set the pattern for the workshop and established my pedagogic style.

Every trainee made a presentation at some point during the workshop. I was very encouraged by the quality of most of these.

The majority of presentations were made with confidence. Some trainees inevitably were more competent and confident presenters than others.. I decided that to pass comment on poor technique would inhibit the shyer individuals and work against the goal of getting each person to attempt to present some aspect of the work prepared. The LTA has agreed to point out shortcomings to individuals after the completion of the workshop

The quality of thinking, judged by the scope and complexity of contributions to discussions, developed pleasingly over the course of the sessions. Some individuals have a very real capacity to contribute to the on-going thinking of Puskur and should be encouraged to make their mark.

Trainees, working in threes, had to develop a 2,500 word paper on a chosen topic where the focus was on the basic definitions of the workshop. Writing proved difficult for many.

Some paper synopses were rambling and all-inclusive rather than focused and limited in scope. Comment was made and suggestions for improvement talked through with all the eleven writing groups.

A selection of papers was presented during the final day of the workshop. Follow-up refining of papers and seminar presentations are scheduled to keep the momentum of the workshop. The final collection of papers will be available to Puskur for critical comment.

I was delighted with the progress made over the course of the workshop. I was very warmly received and always treated with the utmost courtesy despite the pressure I exerted and the adoption of a fairly robust style.

Confidence and capacity are planned to grow through the activities detailed in the Inception Report. This workshop can be judged to have made an encouraging start.

7.5 Action Points arising

It was agreed that the LTA will be working with individuals to remedy the weak aspects of their presentational styles. She will also be implementing a tightly defined schedule of deadlines for the development of final drafts of the papers from the workshop. The final accepted papers will be formed into a collection for circulation and discussion within Puskur.

The criticisms received were anticipated and it was thought that the constant reiteration of the rationale for the approach adopted had been accepted. This was clearly not the case.

It is apparent that sporadic attendance by some participants limited their appreciation of the approaches being used by the LSTC.

The use of summaries and inputs from the LSTC based on overhead transparencies built up from the participants own contributions also contributed to the objectives and approaches of the workshop not being fully appreciated by some participants. This was despite careful exposition of the rationale behind these actions.

Future workshops facilitated by outside consultants would be made more effective if it was made clear to participants that their attendance throughout was not only expected, but a pre-condition of their participation. It should also be made clear that the start times of sessions were not flexible and that they are expected to attend the whole period of each session.

Consideration might be given to withholding attendance allowances should participants not meet these conditions. This would also necessitate the agreement of the Heads of Sections agreeing not to call upon participants for other duties during the period of workshops. It may be that taking up to 40 personnel away from their desks for 8 working days puts too great a strain on busy sections and the management may wish to reduce the number of participants at future workshops.

Consideration might be given to holding future workshops away from the Puskur building so that participants were not distracted by their everyday work demands.

Future short-term consultants should consider both making more explicit their objectives and approaches being used to achieve those objectives and repeating such a rationale more frequently.

While it remains that basing consultant inputs around academic papers was not considered appropriate to meet the TOR, this did not match with participant perceptions of the worth of the inputs made by the LSTC. These participant aspirations might be integrated into future LSTC contributions. This recommendation is made despite the very good reasons for not having made use of such papers in the present workshop, namely the absence of such writing focused precisely on the needs of the participants, the difficulty of the language used in such papers and so on.

The English language competence of the majority of participants was barely adequate for them to gain fully from inputs made by a consultant who could neither speak nor understand BI. Interpretation was used throughout, but subtleties of meaning from both participants and the LSTC were clearly being lost each on the other.

Consideration might be given to limiting the attendance at such workshops to the more competent English speakers. This smaller number would make the workshop more compact, increase the impact and the pace of proceedings. The use of a cascade model of dissemination from the participants to their colleagues would ensure access to the ideas and resulting discussions. Papers could include contributions both from the participants in the original workshop and from those resulting from internal training sessions.

Limiting numbers would also increase the ability of the LSTC to work closely with participants and lead to an increased sense of ownership of the objectives and the outcomes with an enhanced appreciation of the approaches judged most effective to meet the goals.

Appendices

Appendix 1 - Timetable

date	detail
22/3/98	Arrive Jakarta late evening
23/3/98	Collected from hotel by Liz Sweeting, LTA, and introductions to Geoff Evans and Rosfita Roesli of the British Council; discuss training ideas with LTA and briefed on procedures and facilities; courtesy visit to Kapus.
24/3/98	Collected from hotel by Faisal Maidani, PM, and taken to local Primary school in Jakarta; continue discussion of training ideas with PM; introductions to Kabid.
25/3/98	Collected from hotel by LTA and accompanied to local JSE by Dra Lili Nurlaili (participant), meeting Drs S Karim at the school; Workshop opened by Prof Dr Ir Sri Hardjoko Wirjomartono, Head, Balitbung Dikbud; introduced training aims and objectives and expectations of trainees, LTA, PM and LSTC; Started workshop activities with a group exercise to conceptualise models of teaching and learning; presentations by individuals to small groups and to the Workshop.
26/3/98	Continued presentations; discussion of pedagogic and conceptual goals of the exercise; in groups based on level and subject, developed ideas about concepts of 'education and training'; use of common language and understanding of terms; presentations and vigorous discussion of positions; modification of stances.
27/3/98	continued above arriving at broader definitions within group, started to define concepts of 'school and schooling', 'texts and teachers' guides';
28/3/98	Preparation of writing guidance materials for week 2; report writing in hotel
29/3/98	Continued above activities.

30/3/98	Discussion of concepts from Friday's introduction; introduction of exercise to define terms around the word 'curriculum'; introduced structure for writing and presentation exercise. Attended British Ambassador's reception for Chevening Awards
31/3/98	Continued definition of terms to do with 'curriculum'; started the process of writing by discussing the demands, introducing the idea of concept mapping to collect thoughts around chosen topic and development of a synopsis to organise the structure of the report.
1/4/98	presentations of paper synopses initiated writing of draft papers
2/4	whole day on drafting papers
3/4	in-house seminar presentations; wrap-up meetings
Follow-up	revise papers in the light of comments produce collection of edited papers from the workshop

Appendix 2 - WRITING THE REPORT ON DEFINING ASPECTS OF THE CURRICULUM

The outcomes of the Workshop are to be a series of short papers (about 2,500 words) on defining terms used in describing the curriculum in Indonesia. The papers are each to be written by groups of three participants.

The areas identified for definition were:

concept	roles and purposes
education and training	role and function of education in Indonesian society today
school	
schooling	aims of education in Indonesia at different education levels
curriculum	
assessment	quality issues in education and schooling in Indonesia
syllabus	
textbooks	role of different subjects in the curriculum at different levels
teachers' guides	
	role of PUSKUR as an institution

STRUCTURING THE REPORT

There are many ways of writing this paper. I suggest here a method of attack which is helpful both in organising thinking and in developing the flow of writing.

Most people, me included, find writing difficult, painful even! Often when I read something I wrote, say a year ago, I wonder how I could have thought that. Thinking develops and is moved on by other influences. But we only know we have moved on by committing thoughts to paper for public consideration and critique.

CONCEPT MAP

Write the central focus of your paper in the middle of a large piece of paper.

Brainstorm among the 3 of you all the words and issues which are concerned with the focus.

Write these down around the focus connecting them first to the focus and, if appropriate to each other.

Now do the same for this first circle of ideas moving out from the focus as you think of more things that are relevant to the issue you are going to write about.

When you start to write your paper you may have to choose a pathway through the map and this path may not include all the issues written down.

SYNOPSIS

Create a summary of headings for your paper and write a few short sentences which say what each section is going to be about. For example, a paper writing up some fieldwork I may do about how student-teachers approach lessons may be as follows:

Introduction where I tell the reader about my study and what to expect in this paper.

Background and Rationale where I say what caused me to do the work in the first place and what it might add to what we know already. This is the place where I would draw on the literature written about my area of study. Your paper is not likely to look at much, if any literature from outside, although I am sure you may want to refer to internal documents. I might summarise the issues in the form of a concept map here or in the Introduction.

Design of the study to give details of the selection of who to study, how many took part, their characteristics, my approach to the observations, my choice of interview technique, the timing and focus of each interview, some indication of the weaknesses of the design and so on.

Outcomes/results where I give the results with enough comment to pick out the main points of each part of the data.

Discussion is where I develop the argument. This is where I interpret the observations and say what they tell us about how student-teachers teach.

Conclusions and implications in which I give a summary of the significant outcomes and what significance they have for beginner teachers and/or teacher-trainers.

References which I may have used to support my rationale and discussion.

Appendices which might include a glossary of terms used, a scheme of work central to the piece, a list of abbreviations.

Your paper will not have sections on 'design of the study' or the 'results', but is likely to have the other sections. You may not need a list of references. These sections might also be called something different.

This synopsis will have organised your thinking about how to write about the issues identified in the concept map.

DRAFTING THE PAPER

This really consists of expanding each of the sections of the synopsis. It is usual that the final paper differs from the synopsis - you may include other things, write them in a different order, change the concept map as you think about it in more detail.

I call this a 'draft' paper because it will take more than one attempt to get it right. You and your group are going to present the synopsis and the draft to the Workshop and their comments will help you to revise your ideas. You then write a second/third/fourth/fifth draft before feeling comfortable with the form and content of what is written.

How to get started

1. Involving the 3 of you in the writing calls for discipline.
2. You start together by agreeing what you are going to write about. The discussion of a title is important. It helps you to agree the focus. You then develop the concept map together. You may come back to this several times to add to it and refine its structure.
3. Together agree and write the synopsis. Again, you may return to this and refine it.
4. Produce this synopsis onto an OHT for presentation and revision.

How to produce a first written draft of the Paper

1. Divide up the labour. Agree who is going to write the Introduction, who is going to write the Background and Rationale and who is going to make the first attempt to organise the thinking and writing of the main Discussion section.
2. It is productive to split the writing into these 3 tasks.
3. Set tough, but achievable deadlines.
4. Come together with written drafts of the 3 sections. Read them carefully and quietly on your own, writing onto the draft section your comments and ways of changing the section. Now discuss these in detail.
5. Split again and redraft, again against tough deadlines.
6. Meet again and repeat step 4 above.
7. The Introduction is not likely to need redrafting at this point so the person who wrote the Introduction will take on the job of writing the Conclusion and Implications.
8. Meet once more, repeat step 4 above. The last section will occupy you mostly and will have to be revised. The Discussion usually needs another revision.
9. This means that the person who wrote the Background and Rationale section takes on the job of putting all the sections together. This is the easy bit. Any new writing is just a few sentences to link the sections together.
10. Finally, you have the first public draft almost complete. Well done!! Your paper may need a little tidying up as you add the last section and References and an Appendix, if applicable, at the end.
11. Your paper is now ready to be presented.

Suggested topics to write papers about:

The role and function of education and training in Indonesian society today.

There are several terms to define here, but mainly education and training. It will help you to agree these terms first as you develop your concept map and then the synopsis. You will need to be careful to set some limits to your description of Indonesian Society.

The aims of education and training in Indonesia at different education levels.

Again you will need to define education and training, produce a concept map and synopsis. You will need to decide how to express education level. Will a full description be more appropriate in the Appendix? That would help you to write your paper without interrupting the flow with a long outline of the levels and how they are defined, the curriculum applied and so on.

Defining quality issues in school and schooling in Indonesia to prepare for the 21st Century.

School and schooling will have to be defined in this paper. You will need to define how quality is understood and measured and what the weaknesses are of the present quality mechanisms. It will be interesting to hear about your vision of the curriculum needed in the 21st Century, but don't make this the main focus of the paper. Your focus is on quality issues in school and schooling.

Defining the role of different subjects in the curriculum at different levels in Indonesia today.

There are two points of focus in this paper: firstly, defining the different subjects and secondly, defining the curriculum. Then you will need to think about how subjects definitions might change with the level of schooling.

What is your vision of the curriculum for Indonesia in the year 2020?

There are several points of focus to this paper and you can concentrate on some with just a passing reference to others, simply giving an outline definition of those aspects which are not chosen as the main focus. It may be that you expect that the definition of subjects to change, or that schools will not be what they are today as Information and Communications Technology become cheaper and the majority of citizens will learn through distance programmes on computers. But you will have to say what you think is a curriculum and how it functions.

Texts and teachers' guides - getting them to match the curriculum to the needs of the classroom

Defining texts and guides, describing the nature of a curriculum, and giving a flavour of the variability of classrooms at different school levels and across Indonesia will then lead into fitting them together to fit the topic.

Defining the role of PUSKUR as an institution.

This can be tackled in many ways - its your institution, so I leave the focus to you!

