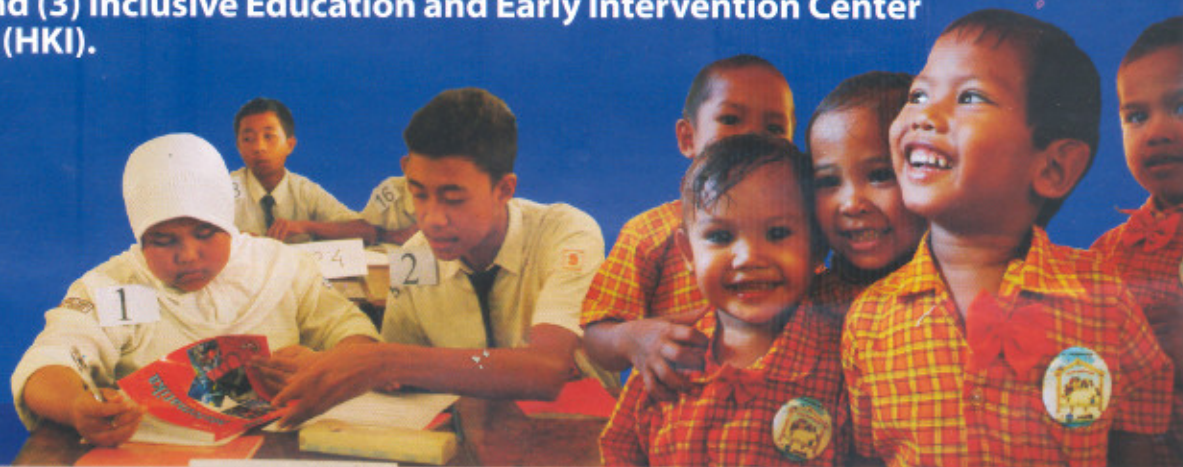


Smart Practices in the **EDUCATION** in South Sulawesi

Joint Field Visit (JFV) is an initiative from the Provincial Government of South Sulawesi, International Partners in the Education Sector, and the Eastern Indonesia Knowledge Exchange (BaKTI) that aims to facilitate coordination and information sharing with all relevant education stakeholders and practitioners through direct observation in visiting program activities. This joint coordination in the education sector includes relevant government stakeholders, senior education practitioners, international partners in education (AusAID, HKI, ILO, JICA, UNICEF and USAID DBE), media, and BaKTI. JFV also highlights and disseminates smart practices for references and replication by other governments and programs in the region.

Through this coordination, BaKTI is preparing a series of Smart Practice documents that we hope to be sustainable, replicable, participatory school management, teaching/learning processes, and education in the region. Three Joint Field Visits have been conducted so far: (1) Lesson Study in Jeneponto (PRIMA Pendidikan - JICA); (2) Paditungka in Bone (UNICEF); and (3) Inclusive Education and Early Intervention Center in Makassar (HKI).



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Smart Practice in the Education in South Sulawesi

LESSON STUDY



Prima Pendidikan (PRIMA-P) is implementing an interesting approach to improving the teaching-learning process called Lesson Study. PRIMA Pendidikan (PRIMA-P) is a joint initiative of the Provincial Education Office of South Sulawesi and the Ministry of National Education, supported by Japan International Cooperation Agency (JICA).

What is Lesson Study?

Lesson study is a process in which a group of teachers work together to plan, observe, analyze and refine actual classroom lessons often with facilitation of external experts. The modern form of Lesson Study has been implemented in Japan for over thirty years. PRIMA-P uses an approach developed by the University of Tokyo, which has demonstrated success in school reform and student achievement in Japan. Lesson Study is now a popular approach in many other countries seeking to emulate the success of Japanese education.

How does it Work?

There are three steps involved in conducting Lesson Study, and these are repeated over and over again (because practice makes perfect in Lesson Study!):

1. **"PLAN"** - Jointly making a Lesson Plan. This involves teachers undertaking a deep study of the lesson topic, carefully thinking about the outcomes ought from the lesson as well as the students' level of understanding, choosing appropriate teaching methods that will bring the lesson to life, Preparing a lesson plan and thinking about how students will respond to the implementation of the plan.
2. **"DO"** - Conducting and observing a Lesson. One teacher volunteers to deliver the lesson. The teacher should encourage the students to participate actively in the lesson, listen carefully to student's opinions, be flexible – don't need to stick strictly to the lesson plan, try various ways to confirm student's understanding.
The other teachers observe the lesson. They stand at the side and the front of the class and pay careful attention to the students' learning. They look especially at (1) facial and body expressions of students, (2) Verbal communication in groups, (3) The relationship/interactions between teachers, materials and students. Teachers should take turns so that all teachers have the opportunity to be a Demonstration teacher.
3. **"SEE"** - Reflecting on the lesson together: During the reflection all the teachers sit down together. The demonstration teacher begins by explaining the main objectives of the lesson, what had worked well and where they had experienced difficulties. Then all the observer teachers provide comments in turn based on their

observations of the students. Had students understood the lesson? Which students had experienced difficulty? Why? How did the demonstration teacher try and help students to better understand? Observers should not simply criticize but should offer examples based on what they observed, and make suggestions for adjusting the lesson plan and the teaching approach. The feedback is shared not only for the benefit of the demonstration teacher but to assist all teachers to improve their own lessons.

Why is Lesson Study effective?

- Teachers like Lesson Study because it is hands-on and relevant to their every day teaching.
- Teachers learn from each other and gain new knowledge and teaching techniques.
- Teachers get immediate feedback on a lesson. The Plan outlines how the lesson objectives will be achieved. The Reflection provides feedback on whether the objective was achieved and how the lesson could be adjusted in the future. Not only do the people who teach it learn, but the people who observe and engage in conversation about the lesson also learn.
- It encourages teachers to engage in continuous improvement and to share knowledge and resources. It provides professional development where teachers most need it (compared to more general knowledge gained through a general training program).
- Teachers learn to think carefully about how they teach (eg. how to use a blackboard, how to engage students, what materials to use).
- It is aimed at encouraging all students to learn. Much of the focus is on looking at why certain individuals are not learning.

What are the Challenges involved in Lesson Study?

- Learning to be a good observer is difficult and takes a lot of practice. Often teachers focus on surface issues after they observe a lesson, like whether or not students seemed engaged. Teachers need to learn to observe effectively, and determine if the lesson is contributing to students' learning.
- Teachers need to be highly motivated to make the most of Lesson Study. If they are not actively interested in improving their lessons then the approach will not be as successful.
- Sometimes observer teachers will blame the demonstration teacher rather than accepting joint responsibility for the lesson plan and how to improve it in the future.
- Sometimes teachers will blame the students (saying he or she is "stupid") rather than focusing on how they can change their approach to encourage all the students to learn.
- Teachers need to be mindful of students with special needs. Perhaps there are students with poor eye sight or hearing and they need to come up with approaches that help students to learn despite the disability.
- It is not effective that only a few teachers conduct the activity. It requires strong engagement of teachers as a group and leadership of principals.

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Smart Practice in the Education in South Sulawesi

PADITUNGKA Early Childhood Education Center



UNICEF and the Government of Bone District began piloting a new approach to Early Childhood Education (ECD) in two sub-districts in 2006. The centers are known in Bone as Paditungka. Beginning with thirty Paditungka in two sub-districts, the district government extended the program to all sub-districts by 2008 using APBD funds. In line with national targets and MDGs to provide children with more access to ECD, the Bone government hopes to raise the initial participation rate of 12.5% in 2006 to 75% by 2013.

What is Paditungka?

Paditungka is the local Bugis name given to Early Childhood Education Centers located in villages in Bone. Paditungka means "taking care of children together". The centers use an integrated, holistic and community-based approach to target children from the ages of 0-6, their mothers and extended families. Staffed by local cadres and midwives, Paditungka provides health services such as immunization, weight monitoring, and pregnancy monitoring; parenting education including counseling on child development and health knowledge and skills; and early childhood education from the age of three to six to prepare children to enter primary school.

How does it work?

The Paditungka centers are run by local volunteer cadre as teachers (a minimum of five per center). The cadres are given capacity building training from UNICEF and a small allowance from the district budget (250 cadres each year) and the local community. The children attend classes three days a week, separated by age group, and they learn basic skills to help them prepare for primary school.

The health services are provided by village midwives in the form of pregnancy monitoring, nutrition and weight monitoring for children, and education on early childhood development for parents. The midwives are also on call 24 hours a day and make house visits to expectant mothers.

Government Replication Process

When the government of Bone scaled-up the program it began with the creation of a district level coordination team of 15 people representing BAPPEDA, Department of Education, Department of Health, Department of Family Planning and Social Welfare, PKK, and NGOs. To formalize the adoption of the ECD program the Bupati issued Decree Number 342 in 2006. This was followed by a comparison study trip to Bandung to look at a similar program. A Training of Trainers (ToT) was also held.

The process of establishing the Paditungka centers themselves began with data collection by village government. Locations were chosen

based on lack of existing ECD facilities, the amount of target-age children in that location and commitment of the community. This process included the district coordination team, sub-district heads, health clinic staff, and family planning staff. Next, an assessment was carried out over two days by the district team focusing on community leaders, religious leaders, parents of infants, health clinic staff and education staff.

Consultation at district level was held followed by series of consultations at village level. During the village level consultation, the management of the village Paditungka was formed. Facilitated by UNICEF and the district and provincial teams, training of cadres followed (5 for each center). Management training was provided to the Paditungka management teams (including village heads, Paditungka secretaries and treasurers and the sub-district ECD team). Results of this training included identification of clear leadership, needs identification, and the formulation of a draft budget. Training was also provided for parents to help emphasize the need for ECD and promote a deeper understanding of it.

Coordination meetings between the district, sub-district and village teams are also part of the process, as is supervision, which is conducted twice a month by the sub-district team and once a month by the district team. Monitoring and evaluation is conducted by the teams from provincial, district, sub-district and village level using tools provided by the Department of Education. A local Minimum Service Standard was also formulated by the district and sub-district teams. The Bone district government in 2008 and 2009 allocated Rp 500,000,000 to the Paditungka program.

What are the benefits of the Paditungka ECD model?

The holistic approach to family and child health and education increases coordination and cooperation between the various government agencies responsible. This also means acceleration of the achievement of basic development goals and targets (MDGs and HDI).

Activities at the Paditungka focus on stimulating the children and learning through playing. It involves children from 0-6 years of age and not only kindergarten aged children (5-6 years of age). According to UNICEF and the District Government, children who graduate from Paditungka centers are better prepared to enter elementary school. The government also noted a revival of local values and social capital through rediscovery and use of traditional toys, fairytales, and songs as teaching aids.

Integration of health and education services increases efficiency of public services. Paditungka Centers also open access to parents to receive better and proper understanding of childhood development, nutrition and other relevant health issues. Monthly weigh-in data shows improved children growth (nutrition). Local health staff report better comprehension of cleanliness, such as hand washing and teeth brushing. Achievements can also be seen in the partnerships of midwives and local traditional healers (dukun) in monitoring pregnant women.

Paditungka centers in villages staffed and managed by local community members have increased community participation in early childhood education. When the program started the ECD participation rate was 12.05%. By 2008 the participation rate had reached 26.23%. Community participation can be seen from their willingness to donate land, materials and labor to the Paditungka centers. In monetary terms, the government estimates the Bone community has contributed goods and services to the value of Rp.660,000,000 in total.

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Smart Practice in the Education in South Sulawesi

Inclusive Education and Early Intervention Center



Since 2007 Helen Keller International (HKI) Indonesia, supported by USAID, has worked together with the South Sulawesi Provincial government to develop an Inclusive Education program. This program was implemented in Makassar municipality and Enrekang district through the Opportunity for Vulnerable Children (OVC) program. HKI also facilitated the establishment of an Early Intervention Center at the School for the Disabled and Special Needs (Sekolah Luar Biasa-SLB) Pembina.

Inclusive Education

Inclusive Education is based on an ideology of the human right to education, which cannot be limited based on discrimination due to an individual's physical disabilities, ethnicity, social status or even distance. The Inclusive Education system offers supports and basic services to marginalized children, commonly referred to as Children with Special Needs (Anak Berkebutuhan Khusus-ABK). Essential basic services require a strong commitment from parents, schools and governments so that special needs children receive concrete, valuable and sustainable support.

The Inclusive Education Program supports the national and international mission to provide education access that is equal and of high quality for all children. In 2002 the Government of the South Sulawesi Province initiated the program and granted Inclusive Education status to certain schools and Special Education Teachers (GPK). Currently, there are nine Inclusive Schools in the province and several schools are in the process of obtaining this status.

To ensure that Inclusive Education can be implemented at regular schools, HKI and the Education Department of South Sulawesi Province works to achieve the following objectives:

1. Policy enhancement of inclusive education standards at national and regional levels, as well as developing an implementation mechanism for children with special needs
2. Clarification of the roles and responsibilities in implementing inclusive education-relevant supporting services
3. Improvement of planning, coordination, efficiency, and monitoring of existing inclusive education financing
4. Establishment of technical support groups to assist the provincial and district (local) levels including training management, special planning for students, preparation for regular school and concerned individuals, identification and registration of students with special needs.

In addition to developing a partnership with the government, HKI also partners and provides trainings for school managements (principals, teachers, technical operations units, and other relevant stakeholders) in around 50 schools in South Sulawesi. The trainings aim to equip schools with necessary capabilities to be Inclusive Schools as well as to enhance school awareness and sensitivity regarding the requirements of the special-needs students.

Commitment and capability of schools to provide appropriate services to special-needs students are essential because most of these students require constant guidance/support from special education teachers when studying in classrooms; however, there is a serious lack of special education teachers available for Inclusive Schools. To address this issue, the principal of SDI Maccini Baru, a regular elementary school with Inclusive School status, showed her commitment by appointing two special education teachers so they are always available to support and guide the special-needs students during the learning process. The school also provides a Resource Centre Room (Ruang Pusat Sumber-RPS) as a 'remedial and therapy' room for the special-needs students when needed. The RPS is managed by the school and HKI provided trainings to improve its management.

Early Intervention Center

The Early Intervention Center is a facility to provide early intervention and education to children with special needs and to help the education integration process of the children from the school for the disabled and special needs (SLB) to regular/inclusive schools. Early intervention is essential for special-needs children to help them develop skills to communicate, learn, interact socially, be independent, and to improve the overall quality of their present and future lives.

The establishment of the Early Intervention Center began with a selection process to identify 'intervention' needs in the community. Selection results were then used to identify individual needs of children so they could receive appropriate and suitable interventions; for example needs of visually-impaired children are different from the needs of children with visual and hearing impairments. As a result of the selection process conducted by HKI and SLB Pembina, there are currently seven children aged 4-8 years old (kindergarten-grade 3) who are learning in the Center.

The lessons and intervention received by children at the Center range from introduction and application of Braille alphabet, daily surrounding orientations, and basic lessons. Children are also trained to be disciplined and independent, which includes maintaining their own bags, or learning to eat and put on shoes on their own. Some children receive special trainings based on their needs, such as Mobility Orientation, using walking sticks, taking public transportation, and introduction to musical instruments and computers.

In order to be able to continue providing appropriate and suitable interventions for children, capacity improvement of special education teachers (GPK) needs to be constantly updated and enhanced. HKI works in partnership with SLB Pembina in providing special trainings to two special education teachers who manage the Center.

The Early Intervention Center emphasizes the roles of parents and family in always understanding their children's needs and supporting the children's intervention process. Parents are encouraged to be present, familiar, and understand the early intervention process and education at school so they are able to create similar environments that can support development of their children in becoming independent adults.

Early intervention and education means individual approaches for each child to identify and improve his/her own capability. This practice aims to enhance and facilitate life skills learning by way of creating an environment that is stimulating and encourages healthy development and learning for special needs children.

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