

Departemen Pendidikan dan Kebudayaan

The British Council



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Curriculum Capacity Project  
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DOKUMENTASI  
PUSBANG KURRAN DIK

**Indonesia: Curriculum Capacity Project**

**Eighth Quarterly Report**

**October – December 1999**

**CCP/QR99 – 08**

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NO INDUK	17-513/2014
NO KLASIFIKASI	
TGL. TERIMA	

Prepared by Dr. EM Sweeting, CCP LTA

<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/QR99-08</b>
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<i>British Council Manager</i>	Ms. Gill Westaway
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**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 Second Year***

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

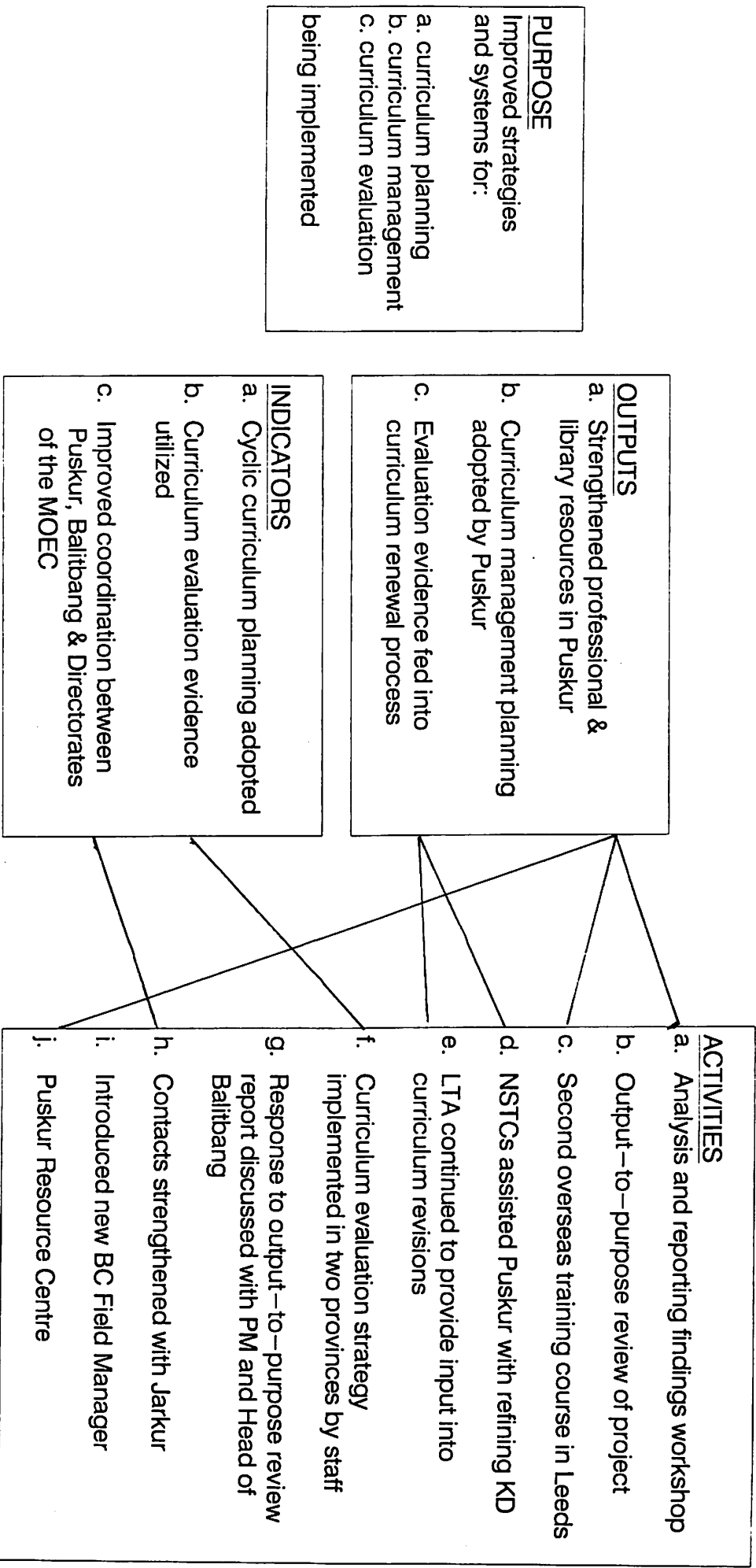
***Progress in Eighth Quarter***

***Aims:***

- . Implementation of curriculum evaluation strategy in selected provinces.
- . Assistance with KD workshops
- . Project output-to-purpose review by DfID
- . Suggestions for re-formulating project framework
- . Contribution to debate on restructuring MONE
- . Contribution to debate on decentralization of education
- . Sustained and made new contacts with other sections of MONE
- . Continued contributions to Puskur Resource Centre.

**CURRICULUM MANAGEMENT PLAN: April 1999 – March 2000**

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



*Process:*

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

1. Meetings

1.1 The LTA and head of Balitbang continued to hold regular meetings to discuss the contribution CCP can make to the many issues within Balitbang and the MONE (Ministry of National Education as it became in October, after the election of the new president and his cabinet).

1.2 The LTA and BC project team members and the Head of Balitbang met to discuss and prepare for the upcoming Output-to-Purpose review team's visit in mid-October. Included in the discussions was an agreed common approach to the team and preparation of a request for increased inputs to assist Balitbang during the coming difficult time of restructuring (both of the Ministry and of education) as a result of the government's decentralization policy.

1.3 The LTA and BC project team members met with DfID representatives to Indonesia, Mr Gordon Sagers and Mr Ben Dickinson of the British Embassy, to introduce the project to the latter (a newcomer to Indonesia and a member of the DfID review team). Relevant project documents were distributed.

1.4 Preparation meetings were held with the BC field manager and his staff to discuss and prepare a short presentation for the Output-to-Purpose review team.

1.5 Planning meetings continued to be held with kabid and the senior staff with responsibility for implementing the curriculum revisions based on KD. Many of these discussions focused on inputs from the LTA and from CCP resources.

1.6 The LTA introduced CCP's new Field Manager, Ms Gill Westaway, to the Head of Balitbang (the previous one, Geoff Evans, moved end of October). The report from the Output-to-purpose review team in October was discussed in light of the structural changes being planned within the MONE and those related to the government's policy of decentralization of services away from the centre. This is elaborated upon in section "impact of external factors".

1.7 Discussion meetings were held with provincial colleagues (Jarkur) regarding their potential cooperation in implementing the curriculum evaluation strategy.

1.8 Exploratory meetings were held with LPPM management institute of Jakarta regarding their capability and interest in assisting CCP with an institutional management assignment in Puskur.



## 2. The output-to-purpose review

2.1 This was conducted by a team of three: 2 DfID staff members and a national consultant who had previously worked in Puskur, over two and half days. A short presentation was given by the LTA to familiarize the team with project progress and to highlight current issues within education and the MONE. The team had previously received project documentation requesting detailed progress to date of the project. The team met Bpk Boediono, Head of Balitbang, and a number of senior managers, They also discussed project inputs with participants of a training workshop being conducted at the time of their visit by an international short-term consultant (see staff professional development section below).

2.2 Progress of the project to date was discussed and in the feedback meeting, preliminary thoughts were given by the team leader on proposed activities and direction of CCP for the final year. The contribution of CCP to the changes occurring within the MONE as a result of the decentralization process were touched upon.

2.3 The review team's report was received approximately one month after the review. Action taken as a result included (a) discussions with Bpk Boediono and other stakeholders in the project regarding recommendations of the review team, particularly about changes to the project framework, including discussions with Ben Dickinson, Jakarta DfID; (b) discussions with british Council Field Manager; (c) changes to the project framework; (d) changes to CCP activities plan for the final 9 months of the project.

## 3. Curriculum Evaluation Strategy

3.1 The seven data collection instruments were trialled in SD and SLTP schools in Jakarta by Puskur colleagues. Revisions were discussed and made.

3.2 A *pedoman* containing guidelines for the implementation of the evaluation strategy in schools and the use of the instruments was developed.

3.31 The curriculum evaluation strategy was then implemented by several Puskur colleagues, with assistance from the LTA, in the two provinces of Sumbar and Yogyakarta. Implementation was carried out in cooperation with seven members of Jarkur (provincial curriculum network team) in each of these provinces. The strategy was presented and discussed, and the data collection instruments introduced and explained. In both provinces, the clarity of the *pedoman* was considered.

3.4 Some additions were made to the classroom observation schedule after Jarkur team members had used it on several occasions in different types of school. In connection with this, it was suggested in both provinces that a *panduan* or detailed guidebook accompany this instrument so that all future users have a similar perception of how to complete the schedule.

3.5 The extent of Jarkur's interest in cooperating with Puskur to implement the strategy was explored in the feedback meetings held at the end of each visit. Members were keen to take part and provided much input for Puskur's Jarkur team leader as to their perceptions of their new role, both within the evaluation strategy and as members of Jarkur in general.

3.6 Feedback from Jarkur and the field on implementation of the curriculum evaluation strategy was shared with senior managers within Puskur.

#### 4. Curriculum Revisions

4.1 The major activity of Puskur continued to be curriculum revisions of curriculum '94 based on competencies (*kemampuan dasar or KD*), led by the Head of Balitbang. He was assisted more closely by the PM.

4.2 As follow up to the work on identifying KD in a selection of overseas curriculum documents, supervised by the LTA in the last reporting quarter, CCP recruited eight national short-term consultants to work together with Puskur colleagues in subject teams on the selection of KD for a new Indonesian curriculum. These NSTCs were all curriculum practitioners of some kind and their input complemented the more theoretical position of Puskur team members. These teams compared the KD of the Indonesian 1994 curriculum with those from overseas' curricula, and discussed and selected a revised set of KD for inclusion in a new Indonesian curriculum.

#### 5. Staff professional development

5.1 A LSTC conducted a 2-week training workshop where he worked with Puskur colleagues on the analysis and reporting of the data they had collected for other projects running this year in the Centre. This was at the suggestion of the PM as the pressure on most Puskur staff to take part in the curriculum revisions project meant that other work had been delayed. All projects needed to be completed by the end of December, in case the financial year was changed by the new government to match the calendar year. (This policy will not be implemented however, until January 2001). Annex B contains the LSTC's conclusions and recommendations.

5.2 The second short overseas training course took place in Leeds University (September to December 1999). This course focused on developing participants' knowledge and skills in the areas of curriculum planning and development. It involved eleven Puskur staff. Annex C contains the TORs for this course. Annex D contains course evaluation, undertaken by the LTA, in conjunction with the participants.

#### 6. Miscellaneous Activities

6.1 Feedback meetings were held with participants of the second overseas' course to organize their back to office report (for both Head of Puskur and for DfID). The schedule for their seminar programme was discussed. Returnees will present material from their various courses to colleagues.

6.2 Two members of this second group of trainees initiated the production of a policy paper for Head of Puskur and Balitbang discussing KD based on new knowledge from Leeds University. The LTA will give assistance, playing the role of supervisor. It is planned to present this paper during their seminar programme, to begin in early February.

6.3 Puskur Resource Centre continued to be strengthened with the addition of further materials including some donated materials from the BC library. The number of staff both contributing titles and using the library as borrowers is increasing.

*Changes in previously planned project activities:*

1. Extension and development of the evaluation work conducted under CCP by several subject specific short-term consultants to other education levels was delayed. This was because of Puskur staff's need to (a) take part in KD initiative, and (b) complete fieldwork and reporting of own projects within Puskur.
2. The selection of pilot schools was once more deferred to the next reporting quarter as discussions with Head of Balitbang and Puskur managers were continuing regarding the number and location of these schools. If schools are outside Jakarta (to get a better sample of different socio-economic and geographic conditions), regular contact would be more difficult because transport costs need to be covered by the development budget (DIP) and would be restricted by the financial situation within Puskur. On the other hand, if schools are within Jakarta, transport is less and so easier to find from within the DIP. However, the variety of schools would be curtailed.

*Impact of external factors:*

1. The change in Indonesia with the greatest impact on the project was the election of a new president in October and the appointment of his new cabinet. The ministry changed names to become the Ministry of National Education (MONE) and a new minister of education was appointed.

The new government is continuing the plan to decentralize responsibility and accountability from the centre (Jakarta) to the *kabupaten* level. The MONE will also be restructured and 70% of centre positions lost with staff retiring or moving out of Jakarta. This has implications for the future employment of many ministry personnel including staff of Puskur.

Three charts showing alternative plans for the restructuring of the MONE were circulated and discussed in Nov-Dec 1999. One alternative completely excludes Balitbang as a separate entity within the MONE. On January 3 2000, the ministry announced planned changes for the MONE including detailed changes to the DGPSE. This statement also excluded reference to Balitbang (and the Inspectorate General). Each of the 6 directors in the DGPSE will include the following sections: curriculum, private schools, and educational facilities. Details of this change and the estimated date of implementation are still to be released. Thus it remains unclear where and even if Puskur and Balitbang will continue to exist as part of the new MONE when decentralization is fully operational.

Because of this uncertainty, CCP consider that discussing and analyzing the proposed changes with management and staff would be the most helpful contribution from the project, using a national facilitator. This will include discussions of:

- . role and responsibilities of Puskur in relation to
  - i) other centres within Balitbang
  - ii) the 300+ decentralized curriculum units in the *daerah*
  - ii) the curriculum sections attached to the 6 directorates of the DGPSE
- . role and composition of divisions within Puskur in relation to
  - i) each other

- ii) Jarkur and the curriculum units in the *daerah*
- iii) curriculum sections within DGPSE

as input for consideration by senior policy makers and the minister.

2. The new education Minister wishes to place priority on the following aspects of education (not in order):

- a) morals/behaviour or *budi pekerti*, literacy, science curricula
- b) non multiple-choice assessment methods (for basic education)
- c) teachers' professional development and welfare
- d) outside Jawa
- e) private education/ schooling
- f) school libraries and museums as education centres

In light of the minister's focus, Puskur needs to consider the following:

- . how to retain and promote the social side of the curriculum
- . the feasibility of *budi pekerti* as a school subject versus people living/ behaving morally
- . how to develop alternative forms of assessment which are not multiple-choice and their relationship to KD in the revised curriculum.

CCP has been asked to continue its contribution to this major effort within Balitbang. This is a continuation of the work already begun in this reporting quarter with the LTA making direct contribution to several subject teams. During the final months, the project will continue to support the competencies initiative for the new curriculum.

**Comments on output-to-purpose review report and planned action for remaining months**

<b>Recommendation</b>	<b>Comments</b>	<b>Summary of planned action for remainder of project</b>
1. Undertake a process of strategic planning	<ul style="list-style-type: none"> <li>. This recommendation is accepted and is crucial regardless of the uncertain future of Balitbang &amp; Puskur as institutions</li> </ul>	<ul style="list-style-type: none"> <li>. Weekly discussions on role of Puskur &amp; decentralization of education and implications for curriculum in conjunction with national facilitator</li> </ul>
2. Develop systems for tendering; managing contracts; and quality assurance	<ul style="list-style-type: none"> <li>. GOI feels that this is unnecessary given the prospective changes in financing education</li> <li>. CCP management believes that it is difficult to tackle this micro objective given the changing situation at the macro level</li> </ul>	<p>None (for the reasons stated)</p>
3. Focus on development of systems, strategies & procedures for new curriculum initiative	<ul style="list-style-type: none"> <li>. Puskur requests direct assistance in developing curriculum guidelines as this is a once only activity</li> </ul>	<ul style="list-style-type: none"> <li>. Weekly discussions and planning exercises for managers to strengthen curriculum planning system</li> <li>. Management plan produced for 10-year curriculum cycle</li> </ul>
4. Strengthen professional resources	<ul style="list-style-type: none"> <li>. This recommendation is accepted</li> </ul>	<ul style="list-style-type: none"> <li>. Seminar to clarify competencies and desired learning outcomes</li> <li>. Workshop on alternative testing/ exam formats</li> <li>. ISTCs work with Puskur subject teams to review and strengthen curriculum revisions, and assist with syllabus development</li> </ul>

5. Incorporate CCP resources into main Puskur library	<ul style="list-style-type: none"> <li>. Transfer to main Puskur resource centre planned nearer end of project.</li> <li>. Time-lag between ordering and receiving means materials appear not to match needs</li> </ul>	<ul style="list-style-type: none"> <li>. Continued purchase of materials</li> <li>. Hand over to Puskur</li> </ul>
6. Revise project plan for remaining months	Accepted and revised in conjunction with Balitbang and Puskur	See document on page 13.
7. Strengthening of capacity for curriculum evaluation	<ul style="list-style-type: none"> <li>. Any curriculum will need evaluation and therefore the evaluation strategy needs to be further institutionalized in Puskur.</li> <li>. Longer-term relationships between Puskur and selected schools should not be confined to curriculum evaluation only.</li> <li>. Synthesis of existing evaluation studies was undertaken by Puskur staff in financial year 1998-9 for all subjects and used as input into revisions.</li> </ul>	<ul style="list-style-type: none"> <li>. Formalization of Jarkur involvement in curriculum evaluation strategy</li> <li>. Continued implementation of strategy in selected kecamatan</li> <li>. Pilot programme with Puskur staff aimed at developing long-term relationships with schools</li> </ul>
8. Revise project framework	Accepted. Revisions made have been discussed and agreed with Puskur and Balitbang.	See document on page 14.

CCP – Revised Project Plan 2000

	99	2000								
	D	J	F	M	A	M	J	J	A	S
<b>1. Strategic planning</b> . discussions about Balitbang & decentralization . discussions and planning exercises for management		[Activity bar spanning from Dec 1999 to Sep 2000]								
<b>2. Curriculum revisions</b> . Alternative tests workshop . ISTCs work with Puskur subject teams					[Activity bar spanning April to May 2000]				[Activity bar in August 2000]	
<b>3. Curriculum evaluation strategy</b> . finalization meetings . continue with implementation in field		[Activity bar spanning Jan to Mar 2000]					[Activity bar in June 2000]		[Activity bar in August 2000]	
<b>4. Pilot schools</b>		[Activity bar spanning Jan to Mar 2000]					[Activity bar in June 2000]		[Activity bar in August 2000]	
<b>5. Puskur Resource Centre</b> . complete and hand over to Puskur		[Activity bar spanning from Dec 1999 to Sep 2000]								
<b>6. Revise project plan for remaining months</b>	[Activity bar in Dec 1999]	[Activity bar in Jan 2000]								
<b>7. Revise project framework</b>	[Activity bar in Dec 1999]	[Activity bar in Jan 2000]								
<b>8. Meetings</b> . Steering Committee meeting . Bi-weekly meetings with BC Field Manager									[Activity bar in August 2000]	
<b>9. Miscellaneous</b> . Seminar programme . In-house English language . Study tour . Final project reports		[Activity bar spanning from Dec 1999 to Sep 2000]								



Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Risks/ Assumptions
<p><b>GOAL</b> Improved curriculum, particularly at the basic education level.</p>	<p>Curriculum more relevant to Indonesia needs</p>	<p>Evaluation reports</p>	<p>Teachers are trained to implement the improved curriculum, thus achieving the Super Goal of higher quality education.</p>
<p><b>PURPOSE</b> Improved strategies and systems for curriculum planning, management and evaluation being implemented.</p>	<ol style="list-style-type: none"> <li>1. Cyclic approach to curriculum planning adopted.</li> <li>2. Valid and reliable curriculum evaluation evidence is utilized effectively.</li> <li>3. Improved coordination between Balitbang and other divisions of MONE.</li> </ol>	<p>Project monitoring and evaluation reports Impact review</p>	
<p><b>OUTPUTS</b></p> <ol style="list-style-type: none"> <li>1. Analysis of alternative institutional scenarios including recommendations for future practice</li> <li>2. Curriculum management planning strengthened</li> <li>3. Revised curriculum and syllabi in core subjects, particularly at basic education level</li> <li>4. Evaluation evidence fed into curriculum renewal process</li> <li>5. Strengthened professional and library resources within Puskur</li> </ol>	<ol style="list-style-type: none"> <li>1. Contributions of Puskur staff to decentralization and MONE restructuring documented</li> <li>2. A 10-year curriculum management plan developed and approved.</li> <li>3. Revisions to curriculum based on competencies, and preliminary syllabuses produced</li> <li>4. An improved information system for curriculum evaluation developed and implemented</li> <li>5. By eop Puskur has 20 trained curriculum planners, managers and evaluators (to be specified at the inception stage)</li> </ol>	<p>Evaluation report including recommendations Curriculum management plan for the 10-year cycle Revised curriculum and syllabus documents Information system document, and project monitoring and evaluation reports Project monitoring and evaluation reports</p>	<p>Management support Puskur staff participation in evaluation process, and willingness and availability of Puskur staff to participate. No radical change in operating environment. All concerned institutions and individuals cooperate. All concerned institutions and individuals cooperate. All concerned institutions and individuals cooperate. Trained staff utilize their skills effectively. All concerned institutions and individuals cooperate.</p>

Action to be taken by LTA in Ninth Quarter: Jan-Mar 2000

Recommendation	Objective	Method of Achievement	Timing	Others involved
1. Undertake a process of strategic planning	to suggest future roles and responsibilities for Puskur within decentralized MONE	<ul style="list-style-type: none"> <li>. produce TORs for NSTC</li> <li>. identify and recruit NSTC</li> <li>hold weekly discussions with Puskur staff</li> <li>. produce working papers for KaBali &amp; Minister</li> </ul>	early Feb mid Feb throughout throughout	icw PM icw NSTC
2. Develop system for tendering and managing contracts	none (see comments on p.11)			
3. Develop systems, strategies and procedures for new curriculum	to strengthen curriculum planning system	<ul style="list-style-type: none"> <li>. conduct discussions and planning exercises for middle and senior managers</li> </ul>	throughout	icw NSTC
4. Strengthen professional resources	a. to contribute to Balitbang seminar on curriculum/ KD	<ul style="list-style-type: none"> <li>. produce TORs</li> <li>. identify ISTC as speaker</li> <li>. ISTC gives presentation</li> </ul>	early Feb mid Feb end Feb	(ISTC)
	b. to enhance understanding of alternative test/ exam formats	<ul style="list-style-type: none"> <li>. produce TORs</li> <li>identify ISTC as workshop leader</li> </ul>	early Feb mid Feb	
	c. to recruit ISTCs to assist Puskur with KD revisions & syllabus production	<ul style="list-style-type: none"> <li>. produce TORs</li> <li>. identify &amp; recruit 4 ISTCs (one for each core subject)</li> </ul>	early Feb Feb/March	icw PM icw PM
5. Incorporate CCP materials into Puskur Resource Centre	to strengthen Puskur Resource Centre	<ul style="list-style-type: none"> <li>. continue with purchase of materials</li> <li>. agree on timetable for handover of CCP materials to Puskur librarian</li> </ul>	throughout end March	icw Puskur staff icw Puskur managers

6. Revise project plan	to revise project plan	<ul style="list-style-type: none"> <li>continue discussions with Head Balitbang, PM and BCFM</li> <li>produce revised plan</li> </ul>	end Jan early Feb	saf KaBalit, PM, BCFM
7. Strengthening capacity for curriculum evaluation	a. to formalize Jarkur involvement in curriculum evaluation strategy	<ul style="list-style-type: none"> <li>discuss future role of Jarkur with regard to curriculum evaluation</li> <li>formalize Jarkur's agreed role with Puskur management</li> </ul>	end Feb end March	icw Puskur PJ saf KaPus
	b. to begin pilot programme of school visits	<ul style="list-style-type: none"> <li>hold preparation meetings with interested staff</li> <li>inform Kanwil &amp; Kandep offices</li> </ul>	early Feb mid Feb	saf KaPus
8.	to revise project framework	<ul style="list-style-type: none"> <li>continue discussions with BCFM and PM</li> <li>produce revised framework document</li> </ul>	end Jan early Feb	saf KaBalit, PM, BCFM
	to arrange March 2000 Study Tours	<ul style="list-style-type: none"> <li>produce TORS</li> <li>plan itinerary</li> <li>contact participating institutions overseas</li> <li>receive post-tour report from participants</li> </ul>	mid Jan early Feb early Feb end March	icw PM icw PM icw PM
	to follow up on second Leeds course	<ul style="list-style-type: none"> <li>facilitate seminars with course participants presenting to colleagues</li> </ul>	early Feb	(2nd Leeds group)
	to clarify use of remaining time for Formative Evaluator	<ul style="list-style-type: none"> <li>ask BCFM to contact SP concerning use of the remaining 11 days</li> </ul>	early Feb	(BCFM) (SP)

#### Abbreviations

BCFM	British Council Field Manager
icw	in cooperation with
ISTC	international short-term consultant
KaBalit	Head of Balitbang, Bpk Boediono
KaPus	Head of Puskur, Bpk Djamil

KD	<i>kemampuan dasar</i> or basic competencies
LTA	Long-Term Advisor
NSTC	national short-term consultant
PJ	<i>Penanggung Jawab</i> (group leaders)
PM	Project Manager (Puskur)
saf	subject to agreement from
SP	Steve Passingham (DfID, Bangkok)
TORs	Terms of Reference

## Plans for Tenth Quarter (April - June)

Recommendations 1 and 4: Continue with discussions and exercises.

Recommendation ~~4~~: <sup>3</sup> LTA to lead discussions related to production of early drafts of the curriculum management plan for the 10-year curriculum cycle.

Recommendation ~~3~~: <sup>4</sup> An ISTC will lead a 5-day workshop focusing on the differences between formative and summative assessment, and the development of alternative test types (non-multiple choice format). Participants will produce, pilot and revise new formats for their own subjects.

Recommendation 5: Continue with purchase of resources. Preparations will be made for the transfer of materials to Puskur's own resource centre. This may include the purchase of shelving for display and marketing of the materials available to other sections of the MONE.

Recommendation 7: Finalize curriculum evaluation strategy in cooperation with Jarkur. Continue with its implementation in selected provinces.

Recommendation 7: Puskur staff continue with visits to pilot schools to strengthen relationships and cooperation with education stakeholders.

Seminar programme continues.

## Plans for Final Quarter (July - September)

Recommendations 1: Continue with discussions and exercises. Produce final reports.

Recommendation 4: Revise earlier drafts of curriculum management plan for the 10-year curriculum cycle and produce final report.

Recommendation 3: ISTCs return for one week field work in schools piloting and revising syllabi, especially for basic education level.

*early August*

Recommendation 5: Place all CCP materials with Puskur resource centre librarian. Assist with cataloguing materials, display and publicizing within MONE.

Recommendation 7: Continue with implementation of curriculum evaluation strategy in several provinces.

*2 visits August*

Recommendation 7: Pilot school visits continue.

Seminar programme continues.

Final project reports collated and distributed.

Steering committee meeting held where all project documentation is presented and discussed.

*mid Sept*

Annex A

## Project Implementation Schedule

DOKUMENTASI  
PUSBANG

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



**Data analysis and report writing workshop  
Recommendations**

**by Dr. D. Yeomans**

## RECOMMENDATIONS

- Participants should be given time and support to complete their research reports and working papers.
- Subject to satisfactory quality control mechanisms the reports and working papers should be made widely available within Puskur and the Ministry of Education.
- For future workshops where the short-term consultant is a non-Bahasa Indonesia speaker where possible a counterpart who is not participating in the workshop should be appointed to assist the consultant with translation and the general operation of the workshop.
- 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. This should include further work on the analysis of qualitative data which for reasons explained in the body of the report was not covered in much detail during this workshop.
- Within the constraints of the work of the organisation Puskur managers should seek to promote a culture in which staff routinely share and critique draft research reports. Not only will this improve the quality of report writing it also has the potential to begin to break down barriers between staff from different subject areas.
- Where future short-term consultants are to be used to support tasks which are already underway at the point at which a workshop takes place they should be given as much information as early as possible about the tasks being undertaken. This will help to ensure that workshops activities are well-matched with the tasks being undertaken by participants and help in the planning of the workshop.

**TORs:  
Curriculum Planning and Development  
Second overseas course  
Leeds University, UK**

## 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.

**Second overseas training course in UK:  
Programme Evaluation**

**by**

**LTA and course participants**

Second overseas training course:  
CURRICULUM PLANNING and DEVELOPMENT

Post-Course Evaluation

The LTA held a feedback session with the returning group in which the following were covered:

1. programme in Leeds and associated activities with each participant completing the evaluation form;
2. report of course for Head of Puskur and DfID including distribution of individual responsibilities for writing the various sections;
3. seminar programme to share knowledge and skills with Puskur colleagues.

**Comments:**

1. Programme in Leeds

The group was very positive about the training course on the whole, possibly because (a) for the majority of the group, it was their first opportunity to study overseas, and they took hold of it very firmly and enthusiastically; (b) they were able to consult lecturers and the literature on the concept of "competencies" which is the foundation for the forthcoming Indonesian curriculum. Thus, the course was helping them consider a very real problem of immediate concern; (c) they benefitted from being the second group to Leeds University, and thus from feedback from the first groups' experiences and suggestions for amendments.

The group concurred that all but two of the items of the TORs for the programme had been fulfilled. Those not or only partially covered were:

- i. to give trainees direct experience in planning part of the next Indonesian curriculum, for their own specific subject and education level; and
- ii. 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.

Given the fact that participants will be involved in curriculum development based on KD on their return to Indonesia, this is an unfortunate omission.

Many of the group found the course on Curriculum in the Indonesian Context the most interesting and useful because of its immediate relevance. On the other hand, the least useful was research methods. For many, the material was not new. All naming this course stated that several of the questions they raised still needed clear answers. The group had raised their difficulties with the course leader while at Leeds.



In order to focus the discussion during the professional visit to QCA, the group had sent a prepared list of questions in advance. The informant allowed his responses to be recorded by the group. The tape is archived in the project office.

Everyone was able to visit two schools on this course, and the schools were better informed of the purpose. Unfortunately, there was no time for observing lessons or discussions with teachers and pupils. However, everyone felt the experience of seeing another type of teaching learning methodology and classroom organization in place very rewarding.

The topic for the second major task was given by the LTA, after discussions with the PM as to what would best assist Puskur in the near future. To produce their reports, the group was able to discuss with several guest speakers (including a head of the science department) how teacher's breakdown the national curriculum into work schemes and lesson plans. The group hopes to adapt some of the ideas for inclusion in their own syllabuses to better assist teachers.

## 2. Reporting back on the course

Each participant has responsibility for producing a 1-2 page summary of a course in the programme, in B. Indonesia (for Head of Puskur) and in English (for BC and DfID). Deadlines were agreed. These appear as a separate report.

## 3. Seminar programme

In order to share their new knowledge and skills with Puskur colleagues, it was agreed that each participant would conduct a seminar. Each will deliver the same topic as they are summarizing for the above report. Seminars will be held weekly beginning in January 2000, after the Lebaran holiday.

Discussions on the content of the report and the seminars led the group to decide to produce a working paper for policy makers focusing on competencies in the Indonesian context, and especially the links between competencies and national education goals. It was decided that this paper would become the first seminar paper, to be delivered in January to Puskur and Balitbang. The outline of the paper was finalized and the first task for the group agreed upon before the meeting closed.

The suggestion by one group member to include the role of Puskur in the above paper led to a second working paper being contemplated. As the time is opportune and ideas for decentralization and the future of Puskur/Balitbang are still being discussed, the group felt it was important to share their views and suggestions on this topic too.

Overall, the group is very enthusiastic about the future and keen to demonstrate their new knowledge and skills. Confidence and skills in using English have also increased for everyone, important so that they can continue to develop their skills as well as access material on competence from the internet.

A successful course.



