

# **Indonesia Country Report on The Community Learning Centre**

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## **1. Establishment and expansion of CLCs**

### **1.1. National policies and strategies of CLCs**

Based on Indonesia National Act Number 20 year 2003 about National Education System, it is said that there are three kinds of education channel : formal education, non formal education and informal education. It is also said in the article 26 that community learning centre is one kind of education unit in non formal education channel. Beside community learning centre, there are other education units in non formal education channel such as non formal early age children education, course and training course, learning group and moslem religion learning group. It is mean that community learning centre has the same legal status as a formal school such as an elementary school in the formal education channel. It also mean that community learning centre is one implementation agency in the grassroot level of the non formal delivery system.

Based on Republic Indonesia Government Regulation Number 17 year 2010 about national education delivery and management, it is stated in article 102 point 3 that non formal education delivery is based on the principle of : from the community, for the community and by the community. It means that community has the most important role in non formal education delivery system. So, government strategy in the development of community learning centre also follows this principle. The role of government in the development of community learning centre are clc promotion and socialization, clc program development especially in some national program priorities, clc personeel capacity building, clc learning material development especially in some national program priorities, supporting clc facilities development, supervising clc operation and management, and providing funding support for program implementation especially in some national program priorities. The role of community members in the development of community learning centre are clc establishment, setting strategic and operational planning of the clc, clc resource mobilization such as facilities, human resources and finance, program planning and development, managing the

implementation of the programs, monitoring and evaluation, network building, and clc institutional development.

## 1.2. Objectives and target groups of CLCs

The objective of non formal education is to build the human who has the life skill, functional skill, professional attitude and personlity, and to develop the spirit of independent entreupreunership, the competence in spesific job, and/or in getting higher education level in order to achieve national education goal (Article 102 point 2 of Indonesia Government Regulation Number 17 year 2010). The functions of non formal education are as the substitute of the formal education, as the suplemen of the formal education, as the complemener of the formal education, as the alternative education, and to develop learners potential in supporting lifelong education (Article 102 point 1). The objective of community learning centre is to educate all the community members who located soround it to have knowledge and skills for spesific job, to have life skills, to build professional attitude and personality, to prepare for having self business or to prepare for getting higher education level (Article 105 point 1). But in the real field, the objective of the clc is more than what has been stated in the regulation. The ultimate objective of clc is to improve the quality of life of the community members and in the same time to build more harmonious community environment.

To achieve the goal and objectives above, community learning centre have some target groups in the community based on the need of the community. All the community members shuld be the target groups of the community learning centre. But community learning centre usually give more attention and priority to the community members who has lower level of social economic conditions such as the illitirate adult persons especially adult women group, the early age children from the poor family, the youth and young persons from poor family who do not fullfilled yet their basic education, the jobless adult persons, the adult persons from poor family, street children group, children employees group.

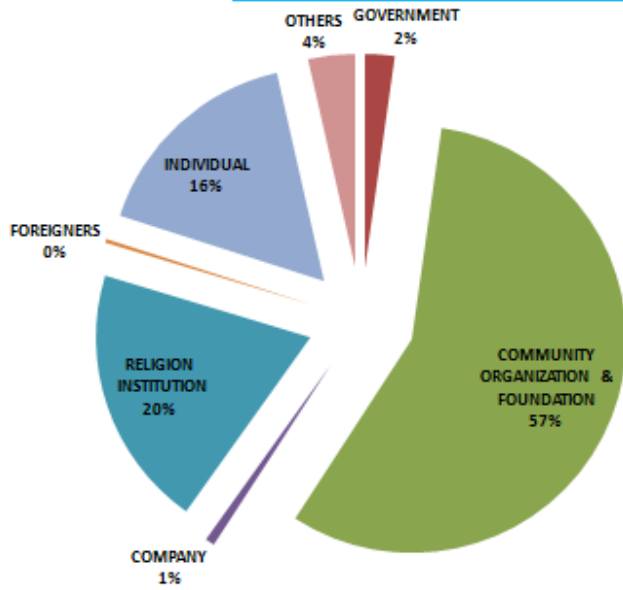
## CLC CONCEPT



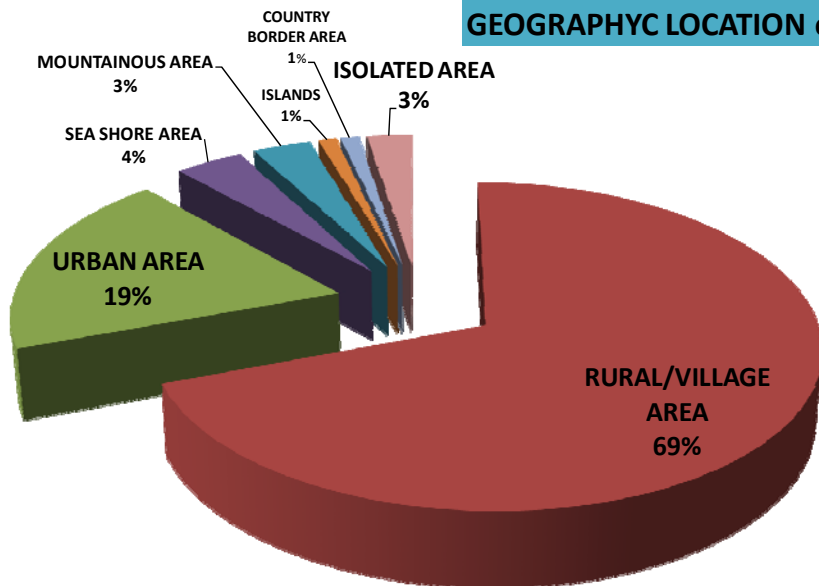
### 1.3. Number of CLCs , Ownership and Location

Until July 2011 there are 6.569 CLCs that had already received national registration identity number from central government. It is needed some certain requirements fulfilment for a CLC to receive a national registration identity number. Based on the 'ownership' of the CLC, most of them are not belong to government. Most of the CLCs are located in the rural area.

### OWNERSHIP STATUS OF CLCs



### GEOGRAPHIC LOCATION of CLCs



#### 1.4.Types of activities taking places at CLC

#	Lesson, Training, Activities at CLC	Exist
1	Literacy	v
2	Post literacy	v
3	Non formal Basic Education	v
4	Technical, Vocational, Income generation	v
5	Early Childhood Care and Education	v
6	Equivalency Programme (Primary)	v
7	Equivalency Programme (Lower/junior secondary)	v
8	Equivalency Programme (Secondary)	v
9	Community dialogue and meeting	v
10	Others ( local culture, sports, spirituality enrichment,etc )	v

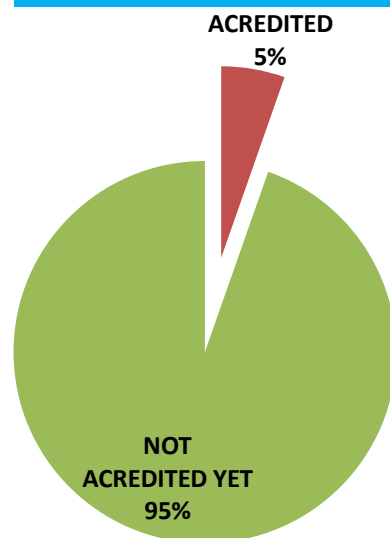
## 2. Quality Assurance of program delivery and learning achievements

### 2.1. Quality Assurance System for CLC program delivery

It is stated in National Education System Act that education delivery should follow national education standards which are set up by National Education Standardization Board. This Board is an independent board which consist of the representatif of many education experts . There are eight kinds of standard such as graduate competence standard, learning content standard, learning process standard, learning management standard, learning facilities standard, learning achievement assesment standard, financing standard, and personeel standard. For assesing the quality of all educational programs and all educational units, it was established The National Accreditation Board for Basic and Secondary Education, The National Accreditation Board for Higher Education and The National Accreditation Board for non formal education for accrediting the non formal education unit such as Community Learning Centre.

Accreditation system for non formal education was established in year 2008. There are two types of accreditation: program accreditation and institutional accreditation. Program accreditation is an accreditation process for the provider of a certain non formal education program such as a literacy education program provider accreditation, etc. Institutional accreditation is an accreditation process for a non formal institution who could provide many learning programs, such as Community Learning Centre accreditation. provider such as CLC accreditation. Until year 2010 it is only 5 % of total CLCs that had already been accredited.

## ACREDITATION STATUS OF CLCs



### 2.2. Quality Assurance /Certification system to assess learning achievements

Article 105 point 5 of Government Regulation Number 17 year 2010 state that non formal education learners in the community learning centre could received a certificate of graduation after passing a certain learning achievement assesment. There are three kinds of assesment of the learning achievements in the CLC. First, is the assesment that could be done by each CLC itself. An accredited CLC has a right to do self assesment and to issue a certificate of graduation or certificate of learning achievement for the learners after passing an assesment process. The learning program in CLC that could be assesed by using this kind of assesment is the Life Skill Program.

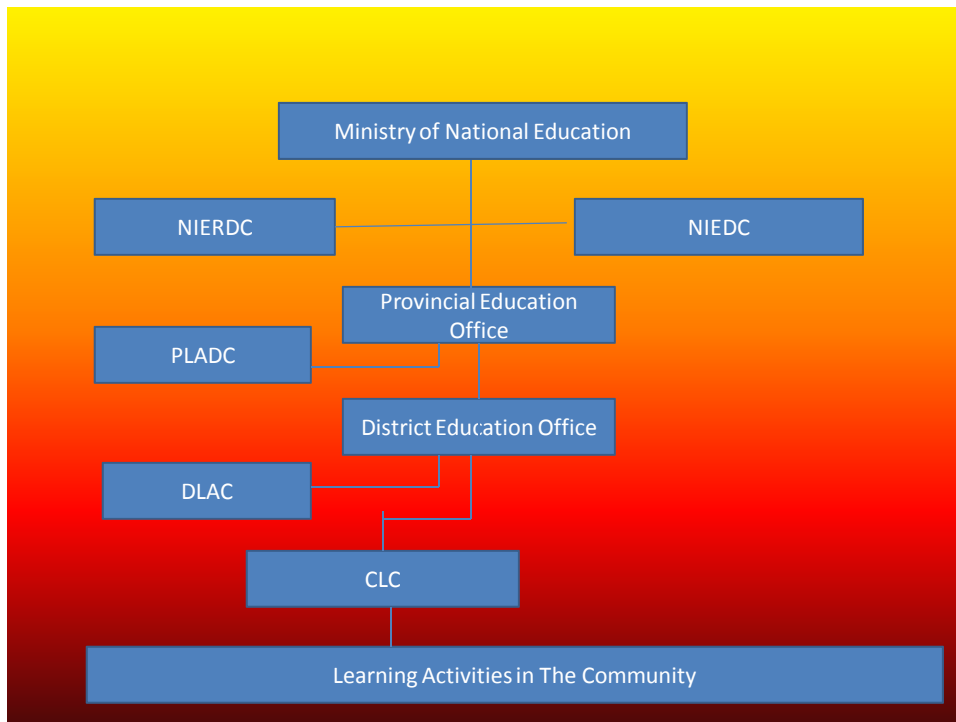
Second, is the assesment that should be done by District Government. A Community learning centre provide the learning process based on the curriculum developed by the CLC itself, but the assesment of the learning achievements should be done by District Government. Certificate of learning achievement or certificate of graduation is also issued by District Government. This kind of assesment usually done for the literacy education program. After passing the assesment, the learners of the literacy education program will received the

graduation certificate from the District Government and the certificate is called SUKMA certificate.

Third, is the assesment that should be done by national government only. Equivelence Education that provided by CLC should follow this kind of assesment. Community learning centre provide learning process based on the curriculum which is developed by District Government or by the CLC itself based on national standards. Each year MONE will announce two times of schedule of national assesment, ususally one is in the middle of the year and one is at the end of the year. The assesment test and the assesment procedurs will be provided by The National Education Standard Board based on national competence standards. Province Education Office wil coordinate and supervise the assesment process and the District Government will manage operationally the assesment process in the field. Usually, the assesment will be concentrated in one or some certains location in the District. After passing the assesment, the learners will receive the national certificate of graduation.

### 3. Decentralization and Management of CLC

#### 3.1. Organization charts from the Ministry of Education to CLC



### 3.2. Decentralization of program delivery and curriculum development

Year 1999 Indonesia implemented more decentralized government system. Based on this new system, most of governance activities include basic education, secondary education and non formal education were decentralized to become the responsibility of District Government. Community Learning Centre as an education unit in Non Formal Education channel is under the responsibility and supervision of District Government. The role of Ministry of National Education in CLC development is mainly in national planning, in setting national standards and in supporting budget. National government will be supported by two kinds of supporting institutions such as NIEDC and NIERDC. NIEDC is Non formal and Informal Education Development Centre and NIERDC is Non formal and Informal Education Regional Development Centre. Currently there are two NIEDCs and six NIERDCs all over Indonesia. Provincial Education Office role is mainly in provincial planning in coordination with all the Districts in the province, in distributing the national budget to each district and in monitoring and evaluation. Province Government will be supported by PLADC ( Provincial Learning Activities Development Centre ). Currently, there are 33 provinces all over Indonesia and in each province there is one PLADC. The role of District Education Office is mainly in district planning and in supervising the Learning program implementation by all CLCs in the District. District government will be supported by DLAC ( District Learning Activities Development Centre ). Each district usually has at least one DLAC.

The party who responsible in developping the curriculum is depend on the kind of the program. For example, for equivalence education program, curriculum is developed by district government based on the graduate competence national standard and the learning content national standard. DLAC is usually play important role in supporting the curriculum development. For Literacy education program, curriculum is developed by the learning provider such as Community Learning Centre based on the learning content national standard and the graduate competence national standard. Community Education Supervisor in each sub district is usually needed to support the curriculum development process.



DECENTRALIZED ROLE & FUNCTION

INSTITUTION	ROLE AND FUNCTION
MONE	National Planning, Financing, Monitoring & Evaluation
NIEDC	Developing new policies and programs in non formal and informal education to be implemented nationally
NIERDC	Developing new policies and programs in non formal and informal education to be implemented regionally
Provincial Education Office	Provincial Planning, Financial distribution, Monitoring and Evaluation
PLADC	Developing new policies and programs in non formal and informal education to be implemented in the province
District Education Office	District Planning, Supervising, Monitoring and Evaluation
DLAC	Developing new programs in nonformal and informal education to be implemented in the District
CLC	Community need assesment, planning and implementing the learning program, reporting

### 3.3. Management of CLC

As an education unit in non formal education channel, each CLC should has a management board who responsible for its strategic and daily operation management. Each CLC also should has its own 'constitution' as a basis for governing and managing The CLC and written in The CLC Founding Act. Usually the organizational structure of the Board of the CLC is unique based on the charactersitic of the Community. Usually this organizational structure has one director or chairman, one treasurer, one secretary and some sections such as Learning Program Section, Resource support section, and Networking and Marketing Section.

Each CLC also is encouraged to has its own Community Committee as a group of formal and informal leaders who are the representatives of the community members who live soround the CLC location. This committee usually play as a board of advisors to determine the direction of the CLC and also could be involved in the participative planning and evaluation.

For getting national registration number from central government, each of the CLC should fulfill some requirements such as CLC Founding Act, Recomendation from the Village Head,

Certificate of Acknowledgement from District Government, Organizational Structure of The CLC Board.

#### 4. Literacy Survey and Assessment

##### 4.1. Literacy survey and assessment at regular intervals

Every year, National Statistical Bureau conduct Economic and Social Survey including the literacy rate. The literacy competence that is assessed in this survey is functional literacy.

Illiterate Rate 2004-2009					
Year	Illiterate 15+ (in million)	Percentage			Gender Disparity
		Male	Female	M+F	
2004	15,41	6,5	13,8	10,21	7,3
2005	14,89	6,62	12,85	9,55	6,59
2006	12,88	5,40	10,73	8,07	5,33
2007	11,82	5,04	9,36	7,20	4,32
2008	9,76	4,27	7,51	5,97	3,24
2009	8,7	3,94	6,69	5,3	2,75

Sumber: Direktorat Dikmas dan PSP Kemdiknas, 2009



#### 5. Issues and challenges

##### 5.1. The quality and sustainability of CLC

The quality of CLC means the broad perspective of quality. It covers the effectiveness of the programs, community ownership and participation, the competence and the commitment of the personnel and the supporting facilities. The sustainability of the CLC covers the long term financial support system, the strength and flexibility of management system, leadership and the capacity to create new and diversified programs.

## 5.2. Availability and Coverage of CLC

Indonesia is a big country who has more than 13.000 islands and very heterogen tribes and languages and more than 70.000 villages. Ideally it is needed at least one CLC in one village. Compared to current situation, it is needed much more new CLC in Indonesia so it will be easier to access the CLC .

## 5.3. CLC Networking

CLC networking is very important for supporting the development of and strengthening the CLC management. Networking among the CLCs in the district, provincial and national level is currently linked by Indonesia CLC Communication Forum. The networking also needed with the business sectors, universities, research institution, international institution, etc.