# Follow-up of CONFINTEA VI:

## Reporting template for National progress reports in preparation of the
### *Global Report on Adult Learning and Education (GRALE)*
### and the end of the
### United Nations Literacy Decade (UNLD)

## National progress report submitted by
## the Government of Indonesia

This report is submitted on behalf of the Government of Indonesia in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

| | |
|---|---|
| Institution responsible for submitting this report | Directorate of Community Education, Ministry of Education and Culture, Republic of Indonesia |
| Submission date | 23 May, 2012 |

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

| Which institutions and stakeholders provided input to this report? | *Mark all that apply* |
|---|---|
| Government Ministries | |
| Agriculture | ☐ |
| Defence | ☐ |
| Education | ☒ |
| Foreign Affairs | ☐ |
| Health | ☐ |
| Interior/Home affairs | ☐ |
| Labour | ☐ |
| Others *(please mark and specify below)* | ☒ |
| Central Bureau of Statistics Republic of Indonesia | |
| Civil society organisations | ☐ |
| National non-governmental organisations | ☒ |
| International non-governmental organisations | ☐ |
| Educational or research institutions/Universities | ☒ |
| Private sector companies | ☐ |
| United Nations agencies | ☐ |
| Non-UN bilateral or multilateral organisations | ☐ |
| Others *(please mark and specify below)* | ☐ |

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

The Report of Adult Learning and Education (convitea VI) is completed vy involving education policy makers , administrators, researchers, academics, and other stakeholders at national, provincial, local and university levels within the ministry and its related institutions.

| **1. Definitions and data collection on adult learning and education** | | |
|---|---|---|
| | *Yes* | *No* |
| 1.1 Does your country have an official definition of **adult education**?<br>*If Yes, please provide it in the space below:*<br>Adult education is a service to provide a second chance to adults (15-59) years old to be literate, have equivalencey program, develop their abilities, enrich their knowledge, and improve their technical or professional through llife skill and entreupreunership program, gender mainstreaming and women empowerment. | ☒ | ☐ |
|      1.1.1 Are other definitions used in practice?<br>*If Yes, please provide them in the space below:*<br>literacy and lifeskill education | ☒ | ☐ |
| 1.2 Has your country adopted or developed an official definition of **literacy**?<br>*If Yes, please provide it in the space below:*<br>adult literacy is the ability to read, write, utilizing number and space, and comprehensively understand Indonesian languages as media to communicate and interact in daily and social life | ☒ | ☐ |
|      1.2.1 Are other definitions used in practice?<br>*If Yes, please provide them in the space below:*<br>ability to read, write and use number to communicate in Bahasa Indonesia and/or in other character | ☒ | ☐ |
| 1.3 How is literacy data obtained in your country?<br><br>*Please select the option(s) below*<br>National census<br>School administrative data (years of schooling completed/primary certificate)<br>Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)<br>Household surveys<br>Other methodology (*please describe below*):<br>block census for high literacy districts | ☒<br>☐<br>☐<br>☐<br>☒ | |
| 1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? | ☒ | ☐ |
| *If Yes, please select the option(s) below that best describe the change(s)*<br>New conceptual definition on literacy in place (for policy)<br>New conceptual definition on literacy in place (for data collection only)<br>New assessment of youth and/or adults' literacy skills<br>Increase in the periodicity without significant conceptual changes<br>Other changes (*please provide details below*):<br>Better coordinitaion between Ministry of education and Culture and Central Bureauu of Statisticts incicated by signed and implemented MoU | ☒<br>☒<br>☐<br>☐<br>☒ | |
| 1.5 Has your country faced challenges in collecting literacy data?<br><br>*If Yes, please describe them briefly in the space below:* | ☐ | ☒ |

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Indonesia comprises of 33 provinces, 399 districts, 98 cities, 6,699 sub-districts and 77,548 villages on land surface area of 1,910,931 square kilometers spread across around 13,000 islands. The population of Indonesia is around 237 million people, with a population growth rate of 1.49% and gender parity index of 1.01. There are more than 300 ethnic groups and 680 dialects spoken in the country. With these demographic conditions, it is not easy to collect literacy data especially in those outerfront, border, achipelagic and mountainous areas.

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

| | Yes | No | If Yes: name of legal/policy instrument and references *(add as many lines as needed)* | Year |
|---|---|---|---|---|
| Lifelong learning | ☒ | ☐ | 1.      Education Law Number 20/2003<br>2.      The Presidential Instruction 2006 on the National Movement to Hasten Compulsory Nine-Year Basic Education Accomplishment and the Fight against Illiteracy (NMHFAI).<br>3.      The National Medium Term Development Plan 2004-2009 -> targeted to reduce the number of adult illiteracy from 10.2% in 2003 to 5% in 2009.<br>4.      The National Education Strategic Plan 2005-2009 targeted to reduce 50% of the number of adult illiteracy in 2009.<br>5.      The National Education Strategic Plan 2010-2014 targeted to achieve 95.8% adult literacy rate. | 2003<br>2006<br><br><br>2004-2009<br><br><br><br>2005-2009<br><br>2010-2014 |
| Adult education | ☒ | ☐ | | |
| Adult literacy | ☒ | ☐ | | |

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

| | Specific target groups, including age range *(add as many lines as needed)* | Total number of individuals in the group |
|---|---|---|
| Adult education<br>Adult literacy | The specific target groups for both adult education and adult literacy in Indonesia are women, indigenous people, minority ethnic groups, individuals with disabilities, rural residents, prisoners and people living in outerfront, archipelagic and border areas. | The total number of target group for adult education and adult literacy is the remaining target of adult literacy program that in 2011 is 6,730,680 peoples in which 63% of them is women. |

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

| | Yes | No | Specify goal | Specify timeframe |
|---|---|---|---|---|
| Adult education | ☐ | ☒ | | |
| Adult literacy | ☒ | ☐ | To achieve 95,8% adult literacy rate | 2010-2014 |

| 2.4 Does your country have a policy on the language of instruction in adult education? | Yes | No |
|---|---|---|
| | ☒ | ☐ |

*If Yes, please provide a brief explanation and references in the space below including when it was put in place:*
Indonesia requires all its population to be able to use national language, Bahasa Indonesia, thus the language for instrucion is Bahasa Indoneasia.  However, since there are more than 300 ethnic groups and 680 dialects spoken in the country, Mother Tounge/ethnic language can be used as an approach in education.

| 2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning? | *Yes* | *No* |
|---|---|---|
| | ☒ | ☐ |

*If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:*
The nonformal and informal learning are recognized by national examination of equivalency program which is equal to Primary, or Junior secondar, or senior secondary education.  Training courses could also be transfered to vocational learning credit or to polytechnic or university levels. The  National examination equivalency program started  since 1990
There is also accreditation of nonformal learning institution (community learning centres or training courses institution) started in 2008.
The recognition, validation and accreditation of non formal education is regulated under the umbrella of Education Law Number 20/2003. The accreditation of non formal education also is strengthened by the followings:
1.  Minister of Education and Culture Regulation number 89/2008 about Criteria for Non Formal Education Accreditation.
2. Government Regulation Number 19/2005 about standards of national education;
3. Minister of Education and Culture Regulation number 30/2005 about National Accreditation Council;

| 2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level? | *Yes* | *No* |
|---|---|---|
| **Adult education** | ☐ | ☒ |

*If Yes, please provide a brief explanation and references:*

| | *Yes* | *No* |
|---|---|---|
| **Adult literacy** | ☒ | ☐ |

*If Yes, please provide a brief explanation and references:*
Adult literacy encompasses 15 up to 59 years old.

| 2.7 Have adult education and adult literacy been included in other national plans/strategies? | | | |
|---|---|---|---|
| **Adult education:** | *Mark all that apply* | *Timeframe* | *References* |
| National Development Plan | ☒ | From 1945 | Nat. Development  Plan |
| Poverty Reduction Strategy Paper | ☒ | From 1954 | Nat. Development  Plan |

| | Mark all that apply | Timeframe | References |
|---|:---:|---|---|
| Education strategy | ☒ | 1954 - now | Nat. Development Plan |
| Skills development (including vocational education and training) strategy | ☒ | 1954 - now | Nat. Development Plan |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | ☒ | 2005 - now | Nat. Education Strategic Plan |
| Sustainable development strategy | ☒ | 2005 - now | Nat. Education Strategic Plan |
| *Other (specify in the space below)* | ☐ | | |

| *Adult literacy:* | *Mark all that apply* | *Timeframe* | *References* |
|---|:---:|---|---|
| National Development Plan | ☒ | 1945 | Nat. Development Plan |
| Poverty Reduction Strategy Paper | ☒ | 1954 - now | Nat. Development Plan |
| Education strategy | ☒ | 1954 - now | Nat. Development Plan |
| Skills development (including vocational education and training) strategy | ☒ | 1976 - now | Nat. Development Plan |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | ☒ | 2005 - now | Nat. Education Strategic Plan |
| Sustainable development strategy | ☒ | 2005 - now | Nat. Education Strategic Plan |
| *Other (specify in the space below)* | ☐ | | |

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

| | Yes | No | *Specify policy/plan (add as many lines as needed)* | *References* |
|---|:---:|:---:|---|---|
| Adult education | ☒ | ☐ | Plans for implementation of poverty alleviation in specific location i.e coastal, agricultrure, ethnic minority and hill tribe formulating policy on success criteria for adult learners tutorial program | Report of adult education |
| Adult literacy | ☒ | ☐ | | |

*If Yes, please elaborate how they have been involved.*

Ministry of Education and Culture, Republic of Indonesia facilitates all forums of Community Learning Centers (CLC), Community Reading Centers (CRC), and othe non formal education units, such as Smart Houses (Rumpin), with workshops, seminars and meetings in order to accomodate their aspirations as well as to improve their capacity.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

## 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

**Governmental:**

| Institution (add as many lines as needed) | Geographical scope (mark all that apply) | | Is it involved in the implementation of programmes/courses? (mark all that apply) | |
|---|---|---|---|---|
| | *National* | *Sub-national* | *On adult education* | *On adult literacy* |
| Coordinating Ministry of Public Welfare | ☒ | ☒ | ☒ | ☒ |
| Ministry of Education and Culture | ☒ | ☒ | ☒ | ☒ |
| Ministry of the Internal Affairs | ☒ | ☒ | ☒ | ☒ |
| Ministry of Religious Affairs | ☒ | ☒ | ☒ | ☒ |
| Ministry of Finance | ☒ | ☒ | ☒ | ☒ |
| Ministry of Women Empowerment and Children Protection | ☒ | ☒ | ☒ | ☒ |
| National Bureau of Statistics | ☒ | ☒ | ☒ | ☒ |
| Governor of each Province (33 provinces) | ☒ | ☒ | ☒ | ☒ |
| Head of Municipality or Regency | ☒ | ☒ | ☒ | ☒ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

**Non-Governmental:**

| Institution (add as many lines as needed) | Geographical scope (mark all that apply) | | Is it involved in the implementation of programmes/courses? (mark all that apply) | |
|---|---|---|---|---|
| | *National* | *Sub-national* | *On adult education* | *On adult literacy* |
| Community Learning Centre Forum | ☒ | ☒ | ☒ | ☒ |
| Community Reading Garden Forum | ☒ | ☒ | ☒ | ☒ |
| Solidarity cabinet Indonesia Bersatu' s Wives | ☒ | ☒ | ☒ | ☒ |
| Muslimat NU | ☒ | ☒ | ☒ | ☒ |
| Aisyiah | ☒ | ☒ | ☒ | ☒ |
| KOWANI | ☒ | ☒ | ☒ | ☒ |
| Movement and Empowerment Family Welfare (PKK) | ☒ | ☒ | ☒ | ☒ |
| Women organisation | ☒ | ☒ | ☒ | ☒ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

| | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|

| 3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities? | *Yes* | *No* |
|---|---|---|
| **Adult education** | ☒ | ☐ |
| *If Yes, please provide name and contact details:* <br> Ministry of Education and Culture  (see contact details) | | |
| **Adult literacy** | ☒ | ☐ |
| *If Yes, please provide name and contact details:* <br> Ministry of Education and Culture (see contact details) | | |

| 3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in... | *Yes* | *No* |
|---|---|---|
| **...adult education?** | ☒ | ☐ |

*If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:*
National government work hand in hand with the private sector through Corporate Social Responsibility (CSR) providing facilities and services intended for adult education (e.g. Community Reading Centers at malls, mobile learning centers, etc.)

| | | |
|---|---|---|
| **...adult literacy?** | ☒ | ☐ |

*If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:*
National government have signed an essential Memorandum of Understanding (MoU) with nation-wide women organizations (SIKIB, Muslimat NU, KOWANI, Aisyiyah, PKK, and Dharma Wanita) since 63% of illiterate adults in Indonesia is women.

| 3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in… | *Yes* | *No* |
|---|---|---|
| **...adult education?** | ☒ | ☐ |

*If Yes, please indicate what activities are undertaken and provide references:*
In order to improve stakeholders' capacity about adult education, Indonesian government carry out workshops, meetings and seminars to socialize as well as build communication between policy makers and stakeholders. One of the semeniars that has recently been organized is International Seminar of Community Learning Centers, Jakarta, 26-29 April 2012 participated by 13 Asian Countries.

| | | |
|---|---|---|
| **...adult literacy?** | ☒ | ☐ |

*If Yes, please indicate what activities are undertaken and provide references:*
The improvement of literacy rate in Indonesia has shown significant progress; 7,5 million illiterates remaining. In order to keep this advance, seminars and workshops about literacy are oftentimes organized. This year, the government of Indonesia is palnning to organize "International Seminar on Literacy based on mother Tongue and ICT" inviting E-9 and ASEAN+ countries

| 3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ... | *Yes* | *No* |
|---|---|---|
| **...adult education?** | ☒ | ☐ |
| **...adult literacy?** | ☒ | ☐ |

| 3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| |

## 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

| Actual expenditure | Budget allocation |
|:---:|:---:|
| ☐ | ☒ |

4.2 Please indicate the name of the currency used for reporting:

4.3 Please indicate the monetary unit used in the following tables:

| Units | Hundreds | Thousands | Millions |
|:---:|:---:|:---:|:---:|
| | ☐ | ☐ | ☒ |

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

| | Amount (2009) | Amount (2010) | Source |
|---|---|---|---|
| National government | 62,773,195 | 63,438,079 | Planning Bureau |
| Sub-national governments[5] | | | |
| Total | | | |

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

| | Amount (2009) | Amount (2010) | Not available |
|---|---|---|:---:|
| National government | 880,054.6 | 803,733.7 | ☐ |
| Sub-national governments[5] | 65,500 | 83,185 | ☐ |
| Civil society organisations | | | ☐ |
| Donors/international aid (not loans) | | | ☐ |
| Private companies | | | ☐ |
| Learners/households | | | ☐ |

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

| | Amount (2009) | Amount (2010) | Not available |
|---|---|---|:---:|
| National government | 582,714.1 | 411,459.9 | ☐ |
| Sub-national governments[5] | | | ☐ |
| Civil society organisations | | | ☐ |
| Donors/international aid (not loans) | | | ☐ |
| Private companies | | | ☐ |
| Learners/households | | | ☐ |

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).
[5] Control for the potential double-counting effect of transfers across different government levels.

| 4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)? | *Yes* | *No* |
|---|---|---|
| | ☒ | ☐ |

*If Yes, please provide a brief description:*
In 2012, non formal education units are revitalized; directed not to be training service providers, but lifelong learning media. They can no longer depend on government budget and should build partnership with private sectors and industries in order to mobilize funding resources.

| 4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| |

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

| Public sector organisations | Mark all that apply | Target group(s) | Use of ICT |
|---|---|---|---|
| Literacy (reading, writing, numeracy) | ☒ | Illiterates, Women,unemployment, indigenous people, minority ethnic groups, individuals with disabilities, rural residents, prisoners and people living in outerfront, archipelagic and border areas. | ☒ |
| Vocational (technical, income-generation-related) | ☒ | same as above | ☒ |
| Life skills and/or health issues | ☒ | same as above | ☒ |
| Use of information and communication technologies | ☒ | same as above | ☒ |
| Official/local languages | ☒ | same as above | ☐ |
| Foreign languages | ☒ | same as above | ☒ |
| Human rights/civic education | ☒ | same as above | ☒ |
| Liberal education/personal growth (i.e. artistic, cultural) | ☒ | same as above | ☒ |
| Other (please provide a brief description below:) | ☐ | | ☐ |

| Private companies | Mark all that apply | Target group(s) | Use of ICT |
|---|---|---|---|
| Literacy (reading, writing, numeracy) | ☒ | Illiterates, Women | ☒ |
| Vocational (technical, income-generation-related) | ☒ | Women & unemployment | ☒ |
| Life skills and/or health issues | ☒ | Women & unemployment | ☒ |
| Use of information and communication technologies | ☒ | Women & indigenous people | ☒ |
| Official/local languages | ☒ | Minority ethnic groups | ☐ |
| Foreign languages | ☒ | Women & unemployment | ☒ |
| Human rights/civic education | ☒ | Women & minority ethnic groups | ☒ |
| Liberal education/personal growth (i.e. artistic, cultural) | ☒ | Women, Youth, ethnic groups | ☒ |
| Other (please provide a brief description below:) | ☐ | | ☐ |

| Civil society or non-governmental organisations | Mark all that apply | Target group(s) | Use of ICT |
|---|---|---|---|
| Literacy (reading, writing, numeracy) | ☒ | Illiterates, | ☒ |

| | | Women,unemployment, indigenous people, minority ethnic groups, individuals with disabilities, rural residents, prisoners and people living in outerfront, archipelagic and border areas. | |
|---|---|---|---|
| *Vocational (technical, income-generation-related)* | ☒ | same as above | ☒ |
| *Life skills and/or health issues* | ☒ | same as above | ☒ |
| *Use of information and communication technologies* | ☒ | same as above | ☒ |
| *Official/local languages* | ☒ | same as above | ☐ |
| *Foreign languages* | ☒ | same as above | ☒ |
| *Human rights/civic education* | ☒ | same as above | ☒ |
| *Liberal education/personal growth (i.e. artistic, cultural)* | ☒ | same as above | ☒ |
| *Other (please provide a brief description below:)* | ☐ | | ☐ |

| 5.2 Are there surveys on provision and demand? | | |
|---|---|---|
| | Provision | Demand |
| **On adult education** | ☐ | ☐ |
| **On adult literacy** | ☒ | ☐ |

*Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).*
1.      Thematic Map of Illitera Population Percentage by 2010 Based on Age Groups in Districts and Subdistricts (result of Population Cencus 2010), cooperation between Ministry of Education and Culture and Central Bureau of Statistics.
2.      Geospacial Inmformation System.
It is a software that can show the percentage and number of illiterate population in Indonesia (By Province, District/subdistrict, Municipality, Age and Gender).

| 5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language. | |
|---|---|
| *(add as many lines as needed)* | *Mark if language of learning materials* |
| Bahasa Indonesia | ☒ |
| major vernacular | ☒ |
| | ☐ |
| | ☐ |
| | ☐ |
| | ☐ |

| 5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s). |
|---|
| literacy based on vernacular/mother tongue is not well equiped by proper printed learning materials |

| 5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006? | *Yes* | *No* |
|---|:---:|:---:|
| | ☐ | ☒ |

*If Yes, please provide a brief description and references:*

| 5.6 At what administrative levels are literacy learning materials developed and who is involved in the process? | | | |
|---|:---:|:---:|:---:|
| | *Mark all that apply* | *Are local communities involved?* | |
| | | *Yes* | *No* |
| *National level* | ☒ | ☒ | ☐ |
| *Sub-national level* | ☒ | ☒ | ☐ |

*Please provide references or attach documents on local community participation:*

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

Widening access to literacy program and improvement of quality that covers: i) provision of multiple literacy training with a clear target and stratified by age, region, gender, and socio-economic backgrounds; ii) national framework and strategy on multiple literacy training programs through a positive legal framework; iii) development of specific and innovative multiple literacy programs that address the need of targeted audiences. iv) development of reading habit and literacy culture through community reading garden in public areas and life skills development.
Special literacy program for minority group: the reading materials is developed should address their learning needs and interests. The training process was developed through several stages. At first, during the writing skills training, the local language or mother tongue is used as the medium of instruction. Through mother tongue approach, participants can better learn and apply their knowledge to their daily lives. At a later stage, when they already literate, to maintain and sustain their literacy an advanced follow up and supporting program are developed by the establishment of self entrepreneurship Literacy and community reading garden.

| 5.8 Does the government collect information on the following items...? | *Mark all that apply* |
|---|---|
| Enrolment in adult education programmes (other than literacy programmes) | ☒ |
| Attendance in adult education programmes (other than literacy programmes) | ☒ |
| Completion of adult education programmes (other than literacy programmes) | ☒ |
| Enrolment in literacy programmes | ☒ |
| Attendance in literacy programmes | ☒ |
| Completion of literacy programmes | ☒ |

*If this information is available please attach the corresponding figures and documentation, or provide the references:*
Report of Educational Performance

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)

| | Only by teachers/ facilitators | Standardised tests for statistical purposes | Standardised tests for certification purposes | Other |
|---|---|---|---|---|
| **Adult education** programmes (other than literacy) | ☐ | ☐ | ☒ | ☐ |
| **Adult literacy** programmes | ☐ | ☐ | ☒ | ☐ |

*If this information is available please attach the corresponding figures and documentation, or provide the references:*

| 5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes? | *Mark all that apply* | |
|---|---|---|
| | *Yes* | *No* |
| **Adult education** | ☒ | ☐ |
| **Adult literacy** | ☒ | ☐ |
| *If yes:* Who participates more? | Adult education | Adult literacy |

| | | |
|---|---|---|
| Women | ☐ | ☒ |
| Men | ☒ | ☐ |
| *If there are differences:* Have measures have been undertaken to address these differences in adult education/adult literacy programmes? | *Yes* | *No* |
| **Adult education** | ☒ | ☐ |
| **Adult literacy** | ☒ | ☐ |

*If measures have been undertaken please provide a brief description and references:*
Gender disparity has decreased from 4.32 in 2007 to 2.7 in 2011.
Women become one of the most important priority targets of adult education and adult literacy.

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5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

**Adult education**

| Area | *Mark when quality criteria are in place* | *Indicate year when quality criteria were introduced* | *Specify quality criteria in place* |
|---|:---:|---|---|
| Curricula | ☒ | | |
| Learning materials | ☒ | | |
| Facilitators' training | ☒ | | |
| Teaching/ learning methods | ☒ | | |
| Assessment of learning outcomes | ☒ | | |

**Adult literacy**

| Area | *Mark when quality criteria are in place* | *Indicate year when quality criteria were introduced* | *Specify quality criteria in place* |
|---|:---:|---|---|
| Curricula | ☒ | | |
| Learning materials | ☒ | | |
| Facilitators' training | ☒ | | |
| Teaching/ learning methods | ☒ | | |
| Assessment of learning outcomes | ☒ | | |

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

**Adult education**

| Provider | Pre-service | | In-service | |
|---|---|---|---|---|
| | *Mark if yes* | Typical duration (months) | *Mark if yes* | Typical duration (months) |
| Governmental institution | ☐ | | ☒ | 1 |
| University | ☒ | 12 | ☐ | |
| Private company | ☐ | | ☐ | |
| Non-governmental organisation | ☐ | | ☐ | |

**Adult literacy**

| Provider | Pre-service | | In-service | |
|---|---|---|---|---|
| | *Mark if yes* | Typical duration (months) | *Mark if yes* | Typical duration (months) |
| Governmental institution | ☐ | | ☒ | 1 |
| University | ☒ | 12 | ☐ | |
| Private company | ☐ | | ☐ | |
| Non-governmental organisation | ☐ | | ☐ | |

| 6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)* | | |
|---|---|---|
| Programme | Monthly average remuneration if available | *Remarks/source* |
| **Adult education** (excluding literacy programmes) | 900,000 | |
| **Adult literacy** | 300,000 | |

| 6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes. | |
|---|---|
| | *Mark all that apply* |
| **Adult education** | ☒ |
| **Adult literacy** | ☒ |

| 6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)* | | |
|---|---|---|
| | Monitoring | Evaluation |
| **Adult education** | ☒ | ☒ |
| **Adult literacy** | ☒ | ☒ |
| *Please provide a brief description and references:* Monitoring and evaluation are carried out at the end of year; between October-December. | | |

| 6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009? | |
|---|---|
| | *Mark all that apply* |
| **Lifelong learning** | ☐ |
| **Adult education** | ☐ |
| **Adult literacy** | ☒ |
| *If one or more of the boxes is marked, please provide a brief description and references:* Ministry of Education and Culture worked with National Bureau of Statistics in 2010 to collect valid data about the remaining number of iliiterates in Indonesia resulting policy that in upcoming years, areas with high number of illiterates will be given specific attention. | |

| 6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| |

## 7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*

| | *Mark if taken place* |
|---|---|
| Advocacy events (conference, forum, etc.) | ☒ |
| Media campaigns | ☒ |
| Publications (booklets, leaflets, posters, etc.) | ☒ |
| Creation of committees to streamline adult education and adult literacy | ☒ |
| Adult Learners Week/Learning festivals | ☒ |
| Creation of learners' networks and/or fora | ☐ |
| Translation of the *Belém Framework for Action* into the national language | ☒ |
| Presenting the *Belém Framework for Action* to parliament | ☐ |
| Elaboration of a funding plan | ☒ |
| Development of a national roadmap for the implementation of the *Belém Framework for Action* | ☐ |
| Other (*please specify below*) | ☒ |
| June 2011, International Seminar on Improving Female Literacy in coordination wit women NGOs attended by 20 countries (E-9, ASEAN and Timor Leste) April 2012, International Seminar on Community Learning Centres attended by 13 Asin Countries | |

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7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

In 2010, Malang State University developed a literacy program called ACM (literally translated by I Can Read Quickly). It is almost similar to transliteration method. It transfers people's reading ability from Qur'anic to Latin.

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7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

## 8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

| | Frequency | | | | Results | | | |
|---|---|---|---|---|---|---|---|---|
| | very frequent | often | hardly | never | excellent | good | modest | no results |
| Advocacy events (conference, forum, etc.) | ☐ | ☒ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ |
| Media campaigns | ☐ | ☒ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ |
| Publications (booklets, leaflets, posters, etc.) | ☒ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |
| Other (please specify below) appoint literacy icon | ☐ | ☒ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |
| | | | | | | | | |

8.2 Have there been specific initiatives/ activities in support of...?

| | *Yes* | *No* |
|---|---|---|
| ... women and girls? | ☒ | ☐ |

*If yes, please provide a brief description and references:*
There have been many education services for girls and women provided as a form of affirmative action towards girls and women. For example, life skills education for women, Mother/Children Newspaper, Human Trafficking Education Prevention, etc.

| | | |
|---|---|---|
| ... other excluded/ under-represented/underprivileged groups? | ☐ | ☐ |

*If yes, please provide a brief description and reference:*
Ministry of Education and Culture has worked with Coordinating Ministry of Public Welfare and Ministry of Under-Developed Areas Development giving education services special for ethnic minorities and people living in outermost, border and archipelagic areas.

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

| It has been extremely helpful | It has helped a lot | It has helped a little | It has not helped |
|---|---|---|---|
| ☐ | ☒ | ☐ | ☐ |

*If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:*

The UN Literacy Decade gives important contribution towards the socialization of the importance of literacy for Indonesia. It becomes one of the international commitment that Government of Indonesia refers to in making policy about literacy in Indonesia.

| 8.4 Have literacy policies changed in your country in the last five years? | *Yes* | *No* |
|---|:---:|:---:|
| | ☒ | ☐ |

*If yes, please specify how they have changed below and provide evidence.*

Literacy development is now not only aimed at making illiterates able to read, write and do simple arithmetic, but it targets more than that; making illiterates have sustainable literacy and empowerment in their life so that they would be able to face rapid changes in life.

| 8.5 Have your literacy targets changed over the last five years? | *Yes* | *No* |
|---|:---:|:---:|
| | ☒ | ☐ |

*If yes, please provide below a brief explanation:*

Indonesia has achieved MDGs' and Dakar target for literacy (99.5% for MDGs' target in 2010 and 95,28% for Dakkar target in 2010). That is why Ministry of Education and Culture plans to free Indonesia from illiteracy in less than 2015.

| 8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them? |
|---|

Indonesia needs more trainings and capacity buildings for literacy tutors since the tutors in Indonesia come from different education backgrounds that make them do not have equal competencies between one to another.

| 8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation? |
|---|

Geographical condition and population diversity in Indonesia remain major obstacles of literacy program. With the number of population reaching 237 million and 13 thousand islands, it is difficult to reach all the unreached and serve all the un-served.

| 8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research? |
| --- |
| Documentation of success stories about literacy is also another obstacle that is quite difficult to solve. Although Indonesia has made so many success stories about literacy, weak documentation becomes a problem why we, to some extent, find it hard to share it with others. |

| 8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard? |
| --- |
| Literacy efforts and policy will always be essential in Indonesia. In order to sustain Indonesia's significant literacy achievement, starting from 2012, special attention is given to areas with high illiterates (10 provinces and 34 districts/sub-districts) in order to decrease provincial margin that will contribute to the overall national literacy rate. |