

Departemen Pendidikan dan Kebudayaan

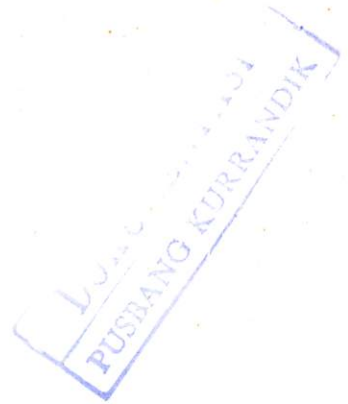
The British Council



Contract No: CNTR97 2735A

Curriculum Development Centre  
Curriculum Capacity Project  
Department for International Development

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



**Indonesia: Curriculum Capacity Project**

**Second Quarterly Report**

**April – June 1998**

**CCP/QR98 - 02**

NO. INDUK

17.498/2014

NO. KLASIFIKASI

NO. TERIMA

T A R

<i>Country</i>	<b>INDONESIA</b>
<i>Project</i>	<b>CURRICULUM CAPACITY PROJECT</b>
<i>Duration</i>	October 1997 to September 2000
<i>Report No.</i>	<b>CCP/QR98-02</b>
<i>Reporting Period</i>	April 1 to June 30 1998
<i>Report completed</i>	July 2 1998
<i>File Reference</i>	CCP\reports\quarterly\QR-02
<i>Participating institution</i>	Leeds University
<i>BC Manager</i>	Mr. Geoff Evans, Field Manager
<i>Past Progress Reports</i>	CCP/QR98-01
<i>Next PPR due</i>	end September 1998

## **Recommendations and Action to be Taken**

1. Puskur management should formally allocate staff to follow either CCP or SSEP project activities. At present, nine staff are involved in both projects. Of these, five are due to take part in the second training workshop in July. Attachment to both projects is unduly stressful for these staff. Moreover, four of this group are on the provisional list of participants for the first overseas short course.
2. Puskur management need to confirm that in future Puskur staff allocated to follow a specific CCP activity will not be distracted by involvement in other activities, either within the Centre or for other MOEC institutions. When there is a clash of activities, the effectiveness of the training offered by the project, either through a training workshop or on-the-job, is diluted and its effectiveness reduced.
3. The provisional list of Puskur staff for the first overseas short training course in Leeds University in September this year needs to be agreed between the heads of division, the project manager and the Head of Puskur. The initial selection was produced after many discussions between the LTA, the project manager and the four heads of division. The final list should be produced before the end of July so that all the necessary preparations can begin. Participants for the first course should be informed by the end of July by the head of Puskur so that staff can begin their own personal preparations.
4. The TORs for the first overseas training course in Leeds University in September this year should be more tightly drafted, both from the administrative and the technical point of view, by the LTA together with the Project Manager and four heads of division. This should be completed before the Leeds coordinator returns to the UK at the end of July.
5. The LTA, possibly together with the BC Field Manager, needs to meet the new head of Balitbang in his capacity as head of R&D within the MOEC with overall responsibility for the activities of Puskur, one of the five constituent centres within his section. This meeting would be to (a) effect introductions, (b) present their views of the CCP project, and (c) share views on the direction of the project over the long-term.
6. The LTA and PM need to meet the new head of the CCP Steering Committee before the next planned meeting to discuss (a) project activities to date, (b) the possible contribution of CCP activities to the curriculum policy paper currently being drawn up by Puskur; and (c) the agenda for the next Steering Committee meeting.
7. The LTA needs to adjust the plans for Programme Three and redraft the TORs for the LSTC for the third training workshop in August and those for the NSTC, in order to contribute to the Centre's recommendations to the Minister for curriculum adjustments to ease the learning burden on basic education pupils during this crisis period.
8. Quarterly meetings need to be held with kabid after initial drafting of each quarterly report to review project progress and to discuss forthcoming CCP activities. Other, more informal meetings with individual kabid should aim to elicit their opinions of the perceived contribution of CCP activities to the development of their staff.

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

*Project outputs*

- Component 1* Improved system for curriculum evaluation planned and implemented by Puskur
- Component 2* Improved strategy for curriculum planning and management adopted by Puskur
- Component 3* 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 from the Inception Report below.

*Progress in Second Quarter*

*Aims:*

- . Further clarify educational concepts in Indonesian education system
- . Extend and clarify knowledge of curriculum use by non-school users
- . Improve writing skills
- . Improve communication between Puskur, Balitabang Centres and MOEC Directorates
- . Improve Puskur Resource Centre
- . Improve English language skills of Puskur staff

*Process:*

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

The Four Training Programmes for Financial Year 1998-99

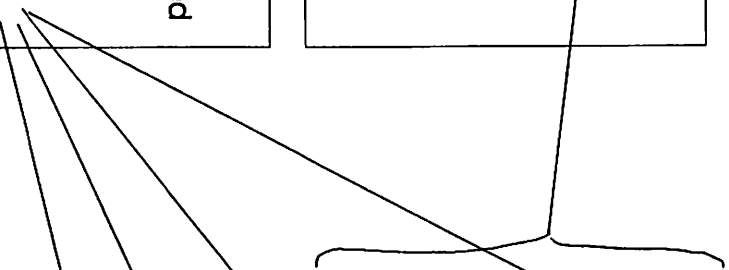
	Educational Concepts	Non-School Users of Curriculum	Curriculum Implementation in Classroom	Curriculum Evaluation
<b>Assignment 1.</b>				
<b>Objective</b>	Clarify in Indonesian education	Clarify role of curriculum	Case study & qualitative research	Share skills, draft eval. strategy
<b>Activity Output</b>	Group discussions Draft outline for working papers	Workshop Research questions identified	Workshop & Jabotabek schools Research proposals and instruments	Workshops & seminars Papers comparing curricula, Draft strategy for evaluation
<b>Implementor</b>	LTA	LTA	LSTC	LTA & PRP-CE
<b>Effective dates</b>	Jan-March 1998	April-May 1998 (2 weeks)	24 August - 4 Sept 1998 (2 weeks)	Jan - March 1999
<b>Participants</b>	Puskur staff	20 Guest speakers	Puskur staff	Puskur staff & guests
<b>Location</b>	Puskur	Puskur	Puskur	Puskur
<b>Assignment 2.</b>				
<b>Objective</b>	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
<b>Activity Output</b>	Workshop & in-house seminar Final working papers	Workshop & field work Research reports	Field work & research workshops School case study research reports	Workshop Research instruments (6 subjects)
<b>Implementor</b>	Leeds consultant (LSTC)	Leeds consultant (LSTC)	LTA & one national short-term csit	LSTC
<b>Effective dates</b>	23 March - 3 April 1998	22 June - 17 July 1998 (4 wks)	Sept - Dec 1998	March 1999
<b>Participants</b>	Puskur staff	Puskur staff	Puskur staff	Puskur staff
<b>Location</b>	Puskur	Puskur & Jabotabek	Jabotabek (2 weeks piloting) & 5 provinces (1 month data collection)	Puskur & Jabotabek schools
<b>Assignment 3.</b>				
<b>Objective</b>	Dissemination of findings	Dissemination of findings	Dissemination of findings	
<b>Activity Output</b>	In-house seminar Revised staff working papers	Dissemination seminar Publishable research papers	Seminars, in-house & public Publishable research papers	
<b>Implementor</b>	LTA and Puskur trainee group	LTA & Kabid	LTA & Kabid	
<b>Effective dates</b>	April 1998, 3 days	July 1998, 2 days	Jan 1999, 3 days & 2 days	
<b>Participants</b>	3-4 Guest speakers	Puskur staff and guests	Puskur staff and guests	
<b>Location</b>	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. Educational concepts workshop: follow-up seminars & papers revised  
b. Preparatory seminars: non-school users workshop  
c. Monthly seminar programme  
d. Puskur Resource Centre  
e. English language training  
f. Directorate & intra-Balitbang contacts sustained  
g. New MOEC contacts made  
h. Project contacts sustained



## 1. Meetings

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

In the future it is planned to hold a regular quarterly report meeting to share information and opinions about CCP activities over the three-monthly reporting period as well as to discuss forthcoming project activities. In addition, other less formal meetings will aim to obtain feedback from kabid on the perceived benefits of CCP activities with regards to strengthening the capacity of their staff.

1.2 Internal meetings with Puskur staff have generally been directly related to the training activities of the project and thus centred around issues arising from those tasks. Regular, more formalized contacts have been maintained through the in-house English classes where education issues are discussed. Several organizational meetings were also held which gave staff a chance to express their requests and needs related to their individual professional development.

Future meetings will elicit staff opinions of project activities and of the perceived benefits of various CCP activities for their personal development.

## 2. Specific Training

2.1 The "Educational Concepts" workshop, programme 2 on the project implementation schedule (see annex A) was conducted between February and April 1998, first by the LTA and then by a short-term consultant from Leeds University in Puskur. As this activity spanned two reporting periods, the executive summary of the Leeds University consultant's report for this training workshop is included in this report, as annex B.

The short feedback session held near the close of the workshop produced a number of pertinent comments. These were explored further by the LTA in individual and small group meetings to clarify feelings and views. Suggestions from the participants were informative and are included as annex C. The fact that participants felt able to comment freely on the workshop shows increased confidence in the staff. Their suggestions will be made fully known to all future workshop trainers so that the expectations of workshop planners and participants can move closer together.

As a follow-up to the workshop, three Indonesian guest speakers presented a short paper on the pertinent themes of texts and teachers guides, role of education in Indonesia today, and Curriculum for the Year 2020. Participants re-drafted their original papers incorporating ideas from these seminars and from the four book/ journal extracts which were provided at a later date by the workshop trainee. Many groups revised their first drafts. The revised papers will appear as Puskur Staff Working Papers, Number 1998-01. Future seminars in the monthly seminar programme will present some of these papers to an invited audience from outside Puskur so that ideas are shared.

2.2 As part of CCP programme 2, "Non-school Curriculum Users", and in preparation for the second training workshop in July, 40 Puskur staff attended a series of



seminars given by representatives from a selection of institutions which use the curriculum in a non-school context to produce their own output. These institutions included a textbook writer and a publishing agency, cawu test and Ebtanas examination developers, and those involved in Insett and pre-service teacher training, among others. The complete list of presenters appears as annex D.

The objectives of the seminars were three-fold. First, to extend and clarify Puskur's knowledge of how the curriculum is used by non-school agencies to produce their output. Second, to obtain constructive feedback from these users on the degree of user friendliness of the present curriculum. Third, to strengthen contacts with other institutions through the sharing of information.

Over half of the speakers provided valuable information on their use of the curriculum, extending both the knowledge base of Puskur staff as well as clarifying misconceptions. Many speakers also shared their opinions regarding the user friendliness of the curriculum for their particular purpose. This feedback was an initial contribution to the evaluation of curriculum documents which will continue later in the project. A number of presentations however, were less successful with little new information being obtained. As a whole, the programme was overloaded and the number of speakers should have been much fewer at say six.

2.3 The English language skills of many of Puskur's staff are being improved so that all can benefit better from the training workshops held by Leeds University short-term consultants in Jakarta. Fifteen Puskur staff participated in an English language development course in the British Council's English Language Centre. Staff members with a higher level of English skills participated in an in-house language course. These staff form the pool from which the participants in the overseas short courses in Leeds University will be chosen.

Language training will continue for both these groups, in-house, using Puskur staff as teachers and the Centre's language laboratory for developing listening skills.

### 3. Contacts and Coordination Outside Puskur

3.1 Contacts were sustained with representatives of several directorates of the MOEC involved in curriculum implementation as well as with a number of projects who use the curriculum for upgrading their teachers' knowledge of the school curriculum. A number of new contacts were made with representatives from non-school institutions who use the curriculum to produce their own output, as noted under point 2 above.

3.2 The LTA and two colleagues visited a local elite private primary school to discuss the curriculum with the teachers and pupils and to observe teaching learning methods in use.

3.3 The close cooperation already established with the SSEP project continued with a sharing of ideas and project outputs. The return of the SSEP counterpart staff from overseas training in the UK will go some way to relieving the pressure on the nine staff involved in both projects. There still needs to be some transfer of information between the returning SSEP group and the nine, however, before staff can be fully assigned to follow only one of the projects.

#### 4. Miscellaneous Activities

- 4.1 The LTA visited Leeds University during home leave in May to
- (a) visit primary schools in Leeds and discuss with teachers the influence of the national curriculum on their teaching practices and the changes which the curriculum demands from them in terms of classroom organization;
  - (b) meet several of the staff who will be involved in organizing and teaching the CCP's short courses and discuss potential content with them. (See annex E for visit schedule).

A useful outcome of the visit was the chance to obtain direct feedback from the SSEP trainees (Puskur's other project) who were in Leeds University on a short curriculum course until mid-June. This input will be very valuable in

- (a) planning CCP's two short courses in Leeds, i.e. number of contact hours with trainers, desired weighing given to material delivered by Leeds teachers and practical on-hands sessions, desired balance between work on the UK national curriculum and that focusing on the Indonesian curriculum, and
- (b) writing tighter TORs for each of the courses, i.e. topics which should be covered, activities which are expected to be included, desired knowledge and skills, and expected outputs.

These will be drafted with the PM and TCT, and discussed with the Leeds University coordinator while he is here in July to conduct the second workshop.

- 4.2 Strengthening of Puskur Resource Centre continued with the identification and ordering of books and materials related to curriculum implementation, evaluation and planning. These will be used by staff during future project activities. These materials will contribute to the improved knowledge and understanding of Puskur staff in these areas as well as supplying information and examples of how others approached these processes in their respective countries.

Translation of most JSE curricula is completed but sections of the two science ones remain to be completed during the next quarter.

#### *Changes in previously planned project activities:*

1. Due to the various political and economic changes in the country during the reporting period, the second CCP project Steering Committee meeting was postponed. It will be held in July 1998.

#### *Impact of external factors:*

1. The current economic situation within the country impinges on all aspects of life, including the availability of government funds as counterpart financing for foreign funded projects. The government budget is currently being adjusted. Within Puskur, government budgeting will concentrate on supporting activities in the CCP and SSEP projects. The PM is confident that all CCP activities can go ahead as planned. To date, there have been no problems with funding the planned activities of the project.

2. The political changes in Indonesia have given the country an interim government with a mandate for 18 months. The MOEC has a new minister and new DGPSE. Balitbang has a new Head of Centre.

This period of "Reformasi" has resulted in much public questioning of such educational matters as curriculum overloading and the Ebtanas examinations which conclude each education cycle. In addition, the MOEC is trying to contribute to alleviating unnecessary pressure on parents and pupils which have arisen during this high inflation period. To answer critics and to assist in reducing the need for primary school children to repeat a grade or even leave school prematurely, the Head of Balitbang has requested that Puskur consider what modifications are possible to the 1994 Curriculum to ease the learning burden on children, particularly those with a much reduced nutritional intake. CCP has been asked to contribute to this process at the basic education level by adjusting the focus of Programme Three. This is discussed further below, under the section *Future plans for Third Quarter*.

3. The appointment of a new head of Balitbang during this reporting period resulted in the Steering Committee having a new head, Bp. Boediono. He was formally the Director of General Secondary Education and so involved in implementation of the curriculum. In that capacity, he attended the first Steering Committee meeting in January where the CCP Inception Report was discussed and finalized. Thus he is already familiar with the project objectives. In addition, the project manager has discussed the CCP with Bp. Boediono on several occasions.

#### *Recommendations:*

1. Puskur management should formally allocate staff to follow either CCP or SSEP project activities. At present, nine staff are involved in both projects. Of these, five are due to take part in the second training workshop in July. Attachment to both projects is unduly stressful for these staff. Moreover, four of this group are on the provisional list of participants for the first overseas short course.

2. Puskur management need to confirm that in future Puskur staff allocated to follow a specific CCP activity will not be distracted by involvement in other activities, either within the Centre or for other MOEC institutions. When there is a clash of activities, the effectiveness of the training offered by the project, either through a training workshop or on-the-job, is diluted and its effectiveness reduced.

3. The provisional list of Puskur staff for the first overseas short training course in Leeds University in September this year needs to be agreed between the heads of division, the project manager and the Head of Puskur. The initial selection was produced after many discussions between the LTA, the project manager and the four heads of division. The final list should be produced before the end of July so that all the necessary preparations can begin. Participants for the first course should be informed by the end of July by the head of Puskur so that staff can begin their own personal preparations.

4. The TORs for the first overseas training course in Leeds University in September this year should be more tightly drafted, both from the administrative and the technical point of

view, by the LTA together with the Project Manager and four heads of division. This should be completed before the Leeds coordinator returns to the UK at the end of July.

5. The LTA, possibly together with the BC Field Manager, needs to meet the new head of Balitbang in his capacity as head of R&D within the MOEC with overall responsibility for the activities of Puskur, one of the five constituent centres within his section. This meeting would be to (a) effect introductions, (b) present their views of the CCP project, and (c) share views on the direction of the project over the long-term.

6. The LTA and PM need to meet the new head of the CCP Steering Committee before the next planned meeting to discuss (a) project activities to date, (b) the possible contribution of CCP activities to the curriculum policy paper currently being drawn up by Puskur, and (c) the agenda for the next Steering Committee meeting.

7. The LTA needs to adjust the plans for Programme Three and redraft the TORS for the LSTC for the third training workshop in August and those for the NSTC, in order to contribute to the Centre's recommendations to the Minister for curriculum adjustments to ease the learning burden on basic education pupils during this crisis period.

8. Quarterly meetings need to be held with kabid after initial drafting of each quarterly report to review project progress and to discuss forthcoming CCP activities. Other, more informal meetings with individual kabid should aim to elicit their opinions of the perceived contribution of CCP activities to the development of their staff.

### *Future plans for 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 selected Kanwils
- . Improve Puskur Resource Centre.

#### *Planned activities:*

##### 1. Meetings

1.1 The second Steering Committee Meeting will be held in July 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, a the centre and in the provinces.

## 2. Specific Training

2.1 The second workshop will commence on 7 July for four weeks. The objective of this training workshop is to extend and clarify knowledge of curriculum use by non-school users with participants conducting a small qualitative research project which will operationalize their latent research knowledge and skills as well as increase participants use of qualitative research methods, especially developing interviewing skills. Another aim of the workshop training is to improve participants' report writing skills through tutorials while also giving them opportunities to further develop their presentation and discussion skills.

2.2 The schools visit programme will begin in August, after the second workshop and at the beginning of the school year. 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.

2.3 Programme Three will begin in August. The focus has been changed a little as noted above. Activities of the programme will now include some preliminary curriculum evaluation in addition to the planned classroom observations of curriculum implementation in primary and JSE schools. The objective will be 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. The revised Programme Three is included as annex F. Participants will again improve their report writing skills as well as receiving opportunities to further develop their presentation and discussion skills. Different Puskur staff will take part in these two workshops.

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

2.5 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 second training workshop in July 1998. Some of these will be made before an invited audience of interested representatives from the different directorates which Puskur works with in the production of the curriculum and from others which use the finished curriculum as input into their specialist product, eg. term tests, teacher training, textbooks, and so forth.

## 3. Curriculum Evaluation

3.1 Preliminary textbook evaluation study will be conducted by six national short-term consultants working in the three subject areas of math, language and social studies. This study will investigate the extent of the match between the primary school curriculum and its translation into government produced textbooks. This will take place under the guidance of the LTA for seven working days in early September. Annex G contains the justification for this activity, which was not included in the original planning for this year.

## 4. Contacts and Coordination Outside Puskur

4.1 All contacts with interested parties in the MOEC will be sustained through invitation seminars, especially to those non-school institutions which agreed to be interviewed as part of the field work for programme two.

4.2 New contacts will be initiated as a result of the schools visit programme beginning in Jakarta in August and as a result of the field work component of programme three to be conducted in five provinces.

5. Miscellaneous Activities

5.1 Discussions will be held with the Leeds University coordinator to plan in detail the contents of the first overseas training in Leeds University. The coordinator is at present in Puskur to conduct the second workshop.

5.2 The TORs for programme three and for the two short-term consultants, one from Leeds University and a national consultant, will be 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 a policy paper from the Centre. The revised TORs will be produced and distributed by mid-July.

5.3 The pre-departure briefing for participants in the first overseas short course at Leeds University in September 1998 will be held in early September.

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

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

*Project purpose specified in logical framework*

Component Improved strategies and systems for curriculum planning, management and evaluation being implemented.

*Progress towards realization of specified purpose*

The strategy for this first year of the project is to concentrate on strengthening the capabilities of Puskur staff, the third project output agreed in the MOU, so that they will have the knowledge and skills necessary for making informed contributions to the two other project components. Without their substantial contributions to the processes involved in improving the system of curriculum evaluation already in place in Puskur and to Puskur's curriculum planning and management strategy, achievement of the overall purpose of the project will be restrained. Thus, CCP activities to date have centred on strengthening staff capabilities through formal training workshops and through two less formal seminar programmes. A major contribution to increasing staff capacity to acquire further knowledge and skills is the on-going English language training programmes. Increased facility in English language is enabling staff to benefit more fully from both the training workshops, run by non-Indonesian speaking overseas trainers, and from the printed materials which are increasingly being made available through the upgrading of the institution's Resource Centre.

Work began on evaluating the 1994 curriculum with a four-day seminar programme which allowed approximately 40 Puskur staff to obtain information directly from non-school users of the curriculum. Representatives from a variety of institutions which use the curriculum to produce their own product presented:

- a) how they use the curriculum to produce their own particular output, which in turn influences classroom operations,
- b) their opinions regarding the 1994 curriculum, and
- c) their suggestions for improving both the content, and the format of the 1994 curriculum to make it easier for them to use.

Puskur received critical but constructive feedback from these users which will be fed into the curriculum renewal process at a later stage during the project. This seminar week was the precursor for the second workshop in July which is aimed at improving the qualitative research skills of staff so that further and more in-depth feedback can be obtained from other non-school users to verify this preliminary information. Later this financial year, the two strategies used to obtain this feedback on curriculum user friendliness will be appraised for possible inclusion in Puskur's system for curriculum evaluation.

While a number of Puskur staff were able to renew their contacts with representatives from the invited institutions, other contacts were made for the first time. The frank discussion between both new and former contacts reflected the confidence of Puskur staff to question presenters and also their confidence to accept criticism of their own product. Contacts between Puskur and the different institutions tend perhaps to be stronger at this working level. Ways of enhancing sustainable contacts and communication between Puskur

and other institutions at higher levels will be explored during the next Steering Committee meeting.

The activities planned for the next quarter will again build on the foundations laid in these first six months of the project and will concentrate on developing the curriculum evaluation skills of Puskur staff through on-the-job training. These improved evaluation skills will enable Puskur staff to make informed contributions to improving the system of curriculum evaluation presently in use by Puskur.





## **Project Implementation Schedule**

C.C.P. PROJECT

SUMMARY OF PROJECT ACTIVITIES Jan 1998 – Sept 2000

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

**Training Workshop One: Educational Concepts  
Consultant Report: Executive Summary**

**by Geoff Welford, Leeds University**



SCHOOL OF EDUCATION

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT

INDONESIA: CURRICULUM CAPACITY PROJECT

CONTRACT No: CNTR97 2735A

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

REPORT OF CONSULTANCY

CONDUCTED FOR THE CCP IN PUSKUR

MARCH 23 TO APRIL 3 1998

BY

GEOFF WELFORD

AGW - IN-COUNTRY TRAINER -CLARIFYING AND EXTENDING BASIC EDUCATION CONCEPTS  
REPORT OF CONSULTANCY CONDUCTED FOR THE CCP IN PUSKUR

#### **4.0 Summary and main action points**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In response:

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

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

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

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

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

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

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

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

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

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

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

## 7.5 Action Points arising

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

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

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

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

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

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

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

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

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



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

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

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

**Training Workshop One: Educational Concepts  
Participant Feedback**

**by LTA**

## LTA REPORT

### TRAINING WORKSHOP ONE: EDUCATIONAL CONCEPTS PARTICIPANT FEEDBACK

Participants were invited to provide feedback regarding content and process of the workshop in the closing session. Three made critical comments. Other feedback was elicited from individuals and small friendship groups by the LTA in the week following the end of the workshop. This report includes the comments of staff from both of these feedback sessions, under "strengths" and "suggestions".

These will be discussed with future trainers for the CCP project so that the expectations of trainer, trainees and Puskur and CCP management can move closer together during subsequent training activities.

#### Strengths:

- . Participatory training approach - the majority of trainees were very positive about being active in their own learning and enjoyed the approach.
- . Varied classroom organization - the whole class approach interspersed with working in both large groups (8 people) and then small groups of 3 prevented boredom.
- . Group discussion and Q&A in Bahasa Indonesia - relieved the burden and stress associated with having to work continuously in a foreign language (2/3rds of participants have limited command of English)
- . Appropriate use of translation between the two languages

#### Suggestions:

- . Stricter time management - set a time limit for each task and uphold it so that tasks are completed on the same day with feedback to participants as appropriate
- . Maintain the agreed timetable as much as possible so that time is not taken away from future tasks and so that there is sufficient time for feedback from the trainer on all parts of a given task
- . Relate all activities and tasks to the overall objectives - the relationship needs to be more explicit and made frequently during training
- . Provide some academic papers on the topic for later reading
- . Summarize all sessions
- . Provide some short handouts on important points
- . Conduct a needs identification exercise prior to finalizing the training programme and discuss it with the participants

**Workshop Two: Non-school Users of the Curriculum**

**Seminar Guest Speakers**

## **WORKSHOP TWO: NON-SCHOOL USERS OF CURRICULUM PREPARATORY SEMINARS**

**Date:** 23 - 26 June 1998  
**Presenters:** Representatives from 12 different MOEC institutions  
**Participants:** 35 technical staff from all four divisions within Puskur  
**Observers:** Puskur Kabid, Project Manager, LTA

### *Objectives:*

1. Contribute to staff capacity enhancing knowledge of how non-school users use the curriculum to produce ... for primary and junior secondary schools;
2. Provide preliminary feedback to Puskur on the 1994 curriculum by sharing institution's opinions of curriculum 1994, to be fed back into the curriculum renewal process;
3. Contribute to maintaining communication between Puskur staff and these institutions and individuals as well as helping to establish new contacts.

## NATIONAL GUEST SPEAKER

### TOR - Non-School Users of Curriculum

Assignment:	<b>Ebtanas Examinations</b>
Duration:	Half day
Effective date:	Tuesday afternoon, 23 June 1998
Location:	Puskur, Jakarta
Qualifications:	Expertise in own specialist field Advanced qualification in education

**Background:** A large number of institutions use the curriculum for a variety of different purposes outside the classroom, such as writing textbook and teachers' guides, developing cawu tests or Ebtanas exams, or for training teachers.

Puskur staff have varied knowledge of how different people use the curriculum in their work. This knowledge needs checking and consolidating. In addition, Puskur staff need feedback from the different users of the curriculum on its usefulness. Both these areas will be researched by Puskur staff during a short research exercise to be held in July 1998. The present activity is preparation for that research project.

**Task:** Present a short paper (about 45-60 minutes) giving details of how you or your institution use the curriculum. The presentation will be followed by a question and answer session.

Please include the following in your paper:

- a) Details of how you and your institution use the curriculum to produce the Ebtanas examinations for primary and junior secondary schools.
- b) Your opinions about curriculum 1994:  
Does the curriculum give enough information about:
  - (i) teaching learning objectives for each grade in each subject,
  - (ii) the content of each subject,
  - (iii) the new teaching approach introduced?
- c) Your suggestions for
  - (i) improving the quality of the curriculum for basic education,
  - (ii) making the curriculum easier for you to use,
  - (iii) improving the format of the curriculum documents produced by Puskur.

**Workshop Two: Preparation Seminars - Speakers**

<b>DATE/NUMBER</b>	<b>GP</b>	<b>SPEAKER</b>	<b>TOPIC</b>
Tuesday, 23 June '98	A	Prof. Dr. I.J. Moleong	IKIP Jakarta, pre-service
	B	Drs. Agus Suhardono	Directorate for JSE curriculum dissemination
	A	Dr. Ir. Hari Setiadi, M.A.	Examination Centre – Ebtanas exam
	B	Bapak Suhendro	Teachers Group – year & term plans, & lesson plans
Wednesday, 24 June '98	A	Ir. Abdul Azis	MOEC – Inseth directorate
	B	Vera Ginting, M.A.	Government textbook publishing agency
Thursday, 25 June '98	A	DR. Endang Sunarya	Directorate for education facilities
	B	Drs. M. Soleh, M.Ed	JSE Inseth
	A	Drs. Jorlin Pakpahan	Directorate for vocational education
	B	Darsana	Jakarta education office – term tests
	A	Drs. W. Samsudin	National centre for languages – Inseth
	B	Dr. Bambang Kaswanti	Textbook writer
Friday, 26 June '98	A		
	B		

**Schedule of Leeds University Visits**



## SCHEDULE OF LEEDS VISITS

Tuesday, 7<sup>th</sup> June 1998

- 10.30 Arrive Leeds. Meeting with Hywel Coleman, Indonesian Coordinator for Leeds University
- 12.45-2.30 Visit Meanwood Primary School  
Headteacher Mr. B.J.N.Evans.
- 3.00-4.00 Meeting with Hywel Coleman
- 4.00-5.00 Informal discussion with 3 SSEP participants

Wednesday, 8<sup>th</sup> June 1998

- 09.00 Meet John D.Anderson to discuss input into CCP's September course
- 10.00 Meet Nicola Rathbone, School of Education librarian  
Discuss UK National Curriculum materials.
- 11.00 Meet Dr. David Yeomans, Senior Researcher  
Discuss forthcoming consultancy for CCP
- 12.00 Lunch with Hywel Coleman, David Kent and Peter Towse  
(Potential course lecturers)
- 2.00-3.30 Visit Moortown Primary School  
Headteacher Mr. Barley.
- 4.00-5.00 Discussion with Margaret Taylor, School of Education welfare officer and adviser to international students regarding welfare and accommodation for CCP courses.

Thursday, 9<sup>th</sup> June 1998

- 11.30-13.00 Discussion with present Indonesian short course participants from Puskur.
- 13.00-17.00 Visit Leeds university library.

**Amended Activities for Programme Three**

## AMENDED ACTIVITIES for PROGRAMME THREE

### Curriculum in the Classroom: Its Implementation and Preliminary Evaluation

*Background.* As curriculum developers, Puskur staff need to be familiar with classroom activities and with the relationship between the curriculum and other factors which influence classroom activities. Such factors include teachers' perceptions and understanding of the curriculum and their use of it for planning lessons, the textbooks, examinations and tests, as well as parental and community expectations of education and schooling. The relevance of the curriculum to SD and JSE children in different communities also needs exploring. In addition, Puskur staff need to operationalize their latent research knowledge and skills.

Aim of research programme:

to observe implementation of core subjects of the curriculum in primary and junior secondary classrooms, in order to:

- . uncover teachers' interpretation of the curriculum
- . uncover teachers' use of curriculum - directly or through textbooks
- . uncover the extent to which classroom activities are influenced by the end-of-term tests
- . uncover supportive school policies which assist teachers to implement new curriculum
- . uncover relationships between curriculum and other known factors influencing curriculum implementation and classroom activities
- . uncover other unknown factors which influence curriculum implementation and classroom activities
- . uncover the relevance of the curriculum to the needs of SD and SLTP children in both urban and rural areas

so that a methodology for curriculum evaluation can be explored, and a preliminary evaluation be undertaken of the curriculum implemented during the research period.

#### Assignment 1. Qualitative research methodology

*Objectives.*

First, the LTA will

- a) introduce trainees to qualitative research methodology and compare it with the quantitative research paradigm
- b) revise trainees basic concepts of education, curriculum, textbooks and tests as related to the Indonesian education system.

Second, working closely with the LTA during a two-week consultancy, a LTSC will

- a) introduce qualitative research methods for classroom observation leading to preliminary curriculum evaluation, and provide practice sessions for their familiarization;
- b) guide trainees in the research process, including the identification of research questions to fulfil known research aims, production of a research proposal, the design of classroom observation/ curriculum evaluation instruments, and preliminary design of a strategy for analysis of collected data;
- c) discuss the appropriateness of the two research paradigms for the chosen research purposes.

*Tasks.*

- b) Introduce qualitative research methods for classroom observation leading to curriculum evaluation, and provide practice sessions for their tryout and familiarization;
- c) Discuss alternative research methods - quantitative and qualitative, and their appropriateness to classroom observation and curriculum evaluation.
- d) Guide the writing of research proposals.
- e) Develop trainees ability to express on paper and in speech their research objectives in order to gain access to their chosen research site.
- f) Strengthen trainees ability to produce appropriate, valid and reliable data collection instruments.
- g) Guide trainees in the preliminary design of a strategy for data analysis.

The TOR for the Leeds short-term consultant have been similarly amended.

*Planned follow-up.* Trainees will pre-test and amend their research instruments in a variety of schools in Jakarta, under the supervision of the LTA. They will then carry out their research projects in one of five provinces.

Assignment 2.            Case study research into the curriculum:  
                                 its implementation and preliminary evaluation in schools

*Objectives.* Pilot and revise data collection instruments and carry out prepared research projects in schools in five provinces.

*Tasks.*

a) *First week in Jakarta schools*

Explain intended research, supply schools with a copy of research instruments, pre-test research instruments and revise.

b) *Research programme outside Jakarta*

- (i) Trainees will implement their own case study research project in one of the following five provinces: East Java, Sumatera Selatan, Central Kalimantan, Lombok and South East Sulawesi (open to negotiation).
- (ii) Criteria will be produced for selecting kabupaten and kecamatan in each province to obtain a variety of geographical locations, such as mountainous, coastal, semi-urban.
- (iii) Selection criteria for schools will be developed.

c) *Organization and Management of studies (by LTA and one NSTC)*

- (i) A small team of trainees will work in each province. Each team will comprise of 3-4 different subject specialists.
- (ii) Each team will visit 1-2 schools in 1-2 provinces for field work. Following the government ruling, each visit will be for 6 days maximum.
- (iii) The LTA will monitor the research projects in three provinces and assist trainees as required. An experienced national short-term consultant (NSTC) will work in the other two provinces.

- (iv) Twice weekly briefing meetings will be held in Puskur to discuss any problems and share any ideas which may be developing about the studies as well as to carry out preliminary analysis which may lead to additional data/evidence being collected. All field work schedules will be arranged to accommodate these meetings.

d) *Other interested respondents*

Interested community respondents - parents, community and religious leaders, will be approached and interviewed for their opinions regarding the curriculum. Interview schedules will be produced during the briefing meetings to elicit the following:

- (i) respondents perceptions and opinions of the curriculum and its relationship with other inputs into the teaching learning process, eg tests, exams, textbooks, homework, teachers knowledge and skills, and
- (ii) the role, if any, respondents are allowed to play in implementing the curriculum in their community's school (helping own child with homework, as resource person, running the library).

The TOR for the national short-term consultant have been amended to take these changes into account.

*Planned follow-up.* Puskur trainees will share research findings by presenting their research findings to other Puskur staff and interested guests in seminars.

Assignment 3. Dissemination of research findings

*Objective.* Share research findings on

- a) curriculum implementation in SD and JSE classrooms, and
- b) preliminary curriculum evaluation.

*Tasks.* Puskur trainees will present research findings in a three-day seminar to other Puskur staff. A two-day dissemination seminar before an invited audience will share findings of the research projects and discuss a) how to overcome any problems which the research identified in curriculum implementation in the classroom, and (b) how to amend the curriculum in light of the preliminary evaluation.

*Planned follow-up.* Trainees will finalize their own research reports ready for translation and publication as a compilation of Puskur Staff Occasional Papers.

**Preliminary Textbook Evaluation Study**

## Preliminary Textbook Evaluation Study

The additional activity of a preliminary evaluation of the relationship between the curriculum and the government produced textbooks will be additional to the planned activities for this financial year. The objective is to assist Puskur reach a decision regarding which concepts in the basic education curriculum can be omitted or delayed until later years because of their inappropriateness. The activity will both support new work on curriculum evaluation which is being carried out by Puskur at present in response to the current "Reformasi" period, as well as complementing the work to be undertaken in CCP's Programme Three - Curriculum Implementation and Evaluation in Schools, between August - December 1998. The idea was discussed with the Project Manager and Heads of Division in Puskur and has both their support and that of the BC Field Manager.

The activity will investigate the degree of match between the curriculum and government textbooks from the point of view of a group of senior practicing teachers. These teachers will also note which curricular concepts are poorly or insufficiently handled in the textbooks and which are difficult to teach, based on their own and their colleagues direct experience working in the classroom.

Few teachers actually receive a copy of the curriculum and its associated working documents, especially at the primary school level. Teachers at JSE level have the support of the teachers group (MGMP) which develops yearly and termly plans from the curriculum. Sometimes example lessons plans are also developed by these groups. However, no such system exists at the primary education level. Thus, textbooks play a key role in the delivery of the curriculum and are the main teaching tool for the majority of teachers, as in most countries. A close match between the two is therefore essential and requires checking.

Primary and JSE schools throughout the country use textbooks which are both produced and provided by the government. These will be scrutinized for the three subjects of Bahasa Indonesia, math and social studies. Six short-term consultants, working in pairs, will investigate the textbooks for these three subjects for an early and a later grade in primary school. JSE textbooks will be evaluated at a later time after the methodology has been established with this first investigation. The activity is planned to last for 7 days, commencing on Wednesday 19 August. Results will be presented in a short seminar on the last day.

While the BC Field Manager is visiting the provincial MOEC office in Bandung, West Jawa, he will discuss the idea with the head of the provincial office (Kanwil) and his staff. Staff in the Kanwil office of West Jawa will be approached to assist with the identification of head teachers and senior teachers in Cianjur, West Jawa, with experience of the CBSA/ALPS project as national short-term consultants for this activity.

