

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

Fifth Quarterly Report

January – March 1999

CCP/QR99 - 05

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Prepared by Dr. EM Sweeting, CCP LTA

Country

INDONESIA

Project

CURRICULUM CAPACITY PROJECT

Duration

October 1997 to September 2000

Report No.

CCP/QR99-05

Reporting Period

January 1 to March 31, 1999

Report completed

March 31, 1999

File Reference

CCP\reports\quarterly\QR-05

Participating institution

Leeds University

BC Manager

Mr. Geoff Evans, Field Manager

Past Progress Reports

CCP/QR98-01 - CCP/QR98-04

Next PPR due

end June, 1999

Recommendations and Action to be Taken

1. The Steering Committee could meet annually to review past progress in the project and discuss CCP plans for the coming year. However, that meeting needs to be combined with three-monthly formal meetings between the Head of Balitbang, CCP PM and LTA, and the British Council field manager to discuss past progress and future plans for the coming quarter.
2. Weekly meetings with the Head of Balitbang will concentrate on discussing current CCP activities so that he remains well informed and activities continue to be aligned to the needs of Balitbang and the MOEC.
3. More than 1-2 Puskur staff need to work closely with the short-term consultants conducting independent evaluations of basic education core subjects so that the transfer of knowledge and skills reaches more staff in the subject under consideration. More staff will benefit from the school visits attached to each consultancy. Furthermore, discussions within Puskur will be wider reaching and greatly benefit both the Centre and the consultant.
4. LTA and Puskur staff need to plan and finalize the curriculum evaluation strategy for Puskur.
5. The LTA needs to discuss dates for the formative project evaluation with the prospective consultant.
6. The LTA needs to plan costings for the year's activities, and in conjunction with the PM, the costings for the pilot school activity.
7. The LTA needs to finalize dates with our project coordinator for Leeds University consultant inputs to the project.
8. The LTA needs to check dates for the beginning of the new academic year in Leeds University so that backward planning for the departure of the second group and their English language provision can be finalized. In relation to this provision, the LTA and BC Field Manager need to approach DfID Bangkok to request an extra 50 hours of language tuition as this group is much weaker than the first.
9. ELT provision needs to re-commence in Puskur, as does the seminar programme with invited guests.

**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 First Year

- . Extend and clarify educational concepts in Indonesian education system
- . Extend and clarify knowledge of curriculum use by non-school users
- . Extend knowledge of curriculum implementation in classroom
- . Improve coordination between Puskur, Balitbang Centres, MOEC Directorates and selected Kanwils
- . Operationalize latent research knowledge and skills
- . Increase knowledge and use of qualitative research methods particularly for classroom-based research
- . Develop curriculum evaluation skills
- . Develop curriculum evaluation strategy
- . Improve presentation and discussion skills
- . Improve writing skills
- . Improve Puskur Resource Centre

A copy of the table showing the four major project activities for this financial year is reprinted below from the Inception Report.

Progress in Fifth Quarter

Aims:

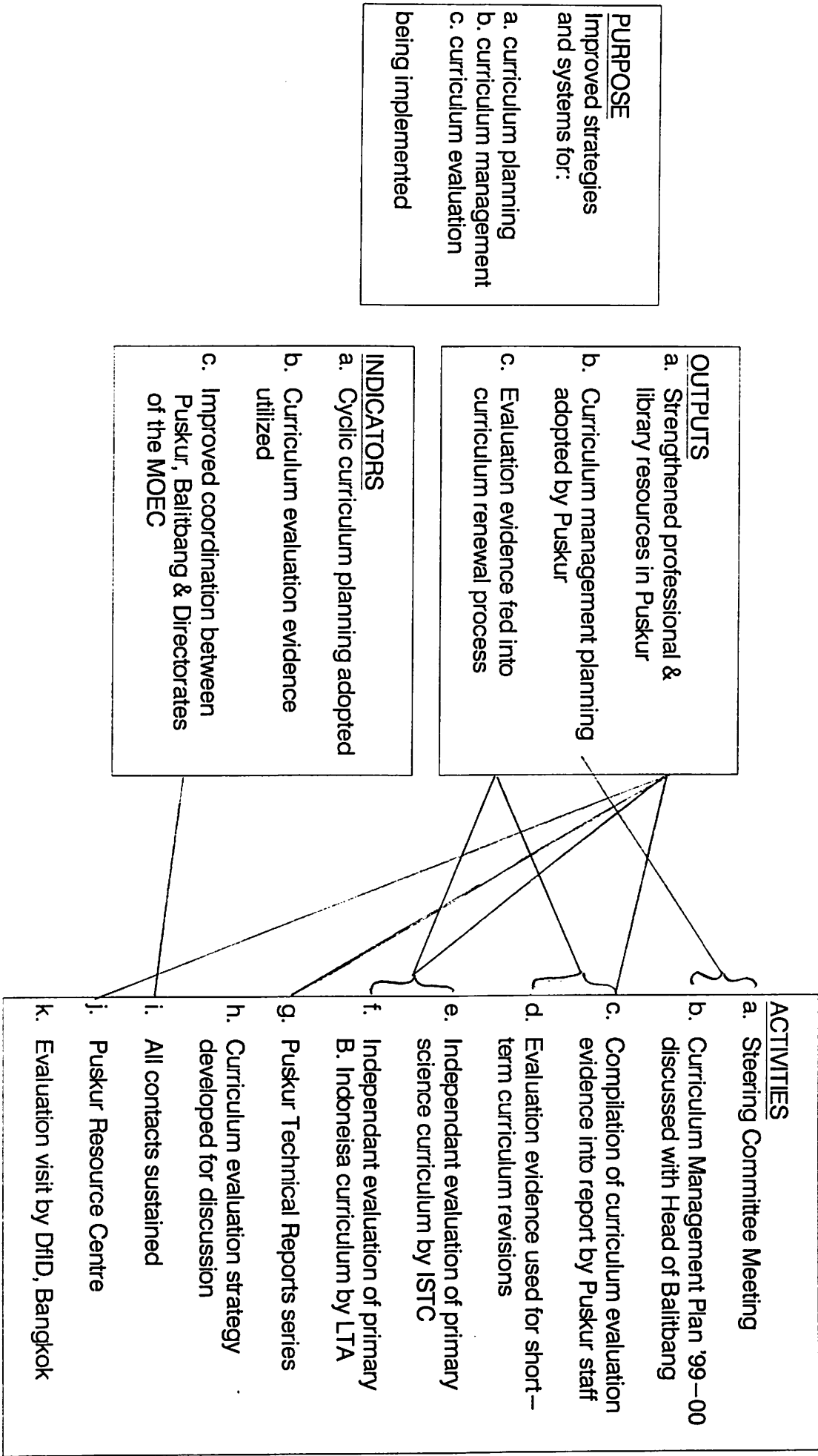
- . Develop standard curriculum evaluation strategy
- . Improve compilation and report writing skills
- . Independent evaluation of primary science curriculum
- . Independent evaluation of primary B. Indonesia curriculum begun
- . Independent evaluation of whole school curriculum begun for primary school
- . Improve presentation and discussion skills
- . Extend Puskur Technical Report series
- . Improve communication and coordination between Puskur, Balitbang Centres, MOEC Directorates and selected curriculum implementors
- . Improve Puskur Resource Centre.

The Four Training Programmes for Financial Year 1998-99

	Educational Concepts	Non-School Users of Curriculum	Curriculum Implementation in Classroom	Curriculum Evaluation
<u>Assignment 1.</u> Objective	Clarify in Indonesian education	Clarify role of curriculum	Case study & qualitative research	Share skills, draft eval. strategy
Activity	Group discussions	Workshop	Workshop & Jabotabek schools	Workshops & seminars
Output	Draft outline for working papers	Research questions identified	Research proposals and instruments	Papers comparing curricula, Draft strategy for evaluation
Implementor	LTA	LTA	LSTC	LTA & PRP-CE
Effective dates	Jan-March 1998	April-May 1998 (2 weeks)	24 August - 4 Sept 1998 (2 weeks)	Jan - March 1999
Participants	Puskur staff	20 Guest speakers	Puskur staff	Puskur staff & guests
Location	Puskur	Puskur	Puskur	Puskur

<u>Assignment 2.</u> Objective	Extend knowledge, improve writing & discussion skills	Qualitative research methods, undertake research project	Improved knowledge of influences on class activities (eg exams, books)	Extend knowledge & skills, develop research instruments
Activity	Workshop & in-house seminar	Workshop & field work	Field work & research workshops	Workshop
Output	Final working papers	Research reports	School case study research reports	Research instruments (6 subjects)
Implementor	Leeds consultant (LSTC)	Leeds consultant (LSTC)	LTA & one national short-term csit	LSTC
Effective dates	23 March - 3 April 1998	22 June - 17 July 1998 (4 wks)	Sept - Dec 1998	March 1999
Participants	Puskur staff	Puskur staff	Puskur staff	Puskur staff
Location	Puskur	Puskur & Jabotabek	Jabotabek (2 weeks piloting) & 5 provinces (1 month data collection)	Puskur & Jabotabek schools

<u>Assignment 3.</u> Objective	Dissemination of findings	Dissemination of findings	Dissemination of findings	
Activity	In-house seminar	Dissemination seminar	Seminars, in-house & public	
Output	Revised staff working papers	Publishable research papers	Publishable research papers	
Implementor	LTA and Puskur trainee group	LTA & Kabid	LTA & Kabid	
Effective dates	April 1998, 3 days	July 1998, 2 days	Jan 1999, 3 days & 2 days	
Participants	3-4 Guest speakers	Puskur staff and guests	Puskur staff and guests	
Location	Puskur	Puskur	Puskur	



Process:

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

1. Meetings

1.1 The LTA, CCP PM, BC Field Manager, DfID's Jakarta representative and BC consultant for education and training met the head of the CCP Steering Committee (Head of Balitbang) to present recent curriculum evaluation findings from activities undertaken through the project, and to present and discuss forthcoming CCP activities for the final quarter of the present financial year. A date was agreed for later in the reporting period when the second meeting of the Steering Committee would be held.

1.2 The LTA presented the CCP project to the new DfID representative for regional education projects. The meeting was also attended by the Jakarta representative for DfID and British Council project personnel.

1.3 The second Steering Committee Meeting was held in mid-March. The DfID representative from SEADD, Bangkok, also attended. The LTA presented the aims and objectives of the CCP project to the meeting as several key personnel in the MOEC had changed since the first meeting was held in January last year; including the DGPSE and the Director for Secondary Education. The CCP Curriculum Management Plan for the next financial year, April 1999 - March 2000, was presented and discussed. Minutes of the meeting appear as Annex B.

1.4 Planning meetings were held with Kapus and with the TCT, comprising Kabid and PM, to discuss plans for the second year's activities in the project. Senior Puskur staff were also approached for their opinions and perceptions of staff needs for the coming year's programme, based on project activities and evaluation findings during fieldwork in schools under CCP during the last quarter of 1998.

1.5 Regular meetings were held with the Kabid, both individually and as a group, throughout the reporting period. Some of those meetings were for consultation on technical matters related to Puskur and directly to the project. Meetings included a quarterly report meeting to share information and opinions about CCP activities over the three-monthly reporting period, both past and future.

1.6 The LTA was asked to attend the coffee mornings in Balitbang and take a more active role in curriculum issues facing Puskur and the MOEC. This has led to several discussions with Bp. Boediono regarding Puskur and CCP activities. It has also raised the profile of the project with the other centres of Balitbang.

2. Curriculum Evaluation and OTJ Training

2.1 Programme IV, curriculum evaluation, had been combined with Programme III, research in curriculum implementation in the classroom, in the last quarter of 1998, at

the request of the Head of Balitbang. The LTA was then requested to bring forward, by one month, the CCP report writing activity. As the LSTC scheduled to conduct this training course could not change his schedule at such short notice, the LTA conducted the three-week workshop instead, in conjunction with Puskur's curriculum evaluation activity leader.

Staff from all subjects and all three education levels took part. Tasks focused on

- (a) rapid reading and note taking skills from all available curriculum evaluation documents regarding curriculum 1994 (including those collected by the LTA from other projects placed in the DGPSE, and those produced by Puskur staff during the training course in Leeds University last year);
- (b) skills in compiling evaluation evidence into a coherent and well referenced report;
- (c) outlining and writing the draft report; and
- (d) making recommendations for curriculum revisions based on evaluation evidence.

The nine returning trainees from Leeds University joined their colleagues in this activity. As far as possible, one staff member was responsible for their own specialist subject at one education level, reading, compiling and writing their part of the overall report.

After the activity, these staff were officially named as the first and major contact in Puskur for their particular subject. This will greatly assist further work in the Centre as well as coordination with the MOEC.

2.2 To avoid criticism that Puskur is evaluating its own curriculum and thus presenting a biased view, CCP is recruiting several short-term consultants to independently evaluate core subjects of the basic education curriculum. The first of these was an evaluation of the primary school science curriculum. The consultancy report will lend support to Puskur's ideas for curriculum revisions including suggestions for a general science curriculum for primary school. The consultant was previously involved in the design of the SLTP general science curriculum pilot study with the Directorate of Secondary Education. At present, the consultant report is being finalized and the executive summary will appear in the next report.

The LTA began evaluation of the primary school B. Indonesia curriculum based on her substantial experience of early grade language development during the PEQIP project and her visits to classrooms during the previous quarter of the CCP, accompanying colleagues during their school case study field work. Her recommendations for revisions to the 1994 curriculum were based also her experience and knowledge of teaching a second language to children. The suggested revisions will be presented to relevant Puskur and DGPSE staff for consideration.

3. Curriculum Revisions

3.1 The LTA was asked to join the Puskur curriculum revisions activity. The team comprised most Puskur staff with responsibility for a subject. All three education levels were represented. This group was joined by a number of experienced teachers and national consultants for each subject and education level. The LTA made a substantial contribution to the primary school B. Indonesia group, particularly for the early grades as well as

contributing to the primary school maths group, the SLTP English group and giving input about the UK national curriculum on sports and health to that group.

4. Curriculum Management Plan

4.1 The CCP Curriculum Management Plan (CMP) for financial year 1999-2000 was developed after extensive consultations with kabid and senior staff regarding the changing needs of Puskur staff as a result of project activities. The CMP is available under a separate cover.

4.2 The TORs for the various short-term consultants for CCP activities in the coming financial year were produced and discussed after the March Steering Committee meeting.

5. Contacts and Coordination Outside Puskur

5.1 Contacts were sustained between Puskur and the other centres within Balitbang as noted under meetings, above.

5.2 New contacts were established with experienced teachers while working with them on the curriculum revisions task. Contacts were also made with several national consultants and IKIP lecturers while attending a SSEP workshop.

5.3 Contacts were strengthened between CCP and SSEP projects in Puskur through LTA attending several SSEP meetings including the final presentations of reports by that project's national short-term consultants.

6. Miscellaneous Activities

6.1 The LTA was able to secure the SLTP integrated science curriculum revisions pilot study for Puskur, moving it away from the Directorate for Secondary Education.

6.2 The in-house English language classes were temporarily suspended because of pressure on participants from other Puskur-Balitbang activities which would make attendance irregular and so of limited use.

However, all OTJ training conducted by the LTA was through the medium of English when ever possible so that staff maintained their contact with technical English. In addition, their vocabulary was extended in the field of curriculum evaluation.

6.3 Strengthening of Puskur Resource Centre continued with the identification and ordering of books and materials related to curriculum implementation, evaluation and planning. These were being used by staff during the writing stage of their research studies. Some of the materials available provided examples and information of how others approached this stage in their work.

Changes in previously planned project activities:

1. The fourth training workshop was conducted by the LTA without the assistance of a LSTC because of factors noted in section 2.1 above.
2. The independent evaluation of the primary school science curriculum by an international consultant was brought forward to March before the person left Indonesia at the end of his previous long-term assignment.
3. The LTA began her independent evaluation of the primary school B. Indonesia curriculum, as noted in section 2.2 above.
4. Development of a standard curriculum evaluation strategy for Puskur was postponed until the next quarter as staff were fully involved in more pressing tasks related to curriculum evaluation and revision.
5. The LTA contributed to Puskur's curriculum revisions workshop, as noted in section 3.1 above.
6. The in-house English language classes and the seminar programme were both temporarily suspended, as noted above.

Impact of external factors:

1. As can be seen from the above section discussing changes to the planned programme, many project activities were adjusted to meet the needs of Puskur-Balitbang for structured inputs from the LTA and because staff were working on other more important tasks which had to be completed within the current financial year. The government budget for the new financial year is usually released well into the first quarter, ie up to the end of June. This would hinder the completion of many pressing activities. The aim is for a number of curriculum changes to be in place ready for the new academic year, starting at the end of July, as a first response to criticisms in the media.
2. Again, several CCP programmes had to be temporarily suspended due to pressure of work on Puskur staff and the need to complete all activities by the end of the financial year. For the most part, these were not essential project activities and will resume in April. These programmes include the monthly seminar, the school visit programme, and in-house English language training. However, as noted above, discussions related to the development of a curriculum evaluation strategy by Puskur were also delayed.
- 3.

Recommendations:

1. The Steering Committee could meet annually to review past progress in the project and discuss CCP plans for the coming year. However, that meeting needs to be combined with three-monthly formal meetings between the Head of Balitbang, CCP PM and LTA, and the British Council field manager to discuss past progress and future plans for the coming quarter.
2. Weekly meetings with the Head of Balitbang will concentrate on discussing current CCP activities so that he remains well informed and activities continue to be aligned to the needs of Balitbang and the MOEC.
3. More than 1-2 Puskur staff need to work closely with the short-term consultants conducting independent evaluations of basic education core subjects so that the transfer of knowledge and skills reaches more staff in the subject under consideration. More staff will benefit from the school visits attached to each consultancy. Furthermore, discussions within Puskur will be wider reaching and greatly benefit both the Centre and the consultant.
4. LTA and Puskur staff need to plan and finalize the curriculum evaluation strategy for Puskur.
5. The LTA needs to discuss dates for the formative project evaluation with the prospective consultant.
6. The LTA needs to plan costings for the year's activities, and in conjunction with the PM, the costings for the pilot school activity.
7. The LTA needs to finalize dates with our project coordinator for Leeds University consultant inputs to the project.
8. The LTA needs to check dates for the beginning of the new academic year in Leeds University so that backward planning for the departure of the second group and their English language provision can be finalized. In relation to this provision, the LTA and BC Field Manager need to approach DfID Bangkok to request an extra 50 hours of language tuition as this group is much weaker than the first.
9. ELT provision needs to re-commence in Puskur, as does the seminar programme with invited guests.

Future plans for Sixth Quarter

Aims:

- . Independent evaluation of whole school curriculum for primary school by ISTC
- . Continued independent evaluation of selected basic education curricula
- . Continued development of evaluation skills
- . Development of curriculum evaluation strategy for basic education level
- . Development, piloting and revision of evaluation instruments for the strategy
- . Planning and training of evaluation personnel
- . Continued improvement in presentation and discussion skills
- . Improved oral and written skills in English
- . Continued improvement in communication and coordination between Puskur, Balitbang Centres, MOEC Directorates, selected Kanwils and Kandeps
- . Improved Puskur Resource Centre.

Planned activities:

1. Meetings

1.1 A formal quarterly meeting will be held with the Head of Balitbang to discuss future plans. This will be in addition to weekly meetings concentrating on reporting past achievements of CCP activities.

1.2 The LTA and PM will also meet weekly with the Head of Balitbang to discuss current CCP activities so that he remains well informed and project activities continue to be aligned to the needs of Balitbang and the MOEC.

1.3 Curriculum evaluation strategy meetings will be held with Kapus, Kabid and senior staff during this reporting period to discuss and finalize the strategy.

1.4 All other established meetings within Puskur will continue, such as those with Kapus and Kabid, as will liaison meetings with the SSEP project and other projects in Dikmenum.

2. Curriculum Evaluation

2.1 The curriculum evaluation strategy will be planned and discussed during this reporting period. Two alternative ideas have been developed ready for discussion with Kapus, Kabid and senior staff members. A workshop will also be held to undertake detailed planning of the strategy including the assessment and revision of evaluation instruments and their piloting in schools.

2.2 An international short-term consultant will assist those Puskur staff responsible for the primary school curriculum to consider their work from a whole-school approach. A number of school-wide curriculum issues have been raised by the public. The consultancy aims to assist Puskur respond to these issues from a knowledgeable and well grounded base. The TORs for the consultancy appear as annex C.

2.3 An international short-term consultant will contribute to the evaluation of the primary school maths curriculum by conducting an independent evaluation of documents and implementation in the classroom. Several Puskur staff with responsibility for maths at primary and SLTP levels will work alongside the consultant and enhance their evaluation skills. This activity will contribute to the long-term curriculum revisions planned by Puskur. The TORs for the consultancy appear as annex C.

2.4 The LTA will continue her evaluation of the primary school B. Indonesia curriculum. Discussions will be held with staff responsible for this curriculum regarding recommendations for the new academic year and those for the longer term.

2.5 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.

2.6 Selection and briefing of schools participating in the pilot school system for the try out of more longer-term curriculum revisions will be undertaken in conjunction with Puskur staff.

3. Contacts and Coordination Outside Puskur

3.1 Intra-Balitbang contacts will be reinforced through the LTA's weekly briefing meetings with the Head of Balitbang and his Kapus. Not only will past progress and future plans be discussed but also it is envisaged that general curriculum and education topics will be covered.

3.2 All contacts with interested parties in the MOEC will be sustained through invitation seminars. These will focus on curriculum evaluation and revision undertaken by Puskur staff, including those conducted by independent consultants and the LTA under the project.

3.3 The beginnings of a close working relationship will be developed with all participating schools in the pilot school scheme.

4. Miscellaneous Activities

4.1 The consultant for the project's first formative evaluation has been approached and a date will be set for the assignment. This will however, rely on the political situation during the coming months during the lead up to the general election on June 7.

4.2 The monthly seminar programme will resume with presentations by Puskur staff. presentations will be made of key evaluation findings from the individual subject reports produced during the February workshop. Some of these presentations will be made before an invited audience of interested representatives from the different directorates which Puskur works with in the production and implementation of the curriculum.

4.3 The group of staff from whom participants for the second overseas course will be chosen will be given an English language placement test by the ELC of the BC in Jakarta.

This is to assist in planning the level and kind of English preparation they will need prior to leaving for the UK in September this year.

4.4 In-house English language training will resume with several groups working at different levels. Education and curriculum topics will form the basis of most classes.

4.5 The identification and purchasing of books and journals, 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.

Progress towards realization of specified purpose

The approach of CCP in the first year of the project was to enhance the curriculum research and evaluation skills of Puskur staff. This was achieved through several training workshops as well as on the job training in the field. The skills of staff were extended in several areas of vital importance to their on-going assignments within the Centre. These were noted in some detail in the last quarterly report and will not be repeated here. However, it is important to note that staff have become more aware of the shortcomings of their own curricula and more sensitive to the difficulties faced by teachers attempting to implement the curriculum in the classroom. This was especially noticeable in many of those staff who had undertaken qualitative case study research in schools.

Production of an evaluation report of curriculum 1994 by staff in February meant them learning and using new skills in rapid and effective reading, and compiling and synthesizing large amounts of sometimes conflicting evidence and data. The curriculum evaluation evidence was then discussed with groups of teachers and suggestions for curriculum revisions made. The recommendations made for curriculum revisions had to be feasible and implementable. They also had to be well-grounded in the available evaluation evidence. The short-term revisions made by Puskur staff to the 1994 curriculum generally met these criteria.

Independent curriculum evaluations began with primary school science. The resulting report will be written for policy makers in the MOEC and will make a direct contribution to planned curriculum revisions in the long-term.

With regards to the improved system of curriculum management, senior staff made major contributions to the CCP curriculum management plan for the coming financial year. Without their valuable input and that of Kabid, there would be no ownership of project activities by Puskur staff.

To reiterate, the work of the first year of the project set the foundations for tasks in the remainder of the project. Among the most important of these will be the development and implementation of a curriculum evaluation strategy to provide Puskur with the much needed information on curriculum implementation in a timely manner so that they can act upon it. Puskur staff are now in an informed position to develop the curriculum evaluation strategy working alongside the LTA. This strategy must be owned by Puskur so that they will continue to implement it after the completion of the project. Without the first hand knowledge and experience of a variety of curriculum evaluation techniques it would not be possible for staff to make informed choices about details pertaining to the strategy. These skills were a pre-requisite for this task. Moreover, staff now have the skills to develop more

appropriate data collection instruments for implementation of the strategy by themselves and colleagues working in the provinces. The resulting evaluation data and evidence will become the basis for informed choices by Puskur staff and assist them to make decisions about curriculum revisions for the long-term.

In general, it is possible to say that the project has made sound progress towards strengthening the capacity of a large number of Puskur staff in the area of curriculum evaluation, one of their most important tasks within the Centre.

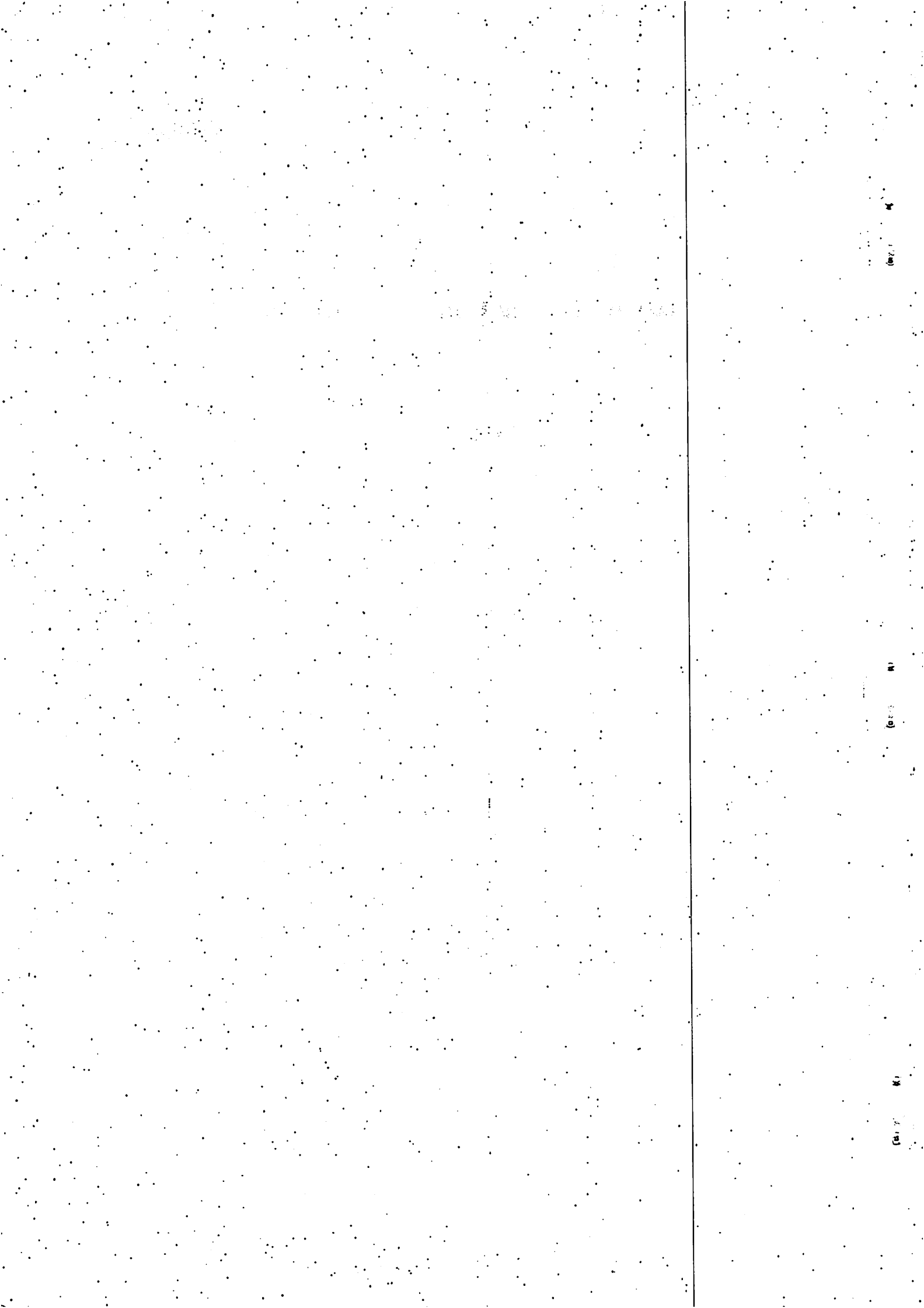
Project Implementation Schedule

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000

	1998					1999					2000				
	J	F	M	A	M	J	F	M	A	M	J	F	M	A	M
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															

**Second Steering Committee Meeting
Minutes**

by LTA



CURRICULUM CAPACITY PROJECT.

Minutes of Second Steering Committee Meeting - 22 March 1999

Bp. Boediono, Head Balitbang & Head of Committee

Bp. Umedi, Director, Dikmenum

Bp. Achmad DS, Director, Dikdas

Bp. Didik Pr., Dikdas, Curriculum

Bp. Djamil Ibrahim, Puskur

Bp. Jiono, Puslit

Bp. Yahya, Pusionjian

Bp. Zamroni, Pusinfot

Bp. Sandjaya, Pustekkom

Bp. Ananto Kusuma Seta, Bappenas

Ibu Diah, Kabid TK, SD

Ibu Ainun, Kabag TU

Bp. Wiratno, Kabid EF

Bp. Siskandar, Kabid SM

Mr G. Evans, British Council

Ms Livia Iskandar-D., British Council

Mr Gordon Saggars, DfID, British Embassy, Jakarta

Mr Steve Passingham, DfID Bangkok

Bp. Faisal, CCP PM

Bp. Erry Utomo

Ibu Yetty

Liz Sweeting, LTA CCP

1. Opened by CCP LTA
2. Introductions and purpose of meeting
3. Presentation of CCP project, year one achievements and planned activities for next financial year by Liz Sweeting, CCP LTA.
4. Discussion of future activities

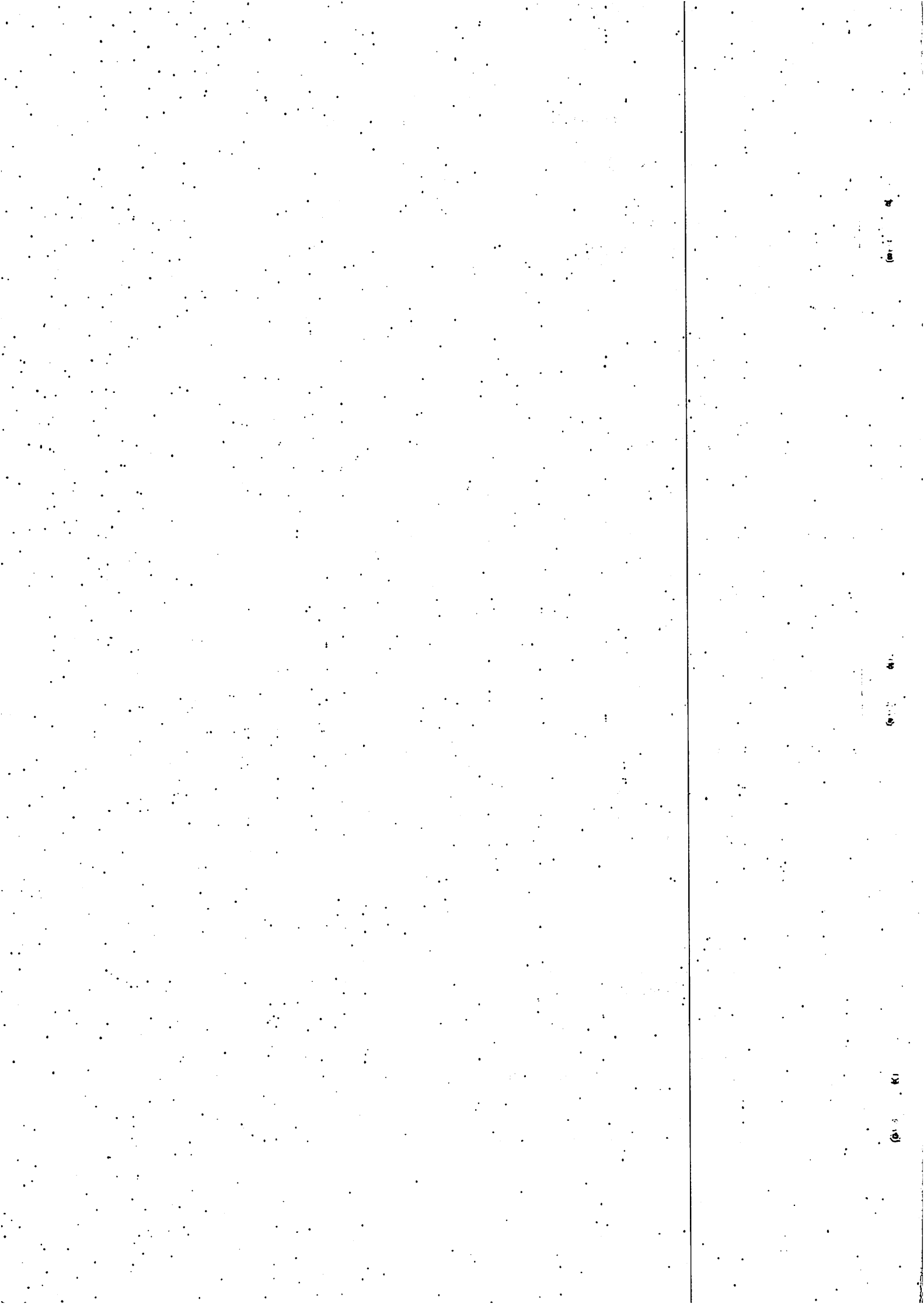
Discussions

a) Pilot schools.

- . exclude IKIP lab schools from sample as they are presently used as pilot schools but for a different purpose. Choose a new set (list of lab schools distributed).
- . careful in selection criteria used for choosing schools, don't concentrate too much on average and below schools to exclusion of better schools.

b) Curriculum 94

- . uniform curriculum for all schools or different according to location, ie urban and rural [Dikmenum]
- . Suggestion - mark areas of K94 according to whether for all children or for enrichment for more advanced schools [Litbang]



- . types of changes to K94, format or content? [Pusisjian] - Erry answered
 - . MOEC timetable still fixed to 10 years [BC] - Bp. Boediono, yes
 - . Bp. Boediono - National Curriculum Reform Board (NCRB), all balitbang Kapus are members plus DGPSE and DirDikdas, DirDikmenum - rubber stamping only, Puskur do all the work
 - . Need to consider the whole school curriculum and not just concentrate on subjects per education level. Who in Puskur responsible? No clear reply. [Steve P.]
- c) Basic technology education project from Holland, very many curriculum activities need coordinating, by Bp. Boediono himself.
- d) Curriculum revisions for SK (legal document which must be followed) for '99-00
- . CCP seminar programme as forum for dissemination and discussion of Puskur's evaluation findings and suggestions for curriculum revisions to NCRB so that can discuss and present for SK from DGPSE for coming academic year.

Closed at 3.55 pm.

Jakarta
Liz S. (LTA)
23 March 1999



