COMMUNITY LEARNING CENTRES FOR LITERACY AND EQUIVALENCY EDUCATION

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WHAT IS COMMUNITY LEARNING CENTRE (CLC)?

CLC is a non-formal education unit that organizes a variety of learning activities based on the needs of the community and is established on the basis of the initiative of, by, and for the community.”

(Minister of Education and Culture Regulation Number 81/2013 on the Establishment of Non-Formal Education Unit)
WHAT DOES IT MEAN?

- From community means that CLC should be established by the initiative of the community itself.
- By community shows that management and development become the responsibility of the community in the area where the CLC is established.
- For community refers to the fact that CLC should be based on the needs of the people living surround it.
Established with the purpose of giving out of school education service (non-formal education) designed on the basis of community. It existed because it was felt that in reality, formal education and school system could not always solve the problems faced by the community, such as the low level of community education, problems of adult illiteracy, high number of unemployment, high level of poverty, and so on.
Based on the facts as follows:


b. Around 5,984,075 of Indonesian citizens age 15 - 59 years old are illiterate with the illiteracy rate reached up to 3.70% (BPS 2014). Two provinces with illiteracy rate above 10% are Papua (28.61%) and West Nusa Tenggara (10.62%).

c. Number of Citizens live in poverty: 27,727,780 people (TNP2K, 2014)

d. Number of Age-school children not attended school: 4,406,858 children (TNP2K, 2014)

e. Number of unemployment: 7,150,000 people (TNP2K, 2014)

* BPS: National Statistic Bureau

TNP2K: National Team for the Acceleration of Poverty Reduction
Population of citizens age 15-59 years old are **81,168,403** people

Number of illiterate population age 15-59 years old are **5,984,075** people
CLCs expected to be:

1) learning and training institutions for various non-formal education programmes,

2) information centres for community or citizens on learning programmes,

3) forum of coordination and learning to improve the community’s knowledge, attitudes, skills/expertise, and talents or hobbies that is fully organized and managed by the community
1. Literacy Education
   a. Basic Literacy
   b. Advanced Literacy

   - Self-entrepreneurship literacy is a literacy education service that focuses on the improvement literacy and entrepreneurial skills. Using skills obtain from learning in daily life. Prioritize in post literacy area as a program continuation, especially in high illiterate population area such as Papua and outermost, outer-front and underdeveloped regions.

   - Multi-Literacy Education which focuses on the improvement of literacy skills in all aspects of life.
2. Equivalency Education
   a. Package A, B, C
   Non formal education programmes that equivalent to Primary School, Junior Secondary School, and Senior Secondary School. The implementation of these packages are intended to provide education service to Indonesian citizens who did not have opportunity to access formal education for various factors and reasons.
b. Vocational Package C

Non formal education program that equivalent to Senior Secondary School with vocational base curriculum. It equips learners with skills based on the National Framework of Qualification (NFQ) that are useful or to earn living or do business independently.
NUMBER AND PERCENTAGE OF ADULT ILLITERACY (15-59 YEARS OLD) 2005-2014
1. Policies

CLC as an institution carrying out literacy and equivalency education are supported by Indonesian regulations such as:

a. The 1945 Constitution of the Republic of Indonesia,
b. Government Regulation Number 73/1991 on Special Education School,
c. Law Number 20/2003 on National Education System,
d. Government Regulation Number 19/2005 on National Education Standards,
e. Minister of National Education Regulation Number 49/2007 on Education Management Standards by Non Formal Education Units,
f. Government Regulation Number 47/2008 on Compulsory Primary Education,
g. Government Regulation Number 17/2010 on the Management and Delivery of Education,
h. Minister of Education and Culture Regulation Number 81/2013 on the Establishment of Non-Formal Education Unit,
2. Management and administration:
   To improve CLCs quality and efficiency in management, the government provides:
   a. online based system called *NILEM (Nomor Induk Lembaga)* that literally translates as Institution’s Registration Number where it purposes is to record, map and increase the quality of CLCs in Indonesia.
   b. institutionalization of CLC through accreditation manage by National Accreditation Board of Non-Formal Education
2. **Resources**
   Indonesia government through the Ministry of Education and Culture provides grants for CLC can be used on:
   a. Operational (staffs and tutors salaries, learning process, CLCs maintenance, etc.),
   b. Financial (facilities, infrastructure),
   c. Human resources (tutors, staffs, volunteers)

3. **Monitoring and evaluation**
   To see to what extent CLC has implemented its programmes can be monitored and evaluated by involving central and local government. National Accreditation Board of Non-Formal Education as an institution to evaluate CLCs quality.
How to adapt and expand Indonesia CLC Case Report to Other Countries?

- **Disparity in location**
  Most of CLC in Indonesia are located in remote areas in order to provide educational services. This helps government and private sectors in reaching educational access.

- **Accessibility**
  Due to provision of educational services in Indonesia are uneven, it makes the existence and function of the CLC is needed.
Partnership with other institutions or organizations

In carrying out various programs, especially in education, where partners are needed to assist the implementation of the program succession. Partner programs can be done at various government and private agencies, community leaders, as well as other parties.

Services

Due to CLC aims is to help the citizens with limited economic conditions in obtaining an education, therefore, education service provides free education but without neglecting satisfaction and quality.
- **Learning programmes**
  Indonesia has diversity in learning programmes from basic literacy education which continue to advanced literacy education that provides skills and self-entrepreneurship literacy, to equivalency education.

- **Teachers and staffs quality**
  Implementation of the CLC in Indonesia cannot be separated from the various constraints such as the quantity and quality of educators. Hence, to overcome the shortage of teachers, the Indonesia government in cooperation with several universities for student internships in CLC to conduct learning programmes. Moreover, there is also training programme to improve staffs’ competencies and skills.
Education Facilities and Infrastructures
Remote area conditions will surely impact directly or indirectly on the completeness of infrastructure and educational facilities. Thus, the involvement of public and private parties are expected to help meet the standard of educational services. Therefore, the gap of human resources services and product quality produced is not too far from other areas.
Thank you