

Republic of Indonesia Country Report

On Community Learning Centres

By

Buhai Simanjuntak

Eddy Bachtari

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I. Introduction

- Country report team

The country report team composed by two persons : one is from central government and one is from the community learning center.

- The coverage of the report

The CLCs reported in this country report covered more than 1500 CLCs over the country.

- Main Information sources and methods of collecting information

Main information sources for this report are from the managers of CLCs, Instructors, Learners, central government officers, provinces government officers and district government officers, UNESCO national staffs, Academicians from university who give backstopping to some CLCs, and some NGO which give consultation for some CLCs. The methods of collecting information is using some approaches :

1. There are 2 national meeting which has been conducted to evaluate and make future reflections development of CLCs :

- a. The first meeting was conducted by Indonesian Associations of CLCs and located in Jakarta city at 9 February 2004 with theme : ‘ National dialogue for development of CLCs in Indonesia’. There were about 150 persons attended this meeting from 19 provinces and

covered 30 CLCs, 3 universities, 3 NGOs, General Director of Indonesian NFE department, 3 Directors in Indonesian NFE generale directorate, some senior officers from provinces and district govrenment offices. This meeting devided by 3 sessions : session of Reflection and discussion about the practices of CLCs form the field, session of Analysis and discussion of government policies about CLCs, and session of Formulation of recommendation.

b. The second meeting was conducted by central government and located in Yogyakarta city at 10 – 13 March 2004 with theme : ‘ Developing National strategy for empowering Indonesian CLCs’. There were about 40 persons from 15 provinces attended this meeting. Most of the participants were from the CLCs and the others were from the central government office. The porpose of this meeting was to evaluate the experience of some developed CLCs and to formulate national concept and strategy for empowering CLCs for sustainability of CLCs.

2. There are some secondary data analysis using government data and National CLCs Information Centres

3. Deep interview to some CLCs

- Process of information analysis

The results of those meetings was used as the main based of this report.

This approach based on some considerations :

1 Those meeting has the same purpose with this report objectives

2 Those meetings covered CLCs from all over the country

3 Those meeting blended together praticioners of CLCs, Policy makers of CLCs, and Academicians and observers of CLCs

4 Those meeting had Data coolections of all kind of activities of CLCs, analysis of information and future develepment of CLCs.

II. Background and Overview on CLCs

- A brief overview on socio-economic and cultural situation

Indonesian population now is about 220 million which are distributed in more than 15 000 islands. More than 60% live in Jawa island and most of the rest live in 4 other bigger islands : Sumatera island, Kalimantan island, Sulawesi island and Papua island. More than 50% of this population live in the villages and the rest live in the cities and urban area. This population is divided in hundreds of tribes or ethnics and has its own languages.

Indonesia naturally has a big economic potential to be managed to give high degree of wealth for its people. Its millions hectares of tropical forestry resources, its millions square miles of oceans resources, its variety of mining and mineral resources, thousands of islands which has not been explored yet, its beneficial geographic location in tropical area, Riches of botanical and animal resources, and many others factors shows this economic potential.

Recent economic condition shows that this natural economic potential could not be managed maximally to give good wealth for its people. Main job of the people are farmers and fishermen. Most of the people live with less than US \$ 300 per capita per year. Unemployment level now is estimated about 40 million persons include partial and total unemployment. Since year 1996, when the economic crisis came, the economic growth is always less than 5% per year. In year 2002 the amount of poor people in Indonesia was estimated about 38,4 million.

Hundreds of tribes and ethnics, which have its own languages, cultures, and values, can be a huge potential source for Indonesia to develop itself. But era of more than 30 years repressive and very centralized government, has made a homogenized society which directly or indirectly destruct the strength of tribe and ethnic cultures and values. At the other side, global culture is coming which is stimulated by mass media industry, information technology development, etc. This situation

cause some negative effects in cultural life of the people like the increasing of popular culture which is poor of meaning, cultural shock, more individualis and selfish society, etc.

The end of repressive and very centralized government era in 1998 made a new situation in the governing system in Indonesia. More democratic situation has made strong control to the government, more decentralized government to district level has given a big chance to its local community to participate in developing its area. This situation also make more freedom of expression, more respect to the human right, more balance of power, and stronger public control.

- Educational situation with particular reference to literacy and continuing education

Educational level of the population also still be a national problem. The level of illiteracy still more than 15 million persons, include the productive age persons. The rate of School drop out is still high, especially for the poor family. Most of the children are still not entered the early child education. Public opinion about education (also most of the government officers in education) is still dominated by formal education paradigm and most of them is still give low appreciation to non formal education system, while the quality of formal education system is still face many problems.

In national level, non formal education is managed by a general director in national education department. There is self government in province and district level so the structure of government organization which manages non formal education is different among each other. The power of central government to control the province and district now is less. The central government only make national planning and monitoring the implementation.

More than 51% of the employee still have maksimum the primary education level. The employee who have college and university level of

education is still only about 5%. More than 30% of the unemployment people don't have more than basic education level. The amount of people age 7 year to 24 year old who can not be served in educational system in year 2001 were still more than 38 million (about 49%). The children between 0 to 6 year old who can not served by educational system are still more than 19 million (about 55%).

- Locations of CLCs

More than 1500 CLCs now in Indonesia are spread all over Indonesia in 30 provinces. The location of CLCs are in the community area which will be empowered. Based on the characteristic of target community, CLCs location in Indonesia can be divided as :

1. CLC based on farmers community
2. CLC based on fishermen community
3. CLC based on prisoners community
4. CLC based on urban area community
5. CLC based on home industry community
6. CLC based on industrial area
7. CLC based on street kids community
8. CLC based on religious community
9. CLC based on commercial sex worker community
10. CLC based on transmigration village community
11. CLC based on industry employee community

- Other Community based NFE programmes

There are many community based Non Formal Education programme which are conducted in many area in Indonesia that supported by government or other organizations, for example : Rumah Singgah is a program supported by government outside educational departement to facilitate some non formal learning for kids in the street, Rumah Baca is a programme supported by state owned company to facilitate community

library, Non formal education programme supported by UNICEF to facilitate learning activities for kids who is employed in a company, Kelompencapir is non formal education programme supported by Information Departement to facilitate the discussion group of readers of public media in the villages, Kelompok Tani is a non formal education programme among the farmers to share experience each other and to develop their skill in farming, etc.

III. Policy and Legislation for CLCs

- Policy statement and/or legislation concerning CLCs

In the new national education system act year 2003, government has put formal education, non formal education and informal education become one system. In this act also there is an explicit statement about the acknowledgement of the existence of CLC as one of national education component. So, formally and legally the status of formal education and CLC has the same right to be developed. It means that even national government, province, and district government should give more attention and more budget to support the success of CLCs. It also give legal standing for community to develop CLC. Now our government is preparing government national regulatin about CLCs and non formal education as the implementation of the new national educational system act year 2003.

- Inclusion of CLCs in the national education plans, in particular EFA national action plans and UN Literacy decade

According to Indonesian partisipation to UN literacy decade, The President of Republic of Indonesia has proclaimed “Gerakan Membaca Nasional” (National Reading Movement) as a movement to bring this country free from illiteracy. CLCs become the most important agent to implement this movement and mission. Each year there always national

and local programmes about Education For All, especially in Literacy Day. CLCs always has the center role in these activities.

CLCs also give big role in supporting some of national education problems for example : Life skill improvement in educational system, The obligation of 9 years learning for all Indonesian people, etc. In life skill improvement programme there were more than 1000 CLCs involved to support this programme. In the 9 years learning obligation programme, CLCs participate through facilitating equivalence education programme for all ages include school ages children. Entrepreneurship skill training and income generation programme in CLCs also become one of best example in Indonesia about how educational system directly solve the economic problem of the community.

- Budget allocation for CLCs by government and financial and other assistance from external agencies

The shift of government paradigm to become more decentralized now has made the budget decision is not only in the central government but most of the budget now decided by local government such as district government together with local parlement In national budget allocation, budget for CLCs is managed by national education departement. Until now every year there always budget allocation to support CLCs and this budget tend to bigger and bigger each year. In Local decision budget there were some problem in allocating budget to support CLCs. There still only a view provinces and district which has budget allocation to support CLCs. This situation because of the lack of society and government knowledge of CLC and also because of the background of many provinces and district government officers in non formal education section is not related to education.

Until now there are some external agencies support budget for CLCs, for examples some of companies, UNICEF, Rotary Club, World Vision International, State owned Bank Company, etc. But the

participation of external agencies to support budget for CLCs is still not significant yet. This situation caused by the lack of their knowledge of the activities of CLCs

III. Main Activities of CLCs

- Early Childhood Care and Education (ECCE)

Hundreds of CLCs now conducting ECCE as one of its programme. Its target group are the children from its community area. Most of the participants are 4 to 6 years old. Most of the programme conducting like the kindergarden style but through more simple approach. Most of the tutor still not have a special skill training for it. The amount of the participants mostly between 20 to 50 children per CLC. Most of them are from low income family. Since the existence of new directorate in national educational department which special task to handle ECCE, the socialization, programme enrichment, and capacity building for ECCE personnel has become better managed.

- Literacy

More than 50% of the CLCs are conducting functional literacy program. Most of the participants are adult women. Besides literacy curriculum, they also learn some skills and some of them also doing income generation program. This program commonly divided to three stages of learning, we call it as the Conversion stage, Finishing stage, and maintaining stage. Functional skills usually depend on the condition and the culture of each community.

- Non Formal primary and secondary school

Most of the CLCs also conduct primary, elementary, and high school equivalence education. This program is done using adapted formal school curriculum based on the situation of each CLCs. High flexibility in implementing this program become the key success factor of this program.

Now many people who has some special condition not only from poor famili are interested to join this program. There is national examination to control the quality of this program. So, every body who want to pass this program should follow this national examination. Government will give national certificate which has the same legal function with the formal school certificate.

- Income generation and poverty alleviation

Most of the CLCs are also conducting income generation and poverty alleviation. Each CLCs develop unique business and approach to do this depend on its capacity, economic potential and market potential. Government has developed some projects to support this program in many CLCs. The project include capital support, technical support, marketing support and capacity building support. Besides government, there are many institutions supported this program in CLCs like universities, Companies/industries, Formal School, Research and Development institute. There are many CLCs that make high progress in this program so its market not only in national scale but also for international market.

- Health and sanitation including HIV/AIDS prevention

There are some some CLCs that has sanitation and health program like HIV/AIDS prevention program. Commonly the CLCs which conduct this program also receive support from government health ministry and some NGO which concern about it. Some of the CLC also develop kids health care program. Some CLCs based on commercial sex worker also develop HIV/AIDS prevention program.

- Culture, sports and recreation

Some CLCs, especially urban based are conducting sports and recreation program. Many street based CLC also develop music program and sports.

- Local and traditional values

Some CLCs also develop traditional music and dance program.

- Gender equality

Many CLCs also develop program for gender equality like family training for becoming gender equality sensitive family. Thisn program also get supported from government project.

- Human right and democracy

In some CLCs, human right and democracy program were introduced by some NGO who concern about this theme. Some of CLCs has develop training for widening their view to follow the next national election. Also many CLCs participate in the next CLCs to become the place in the next election.

- Information and communication technologies (ICT)

The implementation of ICT in some CLCs has been introduce to strengthen their project. Some CLCs use ICT as a tools for learning by using multi nedia based learning, some use it as a communication and publication tools like using e-mail and website. There are some CLCs which got funding support from computer industry like Samsung Co. to implement ICT in CLCs.

- Environment

Some CLCs in Bali island and in Java island also has introduced environment program in its CLCs. The program also combining income generation program with environment by using recycling approach to produced some marketable product.

IV. Effective Implementation of CLCs

- Community participation

All of the CLCs set up in this country based on community Participation. This situation happened caused by the concept of CLC as the learning program which from the community, for the community, and by the community. The participation of community in CLCs is different among each other. Some CLCs supported fully by community participation in all process from planning of CLC existence, planning and formulating CLC program, mobilizing the resources, implementing and monitoring and evaluation. But some other CLC are still get very limited support from its community as a beneficiary or learner. This situation is depend on the capability of the first person who socialize and introduce the CLC to the community.

- Resource mobilization

Resource mobilization in supporting CLCs in this country are done Through systematically approach :

1. Community or local level

In this level resource mobilization is done by CLCs management together with government non formal supervisors. The target of its mobilization commonly to the non formal and formal leader, to companies or industries in this area, to the spiritual leader in this area, school leader in this area, the sommmunity non formal organization in this area, NGO in this area and to the rich citizens in this area. The method of mobilization sometimes using direct campaign, using public meeting, using formal and informal meeting, using spiritual meeting, etc

2. District and province level

In district level, resource mobilization commonly done by government non formal education manager in the district and province, CLCs federation/association in the district and

province. The target of its mobilization are the district and province government leader like major or governor, district and province parlemen members, district and province business association or federation, universities in the district and province, Potential NGOs in the district and province, Other government institution in the district and province, The Informal leader in the district and province, Local newspapers and mass media organization leaders, spiritual leaders in the district and province etc. The method of mobilization commonly by using formal and informal meeting, using public audience or hearing in the parlemen, using direct or indirect lobbies, using seminars or workshops, using exhibiton events, etc.

3. National level

In national level, resource mobilization to support CLCs are done by national non formal government like Community Education Director and General Director of Non Formal Education, Federation/association of CLC in national level, National Comisson of UNESCO office and some NGOs who concern to the development of CLCs. The target of mobilization is the other government ministry or departenment, government top leader like the President and the vice president, Leader and members of parlemen, Leader of parties, National association of business companies or industries, Potential companies, Universities, Press association, national profetional association, Potential national and international NGOs, National and international donor agencies, etc. The method of mobilizing are formal and informal meeting, regular bulletin publication, writing in mass media, joining many relevan programs in electronic media, audiences, formal and non formal meeting, conducting formal and informal meeting like formal and informal dialogue, workshops, seminar, joining and conducting exhebiton, etc.

- Capacity building of CLCs personnel

Capacity building of CLCs personnel now is done systematically :

1. Training of the trainers in National Level and sometimes province level

There are training of the trainers for national and province level for management and CLCs establishment and technical aspect of each program in CLCs. The training is conducted by government, UNESCO national commission, and National CLCs federation/association. For technical expert usually we hire from universities, government or NGO experts, from companies or industries, etc.

2. Training of CLCs Personnel in District level and sometimes also in province level

The training of CLCs personnel in district level commonly conducted by district government district or province trainers or CLCs Federation/association trainers.

- Establishing linkages and networking

Linkages and networking among CLCs is done by establishing CLCs federation/association in each level from district level, province level until national level. As a federation or association we have annual program, planning, and goals. We also conduct district, province and national meeting of CLCs. Through this organization CLCs have more power and more efficient to develop CLCs in the country and to achieve the vision of CLCs in each community.

- Monitoring and evaluation

Monitoring and evaluation always conducted regularly in CLC level, in district level by government and by CLCs federation/association parallelly in district, province and national level. Each year there is a

meeting between the federation/association with government to make joint evaluation and future planning. Sometimes we conduct public seminar or dialogue to evaluate the progress and to identify the potential solution and plan for the future.

- Systematic documentations and dissemination

Documentation until now is still done by each CLC itself. In National or province/district level, documentation or dissemination will be done by government or CLC federation/association if there is a project like workshop, seminar, exhibition, or some thing like that.

V. Strengths and Future Challenges

- Impact of the CLCs

CLCs in Indonesia have given big impact nationally in reducing illiteracy, increasing the level of people education, increasing household income, creating new employment, promoting health education, promoting new good values in living together, etc.

- Main challenges

Main challenges for the future is to socialize CLCs so in each community area in each country, there are more than 30.000 villages in this country, there is at least one good quality and developed CLC. Besides that, Income generation program also has big challenge for the future, how to improve it so most of CLCs business grow as a health business unit and how to maintain it in the competitive global market.

- Suggestion for UNESCO

There are 3 main role that can be done by UNESCO for supporting CLCs for the future, especially based on Indonesia experience :

1. Global socialization of CLC to take and increase public awareness about CLC

2. Institutionalize international linkage and networking between CLCs in each country by supporting the declaration of the existence of CLC Federation or association in international level.

There are many benefit of this institutionalization :

- More political power for CLCs to find support from every people or institution needed
 - More intensive, effective, and efficient channel among CLCs to share each other and to identify effective action for future development of CLC
 - Initialize an embryo fo building partnership among communities globally in promoting more peaceful and more wealthy world.
3. Support deep academic research to explore intensively more effective model, approach, or method that usefully for CLC's future development.