

Departemen Pendidikan dan Kebudayaan

The British Council



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Curriculum Development Centre
Curriculum Capacity Project
Department for International Development

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KEJENDERAN KURRANDEK

Indonesia: Curriculum Capacity Project

First Quarterly Report

January – March 1998

CCP/QR98 - 01

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<i>Country</i>	INDONESIA
<i>Project</i>	CURRICULUM CAPACITY PROJECT
<i>Duration</i>	October 1997 to September 2000
<i>Report No</i>	CCP/QR98-01
<i>Reporting Period</i>	1 January to 31 March 1998
<i>Report completed</i>	8 April 1998
<i>File Reference</i>	Quarterly\QR98-01
<i>Participating Institution</i>	Leeds University
<i>British Council Manager</i>	Mr. Geoff Evans, Field Manager
<i>Past Progress Reports</i>	n/a
<i>Next PPR due</i>	end June 1998, 1 April to 30 June 1998

LTA REPORT OF TRAINING WORKSHOP ONE: EDUCATIONAL CONCEPTS

Date: 25 March - 3 April 1998
Time: 9 - 4 pm
Participants: 38 Puskur technical staff from all four divisions within Puskur
Trainer: Mr. Geoff Welford, M.A., Leeds University
Observers: Puskur Kabid, Long-Term Advisor, Project Manager

Objectives: Contribute to staff capacity by

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

The workshop was opened in the afternoon by Professor Dr. Ir. Sri Hardjoko, Head of Balitbang. Mr G. Welford, the trainer from Leeds University presented the aims and objectives of the workshop. The general method of working of the short-term consultant and the expected contribution of Puskur participants during the workshop was made clear. The session continued with a group activity in which the ability to think in an abstract way about the teaching and learning process was developed in participants, through discussion of six cartoons depicting different teaching learning methods. A number of participants found this activity difficult although the majority were able to move from viewing the pictures from a literal perspective to more abstract one. Many wanted copies of these cartoons for their own use with teachers. They will be translated and distributed in April.

The following days continued with participants working in different groups, sharing and adjusting their views of key education concepts: education, training, school and schooling, textbooks and teacher guides, and curriculum and syllabus. After each discussion, participants made a short presentation of the conclusions reached in their group. In this way, each participant was able to make a brief presentation before their colleagues. Only a few of the more junior staff require further guidance in this area and that will be given at a later date by the LTA.

Preparation for the writing assignment (in groups of three) began with reading and discussing a short handout from the LSTC. The technique of group brainstorming to develop a concept map related to the chosen topic was introduced and carried out by participants in their groups. Many found this a useful method for beginning planning and organizing their ideas on the topic. However, the ability to mark a path through the concept map, which was both logical and focused on the topic, varied between groups. A brief synopsis, based on the

concept maps, was written next and presented by each of the 11 groups. Comments from the floor included the need to sharpen the focus of some papers. Tips for the detailed writing of the first draft were given by the LSTC. First drafts were completed and four groups covering different topics were chosen, by lottery, to read their papers within a time limit of twenty minutes. Some staff performed better in this presentation than others.

The level of thinking was high order as shown by the comments and questions the participants made of each others' ideas and presentations. Many participants did move from literal to more abstract thinking, but for some the process will take longer and be more painful.

The level of writing varied very much. Many groups found it extremely difficult to limit their ideas and focus in-depth on one aspect of their chosen topic. Although guidance was given on which aspect to focus on in writing, both before and after the synopsis presentations, several groups were still unable to narrow their writing and skinned the surface rather than treating the topic in depth. Academic writing of abstract ideas is more difficult than writing a research report based on data, which Puskur staff are more familiar with. However, with increased practice Puskur staff will be able to perfect this type of writing, especially as it contributes to their portfolio of papers for promotion to researcher and senior researcher status within Balitbang and the Ministry.

Follow-up activities to this workshop:

- (a) sharpening of presentation skills, including improved use of OHP support;
- (b) reviewing first draft outlines in English to ensure sufficient focus;
- (c) inputs on similar topics from 3-4 guest speakers, and from academic papers;
- (d) re-writing of first drafts incorporating these inputs;
- (e) presentation of revised versions in Puskur seminars;
- (f) collection of finalized papers for distribution and comment from within and outside Puskur, (other interested parties in Ministry);
- (g) translation of finalized papers into English for distribution to non-Indonesian speakers within the Ministry.

Reaction of Puskur staff to workshop training methods and content

1. One or two participants would have liked the distribution of some academic papers.

The availability of academic papers at the onset of the workshop would have limited the free flow of ideas from the participants themselves while influencing their contributions to discussions.

About 5-6 relevant papers will be collected by the Leeds University short-term consultant. These will be available for reading in the CCP office, and as inputs to participants' own working papers.

2. The relationship between different activities and the objectives of the workshop needs to be made more explicit throughout the workshop, and not just at the beginning.

This valuable comment will be followed throughout the period of the second workshop in July.

A. CONTRIBUTION OF TECHNICAL ASSISTANCE ACTIVITIES TO PROJECT COMPONENT OUTPUTS

Project outputs

<i>Component 1</i>	Evaluation evidence fed into curriculum renewal process
<i>Component 2</i>	Curriculum management planning 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, Balitabang Centres, MOEC Directorates and selected Kanwils
- . Operationalize latent research knowledge and skills
- . Increase 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 from the Inception Report below.

Progress in First Quarter

Aims:

- . Extend and clarify educational concepts in Indonesian education
- . Improve presentation and discussion skills
- . Improve writing skills
- . Improve Puskur Resource Centre
- . Improve coordination between Puskur, Balitabang Centres and MOEC Directorates

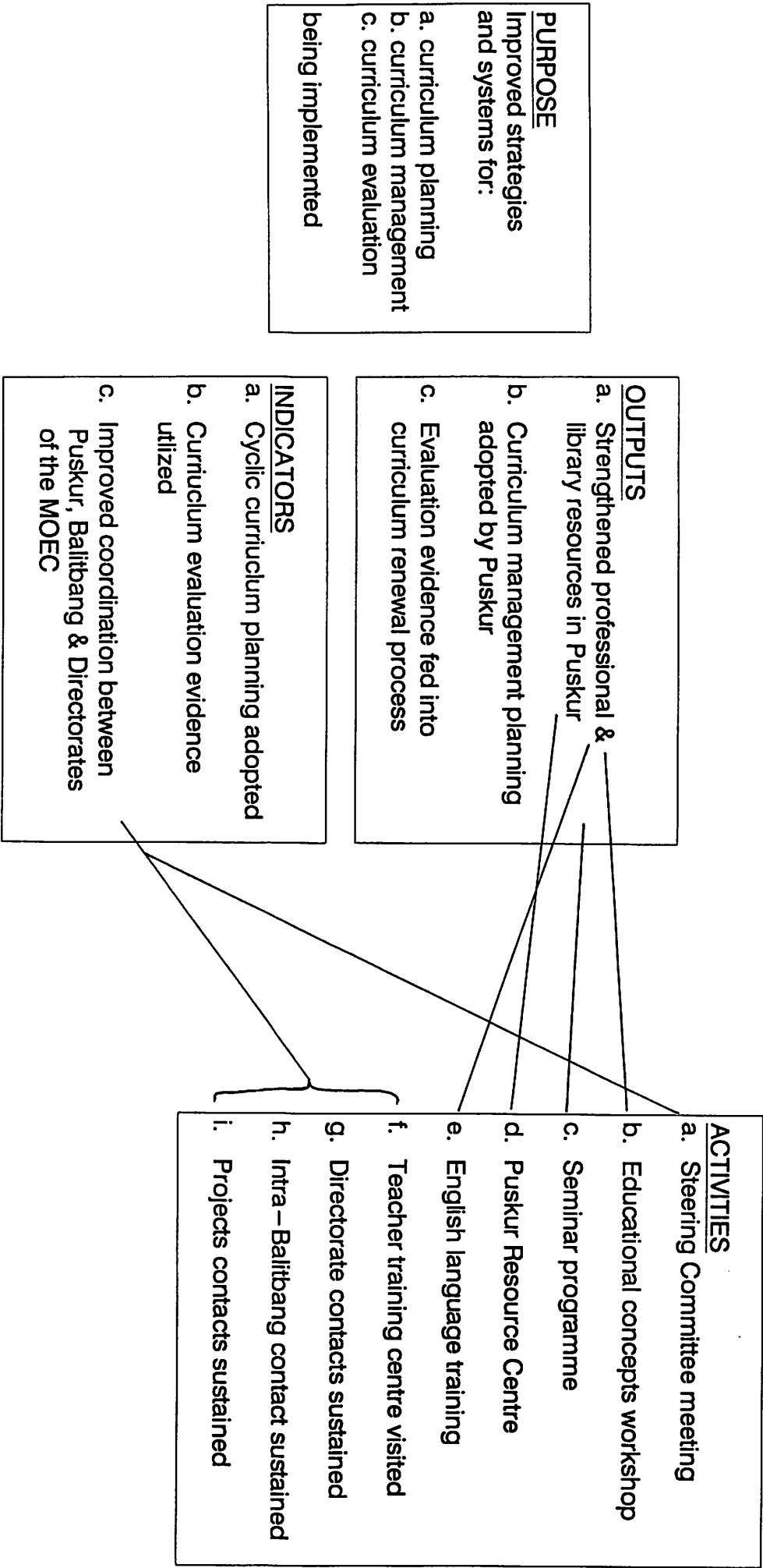
Process:

The chart below shows the relationship between the various activities of the project for this first quarter and intended outcomes and verifiable indicators.

1. The CCP project Steering Committee met on 14 January 1998 to review the Inception Report of forthcoming project activities for the three years and specifically for the coming Indonesian financial year, April 1998 - March 1999, including these first three months of project activities, from January to March 1998. The planned activities for the project were accepted, especially those for the first 15 months of the project. A copy of the minutes of the Steering Committee meeting are included as Annex A.

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 Activity Output Implementor Effective dates Participants Location	Clarify in Indonesian education Group discussions Draft outline for working papers LTA Jan-March 1998 Puskur staff Puskur	Clarify role of curriculum Workshop Research questions identified LTA April-May 1998 (2 weeks) 20 Guest speakers Puskur	Case study & qualitative research Workshop & Jabotabek schools Research proposals and instruments LSTC 24 August - 4 Sept 1998 (2 weeks) Puskur staff Puskur	Share skills, draft eval. strategy Workshops & seminars Papers comparing curricula, Draft strategy for evaluation LTA & PRP-CE Jan - March 1999 Puskur staff & guests Puskur
<u>Assignment 2.</u> Objective Activity Output Implementor Effective dates Participants Location	Extend knowledge, improve writing & discussion skills Workshop & in-house seminar Final working papers Leeds consultant (LSTC) 23 March - 3 April 1998 Puskur staff Puskur	Qualitative research methods, undertake research project Workshop & field work Research reports Leeds consultant (LSTC) 22 June - 17 July 1998 (4 wks) Puskur staff Puskur & Jabotabek	Improved knowledge of influences on class activities (eg exams, books) Field work & research workshops School case study research reports LTA & one national short-term cslt Sept - Dec 1998 Puskur staff Jabotabek (2 weeks piloting) & 5 provinces (1 month data collection)	Extend knowledge & skills, develop research instruments Workshop Research instruments (6 subjects) LSTC March 1999 Puskur staff Puskur & Jabotabek schools
<u>Assignment 3.</u> Objective Activity Output Implementor Effective dates Participants Location	Dissemination of findings In-house seminar Revised staff working papers LTA and Puskur trainee group April 1998, 3 days 3-4 Guest speakers Puskur	Dissemination of findings Dissemination seminar Publishable research papers LTA & Kabid July 1998, 2 days Puskur staff and guests Puskur	Dissemination of findings Seminars, in-house & public Publishable research papers LTA & Kabid Jan 1999, 3 days & 2 days Puskur staff and guests Puskur	



2. The "Educational Concepts" workshop, number 2 on the project implementation schedule (see annex B) was conducted over two months, beginning in February 1998. This activity began with the LTA discussing pertinent educational concepts with small groups of Puskur staff, as planned. The final activity of the programme was the project's first workshop, run by a short-term consultant from Leeds University in Puskur. This training built upon and extended the work of the LTA. The entire programme has laid the foundations for further work in developing the understanding and capabilities of Puskur staff in the areas of curriculum and education.

As this activity spans two reporting periods, the synopsis of the Leeds University consultancy report for this training workshop will be submitted with the next Quarterly Report, number CCP/QR98-02, for the period April to June 1998. The LTA's report of the workshop is included as annex C.

3. The monthly seminar programme, number 7 on the implementation schedule (see annex B), began in the second week of March. The scheduled was planned in discussion with the presenters, all from within Puskur for these first seminars. Changes had to be made to the originally planned schedule to take into account that nine senior Puskur members, many of them also seminar presenters, had been assigned to work on both the CCP and a second Puskur project focusing on senior secondary education (SSEP).

4. Strengthening of Puskur Resource Centre began with the identification of books and journals in January 1998. Titles were collected through various means. Puskur staff supplied details of works they had found useful and interesting either for their work in the centre or during their Masters' courses. Other materials were identified in consultation with Kabid and PM after the British Council's library performed a bibliographic search of materials under a variety of headings. These books and journals will contribute to he improved knowledge and understanding of Puskur staff as well as supplying information related to curriculum evaluation and curriculum planning/ development for use by staff during future project acitivities.

The school curriculum for the major primary and JSE school subjects for several countries were purchased, in readiness for the curriculum evaluation exercises to take place in early 1999. Some textbooks and other teaching materials were also purchased from other countries to provide examples of good practice.

Translation into English of the core subjects of the Indonesian junior secondary education (JSE) curriculum began in March. Translations into English of the kindergarten and primary education curricula are already available.

5. A decision was made by the Head of Puskur that all Puskur technical staff without a qualification in English language or a Masters' degree from an overseas, English-speaking university would sit a language placement test and provisions made for all to receive further instruction in English language, as needed. This would improve the language level of those staff chosen to follow the special training programme later in the year (and next September) in Leeds University. At the same time, the level of English of all staff would be improved so that they could better contribute to and take part in all workshops held in Puskur by overseas specialists (generally non-Indonesian speakers).

An English language placement test was given to approximately 40 Puskur staff in the British Council's English Language Centre, under the pre-departure English language training component of the project. Three groups of English language trainees were subsequently identified and various provisions made for each group to improve their English language skills. A small group of eight staff with the lowest level of English language ability received in-house language training for eight days during March/April. This group will begin intensive language training in the British Council English Language Centre on 14 April 1998, for eight weeks. After the initial two weeks, this group will be joined by their colleagues, whose level of English language was slightly higher on the BC placement test.

6. Initial contacts were made with staff of the teacher training division of the MOEC (Dikgutentis) and a visit arranged by her to see language training courses for teachers being held in one of the country's 27 provincial teacher training centres (BPG), in this case the one in South Jakarta. The staff member from the teacher training division of the MOEC was unable to accompany us, being called away to a seminar at the last moment. The LTA with two colleagues from Puskur, both language specialists, made valuable contacts with the head and a number of trainers in the institution. Language training was observed for grade V primary school teachers of Bahasa Indonesia and English language (local curriculum content).

Copies of the curriculum were not available during the training except those copies provided by some of the trainees themselves. Nor was the curriculum used as the basis for drawing up the training programme. It was not based on the identification of the teachers' needs either. In the case of the English training, the level of language used and taught by the trainer did not match either the English language level of the majority of trainees nor their needs (these class teachers teach very simple English for 4 hours per week). The training observed in Bahasa Indonesia concentrated on grammar. However, group discussions with a number of these teachers revealed concern for textbook content and a knowledge of the aims and objectives of the new 1994 language curricula with their communicative approach to teaching these two languages.

An important follow-up task to this visit must be whether other BPG do not use the curriculum for planning their teacher training programmes and to ascertain the reasons. This can be done through the first research workshop on the use made of the curriculum by non-school agencies, scheduled for July this year.

A number of these teachers invited the visitors to observe language curriculum implementation in their schools. These visits are planned for April.

7. A visit was made to the Private JSE project of the MOEC. The aims of the two projects were shared. The team leader gave valuable comments on the curriculum and especially was able to indicate how to obtain a number of Scope and Sequence charts which he and his colleagues had developed together for the Northern Territories education service in Australia. These were duly requested for various basic education grades and subjects.

8. Contacts were sustained with representatives of several ministry directorates involved in implementation of the curriculum as well as with a number of projects who directly use the basic education curriculum in their teacher training programmes.

Changes in previously planned project activities:

1. The school visit programme, number 1 on the implementation schedule (annex B), was delayed until the beginning of March because Puskur staff were involved in other activities outside the centre. Although preparations will begin then, actual visits must be delayed until the beginning of the new school year in July because of end-of-year and end-of-cycle examinations.
2. The monthly seminar programme, number 7 on the implementation schedule (annex B), began earlier than originally planned, in the second week of March, 1998. The second seminar will be held in the second week of April after the first training workshop.
3. Provisions were made for English language training both in the British Council and in Puskur. These were not scheduled for the first year of the project.
4. The proposed date of the second training workshop, research into non-school users of the curriculum, has been postponed by two weeks until 7 July, to enable Puskur staff with children to take advantage of the first part of the annual school holiday to spend time with their families.

Recommendations:

1. Feedback from participants in the first workshop was strong and needs investigating more fully in April by the LTA talking with individuals. Their suggestions will need documenting and discussing with future workshop trainers so that the expectations of workshop planners and participants can move closer together.
2. The close cooperation already established with the SSEP needs to continue so that the workload of the nine persons involved in both projects is minimized.
3. The regular meetings of Kabid with their staff could include discussion of CCP project activities. This would give technical staff a voice in the planning of future CCP activities and so a greater commitment to the aims of the project.

Impact of external factors on CCP activities:

1. The deteriorating economic situation in Indonesia has forced GOI to reschedule monies for social projects, including education ones. At the time of writing, the Government of Indonesia's budget was still undergoing revisions.

The Project Manager (PM) has verbal assurances that the required counterpart funding will be made available so that project activities can continue as planned. Negotiations are continuing. These monies covers all in-country costs of the subsequent three workshops, all costs of transport and per diem for Puskur staff for research within and outside Jakarta and other activities such as the seminar programme.

2. Puskur also has another project running at the same time, concentrating on curriculum evaluation and materials development for senior secondary education (the SSEP project). As

a group of ten Puskur staff are at present studying in Leeds University, UK, as part of this project, and the team leader also needs to begin work on curriculum evaluation in schools with another 12 staff (one for each of the 12 core subjects of the SSE curriculum), there are some clashes of personnel. Nine of these 12 find themselves involved in both SSEP and CCP. However, close cooperation and planning between the two team leaders and the PM is managing to keep their work load to a manageable level. So far there have been no clashes of time.

The two projects complement each other regarding target education levels. This overlap allows for the interchange of the differing expertise of the various consultants from the two projects between them and Puskur technical staff, as well as between the consultants themselves. This leads to additional benefits for all.

3. The Leeds University coordinator is having difficulty finding a suitably qualified and experienced short-term consultant to conduct this second workshop in Jakarta in July this year, for the full four weeks. Negotiations between the Leeds University coordinator and the LTA are presently underway to accommodate this problem. To overcome this problem, at the time of writing, the coordinator is proposing himself as trainer for a duration of 2-3 weeks, after which the LTA will continue and complete outstanding activities.

Future plans for Second Quarter

Aims:

- . Extend and clarify knowledge of curriculum use by non-school users
- . Improve coordination between Puskur, Balitabang Centres, MOEC Directorates and selected Kanwils
- . Operationalize latent research knowledge and skills
- . Increase use of qualitative research methods
- . Improve presentation and discussion skills
- . Improve report writing skills
- . Improve Puskur Resource Centre.

Planned activities:

1. Three outside speakers will present their views on specific educational concepts to Puskur staff. Their input will be used by Puskur staff to refine their workshop papers. Later, the finalized working papers will be distributed to various interested parties within Balitbang and the Ministry of Education for critical comment. A selection of these papers will be presented to an invited audience later in the year as Puskur staff gain confidence in presenting and defending a point of view.

2. Language training will continue in the British Council for the lower and intermediate groups. A third group of Puskur staff with better English language skills will receive twice weekly support from within Puskur, concentrating on listening and speaking skills.

3. The monthly seminar programme will continue with presentations by Puskur staff. At a later date, presentations will be made of some of the working papers produced during the first training workshop of March-April 1998.

4. Preparations will continue for the schools visit programme. A variety of schools have already been approached to participate in this programme. The visits will be made twice monthly. Each visit will have specific objectives and expected outputs which will be discussed and planned at monthly feedback/planning meetings in Puskur.

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

6. A one week preparatory workshop will be conducted by the LTA to proceed the second training workshop planned for four weeks in July (number 3 on the implementation schedule in annex B).

The external trainer for the second workshop will be fully briefed regarding the feedback obtained from participants to the first workshop, so that the expectations of planners and participants match more closely.

7. The second CCP project Steering Committee meeting is planned for the last week of June 1998 to review project activities for the first half of the year. The agenda will include discussion of how to increase cooperation and coordination at a high level between Puskur and Pusbuk, Pusijsian and the implementing directorates of the Ministry.

B. CONTRIBUTION OF OUTPUTS TOWARDS REALIZATION OF PROJECT PURPOSE

Project purpose

Improved strategies and systems for curriculum planning, management and evaluation being implemented by Puskur

Progress towards realization of specified purpose

The project activities conducted so far have contributed to all three verifiable indicators of achievement listed on the logical framework in an indirect way, mainly through the strengthening of Puskur staff capabilities through the first training workshop where the basic concepts of education were discussed and extended within the Indonesian education system. Other activities contributing to the strengthening of Puskur staff included:

- (a) the on-going English language training being held in the British Council's English Language Centre where staff are developing their language skills so that they will be able to partake more fully in workshops with trainers from overseas and read materials written in English;
- (b) the monthly seminar programme where staff have the opportunity to present their ideas and research findings to their colleagues thus developing their presentation skills and their confidence to defend an argument.

Some progress has also been made towards laying the foundations for improved coordination between Puskur and other sections of the Ministry. Those contacts made initially during the Inception period were renewed during this first quarter and a number of new ones established, such as with the Private Junior Secondary Education Project, and with the teacher training directorate of the Ministry. Unfortunately, the visit to a curriculum implementing agency (BPG in South Jakarta) with two Puskur staff had to be made, without the staff member from the Directorate for teacher training, who was called away at short notice to attend a seminar. However, the foundations were laid for improved coordination between that directorate and Puskur. Furthermore, as Puskur staff become more confident in their improved knowledge of curriculum, the audience for their seminar presentations will be extended to include representatives from the Ministry as well as the other centres which Puskur works with.

The next two training workshop to be held later in the year, will also contribute to strengthening Puskur staff capabilities while increasing contacts and cooperation between the Centre and others within the Ministry of Education.

Annex A

**Minutes of First Steering Committee meeting
(14 January 1998)**

DOCUMENTASI
PUSAT KURRAN DIK

CURRICULUM CAPACITY PROJECT

Minutes of Steering Committee Meeting - 14 January 1998

Bp. Achmady, DGPSE
Bp. Sri Hardjoko, Balitbang (Chair)
Bp. Suheru, Sec. Balitbang
Bp. Boediono, Dikmenum
Bp. Yahya, Pusion
Bp. Jiono, Puslit
Bp. Ace Suryadi, Pusinfot
Bp. Djamil Ibrahim, Puskur
Bp. Faisal, CCP PM
Ibu Diah, Kabid TK, SD
Ibu Ainun, Kabag TU
Bp. Wiratno, Kabid EF
Bp. Karim, Kabid PG/PT
Ibu Ita, British Council, CCP Project Assistant
Mr Rob White, BC, representing G. Evans
Ms Jane Corfield, British Embassy, representing DfID
Ibu Dewi, Sec. CCP
Liz Sweeting, LTA CCP

1. Opened by Bp. Sri.
2. Introduction to CCP project by Bp. Faisal.
3. Presentation of CCP Inception Report and planned activities for the three years by Liz Sweeting, CCP LTA.
4. Discussion of three-year plan for CCP.

Bp. Boediono - suggested change emphasis to focus on evaluation of 1994 curriculum with increased capacity of Puskur staff as secondary aim (ie by-product). He stated that end-users of the curriculum needed this so they could make changes. Afraid that if CCP activities are sequential as planned, will run out of time for curriculum evaluation.

Liz S. - all training will be on-the-job with Puskur staff going into schools and evaluating the curriculum. CCP needs to set up a strategy first, which may include using the services of the curriculum network because there are not enough Puskur staff. The latter may become largely organizers of the evaluation process in the provinces.

Bp. Yahya - wanted to know if curriculum evaluation will be:
(a) a review of internal structure of the 1994 curriculum, or
(b) to find out if children are achieving curricular objectives?

Bp. Jiono - saw no problems with the curriculum evaluation activities as stated on p.33 of the Inception Report, which stated that CCP will do both.

Liz S. - (to Bp. Yahya) CCP will do both, as well as evaluate all supporting materials, eg. science kits, syllabus, teachers guides, and their presence or absence in the classroom. Both qualitative and quantitative data are needed.

Nine staff from Puskur to Leeds University for training in curriculum evaluation in Sept 1998 (for 10 weeks). When they return they will become Puskur Resource Persons for curriculum evaluation (PRP-CE) and disseminate their skills and knowledge to other staff in Puskur.

Bp. Boediono - worried about whether university involvement will be too academic and unrelated to what is needed here.

Liz S. - stressed that Leeds University TORs will be tight and practically orientated. 1994 curriculum will be used as part of a real exercise. There will not be any academic essays, but real activities with substantial, usable outputs. All the training will have usable outputs and not be theoretical.

Bp. Sri - the overseas training courses will be workshops of practical work with visits to schools.

Ibu Diah - nine Puskur staff go to England this year for curriculum evaluation and another nine next year for curriculum development. They will share their skills with other Puskur staff.

Bp. Boediono - when CCP is finished, will there be any tangible outputs or just the improved skills of Puskur staff?

Liz S. - there will be input from the curriculum evaluation exercise which CCP will use as feedback into curriculum development activities. There will be concrete output from the curriculum development exercise which can be used in the next curriculum.

Bp. Yahya - noting a recent visit overseas, said he did not learn too much from it. Stressed that Indonesia has a national curriculum while UK has regional examining boards.

Bp. Karim explained a little about the UK national curriculum and exam system.

Bp. Faisal - contributed to this explanation.

Bp. Sri - stressed limited funds, time and human resources of CCP, and the limited number of staff in Puskur.

Bp. Boediono - offered to fund curriculum evaluation activities for SLTP from Dikmenum DIP in a special arrangement, similar to an existing one with PUSISJIAN.

Bp. DGPSE - agreed this was a good idea and very possible.

Ibu Diah - worried that there would be no counterpart funding for TK and SD curriculum evaluation from outside CCP funding.

Bp. Sri - suggested that Dinas may be able to assist with curriculum evaluation for primary school.

5. Quick review of CCP activities for coming financial year by Liz S.

Bp. Ace - wanted more information and clarification about the concepts which would be discussed in the first training programme. Worried that if just related to education, they may be too narrow. Suggested including guest speakers on "education and development", "education and society".

Liz S. - point noted.

6. Bp. Sri asked for further comments from individuals. He then declared that the Inception Report was accepted by the Steering Committee.

Bp. Sri thanked everyone for attending, stated that the next Steering Committee meeting was in July 1998, and invited participants for buka puasa. The meeting closed.

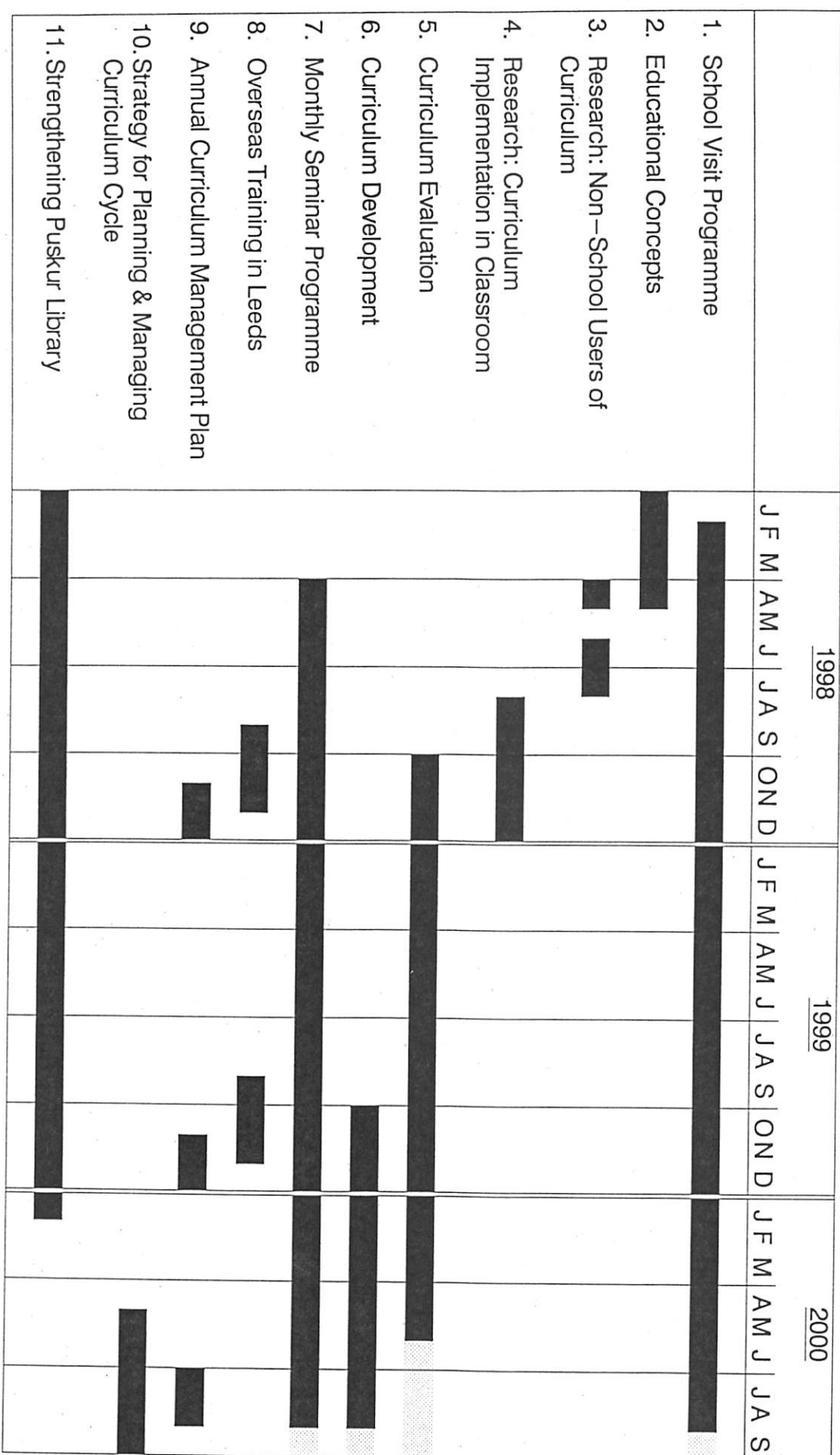
Next meeting of the Steering Committee will be in July 1998, to review progress so far in achieving CCP objectives and to gain additional support for project activities from Steering Committee members.

Jakarta
Liz S. (LTA)
15 Jan 1998

Project Implementation Schedule

C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000



**LTA Report of Training Workshop One:
Educational Concepts**

