

INDONESIA Country Report

National Policies and Strategies on Community Learning Center (CLC)

By 1.Jayeng Baskoro

2.Maryana

A. Introduction

Lifelong learning/education is an important and strategic paradigm and concept of the development and empowerment that should be implemented in the whole aspects of human life whenever and for all people.

Non-formal education is organized for community who need education service serving as a statute, enhancer, and/or compliment formal education in order to support lifelong learning education. One of the organizers of non-formal Education is the community learning center (CLC).

Community means that CLC is a joint effort of a community to advance themselves together, according to measurement of idealizing community itself whilst the meaning of life, thus the characteristics of a community would be greatly condensed a good objective, options, design program, and activities of CLC that are organized, as well as a culture developed and imbued with the leadership and management of their institution. **Learning** means that many activities organized in CLC activity capable of providing process of increasing capacity and behavior community members towards a more positive direction. Learning can be done by everyone throughout the rest of life at every opportunity that can be done in a variety of dimensions of life, thus CLC is an institution which implements the concept of *lifelong learning*. **Center** means that the CLC organization must be managed well, this is particularly important for the effectiveness of the goals achievement, providing quality programs, resources utilization efficiency, synergy between various programs and sustainability existence of CLC, it is also pertaining to ease, identify and accessed by all members of the community to communicate, coordinate and cooperate with various parties either being in the region existence of CLC, as well as with CLC from various parties outside the region such as Government, national and international institution.

Inrealizing community's expectations and initiatives for educational services that can be felt by all people, CLCs grow and develop in many countries in Asian region, especially to reach the unreached and serve marginalized community. All those services are from, by, and for the society under networking partnership with stakeholders. Communities invest and often sacrifice their resources, even part of their house and time, to build and organize the non-formal education in CLCs.

From community means the establishment of Community Learning Center (CLC) always started by the initiative from community itself comes from an awareness of the importance to improve the quality of life through transformational and learning processes. **By community means** the implementation, development, and sustainability of CLC fully into community itself responsibility. **For community** means the existence of CLC shall be fully for the progress of community life where CLC is located, it means programs whose selection held in CLC actually should have been in accordance with the needs of the local people.

Ones measure of the progress of Community Learning Center (CLC) is the quality and quantity of community's participation in the planning, establishment, implementation and

development of CLC, the higher number of community members who participate in a CLC, the higher also the achievement of successes and progress this CLC. The participation of community could also be indicated in form of a support in providing facilities, funds, personnel, idea, and so on , and to assess the quality and relevance of an organized program, it is necessary having regard to the input, process, and output in program implementation.

Community Learning Centers are founded by social motives, not for financial interest.

The following issues of CLCs to be raised are:

1. Licensing.
2. Distribution.
3. Quality.
4. Networking.
5. Ownership.
6. Outcomes.
7. Accreditation.
8. Sustainability.

B. Existency of CLCs

1. Current Situation

Based on the online database of CLCs from Ministry of Education and Culture, Republic of Indonesia, the number of CLCs registered in Indonesia in **2012** is approximately **6,486** units. Out of 33 provinces, west java province dominates the number of CLCs **by 897** units while Papua becomes the last province with the least 2 units.

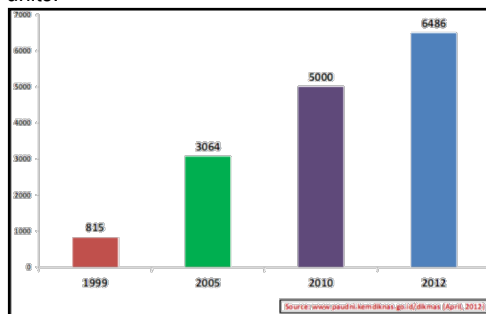
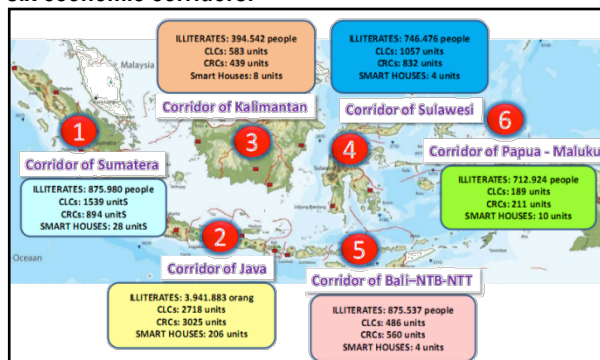


Figure of Illiterate Adults (15-59 years old), CLCs, CRCs, and Smart Houses in six economic corridors:



Based on classification, the highest number of CLCs is in district/sub-district level, followed by provincial, national, and international level respectively. However, one thing to notice is that what is meant by international here, it means that the CLCs have experienced in international cooperation and partnership or have been received an international aid before.

In terms of their accreditation, the number of accredited CLCs is relatively small; 347 units, while the remaining 6207 CLCs are still unaccredited. The responsibility of accreditation is under an independent board called National Accreditation Board of Non-formal Education (abbreviated BAN PNF). Therefore, Directorate of Community Education Development, Directorate General of Early Childhood, Non-formal and Informal Education, Ministry of Education and Culture, Republic of Indonesia as policy and guideline maker of community education, in this case CLCs, could not make interference with CLCs' accreditation process.

In addition, on the basis of ownership, most of CLCs in Indonesia are owned by 13,685 foundation while in terms of location, most CLCs in Indonesia are located in village, 4499 Units. In order to improve CLCs' quality and administration as well as data collection, CLCs all over Indonesia are require to have *Nomor Induk Lembaga* (NILEM) or Institution's ID number. In addition, the strategies to improve CLCs' quality are carried out by developing:

1. Analysis towards various learning needs and programs (diversification and differentiation).
2. Business units relevant to the condition of local environment to make CLCs more independent.
3. Center of information and marketing for CLCs' products in every district and sub-district.
4. Micro credit models in CLCs.
5. Criteria and measurement of CLCs' performance.

2. Revitalization of Community Learning Centre Policy

Community Learning Centers (CLCs) are founded by, from, and for the community, not for financial interests. However, CLCs' objective is to provide community education in order to create better future for the community. In general, CLC's target group is adults at productive age who have obstacles in accessing the formal education.

The existence of CLCs in the grass root level is a strategic opportunity for the community to increase the community's participation by providing learning opportunities. Therefore, the revitalization of CLCs policy is very relevant and important for the future of the CLCs as the center of community empowerment such as character education, development of individual talent, and preservation of local culture.

Revitalization of CLCs policy is started by synchronizing and synergizing the role of CLCs as a part of comprehensive non formal and informal education service and in partner with Center for Learning Activities, or in Bahasa is called as *Sanggar Kegiatan Belajar Masyarakat* (SKB) owned by the government at the district level. Recently, the relationship between CLCs and Center for Learning Activities is not in a good harmony. We are expecting Center for Learning Activities to have minimum standard of facilities, human resources, funding sources and information system network and would then become CLCs' strategic partner in order to develop the CLCs' programs. Program model replications reviewed in provincial level by the Board of Non Formal and Informal Education Development or the Center of Non Formal and Informal Education Development is very successful and deserves to be implemented in CLCs through

Master Trainer programs. With this strategic plan, we are hoping to have a comprehensive, synchronized and synergized policy from the Central, Provincial, District, and CLCs as the program implementer.

After reviewing 24 papers in the Conceptual Evolution and Policy Developments in Lifelong Learning which is edited by Jin Yang and Paul Valdes-Cotera (2011), I am feeling the huge support to define CLCs as media for the development of character and individual's culture that are related to sense, meaning, and spiritual richness; social and community development in regard to active citizenship and sociality; professional individual development related to productivity, working performance, welfare and economic activities. In every occasion, whenever I deliver speech about CLCs, I always define CLCs as multi education service providers (tell us what you want, we can provide it), which means CLCs should not limit themselves in providing educational services needed by the community. Thus, the activities in CLCs refer to four pillars from "Delors Report"; learning to learn, learning to live together, learning to be and learning to do. In other words, CLCs should function as a "One Stop Service Provider".

We are living in a new millennium and hence, the learning expectation is to fulfill the goal of economic growth and development. The world evolution which is moving to a more complex and inter-dependency has led us to a wider perspective of lifelong learning, which is individual and character development as a citizen in line with the perspective of country economic development.

CLCs' future development policy is to create the model of lifelong learning programs in the grass root level comprehensively in order to fulfill the needs of all students. The learning potentials given are by transforming the value of people-centered and human right-based values. In the middle of individualistic attitude rising, we are thankful for the educational services provided by CLCs. In this regard, let us reinforce and increase the cultural values and understanding of lifelong learning as the life-blood in human development.

C. National Qualifications Framework (NQFs)

Life skills education program is implemented to provide services for: (1) the community, especially those of productive age who do not work/unemployed, the poor and other disadvantaged people, both living in urban and rural areas, (2) members of the community who need skills improvement to have access to work or to develop their.

In order to achieve the national target life skill education program for 2015, the following strategies to be applied:

- a. Mapping the life skills education and strategy development.**
In Life Skills program implementation, the government has no role as an organizer, but rather serves as an advanced program organizer that is more responsive market and as training system developers. This happens since most of the organizers of Life Skills programs are private. This policy supports the success of many life skills programs;

b. Expansion of opportunities for formal and non formal life long learning.

The government ensures the equal development policy of secondary education and higher education, particularly in districts that are still lack of schools or higher education institutions;

c. Strengthening the response to the needs of skilled manpower.

The government has introduced professional development courses. The results achieved are: good workers both living in cities and in villages acquire relevant skills and obtain sufficient entrepreneurship training;

d. Expansion and development of apprenticeship system.

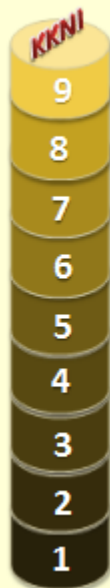
Life skills program participants are given the opportunity to participate in an internship program in companies in accordance with the skills being learned;

e. Provision of further education and training.

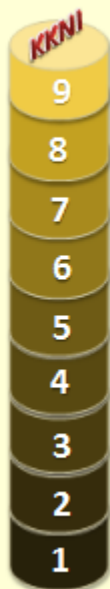
Further education and training activities are implemented holistically and systematically and will be continuously developed and expanded by referring to the pockets of a clear career development which is standardized and accredited;

f. Strengthening mainstreaming of entrepreneurship skills in training and in technical and vocational education.

g. Increasing development of competency standards, skill recognition and certification.

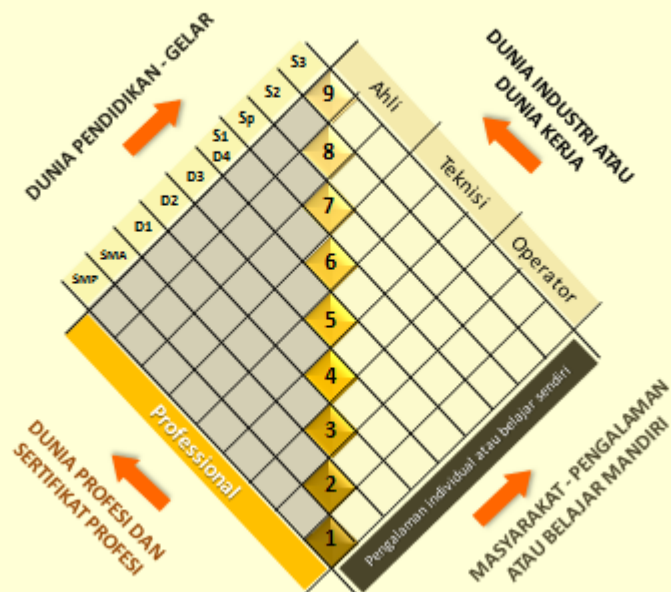


- **KKNI** terdiri dari 9 (sembilan) jenjang kualifikasi, dimulai dari Kualifikasi 1 sebagai kualifikasi terendah dan Kualifikasi – 9 sebagai kualifikasi tertinggi
- **Jenjang kualifikasi** adalah tingkat capaian pembelajaran yang disepakati secara nasional, disusun berdasarkan ukuran hasil pendidikan dan/atau pelatihan yang diperoleh melalui pendidikan formal, nonformal, informal, atau pengalaman kerja



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Peningkatan level KKNI Melalui Berbagai alur



Hubungan level lulusan perguruan tinggi dengan Pasar Kerja



D. Skill Development.

1. Life Skills Education Program

Life skills education program is implemented to provide services for: (1) citizens of the community, especially those of productive age who do not work/unemployment, the poor, and other disadvantage people, both living in urban and rural areas, (2) members of the community who need skills improvement for work or develop a career.

In 2015, the target of Life Skills through courses and training programs is 30% of the unemployed youths and high school/vocational school graduates, poor and other disadvantaged population living in urban and rural areas get Life Skills program through courses and training. In 2011, 20 % of those had received life skills education through courses and training programs.



In 2011, 20% of the life skills program graduates managed to get certificate of competencies.

In 2011, there were 50% Vocational Schools (SMK), have been certified with ISO 9001-2008 and there will be 100% in 2015 as targeted.

2. Life skill for the future

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