



Ministry of Education and Culture,
Republic of Indonesia

INDONESIAN EXPERIENCES ON LITERACY FOR LIFE SKILLS AND ENTREPRENEURSHIP (LLSE)

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Presented in ASEM Forum on Lifelong Learning 2015,
Bali, March 10, 2015

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1. Background

- **Adult literacy is the fulfillment of people's basic rights and is part of the compulsory or universal primary education.**
- **Literacy, in accordance with the National Medium Term Development Plan, serves to improve the quality of human resources, alleviate poverty and accelerate the development in frontier, outer and post-conflict regions.**

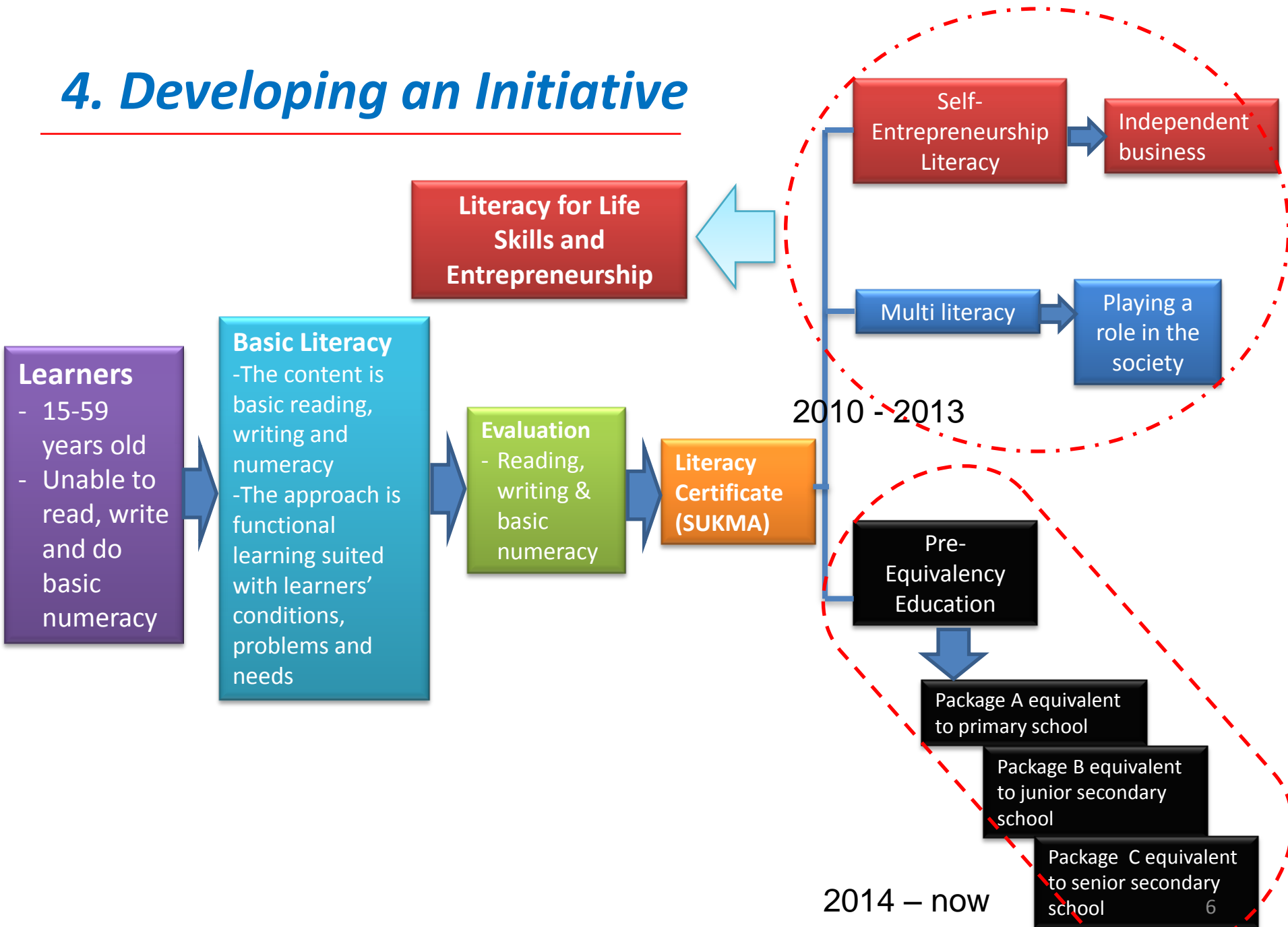
2. Problem and Issues

- **Most of the learners are coming from low-income families.**
- **Most of the villages with high percentage of illiteracy have high percentage of poverty as well.**
- **Literacy participants are highly risky to relapse.**
- **There are several LLSE activities that introduce innovative techniques to enhance literacy skills. However, although the approaches are meaningful and successful, these are not well documented.**
- **Literacy tutors are usually poorly trained with very limited teaching and learning materials.**

3. AKRAB Program

- ***AKRAB!* (AKsaRA agar Berdaya – Literacy Creates Power – *Akrab!* also means friendly) AKRAB program is the implementation of UNESCO LIFE (Literacy Initiative For Empowerment)**
- **meaning that it is through familiarity with letters that the empowerment promised in LIFE can be achieved.**
- **To increase availability, affordability, and quality of literacy education services, *Akrab!* programs are integrated with entrepreneurship education, life skills education, and gender equity.**

4. Developing an Initiative



Basic Literacy Competencies

Stages	Competency
1 st	<ul style="list-style-type: none">• Understand short text on a known topic.• Gain information from general signs and symbols,
2 nd	<ul style="list-style-type: none">• Understand simple short text on a known topic correctly and independently.• Gain information from previously-known short documents.• Gain information from various everyday sources.
3 rd	Understand short and longer texts on various topics.
4 th	<ul style="list-style-type: none">• Understand complicated texts on various topics correctly and independently.• Gain detailed information from various sources.
5 th	Use community ICT and reading centers to maintain and improve literacy.

Source: MoEC, (2010)

Self-Entrepreneurship Competencies

Stages	Competency
1 st	<ul style="list-style-type: none">• Identify types of enterprise that may be developed in the local context.• Write and communicate the design of an individual or group enterprise.
2 nd	<ul style="list-style-type: none">• Master the production of the product or service of the chosen enterprise.• Market the product or service developed.
3 rd	<ul style="list-style-type: none">• Conduct profit/loss analysis.• Establish partnerships for the growth and sustainability of the enterprise.
4 th	Continuously maintain and develop the competencies of reading, writing and communicating in Bahasa Indonesia (Indonesian Language) in the implementation of the enterprise.

Source: MoEC, (2010)

5. Objective of the Case Study

To gain data and information on:

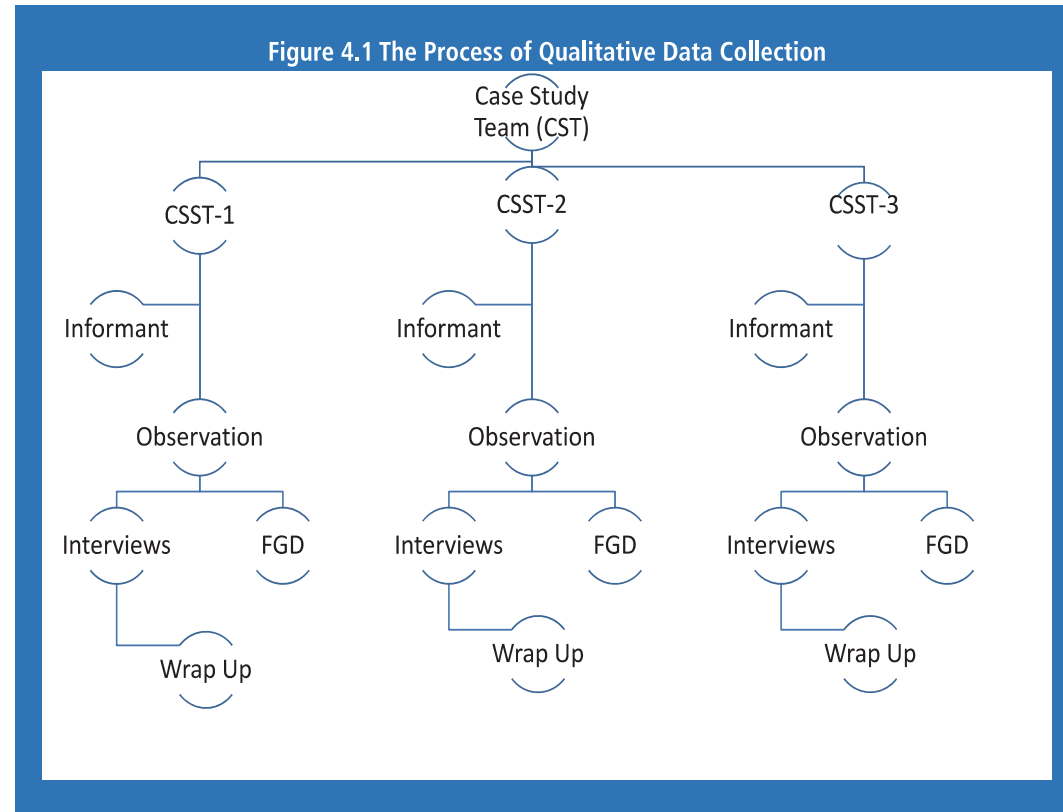
- 1.The contribution of learners' literacy skills to their poverty alleviation**
- 2.Strategies to make the learners' literacy skills contribute to their poverty alleviation**
- 3.Strategies to motivate and engage learners to preserve their literacy skills**
- 4.The capacity of institutions implementing literacy education programs**
- 5.The government policies and programs to support and facilitate the success of LLSE implementation**

6. Scope of the Case Study

- **Participants of literacy programs.**
- **Tutors and facilitators of Community Learning Centers (CLCs) and other community initiatives such as Smart House.**
- **Education Administrators at the national and district levels.**

7. Data Collection

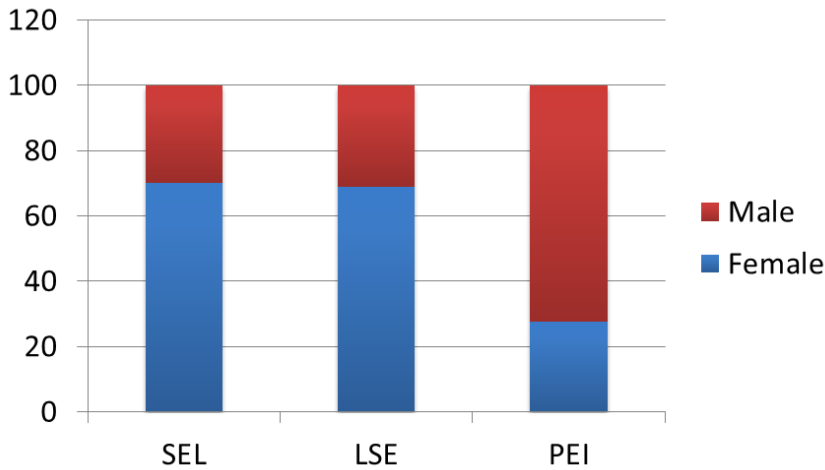
- 90 CLCs were selected for the sampling.
- 180 tutors and facilitators of the CLCs along with 20 non-formal education administrators from district and provincial levels completed a questionnaire, answered an interview and wrote testimonies.
- Bandung-West Java, Medan-North Sumatera, and Makassar-South Sulawesi were selected as the sites for research.
- An in-depth interview and observations as well as focus group discussions were conducted by Case Study Team in Bandung, Medan and Makassar.



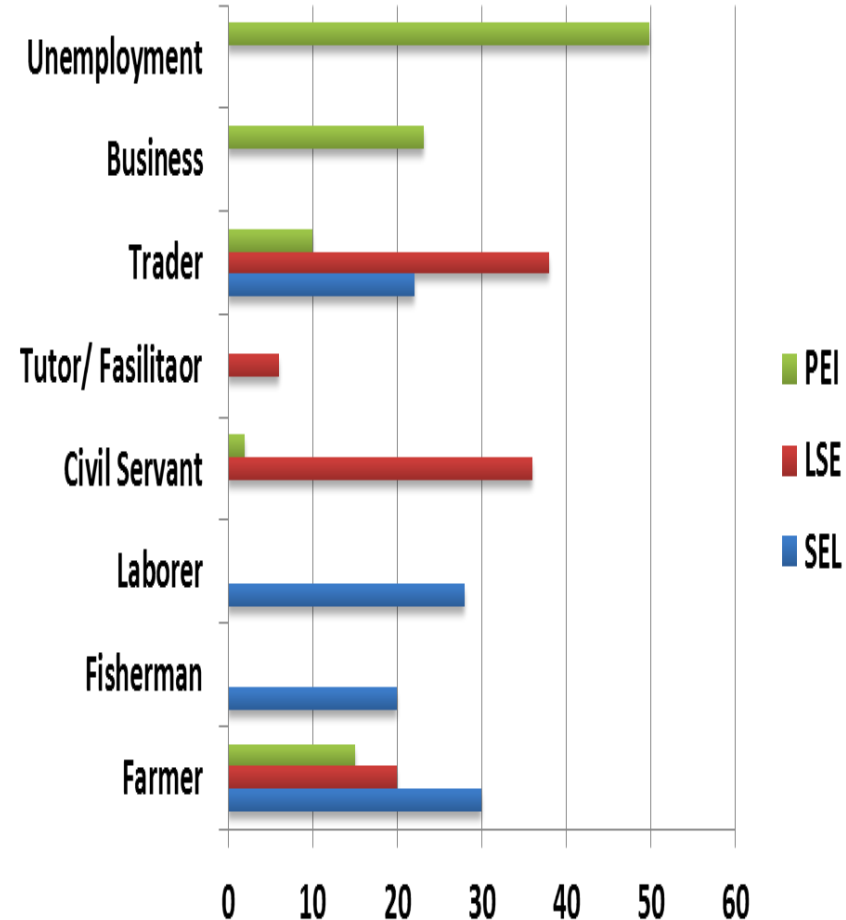
8. Results

1. Background of the participant

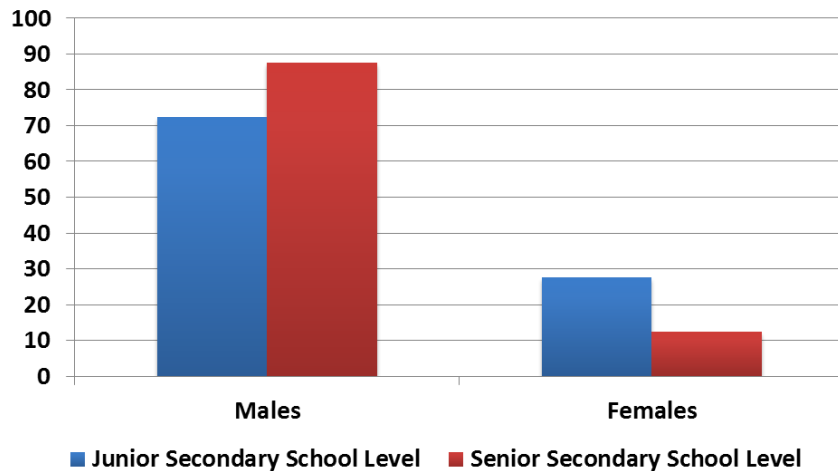
Learners' Participation in LLSE



LLSE Learners' Parents' Occupation



Participants of LLSE by Education Level and Gender



8. Results

2. The learners' Literacy Skills Contribution to Poverty Alleviation

- ✓ **80% of LLSE learners have been able to improve their literacy skills.**
- ✓ **The shift in skill level was associated with socio-economic change.**
- ✓ **For example, improving literacy and numeracy was associated with being less dependence because they might gain more earning.**

8. Results

3. The participants' Testimonies of Literacy Skills Contribution to Poverty Alleviation

“Thanks to CLC Kinanti, we are no longer jobless, now, we are not only able to get income enough for ourselves but also for our family. Although I am not rich, but I am now happier with the job in CLC.” As said by Mr. Supeno from CLC Kinanti.

“Now, we know how to earn money in the neighborhood and also to be beneficial for our families” as said by Mrs. Shinta from CLC Geger Sunten.

Figure 5.7 Decrease of Illiteracy and Poverty Rate by Province

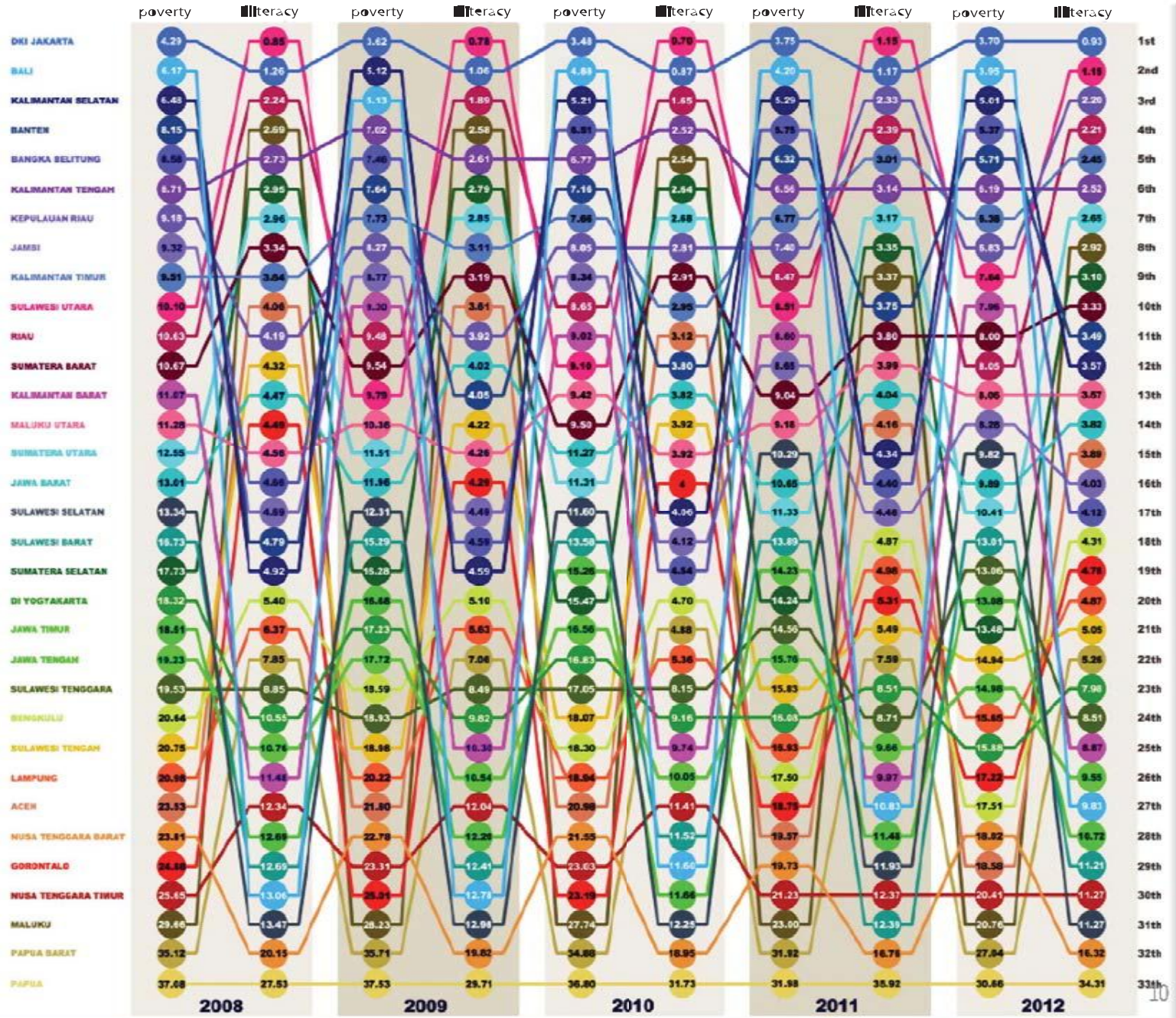


Figure 5.8 Decrease of illiteracy and poverty rate with the highlighted on three the case study sites

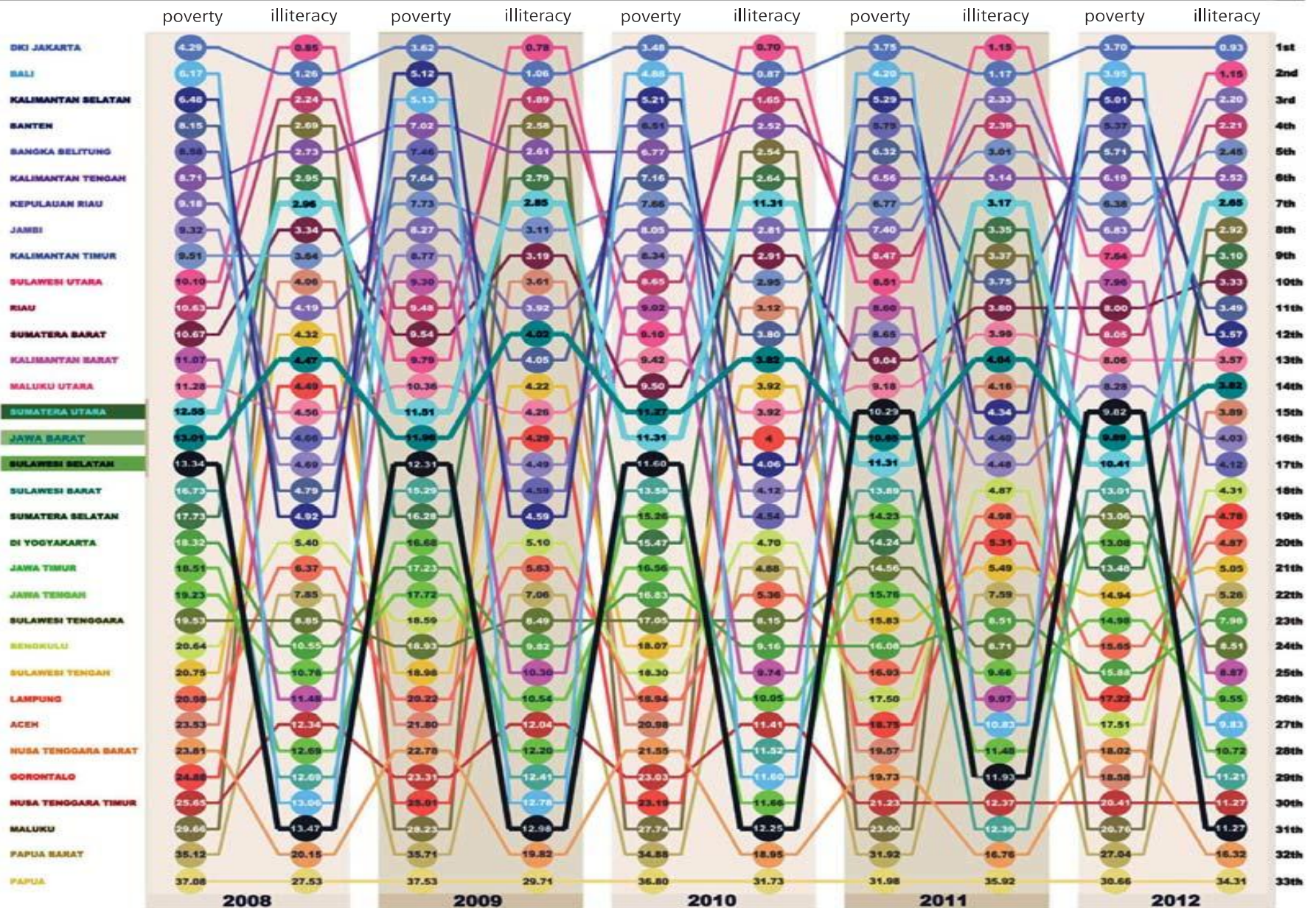
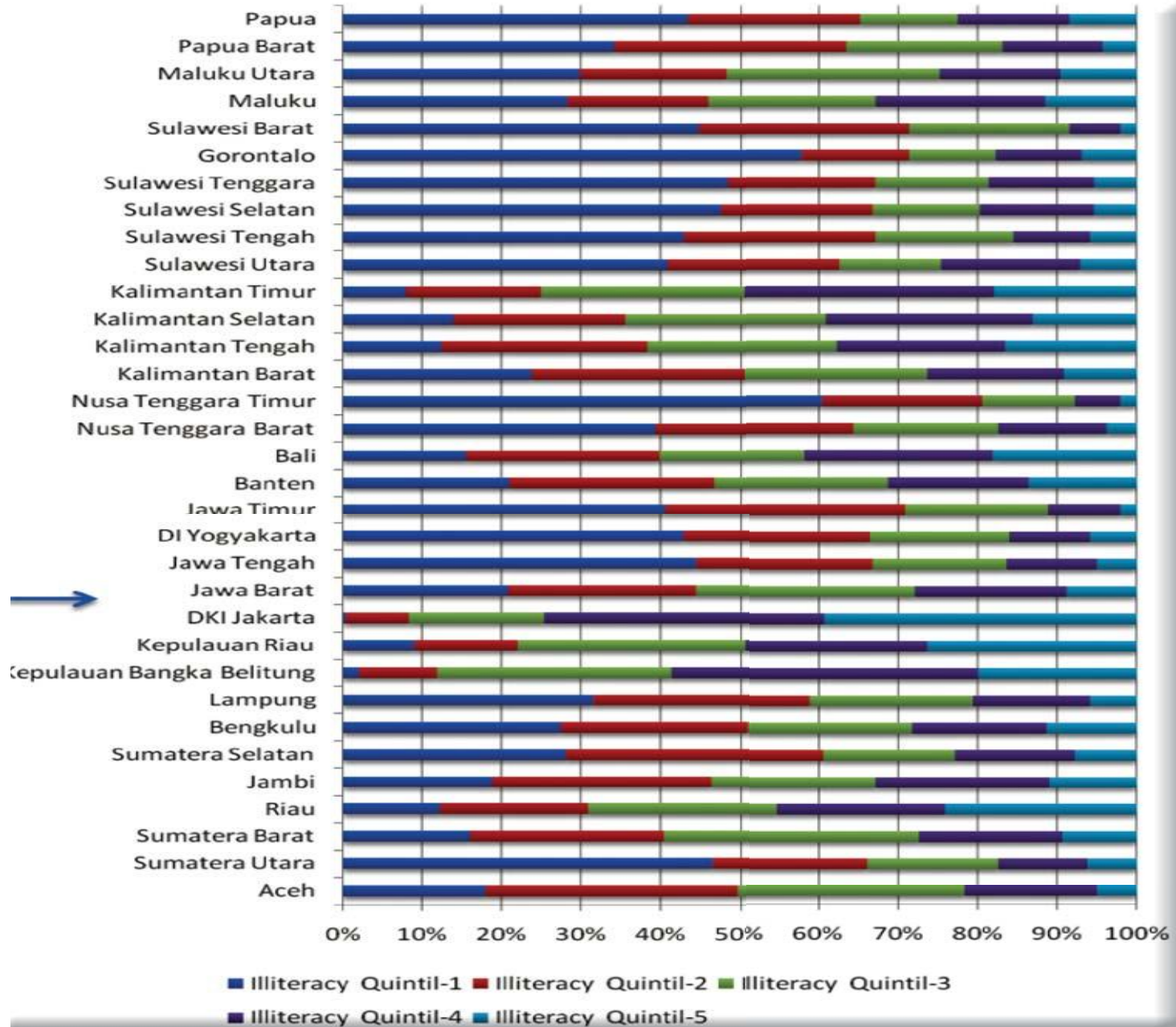


Figure 5.9 Adult Illiteracy by Economic group by Province



8. Results

2. Strategies to make the learners' literacy skills contribute to their poverty alleviation

- ✓ **Developing a business unit at each implementing agency.**
- ✓ **Guiding the development of networking and partnership with many sectors.**
- ✓ **Providing incentive for SEL/LSE/PEI Participants Producing Good Products.**
- ✓ **Providing competitive funding and award for every implementing agency with sustainable and remarkable progress and achievement.**
- ✓ **Sending successful implementing agencies to national and international conferences (e.g. *Kominkan-CLC World Conference on ESD in Okayama, 2014*)**

8. Results

3. Strategies to motivate and engage learners to preserve their literacy skills

- ✓ **Emphasizing on the practical knowledge.**
- ✓ **Designing a course that provides immediate relevancy.**
- ✓ **Getting examples of their everyday life/workplace experiences or associating what is learned with its application in daily life/the workplace.**
- ✓ **Presenting the benefits of undertaking the course, prior to the program implementation.**

Wayang Puppet-Making & Designing



Orchid Breeding



Mangrove Resforestration



Statue Sculpturing and Bamboo Handicrafts



Bamboo Handicrafts



Handicrafts Made of Bladygrass



8. Results

4. The capacity of institutions implementing literacy education programs

- a. **All implementing CLCs (100%) were able to apply the competency standards and select participants meeting the criteria mentioned in the guidelines published by Ministry of Education and Culture.**
- b. **The competency standards were transformed to a set of LLSE learners' expected learning outcomes.**
- c. **All implementing CLCs (100%) conducted tutor training in cooperation with external resource persons.**
- d. **All implementing CLCs (100%) built cooperation with entrepreneurship training providers to:**
 - **Start forming small groups of learners**
 - **Train the agents to be facilitators**
 - **Train the facilitators as participative leaders**
 - **Gradually shift responsibility from the agents to the learners**

8. Results

5. The government policies and programs to support and facilitate the success of LLSE implementation

- **Putting emphasis on illiteracy eradication in provinces and regions with high illiterate population.**
- **Improving accountability in illiteracy eradication program.**
- **Developing partnership and networking.**
- **Building cooperation with universities/colleges.**
- **Setting standards and quality assurance of literacy**

Table 51E Adult Literacy Funding 2012 - 2015

No	Program	2012 (Existing Condition) (In US\$ Thousand)	2013 (In US\$ Thousand)	2014 (In US\$ Thousand)	2015 (In US\$ Thousand)
1	Increasing number of adult literacy	19.800	19.850	19.900	20.775
	• Entrepreneurship Literacy	10.560	10.600	10.700	10.900
	• Building Capacity and Infrastructure	1.517	1.550	1.600	1.800
	• Institutionalized Community Learning Center and Other Non-formal Institution	2.500	2.525	2.575	2.750
2	Increasing quality and relevance of learning opportunities for adult literacy				
	• Raising Commitment and awareness of the benefit of adult literacy	300	325	375	500
	• Quality Improvement of teaching and learning	500	525	575	750
	• Reading habit development	1.200	1.250	1.300	1.450
3	Increasing number of adult basic literacy for Papua and other specific provinces, ethnic origin and remote areas				
	• Adult Basic Literacy	2.520	2.600	2.650	2.800
	• Literacy based on mother tongue	1.000	1.050	1.100	1.250
	• Capacity building of preventive destructive behavior	550	575	625	800

9. Lessons Learned

- **This study has indicated the importance of life skills and entrepreneurship for new literates, adults with low literacy skills, and informal workers who need to upgrade their skills.**
- **Most participants, especially women, who participated in LLSE activities have made great efforts to improve their vocational skills and income.**
- **For young people with basic education, LLSE has demonstrated significant contribution viewed from the occupation that they have after joining the program.**
- **After joining LSSE, the learners could have entrepreneurial skills for their personal and social development.**

10. Recommendations

- 1. LLSE needs to be developed in order to decrease the poverty rate of new literate adults and people with basic education degree.**
- 2. LLSE needs to be developed in order to increase the community's economic potentials.**
- 3. LLSE is a village development program that needs to be developed to enhance the local competitiveness and decrease urbanization.**
- 4. In line with the idea to strengthen LLSE, Community Learning Centers' infrastructure needs developing.**
- 5. Program development and socialization should be organized and coordinated by the provincial and district education offices.**

CONCLUSION

Lifelong Learning Policies

- Lifelong Learning (LLL) in Indonesia attempts to achieve four of nine priorities agenda (nawacita)
- Most of the programs of lifelong learning in Indonesia contributes to poverty alleviation, income generating, better education for marginalized people, entrepreneurship, prevention of destructive alleviation, women empowerment as well as character education.
- Lifelong Learning (LLL) in Indonesia is highly related and mostly integrated to the achievement of Education for All (EFA) and Millenium Development Goals (MDGs)

Strategic Policies of Lifelong Learning

In general the long-term strategic objectives of LLL policy in Indonesia are:

- Provision of sufficient and qualified nonformal education services to implement LLL;
- Promotion education for sustainable development through the provision of equity, social cohesion and active citizenship in nonformal education program;
- Enhancement of creativity and innovation in entrepreneurship program that include competency of competitiveness and employability



Weaving Ikat/Songket



Painting batik with natural materials



Thank You

Thank You

