

Regional Conference on Community Learning Centres (CLCs):
National Qualifications Frameworks for Lifelong Learning and Skills Development, 19-21 June 2013, Bangkok, Thailand

Indonesian Country Report

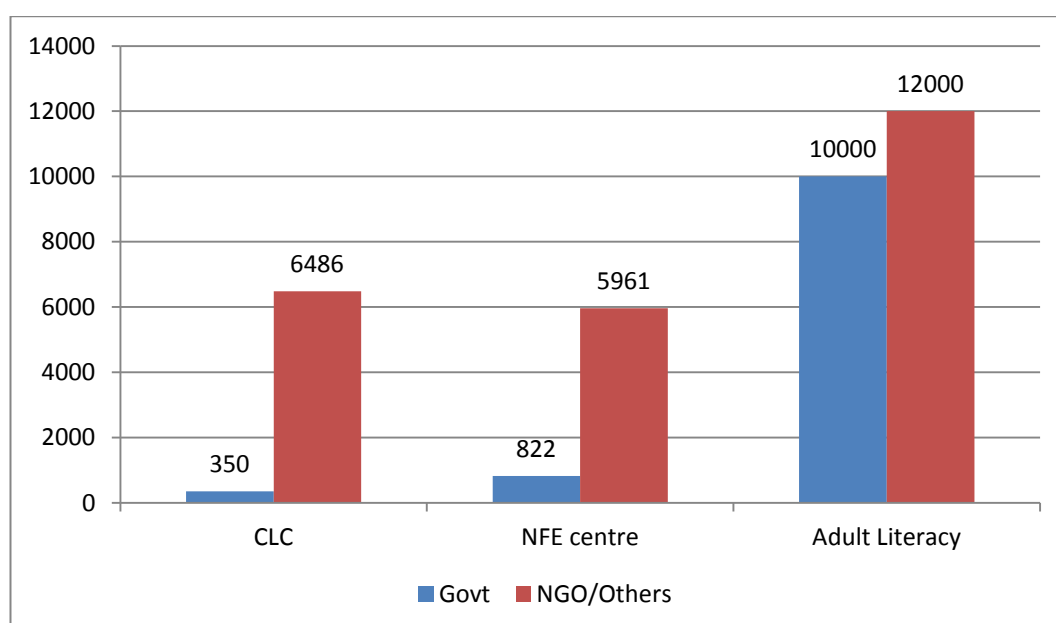
1. Updated Information on Community Learning Centres

Law No. 20 Year of 2003 on National Education System article 26 paragraph 4 states NFE institutions consist of course, training, learning group, CLC, religious meeting and others

Regulation No. 17 year of 2010 on Education Management article 1 paragraph 33 CLC is NFE institution to conduct many kinds learning activities according to community needs based on community initiate, managed by community and to serve community sake (known as from, by and for community)

In general objectives of CLCs as national education component is to develop educational participants potential to achieve human which believe the Almighty, good conduct, health, fully knowledge, caliber, creative, sovereignty and become responsible citizens to perform democracy.

Specifically CLCs as NFE institution has its function as substitution, supplement and complement to formal education towards support lifelong education. CLCs also have main concern on functional skills and knowledge mastery instead of professional conduct and maturity perform.



By early 2013, government learning center reach 350 units while registered CLCs run by NGO/others reach 6474 out of 12005 existing CLCs. NFE centres consist of smart houses (also other vehicle such as car, motorcycle and boat) which are funded by semi-government foundation reach 822 unit, while NGO/others support reach 5961 include CRCs. Government institutions which are focusing into literacy around ten thousand and NGO/others around twelve thousand. Most of the NGO/others on literacy institutions were granted by government support.

2. National Qualifications Frameworks (NQFs)

According to law No. 20 Year of 2003 on National Education System chapter XVI, there are evaluation, accreditation and certification on education programs implementations and institutions. These aimed to comply with quality control and assurance.

Evaluation is aimed to learning participant, institutions and NFE program implementations. While accreditation concerns with program and institutions, certification deals with learning participants.

Regulation No. 19 year of 2005 on Education National Standard mentions Education pathways to accomplish eight minimum criteria which are content, process, graduate competencies, personnel, facilities, governance, financing and evaluation.

Presidential regulation No. 8 year of 2012 on Indonesia National Qualification Frame

3. Recognizing and Validating Lifelong Learning through NQFs.

Law No. 20 Year of 2003 on National Education System article 26 paragraph 3 state NFE program cover life skills, ECE, youth education, women empowerment, literacy, labor training and skill educations, equivalency, and other programs to develop learning participant ability.

There are equivalency program formerly known as package A, B, and C belong to NFE that link to basic education, junior high school and senior high school. Recently Package C plus is link to senior vocational school

Otherwise, skill training and course as NFE entities recognize many qualifications sector according to specific ministerial regulation, i.e:

- No. 6 /I/2011 on house keeper consist of 43 units of competencies
- No. 93 /IV/2005 on hair dressing consist of 57 units of competencies
- No. 143/VII/2010 on traditional treatment herb consist of 7 units of competencies

4. Skills Development in your Country

As mentioned above whether regulation no. 19/2005 either no. 17/2010, both is concern with skill development which graduate competency is highly necessary. NFE has to provide content, process as well as formal education to obtain prompt graduate competency.

To cope with unemployed youth, many policies address skill development such as national movement of entrepreneur involve a lot education institution to boost entrepreneur skills rather than labor skills which are required many factories. Entrepreneur skills create more job opportunities rather than limited factory labor skills.

As example, in January 2004 Agrowilis CLC was established by forest farmer association supported by MoNE (DG of NFIE). The CLC emerges five years later, prior former association was created in 1999.

In the beginning CLC runs program to bridge native farmer and necessary daily practice knowledge through several villager empowerments and education program such as:

- illiteracy education,
- package B equivalent to junior high school,
- package C equivalent to senior high school,
- computer course (as supplementary program to package B and C), 2 units of computer are available
- Sewing course, 3 units of sewing machine are available
- Art class (i.e. hadrah, tambourine, dance and music)
- Community Reading Center as well as Wall Magazine
- Micro business program (to produce crystal sugar, various cassava cakes, seasonal plants, fresh water fishery, white/brown oyster mushroom, organic fertilizer)

Nowadays, the community members where located on the border of state owned forest has completed by micro finance services and cooperatives movement body. Furthermore, villager association choose to commit to expand their practices into:

- Agro forestry
- Initiating the Village Forest Management as part of agro tourism program, and
- Village Women Empowerment