

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



Monitoring survey results for Indonesia

| UNESCO Region | East Asia and the Pacific |
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| 1.1. Does your country have an official definition of ALE? | Yes |
| 1.1.1. Enter the official definition of ALE here: | ALE is an endeavor provided through all formal, non-formal and informal education channels. ALE formal participants undertake open/distance learning for junior and senior secondary as well as tertiary level. Non-formal education is carried out for communities that need education service that functions as a substitute, addition and/or complimentary to the formal education channel within the framework of lifelong learning; i.e. literacy, equivalency, life skills and entrepreneurship programs, and parenting. Informal learning is undertaken by family education or immediate environment; i.e. homeschooling, arts and craft, traditional sports, etc. |
| 1.2. Has the official definition of ALE changed since 2009? | Yes, a little |
| 1.2.1. What were the reasons for this change? | |
| 1.3. Are literacy and basic skills a top priority for ALE programmes in your country? | Yes |
| 1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills. | The policy of literacy education is part of fulfillment towards human rights in education and compulsory education for better life. The main purpose of this policy is to alleviate poverty and reduce gender disparity in education. To achieve this objective, multi-literacy skills offered by literacy education programs focus on entrepreneurial skills and Education for Sustainable Development (ESD). For those needing further education, the government increases access to equivalency/continuing education. Recently, in addition to Equivalency Education Operational Funding, the government provides Learners' Personal Allowance through Smart Indonesia Program dedicated for the needy. These policies are described in detail below. a. Provide Basic and Entrepreneurship Literacy Programs; b. Increase the availability of literacy services for adult population without discrimination of age, geographic location, culture, language, race, gender, and ethnicity; c. Reach the unreached, those who are less serviced in the forefront, remote, outermost, coastal and mountain communities; as well as ethnic minorities and other disadvantaged groups; d. Increase literacy for women and communities disadvantaged due to socio-culture, economy and geography; e. Guarantee the learners of literacy to acquire empowerment assistance and benefit so that they can adapt to changes in society and the working world, while at the same time adapt to the values for the creation of a better quality human resource; f. Upgrade the quality of literacy learning integrated with life skills (personal, social, academic, and vocational), to increase their chances in increasing their income or in gaining a dignified profession. |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.] | agree |

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| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.] | tend to agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.] | tend to disagree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.] | tend to disagree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.] | agree |
| 1.5. Has your country formulated a CONFINTEA VI action plan following the BFA? | Yes |
| 1.5.1. What areas does it cover? [Adult literacy] | Yes |
| 1.5.1. What areas does it cover? [Policy] | Yes |
| 1.5.1. What areas does it cover? [Governance] | Yes |
| 1.5.1. What areas does it cover? [Financing] | Yes |
| 1.5.1. What areas does it cover? [Participation] | Yes |
| 1.5.1. What areas does it cover? [Quality] | Yes |
| 1.5.1. What areas does it cover? [Other] | |
| 2.1. Overall, would you say that since 2009 your country ... | has made significant progress on ALE policy? |
| 2.1.1. Provide the most significant indicator of this regression here. | |

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| <p>2.1.1. Provide the most significant indicator of this progress here.</p> | <p>Adult illiteracy rate decreased from 8.7 million or 5.3 percent in 2009 to 5.9 million or 3.7 percent in 2014. Gender difference in adult illiteracy decreased from 2.75 percent in 2009 to 1.2 percent in 2014. The number of Community Learning Centers (CLCs) increased from 6,500 units in 2009 to 8,855 units in 2014 and the number of Training and Courses Institutions increased from 14,227 units in 2009 to 18,965 units in 2014. In total, we have 27,820 non-formal education units. The number of Community Reading Centers increased up to 3,178 units in 2014. The number of Smart Houses increased from 10 units in 2010 to 516 units in 2014. The number of cities/districts implementing Gender Mainstreaming in Education increased from 5 percent in 2009 to 70.4 percent in 2014. (Indonesia has 514 cities/districts). The number of non-formal education teachers receiving technical training increased from 2,572 people in 2010 to 6,126 people in 2014.</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]</p> | <p>Yes</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]</p> | <p>Yes</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]</p> | <p>Not selected</p> |
| <p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]</p> | <p>Not selected</p> |

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| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families] | Yes |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training] | Yes |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples] | Yes |
| 2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning? | Yes, a policy framework existed before 2009 |
| 2.4. Since 2009, has your country enacted any important new policies with respect to ALE? | Yes |
| 2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document. | Minister of Education and Culture Regulation Number 81, 2013 on The Establishment of Non-Formal Education Unit. Minister of Education and Culture Regulation Number 86, 2014 on The Guidelines of Basic Literacy Program Implementation. Minister of Education and Culture Regulation Number 69, 2014 on The Operating License of Non-Formal Education with Foreign Investment. Minister of Education and Culture Regulation Number 90, 2014 on Qualification Standards and Competencies for Non-Formal Education Instructors. Minister of Education and Culture Regulation Number 129, 2014 on Homeschooling. Only available in Indonesia: http://hukor.kemdikbud.go.id/diknasrokum/index.php/peraturan-perundangan |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation] | agree |

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| 3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies? | Yes |
| 3.2.1. Describe how the government consults on ALE policy. | There has been a national movement since 2006 in order to implement Adult Learning and Education in the context of lifelong learning under the umbrella of the President's Command called National Movement to Hasten Compulsory Nine-Year Basic Education Accomplishment and Fight against Illiteracy (NMHFAl). The success of this National Movement is dependent on the coordination existing between the central government (six ministries), Bureau of Statistics and the local governments (provincial and regency level). In addition, at practical level, the Indonesian Government has partnered with several organizations or NGOs having cadres in all levels of government or down to grassroots or village under a Memorandum of Understanding (MoU), such as CLC Forum, CRC Forum, Literacy Tutor Forum, HIPKI, HIPMI, PKK, Muslimat NU, Aisyiyah, Dharma Wanita, KOWANI, and SIKIB. |
| 3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries? | Yes |
| 3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible. | A program entitled "Improving Quality of Literacy Education through Entrepreneurship Literacy, Reading Culture and Tutor Training" was awarded with UNESCO King Sejong Literacy Prize in 2012. It is initiated by Directorate of Community Education Development (now Directorate of Literacy and Equivalency Education Development) to achieve Goal 4 of Education for All (EFA) in reducing illiteracy by half by 2015. The program shows comprehensive unity in policy and diversity in practice depending on contexts, potentials and problems. The program aims at realizing a literate, skilled, cultured-to-read and gender-aware society. Since its inception in 2008, it has reached over 4 million people throughout the country; more than 3 million people have obtained a government literacy certificate (SUKMA) and 3,500 tutors and managers have received capacity building. Link: http://www.unesco.org/new/en/media-services/single-view/news/programmes_in_bhutan_colombia_indonesia_and_rwanda_awarded_unesco_international_literacy_prizes/#.VgSz2Muqqk Indonesia has also actively organized and participated in other international competitions and conferences on community based learning and Education for Sustainable Development. One of the recent competitions that we joined is SEAMEO-Japan ESD Award 2015. Our Center for Early Childhood, Non-Formal and Informal Education Development located in Jayagiri, West Java Province, joined the contest. We are seeking for the result with positive optimism. http://www.rihed.seameo.org/2015-seameo-japan-education-for-sustainable-development-esd-award/ |
| 4.1. What percentage of public education spending currently goes to ALE? | 2% - 3.9% |
| 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has | increased |
| 4.3. Does the government plan to increase or decrease spending on ALE? | Plans to increase |
| 4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries? | Yes |

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| 4.4.1. Give details and provide references where appropriate and URL link if possible. | Indonesia implements competitive funding system. All non-formal education institutions could propose to access some grant from the government. Only institutions with credible criteria could receive the grant. Some of the criteria are: (i) conduct needs assessment; (ii) have all necessary legal documents and recommendation from relevant institutions; (iii) have online ID; (iv) have targets by name and address; (v) have a specific partner in marketing their products. Recently, the government has launched Learners' Personal Allowance through Smart Indonesia Program dedicated for the needy. It is aimed at increasing access to and quality of compulsory nine year education. As a response towards the growing interest from private sectors to invest in non-formal education sector, Indonesian Government also enacted Minister of Education and Culture, Republic of Indonesia Number 69, 2014 on Operating License of Non-Formal Education with Foreign Investment. |
| 5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has... | Increased |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)] | 96.3 |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year] | 2014 |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group] | 15-59 |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation'] | Involvement in literacy, multi-literacy, life skills and vocational programs |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL] | only available in Bahasa Indonesia: http://pau dni.kemdikbud.go.id/bindikmas/ |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall] | Equal participation |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education] | Men participate more |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)] | Men participate more |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy] | Women participate more |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education] | Men participate more |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples] | increased |

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| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability] | no change |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment] | increased |
| 5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries? | Yes |
| 5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009. | Recently, Minister of Education and Culture launched Education as a Community Movement Program. For ALE, Indonesia has initiated Character Building Movement, Indonesia Reading Movement and Mental Revolution Movement. http://unesdoc.unesco.org/Ulis/cgi-bin/ulis.pl?database=&lin=1&futf8=1&ll=s&gp=0&look=default&sc1=1&sc2=1&nl=1&req=2&au=Yulaelawati,%20Ellahttp://unesdoc.unesco.org/Ulis/cgi-bin/ulis.pl?catno=218244&set=53F76CBE_3_17&gp=0&lin=1&ll=6www.kemdikbud.go.id |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available] | Not selected |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Other] | |
| 6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country? | Yes |
| 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes? | Yes, in some cases |
| 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country? | Yes, but inadequate capacity |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE] | Yes |

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| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning. e.g. curricula and methods] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues] | Not selected |
| 6.5.1. Give references and URL link(s). | http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/Indonesia.pdf http://www.unesco.org/ui/litbase/?menu=4&programme=121 http://www.unesco.org/news/article/overcoming-illiteracy-in-indonesia-interview http://un.or.id/id/news/325-overcoming-illiteracy-in-indonesia-interview http://asemforum2015.au.dk/fileadmin/conferences/ASEM_2015/Seminar_B/Ella_Yulaelawati.pdf http://www.thejakartapost.com/news/2009/04/19/focus-adult-illiteracy-indonesia-improving-or-relapse.html http://www.accu.or.jp/esd/forum_esd_2013/pdf/partnership/ps12_CLCIndonesia.pdf |
| 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries? | Yes |
| 6.6.1. Give details and provide sources and URL links if possible. | <p>To enhance the quality of adult learning and education, various approaches have been taken: (a) implementing Law no. 14/2005 on Teachers and Lecturers, (b) increasing the number of capacity building for non-formal educators, (c) establishing National Accreditation Council for Non-Formal Education through the issuance of Government Regulation No. 19/2005, and (e) developing better financing and fund transfer mechanism to improve efficiency, accountability and equity. Public funding allocation for education has been increased to 20.0 percent since 2009, with 3.0 percent minimum allocated for ALE. The government continues to encourage multilateral cooperation and private-public partnership to support the quality improvement. Other regulations on Quality of ALE in Indonesia: Minister of Education and Culture Regulation Number 86, 2014 on The Guidelines of Basic Literacy Program Implementation. Minister of Education and Culture Regulation Number 90, 2014 on Qualification Standards and Competencies for Non-Formal Education Instructors. Link: Only available in Indonesia: http://hukor.kemdikbud.go.id/diknasrokum/index.php/peraturan-perundangan</p> |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being] | somewhat |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community] | a lot |

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| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes] | a lot |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being] | 5 = a great deal |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health] | 3 |
| 7.1.1. Explain your response here. | At policy level, Adult Learning and Education in Indonesia is supported with some layered policies. It shows the government's commitment and recognition toward the pivotal role of ALE. Recently, under the newly elected Cabinet, the Ministry of Education and Culture established a new Directorate called Directorate of Family Education. It works under the Directorate General of Early Childhood and Community Education that concerns lifelong learning with ALE as one of its core businesses. The policies taken indicate that indeed ALE is recognized to be responsible for the physical, mental and social well-being of all its beneficiaries. At practical level, the Ministry of Education and Culture along with academicians, NGOs, civil organizations and religious organizations has worked hand in hand to develop learning materials, text books and activities in relation to health, HIV and AIDS, sexual and reproductive health, and parenting education. These outputs are to be used at operational level, signifying that there is a coherent planning and implementation between policy and practice. |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)] | Not selected |

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| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect] | Not selected |
| 7.2.1. Please provide your sources. | Not only on health, Indonesia also shows a great concern on the implementation of Education for Sustainable Development through community based learning activities. Kindly check the following link for further details: http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=229968&set=0055C7A0EC_1_312&gp=1&iin=1&ll=1 |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding] | 4 = very important |
| 7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country? | Effectively and successfully |
| 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? | Yes |
| [Name of coordinating body:] | (i) Directorate of Family Education Development, (ii) Badan Koordinasi Keluarga Berencana Nasional (National Family Planning Coordinating Board) |
| [Briefly describe its mandate and activities:] | (i) educate parents how to raise and educate their children from birth to grave , (ii) Implement Indonesian Government's vision in the fields of family planning and family prosperity |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities] | Yes |

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| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] | Not selected |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] | Yes |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] | Yes |
| 8.1.1. Give sources for checked options. | http://nasional.news.viva.co.id/news/read/437676-tiga-calon-bupati-garut-berijazah-persamaan-sma-paket-cthttp://unesdoc.unesco.org/Ulis/cgi-bin/ulis.pl?catno=218244&set=53F76CBE_3_17&gp=0&lin=1&ll=6 |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)] | to a large extent |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)] | to a large extent |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other] | to a large extent |

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| 8.3.1. Please specify | Income and living standard, Relationship pattern between poverty and adult illiteracy rates: http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?database=&lin=1&futf8=1&ll=s&gp=0&look=default&sc1=1&sc2=1&n1=1&req=2&au=Yulaelawati,%20Ella |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other] | |
| 8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers. | not at all |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts] | a lot |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems] | somewhat |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality] | a lot |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment] | a lot |

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| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports] | somewhat |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] | a lot |
| Groups that are the hardest to reach with ALE programmes? [Refugees] | Yes |
| (a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)] | Not selected |
| (a) the hardest to reach with ALE programmes [Residents of rural or remote areas] | Not selected |
| (a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)] | Not selected |
| (a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] | Not selected |
| (a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families] | Not selected |
| (a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities] | Yes |
| (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)] | Not selected |
| (a) the hardest to reach with ALE programmes [Other] | |
| Groups where ALE programmes have had some success [Refugees] | Not selected |
| (b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)] | Not selected |
| (b) groups where ALE programmes have had some success [Residents of rural or remote areas] | Yes |
| (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)] | Not selected |
| (b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] | Yes |
| (b) groups where ALE programmes have had some success [Migrants (not refugees) and their families] | Not selected |
| (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities] | Not selected |
| (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)] | Not selected |
| (b) groups where ALE programmes have had some success [Other] | |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)] | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] | Yes |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change] | Yes |

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| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)] | Not selected |
| 9.1.1. Provide sources for the selected options. | print.kompas.com/2015/09/22/Pendidik-di-Bantaran-Sungai-Kahayanhttp://www.wonosobomuda.com/maizidah-salas-kartini-masa-kini-pejuang-buruh-migran-dari-wonosobo/http://desavokasiwonolopo.blogspot.co.id/2012/05/sekilas-tentang-desa-vokasi.html |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification] | Both |
| 9.2.1. Provide sources for the selected options. | Kindly visit:Available only in Bahasa Indonesiahttp://www.infokursus.net/sie/rekap-lkp.php. The website provides all information about courses and training as part of ALE. It shows Jumlah LKP per Propinsi (number of courses and training institutions by province), Jumlah Jenis Kursus (type of courses and training), Jumlah Jenis Kursus per Propinsi (type of courses and training by province), Info LKP Terbanyak Lulusannya (information about courses and training institutions with the Highest Graduates), Informasi Uji Kompetensi (information about Competence Test Centers), Jumlah Pendidik per Propinsi (number of courses and training instructors by province), Jumlah Pendidik per Jenjang Studi (number of courses and training instructors by education level), Jumlah Pengelola LKP per Jenjang Studi (number of courses and training managers by education level) and Jumlah Tempat Uji Kompetensi (number of Competence Test Centers). |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2] | Strong |

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| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning] | Modest |
| 9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market? | Yes |

9.4.1. Give details and provide references and URL links if possible.

We have not made any major survey or study on the outcomes or results of ALE programs for employment and the labor market. However, we have developed and launched Essential Education Data Portal called DAPODIK. It informs all necessary data about the achievement and development of ALE, including its employment status and labor market that each learner obtain upon graduation. There are two main websites that are only available in Indonesia. The first one is <http://app.paudni.kemdikbud.go.id/pendataan/dapodikpaudni/index.php?md=main>. This website informs the number of non-formal education institutions, learners, educators, and facilities. The information is provided based on gender, academic qualification, competence, age, etc. The second website is <http://www.infokursus.net/sie/rekap-lkp.php>. This portal is more specific in the sense that it provides all information about courses and training as part of ALE. It informs all readers about Jumlah LKP per Propinsi (number of courses and training institutions by province), Jumlah Jenis Kursus (type of courses and training), Jumlah Jenis Kursus per Propinsi (type of courses and training by province), Info LKP Terbanyak Lulusannya (information about courses and training institutions with the Highest Graduates), Informasi Uji Kompetensi (information about Competence Test Centers), Jumlah Pendidik per Propinsi (number of courses and training instructors by province), Jumlah Pendidik per Jenjang Studi (number of courses and training instructors by education level), Jumlah Pengelola LKP per Jenjang Studi (number of courses and training managers by education level) and Jumlah Tempat Uji Kompetensi (number of Competence Test Centers).