



LIFELONG LEARNING : Nonformal Education in Indonesia

by

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FORUM OF ASIA PACIFIC PARLIAMENTARIANS
FOR EDUCATION (FASPPED)

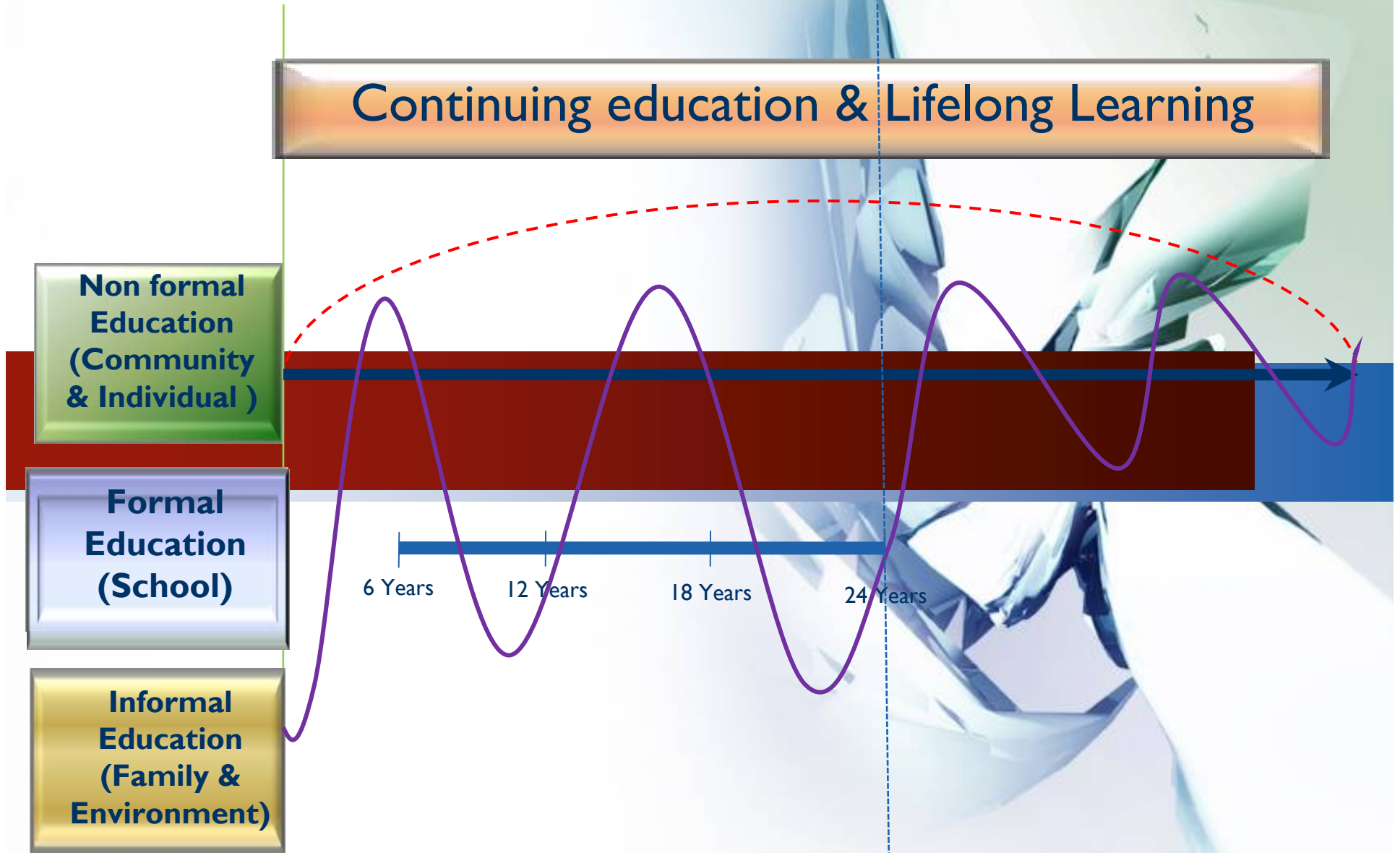
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COMPREHENSIVE APPROACH TO LEARNING

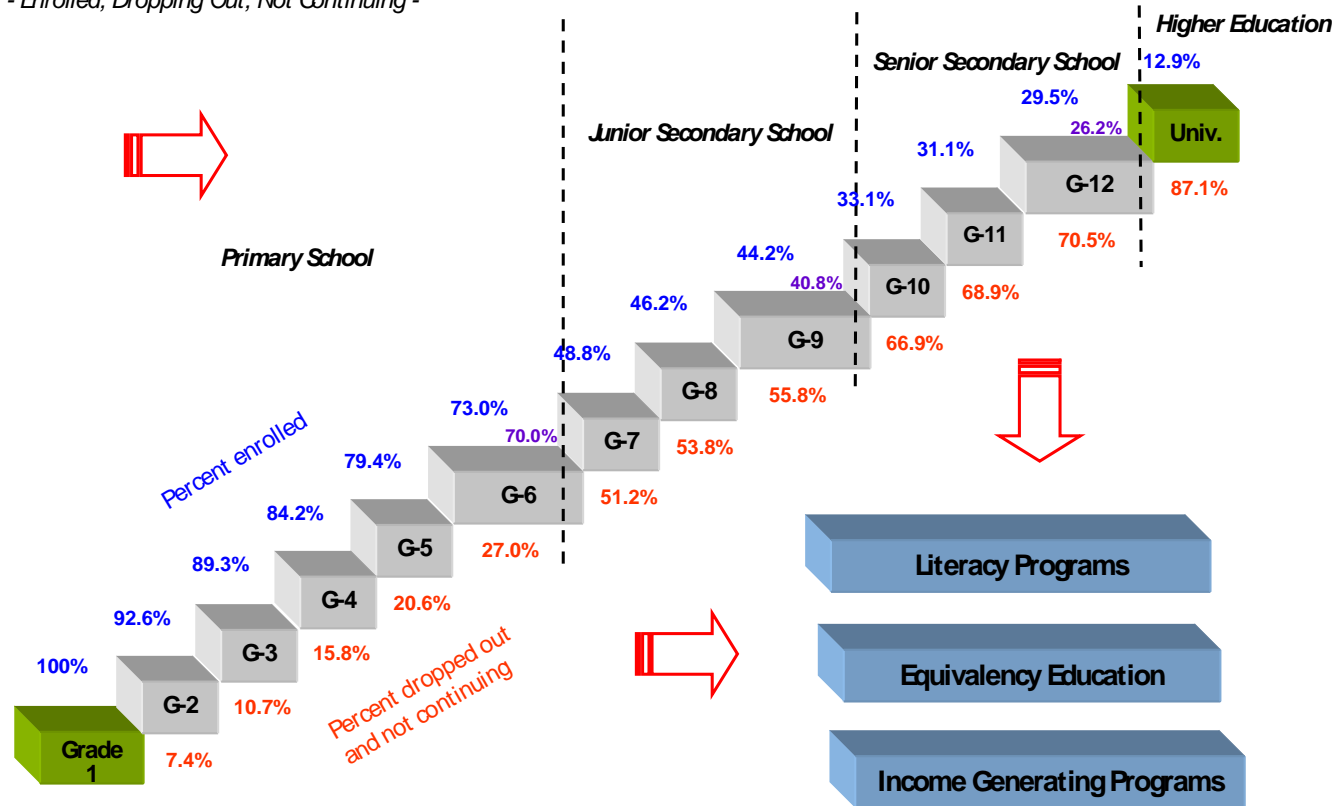
Continuing education & Lifelong Learning



Only 26.2 % graduated high school

AVERAGE FLOW RATE OF COHORT STUDENTS IN 20 YEARS (1986 – 2006)

- Enrolled, Dropping Out, Not Continuing -



Notes:

1. This figure illustrates the average flow of students (enrolled, dropping out, and not continuing – but with certificate) from 1986 – 2006; for a given class of 100 students, how many would continue to the next grade, drop-out, or not continuing due to socio-economic and other factors.
2. Approximately 70.5% of primary enrolled students drop out before completion of senior secondary school.

Nonformal Education Programs in Indonesia

Lifelong Learning

Life Skills Education

Equivalency Education

Literacy Education

Functional Literacy

1. Literacy competency standards: literacy education is designed to help learners to reach literacy competences on three levels: basic literacy, functional literacy and advanced literacy levels.
2. Literacy Certificate (SUKMA); is a certificate which is given to the learners who have successfully participated and completed a literacy program based on the results of evaluation, fulfilling competency requirement in reading, writing, numeracy, communication in Bahasa Indonesia (Indonesian language) according to standards which are put forth in literacy standard competencies. SUKMA are provided for three levels; SUKMA 1 for Basic Literacy level, SUKMA 2 for Functional level, and SUKMA 3 for an advanced level.
3. Establishing Community Reading Centers to reinforce literacy program and to provide opportunities to connect the local learning setting with the global resources of information and knowledge as well.

Reduction of The Number of Illiterates 2003-2008

Year	Number of Population (in million)	Number of Illiterates age of 15+ (in million)	Percentage (%)			Gender Disparities (%)
			M	F	M+F	
2003	213,6	15,41	6,5	13,8	10,2	7,3
2005	219,2	14,89	6,25	12,85	9,55	6,59
2006	222,0	12,88	5,4	10,73	8,07	5,33
2007	224,9	11,82	5,04	9,36	7,20	4,32
2008*	228,5	10,17	4,43	7,78	6,21	3,35

* Number in August 2008

Equivalency Education Programs

- ❖ Equivalency Education as a dynamic system of compensatory education which has existed in Indonesia since the 1970s and has been promoted as an alternative education to achieve basic education since the 1990s.
- ❖ Equivalency Education is non-formal education program that includes Package A equivalent to primary education, Package B equivalent to junior secondary education, and Package C equivalent to senior high education. Equivalency education focuses on mastery of knowledge, functional skills, as well as attitude and personality development.
- ❖ Up to the present, about a half million have been served by package A, more than 1.5 million have been served by Package B, and more than 1.0 million have been served by Package C.

LIFE SKILLS EDUCATION

Life skills education aimed to provide young people with relevant skills, and entrepreneurship training in rural villages and urban areas.

3.3 million students drop out annually

Each year, approximately 3.3 million students drop out of school; They require a 'second chance' through more flexible non-formal education programs to become more employable (MONE, 2006).



3.3 million drop out per year



10.01 million full unemployment (BPS, 2008)

584,000 new employment (Aug 2007 – Feb 2008), BPS 2008

44 % of youth unemployment is high school grad

- ❖ 60% of the employers and managers cited inadequate education and training of the applicants as the biggest problem in the recruitment of young workers (Sziracki and Reerink, 2004).

Highest Education	% of Youth Unemployment
<Primary	4.89
Primary	16.57
Junior Secondary	22.52
Senior Secondary	44.44
General SS	27.76
Vocational SS	16.68
Diploma	5.14
University	6.30

Source: Susenas 2007

INCOME GENERATING TRAINING COURSES AND LIFE SKILLS FOR ADULTS

- ❖ Village Oriented Entrepreneurship Program (*Kursus Wirausaha Desa-KWD*). The program serves the village communities to expand their knowledge and life skills competencies; to develop their creativity, innovative, and professional skills; and also to manage and utilize their self potentials and environmental resources for improving their quality of life. The courses cover: agriculture, agribusiness, horticultural, fishery, rearing, and other services based on local (village) needs.
- ❖ City Oriented Entrepreneurship Program (*Kursus Wirausaha Orientasi Kota-KWK*). The program serves urban communities to improve their knowledge and life skills competencies, and to develop their creative and innovative and professional skills in order to have better incomes. The training include: Beautician, SPA therapist, Automotive, Computer, Bridal Mike-up, food and beverage, electronic, and garment.
- ❖ Para-professional Training Courses (*Program Kursus Para Profesi*), a specific program designed to produce professional entrepreneurs. The training include national and international orientation labor market e.g. Hotel and tourism sector, house keeping plus, and care givers.

WOMEN EMPOWERMENT EDUCATION

Since most of the illiterates are women (6,504 million by year of 2008), the government has provided the following education programs for women empowerment :

- **Supporting adult women to get access to literacy program and equivalency education as needed.**
- **Providing life skill programs, through developing models of life skill program for women based on their need and resource conditions;**
- **Conducting workshop and education training for women on vocational skills to enable them to generate income ;**
- **Developing and extending the independent entrepreneurship learning unit at sub-district levels.**

Early Childhood Care and Education (ECCE)

Achieving national target for 2015, i.e. 75% of young children receive care and education services, through :

1. Optimizing the existing services by incorporating early childhood education program.
2. Optimizing the existing early childhood education program by including care program for young children.
3. Developing service model for education services that are integrated with care services like posyandu which is integrated with ECCE, Family Child Care (BKB) with ECCE and the like.
4. Development of pilot program for ECCE that is suitable for local needs (local wisdom).

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Thank You !