



Improving School Facilities

As parents and communities have become more involved in their schools, one of their priorities has been to improve the school environment. Many communities have helped improve the quality of school buildings. The community around SD Fatukoa, Kupang, NTT (above), together with a local NGO, have repaired three classrooms and built a school library, as well as providing 600 books to stock the library. Below community members are paving the school yard in Sukapura, Probolinggo



The parents of SD Maronwetan I Probolinggo (below) have painted interesting and educational pictures on the school walls.



School Radio

SD Kalisari in Banyumas district has started up its own community radio. Helped by their teachers, the children broadcast a program from 3 to 4 p.m. The radio gives out news about the school and about the children's homework. The radio was totally the initiative of the school and community and has raised awareness and support among parents and community members.



TV NO! Learning YES!

Before the CLCC program started the people of Wadas Putih village in Parikesit, Wonosobo paid little attention to their children's education. But the head of the school, the teachers and the head of the PTA wanted to improve things. How to go about it?

The village and the school got together and decided to turn off all the televisions in the village from 6 p.m. to 8 p.m. and to institute a 'learning hour' (lasting two hours!). A group of six to ten young people went round the village to encourage people to join in and offer help to students with their homework.

What was the result? Improvements in student's school performance and in the result of the termly tests.

Improving Teaching in the Early Grades

The quality of education in the early grades is very important. Children must master the basic skills of reading, writing and mathematics in order to prepare them for the higher classes. A team of experts from the Curriculum Development Centre worked with early grades teachers in the CLCC districts to develop a guidebook and learning materials for use in Grades 1, 2 and 3. The guidebook is intended to help teachers to understand how young children learn and to adjust their teaching accordingly.

18 lesson plan for Bahasa Indonesia and 18 lesson plans for Mathematics were developed. Teachers in each of the districts tried out the materials in their classes in February 2002. The emphasis in the materials was on children doing things for themselves – writing in their own words, reading with meaning and solving problems for themselves – rather than being spoon fed and copying from the teacher.

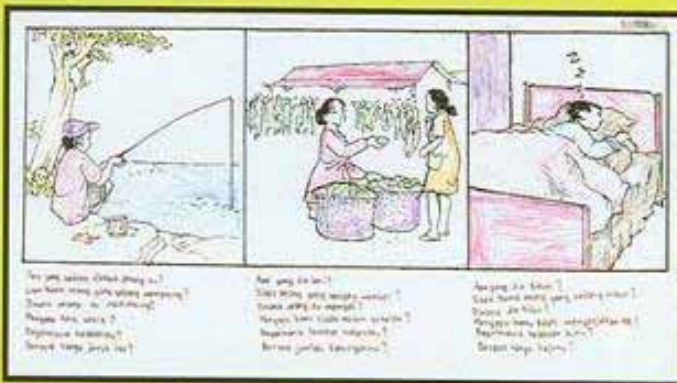
Some excellent work was produced from the materials and examples are shown here. In general the Bahasa Indonesia materials usable in all the classes, but the Mathematics materials were more suitable for class 1. The CDC team are working on improvements, and a further workshop is planned to write more materials.



Early grades teachers in Probolinggo reading the early grades lessons plans to prepare for the try out



Description written by a class 1 pupil in Magelang



A class 2 pupil writing questions about pictures

If you wish to know more about the program, our newsletter, called **Warta MBS**, is published three times per year and reports on projects activities in each area and on the latest innovations found in schools and communities....

Warta MBS

Berita Ringan Kegiatan Rintisan
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SEKOLAH MENGGUSUR PASAR!

Bisnisnya yang terjadi di kota-kota besar ialah pertokoan, perkantoran dan mal-mal "menggusur" fasilitas umum yang "kering" seperti gedung asrama, gedung penjara, sekolah atau bahkan TPU dsb. Tapi di kawasan Dukunan, desa Donorejo, kec. Mertoyudan Kabupaten Magelang, malah ada pasar

membicarakan masalah persekolahan. BP3 menaikkan iuran BP3 menjadi Rp 2.000 tiap murid, dan 80% siswanya dapat membayar, sedang yang 20% menjadi tanggungan Yayasan.

"Sekolah kami telah memakai PAKEM dalam KBM-nya, walau tetap perlu ditingkatkan, dan karenanya Masyarakat tambah tertarik lagi pada MT kita", tambah Kepala MT dengan

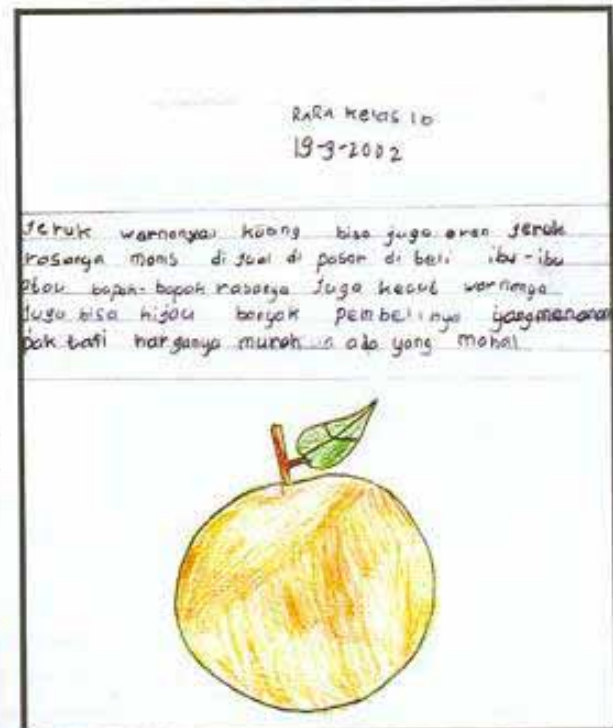
How the Program works...

A team of trainers has been trained in each district to give an integrated program of School Based Management, Active Joyful and Effective Learning and Community Participation Training. The program has developed training packages which can be used with a minimum of preparation to support each of the three main components.

The district trainers train representatives of each school in the chosen clusters. Training lasts for up to nine days. Three people from each school are trained: the headteacher, one teacher and a member of the local community such the head of the School Committee or Parent Teacher Association (BP3). In addition, the school supervisors and members of Dinas staff join in the training in order to gain a shared vision. The cluster advisory teachers also take part.

An essential aspect of the program is that school and community are trained together so that they have mutual understanding and can work together to support all aspects of the education of their children. The training is followed up by regular workshops in the school run by the three people already trained and AJEL training in the school clusters. By the end of this process each school has made a school development plan and identified the resources to be used to carry out the plan.

The emphasis is on **participative training**, where trainees **learn by doing**. In school based management training schools and communities learn to draw up school plans with actual budgets. The AJEL training focuses on developing and trying out models of good teaching, including lesson plans and teaching aids, which teachers can use directly in their classes. Through practical training sessions it helps participants develop their training skills to train other teachers in their schools and clusters. Community participation training brings together schools and community members to make **practical plans** as to how they can improve the quality of education in their schools.



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Stakeholders working together

Traditionally parent and community stakeholders in education have not been involved in training and school development. Those stakeholders who have sometimes received training include teachers, headteachers and school supervisors. But in general training for each of these groups has taken place separately with a resulting lack of coordination and lack of mutual support. The CLCC program trains all stakeholders together and stresses the need for them all to work together in their schools and communities. This has been a key factor in increasing community participation, open management and changes in teaching and learning in CLCC schools.

Block Grants for Schools

Schools in the first phase of activities have been given an additional block grant under the project to supplement their budgets from local government and the parents. These are intended as an incentive to undertake the planning and management process and will be phased out gradually. The grants are based on the plans developed by each school. In the first year they amounted to approximately 5 million rupiah per school and have been reduced to an average of 2 million rupiah in the current year. The parents and community not only take part in the planning for the use of resources but are also invited to meetings to monitor the use of the resources. As mentioned above the use of budgets in most schools is displayed openly on the notice board. All of the pilot districts have allocated funds from the APBD for dissemination to other schools, which includes giving grants to schools to increase the resources at their disposal.

Program Sustainability

The program is part of the general education reform process currently taking place in Indonesia. It aims to build sustainable models of good management and education practice in the newly empowered districts and schools. The funding provided to schools by the program is a temporary contribution. The grants will be phased out when the principles of the program are well rooted. Indeed district governments are already making increased allocations to schools in many areas. Community funding through Parent Teacher Association contributions have risen significantly in most program schools (figures from Central Java showed an average rise of 75%).

District governments are allocating their own funds to: (i) provide funding to existing pilot program schools; and (ii) to expand the program to other schools. Central Java Provincial government has allocated Rp.2.25 billion (US\$ 250,000) for the year 2002 to disseminate the program to the 26 districts in the province. Bantaeng district in South Sulawesi has committed Rp.500 million (US\$ 55,000) for the current year (over Rp. 3 million for each of its approximately 140 schools) to support and disseminate the program. Mojokerto district in East Java has allocated approximately Rp. 200 million (US\$22,000) for dissemination to two sub-districts. Probolinggo district in East Java has allocated Rp. 50 million (US\$5,500) to support the program in the current year. Additionally, Central Government through the Ministry of National Education has provided over Rp. 500 million (\$55,000) to support the program.