

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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Indonesia: Curriculum Capacity Project

Third Quarterly Report

July – September 1998

CCP/QR98 - 03

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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/QR98-03
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<i>Participating institution</i>	Leeds University
<i>BC Manager</i>	Mr. Geoff Evans, Field Manager
<i>Past Progress Reports</i>	CCP/QR98-01, CCP/QR98-02
<i>Next PPR due</i>	end December, 1998

Recommendations and Action to be Taken

1. The Steering Committee meetings need to be convened on a regular six-month basis. They are an integral part of the CCP project and the major means of ensuring that project activities are agreed upon by all interested parties and that coordination between Puskur and other divisions within MOEC regarding project activities is maintained at the highest level.
2. CCP staff and consultants need to understand and accept that Puskur staff have other tasks within the Centre which at the present time demand equal commitment and sometimes must take precedence over CCP activities. It is unrealistic to expect staff to be able to work solely on project activities and allowances need to be made. During the first year of CCP, staff had already made commitments to join other working groups within the MOEC. This interaction is and remains a valuable method of working for the MOEC. While these long-standing commitments remain, at the present time, staff are also having to accommodate the needs of Balitbang during this "reformasi" period. The limited number of staff available for particular subjects puts a heavy work load on some members. One positive outcome of this can be the use of staff from other Centres within Balitbang who, providing they have the requisite skills, can join CCP research activities. This increases the profile of Puskur within Balitbang as well as cooperation between the different centres.
3. CCP activities, while mainly concentrating on the long-term perspective of staff capacity development, should consider moving a little closer to the medium-term goals of Puskur and of the MOEC. The project's objectives do not need to be compromised but the timing of some of its activities should be amended a little so that the aims of both the CCP and of Puskur/ Balitbang are met. The impact of the project will then be enhanced as CCP makes a more immediate contribution to raising the quality of basic education.
4. The CCP's annual curriculum management plan for the coming financial year needs to be completed and discussed by the Head of Balitbang, the TCT (kabid and Kapus), PM and LTA by early December so that the PM can discuss forthcoming project activities with the GOI for counterpart funding. These activities will follow closely those planned during the Inception period of the project with what ever adjustments are required to meet the needs of Puskur and Balitbang.
5. The LTA needs to adjust CCP Programme IV, of the final quarter of this financial year, so that the aims of both CCP and Puskur/ Balitbang are met. Changes to that programme will depend on the outcome of the next Steering Committee meeting. One envisaged change will be the refining of the MLCs identified and developed before the end of 1998. This work will incorporate input from the case study research into curriculum implementation as well as findings from the comparative analysis of curriculum documents activity being undertaken during this quarter by those staff on CCP's first UK training course.
6. The LTA needs to redraft the TORS for the LSTC for the fourth Leeds University short-term consultancy to be fielded in March 1999, to take into account changes to that Programme.

7. The LTA, in conjunction with the PM and Kabid, needs to develop materials for the MLC workshop, including an instrument for assessing the content of the basic education curriculum documents leading to the identification of MLCs for each primary school subject and for the five core subjects of SLTP.

8. The project needs to ensure are that the findings of the case studies are (a) presented to a wide audience; (b) are recognized as a significant contribution to the forthcoming curricular revisions and incorporated into the relevant documents; and (c) are used during the refining of the MLCs at basic education level. Furthermore, the project must ensure that the opinions of teachers (interviewed for the research into curriculum implementation) are given their due weight in all curricular revisions.

**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, Balitabang 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 Third Quarter

Aims:

- . Extend and clarify knowledge of curriculum use by non-school users
- . Operationalize latent research knowledge and skills
- . Increase use of qualitative research methods, especially interviewing skills
- . Develop classroom observation skills
- . Develop curriculum evaluation skills
- . Improve report writing skills
- . Improve presentation and discussion skills
- . Provide preliminary textbook evaluation information
- . Improve communication and coordination between Puskur, Balitabang Centres, MOEC Directorates and curriculum implementors in schools
- . 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 cslt	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	

PURPOSE
Improved strategies and systems for:

- a. curriculum planning
- b. curriculum management
- c. curriculum evaluation

being implemented

OUTPUTS

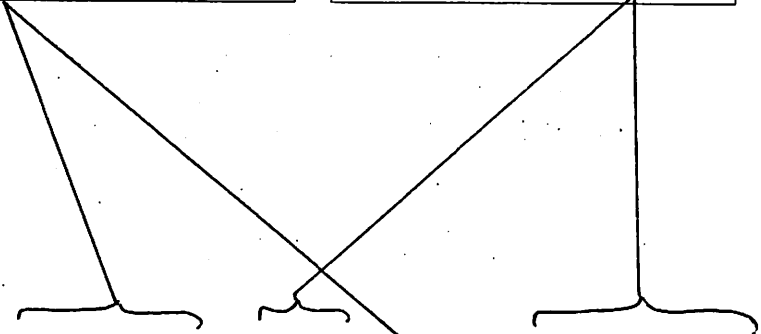
- a. Strengthened professional & library resources in Puskur
- b. Curriculum management planning adopted by Puskur
- c. Evaluation evidence fed into curriculum renewal process

INDICATORS

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

ACTIVITIES

- a. Research: Non-school users of curriculum
- b. Research: Classroom observation & preliminary curriculum evaluation
- c. First overseas training group: curriculum evaluation
- d. Presentation to Head of Balitbang
- e. Seminar programme
- f. Puskur Resource Centre
- g. Intra – Balitbang contacts sustained
- h. New contacts with curriculum implementors established
- i. All other contacts sustained



Process:

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

1. Meetings

1.1 The LTA, together with the BC Field Manager and Education Programme Officer, met Bp. Boediono, the new head of Balitbang in his capacity as head of the Steering Committee for the project within the MOEC. Introductions were made and general discussions held regarding CCP.

1.2 The LTA and PM met the new head of the CCP Steering Committee plus heads of other Centres within Balitbang, and a number of Kabid and senior staff in August. CCP project activities for the next four months under Programme III and their relationship to the needs of the MOEC were presented and discussed. Bp Boediono was supportive of the forthcoming activities, requesting that an interim report be made available by the end of October. CCP activities of Programme III will make a major contribution to the curriculum evaluation activities currently being conducted in Puskur, at the basic education level.

1.3 Regular meetings were held with the Kabid, both individually and as a group, throughout the reporting period. Some of those meetings were for consultation over technical matters related to Puskur and directly to the project. Others were coordination meetings to discuss organizational matters related to CCP activities.

In addition, a quarterly report meeting was held in September to share information and opinions about CCP activities over the three-monthly reporting period. During this meeting, forthcoming project activities were also discussed. Several less formal meetings have been held with Kabid to obtain their opinions on the perceived benefits of CCP activities with regards to strengthening the capacity of their staff.

1.4 Internal meetings with Puskur staff were generally related directly to the training activities of the project and thus centred around issues arising from those tasks. Several organizational meetings were also held which gave staff a chance to express their requests and needs related to their individual professional development. Future informal discussions will elicit staff opinions of project activities and of the perceived benefits of various CCP activities for their personal and professional development.

1.5 The pre-departure meeting was held in early September for the first group of Puskur staff leaving for specialized training in curriculum evaluation at Leeds University, UK. The PM and LTA discussed the contents of the course and expected outcomes from the point of view of the needs of Puskur and the objectives of the CCP project, respectively. The Education Project Officer (British Council, Jakarta) discussed financial and arrival arrangements with the group. As this group had been able to attend a short British Council course offering orientation to the UK alongside pre-departure English language training, the former was excluded from this meeting.

1.6 The close cooperation already established with the SSEP project continued with the exchange of ideas and project outputs. This included discussions of the results of the SSEP curriculum evaluation activity for SMU level. Discussions with the new SSEP consultant for examinations have also been fruitful.

2. Training and Preliminary Curriculum Evaluation

2.1 The second workshop was conducted 7-31 July for four weeks. The objective was to introduce Puskur staff to qualitative research methodology and to extend and clarify their knowledge of how the curriculum is used and perceived by non-school users as a contribution to Puskur's curriculum evaluation activities. Workshop participants conducted small qualitative research projects into the following non-school curriculum users: textbook writers, private publishers, cawu test developers, in-service teacher trainers institution, and members of the MGMP (teachers working groups). These research projects utilized their latent research knowledge and skills while also developing their skills in qualitative research methods, particularly qualitative interviewing techniques. Participants' report writing skills were also improved through tutorials and opportunities were given to develop further their presentation and discussion skills through seminar presentations of their research findings.

The reports of these research projects appear as Puskur Technical Reports, number 2-6. Copies are available in the Puskur office. In addition, the resource materials used in this workshop have been compiled into a source book which is also available in the CCP office and the Puskur Resource Centre.

The short-term consultant's recommendations arising from this workshop are included as annex B. Evaluation of the workshop is included as annex C. This includes both the LTA's evaluation and that of the participants themselves. All these comments were made known to the trainer of the August workshop.

2.2 Programme Three of the project began in August with a three week workshop and will continue through to the beginning of December. The focus of the programme has been changed a little, at the request of the Head of the Steering Committee, to include some preliminary curriculum evaluation in addition to the planned classroom observation of curriculum implementation in primary and JSE schools. The objective is to uncover those curriculum concepts and topics in the core subjects which are found to be too difficult for children to master and which teachers feel are particularly difficult to teach.

Different Puskur staff are taking part in this programme. Staff were introduced to qualitative research methods as they relate to classroom observation of curriculum implementation. This took place during the August-September workshop which was conducted by the LTA assisted by a short-term consultant (LSTC) from Leeds University for two weeks. The Executive summary and recommendations of the LSTC are included as annex D. Annex E contains the workshop evaluation by the participants. After a week-long break, the LTA continued with another one-week workshop for the same group where data coding skills were extended and qualitative interviewing skills developed. The resource materials used during these all activities have been compiled into a source book which is available in the Puskur Resource Centre.

In the last week of September, small groups of staff drawn from this trained group conducted research in two provinces. These case study reports will be completed by the end of October and will be available from the CCP office as Puskur Technical Reports. Further field work will be conducted by other Puskur staff during October and November with case study reports to follow by the first week of December.

2.3 The monthly seminar programme continued with presentations by Puskur staff. Presentations were made in August and September of the research reports produced as a result of the July training workshop under CCP Programme 2. Prior to all seminars, presenters were coached in presentation skills and the preparation of OHP transparencies.

2.4 The British Council ran a special "Krismon" course for all Indonesians with a place at a UK university for this academic year. The nine Puskur staff attending the Leeds University short course under the CCP project were able to join. The course gave intensive practice in academic English language and covered study skills. In addition, orientation to life in the UK as a student was provided.

2.5 The in-house English language classes continued in Puskur. In addition, much of the second and third training workshops were conducted in English, so that Puskur staff were able to continue developing their English skills. This was especially important for those staff who had recently completed the special training course for the project conducted by the British Council's language centre.

3. Contacts and Coordination Outside Puskur

3.1 Contacts were sustained with selected representatives of various agencies who use the curriculum in a non-school context to produce their own output. These included: two textbook writers who develop primary school Bahasa Indonesia books for the private sector, two private publishing companies, members of the MGMP (teachers working groups) from a Jakarta SLTP school, several end-of-term test writers from DKI Jakarta, and staff of Jakarta's Balai Penataran Guru (teachers' in-service training centre).

3.2 The LSTC (August workshop) visited a local government primary school to observe classroom activities and familiarize himself with the teaching learning methods generally used in Indonesian primary schools. He was accompanied by a Puskur staff.

3.3 Puskur staff maintained and, in some cases, established new contacts with a number of TK, primary and SLTP schools within Jakarta during the third training workshop. These schools readily allowed Puskur staff to observe classroom activities and to interview some of their teachers, in September.

3.4 New contacts were made between Puskur and the other centres within Balitbang when two staff from Pusinfot and Litbang joined the third training workshop. Staff from Pusijsian were also offered the opportunity but were unable to join. One of the visitors made an exceptional contribution to the workshop and will join the Puskur team conducting field research into curriculum implementation later in this year.

3.5 Contacts were renewed with Kanwil offices in Palembang, Sumatera Selatan, and Maros, Sulawesi Selatan as a result of the field work conducted in September in these two kabupaten. Very close relationships were also developed with one primary and one SLTP school in each kabupaten during the one-week case study research carried out by two small teams of Puskur staff under Programme III of the CCP.

4. Miscellaneous Activities

4.1 The TORS for the first overseas training course in the UK were more tightly written and agreed with the PM, TCT and the Director of the School of Education of Leeds University, the implementing institution. Annex F contains a copy of these revised TORS.

4.2 The TORS for programme III and for the two short-term consultants, one from Leeds University and a national consultant, were revised to take into account the request that CCP contribute to easing the learning burden of basic education pupils through a preliminary evaluation of the curriculum which will feed into the policy paper from Puskur expected by the end of this calendar year.

4.3 The first group of Puskur staff departed for their overseas training course in the UK in mid-September, after a half-day orientation period in Puskur with the LTA, PM and BC Education Programme Officer.

4.4 Strengthening of Puskur Resource Centre continued with the further identification and ordering of books and materials related to curriculum implementation, evaluation and planning. Puskur staff are continually informed of these arrivals and encouraged to read them. Recent arrivals are already being used by staff. In addition, a large number of photocopied book chapters and journal articles related to the two training workshops were left in the CCP by the two LSTCs. A lending system has been established for all material which is housed in the CCP office.

These materials are contributing to the improved knowledge and understanding of Puskur staff in these areas as well as supplying information and examples of how others approach these processes in their respective countries.

4.5 Translation of all SLTP curricula except that for physics was completed during this reporting period. Copies are available in the CCP office.

Changes in previously planned project activities:

1. Due to the continuing political changes in the Ministry of Education and in the country as a whole during the reporting period, the second CCP project Steering Committee meeting was postponed until early October, 1998. The agenda will include discussion of (a) progress in the project to date, (b) planned activities for the next six months, (c) sharing views on the direction of the project over the long-term, and (d) ways to increase cooperation and coordination at a high level between Puskur and Pusbuk, Puseisian and the curriculum implementation directorates of the Ministry, at the centre and in the provinces.

2. Preliminary textbook evaluation study by six national short-term consultants has been postponed until February next year. There will be a slight shift in focus, at the request of the project manager, so that the results will meet more closely the needs of Puskur and the MOEC. It is now envisaged that a group of teachers, joined by selected Puskur staff, will evaluate the match between buku paket and the revised curriculum and as a result, develop guidelines for using these textbooks.

3. The schools visit programme was postponed until September because of time pressures on many of the staff who are involved in curriculum evaluation tasks for the forthcoming policy paper from Puskur. A number of schools at all education levels have already been visited and are interested to participate in the programme. These first two visits were part of workshop three training. Subsequent visits will also have specific objectives and expected outputs, all of which will be planned at monthly feedback/ planning meetings in Puskur.

Impact of external factors:

1. In response to general discussions about education in the media and criticisms of the present curriculum in particular, the Head of Balitbang requested an evaluation of the 1994 curriculum leading to curriculum revisions. The MOEC is considering including minimum learning competencies (MLC) for pupils at all education levels as part of these revisions. The overall intention is the introduction of the revised version of the curriculum at the start of next academic year, in July 1999. These revisions will not only answer the critics but should also contribute to reducing the number of school repeaters and premature school leavers affected by the excessive learning burden of the 1994 curriculum.

This task is having a major impact on the work of Puskur largely because of the tight time frame. Curriculum evaluation is planned for completion by the end of this calendar year while work on curriculum revisions including the identification and development of MLCs will begin during this period. The majority of Puskur staff are involved in this work in some way and all Puskur project activities, including CCP ones, are being requested to contribute.

The CCP will continue with its Programme III, research into curriculum implementation in the classroom, until December of this year. The activities planned for the final quarter of this financial year, Programme IV, will need only slight adjustment so that they meet the aims of Puskur/ Balitbang.

Programme IV comprises workshops and seminars focusing on curriculum evaluation and led by nine CCP trainees returning from the UK, in conjunction with the LTA. The programme will continue to evaluate the implemented curriculum by observing classroom practices, and will evaluate Indonesian curriculum documents, particularly those two books containing the curriculum objectives and the basic course outlines. Comparisons will be made with curriculum from other countries to maximize the input for curriculum revisions. CCP will contribute to the development of MLC in the core subjects at the basic education level based on these findings.

2. There is a reduced number of staff available for the curriculum evaluation work within the Centre. Nine Puskur staff are undergoing overseas training for the next three

months in the UK under CCP, while a further ten technical staff are away from Puskur twice weekly pursuing their Masters' degrees. Both Puskur and the CCP project are addressing this reduction in available human resources positively by working very closely together with staff from other Centres within Balitbang and from the Directorates. For example, CCP was able to train two staff from other Centres during the third workshop. One of these will participate in the research being carried out in the remainder of CCP's Programme III.

3. The economic situation within the country continues to affect all aspects of life. Puskur's budget is currently being supplemented with GOI special funding for activities related to evaluation and revision of the 1994 curriculum mentioned above. The development monies required for counterpart funding of CCP project activities present no problem and the PM remains confident that all planned CCP activities will continue. There have been no problems with funding the planned activities of the project, to date.

Recommendations:

1. The Steering Committee meetings need to be convened on a regular six-month basis. They are an integral part of the CCP project and the major means of ensuring that project activities are agreed upon by all interested parties and that coordination between Puskur and other divisions within MOEC regarding project activities is maintained at the highest level.

2. CCP staff and consultants need to understand and accept that Puskur staff have other tasks within the Centre which at the present time demand equal commitment and sometimes must take precedence over CCP activities. It is unrealistic to expect staff to be able to work solely on project activities and allowances need to be made. One positive outcome of this can be the use of staff from other Centres within Balitbang who, providing they have the requisite skills, can join CCP research activities. This increases the profile of Puskur within Balitbang as well as cooperation between the different centres.

3. CCP activities, while mainly concentrating on the long-term perspective of staff capacity development, should consider moving a little closer to the medium-term goals of Puskur and of the MOEC. The project's objectives do not need to be compromised but the timing of some of its activities should be amended a little so that the aims of both the CCP and of Puskur/ Balitbang are met. The impact of the project will then be enhanced as CCP makes a more immediate contribution to raising the quality of basic education.

4. The CCP's annual curriculum management plan for the coming financial year needs to be completed and discussed by the Head of Balitbang, the TCT (kabid and Kapus), PM and LTA by early December so that the PM can discuss forthcoming project activities with the GOI for counterpart funding. These activities will follow closely those planned during the Inception period of the project with what ever adjustments are required to meet the needs of Puskur and Balitbang.

5. The LTA needs to adjust CCP Programme IV, of the final quarter of this financial year, so that the aims of both CCP and Puskur/ Balitbang are met. Changes to that programme will depend on the outcome of the next Steering Committee meeting. One envisaged change will be the refining of the MLCs identified and developed before the end

of 1998. This work will incorporate input from the case study research into curriculum implementation as well as findings from the comparative analysis of curriculum documents activity being undertaken during this quarter by those staff on CCP's first UK training course.

6. The LTA needs to redraft the TORS for the LSTC for the fourth Leeds University short-term consultancy to be fielded in March 1999, to take into account changes to that Programme.

7. The LTA, in conjunction with the PM and Kabid, needs to develop materials for the MLC workshop, including an instrument for assessing the content of the basic education curriculum documents leading to the identification of MLCs for each primary school subject and for the five core subjects of SLTP.

8. The project needs to ensure are that the findings of the case studies are (a) presented to a wide audience; (b) are recognized as a significant contribution to the forthcoming curricular revisions and incorporated into the relevant documents; and (c) are used during the refining of the MLCs at basic education level. Furthermore, the project must ensure that the opinions of teachers (interviewed for the research into curriculum implementation) are given their due weight in all curricular revisions.

Future plans for Fourth Quarter

Aims:

- . Increased understanding of curriculum implementation through classroom observation
- . Further development of curriculum evaluation skills
- . Development of minimum learning competencies
- . Further development of qualitative research skills, including data analysis
- . Integration of research findings from different sources
- . Improved report writing skills
- . Production of qualitative research reports
- . Continued improvement in presentation and discussion skills
- . Improved communication and coordination between Puskur, Balitbang Centres, MOEC Directorates, selected Kanwils and Kandeps, and selected schools in five provinces
- . Improved Puskur Resource Centre.

Planned activities:

1. Meetings

1.1 The second Steering Committee Meeting will be held in October 1998. The agenda will include discussion of (a) progress in the project to date, (b) planned activities for the next six months, and (c) ways to increase cooperation and coordination at a high level between Puskur and Pusbuk, Pusion and the curriculum implementation directorates of the Ministry, at the centre and in the provinces.

1.2 The LTA, PM and Kabid will hold several meetings in which they will plan and finalize the CCP annual curriculum management plan for the coming financial year, 1999-2000, for presentation to GOI for counterpart funding and to the Steering Committee (in January 1999) and DfID for approval.

2. Curriculum Implementation/ Preliminary Curriculum Evaluation

2.1 The research projects into curriculum implementation which began with fieldwork in two provinces at the end of September will continue. Other teams will conduct field work in a further three provinces during November. While in the field, teams will work under the guidance of the LTA and a NSTC. Weekly feedback, planning and training meetings will be held with the research teams to ensure that the quality of the studies remains high (see section 3 below on training). The first case studies will be completed by the end of October and the final ones during December. The results of the research will feed into the policy paper being prepared by Puskur and will make a substantial contribution to the section dealing with basic education curriculum.

2.2 The project will further contribute to the on-going curriculum evaluation activities of Puskur by conducting a three-day workshop focusing on the development of minimum learning competencies (MLCs) for the primary education level. A group of experienced, practicing teachers working under the guidance of the LTA and with support from Puskur primary school subject specialists and selected resource persons, will evaluate the curriculum, and while identifying essential concepts/ skills/ topics, develop MLCs for each primary school subject.

2.3 The schools visit programme in Jabotabek will continue with some of the participants from workshop III carrying out a small research project in their designated schools. Feedback and planning tutorials will be held twice monthly to support this work.

3. Training

3.1 On-the-job training will be given so that skills are extended in data analysis, the integration of research findings from different sources, and qualitative research report writing. This will form an integral part of the case study research being undertaken as part of Programme III, curriculum implementation and preliminary evaluation.

3.2 Language training will continue with twice weekly support from within Puskur, concentrating on listening and speaking skills.

3.3 The monthly seminar programme will continue with presentations by Puskur staff. Presentations will be made of the results of the case study research into curriculum implementation to an invited audience during this reporting period.

4. Contacts and Coordination Outside Puskur

4.1 All contacts with interested parties in the MOEC will be sustained, mainly through invitation seminars, especially to those interviewed in July as part of the field work for Programme II, and those in the MOEC involved in curriculum implementation.

4.2 New contacts will be initiated as a result of the schools visit programme which began in September, and as a result of the field work component of Programme III to be conducted in five provinces.

4.3 Puskur Staff will also make new contacts following the presentation of their case study research findings during the coffee mornings held in Balitbang.

5. Miscellaneous Activities

5.1 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.
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Progress towards realization of specified purpose

The strategy of the first year of the project, that is, to concentrate on strengthening the capabilities of Puskur staff through training workshops while at the same time also producing tangible and worthwhile outputs, is seeing fruition. During the reporting period, five qualitative research studies were produced by twenty Puskur staff investigating the use of the curriculum by non-school users. These reports include not only information on how the curriculum is used by various non-school users to produce their own specific output, such as textbooks and term tests, but also respondents' constructive suggestions regarding the 1994 curriculum. Thus, in addition to qualitative research skills being developed, a first contribution to evaluation of the 1994 curriculum was made. These five studies were conducted under CCP's Programme II, in July, while a second group of staff followed Programme III, concentrating on developing qualitative research skills within the context of classroom observation. The resulting case studies will make a major contribution to the evaluation of the 1994 curriculum at the basic education level, requested of Puskur by the Head of Balitbang. In both cases, Puskur staff wrote their own research proposals, including identifying research questions, in training workshops. Quality of the studies was maintained through on-the-job training, either from the LTA or a short-term consultant.

In addition to Puskur staff extending and developing their latent research skills, these training workshops have also exposed staff to a second and valuable research methodology. Accordingly, the choice of research methods available to them for future curriculum evaluation research has been extended. This first-hand experience of a variety of research techniques, both qualitative and quantitative, will enable staff to make substantial and informed contributions to the development of a curriculum evaluation strategy for Puskur.

Another element of enhanced staff capability is the noticeable improvement in their English language skills. The level of language skills achieved by most of the participants on the English language course sponsored by the project during the last reporting period facilitated a greater transfer of knowledge and skills during the two more recent training workshops. Participants are not only more able to interact better with the trainers, usually non-Indonesian speakers, but they are able to benefit more from the printed materials increasingly being made available through upgrading of the institution's Resource Centre by the project.

During the last quarter of this financial year, project activities include continuing and completing the case study research of Programme III. Quality will be maintained through tutorial guidance from the LTA, assisted by an experienced national short-term consultant. The resulting findings will make a direct contribution to the curriculum revisions planned by Puskur for the new year. In addition, these highly trained staff, some of whom will undertake

more than one evaluation study of curriculum implementation in the classroom in their specialist subject area, will make a major contribution to the planning and development of a curriculum evaluation strategy for Puskur. Along with their first-hand experience of a variety of research tools, they also possess knowledge of the capabilities of colleagues in the field who could be drawn upon to assist in the evaluation process. This combination makes them an essential resource for developing the evaluation strategy.

Annex A

Project Implementation Schedule



C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000

	1998												1999												2000											
	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																																				

**Training Workshop Two:
Qualitative Research: Non-School Users of the Curriculum
Consultant Report: Recommendations**

by Hywel Coleman, Leeds University



DEPARTMENT FOR INTERNATIONAL DEVELOPMENT

INDONESIA : CURRICULUM CAPACITY PROJECT

ASSIGNMENT : IN-COUNTRY TRAINER :

QUALITATIVE RESEARCH INTO

NON-SCHOOL USE OF THE CURRICULUM

REPORT OF CONSULTANCY

CONDUCTED FOR THE CURRICULUM CAPACITY PROJECT

IN PUSAT PENGEMBANGAN KURIKULUM

7TH-31ST JULY 1998

by

HYWEL COLEMAN

SCHOOL OF EDUCATION, UNIVERSITY OF LEEDS

may well be that the Project itself should not be directly concerned with such matters and that they should be handled entirely by Puskur.

Recommendation 10.

Follow-up training of a more advanced nature will be needed after participants have acquired some experience of carrying out qualitative research. Such training should include, but not be limited to :

- integration of qualitative data from several sources
- qualitative research in classroom contexts

Recommendations

Recommendation 1

The Curriculum Capacity Project should respond to the opportunity to make contributions to the current debate on the curriculum in *Reformasi*-era Indonesia.

Recommendation 2

Participants should be encouraged, if at all possible, to carry out 'member checks' of the findings from their research projects.

Recommendation 3

Participants should be encouraged to write up their reports as soon as possible (whether or not they are able to carry out member checks). These reports should be treated as genuine research findings.

Recommendation 4

Participants should be encouraged to present the findings of their research to colleagues in Puskur, and also to other interested parties (e.g. elsewhere in Depdikbud).

Recommendation 5

Participants should be encouraged to carry out a further qualitative research project on a relatively small scale but in the near future. If possible, these further small scale research projects should be carried out within a framework or with supervisory guidance, though not necessarily within the structure of a full-scale workshop.

Recommendation 6

Once participants have been through another cycle of qualitative research, consideration should be given to ways of achieving the transfer to their colleagues of the skills and knowledge which by that point they will have acquired.

Recommendation 7

The Project requires access to reliable equipment and resources, particularly :

- video-recording equipment
- transcribing equipment
- computer printers, paper and photocopying for workshop participants.

Recommendation 8

The Project should investigate ways of making its reference materials more easily accessible to Puskur staff.

Recommendation 9

The Project should explore, in consultation with Puskur senior management, alternatives for dealing with issues relating to the payment of honoraria to workshop participants and to informants consulted for research purposes. It

**Training Workshop Two:
Qualitative Research: Non-School Users of the Curriculum
Workshop Evaluation**

by LTA

CURRICULUM CAPACITY PROJECT (CCP)

Pusat Kurikulum

Departemen Pendidikan dan Kebudayaan and The British Council

4 August 1998

WORKSHOP II

Qualitative Research - Non-School Users of Curriculum

7-31 July 1998

Evaluation by LTA

The most outstanding aspect of the workshop was the trainer's adoption of a daily evaluation routine where trainees commented anon on that day's activities and tasks. This method of formative evaluation will be adopted in subsequent training workshops.

The section below details the strengths and weaknesses of this training workshop.

Strengths

Training Methods

Workshop organization varied.

Well prepared.

Good presentation of theory using OHP and handouts.

After field work, refereed trainees back to relevant research theory on qualitative methods.

Time keeping

Very prompt to training location.

Weaknesses

Poor OHP slides. Print too small.

Discussion time not limited sufficiently.
Admitted allowing unnecessary criticisms during discussions.
No set meeting times for progress checks during report writing sessions.

Language

Fluent speaker of B.Indonesia

Replied in English to questions asked in B. Indonesian.
Used difficult sentence structure for L2 learners.
Difficult vocab used when simpler words were possible.

Interviewing

Use of "bad" interview good as staff identified these.

Poorly prepared for this, however.

Insufficient time for try out of techniques.
Insufficient guidance given regarding such essential techniques as rephrasing, not asking leading or closed questions.

Transcribing

Good handout prepared. Trainees tried out all 3 methods and then chose one.

Groups adapted a method to suit their needs and style.

Need to take trainees through the steps

Data analysis

Good advice given on the process.

Inappropriate example given, ELT rather than being especially written for this group. Much time was wasted in explaining the context.

Insufficient practice given in identifying opinions from facts in interview transcript.

Report writing

Usual report writing layout given.

Insufficient information given on required contents of each section.

Too short time allocated for writing.

No set progress meetings arranged. Over reliance on individual groups to request feedback & assistance.

Presentations

No guidance given before trainees produced own OHP slides; errors pointed out only during presentations (after prompting from LTA).

Three most disappointing aspects of the Workshop II

- 01
 - The time limit for the whole workshop is limited
 - The time for a presentation is a little bit limited
 - The resource books is in sufficient with respect to qualitative research
- 02
 - Sudah sangat percaya diri (100) untuk melakukan penelitian dengan pendekatan kualitatif.
 - Adanya pengalaman langsung/langsung melakukan dalam workshop dan diskusi-diskusi yang sangat berguna.
 - Teori, praktek, dan pemecahan masalah/kesulitan/hambatan langsung dilakukan
- 03
 -
- 04
 - Membuat tanggapan pada akhir pelajaran sangat membosankan (kalau setiap hari).
 - Teman-teman yang bisa bahasa Inggris sepertinya malas untuk menstransletkan ke bahasa Indonesia.
 - Tidak tersedianya printer dan kertas sangat menghambat dalam mengerjakan tugas.
- 05
 - Printer sebagai alat pendukung hasil latihan sukar digunakan.
- 06
 - Facilities (paper, photocopy, print-out) there are no 'glasnots' about those
 - Disappearingof the participants
 - Incentive
- 07
 - Yang terasa sangat mengecewakan adalah sarana seperti fasilitas komputer dengan segala perangkatnya dalam menunjang tugas-tugas pelatihan.
 - Waktu, waktu pelaksanaan pelatihan terasa padat dengan penjelasan materi dan latihan pelaksanaan tiap tahap penelitian.
 - Dana, karena biasanya bila kita penelitian kita memberikan imbalan kepada informan atau responden

- 08 - Sarana, terutama kertas sangat kurang
- Tidak ada kerja individual sehingga pemberi materi belum mengetahui tingkat keterpahaman setiap individu terhadap suatu materi
- Tidak ada honor untuk stakeholder padahal, stakeholder sudah meluangkan waktu untuk kita.
- 09 - Judul penelitian untuk tiap kelompok sudah ditentukan, sehingga kita tidak diberi freedom to choose our topic.
- The limit time especially for writing a report.
- Announcement for doing a research not so theory because we have to contact stakeholders first.
- 10 - Kadang-kadang diskusi tidak ada kesimpulannya sehingga peserta dibiarkan bertanya-tanya jawabannya.
- Diskusi dibiarkan meluas sehingga tidak mempengaruhi pertanyaan yang inti.
- Tidak ada buku di dalam ruang sidang sebagai bahan referensi dan untuk dibaca di rumah atau selama workshop berlangsung.
- 11 - The textbook references are too few
- 12 - Analisis data waktunya sangat sedikit
- Peserta kurang disiplin dengan waktu
- Kue dan minum dibawa ke dalam kelas saat kita konsentrasi (sebaiknya letakkan di luar ruang sidang)
- 13 - Fasilitas printer yang dapat digunakan sangat terbatas sehingga tidak bisa cepat
- Sayang tidak ada beberapa contoh hasil penelitian kualitatif yang baik dan lengkap
- Ada beberapa hal yang masih belum jelas yaitu bagian discussion dalam laporan, penggunaan sumber data lain dalam analisis data seperti : dokumen, hasil observasi, tes.
- 14 - Menstranskrip kaset yang banyak
- Membuat laporan yang waktunya mepet
- Menentukan jadwal dengan informasi sesuai dengan jadwal yang tidak ditentukan dalam pelatihan
- 15 - Tidak ada yang tidak disenangi dalam workshop ini (jangan dipaksa untuk mengemukakan yang memang tidak dirasakan ya).

- 16
 - Kurangnya buku penunjang penataran
 - ATK tidak mencukupi
 - Fotocopy tidak harus bolak-balik
 - Penugasan selalu mendadak untuk penelitian lapangan sehingga orang lapangan dapat menolak kedatangan orang Puskur.
 - Kurangnya waktu penelitian

- 17
 - Kegiatan wawancara, telah ditentukan lebih dahulu oleh panitia mengenai: judul penelitian tempat dan actornya. Ini membuat sulit untuk mencapai tujuan yang sama dengan judul, karena waktu penelitian hanya 3 hari.
 - Anggota team yang tidak kompak ini menghambat dan menjemukan
 - Ada buku literatur yang kurang dimanfaatkan sebab letak kurang strategis dan kurang termotivasi.

THREE MOST PLEASING ASPECTS OF THE WORKSHOP II

- 01
 - Explanation is clear
 - The hand-out is available
 - The involvement of the participant (active)
- 02
 - Waktunya terus menerus sehingga mengganggu ketutuhan dalam menerima/mendiskusikan/mengikuti workshop. Sebaiknya ada istirahat 2 atau 3 hari atau 1 minggu kemudian dilanjutkan lagi.
 - Sebaiknya didukung oleh dana yang memadai (khususnya buat peserta) sehingga lebih memotivasi peserta.
 - Bagi yang bahasa Inggrisnya kurang, sangat mengganggu keefektifannya dalam diskusi karena kurang memahami materi yang didiskusikan.
- 03
 - Metode workshop sangat bagus
 - Materinya sangat menarik
- 04
 - Gurunya pinter bahasa Indonesia sehingga dapat menerangkan kalimat kata yang kita tidak mengerti.
 - Cara menerangkan materinya sangat sistematis
 - Setiap materi selalu ada (hand-out)
- 05
 - Metode pengajaran yang diberikan tahap demi tahap sehingga konsep demi konsep dapat jelas.
 - Isi/content penelitian kualitatif yang masih baru bagi staf Puskur dan perlu dipraktikkan secara nyata.
 - Pengajarnya yang menguasai materi dan metode mengajar.
- 06
 - The teaching methods
 - The contents
 - And the tutor who have value added because he can speak fluently both Indonesian language and Bahasa (daerah?)
- 07
 - Ilmu/pengetahuan baru tentang penelitian kualitatif. Sehingga menambah wawasan keilmuan dalam rangka menunjang tugas dan kewajiban lembaga Puskur.
 - Metode atau cara penyampaian materi dengan segera diikuti latihan tiap tahap penelitian kualitatif sehingga mempermudah memahaminya.
 - Tugas dengan cara tugas/kerja kelompok yang relatif tidak terlalu banyak sehingga bisa aktif semua.

- 08 - Suasana diskusi sangat hidup karena saling mengisi.
- Saya beruntung mengetahui seluk beluk penelitian kualitatif dan langsung mempraktekannya, walaupun tidak mendalam
- 09 - Ada hand-outs yang sangat bermanfaat sekali bagi saya sebagai tambahan 'reference'.
- Melakukan penelitian kualitatif secara langsung dan awal (proposal) sampai membuat 'report'
- Latihan interview dengan teman-teman
- 10 - Tutor/Hywel sangat membantu dalam setiap kegiatan
- Komunikasi antara peserta dan tutor sangat lancar karena tutor bisa dua bahasa.
- Hand out sangat bermanfaat, tetapi sebaiknya diterjemahkan lebih dahulu.
- 11
- 12 - Pengetahuan dan pengalaman yang baru
- Cara penyajian workshop yang bagus dan menarik
- Pembimbing (dosen) yang menguasai konsep, dan familiar, serta sangat perhatian terhadap problem peserta (hal materi workshop), pokoknya good segalanya.
- 13 - Presentation dan discussion
Kita dapat umpan balik (feedback) dan dapat belajar dari kelompok lain.
- Membahas teori penelitian kualitatif, karena banyak hal yang baru
- Seluruh kegiatan kualitatif sangat menyenangkan seperti pekerjaan detektif
- 14 - Pengkodean dalam mengolah data kualitatif
- Parameter penelitian
- Teknik wawancara
- 15 - Melakukan wawancara secara bebas namun mendalam dengan tanpa mengarah pada hipotesis tertentu.
- Mengadakan diskusi yang mengutamakan penajaman pemikiran.
- Mengadakan presentasi yang diikuti diskusi/tanggapan yang antusias dari audience.

- 16
 - Diskusi tentang landasan teori
 - Praktek lapangan
- 17
 - Metode dan teknik workshop ini sungguh sangat menyenangkan
 - Materi cukup banyak yang kami peroleh sebab teori langsung praktek dan kadang-kadang teori ditemukan setelah praktek.
 - Penelitian ini sangat sesuai dengan hoby saya, dan pekerjaan saya, terutama sangat menunjang profesi saya sebagai peneliti.

**Training Workshop Three:
Qualitative Research: Curriculum Implementation
Consultant Report: Executive Summary**

by Dr. David Yeomans

9. RECOMMENDATIONS

- Puskur should support workshop participants in carrying out their research proposals and ensure that, providing suitable quality control measures are applied, the resulting research reports are widely disseminated within and without the institution.
- Participants should be given opportunities to present their research findings during the regular series of CCP seminars.
- An opportunity should be provided, possibly within the CCP seminar series, for workshop participants and other interested staff to consider again the differences between quantitative and qualitative research and their respective strengths and weaknesses.
- Workshop participants should undertake a thorough and systematic review of the methodology which they employed in carrying out their research proposals, highlighting its strengths and weaknesses and those areas in which further training is required.
- Puskur managers should identify further research tasks based either upon further exploration of the previously identified research questions or upon new questions, which will provide all or some of the workshop participants with opportunities to reinforce and refine their skills in qualitative research.
- Puskur should investigate the possibility of producing a series of videos showing a variety of different kinds of lessons in a range of subjects from Indonesian schools. Such videos as well as providing a valuable training resource for staff planning to undertake classroom observation could also provide a basis for substantive discussions about curriculum and pedagogy.
- Puskur senior managers should strategically consider the likely research demands which will be placed on the institution in the short, medium and long-term and reflect on the mix of quantitative and qualitative research which will be required to respond to these demands.
- Assuming that it is accepted that qualitative research has a role to play in Puskur a cadre of staff willing and able to conduct high quality qualitative research should be identified and staff development programmes initiated to enable them to broaden and deepen their understanding and skills in qualitative research.

**Training Workshop Three:
Qualitative Research: Curriculum Implementation
Workshop Evaluation**

by LTA

WORKSHOP III EVALUATION

1. The most satisfying aspects of the workshop

- Knowing the differences between qualitative and quantitative research 9
- How to analyze data 3
- Knowing how to conduct a qualitative interview 3
- Sampling in qualitative research 5
- How to develop research proposal including observation sheets 6
- Using this information for the research which follows 2
- The content are very useful for our job/task 5
- The method of conducting workshop, e.g. sharing ideas, discussion and simulation. 3
- Attitude and communication skill of the tutor is really nice 2
- Teaching methods and examples were very effective 1
- Free to discuss 4
- Clear definition about qualitative research 5
- Agreed schedule 2
- Good cooperation among participants 1
- Consultants encouraged to all individuals through out workshop 1

2. The disappointing aspects of the workshop

- Methods of observation and 4
- Lack of examples how to analyze data 8
- Lack of information how to write report 8
- It is better made guide book 2
- Time is very short 5
- Usually not on time 2
- Insufficient try out 2
- Can not absorb all terminology in qualitative research 1
- Is very difficult for writing report in English language 1
- Can not comment for English language 2

**Revised TORs for
Overseas Training, Leeds University**

CURRICULUM CAPACITY PROJECT (CCP)

Pusat Kurikulum,

Departemen Pendidikan dan Kebudayaan and The British Council

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27 July 1998

TORs OVERSEAS TRAINING at LEEDS UNIVERSITY

The Inception Report of the CCP project allows for two groups of Puskur technical staff to follow tailor-made short training courses at Leeds University. The first training course will concentrate on giving trainees knowledge and skills in the field of curriculum evaluation. The second group will concentrate on curriculum planning and development skills. In both cases, a major objective of the training will be to increase knowledge and develop skills of staff in one of these two major areas. The intention is to prepare two groups of knowledgeable and experienced staff who will become Puskur Resource Persons (PRP) on their return to the Centre and assume a leadership role in their specialist subject and particular area of expertise.

The first course begins in September 1998 and the second course will be conducted one year later in September 1999. These timings are appropriate to the project's other activities as well as allowing the participants to take part fully in all orientation activities organized by the university for its new students.

The programmes will be largely practical demanding a high level of trainee participation in their own learning. This will be provided through a variety of hands-on activities with trainees working individually as well as together in either pairs or groups as the task demands. Contact time with the Leeds University training team will be a minimum of six hours per day, five days a week. Computer training could be kept to a minimum and no language training will be required in the UK. Both groups will undergo a study skills course and orientation to the UK culture prior to departure for the UK.

Participants will not write academic type essays. Instead, reports of a high professional standard will be expected covering all the objectives of the training programmes. All work assigned by the training team will be collected together into a portfolio of work which will demonstrate to the British Council and Puskur the skills developed in the staff over the ten weeks. These materials will be of direct use when trainees return to Indonesia, both (a) during their routine work as Puskur technical staff members, and (b) in their dissemination work as Puskur Resource Persons. The latter is part of the follow-up to the training in the UK.

A. Course One: Curriculum Evaluation, 1998

Objective: Extend knowledge and experience in methodology and techniques for curriculum evaluation.

Output: One group of nine Puskur Resource Persons with appropriate skills in curriculum evaluation.

Implementor: Leeds University training team

Duration: Ten weeks

Beginning: 28 September, 1998

Objectives:

- a) to revise trainees basic education concepts in relation to the education system in Indonesia;
- b) to extend trainees knowledge and understanding of general curriculum matters and issues and relate them to the Indonesia situation, such as the communicative approach to language teaching and constructivism in science education.
- c) to extend trainees knowledge and understanding of curriculum evaluation purposes and methodologies;
- d) to give trainees exposure to how others approach curriculum evaluation through presentations and discussions by experienced practitioners;
- e) to give trainees direct experience in evaluating a section of the Indonesian 1994 curriculum, in comparison with that of Britain;
- f) to give direct experience in the production and try out of research instruments for curriculum evaluation (in schools or with videos) with feedback discussions leading to revisions and re-trialling;
- g) to give trainees experience of classroom activities in another education system through structured visits to a variety of classes covering the basic education age range.

The programme will be largely practical demanding a high level of trainee participation in their own learning. This will be provided through a variety of hands-on activities with trainees working individually as well as together in either pairs or groups as the task demands. Contact time with the Leeds University training team will be a minimum of six hours per day.

Participants will not write academic type essays. Instead, reports of a high professional standard will be expected covering all the objectives of the training programme. These, along with other work assigned by the training team, should be collected together into a portfolio of work which will show the British Council and Puskur the skills developed in the staff over the ten weeks. These materials will be of direct use when they return to Indonesia, both (a) during their routine work as Puskur technical staff members, and (b) in

their dissemination work as Puskur Resources Persons. The latter is part of the follow-up to the training in the UK.

B. Course Two: Curriculum Planning/ Development, September 1999

Objective: Extend knowledge and experience in methodology and techniques for curriculum planning/ development.

Output: One group of eleven Puskur Resource Persons with appropriate skills in curriculum planning/ development.

Implementor: Leeds University training team

Duration: Ten weeks

Beginning: UK academic year 1999

Objectives:

- a) to revise trainees basic education concepts in relation to the education system in Indonesia;
- b) to extend trainees knowledge and understanding of general curriculum matters and issues and relate them to the Indonesia situation, such as the communicative approach to language teaching and constructivism in science education.
- c) to extend trainees knowledge and understanding of curriculum planning/ development purposes and methodologies;
- d) to give trainees exposure to how others approach curriculum planning /development through presentations and discussions by experienced practitioners;
- e) to give trainees direct experience in planning part of the next Indonesian curriculum, for their own specific subject and education level;
- f) to give direct experience in the production and try out of curriculum development materials for their own specialist subject and education level (in school, if feasible) with feedback discussions leading to revisions;
- g) to give trainees experience of classroom activities in another education system through structured visits to a variety of classes covering the basic education age range.

The programme will be largely practical demanding a high level of trainee participation in their own learning. This will be provided through a variety of hands-on activities with trainees working individually as well as together in either pairs or groups as the task demands. Contact time with the Leeds University training team will be a minimum of six hours per day.

Participants will not write academic type essays. Instead, reports of a high professional standard will be expected covering all the objectives of the training programme. These, along with other work assigned by the training team, should be collected together into a portfolio of work which will show the British Council and Puskur the skills developed in the staff over the ten weeks. These materials will be of direct use when they return to Indonesia, both (a) during their routine work as Puskur technical staff members, and (b) in

their dissemination work as Puskur Resources Persons. The latter is part of the follow-up to the training in the UK.



