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Country Report

Indonesia

NFE Innovations

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In recent years, the capacity of the schools to fully serve the school-age population is limited. There are 600.000 to 700.000 primary school-age children (6%) who are not yet enrolled in the primary schools, and about 800.000 to 1.000.000 primary school pupils who dropout. In addition, about 3,200,000 lower secondary school-age children are not yet enrolled in schools, not yet added the dropout. Therefore, the out-of-school education channel, beside helping those young people and adults, age 16 years and beyond, must temporarily provides a helping hand to at least more than 4,700,000 school-age children through the provisions of Packet A (equal to the curriculum of Primary School) and Packet B (equal to the curriculum of Lower Secondary School) equivalency programs.

The multi-entry and multi-exit strategies become the reality, because the graduates of Packet A may continue their study to formal lower secondary school, and the graduates of Packet B to formal secondary school while the primary school drop-out may join Packet A, and the lower secondary school drop-out may join Packet B. This is done leading towards not only basic education for all, but also to lifelong learning, and to a learning-teaching society. The final examinations for Packet A and Packet B learners are performed by the Directorate-General of Out-of-School Education and Sport, called PEHABTANAS, similar in sound to school examinations, called EBTANAS which is performed by the Directorate-General of Basic and Secondary Education.

The integrated approach of both Directorate-General is done, because the Compulsory Nine Year Basic Education for children age 6 to 15 years was planned to be attained 100% in the year 2000, but because of the economic and monetary crises experienced by Indonesia since mid-1997, it is now estimated, with the help of the out-of-school education channel, to hopefully attain it in the year 2010. The out-of-school education channel, which is very flexible, is very much fitted to the situations of the street children, the working children, and the poor and disadvantaged ones.

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The conditions elaborated above have pushed the Directorate-General of Out-of-School Education and Youth to work extra hard, and to find some innovative ideas and activities both through the equivalency programs and others, as follows:

1. *The Community Learning Centers (CLCs)*. Since 1998, pushed by the crises mentioned above, the Directorate of Community Education has encouraged the development of CLC being the center in a sub-district or village created by, for, and run by the community performing a variety, or almost all-encompassing out-school-educational programs, including equivalency, income-generating, and skill-formation programs.
2. *To cooperate with ILO-IPEC* (IPEC – International Program on the Elimination of Child-labour) Jakarta, especially in carrying out educational programs for the street children through Packet A equivalent to Primary School and Packet B equivalent to Lower Secondary School integrated with the life-skills training. At present, this program is being tried out in three provinces of West Java (child labour on tile roof production), of East Java (child labour on coffee and chocolate plantation), and of South Sulawesi (child labour on fish-canning factory and fishery). Skills-formation, including life-skills program is part and parcel of Packet B program.
3. *To cooperate with UNICEF* Jakarta, especially in developing models of micro-credit program in the CLCs. The main objective of this program is to support the income-generating program developed by the learners in every learning program based on the local economic potentials.
4. *To cooperate with Pesantren Salafiah* (traditional religious teaching) in the introduction of the three R's specifically, but also in the implementation of Packet A equivalent to *Madrasah Ibtidaiyah* (Islamic Primary School), and of Packet B equivalent to *Madrasah Tsanawiyah* (Islamic Lower Secondary School). Such cooperation also exists with other socio-religious groups and women organizations boosting the implementation of the equivalency programs.
5. *To fulfill the community demand* (especially the learners of Packet B who has finished the program), in the beginning of 2000 government has formally agreed and started the Packet C program equivalent to Secondary School. Furthermore, this program is implemented by private organizations, socio-religious institutions, or by the community themselves.
6. *Functional literacy* has been implemented since 1977, best known as Kejar Packet A with 100 booklets, A-1 to A-100. In order to motivate the illiterates to learn, for those who have finished Packet 10 and are in possession of a 'small business skill' a micro-credit is provided, channelled through the Indonesian People's Bank – *Bank Rakyat Indonesia* (learning fund for income-generating). A variety of other media related to skills, including life-skills, such as booklets, leaflets, folders, photo-novellas, games, videos, slides, posters, etc. – the development of which is assisted and stimulated by the ACCU, Tokyo – have positively increased the interest of the illiterates for learning. Since 1993 with the help of a World Bank consultant, a new functional literacy approach has been tried, moving away from 'book-and-tutor-centered' paradigm into 'learner-centered' paradigm. The learners were encouraged to think, write and read whatever they want to write and read, making writing and reading very functional to their lives. This approach has been tried in three provinces, and has shown an increase in learning participation.

7. *PADU* – an acronym for *pendidikan anak dini usia* means early childhood education while *PIADU* – an acronym for *pendidikan ibu dan anak-dini-usia* means the education of mother and early childhood, both programs developed since 1996 in cooperation with World Bank, UNICEF, NGO, and relevant ministries. When implementing the PADU program, such as in a playgroup, it was soon discovered that the mothers who take the small children to participate in the program are a captive audience whose quality can also be improved. For the mothers then a special educational program is devised, not only on how to take care of the small children and the related skills, but also teaching them some income-generating skills.