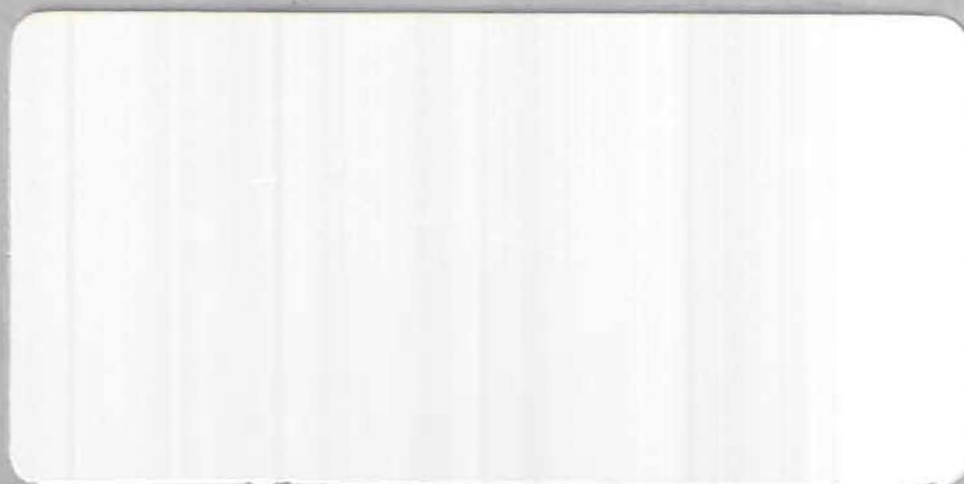


Departemen Pendidikan dan Kebudayaan

The British Council



Contract No: CNTR97 2735A

Curriculum Development Centre
Curriculum Capacity Project
Department for International Development

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Indonesia: Curriculum Capacity Project

Seventh Quarterly Report

July – September 1999

CCP/QR99 - 07

NO. INDUK 17.508/2014

NO. KLASIFIKASI

COL. TERIMA

A R

<i>Country</i>	INDONESIA
<i>Project</i>	CURRICULUM CAPACITY PROJECT
<i>Duration</i>	October 1997 to September 2000
<i>Report No.</i>	CCP/QR99-07
<i>Reporting Period</i>	July 1 to September 30, 1999
<i>Report completed</i>	October 1999
<i>File Reference</i>	CCP\reports\quarterly\QR-07
<i>Participating institution</i>	Leeds University
<i>BC Manager</i>	Mr. Geoff Evans, Field Manager
<i>Past Progress Reports</i>	CCP/QR98-01 - CCP/QR99-06
<i>Next PPR due</i>	end December, 1999

Recommendations and Action to be Taken

1. Weekly meetings with the Head of Balitbang must continue to keep him well informed of CCP activities and their relationship with other activities within Puskur.
2. Preparation meetings must be held to brief Puskur senior management and Head of Balitbang regarding DfID's output-to-purpose review visit in October.
3. Implementation of curriculum evaluation strategy in selected provinces needs to proceed in cooperation with Jarkur colleagues.
4. CCP contributions to the KD curriculum revisions initiative needs to continue with the LTA maintaining a leading role whenever possible.
5. Confirm LSTC training workshop to strengthen data analysis and report writing skills of Puskur staff in October.
6. Finalize dates for LSTC assignment "Alternative test development" with Leeds University coordinator.
7. Prepare requested documentation for DfID's output-to-purpose visit in October.
8. Introduce Bpk Boediono to the BC's new Field Manager, Ms Gill Westaway.

**A. Contribution of Technical Assistance Activities to
Project Component Outputs**

Project outputs

- | | |
|--------------------|---|
| <i>Component 1</i> | Improved system for curriculum evaluation planned and implemented by Puskur |
| <i>Component 2</i> | Improved strategy for curriculum planning and management adopted by Puskur |
| <i>Component 3</i> | Strengthened professional and library resources within Puskur |

Aims for Second Year

- . Review and implement curriculum evaluation strategy in cooperation with provincial colleagues
- . Analyze curriculum evaluation findings and feedback into curriculum revisions
- . Compare Indonesian curriculum with that from other countries for selected core subjects at basic education level, including whole school for primary level
- . Develop and implement strategy for evaluation of cawu tests in relation to 1994 curriculum
- . Extend and clarify knowledge of child development and apply knowledge to 1994 curriculum
- . Extend and clarify knowledge of alternative testing types, apply to 1994 curriculum
- . Extend knowledge of ideal textbooks and develop guidelines for teachers and textbook developers, to increase match with curriculum
- . Broaden knowledge of curriculum implementation in classroom, and influence of MGMP training on those activities
- . Develop further latent research skills
- . Increase knowledge and skills in data analysis particularly related to qualitative research
- . Extend knowledge of alternative models available for curriculum planning and development
- . Improve presentation and discussion skills
- . Improve writing skills
- . Improve Puskur Resource Centre
- . Improve coordination between Puskur, Balitbang Centres, MOEC Directorates and selected Kanwils

Progress in Seventh Quarter

Aims:

- . Curriculum evaluation strategy finalized and instruments developed and piloted
- . Cawu test strategies developed and piloted
- . Assistance with KD workshops
- . LTA led curriculum comparisons activity
- . Formative project evaluation
- . Child development workshop
- . Preparation for Output-purpose review by DfID
- . Sustained and made new contacts with other sections of MOEC
- . Continued contributions to Puskur Resource Centre.

CURRICULUM MANAGEMENT PLAN: April 1999 – March 2000

	1999			2000								
	A	M	J	J	A	S	O	N	D	J	F	M
A. Curriculum evaluation												
1. <u>Decentralized strategy for evaluation</u>												
finalize strategy												
revise instruments												
train curriculum network staff												
implement strategy												
analyse, report, disseminate findings												
using findings in curriculum revisions												
2. <u>Strategy for strengthening curriculum implementation</u>												
. Independant evaluation of documents & classroom implementation												
SD – IPA, language, maths, IPS, whole school												
SLTP – language, maths, IPS												
. Textbooks/aids, tests, & Insett influence on curric implementation												
relationship/ match with K94 & ed. level												
3. <u>Pilot schools</u>												
. Tryout of curriculum revisions												
B. Curriculum Planning & Development												
1. Alternative Models												
2. Child Development												
3. Model Textbooks												
4. Alternative Cawu Tests												
C. Training												
1. Overseas Training												
2. English language course												
D. Meetings												
1. Steering Committee												
2. TCT												
3. Bi-weekly with BC manager												
E. Other Activities												
1. Formative Project Evaluation												
2. Monthly Seminar Programme												
3. Materials purchase for Resource Centre												
4. Annual Curriculum Management Plan												
5. Study Tours												

PURPOSE
Improved strategies and systems for:
a. curriculum planning
b. curriculum management
c. curriculum evaluation
being implemented

- OUTPUTS**
- a. Strengthened professional & library resources in Puskur
 - b. Curriculum management planning adopted by Puskur
 - c. Evaluation evidence fed into curriculum renewal process

- INDICATORS**
- a. Cyclic curriculum planning adopted
 - b. Curriculum evaluation evidence utilized
 - c. Improved coordination between Puskur, Balitbang & Directorates of the MOEC

- ACTIVITIES**
- a. Cawu test strategy developed & piloted
 - b. Child development workshop
 - c. LTA assisted with various KD workshops and led second one
 - d. LTA supervised curriculum comparisons work as part of K94 revisions
 - e. Curriculum evaluation instruments developed, piloted and revised
 - f. Formative project evaluation by ISTC
 - g. Preparation for Output—Purpose review
 - h. Second BC ELT course
 - i. Contacts sustained and new ones made
 - j. Puskur Resource Centre

Process:

The chart above shows the relationship between the various activities of the project for the sixth quarter and intended outcomes and verifiable indicators. The project implementation schedule for the three years of CCP is included as annex A.

1. Meetings

1.1 The LTA and head of Balitbang held regular meetings to discuss the contribution of CCP to his KD initiative.

1.2 The PM introduced the LTA to the head of the district education office for West Jakarta. Try out of Puskur's curriculum evaluation strategy in three of his schools was discussed and finalized.

1.3 Various planning meetings were held with kapid and the two senior staff having special responsibility for implementing the curriculum revisions based on KD. Input from the LTA and from CCP resources were discussed.

1.4 Planning meetings were held regularly with the BC field manager and his staff to discuss and prepare for DfID's Output-to-Purpose review visit. The documentation was discussed with the PM.

2. Curriculum Evaluation

2.1 Data collection instruments for Puskur's curriculum evaluation strategy were developed by a team of Puskur colleagues working with the LTA. These were trialled in 4 schools, two primary and 2 SLTP all in Jakarta. Revisions were made and the instruments finalized for implementation of the strategy by Puskur staff in cooperation with Curriculum Network staff (Jarkur) in selected provinces. The strategy will be revised in light of these piloting activities. Copies are available in the CCP office.

2.2 An independent international short-term consultant led a small team of Puskur colleagues in the development of two strategies related to investigating cawu (end-of-term) tests. The first investigates the production of these tests and was piloted in the kande office and several schools in kabupaten Cianjur, West Jawa. The second strategy looks at the match between the tests and the curriculum. The need for team members to join another activity (see below) meant that this second strategy was not fully tested by the team. It will need to be repeated when time permits. Annex B contains the consultant's recommendations.

3. Curriculum Revisions

3.1 The major activity of Puskur for this quarter has been curriculum revisions of K94 based on competencies (*kemampuan dasar or KD*), led by the Head of Balitbang. A fuller discussion of this change of direction for Puskur is given below. The LTA has been asked to contribute to all activities related to this project. The LTA led a 3-day workshop introducing Puskur and other team members (supervisors and teachers) to the concept of competencies, its origins and some of the common vocabulary used in defining them. Participants then identified KD in the 1994 curriculum for their individual subjects and the findings published by Puskur.

3.2 In conjunction with the above activity, the LTA was asked to supervise the team working on the identification of competencies in a selection of curriculum documents from overseas. This team comprised a mixture of Puskur and MOEC colleagues, all with good English language ability. Overseas curriculum documents included those from a variety of countries: Asean, UK and USA and Australasia, and for a variety of subkecys at all three education levels.

4. Staff professional development

4.1 A LSTC conducted a 2-week training workshop where she introduced Puskur colleagues to the literature on child development. The workshop explored pertinent theories of children's capabilities in various aspects (psycho-motor, cognitive, verbal, sensory) and attempted to place these in the context of the Indonesian curriculum for the basic education level. Annex C contains her recommendations.

4.2 The second ELT training course took place. It was restricted to those 11 staff selected to follow the second short training course in Leeds University (September to December 1999). This was in contrast to the first one which gave a greater number of Puskur staff the opportunity to improve their English language skills. The change reflected the language needs of the second group of participants selected to attend the overseas short training course in Leeds University, whose English skills were poorer than those of the first group.

5. Miscellaneous Activities

5.1 Formative project evaluation was carried out by an independent short-term consultant. His conclusions and recommendations for the future direction of the project appear as annex D.

5.2 Preparations for the DfID Output-Purpose project review visit in mid-October began and included preparation of the possible documentation needed.

5.3 The second group of 11 Puskur trainees departed to Leeds University in September to follow the second short overseas training course. This second one focuses on curriculum planning and development knowledge and skills. Before their departure, the group attended a half-day presentation given by the BC colleagues focusing on studying and living in the UK. The presentation also included excellent tips of especial importance to Muslims.

5.4 Puskur Resource Centre continued to be strengthened with the addition of further materials. Books were purchased by the LTA while on annual leave in the UK and the LSTC supplied pertinent chapter readings and journal articles related to her Child Development workshop. Large numbers of staff are using these materials, and not only those presently studying for their Masters degrees.

5.5 Bpk Djamil, Puskur Head, decided that the new PM for all Puskur projects, Ms Ella Y., should also become the PM for CCP so that the communication chain does not become unmanageably long. The new PM was on a government course for two months of

this quarter however, but good communications were sustained. The previous PM joined a local doctorate programme in September and so was lost to the project anyway.

Changes in previously planned project activities:

1. The most prominent change in the work of CCP was the need to become as involved as possible in the work of Puskur staff working on revisions to curriculum 1994. These are being carried out directly under the leadership of head of Balitbang. This is a major change of activity for Puskur as generally at this time in the 10-year curriculum cycle, Puskur staff would be concentrating on curriculum evaluation with analysis and reporting of fieldwork in schools. Following the pattern set by the previous curriculum, the next curriculum is due in academic year 2004-5. It would probably only begin to be revised/developed in 2001-2. Thus, this time is one of much activity for Puskur colleagues.

As curriculum revisions involves all subjects at all three education levels, most Puskur colleagues are involved in the work. Timing of work on the other Puskur projects, including CCP, has to be carefully planned. For CCP, this has resulted in the data collection instruments for the curriculum evaluation strategy taking much longer to devise and pilot. However, by the end of this period, this was completed. Puskur is now ready to implement the strategy with Jarkur colleagues in selected provinces during the coming quarter.

2. Because of the above change of focus for Puskur, it was not possible for the second cawu test strategy to be fully piloted during the ISTC consultancy. His team members had to join the curriculum revisions activity in his final week. Time will have to found at a later date to implement this strategy further with test papers from other provinces, subjects and education levels. Unfortunately, some of the benefits of this consultancy were lost.

3. The selection of pilot schools was deferred to the next reporting quarter as discussions with Head of Balitbang and Puskur managers were continuing regrading the number and location of these schools.

Impact of external factors:

1. The new president and government are to be elected early November. There is a need for Balitbang to have ideas to present to the new minister of MOEC. The Head of Balitbang therefore initiated work on revisions to curriculum 1994. This has impinged on work for the other projects within the Centre, including CCP, as discussed above. Moreover, CCP has been approached regarding the possibility of changing the nature of project consultant inputs so that they can work directly with Puskur subject teams on revising the KD for the new curriculum. This will be discussed with the DfID review team during their visit to CCP in October.

2. Last May, the government passed the law on decentralization giving increased powers in many areas of government to the kabupaten level (directly below province level and comprising some 330 areas). This act will come into effect in May 2000 but already discussions are underway regarding the future of the MOEC in Jakarta, Balitbang and

Puskur. It is planned that approximately 70% of MOEC staff in Jakarta will be relocated to the provinces. The effects of this new policy on the structure of the ministry and the position and role of Balitbang and Puskur are being discussed. The effects of the entire decentralization process on education and in particular on curriculum and testing are also being considered by Balitbang colleagues. A new role for Puskur is being formulated for presentation to the new cabinet but naturally everything is still in very preliminary stages. Moreover, the views and wishes of the new president and cabinet will contribute to the impending changes.

Any changes made within the MOEC will affect the structure and role of Puskur as an institution, if indeed it remains a separate Centre within the ministry with a defined role. What ever these changes, the work and responsibilities of Puskur staff will be affected. Just how these will affect the purpose of the CCP project needs to be discussed with the DfID team during their visit here next month.

Recommendations

1. Weekly meetings with the Head of Balitbang must continue to keep him well informed of CCP activities and their relationship with other activities within Puskur.
2. Preparation meetings must be held to brief Puskur senior management and Head of Balitbang regarding DfID's output-to-purpose review visit in October.
3. Implementation of curriculum evaluation strategy in selected provinces needs to proceed in cooperation with Jarkur colleagues.
4. CCP contributions to the KD curriculum revisions initiative needs to continue with the LTA maintaining a leading role whenever possible.
5. Confirm LSTC training workshop to strengthen data analysis and report writing skills of Puskur staff in October.
6. Finalize dates for LSTC assignment "Alternative test development" with Leeds University coordinator.
7. Prepare requested documentation for DfID's output-to-purpose visit in October.

Future plans for Eighth Quarter

Aims:

- . Preparation and participation in DfID's Output to Purpose review
- . Implementation of curriculum evaluation strategy in selected provinces
- . Consideration of and inclusion of the recommendations made by the several subject specific evaluation consultants in the KD curriculum revisions
- . Continue project contributions to the KD curriculum revisions initiative
- . Strengthen data analysis and report writing skills
- . Contribute to discussions of the future role and responsibilities of Puskur in a decentralized MOEC
- . Selection and briefing of schools participating in the pilot school scheme
- . Continue seminar programme
- . Resume in-house English language programme
- . Sustain contacts with other centres and with the Directorates
- . Continue to stock the Resource Centre within Puskur.

Planned activities:

1. Meetings

1.1 A formal quarterly meeting will be held with the Head of Balitbang and the Field Manager of the BC to discuss progress and future plans. This will be in addition to the weekly meetings concentrating on reporting the status of CCP activities so that he remains well informed and project activities continue to be aligned to the needs of Balitbang and the MOEC.

1.2 The LTA and BC project managers will discuss the preparations needed for DfID's prospective visit to the project in October for the output-to-purpose review.

1.3 The LTA will introduce the new BC Field Manager for the project, Ms Gill Westaway, to the Head of Balitbang.

1.4 Briefing meetings will take place with Puskur senior managers and the PM about DfID's output-to-purpose review visit.

1.5 All established meetings within Puskur will continue, such as those with Kapus and Kabid, as will liaison meetings with other centres of Balitbang and sections of the MOEC.

2. Curriculum Evaluation

2.1 The participation of provincial colleagues (Jarkur) in the curriculum evaluation strategy will be finalized and the necessary steps begun to formalize the relationship.

2.2 The strategy will be implemented in selected provinces in cooperation with these provincial colleagues to (a) assess the user-friendliness of the data collection instruments, and (b) to discuss the extent and nature of the cooperation which provincial colleagues are able to commit in implementing the strategy.

3. Curriculum revisions initiative

3.1 The project will continue to contribute to the curriculum revisions initiative based on basic competencies through direct input from the LTA. In addition, the project will make all evaluation documentation carried out under CCP available to the revision teams and discuss ways of incorporating consultants recommendations into the revisions.

The LTA will again work closely with staff to consider how to use evaluation findings to make sound and well-grounded curriculum revisions in the core subjects which can be implemented by teachers.

4. Pilot schools

Selection and briefing of schools participating in the pilot school scheme, for the try out and evaluation of curriculum revisions.

5. Contacts and Coordination Outside Puskur

5.1 All contacts with interested parties in Balitbang and the MOEC will be sustained through discussions regarding the future role of Puskur.

The beginnings of a close working relationship will be developed with provincial colleagues (Jarkur) in selected provinces to assist Puskur with implementation of the curriculum evaluation strategy.

6. Miscellaneous Activities

6.1 The project will prepare for and take part in DfID's Output to purpose review of the project.

6.2 A training workshop will be conducted by a LSTC focusing on data analysis and report writing. Puskur participants will analyze data from their own research projects and produce the first draft of their findings chapter.

6.3 The monthly seminar programme will resume. Some of these seminars will be open ones to discuss the findings of staff and consultants' research/ evaluation findings.

6.4 In-house English language training will resume at the two different proficiency levels. Topics will include education and curriculum management and planning, and the future role of Puskur within a decentralized MOEC.

6.5 The identification and purchasing of books and other materials, including curriculum, textbooks and other teaching materials from Indonesia and other countries will continue.

**B. Contribution of outputs towards realization
of project purpose**

Project purpose specified in logical framework

Component	Improved strategies and systems for curriculum planning, management and evaluation being implemented.
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Progress towards realization of specified purpose

Individual colleagues have benefitted from a variety of training initiatives under the project. In the areas of qualitative research and curriculum evaluation, the effectiveness of this training was amply demonstrated through the development of a curriculum evaluation strategy for the Centre by selected staff. The strategy was discussed and accepted in principle by middle and senior management of Puskur. All data collection instruments available from previous evaluation work within the Centre were reviewed and assessed to establish their user-friendliness for non-researcher colleagues in the provinces. Selection and revisions were made, piloting in several schools were conducted and final revisions made based on their implementation. In all these activities, and especially in piloting the instruments in schools, Puskur colleagues took the leading role, with the LTA offering guidance only. The individual training sessions are thus being brought together as Puskur colleagues use their knowledge and skills in the development and implementation of this initiative for the Centre, which Puskur staff handled very well.

CCP is more closely integrated into the work of Puskur this fiscal year, enabling greater cooperation between CCP and the Centre's other projects. This greater proximity has enabled much on-the-job training to take place, particularly in the area of managing implementation of a research project and research team.

The LTA has become closely involved in the curriculum revisions initiative in the Centre, as have most other Puskur staff. This is a slight change of focus from the project purpose as stated in the project framework. This has become the major activity of the Centre and the focus of most of the Centre's resources for this year. In light of this, CCP and the DfID review team need to establish whether this is a change of direction for the project or not, and furthermore, to what extent project resources can be allocated to supporting and influencing this activity.

Likewise, both CCP and the team need to consider the reaction of the project to the other changes currently underway in the MOEC. In particular, the decentralization programme which will greatly affect the future role and responsibilities of Puskur and its staff. Of importance therefore, is the way in which CCP can assist and contribute to this process.

Annex A

Project Implementation Schedule

C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000

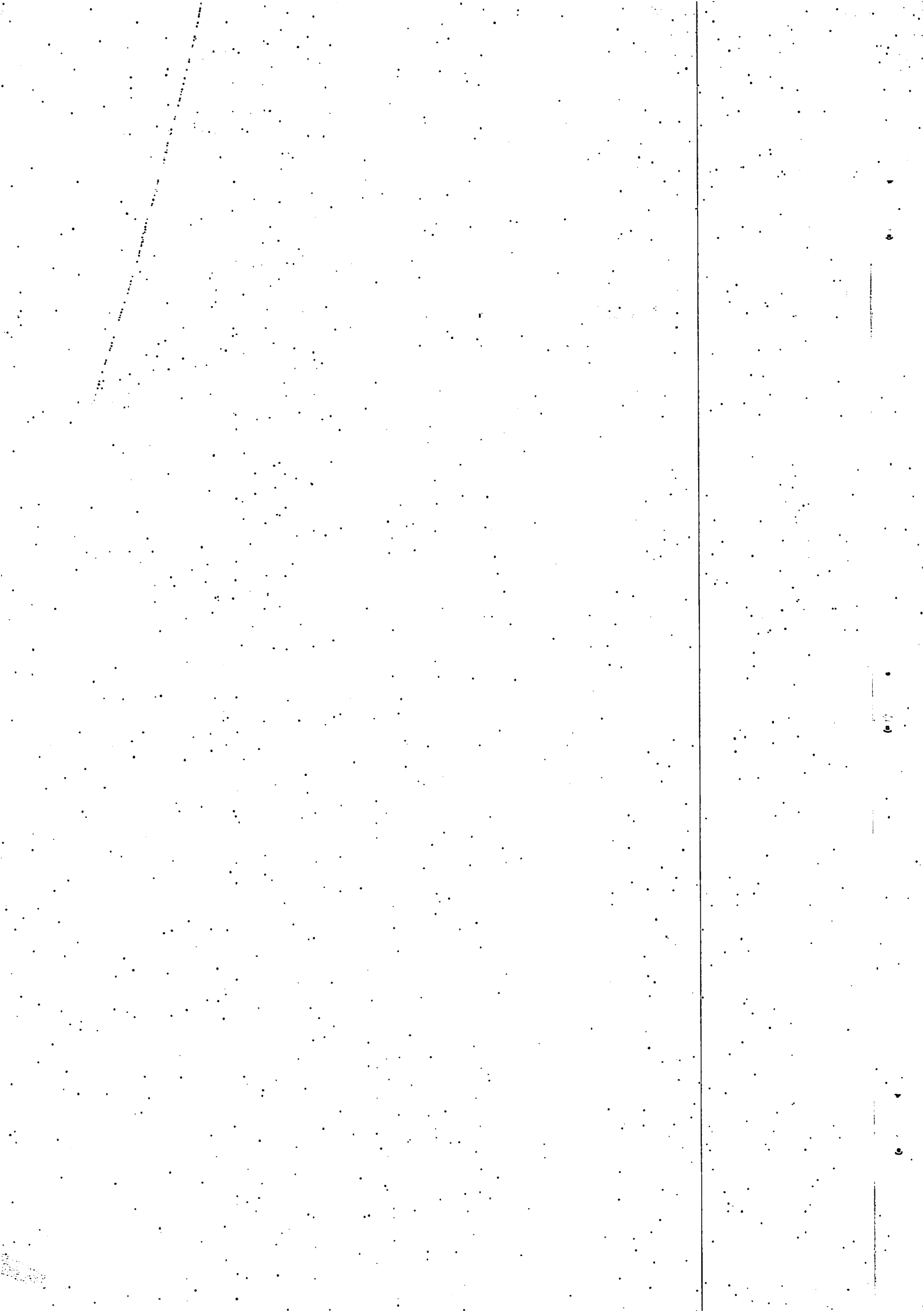
	<u>1998</u>												<u>1999</u>												<u>2000</u>											
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S			
1. School Visit Programme																																				
2. Educational Concepts																																				
3. Research: Non-School Users of Curriculum																																				
4. Research: Curriculum Implementation in Classroom																																				
5. Curriculum Evaluation																																				
6. Curriculum Development																																				
7. Monthly Seminar Programme																																				
8. Overseas Training in Leeds																																				
9. Annual Curriculum Management Plan																																				
10. Strategy for Planning & Managing Curriculum Cycle																																				
11. Strengthening Puskur Library																																				

Annex B

**Developing Cawu Test Strategies
Recommendations**

by R.S. Sandman

DOKUMENTASI
PUSBANG KURRANDIK



6. Recommendations

Below are some recommendations for follow-through activities to the work that has been presented here:

1. Methodology 1 needs to be further tried out and refined. Initially some discussion should take place concerning the problems mentioned in Section 3, above, and provisional decisions made about how these can be resolved. Then the methodology should be tried out with a variety of cawu tests from different locations, different levels of primary school and junior secondary school, different subject areas, and different cawu (1, 2, and 3). Puskur already has in its possession sufficient cawu tests to carry out this tryout.

Further problems and issues in implementing the methodology are likely to arise from these tryouts. These need to be discussed, decisions made, and the methodology refined accordingly. The resulting product should be an agreed-upon methodology for cawu test review that can be applied unambiguously.

2. To obtain the desired information about cawu testing – information that can be acted upon – the two methodologies need to be applied to a representative sample of provinces, districts within provinces, and, perhaps, sub-districts within districts. Thus such a sample of administrative units needs to be selected. As time and resources for carrying out this investigation will undoubtedly be limited, the sample selected should be no larger than is necessary to provide useful generalisable information.

3. Puskur staff that are going to be involved in this general application of the methodologies will need to receive some training on how the methodologies are implemented. An explanation of the cawu test review process, plus a practice review of a couple of cawu tests, would probably be sufficient training for Methodology 1. A discussion of the interview process, plus a careful reading of the interview schedule, would probably suffice as training for Methodology 2.

4. When a selected education office is visited, whether at the provincial, district, or sub-district level, both methodologies can be applied. The interviews can be conducted during the visit, while a selection of cawu tests can be collected for review at a later time. As the applicable textbooks are used in the review process, information about these textbooks should be obtained during the visit. For tests that are actually reviewed, a copy of the textbook must somehow be procured.

5. During each visit, a representative group of education personnel should be interviewed. Where possible, the investigators should choose the respondents, rather than the education office. Good schools and poor schools should be represented, city schools and rural schools, primary schools and junior secondary schools. Teachers interviewed should be from different grade levels and from different subject areas. Some personnel interviewed should be closely connected with the cawu testing process, while others should not. While it is not possible, nor advisable, to cover all varieties of personnel in a given visit, the idea is to get a good sampling of these varieties, so that the information obtained provides a reasonably accurate picture of cawu testing in the area.

6. The majority of interview respondents will be teachers, head teachers, and school supervisors. It should be remembered that, in the case of our fieldwork, the junior secondary supervisors were working out of the provincial education office, rather than the district office. Also of importance is the head of primary education at the district office. Mentioned as a possible source of information, although not interviewed in our case, is the head of educational planning (Kasi PRP) at the district office. Finally, as the various working groups of teachers and head teachers were often mentioned in our interviews (KKG, MGMP, KKKS), it would be well to include representatives of these groups among the respondents.

7. For each administrative unit visited, the cawu tests chosen for review under Methodology 1 should be a representative sample of those in use in the area. Tests included should be from a variety of locations, from different levels of primary and junior secondary school, from different subject areas, and from different cawu. Here again, as time does not allow the review of all possible types of cawu tests from a given administrative area, the idea is to get a good sampling of these types, so that summary information about cawu tests in the area will be reasonably accurate.

8. As both methodologies are applied in each administrative area visited, it is possible to investigate the relationship between the way cawu tests are produced and the characteristics of the cawu tests that result. It is suggested that some such study be carried out on the information obtained. By so doing, it might be possible to discover some key variables in the production process that affect the quality of the product. If so, this information can be useful in planning for change in cawu testing.

9. The information collected from the various administrative units has to be integrated, so that a coherent summary of cawu testing in the country can be prepared. Such a summary will include an accounting of the variety of ways cawu tests are produced and used, as well as the varied features of the resulting products. Any relationships found between process and product should also be described.

10. The next step is to use the information obtained from applying the two methodologies in planning for change in cawu testing. The summary of cawu testing mentioned above needs to be disseminated to the appropriate education officials. These need to come together to decide on the kinds of changes needed in cawu tests, given the revised curriculum being prepared, and the types of teaching-learning activities desired in the classroom. Then strategies for implementing these changes need to be devised, employing as a basic resource the information on current processes for producing and using these tests.

**Child Development Workshop
Conclusions and Recommendations**

by Prof. D. Shorrocks-Taylor

CONCLUSIONS AND RECOMMENDATIONS

1. The preliminary visits to schools in Jakarta, arranged by Dr Sweeting, were extremely useful and served to orient me to particular issues that could be discussed during the sessions. This is a practice to be commended and repeated for other visitors, if they have little direct experience of the education system in Indonesia.
2. Summarising many of the points already made in this report, what is clear is that the workshop was well received by the participants and they, in general, appeared to have gained both information and insights from the materials and discussions. To the extent that this occurred, then the objectives for the two weeks were met.
3. The language issue, however, was indeed a real one: translation systems were set up within the group so that those who were quite fluent speakers of English translated at regular intervals. The other speakers of English also maintained a check on these on-going translations, acting as an internal verification system.
4. The model of the curriculum set out in the first session (the curriculum as intended, the curriculum as delivered and the curriculum as received) proved a useful organising device and provided the context for the ideas and materials in the subsequent sessions.
5. As the comments from the initial 'state of knowledge' questionnaire showed, the previous experience of members of the group was very diverse and this, of itself, could have presented major problems in a context of a single workshop structure. The problem could only be addressed by initially setting out the basic concepts but allowing discussions to range further for those who could deal with more complex ideas. Under some circumstances, this diversity of background could have become almost impossible to overcome and this should perhaps be acknowledged in further workshops and courses.
6. Over the course of the two weeks, a number of 'core' members of the group attended with reasonable regularity. Others, however, came and went in a rather unpredictable way between and even during the sessions. This made continuity of discussion very difficult. It would be helpful in any future courses if this could be regularised.
7. The final presentations from group members showed that many of them had learned new ideas and perspectives from the sessions. However, many of these were rather tentative and partial, suggesting the urgent need for some further consolidation of the materials and the more difficult ideas. This could be achieved by the organisation, internally, of further discussion groups and seminars, perhaps with subject-specific focus points, and guided reading. Video-tapes and photocopied articles have been lodged with Dr Sweeting and these could act as starting points for discussion.
8. It rapidly became clear that most group members had no experience of systematic child study, certainly not from their earlier courses. I am sure that their knowledge would be further increased and consolidated if they carried out child observation studies, including 'clinical interviews' with the selected pupils of different ages. Alternately, they could each 'shadow' a child in school for a day and talk to them (the pupils) about the experience. Both of these would have to be carefully structured, however, with clear focus points and clear questions to be answered. In a situation where many of these colleagues have little

experience of teaching or children, this would provide an important, 'concrete' experience which could be used as the basis for subsequent seminars or discussions.

9. Part of the emphasis throughout the workshop was on teaching and learning strategies, seen in relation to the characteristics of children at different points in their development. Since many of the participants had no direct experience of planning lessons or teaching in school, this was an important dimension to stress in the sessions. In my opinion, it should also be an important aspect of the final new Curriculum Document, when it is produced. Without such guidance (rationales, ideas for teaching activities, some sample lessons) it is hard to see how ordinary teachers in Indonesian classrooms can begin to interpret the curriculum or improve their own practice.
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**Formative Project Evaluation
Conclusions and Recommendations**

by Tony Somerset

Curriculum Capacity Project: Mid – Term Review

Summary of main recommendations

CCP resources originally earmarked for in-country short courses should be redirected to support the current initiative towards a competency-based curriculum, except in cases where the proposed course is directly relevant to the curriculum initiative, or where firm commitments have already been made.

(p 13)

The form this support should take should be determined through consultations with the key decision makers in Puskur, Balitbang and the Directorates of Primary and Secondary Education.

(p 13)

During these consultations, the possibility of appointing CCP consultants to work with Puskur curriculum teams should be explored. A major task for these consultants would be to provide hands-on training in the development of a range of formative assessment techniques suited to a competency-based curriculum.

(p 13)

The CCP consultants for in-country training courses which will be retained should be fully briefed concerning Puskur's current initiative towards the development of a competency-based curriculum; and they should be asked to orient the content of their courses towards supporting the goals of this initiative wherever possible.

(p 13)

The pilot school scheme provides an ideal opportunity to try out ideas and approaches for the new curriculum initiative, and at the same time to involve school principals, teachers and other local stakeholders in the reform process. It should play a central role in future CCP activities.

(p 14)

The number of schools selected for piloting should be restricted, so that repeated visits to each school are feasible. They should be located within easy reach of Jakarta, but should cover as wide a range of economic, social and geographical contexts as possible

(p 14)

Every effort should be made to build up relationships with the principals and class teachers of the pilot schools based on a two-way exchange of ideas, so that they come to feel that they benefit professionally from their association with Puskur. The payment of regular financial incentives for their participation in the programme should be avoided.

(p 14)

The insights generated by the 19 curriculum implementation studies carried out by Puskur staff members should be collated, and made available as input to the current curriculum initiative.

(p 14)

The timing of the planned decentralized curriculum evaluation activity has been rendered inappropriate by the current need to focus available resources on the development of the proposed competency-based curriculum. If the Curriculum

Capacity Project is extended beyond its planned three-year period, this activity should be postponed to the extension period; otherwise, it should be cancelled

(p 15)

During the second Leeds study programme, systematic arrangements should be made to strengthen communication with participants who are less-fluent English speakers:

Presenters who speak Bahasa Indonesia should be encouraged to mix the two languages

Where the presenter does not speak Bahasa Indonesia, a competent English speaker from among the participants should be nominated to act as interpreter. To avoid overloading particular individuals, this role should be rotated from session to session.

Frequent opportunities for the participants to discuss the material in small groups, in Bahasa Indonesia, should be provided

Participants should be given the option to write their reports either in English or Bahasa Indonesia.

(p 16-17)

The second Leeds study programme should include a substantially-increased number of school visits.

(p 17)

Before each school visit, participants should be briefed as to the points they should look out for during classroom observations.

(p 17)

Some school visits should focus on a particular theme; the assessment of early reading skills, for example, or the development of thinking skills in science.

(p 17)

Teachers in the classes visited should be briefed as to the learning needs of the course participants, and should be asked to provide opportunities for the participants to discuss teaching strategies with them after the lessons are over.

(p 17)

Increased opportunities should be provided for individual participants to discuss their own specialist subject with appropriate counterparts from the Leeds University team

(p 18)

A decision as to whether the Curriculum Capacity Project should be extended beyond its currently-planned termination date (October 2000) should be deferred until after the forthcoming Presidential elections, and the formation of the new government.

(p 19)



