



PROVINCIAL WORKSHOP; *exhibition*



On July 23, 2009, coinciding with the implementation of Provincial Workshop, PRIMA-P also held exhibition that presented booths of District Implementation Team, TPK and schools from three target districts; Barru, Jeneponto and Wajo. They displayed various activities which were supported by PRIMA-P. A booth that mostly attracted participants' attention was the one from Wajo that demonstrated the processing of silk thread from silkworm breeding to yarn spinning. Visitors, who were mostly the workshop participants seemed very enthusiastic. They asked one of booth keepers who were SMPN 4 Sengkang students to explain the process in which a caterpillar becomes into a cocoon and it transform to silk thread. SMPN 4 Sengkang held this activity in thw last cycle.

So did with Kabupaten Barru and Jeneponto, as if they did not want to be outdone, they also showed the result of their activities in two cycles. They displayed pictures of their activities during cycles 1 and 2, and also the results of life skill training carried out by students. Kabupaten Barru presented organic fertilizer produced by students of SMPN 3 Barru. Not only showed the organic fertilizer as the result of their training in Cycle 2, but they also displayed slide-show of their Lesson Study activities and variety of training results in two cycles. While, Kabupaten Jeneponto brought a lot of teaching aids developed by teachers, and various handicrafts that made by students who joined trainings held by school with the support of PRIMA-P. [MR]

Lesson Study Evaluation and Dissemination Workshops

Lesson Study evaluation and dissemination workshops were held in July 2009, with participants from both target and non target those not selected as pilot TPKs and schools in the first year of the lesson study). The purpose of the workshop is to evaluate the Lesson Study activity in first year (December 2008 - May 2009), and share the experience with non-target schools and TPKs. Workshops were held at each district (Jeneponto on July 16, Barru on July 21, and Wajo on July 25, 2009), and there were 30 - 40 participants at each workshop.

JICA Expert Team presented its assessment of the first year of the Lesson Study activity at the workshop, which is similar to another assessment by the Lesson Study Facilitators from the pilot schools and TPK.

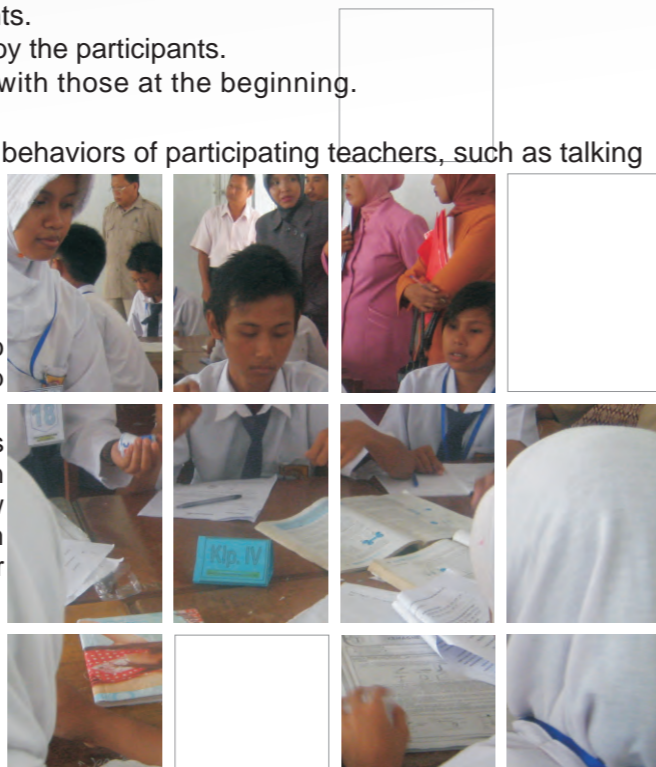
<Achievements>

- In Lesson Study, participating teachers should observe not only how the teacher teaches, but also how students react, interact and learn. Suggestions for improvement should come from observation of both. These fundamental ideas of Lesson Study were well acknowledged by the participants.
- "Plan-Do-See" procedure of the Lesson Study is well accepted by the participants.
- Participants' behaviors are improved very much, compared with those at the beginning.

<Challenges>

- Though there is some improvement, there still are problematic behaviors of participating teachers, such as talking over mobile phone, chatting with other participating teachers, intervening while open class conducted by a demonstrating teacher (when observing the open class), criticizing a teachers conducting his/her demonstration very badly (in "See" session),
- Observation of participating teachers tends to be limited only to surface description of students. Observation fails to pick up interaction among students, and between students and teachers
- Reflecting on above, comments made by participating teachers in the reflection session ("See" session) tend to be description of how students looked like from the outside, but lack in how students interact with one another and understand. Most of them failed to make suggestion for teachers regarding how the teacher could prompt for a better interaction among students.

The participants seemed to feel that they have gained something in the first year of Lesson Study, but they have not been satisfied yet. Rather many of them recognize that continuity is important, according to their comments made in the workshops.



Intervention in a "Plan" step

In Cycle 2, PRIMA Pendidikan intervened only in "Do" and "See" steps. From the experience of Lesson Study implementation in Cycle 2, it was found that there were already crucial problems when teachers produced lesson plans. Most of teachers did not discuss the teaching contents deeply, but only discussed framework of a lesson: for example, how long group discussion will take, what methods will be use; lecturing, question and answer, or inquiry, etc. As a result, teachers could not have any deep insight into the contents to be taught or any clear image of students' learning during the lesson. Therefore, Cycle 3 will give teachers technical advice and support in their "Plan" step, in addition to "Do" and "See" steps.

BASIC STRATEGY ON LESSON STUDY FOR CYCLE 3

Prevision of indirect support to other schools and MGMP

Since PRIMA-P started Lesson Study, many schools in the three target districts became interested in Lesson Study and they have continuously requested PRIMA-P to give technical support and advice. The basic strategy of PRIMA-P is that the pilot schools and MGMP will be fully developed to become a regional center of Lesson Study during the project period, and other schools can learn from those pilot schools and MGMP after the project ends. Therefore, PRIMA-P will not give direct support to other schools and MGMP in Cycle 3, but it will consider indirect support and cooperation to those schools and MGMP in order to promote future dissemination of Lesson Study to those schools and MGMP smoothly and effectively. Specifically, PRIMA-P will invite those interested schools and MGMP to the Facilitator Training for Lesson Study, which will be conducted five times in

1. Objective

The objective of this End-line survey is to collect a set of quantitative and qualitative data of junior secondary education in the target area of South Sulawesi at the ending stage of the Project. These data will be utilized to measure Project's impact by comparing the data collected at the beginning of the Project.

To measure the impact of the Project effectively, two kinds of survey will be conducted; (1) General End-line Survey - by using the same survey items and methods as the baseline survey in February 2007, and (2) End-line Survey on Lesson Study Activities - by using the same questionnaires as the baseline survey on lesson study activities in April 2008. The results of two surveys will be combined and analyzed in the "End-line Survey Report".

2. Target Area of the Project

Barru, Jeneponto and Wajo are the target areas of the Project. The Project chose 17 sub-districts as the target direct for Project implementation; 4 sub-districts in Barru, 7 in Wajo, and 6 in Jeneponto.

3. Target of the End line Survey

The target of the End-line survey includes (1) junior secondary schools (school administrators, principals, teachers, and students), (2) provincial education office, (3) district educational offices, and (4) TPKs. As for General End line Survey, basic data will be collected through questionnaires and a test (mathematics) for G3 students. This survey covers 70 schools; 60 schools in the target sub-districts and 10 schools in non-target sub-districts. In addition to the General Survey, basic data on lesson study activities will be collected through questionnaire survey. This survey covers 6 schools (3 pilot, 3 non-pilot), 6 MGMP (3 pilot, 3 non-pilot) and 6 TPK (3 pilot sub-districts, 3 non-pilot sub-districts).

4. Working Schedule of Contractor (Tentative)

To conduct the end-line survey efficiently and effectively, the Project Team designated Lembaga Penelitian Pendidikan dan Penerangan Ekonomi & Sosial (LP3ES) as contractor. LP3ES conducted the Baseline Survey in January- February 2008 as well. LP3ES will conduct field surveys from 11th to 23rd January 2010. The Project Team and LP3ES considered the Academic Calendar of junior secondary schools in Makassar, and decided the said field survey schedule to avoid the time of semester examinations in December 2009 and post-semester examination holidays in early January 2010.

We appreciate your participation and cooperation !

Outline of the End-line Survey



Miho SAKUMA



A booth of Wajo which demonstrated the processing of silk thread from silkworm breeding until yarn spinning in Exhibition of Provincial Workshop Cycle 2

Year	Month	Main Activity	Related Activity
2009	July	Socialization for Cycle 3	
	August-Sep	Proposal writing (TPK and Schools)	
	Oct	Action Plan Training	JICA Expert Team resumes assignment
	Oct-Nov	Proposal Review (KIT)	
	Nov	Disbursement of Block Grant (JICA)	
	Nov-Dec	Disbursement of Block Grant (APBD)	
	Nov	TPK and Schools start Cycle-3 activities	
	Nov	Lesson Study Facilitator Training (1st)	
2010	Dec		Exchange Program (visit to Kab. Serang, Banten and Sumedang, West Java)
	Jan	Lesson Study Facilitator Training (2nd)	
	Jan-March		End-line Survey
	Feb	Lesson Study Facilitator Training (3rd)	
	Feb		Exchange Program (Barru)
	March	Lesson Study Facilitator Training (4th)	
	April	Lesson Study Facilitator Training (5th)	
	May	Financial Training	
	June		JICA's Final Evaluation
	June	Lesson Study Seminar (Kabupaten)	
	June		Lesson Study Training Workshop for LPMP and UNM
	20 June	End of Cycle-3 activities	
	30 June	Submission deadline for Cycle 3 Activity Report and Financial Report	
	July		
	Oct		Seminar on Improvement of Junior Secondary Education (Review and dissemination of PRIMA-P model)
Nov	Conclusion of PRIMA Pendidikan		



Abdul Salam, S.Pd
[Principal of SMP Satap 7 La Elo, Tempe, Wajo]

Without JICA's support through PRIMA-P, we will hard to conduct extra curricular activity for students. We only received BOS budget, while expense for our school is almost the same as public schools. In this Cycle, we will conduct religious competition and involve community as juries. We also conduct sewing training to support students with life-skills. This activity was chosen because the materials are easily to get.

We are very thankful to JICA that has engaged us as one of PRIMA-P project targets in this Cycle 3. As a new school, we need a lot of support from any sides to develop our school. Actually, we hope this project will keep running even after Cycle 3 ends because we still need helps from any stakeholders.



Firdaus
[School team secretary of MTs DDI Paria Majauleng, Wajo]



Salewangang, S.Ag
[Principal of MTs Salopokko Sabbangparu, Wajo]

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Starting Cycle 3

from the negative list and calculation mistakes, and some confusion derived from a new block grant source, APBD. However, by the end of November 2008 TPKs, and schools will receive their block grant and will be ready commence their Action Plan Activities.

With regard to Lesson Study activities, the proposals were submitted and

After the existence of JICA PRIMA-P, we can conduct any activities and complete the facilities we need. Through these facilities and training, students feel equal and can compete with students of public schools. They also become more motivated to study. Besides that, as the principal, I become much closer to other principals in Kecamatan Sabbangparu, so do the teachers. This is because of routinized MKKS and MGMP activity that supported by PRIMA-P.

reviewed quickly in October and the activities started right after the fund was disbursed to TPKs and Schools. LPMP and UNM are expected to actively join to Lesson Study activities this cycle.

Cycle 3 is a wra-up for all of the stakeholders, so to speak, so it is expected to work harder to achieve higher and fruitful outcomes.

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Editor's Note

PRIMA-P Cycle 3 has started, this is the last cycle of PRIMA-P project and will be carried out until the middle of November 2010. Therefore, the family of PRIMA-P is now 17 sub-districts and 126 schools, where 24 in Barru, 50 in Jenepono and 52 in Wajo district.

We are also conducting End-Line Survey. The objective of this End-Line survey is to collect a set of quantitative and qualitative data of junior secondary education in the target area of South Sulawesi at the ending stage of the Project. These data will be utilized to measure Projects' impact by comparing the data collected at the beginning of the Project.

STARTING CYCLE 3

PRIMA-P Cycle 3 has started at the end of September 2009. The last cycle of PRIMA-P project will be carried out until the middle of November 2010 without any intermission, like previous years, this time. In Cycle 3, there will be a couple of big events, such as Provincial Workshop inviting related agencies from other provinces and also non-target districts; seminar on improvement of junior secondary education inviting delegates from Ministry of National Education; and technical exchange programs, one in two sites in Jawa in December and another in Barru district in February (tentative).

This cycle is the last cycle of the PRIMA-P project and intended to be self-reliance cycle in both financial and technical terms for the counterpart. It is also expected that Action Plan and Lesson Study activities will produce plentiful fruits ever, even compared to the last two cycles.

- In Cycle 3, JICA Expert Team, together with provincial and district counterparts, TPKs and schools, would like to accomplish following goals.
- Students perform better in academic and non-academic fields.
- Everyone is convinced that PRIMA-P is a "good" and "effective" program to improve junior secondary education in South Sulawesi.

- Provincial Education Office shows its firm commitment to PRIMA-P and to its dissemination in the province.
- District Education Offices in Barru, Jenepono and Wajo can independently implement PRIMA-P both technically and financially.

The socialization for Cycle 3 was conducted in July 23 2009, followed by the provincial workshop in Cycle 2. At that time, Guidelines 2009 was presented and explained the update, and block grant amount was announced to the representatives of TPKs and schools. Starting from Cycle 3, there are 16 new schools join into the project, one from Barru, 11 from Jenepono and four from Wajo. All of those new schools' representatives were also at the meeting to be ready for Cycle 3 activities. Therefore, the family of PRIMA-P is now 17 sub-districts and 126 schools where 24 in Barru, 50 in Jenepono and 52 in Wajo district.

Since the socialization in July, many TPKs and schools have consulted TIK and KFC and started to prepare their proposal for Cycle 3. All three districts had set their submission deadline of proposals by the end of October 2009 and started reviewing them once they received. Proposal review at TIK and the provincial project office took quite long time, until the end of November 2009. Considering the readiness of proposals in this cycle, it is unlikely to be expected to take such long time. The main reasons were that many proposals still contained items

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Ordinary Block Grant (including fund from APBD) for Cycle 3

District	TPK		School		Ordinary Block Grant Subtotal (Rp)
	No	Ordinary Block Grant Subtotal (Rp)	No	Ordinary Block Grant Subtotal (Rp)	
Barru	4	182,000,000	24	570,670,000	752,670,000
Jenepono	6	300,000,000	50	1,145,860,000	1,445,860,000
Wajo	7	326,000,000	52	1,136,540,000	1,462,540,000
Total	17	808,000,000	126	2,853,070,000	3,661,070,000

Lesson Study Block Grant for Cycle 3

District	TPK		School		Lesson Study Block Grant Subtotal (Rp)
	No	Lesson study Block Grant Subtotal (Rp)	No	Lesson Study Block Grant Subtotal (Rp)	
Barru	1	30,000,000	1	5,000,000	35,000,000
Jenepono	1	30,000,000	1	5,000,000	35,000,000
Wajo	1	30,000,000	1	5,000,000	35,000,000
Total	3	90,000,000	3	15,000,000	105,000,000

Block Grant Total (including the fund from APBD) for Cycle 3

District	TPK		School		Ordinary Block Grant Subtotal (Rp)
	No	Ordinary Block Grant Subtotal (Rp)	No	Ordinary Block Grant Subtotal (Rp)	
Barru	4	212,000,000	24	575,670,000	787,670,000
Jenepono	6	330,000,000	50	1,150,860,000	1,480,860,000
Wajo	7	356,000,000	52	1,141,540,000	1,497,540,000
Total	17	898,000,000	126	2,868,070,000	3,776,070,000