

**Meeting of Experts on New Phase of AJP Programme
for Model NFE Materials Development and Utilization in Asia and the Pacific
Tokyo, 26-30 July 2004**

Country Report

Indonesia

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PART I. AJP Programme

The LRCCE development was a part of the cooperation commitment as the result of 1990th Asia-Pacific educational minister meeting, at Jomtien, Thailand, which also declared Education for All. Following the conference, APPEAL cooperation started to develop some LRCs in Asia-Pacific countries supported by ACCU Japan. The LRCCE main concern is to assist women and girls because usually this group has a weak position to access educational service in all sectors. The phenomenon becomes paradox, if this means that education precisely ignores a big part of human race from development process.



The LRCCE purpose is to facilitate the partnership cooperation between institution in Indonesia (GO, NGO, private sector) which have similar vision and mission and programs in community education with various working sector, such as: out of school education, non-formal education, and also community development/empowerment. So, LRCCE is a forum of informal cooperation, with open membership, including GO, NGO, International organizations, and donor organizations.

To manage the LRCCE, main supporting organizations (UNESCO, ACCU and Indonesian Government Directorate of out of school education) have appointed Studio Driya Media Bandung as the leading agency to manage the continuity of the LRCCE activities. In order to optimize LRCCE capacity, Steering Committee has been established, consisted of representatives of LRCCE partner organizations.

At the 6th Annual Meeting in Bandung, March 4th – 6th 2004, LRCCE had agreed on some activities to be implemented cooperatively, and also had identified potential funding agencies. The meeting also identified LRCCE partners that will take initiative on certain activities. As the leading agency, SDM position as facilitator to assist communication process and sharing experience and idea between partner organizations.

A. AJP Program in LRCCE Network

Since founded at 1998 until year 2004, LRCCE Indonesia didn't have any specific activity to adapted or utilize the AJP learning materials. In case of AJP program, there are some different responses between government network and LRCCE network. SDM informed all members (LRCCE partner organization) about some learning materials package provided by ACCU. However, there was no response from the members.

Why can this happen? The reason for this is perhaps because of the different paradigm in media development process. LRCCE education paradigm, which was declared at the 6th Annual Meeting in Bandung, March 4th – 6th 2004 as follows:

- The entire process of the learning and empowering program for the community must be facilitated in participatory-way and base on the learners needs;
- Educational program: formal, non formal, and informal can not be separated and carried out in 'empty space', but this are an interactive and dynamic process which influence by many external changes factor;
- The objectives of educational program are not only to eradicate illiteracy of alphabet and numbers and develop some life-skill as well, but also to eradicate 'social-change illiteracy';
- The goals of learning and community empowerment programs are: increasing the learners' ability to utilize their literacy resources to participate actively to creating and processing public policy for their own community.

According to above paradigm, LRCCE believes that literacy education involves not only reading the word, but also reading the world. This involves the development of critical consciousness (Paolo Freire: a process known in Portuguese as conscientização). The formation of critical consciousness allows people to question the nature of their historical and social situation—to read their world—with the goal of acting as subjects in the creation of a democratic society. For education, Freire implies a dialogic exchange between teachers and students, where both learn, both question, both reflect and both participate in meaning-making. Concretely, this pedagogy begins with the teacher mingling among the community, asking questions of the people and gathering a list of words used in their daily lives. By making words (literacy) relevant to the lives of people, the process of conscientization could begin, in which the social construction of reality might be critically examined.

Based on the paradigm, we perceive some weaknesses of the AJP learning materials as follow:

- The content of materials tend to make learners become mastering some certain economic-productive-skills, but didn't make a learner become aware of their right of education (more segmental than pragmatic) as well as develop their capability to analyze the system which exist in their daily life, such as; social, policy, natural resources management.
- Learning materials must come from the learner (bottom-up) base on their actual needs which arise from practical and strategic problems which faced by the learners themselves. It's difficult for LRCCE partner organizations to use AJP materials, because of different culture and ethnic of Indonesia (too many adaptation: language, human profile, etc);
- Learners are motivated to get involved in program design process, including in media development.

B. Suggestions for new phase of AJP Program

The content of the learning materials of NFE must include awareness development of the learner for their right of education, and motivated them to analyze system, to understand the world;

- Learning materials must come from the learner (bottom-up) base on practical and strategic problems which faced by the learners themselves;
- Learning methods must be able to stimulate learners' society to get involved actively; How to encourage learners to get involved? The learners must be involved in program design process.
- Read the world first, and follow by read the world.

PART II. Part II. Non Formal Education (NFE)

During 1999-2003 some important change had happened in NFE education in Indonesia. One of

them was declaration of broad based education (life-skills education-oriented). The idea of broad based education implemented to some activities, the most important is: development of Community Learning Center at whole rural areas in Indonesia, in order to give NGOs an opportunity to get involve in NFE.

A. Legal definition of NFE and working definition of NFE in LRCCE Networks

There are three definition of education category in Indonesia: formal, informal, and non-formal education. Formal education means as school-based education. Informal education means: education activity in family, working environment, mass media, etc. While non-formal education definition as education activity outside formal education, which have self-managed well-organized, systematically, to serve for specific learner to fulfill their specific needs.

Some highlight of NFE definition above are as follow: (1) First, NFE can conduct everywhere and the initiative could come from everyone (not only from the government, but also from the community); (2) Second, the participants of the NFE are specific. So who are the learners? Everyone can involve. According to Dakar Declaration about education for all, the participants are: “early childhood, especially for the most vulnerable and disadvantage children; children, particularly girls, children under disability and those belonging to ethnic groups”. Here we can focus on community which doesn’t have an access for formal education services because of the poor and powerless; (3) Third, because the learners are specific, so the learning-needs must be specific as well; (4) Fourth, because NFE are learners-base orientation and need-base orientation, so the objectives of the learning activities must be specific as well; (5) Fifth, the learning process shouldn’t conduct under conventional and classical methodology. NFE must be more dialogue and participatory.

According to above explanation, LRCCE perceived that NFE characteristics must be problem-solving oriented and base on learners need, contextual, and base on local potential.

B. Overview of NFE material development and utilization in LRCCE and in Indonesia

Implemented Activities 1998 - 2004

PERIOD	ACTIVITIES
1998 - 1999	<ul style="list-style-type: none"> • Organized LRCCE management and development of LRCCE operational strategy. Managed by <i>Ad hoc</i> Committee, consist of NGO Studio Driya Media (3 persons), BPKB Jayagiri (1 person), Directorate general of community education - Ministry of National education Jakarta (1 person), NGO Anak Merdeka Foundation (1 person), and NGO PKBI (Family planning association) West Java (1 person) • Development of one and half year planning (November 1998 – October 1999) • Development 5 Year Plan for each LRCCE service area (consist of 7 services area) • Construction of LRCCE Building in Jl. Ancol Timur XIV No. 1 Bandung 40254
1999 - 2000	<ul style="list-style-type: none"> • Facilitation of CLC Tutor Training, BPKB Jayagiri, organized by Directorate General Out of School Education, Youth and Sport (September – October 1999) • Re-print of 5 Learning material from LRCCE partners organization (consist of 4 booklets, 6 leaflets, and 1 poster) November 1999 • Facilitation of the development of functional literacy training model, organized by NGO PERSEPSI – Klaten (Central Java) • Development of learning materials for street children, by NGO: Ar Ruffi Foundation – Bandung • Assistance of curriculum study for tutor of Sanggar Kegiatan Belajar (studio for community learning activity) • Identification of learning materials from LRCCE partners organization for LRCCE media database development

PERIOD	ACTIVITIES
	<ul style="list-style-type: none"> • launch of LRCCE website (Balaidesa), trial version • Publish of 400 brochure of LRCCE's profile • 2nd Annual Meeting in Yogyakarta • Fund raising for LRCCE's operational cost from UNESCO and ACCU • Development of learning media database • APPEAL Capacity Building and Resource Development • ACCU Capacity building workshop • Media Illustration for ACCU
2000 - 2001	<ul style="list-style-type: none"> • Expose of LRCCE's program to BPKB's partner from Asia Pacific (UNESCO partners) • Website development planning • Updating of LRCCE partners profiles and media database • Collaborative work with NGO Pamitran Foundation, Bogor (West Java) development of media "household initiative on family nutrition" • Planning of NFE's monitoring and evaluation design development • Research of the "Apprentice models based on comparative superiority for fisherman empowerment against poverty at Indramayu north coast community" • Research of the "Implementation of REFLECT method in learning process by functional literacy learning group at Cirebon regency" • 3rd Annual meeting in Bandung
2001 – 2002	<ul style="list-style-type: none"> • Training of media utilization for functional literacy facilitators • Training-Workshop of Media Development, co-organized with NGO Gita Pertiwi Foundation, Solo • Development of LRCCE activity documentation model, presented on CBW Kathmandu, Nepal • Development of EMIS-GIS database model for LRCCE's partners organization • 4th Annual Meeting in Solo • Host for ACCU Capacity Building Workshop for Asia Pacific Literacy Resource Center
2002 - 2003	<ul style="list-style-type: none"> • 5th Annual Meeting in Jayagiri Bandung • Attended Media and Transformative Leadership Congress, Philippines (SDM-Farida Budi Utami) • Discussion on project "Multi-channel Learning for Empowering Woman Farmer" organized by (Indonesia Natcom for UNESCO) • Submission of Grant Assistance for Grassroot Project Proposal (ACCU-Japan Embassy, February 2002) • Development of MANGO (Map-based Analysis for Nonformal Education Goals and Outcome) Pilot Version February 2002 • Comparative Study from Ministry of Education & Higher Education Srilanka to BPKB Jayagiri, NGO YIS Solo, NGO Gita Pertiwi Solo, NGO PERSEPSI Klaten, and NGO SDM Bandung • Launching of website http://www.balaidesa.or.id • Meeting of Steering Committee and Partners (Dikmas Jakarta, BPKB Jayagiri, NGO PERSEPSI Klaten, NGO Gita Pertiwi, NGO Pamitran Bogor, NGO Semak Bandung, NGO YIS Solo), Bandung 25 February 2002 • Adaptation of Non-formal Adult Education Facilitators Handbook
2003- 2004	<ul style="list-style-type: none"> • 6th Annual Meeting in Bandung • Capacity Building Workshop in China

C. LRCCE Recommendation for Indonesian NFE authority

According to Indonesian education history, the fact shows that community NFE has existed and developed before formal education (which manages by the government). There were some unique and original education system which already conducted by community for more than hundred years. Then, the government existence started to change the system. One of the national policies was: modernization by new education system. Under this policy, the government takes over educational initiatives become under government controlled. Under the policy, government builds many school building all over Indonesian, and develop national curriculum which purposed to prepare community for the industrialization. Then, traditional education system becomes marginal sector.

The policy impacts on educational culture of the community. The formal school provide certificate as the legal document for the learners (as a ticket to looking for a job). That's why the NFE which organize by the community become marginalize because they provide life-skill, and don't provide the certificate. Unfortunately, the access of education has not distributed equally yet to cover all Indonesian regions, especially for rural areas.

According to above condition, LRCCE declared some request to the government:

- The government provide certificate for NFE initiatives although it doesn't include in governmental program scheme. If the government unable to do it, they can cooperate with some institutions/network like: LRCCE to provide it;
- The formal business communities to accommodate learners who has certain economic-productive skills, although they do not have certificate/formal diploma/degree;
- The government role in NFE program more as facilitator and provide structure and infrastructure. The education practices remain to be determined by institution which have initiative and off course the learners themselves.
- Education program should not project oriented, but must be sustainable-program.

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Country Report

Indonesia

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PART I. AJP Programme

BP-PLSP (Center for Development of Non Formal Education and Youth) is governmental institution which is a change of BPKB (Center for Development Learning Activity). Referring to the decree of Ministry of National Education Number 115/O/2003, there are 5 BP-PLSP regional all over Indonesia. BP-PLSP Regional II Jayagiri covers 6 provinces, namely: West Java, DKI Jakarta, Banten, Lampung, Bengkulu and Bangka-Belitung. BP-PLSP is considered as Technical executor Unit within Department of National Education- Non Formal Education and Youth which has responsible to Directorate General of Non Formal Education and Youth. The duties of BP-PLSP are to undertake (1) a study (2) program development and (3) facilitation for developing resources of non formal education and youth dealing with the policy of Department of National Education.

The NFE materials development related with institution mission to cope with NFE resources. This mission is consisting of any learning resources development local and Science and technology, technical skill improvement according to educational resources management (through training, workshop and facilitation). Direct involvement of the institution within AJP mostly related with financial support since 1984 as BPKB Jayagiri previously, as below:

- 1984, translation and modification of NFE materials for neo-literate: Poster (3 titles), Sugoroku games (1 title), and booklet (5 titles)
- 1985: Tryout 3 types and dissemination for 3 types of NFE materials to all provinces.

Due those activities, NFE material developments were indirectly related to AJP supporting scheme. However, the experiences obtained were implemented toward NFE material development outside functional literacy.

A. NFE Policy in Change

Since 1999-2003, those basic changes happened within a whole National Education System, consisting of:

- PKBM (Community Learning Center) is decided as one of national strategy towards community empowerment along with learning program and activity management. Through CLC (1) a whole resources of NFE related matter that are community belongs to synergies with government resources and (2) Community role is as a leader while government become to be supporting as it need.
- Life skills decided as educational mainstream, including NFE. Learning process is considered as character building along with mastery of personal, social and vocational skills.

- Early Childhood Education becomes high priority as program and early child care facilitation approach towards achieving human learning.
- The publishing law on National Education System number 20, 2003 has made clear NFE scope as drawn below.

The changes influenced towards the policy of program operational and activities which are designed and carried out by BP-PLSP Regional II Jayagiri. Because of the changes, the learning material development carried out by BP-PLSP Regional II Jayagiri for the future are as follow:

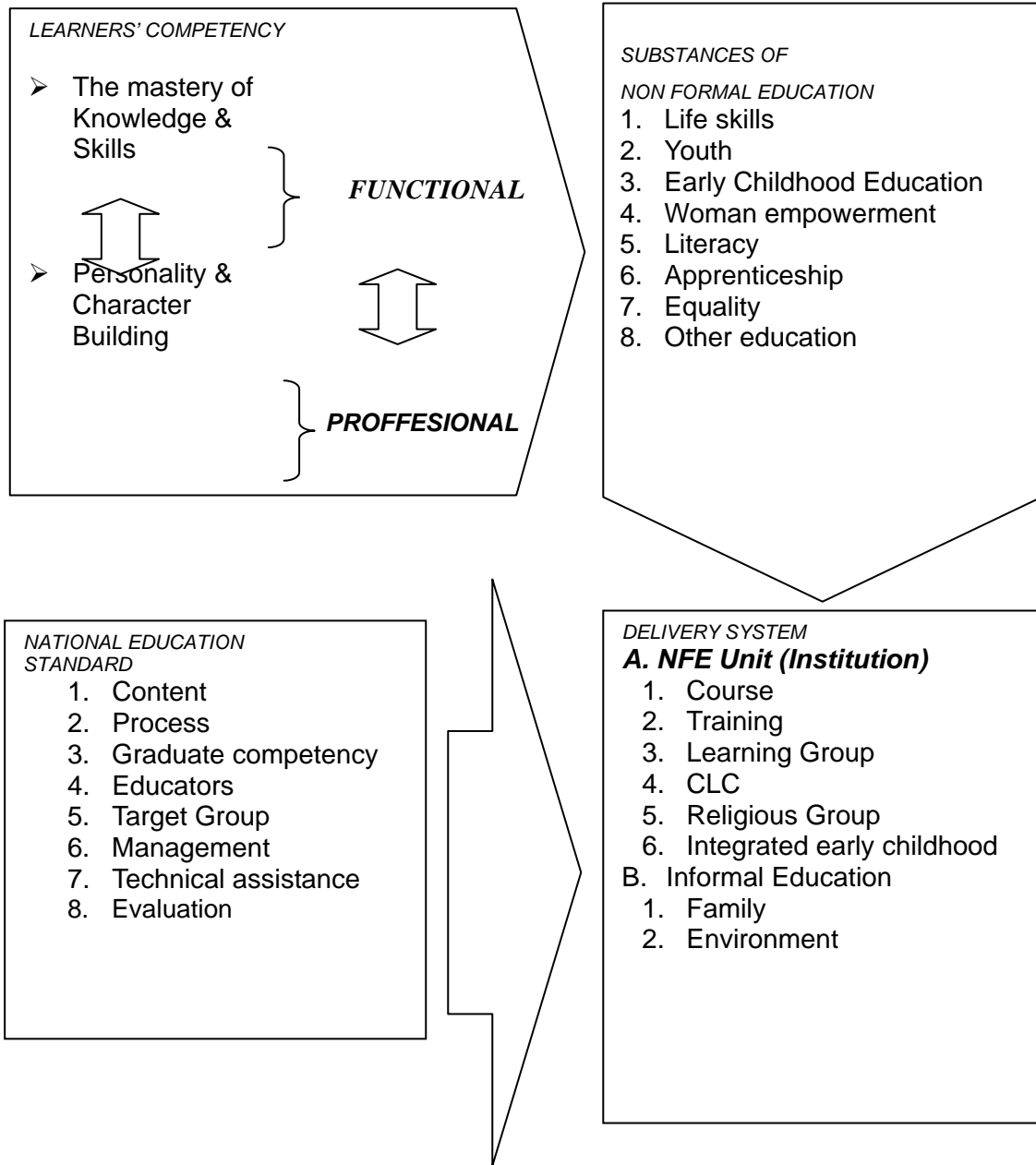
- Undertake the study, development and evaluation of learning materials
- Learning materials is considered as a part of development of program model and substances
- The program substances cover: Life skills, youth, Early Childhood Education, Women Empowerment, Literacy, Apprenticeship, Equality and other educational purposes
- The developed learning materials are limited of model to be disseminated and adapted by BPKB (provincial government institution) and SKB (District government institution)
- Training and technical assistance on capacity building for the educational personnel of Non Formal Education and Youth in BPKB and SKB. They are expected to be able to (1) develop learning material, study, produce and distribute in accordance with local condition, and (2) facilitate the educational personnel of Non Formal Education and Youth towards program unit and CLC which carried out by community
- Facilitating financial and technical support from external donor for the sake of learning material development which carried out by BPKB and SKB

B. Suggestion for New Phase of AJP Program

- The learning material development should be extended on substances of the program. It's not only limited of literacy, but also other substances like: life skills and Early Childhood Education. Thus, the position of learning material development can be both strategy of program substance and learning media.
- The scheme of financial and technical support should be provided for the learning material development which carried out by BPKB, SKB and PKBM/CLC, so BP-PLSP could control and coordinate
- Strengthen and extend the information networking that enable among the member of AJP Program share information and evaluate periodically by means of workshop, e-mail, web-site or correspondence.
- Build up e-learning and e-library which can accessed freely, particularly by PKBM/CLC

PART II. Part II. Non Formal Education (NFE)

A. The Coverage Non Formal Education Programme
(The LAW Number. 20, 2003, National Education System)



B. Overview of NFE material development and utilization in BP-PLSP Regional II Jayagiri**Implemented Activities 1986 - 2004**

INSTITUTION	ACTIVITIES
The Asia Pacific Centre for UNESCO (ACCU) Japan	<ul style="list-style-type: none"> • Fourth Regional Workshop on Preparation of Literacy Follow-up Material in Asia and Pacific (1986) • Learning Material Development for new Literacy in Asia Pacific (1986) • Regional Workshop on Capacity Building for Trainers of NFE Facilitator in Asia and the Pacific in Yangon Myanmar (2002) • The 2003 ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and Pacific in Tokyo (2003) • Organizing Committee Regional Workshop of the Integration of Population Education in Asia Pacific Program of Education for All • Capacity Building Workshop for Asia Pacific Literacy Resource Center
UNESCO	<ul style="list-style-type: none"> • Learning Material Development of Live Environment Education (1987) • Organizing committee Regional Workshop of the Integration of Population Education in Asia Pacific program of Education for All (1989) • Regional Writing Workshop Development of Exemplar Science and technology learning/Teaching Materials for NFE (1989) • Third Sub-Regional Workshop for Training of literacy personnel UNESCO PROAP (1990) • Technical Workshop on Basic Education and Lifelong Learning for Gender Equality Through CLC (2001) • Development and multiplication of package of training module for CLC management • Development of Minimal Standard of CLC's Management (2001) • Pilot Project/Modeling of CLC (2002) • Adaptation of CLC Manual, published UNESCO PROAP Bangkok, (2003) • Workshop on the development of CLC manual (2003) • Need Assessment and Evaluation Multi Channel Learning for Empowering Women Farmers in Mataram NTB (2004) • Training of Trainers for CLC's Facilitator for 6 provinces (2004)
UNICEF	<ul style="list-style-type: none"> • The strengthening on Management System of Functional Literacy in West Java (1997) • Development on Training Package of Functional Literacy for manager and tutor (1998) • The development on training module for health motivator (1998) • The development on orientation module for younger sanitarian
ILO	<ul style="list-style-type: none"> • The development on functional learning materials for street children in 5 provinces (1996) • The development on training package for manager and tutor of Package A program for street children (1996) • The development on curriculum of package A for street children • The strengthening of NFE system for child labour in footwear sector (2001-2002)
KOICA	<ul style="list-style-type: none"> • The Job Training Semaul Undoing in Seoul Korea (2001) • International Training Course on Reproductive Health and Family Planning in Korea (2002)
Institute for International Cooperation of German Adult Education Association	<ul style="list-style-type: none"> • 29. Journal Adult Education and Development

INSTITUTION	ACTIVITIES
Studio Driya Media	<ul style="list-style-type: none"> • The 5th Annual Meeting of LRCCE's in Jayagiri Bandung • Publish 1000 exemplar of BPKB's profile • Organized LRCCE management and development of LRCCE operational strategy. Managed by <i>Ad hoc</i> Committee, consist of NGO Studio Driya Media (3 persons), BPKB Jayagiri (1 person), Directorate general of community education - Ministry of National education Jakarta (1 person), NGO Anak Merdeka Foundation (1 person), and NGO PKBI (Family planning association) West Java (1 person) • Facilitation of CLC Tutor Training, BPKB Jayagiri, organized by Directorate General Out of School Education, Youth and Sport (September – October 1999) • Meeting of Steering Committee and Partners (Dikmas Jakarta, BPKB Jayagiri, NGO PERSEPSI Klaten, NGO Gita Pertiwi, NGO Pamitran Bogor, NGO Semak Bandung, NGO YIS Solo), Bandung 25 February 2002 • Adaptation of Non-formal Adult Education Facilitators Handbook