

Decentralized Basic Education Three (DBE 3)

Increased Relevance of Junior Secondary and Non-Formal Education to Work and Life Skills

**Current Practices of the Testing and Certification System:
Equivalency Education Program Package B**

SECTION ONE

Foreword

Executive Summary

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Acronyms

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Acronyms

AED	Academy for Educational Development
BLK	Balai Latihan Kerja
BAPENAS	Badan Perencanaan Nasional (<i>National Planning Office</i>)
BPKB	Balai Pengembangan Kegiatan Belajar (<i>Learning Activity Development Center</i>)
BPKP	Balai Pengembangan Kegiatan Pembelajaran
BP-PLSP	Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda (<i>Youth and Out-of-School Education Development Center</i>)
BSNP	Badan Standarisasi Nasional Pendidikan (<i>National Education Standard Bureau</i>)
DBE 3	Decentralized Basic Education Three (<i>DBE 3</i>)
DEE	Directorate of Equivalency Education (<i>Direktorat Pendidikan Kesetaraan</i>)
DEPDIKNAS	Departamen Pendidikan Nasional (<i>Ministry of National Education</i>)
DINAS	District Level Education Office
DO	Drop Outs
EYE	Education and Employment Opportunity for Uneducated, Out-of-School Youth (WB Project)
IRD	International Relief Development
KBM	Kegiatan Belajar Mengajar (<i>Teaching Learning Process</i>)
LPTM	Lembaga Pengembangan Terpadu Masyarakat (<i>Community Integrated Development Institutions</i>)
MAPENDA	Majelis Pendidikan Islam (<i>Islamic Education Council</i>)
MDGs	Millennium Development Goals
MENKOKESRA	Kemertian Koordinasi Kesejahteraan Sosial (<i>Coordinating Ministry of Social Welfare</i>)
MI	Madrasah Ibtidaiyah (<i>Islamic Primary Schooling</i>)
MoNE	Ministry of National Education
MoRA	Ministry of Religious Affairs
MTs	Madrasah Tsanawiyah (<i>Islamic Junior Secondary School</i>)
NFE	Non-Formal Education
PKBM	Pusat Kegiatan Belajar Masyarakat (<i>Community Learning Center</i>)
OECD	Organization of Economic Cooperation and Development
SC	Save the Children
SD	Sekolah Dasar (<i>Primary Schooling</i>)
SKB	Sanggar Kegiatan Belajar (<i>Learning Activity Center</i>)
SMP	Sekolah Menengah Pertama (<i>Junior Secondary School</i>)
SUBDIN-PLS	Subdinas-PLS (Provincial and District Level of Non-Formal Education Office)
SUDIN-PLS	Suku-Dinas PLS (Sub-district level of the Non-Formal Education Office)
TIMSS	Third International Mathematics and Science Study
TAF	The Asia Foundation
TOT	Training of Trainers
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Assistance for International Development

Foreword

The Directorate of Equivalency Education under the Directorate General of Out-of-School Education, Ministry of National Education implements a dynamic program to support the government's commitment to achieve nine year compulsory education.

Testing and Certification is one major factor in motivating youth and adults to participate in the Equivalency Education Program. A Review of the "Current Practices of Testing and Certification" of Equivalency Education Package B was undertaken from 16 October to 2 December 2006, within the framework of the USAID Decentralized Basic Education 3 Project (DBE3), non-formal education component. DBE 3 is a consortium of Save the Children US (SC), the Academy for Educational Development (AED) International Relief and Development (IRD) and the Asia Foundation (TAF).

This Report is the result of a review of Equivalency Education in Indonesia. A major recommendation and outcome is to develop a "Multi- Entry/Multi- Exit Program Transfer" Resource Pack consisting of many materials for capacity-building and to strengthen the equivalency education program and to improve efficiency. The first concrete outcome will be an Implementation Guide on "Multi Entry/Multi Exit Program Transfer" for Package B providers.

We wish to thank all those who provided the information requested. We appreciate the services of Mrs. Lucille C. Gregorio, DBE3 Testing and Certification Consultant for undertaking this review. We also like to express our gratitude to Director Dr. Ella Yulaelawati, Consultants Dr. Usman Syihab and Mr. Cornelius Meliala, and Staff at the Directorate of Equivalency Education, MONE for their support in making this project possible.

Executive Summary

The USAID supported “Decentralized Basic Education 3 (DBE3) project - increased relevance of junior secondary and non-formal education to work and life skills,” is a consortium of four international agencies. One of the aims of the project is to improve the equivalency education program of the Directorate of Equivalency Education, Director General of Out of School, Ministry of National Education. The importance of equivalency education is being acknowledged by four government ministries involved in implementing and promoting the program and working in a collaborative and cooperative manner, on a selective basis.

The project hired a testing and certification consultant to *assist in the review and design of the Package B testing and certification system*. The work was supported by the Director and Staff of the Directorate of Equivalency Education, Directorate General for Out-of-School Education, Ministry of National Education, Republic of Indonesia.

Sub-task 1 reviewed the Current Package B Testing and Certification Practices in the context of the equivalency education program following the National Education Competency Standards for achieving Education for All by 2015 (planned to be accelerated to 2009). This report is divided into three sections. Section One includes the Foreword, Executive Summary, Table of Contents, Acronyms, and Recommendations. Section Two has four chapters. Chapter I introduces the Background and Justification, Aims and Objectives, Methodology in obtaining information, and Contents of the Report. Chapter II presents the Package B Life Skills, provides an overview of vocational training and describes the target learners and providers. Chapter III discusses the testing tools, the average academic performance in the national examinations and certification of Package B Learners. Chapter IV explains the competencies for program transfer. Section Three provides complementary information in the appendices, list of references, attachments and acknowledgements.

The following activities were undertaken during the review:

1. Gathering relevant information from existing documents;
2. Consultation with the education officers at MoNE, MoRA and other partner agencies;
3. Interviews with EE providers, beneficiaries, and provincial coordinators;
4. Distribution of questionnaires; and
5. Five field visits organized in four geographic areas.

The general findings are as follows:

1. There is no common understanding in the concept of integrated life skills among all implementers of Package B. Integrated life skills in many instances is understood as vocational skills, separate from academic skills.
2. There are many centers and other learning units where vocational skills are not included in Package B because of lack of facilities and expertise.

3. The World Bank Life Skills Project (EYE) was implemented in six pilot project sites, and four “life skills areas” were added in Package B academic subjects.
4. In a few local institutions, vocational skills were tested by tutors through a performance test.
5. In the national examination only academic knowledge in six subjects (Citizenship Education, Bahasa Indonesia, English, Mathematics, Natural Sciences and Social Sciences) were tested and certified, the results being the basis for identifying the competency levels of the learners for program transfer.

At the local level, there is a lack of capacity among the Equivalency Education Package Providers to implement the Program Transfer. A Testing and Certification Resource Package for Capacity Building of Equivalency Education Package B Facilitators and Providers will support the implementation of the “Multi-Entry/Multi-Exit Transfer Program.” The aim is to establish quality assurance acceptable to industry and the world of work, and to provide wider flexibility for transfer-programs within the three existing channels of the national education system – informal, non-formal and formal. The Transfer Program will help establish a system that will influence, improve, and sustain the practice, and strengthen the testing and certification process of Equivalency Education Package B.

Recommendations

There is an existing systematic testing and certification for academic skills but NOT one for integrated life skills in Equivalency Education Package B. This has implications for the existing policies regarding national standards, materials/modules for teaching and learning, training of tutors, infrastructure and facilities; advocacy for program implementers and beneficiaries.

The education system of Indonesia needs to reform in order to accommodate the innovations for improving practice and strengthening the Package B Equivalency Education Testing and Certification system. One part of the solution to this is the development of a “Multi- Entry/Multi- Exit Transfer Program”, as proposed below:

Proposed Action: A “Multi-Entry/Multi-Exit Transfer Program” for Package B: Development of a Multi-Media Resource Pack for Facilitators and Providers.

Goal: To ensure quality assurance is acceptable to industry and the world of work, and to provide wider flexibility for a transfer program within the three existing channels of the national education system – informal, non-formal and formal.

Purposes: The Resource Package for Capacity Building of Equivalency Education Package B Facilitators and Providers will support the implementation of the “Multi-Entry/Multi-Exit Transfer Program.” The ultimate beneficiaries are the school drop-outs and out-of-school youth in order to:

- *reenter/rejoin the Package B program;*
- *enter new programs* for those who have no academic report and/or competency achievement data;
- *continue their studies by attending courses or by self learning;*
- *receive certification* for their participation in short training courses on specific vocational/entrepreneurial skills for job placement or even transferring to other programs/entering other levels of education;
- *move from non-formal to formal schooling* at a specific level; and *move from formal to non-formal schooling* for those interested in learning new skills.

Methodology

- Review of Existing Learning Materials
- Revision/Preparation of New Learning Materials based on Package B Life Skills Competency Standards and Curriculum Structure
- Development of a Test Item Bank based on the New Learning Materials
- Utilization of the Test Items for the implementation of “Multi-Entry/Multi-Exit Program Transfer”

The Resource Pack will consist of:

- A variety of Learning Materials based on the Life Skills Competency Standards and Curriculum Structure
- A Test Item Bank, (Prior Learning Assessment/Placement Tests; Self Assessment, Performance Test, etc.)
- Rubrics for assessment, especially for portfolios
- Implementation Guide for Package B Providers
- Relevant Background Information Materials (Multi-Media)

The Resource Pack will provide the users with information needed to run a successful *Multi Entry/Multi Exit Transfer Program*, thus providing motivation for increased participation and opportunities for various target learners, particularly the disadvantaged, marginalized and the girls and women in Package B.

An effective transfer program can be achieved with a common understanding of integrated life skills, authentic and valid testing and certification.

SECTION TWO

Chapter I. Introduction

Chapter II. Life Skills Curriculum, Vocational Training,
Learners and Providers

Chapter III. Testing Tools, Processes and Certification

Chapter IV. Competencies for Program Transfer

Chapter I: Introduction

Background and Justification

The USAID supported “Decentralized Basic Education 3 (DBE3) Project - Increased Relevance of Junior Secondary and Non-Formal Education to Work and Life Skills,” is a consortium of four international agencies: Academy for Educational Development (AED), Save the Children (SC), the Asia Foundation and International Relief & Development (IRD). One of the aims of DBE 3 is to improve the Equivalency Education program of the Directorate of Equivalency Education (*Direktorat Kesetaraan*), General Directorate for Out-of-School Education, Ministry of National Education (MoNE), Republic of Indonesia. Trainings are being undertaken and activities of non-formal education providers are supported to enable the youth learners in the target institutions to develop integrated life skills.

In Indonesia and other developing countries in Asia, education has been recognized as the most strategic sector in national development, especially in building human and institutional capacities, promoting solidarity and idealism and creating a vision for human resource development. Indonesia’s national education system provides a 9-year compulsory quality basic education (*Wajar Dikdas*). This represents one of the government’s major efforts to develop a critical mass of Indonesians with essential knowledge and skills for daily life, to cope in an increasingly competitive work environment or to pursue further studies. The 9-year compulsory basic education is a commitment of the Indonesian government to achieve Education for All (EFA) by 2015.

An EFA National Action Plan has been developed following the Dakar Framework for Action¹, covering Education of Early Childhood, Basic Education, Life Skills, Literacy, Gender Equality and Education Quality Improvement. In September 2002, the Government of Indonesia was one of the signatories among 189 countries of the international convention that declared the *Millennium Development Goals (MDGs)*² covering eight basic goals for development.

The EFA Progress Report for Indonesia as reported in the Global Monitoring Report 2007, mentions that “at the global level, time is running out to meet the EFA goals set in 2000.” Despite continued overall progress at the primary level, including emphasis on girls’ education, too many children are still not in school. They drop out early or do not reach minimal learning standards. By neglecting the connections among early childhood, primary and secondary education and adult literacy, countries miss opportunities to improve basic education across the board—and, in the process, the prospects of children, youth, and adults everywhere.” This is indeed a challenge being faced by developing countries including Indonesia.

Over the years, the General Directorate for Out-of-School Education has been looking for opportunities for synergies between the formal and non-formal education systems. MoNE, in cooperation with MoRA, works on the institutionalization of equivalency

¹ World Forum on Education for All, 2000. Dakar Senegal.

² United Nations General Assembly, 2001

education, especially at the local level. The decentralization of basic education has encouraged and supported cooperation and collaboration among agencies at the regional, provincial, district and local levels. A more systematic mechanism for promoting educational initiatives is being developed to make available the limited technical and financial resources to achieve education for all. A dynamic partnership, collaboration and cooperation among the Directorates in the Ministry of Education and with agencies in other Ministries has been initiated.

Various international studies report that education in Indonesia has not achieved quality standards.³ The Third International Mathematics and Science Study (TIMSS) reported that Indonesia's junior high school students ranked 32 in science and 34 in mathematics from 38 countries surveyed. These reports are being taken seriously by the MoNE, recognizing that quality education is a fundamental requirement for human resource development. One response is the introduction of life skills education in both formal and non-formal education, and its inclusion in the Government Regulation No. 19 Year 2005 on Education National Standards and Ministerial Decree No. 24 Year 2006.

The Directorate of Equivalency Education under the General Directorate for Out-of-School Education launched a non-formal education program consisting of Package A (equivalent to the elementary level), Package B (equivalent to the junior secondary level) and Package C (equivalent to the senior secondary level). The Policy on Equivalency Education is in Appendix 1, and the Historical Development of Equivalency Education is in Appendix 2.

To support the 9-year compulsory basic education, the DBE 3 Project Consortium identified the MoNE's targets for both formal and non-formal education⁴ in increasing the relevance of Junior Secondary and Non-Formal Education to Work and Life Skills. In non-formal education the Life Skills program supports the development of learners' personal skills, social skills, academic skills and vocational skills, following MoNE's Concept of Life Skills (*Appendix 3*).

Aims and Objectives of the Consultancy

The Directorate of Equivalency Education and the Directorate General of Out-of-School Education, in their efforts to support the 9-year compulsory education system aim to establish a system that will influence, improve and sustain the practice, and strengthen the testing and certification process of Equivalency Education Package B.

Within that context, the specific objectives of this consultancy are to:

1. Review the current practices/status of testing and certification of the academic and non-academic programs under Package B; and

³ TIMSS, 1999

⁴ MoNE Strategic Planning 2005-2009 Document

2. Propose recommendations for an effective and efficient transfer-program within the three existing channels of the national education system – informal, non-formal and formal.

The Consultant received technical support from the Directorate of Equivalency Education, General Directorate for Out-of-School Education, Ministry of National Education. The recommendations of this review became the basis for Sub-Task 2, “Development of an Implementation Guide for Providers of Equivalency Education Package B Life Skills,” with examples for developing an assessment for the non-academic areas of Package B.

Methodology

The Review was conducted using a variety of methodologies:

1. Gathering and analyzing the existing documents (*List of References*);
2. Consultations with the Education Officers at MoNE, MoRA and other relevant agencies (See Appendix 5 for Names and Positions of Personnel Consulted);
3. Interviews with EE providers, beneficiaries, and Provincial Coordinators (Interview Guides in Appendix 6);
4. Distribution of questionnaires (Appendix 7);
5. Field visits organized into four geographic areas – Subang and Bandung in West Java; Karo, Langkat and Medan in North Sumatra; the Jakarta area; and Kepulauan Riau Province. In West Java there were group interviews with 15 EE providers, coordinators, and with members of the community including the target learners. In North Sumatra there were individual interviews with facilitators and tutors at community centers, and 54 tutors and providers filled out survey questionnaires. In the Jakarta area researchers conducted a group interview with 15 EE providers from South Jakarta, and visited the SKB at Tanjung Duren, West Jakarta. Finally, in Batam Island, Kepulauan Riau Province, 31 provincial non-formal/equivalency education coordinators were given a briefing on the review process, and were asked to fill out a questionnaire. Interviews were conducted with selected participants.

The various methodologies provided information on the Package B learners and providers; the institutions involved in implementing equivalency education; the testing tools, processes and certification; the academic performance in national examinations; and the need for a systematic program transfer.

Chapter II: Life Skills Curriculum, Vocational Training Learners and Providers

The Package B Life Skills Curriculum Overview

The Package B curriculum is based on the following policies: (a) Chapter X, Article 36, No. 2 of the National Education System Act of Indonesia, which states, “The curriculum at all educational levels and types of education is developed according to the principles of diversification, adjusted to the units of education, local and learners’ potential;” and (b) the Supplement National Gazette, Republic of Indonesia, No. 4301 Education, National Education System, Citizenship, Community, Government, Local Governments (The Explanation to the Act on the National Education System, National Gazette of the Republic of Indonesia, Number 78, 2003), which states: “The purpose of development of diversified curriculum is to make the curriculum relevant to local conditions and specific potential in a given region.”

The Directorate General for Out-of-School Education adopted the concepts and approaches related to life skills, following Article 26 of the Education Policy 2002,⁵ which states “life skills education is the domain of the Non-Formal Education Department.” In the same year, a life skills education program was introduced with an emphasis on vocational training, and use of a teaching and learning process addressing personal, social and academic skills. A Technical Guideline was distributed but trainings were not conducted. The Equivalency Education providers did not acquire enough understanding and capacity in developing integrated life skills. Their understanding was that life skills meant vocational skills only, rather than a combination of vocational and personal, social and academic skills for life.

Package B is the equivalency education program for the junior secondary level and as its name suggests is intended to serve as a replacement for formal junior secondary school. A new academic curriculum for Package B that caters to diverse groups (ages, background, gender) has been designed as a response to the providers’ need to better understand life skills. The 2007 curriculum structure specifies 60% (content and time distribution) for academic subjects, and 40% for life skills through work oriented programs. The components include:

1. Character building (morals) and academic subjects equivalent to a minimum competency to be achieved by primary and junior secondary school learners. The subjects include: Religion, Citizenship and Social Sciences, Bahasa Indonesia and its Literature, Mathematics, Science and for Junior Secondary Students, English.
2. Life skills (vocational) subjects that stress the ability of learners to be entrepreneurs and acquire skills for income generation. The subjects include: work ethics, home economics, local economics, livelihood (based on the learner’s needs and context), art and physical education.

⁵ EFA National Action Plan 2005

The Curriculum Structure for Package B is shown in Table 1.

Table 1: Package B Curriculum Structure

Subjects		Time allocation: Contact Hours / year Class: VII, VIII, IX
Character building and academics	Religion	51
	Citizenship Education	51
	Indonesian Language and Literature	77
	English	77
	Mathematics	102
	Social Sciences	102
	Physical Sciences	102
Life skills oriented	Art	51
	Health Science and Physical Education	51
	Home Management	34
	Local Economics	68
	Vocational/Local Potential	68
	Information and Communication Technology	51
	Work Ethics	34
Total Contact Hours		919

Based on their interviews, the non-formal education providers never understood that the MoNE concept of life skills education was formulated based on the Four Pillars of Learning:⁶ “learning to know, learning to do, learning to be and learning to live together.” In this context, life skills apply to all learners in the context of lifelong learning. People who have life skills manifest broad competencies to:

1. Possess the knowledge, attitude and readiness to work successfully with others or independently to improve their quality of life;
2. Have high motivation and ethics to work successfully and compete in a local, domestic and international (global) environment and market contexts;
3. Be aware of the importance of learning not only for oneself but also for family and society for increasing economic status and social prosperity; and
4. Acquire the skills and opportunity for lifelong learning for personal development.

The EFA National Action Plan⁷ mentions that MoNE aims to implement market-oriented life skills education and to institutionalize life skills education into the formal and non-formal education programs with links in program delivery. The current practice in linked program delivery is limited to sharing teachers/tutors and using classrooms and facilities.

⁶UNESCO, “Learning the Treasure Within”, Delor’s Report, 1996.

⁷ National Forum Coordination, 2005.

The World Bank Pilot Project on Life Skills

The international donor community has made a number of contributions to the development of life skills education in Indonesia. For example, the World Bank's pilot project for out-of-school youth provided a number of useful inputs to Package B.

From 2003 to 2006, the World Bank Grant⁸ entitled: *Education and Employment Opportunity for Uneducated Out-of-School Youth* (EYE) was implemented in six provinces. The objectives were:

1. To redesign basic education based on community needs especially for Package B Life Skills;
2. To re-design the curriculum especially for Package B Learners;
3. To improve the capacity of Community Learning Centers (CLCs) in implementing Package B programs (e.g. how to prepare proposals, how to do book-keeping, how to manage the CLC, how to choose and set-up CLC); and
4. To eliminate unemployment and provide employment opportunities for uneducated out of school youth.

The framework was based on MoNE's Concept of Life Skills; and the project developed modules on Work Ethics, Vocational Skills, Livelihood and Home Economics.

The EYE project's Package B Life Skill component was piloted in 30 centers/providers across 6 districts in the 6 provinces of West Java, East Java, Bali, East Nusa Tenggara, West Nusa Tenggara and Central Sulawesi. In each center the project piloted two classes, each consisting of 20 learners. These classes conducted the Package B Life Skills Program, which included the basic Package B program plus the four new life skills subjects mentioned above. Altogether, the project involved 1200 learners between the ages of 16 and 25.

The tutors involved in the project were new graduates from training colleges and universities, teachers from formal schools and community leaders and members. The selection of tutors involved use of specific criteria, and those selected underwent the training of trainer's (TOT - local training and upgrading) program. However, even though the tutors underwent three or four training sessions, they still applied the same teaching methodology used in formal schooling upon their return to their stations.

Modules used by the tutors were prepared by national and international consultants, by curriculum specialists from universities, NGOs and BPPLSP in Bandung. The writers were briefed on the criteria, and others were provided training on module development. The modules were tried-out and revised, with limited copies produced and distributed to the CLCs for utilization in the training activities. During the transaction of the teaching-learning process, feedback from learners and tutors was recorded. The modules on life skills had to be simplified and revised to respond to local contexts and capacities, and were difficult to follow because the competencies to be achieved and language used were complicated. Some learning materials for tutors needed enrichment not only for

⁸ Unpublished Report of WB Project. 2006.

teaching-learning, but also in assessment of learning outcomes based on the four life skills promoted in the project. It was expected that after three years of study, learners of Package B would have good communication skills, possess discipline in how to prepare for life, better personality and show better performance.

The learners were supposed to be assessed using a “*Portfolio Evaluation.*” However; this was not implemented in the CLCs. The plan was for experts or institutions to give certification in vocational training where the vocational courses (language studies, computers, sewing and hair dressing) were offered.

GTZ Project to Support Vocational Training

The GTZ supported project entitled “*Study of Out-of-School Education Training*” started in September 2006. The main objective is to evaluate NFE programs especially for vocational training. The project is not necessarily for Package B only, but would be supporting the Package B program. The project planning is on-going (selecting the instruments, mapping of project sites, linkages with non-formal education institutions, etc.) A survey will be conducted in 2007.

This project will have implications for the testing and certification of all vocational skills for out-of school learners (youth and adults included).

The Package B Target Learners

Package B targets individuals aged 15-44 years. The priorities are those males and females from 16 to 18 (beyond formal schooling), who are:

1. Graduates of Package A or primary school and its equivalent;
2. Dropouts from junior secondary school and its equivalent; and
3. Not able to attend formal school because of geographical factors such as distance from home to school, because the formal school schedule cannot fit into their day, or because of economic, legal, psychological, social and cultural reasons.

Since its initiation, a number of participants throughout the country have graduated from Package B.⁹ In 2002, there were 34,922 graduates, 23,961 graduated in 2003, and 65,138 in 2004. However, there is no information available on the whereabouts of the graduates.

In 2005, Package B was supposed to reach 416,495 learners in support of 9-Year Compulsory Education goals. However, only 112,000 learners, or 26.89% of the target learners were reached. Although this amount is significantly below the target, Table 2 suggests that the real number of students not reached over the years is gradually decreasing. This decrease may be attributed to some interventions utilizing varied strategies. The Directorate uses several strategies for expanding and improving the Access to Equivalency Education, among these are: (1) Undertaking MOU with other departments, social and religious organizations, and private educational institutions and

⁹ DEE. 2006. Profile and Prospect of Equivalency Education (Equivalency Education Progress for the Promotion of Lifelong Learning in Indonesia). A Research Study undertaken in cooperation with UNESCO Bangkok.

other NGOs; (2) Providing block grants to the above partners for implementing the equivalency programs; (3) intensive socialization, involving the Minister of National Education, and other educational officers in grassroots movements; (4) providing special educational services for poor areas, remote areas, and areas affected by disasters; (5) initiating a distance learning model; (6) supporting home schooling models; and (6) supporting a mobile educational service. The estimated number of potential target learners who have not been reached since 2003 is shown in *Table 2*.¹⁰

Table 2. Package B Potential Target Learners not Reached since 2003

Potential Target Learners	2003/2004	2004/2005
DO SMP/MTs	271,948	263,793
A. SMP	180,043	171,376
1st grade	25,556	24,196
2nd grade	52,737	50,024
3rd grade	101,750	97,156
B. MTs	91,905	92,417
C. Finished SD+MI, but did not continue to SMP	542,258	495,261
Total	1,086,154	1,022,847

Package B Providers

Package B providers include program coordinators, tutors, supervisors and facilitators, and those involved in developing curriculum and teaching and learning materials, in many instances they also prepare tests to measure learning achievement. Most Package B Providers are non-formal education personnel, the exception being tutors, who come from the formal school system. Tutors use formal teaching approaches in a non-formal setting – thus teaching methods appropriate for adult learners are overlooked. There are about 1,161 tutors for Package B all over the country, 914 (78.9%) of which teach the academic subjects while 247 (21.3%) tutors teach vocational mostly computer skills, baking, tailoring and hair dressing.

Training for Package B Providers/Tutors

Training is provided by the Directorate of Teacher and Education Personal Improvement and from the Education Offices at the provincial levels. The training of Package B providers/tutors is based on a “Competency-based Training Package” developed by the Directorate of Equivalency Education. The focus of the training is on general teaching and learning such as pedagogy (methods), use of media (ICT), use of scientific equipment (microscopes, balance, calculators etc.), designing modules and activities and developing work plans. The depth of the training would vary depending on the entry qualifications/competencies of the trainees, the context and needs of the learners, the facilities and resources available, community support, and other factors identified in

¹⁰ ibid

supplementing and complimenting the program. Special training is given to the tutors responsible for the vocational skills program.

All the interviewed tutors expressed their wish to access training that will help them to master the following: application of teaching techniques; development of learning materials; and evaluating the process and the results of learning. All tutors depend on the materials sent by the Directorate of Equivalency Education in Jakarta. Since the existing tutors are mainly from the formal system, they need to be trained in strategies and methods of teaching and learning in the non-formal education system. Moreover, there are no supplementary materials, no additional time added to the modules and the tutors' creativity and ability to improvise has not been developed.

According to the tutors, they need training and support to develop the following techniques:

1. Teaching adult learners in non-formal education settings;
2. Developing learning materials; and
3. Assessing learning outcomes.

Institutions Supporting Equivalency Education

The institutions providing equivalency education include the following:

1. PKBM – Pusat Kegiatan Belajar Masyarakat (Community Learning Centers);
2. (2) SKB – Sanggar Kegiatan Belajar (Center for Learning Activities);
3. Pondok Pesantren – Religious Boarding Schools;
4. Religious and Social Organizations;
5. BPPLSP (Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda/ Center for developing out-of-school education and youth); and
6. BPKB (Balai Pengembangan Kegiatan Belajar/Center for Learning Activities Development).

Descriptions of the institutions are shown in *Appendix 7*.

Although the overall numbers of Package B learners have increased over the years, it is clear that the totals fall far short of the DEE official targets. This shortfall may be addressed in part by providing tutors in the Package B program with better training in teaching and assessment methods that are specific to adult and other non-traditional learners. Teaching methods that are engaging and relevant will presumably draw more learners to the EE system. What is even more significant is the need to better train tutors in new and current testing and certification practices so the assessment system will function as a valid and reliable measure of learning specific to this population, and will provide adequate proof of equivalency in the life skills areas, including vocational education.

Chapter III: Testing Tools, Processes and Certification

In this Report, the terms assessment, testing and examination are used interchangeably as are Prior Learning Assessment and Placement Test. The national test (also called national examination) is only for academic/subject knowledge. This section details the both the national exam and more formative, authentic approaches to assessment for Package B learners.

Forms of Assessment of Equivalency Education

According to reports by the Directorate of Equivalency Education, there are two forms of assessment based on the utilization of the modules developed for equivalency education: Authentic (Formative) Assessment and National (Final) Examination.

1. Authentic (Formative) Assessment. Students study the learning modules and complete the prescribed activities, the experiments, projects and focused research. Upon completing the activities in the lesson, the learners move to the next lesson. Students assess their own learning independently by answering and solving the problems asked. At the end of the module, an answer key is available, so that students can compare and check their answers.

In some instances, tutors carry out the assessment of the learners through observation and discussion, performance of work assignments, written tests, submission of portfolios compiled by learners and final assessment at the completion of each module. The evaluation results are shown in the students' report cards.

2. The National Examination for Academic Subjects: The National Examination is a summative and objective measurement of learning outcomes for Package B. A "Standard Operation Procedures for the Implementation of the National Examination for Equivalency Education," has been issued by the Educational Assessment Center, in cooperation with the Directorate of Equivalency Education, General Directorate for Out-of-School Education. The Standard Operation Procedures describe in detail the steps for conducting a national examination, from preparation of the test at the national level to test administration at the examination sites. The Examination is managed and supervised in a thorough and controlled manner.

Government Policies on National Examination

The Decree of the Minister of National Education No. 114/U/2001 on the Evaluation of Learning Outcomes at the National Level states: "evaluation at the completion of the program is carried out through a national examination organized by the Educational Assessment Center, Office of Research and Development of the Ministry of National Education."

Starting in 2007, Education Law, No 20, 2003 will be implemented based on Government Regulation No. 19, 2005. This Law states that "The outcomes of non-formal education shall be recognized as being equal to the outcomes of formal education after learners have undergone a process of assessment by an agency

appointed by the Government or Local Government based on national education standards.”

Article 13 of the National Education Standards states that the curriculum, program and learning processes in formal and non-formal basic and intermediate education should include effective life skills which are measurable. A quality controlling program is implemented by three independent bodies: the Education Accreditation Board (*Badan Akreditasi Nasional (BAN)*), the Educational Assessment Center and the National Education Standard Bureau (BSNP - *Badan Standarisasi Nasional Pendidikan*).

Requirements for Taking the National Examination

The applicants/examinees for the national examination are those who participated in/worked on the specified modules for equivalency education. The requirements for taking the examinations are similar for Packages A, B, and C, and are as follows:

1. The applicant must be registered as a member of a learning group and registered in the master registration book of the Learning Center;
2. The applicant must submit a letter, a certificate/official document attesting to completion of studies one year lower than the grade level of the examination to be taken. The year of issuance should be at least two years prior to the year the applicant intends to sit for the examination;
3. The applicant must have attended Class III (grade IX) for Package B, and has completed all modules of the equivalency program (in this case Package B), supported by test results/progress reports/ report cards; and
4. The age of the applicant/examinee sitting for Package B must be approximately 15 years. Those who fail in the national examination for formal schooling are allowed to take the Equivalency Education National Examination, after submitting the required credentials.

Dates, Types of Test

The National Examination is held in April/May and in October/November of each year.

Package B test questions for the national examination are purely Multiple Choice items, allowing for a computerized marking system. The test for each subject is 2 hours long (120 minutes), and the duration of the test is for three consecutive days.

The following is an example of a multiple choice question in a Social Studies Test (Ilmu Pengetahuan Social PB6) randomly selected from the 2005/2006 national test are shown as examples.¹¹ The Criteria for Scoring is known only to the test framers of the test.

Example 1: Tiga komponen utama peta adalah....

- a. skala, orientasi, dan indeks
- b. dan indeks, skala, dan orientasi

¹¹ Original questions in Bahasa Indonesia with corresponding English translations.

- c. garis border, kata pengantar, dan skala
- d. judul, skala, dan legenda

English Translation of Example 1: Three major components of a map are....

- a. *scale, orientation, and index*
- b. *index, scale, and orientation*
- c. *border line, preface, and scale*
- d. *title, scale, and legend*

Here are two sample questions randomly selected from the Natural Science Package B (Setara SMP Kelas II) Semestral Test 2004/2005.

Sample Question 1: Alat pengeluaran yang sesuai dengan jenis hewannya adalah.....

	Sel Api	Nefrida	Buluh Malpighi	Ginjat
a.	Planaria	Cacing	Katak	Belalang
b.	Cacing tanah	Planaria	Belalang	Katak
c.	Cacing tanah	Katak	Planaria	Belalang
d.	Planaria	Cacing tanah	Belalang	Katak

English Translation of Sample Question 1: In which response are animals matched with the correct respiratory organ...

	Fire cell	Nephrons	Malpighi Reed	Ginjat
a.	<i>Planarian</i>	<i>Worm</i>	<i>Frog</i>	<i>Locust</i>
b.	<i>Worm</i>	<i>Planarian</i>	<i>Locust</i>	<i>Frog</i>
c.	<i>Worm</i>	<i>Frog</i>	<i>Planarian</i>	<i>Locust</i>
d.	<i>Planarian</i>	<i>Worm</i>	<i>Locust</i>	<i>Frog</i>

Sample Question 2: Alat pengeluaran pada Paramecium adalah.....

- a. sel api
- b. nefrida
- c. vacuola berdenyut
- d. buluh malpighi

English Translation of Sample Question 2: The respiratory organ for a paramecium is...

- a. *Fire Cell*
- b. *Nephrons*
- c. *Vacuoles Throb*
- d. *Malpighi Reed*

Number of Examinees

The number of Package B examinees has significantly increased over the past five years. The number of examinees from 2002-2006 for Package B are as follows:

Year 2002 (May and November)	34,922
Year 2003 (May and November)	23,961
Year 2004 (May and November)	65,138
Year 2005 (May and November)	101,847
Year 2006 (May only)	387,765

The increase may be attributed to the fact that school leavers are still interested in receiving a certificate based on flexible learning schedules. The strong advocacy on the part of the Directorate-General of Out-of-School Education, Directorate of Equivalency Education and the use of the media and identifying “champions” has encouraged youth to join the program. Furthermore, no fees are charged for taking the Package B national examinations.

Organization of the National Examination

The national examination process is initiated at the central level, and represents a very “top-down” approach, with some responsibilities left for exam security and distribution at the local level.

1. Responsibilities at the Central Level: The Educational Assessment Center, Office of Research and Development and the Directorate of Equivalency Education jointly coordinate the National Examination and determine the passing grades. The joint responsibilities are to:

- a. Prepare the guidelines and distribute them to all provinces;
- b. Prepare criteria for developing the tests;
- c. Announce the examination;
- d. Prepare the computer program for the data base of examinees and for the scoring system;
- e. Process the data of the applicants/examinees ;
- f. Organize the coordination meeting with Provincial Implementers ;
- g. Develop test items, prepare and distribute answer sheets to the provinces;
- h. Design and print the certificates and forms for recording the results;
- i. Process the answer sheets sent back by the Provincial Education Offices, issue the results of the examination, and distribute them to all the Units responsible for implementing the National Examination in the provinces;
- j. Monitor the examination process, and prepare related reports, and
- k. Oversee budgetary and financial aspects before, during, and after the examination.

Technically, the Educational Assessment Center prepares a master copy of the test booklets by selected teachers from the formal setting. Once the tests are finalized, the tests are handed over to the committee on National Examination at the provincial level. For the purpose of security, police witness the handing over the test booklets.

2. Responsibilities at the Provincial/District Levels: The Provincial Committee for the National Examination has responsibilities for:

- a. The selection of a company for printing the test booklets, following a careful and rigid verification and evaluation of many proposals from interested companies. (This is performed by the Educational Assessment Center.)
- b. Duplication of the test booklets and supervision of printing (in the presence of police officers).
- c. Storage of the printed test booklets in a secured place (guarded and attended by the police).
- d. Distribution (with the printing company) of test booklets to the Examination Committee at the district level (in the presence of police officers).

The Test Booklets for Package B are kept by the sub-district level committee and delivered to the examination venues (e.g. SKBs, BPKBs, BP-PLSP) during the days of the examination. To identify the registered examinees, every Community Learning Center sends the names of the applicants to the Local Education Office. The Local Education Office takes charge of the test booklet distribution and collection of examinees' answer sheets.

3. Registration and Attendance of Examinees: To register, the applicant fills out and signs the required forms, together with their photograph. The forms are then submitted to the district or the provincial office.

Before entering the examination room, the officers check the photographs one by one of the examinees and their signatures on the test cards. These are matched with the registration forms on file. This procedure is important to prevent unregistered examinees from taking the test. All examinees must sign an attendance sheet per subject. One testing area accommodates a maximum of 20 examinees.

The Examination starts on time; therefore, the late-comers are handled on a case-by-case basis. The examinees are not supposed to leave the room during the duration of the test, except for a visit to the restroom, wherein only one participant is allowed to leave at a time.

The test security is generally good since the examiners are all sworn in. Test booklet distribution from the Non-formal Education Office at the provincial and district levels (*Dinas*) and the Sub-district level in rural areas (*Sudin*) to the examination venue is handled by clerks in the respective offices.

4. Return of Examinees' Test Papers: The examination attendants in all testing venues collect their examinees' answer sheets and put them in the envelopes provided. These envelopes are handed to the District or Sub-district Examination Units, who in turn deliver them to the Examination Committee at the Provincial Level. These are then

submitted to the Educational Assessment Center, Office of Research and Development of the Ministry of National Education in Jakarta for processing.

5. Scoring the Examination: The Educational Assessment Center in Jakarta is in-charge of marking the examination paper through a computerized system. As mentioned earlier, the scoring guidelines are not known, and neither the providers nor the tutors are informed of the test criteria.

Competencies Tested and the Performance at National Level

Package B learners are tested in six academic subjects: Citizenship Education (Pancasila and Civics), Bahasa Indonesian, English, Science, Mathematics, and Social Science. These are similar to subjects tested in junior secondary school formal schooling. The certificates given to the graduates provide qualifications equivalent to Junior Secondary School, and they are allowed to transfer to Package C or to Senior Secondary Formal School. Not all Package B graduates go to Package C. In many instances, learners enter the workforce right after completion of Package B. There are several competencies tested. The 10 competencies and the national average of the performance for the six subjects are shown in *Tables 3 to 8*.

1. Citizenship (Pancasila and Civics) Education: The graduates of Package B recognize equal rights among human beings, understand religious faith within the context of the state's five principles, and illustrate the government efforts in implementing social justice. They are able to explain the objectives of general election and the benefits of working together, and healthy living, but have difficulty in understanding the duties of the Agencies of the Government. Questions in Citizenship Education (Pancasila and Civics) based on the Competency Standards and showing the national averages of their performance are shown in *Table 3*.

Table 3. Performance in Citizenship (Pancasila and Civics) Education

No.	Questions based on Competency Standards	National Average (%)
1.	Illustrate positive attitude toward recognizing equal rights among human beings.	78.01
2.	Explain the definition of religious faith through the One and Supreme God.	73.7
3.	Illustrate the government's efforts in implementing social justice for all Indonesian people.	72
4.	Explain the objectives of a general election.	67.47
5.	Demonstrate self discipline.	69.4
6.	Explain the benefits of working together in daily life.	61.93
7.	Explain the meaning of human rights.	56.23
8.	Explain the benefit of healthy living.	54.88
9.	Illustrate tolerance and cooperation among different religions.	52.81
10.	Explain the duties of the State's High Agency (House of Representatives, President, State's Audit Agency and Supreme Court).	31.54

2. Bahasa Indonesian: Package B graduates perform in language application, in understanding the message contained in poems, paragraphs and dialogues, but they have difficulty mastering the grammatical structures of the language. Questions in Bahasa Indonesian based on the Competency Standards and showing the national averages of their performances are shown in *Table 4*.

Table 4. Performance in Bahasa Indonesia

No.	Questions Based on Competency Standards	National Average (%)
1.	Identify the correct the message of the poem given.	79.39
2.	Identify the message of the paragraph given.	75
3.	Identify the message of a dialogue given.	69.02
4.	Identify the appropriate table according to the illustration given.	68.86
5.	Use an acronym for the sentence given.	68.51
6.	Rearrange five jumbled words into a correct sentence.	62.73
7.	Identify the sentence using a connotation word.	56.69
8.	Identify the meaning of a specific term in a sentence.	47.03
9.	Identify how to correctly write indirect speech.	28.02
10.	Identify the sentence using synonymous word pairs.	22.19

3. English: Package B graduates perform well in conversational aspects of the language, vocabulary building skills, and in reading comprehension. Questions in English based on the Competency Standards and showing the national average are shown in *Table 5*.

Table 5. Performance in English

No.	Questions Based on Competency Standards	National Average (%)
1.	Fill the blanks of a conversation with an appropriate expression.	85.18
2.	Fill the blanks of a conversation with a greeting.	77.17
3.	Identify the meaning of a specific word/phrase/ sentence in the text provided.	72.44
4.	Rearrange the jumbled words into a meaningful sentence.	71.42
5.	Identify specific information in the reading text.	68.8
6.	Fill in the blanks in the paragraph with correct words.	67.39
7.	Fill in the blanks of a sentence with correct words matched to the picture.	61.79
8.	Identify the meaning of a word in the text based on the context.	60.87
9.	Answer the questions in the reading text.	51.44
10.	Answer the question on the main idea in the given paragraph.	38.52

4. Mathematics: Package B graduates performed well when asked to measure the volume of a tube, and in answering questions on practical application of mathematics, such as in calculating purchasing cost, selling price, loss and profit, but found theoretical and story questions difficult. Questions in Mathematics based on the Competency Standards and showing the national averages are shown in *Table 6*.

Table 6. Performance in Mathematics

No.	Questions Based on Competency Standards	National Average (%)
1.	Find the volume of a tube when the required element is given.	84.93
2.	Find one of the purchasing costs, selling costs, loss/profit if two of the data are given.	77.91
3.	Determine the result of cardinals presented in one problem.	77.76
4.	What is the product of two fractions when they are multiplied.	76.84
5.	What is the sum of two fractions when they are added together.	75.75
6.	Find out the volume of a ball from its diameter.	59.97
7.	Name the triangle by its angles.	49.9
8.	Find the dimensions of a rectangle in the story problem.	44.04
9.	Determine the fastest/slowest means of transportation based on the distance and the time spent in traveling.	36.67

5. Natural Sciences: The graduates of Package B performed well in answer to questions on physical measurement, vegetative propagation in plants, and methods of intensifying food production. They were able to calculate sea depth and the benefits of insulators and conductors. They demonstrated average performance in illustrating changing shapes and effects of expansion in daily life, and had difficulty in remembering the names of the planet, and how an eclipse happens. Questions in Natural Science based on the Competency Standards and showing the national average performances are shown in *Table 7*.

Table 7. Performance in Natural Science

No.	Questions based on Competency Standards	National Average (%)
1.	Find out the measurement from the formula given and mention the basic unit of measurement.	74.79
2.	Identify the method of natural/artificial reproduction in certain plants.	73.75
3.	Name methods to intensify certain kinds of food production.	73.31
4.	Identify the movement of one vibration or calculate one of physical measurement from formula $f = 1/T$.	68.41
5.	Name the material of sound-breaker or calculate the sea depth by formula $L = V \times T/2$.	53.44
6.	Identify the benefits of a conductor	52.83
7.	Identify the nature of the shadow in the mirror and demonstrate the path of a specific ray.	43.98
8.	Give an example of the effect of expansion in daily life.	42.78
9.	Give an example of the types of changing shapes in daily life.	42.58
10.	Name one of planets/through pictures/statements, and explain how an eclipse happens.	37.26

6. Social Sciences: Generally, the Package B graduates could explain the main economic problems faced by people and how to handle them, how economics relates to daily life – the price of raw materials, basic prices and calculating direct, indirect and general costs. They showed difficulties in illustrating the participation of Indonesia at the international level, and in solving social issues. Questions in Social Science based on the Competency Standards and showing the national average performances are shown in *Table 8*.

Table 8. Performance in Social Science

No.	Questions Based on Competency Standards	National Average (%)
1.	Explain how humans can handle economic problems.	88.06
2.	Calculate the direct, indirect and general cost and the basic price of materials.	77.9
3.	Explain state revenue and population and calculate the revenue per capita.	59.45
4.	Explain the efforts performed by the Indonesian people in maintaining the Independence of Indonesia.	57.41
5.	Name the Islamic Kingdoms of Indonesia.	54
6.	Relate how imperialism and colonialism affected Indonesia.	41.64
7.	Explain how the Indonesian people struggled in the national movement era.	36.19
8.	Identify the characteristics of the Indonesian economic system.	32.76
9.	Explain what role Indonesia can play internationally.	24.43
10.	Identify the problems of common people and how to solve them.	15.5

Awarding of Certificates

The examinees that pass the academic national examination are certified as “Successful;” while the candidates who fail to meet the criteria required are certified as “Unsuccessful.” Passing the national examination is the only means for determining successful mastery of the equivalency education competencies.

Successful candidates are given Certification Letters issued and signed by the head of the Educational Assessment Center to certify that the learners have passed the national examination. The Certificate (of equivalency) is issued by the Directorate of Equivalency Education, General Directorate for Out-of-School Education stating that the quality is equivalent to that of formal education. The head of the Education Services Office of the relevant provincial/district governments also signs the certificate.

The academic certification for passing the national examination has gained acceptance from the community. The national examination maintains quality equivalency education standards. The certification means that the qualifications of graduates from Package B are equivalent to the qualifications of graduates from the formal junior secondary school.

Vocational Skills Assessment and Certification

There is no national examination for vocational skills. In one interview made with a Package B Coordinator of a Community Learning Center in Sumadang,¹² the Vocational courses offered include computers, agriculture, mechanics, electricity, electronics, tailoring and home economics. The tutors of the courses are experts from the community. Needs assessments are usually given to identify the entry competency levels of the learners admitted to a specific course. After the course, a performance test is given so that students can demonstrate that they have acquired the necessary skills. This is done before the certification is given.

The Center has achieved a high level of success in sending their vocational graduates to the world of work.¹³ Since the needs of the business world change very fast, changes in curriculum would be expected. Changes in the curriculum are not happening because of a lack of capabilities among many Package B implementers. The Center is trying to cooperate with local industries to link studies with future employment. In this case, the certificates of vocational skills given by the Community Learning Center are duly recognized. The Package B Learners in this particular case are not willing to take the national examination – yet they aspire to get a vocational certificate (not necessarily a Package B certificate), for whatever purpose it may serve them.

The Community Learning Centers and other EE Implementers have started sending their vocational learners for on-the-job/internship training with companies not only in their respective provinces, but in other areas in the country where the training is available. One instance cited is in Banda Aceh.

“In NAD (Nangroe Aceh Darussalam), with the support of the provincial education office budget, the implementers of CLCs and other learning units of Equivalency Education sent some of their Package B learners (5 out of 20) to a one month internship program on vocational life skills outside Aceh. They sent them to Jepara (East Java) to learn furniture making, carving and sculpture, to Jogjakarta to learn Batik making. The interns received their certificates from the same firm that organized the on the job training.”

In Jakarta, some Package B learning units implement training in vocational skills as independent subjects (which may be part of the Package B or outside of Package B or both). The Centers developed partnerships with small companies and local entrepreneurs. The partners provide certificates for the learners who completed the training and achieved the competency standards. Similar vocational internships were arranged for some Package B learning units in the provinces of Riau and West Java.

Feedback from Provincial Coordinators

A questionnaire was given to the 31 Equivalency Education provincial coordinators. Eleven respondents said that vocational skills are not taught in their provincial areas;

¹² Sumadang , West Java

¹³ No data available

while 20 respondents said that vocational skills are taught in their provincial areas. Twelve provinces taught and tested vocational skills as part of the Package B academic subjects, eight provinces indicated that vocational skills are taught and tested as independent subject, eight provinces develop their tests locally, and eight provinces mentioned that they do not require their vocational students to take the test. Among the 20 provinces, four have given certification to their students.

One of the most controversial issues in the non-formal education sector is whether life skills and/or vocational skills should be integrated into the Package B curriculum and tested on a national level. The following comments¹⁴ of participants from Bali, Central Java, Central Sulawesi, Jambi, Makassar, West Sumatra, and West Java¹⁵ demonstrate that life skills in the general sense are recognized as an important component of Package B Equivalency Education. The comments demonstrate that there are a variety of opinions about how and where purely vocational skills and general life skills should be tested, and whether or not they should be more fully integrated into the academic curriculum. The comments also demonstrate that there is some confusion about purely vocational skills, and more generalized life skills that prepare young people for participation in the community. Some respondents seemed to think that life skills are for income generation only, while others understood that life skills mean preparation for work and life in general. Some clearly felt that all life skills should be integrated into the national exam, while others felt that life skills should be kept entirely separate from the more academic side of Package B. Further, respondents express that vocational skills, in particular, should be tested at the local level, given the variety of vocational skills needed from one region to the next. The comments are summarized below:

- *The curriculum standards indicate 60% for academic and 40% for life skills. Life skills are specified to improve vocational skills and to develop human relationships.*
- *The budget for life skills should be utilized to generate income rather than to pass the academic examination. Life skills are accepted by learners as relevant to their future life as ‘skills to survive,’ and ‘skills to develop income.’ In Bali, for example, painting, shadow puppets, carving, sculpture, etc. are given priority.*
- *There are problems related to life skill: the lack of facilities to support the program especially for learners coming from remote areas; and the lack of common understanding of both for Package B, based on local culture.*
- *In the national examination, life skills are implied in some test items.*

The Directorate of Equivalency Education is a very young agency under the Directorate-General of Out-of-School Education, and is making its efforts recognized by providing opportunities to school drop-outs and difficult to reach populations to obtain equivalent credentials that satisfy basic education requirements, and at the same time possess the skills in entering the world of work. In the last year, the DEE has been gaining recognition as being equal to the outcomes of formal education as shown by the performance of the learners in the national examination. Furthermore, advocacy for

¹⁴ Translated from Bahasa Indonesia

¹⁵ Consultation with EE Provincial Coordinators in Batam, 24 – 26 November 2006.

equivalency education has been very active among the media and the 'champions' of the program.

Chapter IV: Competencies for Program Transfers

The Competencies for Program Transfers

In response to the new national education standards and in line with the overall National Policy on Education, the Directorate of Equivalency Education has been developing innovative programs to improve the quality, standards, relevancy and competitiveness of equivalency education.

The Directorate feels competencies are identified for learners enrolled in equivalency education but experiencing “drop-out trauma.” The learners need clear targets and indicators for achievement at every level in order to understand the benefits of their participation, and to motivate them to participate in the program as their second chance at schooling or as an alternative to formal education. With a clear description of required competencies to be attained, EE facilitators/tutors/providers can objectively measure the learning outcomes of their respective learners.

Program Transfer System Reforms

A “multi-entry/multi-exit program transfer” within the three existing channels of the national education system – informal, non-formal and formal is being tested to provide wider flexibility for learners to meet basic learning needs, to ensure quality assurance acceptable to formal schooling and to relate to industry and the world of work. The ultimate beneficiaries are the school drop-outs and out-of-school youth, specifically to: (a) reenter/rejoin the Package B program; (b) enter new programs for those who have no academic report and or competency achievement data; (c) continue their studies by attending courses or by self learning; (d) receive certification for their participation in short training courses on specific vocational/entrepreneurial skills for job placement or even transferring to other programs/entering other levels of education; (e) move from non-formal to formal schooling at a specific level; and (f) move from formal to non-formal schooling for those interested in learning new skills.

New Equivalencies in the Package System

The Package level, equivalent formal education class and required competencies that constitute a basis for Program Transfers are shown in Table 9. They demonstrate that students can move to different levels within one package, and that level is equal to a specific class or year of schooling.

Table 9: Level, Equivalent Class and Competencies for Program Transfers

Level	Package	Equivalent Class	Competencies
1	A	I and II	Elementary Basic 1: Able to know literacy, numeracy and can appreciate the environment.
2	A	III and IV	Elementary Basic 2: Knowledgeable about facts, phenomena, and able to use them in daily life.
2a		V and VI	Elementary Basic 2 a: Understand the relation between the facts, phenomena, self and the environment to solve problems.
3	B	VII and VIII	Intermediate Skillful 1: Able to relate facts and phenomena and can value the benefits for daily life.
4	B	IX	Intermediate Skillful 2: Able to apply economic literacy, be creative, make decisions independently and be responsible.
5	C	X and XI	Advance/Master/Smart 1: Having awareness of the value of scientific truth and able to examine through logical framework of thought, and able to work and face day to day life by implementing scientific principles and social norms.
6	C	XII	Advance/Master/Smart 2: Able to analyze ideas in the social, cultural, technological contexts and can formulate them in the daily life.

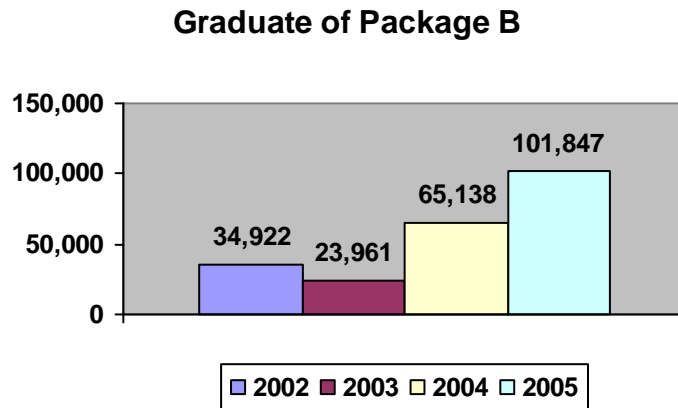
School drop-outs from formal primary schools are accepted to the Package A program. Those who finished primary school but failed in the national examination are accepted to join Package B. The graduates of Package B are certified to transfer to Package C, not necessarily to senior secondary school.

The Current Program Transfer and/or Re-entry System

1. Package A to Package B: The Package B program has become a choice for students who have finished Package A or those who fail the entrance examination for formal Junior Secondary School (JSS) and *Madrasah Tsanawiyah (MTs)*. Almost all students in Community Learning Centers taking the first level of Package B have completed primary school (99%).

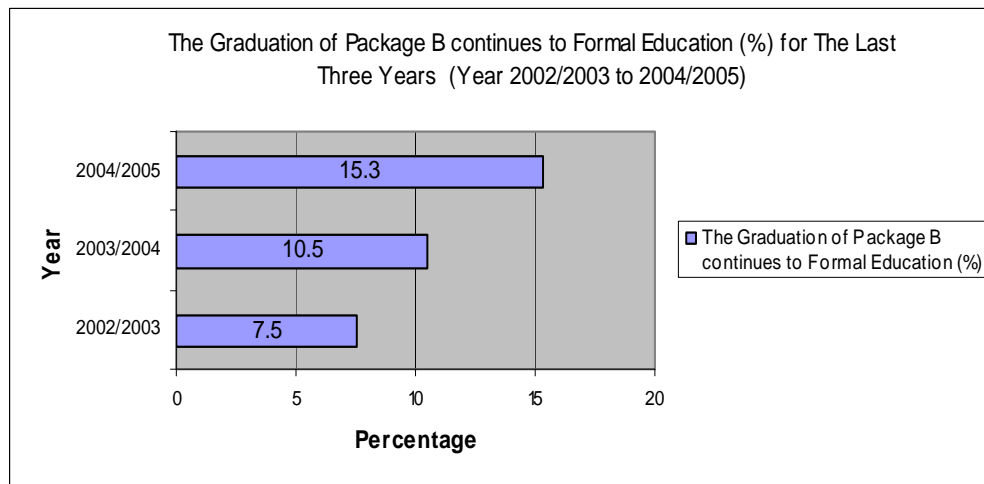
2. Package B to Senior Secondary School: Package B graduates reached 101,847 graduates in 2005. This is shown in Figure 1.

Figure 1: The Number of Package B Graduates



Package B has been recognized as a legitimate means of providing basic education. The transfer from Package B to Senior Secondary Formal School is shown in *Figure 2*. The increasing number of transfers from the non-formal to formal system between 2002 and 2005 demonstrates that Package B is a legitimate replacement for junior secondary formal schooling.

Figure 2. Transfers from Package B to Senior Secondary School



The passing of the national examination qualifies the Equivalency Education graduates to transfer from Formal Primary Schooling (equivalent to Package A) to Package B (equivalent to Junior Secondary Schooling), and from Package B to Package C (equivalent to senior secondary schooling). The graduates receive their Certificates of Proficiency, which qualify for further education or entry into the workforce. In order to better implement the equivalency system, the author of this assessment recommends that a set of guidelines for transfer both within the various levels of the equivalency education system, as well as to and from the formal and non-formal systems be made

available to non-formal providers. As has been demonstrated, it is currently possible to transfer from one level to another of the equivalency education system. Guidelines for implementation of a written placement test will enable learners to transfer to different class levels or grades within each of the Package/equivalency levels. Thus testing and certification guidelines will allow those who have been outside the formal system to place within one of two levels of Package B, based on prior learning. Finally, guidelines for a variety of alternative assessments and paper and pencil tests will allow for certification of vocational and life skills that are part of Package B, but not tested by the national exam.

SECTION THREE

References

Appendices

Acknowledgement

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Appendices

Appendix 1. Policy on Equivalency Education

The Equivalency Education program under the Out-of-School Education Directorate-General has come about based on the government policies as shown below.

- (1) Establishment of Packages A and B: Minister of Education and Culture Decree No. 0131/U/1991;
- (2) Policy on Equivalency Education: Chapter VI, (Article 26, (3) states: “Non-formal education comprises life-skills education..... equivalency program, and other kinds of education aimed at learner’s ability.” The Supplement National Gazette, Republic of Indonesia, No. 4301 EDUCATION, National Education System, Citizenship, Community, Government, Local Governments (The Explanation to the Act on National Education System, National Gazette of the Republic of Indonesia, Number 78, 2003) states: “ *Equivalency education is non-formal education program equivalent to primary school (SD and MI), junior secondary school (SMP and MTs), and senior secondary school (SMA and MA) and includes Package A, Package B and Package C programs.*”

Equivalency Education goals are: (1) to widen the access of 9-year basic education through the Non-Formal Education channels of Package A and Package B; and (2) to widen the access of senior secondary level education through Non-Formal Education channel of Package C.

Specifically, the objectives are:

1. To provide certification that is equivalent to the primary school academic programs for participants of Package A, certification equivalent to the junior secondary school academic program for Package B, and certification equivalent to senior secondary school academic program for Package C;
2. To enable equivalency education graduates to continue their studies or getting jobs;
3. To provide educational services as a substitute for, in addition to and/or to supplement formal education for children of school age and adults who cannot get access to education because of economic, personal, social, cultural, psychological, legal, geographic, demographic, scheduling and other factors or reasons; and

4. To develop the personal, social and intellectual skills of participants to enable them to use the resources and potential within their environment effectively in order to improve their standard of living by following a life skills-based curriculum.

Appendix 2. History of Equivalency Education in Indonesia

➤ 1945 – 1965: Early Post Independence Period

- 1945, 3% of Indonesians had access to education, 97% were illiterates.
- 1946, the Ministry of Education, Teaching and Culture formed the Community Education Section (*Bagian Pendidikan Masyarakat.*)
- 1949, the Community Education Section became the Department of Community Education – the government embarked on better organized efforts to combat illiteracy.
- 1951, launching of the “10-year community education” plan – aimed eliminate illiteracy within 10 years.
- 1960, only 60% of young Indonesians became literate. The President issued a *Komando Presiden* or a President’s command aimed at eliminating illiteracy by 1964.
- 1964, December – the government issued a declaration to eliminate illiteracy in Indonesia by 100%. This was carried out at 3 levels: preparatory, basic, and intermediate.
 - Preparatory level, taught the alphabet and reading and understanding of simple sentences used in everyday life.
 - Basic level, taught reading fluency, understanding the text, and how to take dictation.
 - Intermediate level, learners taught to read and write at a higher level, make simple calculations, as well as to increase their awareness of the importance of learning.

➤ 1966 – 1970: Elimination of Conventional Literacy

- Government promoted functional literacy (*PBH Fungsional*), based on the recommendation of the World Ministry Congress in Tehran (1965), the UNESCO Conference (1966).
 - Functional Literacy focused on work.
 - Main targets were those illiterate workers employed in the various economic sectors.
 - Objective was to improve literacy among workers so as to increase their productivity.
 - Tutors taught employable and job-related skills together with reading and writing skills.
 - For smooth running of the program, the government and implementers undertook collaborative efforts with employers in the private industrial sectors. with illiterate workers – i.e. fishery, forestry, agriculture, manufacturing, and the like.

➤ 1970 – 1990: Introduction of Package A Program

- Early 1970, Package A was introduced

- Exposed the learners to knowledge of their immediate surrounding and interactions in their daily life, to their family and social life, and people in their environment.
- Used textbooks 1 to 100, materials used until 1990 without revision:
 - Series A1-A10, taught basic reading and writing skills.
 - Series A 11 – A 20, reinforced skill competencies using different subjects and themes.
 - Series A 21 – A 100 was meant to advance learners' functional literacy skills by using a wider range of subjects ad themes.
- Success was acknowledged.
- 1994 – President of Indonesia received the “Avicenna Award” from UNESCO
 - reduced illiteracy from 31.5 M (1971) to 17.3 M (1980), 13.5 M (1985), 5.7 M (1990).

➤ 1991 – 2004: Continuance of Package A and Introduction of Package B

- 1991, issuance of Decree No. 0131/U/1991, mandated the legal implementation and recognition of Package A as equivalent to Primary School qualifications and Package B as equivalent to Junior Secondary Schooling. Government Regulation No. 73 supports the equivalency education as part of the non-formal education further, 1991 on the Out-of-School Education, and No 19 concerning National Standard of Education. The first National Examination for Package A and Package B was given in 1997.
- 1997, first National Examination for Package A and Package B.
- 2000, June 22, in response to public pressure, Package C was implemented, equivalent to senior secondary school qualification.
- 2001, first national examination for Package C.
- 2003, a review of the equivalency education program Package A, B, and C delivered through non-formal education enforced since 1991 gave formal recognition that the programs played important roles in providing education for disadvantaged youth in the country.
- 2003, non-formal education was given legal status with the promulgation of the National Education System Act of the Republic of Indonesia which mandated non formal education as an alternative channel with which to obtain education and certification in the country.

When the Act was passed, Packages A, B, and C

- were exact replicas of the formal school programs in many aspects: content of modules and learning materials.
- the modules and materials were content heavy and academically oriented, and were not developed based on the needs and diverse background of the learners.
- teaching and learning were traditional and didactic.
- teaching methods did not encourage learners to be active, independent, and self-directed.
- cooperative learning was not employed.

- 2004 October, passing of a Ministerial Decree legalizing Package C:
 - The government passed a regulation that made it mandatory for members of the Local Legislative Council to possess a Senior Secondary School Certificate.
 - Package C became popular among those aspiring to hold elected offices.
 - General public started to question the validity of Package C certificate because of the unfortunate association with politics (participants breaching procedures and regulations).

- 2005 – present: Establishment of the Directorate of Equivalency Education
 - 2005 Regulation No. 13 issued by the Ministry of National Structure, endorsed the establishment of the Directorate of Equivalency Education.
 - Organization and Work Structure under the Directorate General of Out-of-School Education.
 - The DEE adopted multi-strategies and new ideas for expanding access improving quality and strengthening good governance and public accountability in the implementation of Equivalency Education.
 - Act of the Republic of Indonesia Number 20, year 2003 pertaining to the National Educational System, article 35 states:
 - (1) National educational standards consist of the standards of the content, process, graduate outcomes, educational personnel, facilities and equipment, management, funding, and educational assessment, which should be improved systematically and regularly.
 - (2) National educational standards are used as a guideline for the development of curriculum, development of educational personnel, provisions of facilities and equipment, management and funding.
 - (3) The development and monitoring of, and response to, the achievement of the national education standards are organized by a quality assurance body.
 - (4) The implementation of the provisions for national education standards, set forth in verse (1), verse (2), and verse (3), shall be further stipulated by the Government Regulation.
 - Government Regulation Number 19, 2005, the Board of National Education Standardization (*Badan Standarisasi Nasional Pendidikan-BSNP*) formulated three (3) important aspects of national education standards; standard of content, graduate competency standards, standards of process, and standards of facilities. In line with the overall national policy on education, the Directorate of Equivalency Education has been making a great effort to improve quality standards, relevancy and competitiveness of all equivalency programs nationwide by all means and strategies, including: *Leveling Systems in the Equivalency Education Programs Package A, B and C* undertaken based on the following reasons: (a) the learners of Equivalency Education experience “drop-out trauma“. Thus they need clear target attainment, so that they understand the benefits of their presence in Equivalency Education (b) to motivate the learners to participate in the program as their second chance or as alternative education, having knowledge of clear targets and practical competencies; (c) To introduce

clear targets for every level and increase the relevance of equivalency education for learners; (d) to set measurement indicators to attain the competencies by level; (e) To clarify the competency levels that should be attained; and (f) To help the educator/ tutor to attain the objective of learning. All these form the basis for the program transfer.

Appendix 3. Life Skills in the National Education Standards of MoNE

MoNE made life skills education the basis for improving quality and promoting relevancy in both formal and non-formal education, an effort to improve learners' ability to live and function independently and effectively in the fast changing environment and to improve their quality of life.

The four components of Life Skills Education formulated by the Ministry of National Education cover four areas and competencies as follows:

Four Components of Life Skills Education

Personal	Social	Academic	Vocational
<ul style="list-style-type: none"> • Devotion to the one and only God • Having noble morals • Understanding oneself • Believing in oneself • Self-study skills • Rational thinking • Respecting oneself • Becoming a human who reflects the morals of God • Reaching individual optimal potential 	<ul style="list-style-type: none"> • Working in a group • Demonstrating social responsibility • Being responsible • Managing emotions • Interacting with the community • Participating in local and global culture • Developing physical potential • Sportsmanship • Discipline • Co-operation • Healthy living 	<ul style="list-style-type: none"> • Having knowledge • Using scientific skills • Scientific attitude • Scientific thinking • Thinking strategically • Life-long learning skills • Communication skills • Scientific and technological skills • Critical, creative and independent thinking • Decision making • Problem solving • Skills of research and exploration • Ability to use technology 	<ul style="list-style-type: none"> • Skills connected to a profession which link with one specific area such as sewing, farming, raising animals, automotive, business skills, ICT skills, industry. • Good attitude for the work environment

The Directorate General for Out-of-School Education adopted the concepts and approaches related to life skills, following Article 26 of the Education Policy 2002;¹⁶ which states “life skills education is the domain of the Non-Formal Education Department.” A new academic curriculum for Package B that caters to diverse groups (ages, background, gender) has been designed as a response to the providers’ need to better understand life skills. The 2007 curriculum structure specifies 60% (content and time distribution) for academic subjects, and 40% for life skills through work oriented programs.

¹⁶ EFA National Action Plan 2005

Appendix 4.1. 2007 Package B Life Skills Competency Standards

The new Indonesian National education law of 2003 called for an increase in quality of education and mandated that minimum standards for both formal and non- formal education be developed and codified. Since 2003, these minimum standards are being developed and the umbrella name used to describe them is the National Standards. The National Standards cover 08 key areas, which together cover inputs, process and outputs of the education system. The areas are content (curriculum), facilities and infrastructure, teachers' and education staff, finance, process (teaching and learning) management, graduate competencies and evaluation.

There are two subjects in the Package B Competency Standards for Life Skills: professional personality and functional skills.

There are two classes (Advance Class 1 and Advance Class 2) for Professional Personality; and two classes (Advance Class 1 and Advance Class 2) for Functional Skills.

The basis for developing the standards are:

Character-building and academic oriented subjects equivalent to minimal competency which includes: religion, citizenship and social studies, Indonesian language and its literature, English, Mathematics and Science; and

Stress on abilities to create one's own work and to develop business enterprise. 40% of the life skills program is work-oriented, consisting of household and local economy, income generating skills and entrepreneurship, work ethics and career guidance.

Local Economy covers knowledge about local economic resources, local economic institutions, and entrepreneurship, while household management teaches responsibilities as family members, hygiene and cleanliness, nutrition, and management of family finances.

Income generating skills and entrepreneurship deal with a selection of vocational skills that can assist graduates to seek a livelihood that can generate income.

Work Ethics and career guidance is meant to develop moral and appropriate behavioral skills that would be useful in the workplace and covers motivation and self-esteem building as well as effective communication.

The Competency Standards for Package B Life Skills

A. Subject: Kh : Professional Personality

Advance Class 1

Regulation Of Ministry Of Education No.22/2006 (?)	Standards of Competency	Basic Competence
<ul style="list-style-type: none"> ▪ To appreciate the importance of communication. ▪ Be able to effectively express opinions verbally. ▪ Be able to become a good listener . 	<p>1. To communicate verbally: grasp and provide information effectively as a speaker in social interactions .</p>	<ul style="list-style-type: none"> • Express mind/ideas and feelings in understandable sentences and articulations and to respond to the sense of interpersonal conversations (to socialize) using effective communication norms. • Perform a variety of daily verbalization/interpersonal conversation, such as: <ul style="list-style-type: none"> ▪ Express intention ▪ Asking for favor ▪ Telling experience of an event ▪ Clarifying unclear information ▪ Convey facial expression and gestures consistent with information to be provided
	<p>2. To become an effective listener: grasp and understand information - verbally obtained - in social interactions.</p>	<p>Grasp and ready to appropriately respond to information verbally provided by the other speaker or convey facial expressions/gestures using effective communication norms.</p> <ul style="list-style-type: none"> ▪ Grasp the meaning of what is being verbally provided by the other speaker ▪ Grasp and respond to physical and emotional expressions conveyed by the other speaker
	<p>3. To communicate in writing: deliver written information effectively using accurate Indonesian grammar appropriate for social and work place.</p>	<p>Express mind/ideas and intentions in understandable and effective sentences using the standardized writing format.</p> <ul style="list-style-type: none"> • Write in the standardized format for social and work purposes, such as: <ul style="list-style-type: none"> ▪ Writing invitation letters ▪ Writing job application letters ▪ Writing personal letters to

Regulation Of Ministry Of Education No.22/2006 (?)	Standards of Competency	Basic Competence
		family/friends
	4. Cooperation: able to work with other people and carry her/his rights and responsibility as a team member.	<p>Actively involved in completing group/team assignments with other people in order to achieve the team objectives according to her/his rights and responsibility.</p> <ul style="list-style-type: none"> • Perform series of actions to achieve the team's objectives, such as: <ul style="list-style-type: none"> ▪ Express opinions, responses to formulate targets/objectives the team wish to achieve ▪ Identify/describe steps to be taken ▪ Share and respond to suggestions/requests

Advance Class 1

Regulation Of Ministry Of Education No.22/2006 (?)	Standards of Competency	Basic Competence
Possess self-confidence to work and to perform	1. Aware of one's personality	<p>Understand and able to describe self's strengths and weaknesses</p> <ul style="list-style-type: none"> • Identify self's characteristics: <ul style="list-style-type: none"> ▪ Formal characters such as name, age, address, education attainment, etc. ▪ Internal characters (not obviously seen by others) such as attitude, interests, hobbies, likes and dislikes. • Introduce oneself by writing/saying formal and internal characters (those not obviously seen by others)
	2. Appreciate one's self-respect	<p>Able to speak of self-esteem</p> <ul style="list-style-type: none"> • Being aware and speak of self-esteem according to self and surrounding

Regulation Of Ministry Of Education No.22/2006 (?)	Standards of Competency	Basic Competence
		people's evaluations <ul style="list-style-type: none"> • Set desired self-esteem and identify series of actions to achieve the level of desired self-esteem
	3. Seek to represent self-confidence	<ul style="list-style-type: none"> • Able to give description of a self-confident-person • Recognize ways to improve one's self-confidence <ul style="list-style-type: none"> ▪ Practice public appearance and public speaking in the presence of classmates
Be able to exert self - control and be tolerant to differences.	4. Appreciate gender-equality	<ul style="list-style-type: none"> • Understand equality of men and women roles in household units • Able to identify: <ul style="list-style-type: none"> ▪ household piece of works which require gender equality ▪ professional piece of works which require gender equality • Able to describe: <ul style="list-style-type: none"> ▪ What needs to be done to achieve gender equality in household units ▪ What needs to be done to achieve gender equality in work place

Advance Class 2

Regulation Of Ministry Of Education No.22/2006 (?)	Standards of Competency	Basic Competence
Be able to plan long term activities leading to what one wants to be (one's vision??)	Establish goals of one's life	<ul style="list-style-type: none"> • Aware of the importance of having goals in life (mission??) • Formulate short-term goals and know series of actions leading to those goals. <ul style="list-style-type: none"> ▪ Establish targets to be achieve in one year ahead
	Make decisions	<ul style="list-style-type: none"> • Able to develop some alternative solutions facing current situation and select which to apply among different alternatives. • Able to recognize advantages/disadvantages of

Regulation Of Ministry Of Education No.22/2006 (?)	Standards of Competency	Basic Competence
		<p>each alternative solution.</p> <ul style="list-style-type: none"> ▪ Prepare alternative mapping to start own business, and ▪ Select/decide on a private business to be carried out
	Manage time	<ul style="list-style-type: none"> • Understand the benefits of good time management • On the attempt to manage time effectively and efficiently: <ul style="list-style-type: none"> ▪ Prepare daily plan and time consumption plan
Posses motivation to work and to perform	Posses the drive to perform	<ul style="list-style-type: none"> • Aware of the importance of the drive to perform in reaching accomplishment • Able to evaluate – based on experience - things conducive to accomplishment <ul style="list-style-type: none"> ▪ Determine and take series of actions aiming at developing the drive to perform in accomplishing short-term goals

B. Subject: Kh : Functional Skills

Advance Class 1

Regulation Of Ministry Of Education No.22/2006 (?)	Standards Of Competency	Basic Competence
Posses knowledge, attitude and basic skills to get to work and running business independently	Manage and utilize resources available in the neighborhood	<ul style="list-style-type: none"> • Identify natural resources available in the household • Look for alternative opportunities to handle the identified natural resources available in the household <ul style="list-style-type: none"> ▪ Prepare and examine energy consumption table of the household

	Manage own's and family's financial resources	<ul style="list-style-type: none"> • Identify financial resources of each family member • Prepare expenditure plan <ul style="list-style-type: none"> ▪ Prepare and examine individual expenditure plan
	Utilize waste and scrap	<ul style="list-style-type: none"> • Posses positive attitude towards waste and scrap in the neighborhood • Able to utilize waste and scrap in the neighborhood <ul style="list-style-type: none"> ▪ Create products out of the waste and scrap
	Generate products	<ul style="list-style-type: none"> • Make a saleable product <ul style="list-style-type: none"> ▪ Create oceanic/ gardening/ agricultural handicrafts

Regulation Of Ministry Of Education No.22/2006 (?)	Standard Of Competence	Basic Competence
	Able to map out economic facilities available in the neighborhood	<ul style="list-style-type: none"> • Identify economic infrastructure and facilities in the neighborhood • Identify economic infrastructure and facilities <ul style="list-style-type: none"> ▪ Draw a map of the village/ area of the neighborhood
	Pick up a livelihood	<ul style="list-style-type: none"> • Identify the type of livelihood which can be developed in the neighborhood • Pick up a job suitable to self potential <ul style="list-style-type: none"> ▪ Prepare a list of jobs
		<ul style="list-style-type: none"> ▪ Prepare a list of jobs

		<ul style="list-style-type: none"> ▪ Identify supporting resources ▪ Determine the type of job potentially developed for oneself
	Develop product marketing	<ul style="list-style-type: none"> • Understand the essence of market for economic products • Able to select market accessible to a product • Able to distribute a product by establishing its marketing steps <ul style="list-style-type: none"> ▪ Apply small scale distribution of product/service

Advance Class 2

Regulation Of Ministry Of Education No.22/2006 (?)	Standards of Competency	Basic Competence
	Generate products	<ul style="list-style-type: none"> • Make a saleable product <ul style="list-style-type: none"> ▪ Create oceanic/ gardening/ agricultural handicrafts
	Design new business	<ul style="list-style-type: none"> • Identify business opportunities for livelihood • Able to identify capital resources for economic business needs <ul style="list-style-type: none"> ▪ Evaluate the table of business/work plan
	Familiar with Micro Credit	<ul style="list-style-type: none"> • Recognize the existence of banking services (micro credit) as a financial source for business <ul style="list-style-type: none"> ▪ Conduct business feasibility study

Appendix 4.2 2007 Curriculum Structure for Package B

The 2007 Curriculum Structure for Package B takes into consideration the needs, the cultural and social backgrounds, as well as the environments of the population that can be served by non-formal education. It aims to suit local conditions and potentials and needs of the target learners and groups.

In developing this Curriculum Structure, the needs, the cultural and social backgrounds and environments of the population that are served by Package B has been taken into consideration. The curriculum aims to suit local conditions and potentials and relevant to the needs of the target learners and groups and is based on a proposed Curriculum Standards for Life Skills.

2007 Package B Curriculum Structure

Bobot Satual Kredit Kompetensi (SKK)			
Mata Pelajaran	Tingkatan 3/ Derajat Terampil 1, Setara Kelas VII-VIII	Tingkatan 4/ Derajat Terampil 2 Setara Kelas IX	Jumlah
1. Pendidikan Agama	4	2	6
2. Pendidikan Kewarganegaraan	4	2	6
3. Bahasa Indonesia	8	4	12
4. Bahasa Inggris	8	4	12
5. Matematika	8	4	12
6. Ilmu Pengetahuan Alam	8	4	12
7. Ilmu Pengetahuan Social	8	4	12
8. Seni Budaya	4	2	6
9. Pendidikan Jasmani, Olahraga dan Kesehatan	4	2	6
10. Keterampilan Functional*)	4	2	6
11. Muatan Lokal**)	4**)	2**)	6**)
12. Penembangan Kepribadian Profesional	4	2	6
Jumlah	68	34	102

Keterangan:

*) Pilihan mata pelajaran

**) Substansinya dapat menjadi bagian dari mata pelajaran yang ada, baik mata pelajaran wajib maupun pilihan. SKK untuk substansi muatan local termasuk ke dalam SKK mata pelajaran yang dimuati.

Life skills will be included in the curriculum of mainstream equivalency education after an initial trial period. The Directorate has been focusing on formulating and designing curriculum comprising of the four aspects mentioned above which has been completed and modules are in the process of being finalized. Several livelihood skills modules offer knowledge and skills on a number of livelihoods in agriculture and fishery. However, another significant step is the granting of vouchers for skills training for unemployed youths under the voucher system together with the provision of Block

Grants¹⁷ to Pubs, NGO's and organizations to enhance community skills training programs and strengthen Equivalency Education programs.

¹⁷ Since 2005 for Equivalency Education programs

Appendix 5: Agencies, Names and Positions of Personnel Consulted

1. Ministry of National Education General Directorate for Out-of-School Education, Directorate of Equivalency Education (16 October – 1 December 2006)
 - Dr. Ella Yulaelawati, M.A, Ph.D. Director and Staff
2. Ministry of National Education, Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan, Direktorat Pendidik dan Tenag Kependidikan Pendidikan Non-formal (27 November 2007)
 - Drs. H. Nasruddin, Kasubdit Pendidik PNF
 - Ibu Endang Setiawati, Staff, Sub-directorate of Pendidik PNF
3. Ministry of Religious Affairs, Sub-Directorate of Equivalency Education (9 November 2006)
 - Bapak Ahmad Zayadi
Head of Sub-directorate Equivalency Education
4. Edukasya Sumedang (3 November 2006)
 - Dr. Mustafa Kamil
Coodinator, Tutor, Curriculum Developer
5. DEPDIKNAS Bandung and Lembang (November 3 and 4 2006)
 - Head of DEPDIKNAS
 - EE Providers at SKB
6. SKB Kota Medan, North Sumatra, (7 November 2006)
 - Sri Muliani, Head
7. SKB Karo -Berastagi, North Sumatra (8 Novermber 2006)
 - Ibu Rosma Bangun, EE Provider
 - Bapak Josep Barus Panggabon, Tutor Computer and Supervisor
8. SKB Langkat, Binjai, North Sumatra (8 November 2006)
 - Bapak Johan Eric Purba SH, Supervisor
 - Bapak Mukhaimin, Coordinator
 - Ibu Masitah Rangkuti, SPd, Tutor in English
9. PKBMs in the Jakarta Area (November 17, 2006)

(1) BP3LS Kebon Jeruk West Jakarta, (2) PKBM Malaka West Jakarta, (3) PKBM Karya Sabil Rawa Buaya Cengkareng, West Jakarta, (4) PKBM Al Hidayah Pasar Rebo, East Jakarta, (5) PKBMN 32 Duren Sawit, East Jakarta, (6) PKBMN 27 Petukangan Selatan South Jakarta, (7)PKBM Perguruan Rakyat Cengkareng, (8)PKBM Tambora West Jakarta, (9) Anhari Kembangan West Jakarta.
 - Bapak Syamkul Sa'ad

PKBM Ji Marga Jaya 2, No. 6 R5 06/03
Rawa Buaya, Cengkareng, West Jakarta

- Bapak Saepurwanto
PKBM 32 Duren Sawit
Jl Madrasah II Rt12/10
Duren Sawit, East Jakarta
- Bapak Ali Sihombing
PKBM Perguruan Rakyat
Jl. Bhakti Rt. 010/13 Pedongkelan
Belakang Kapuk Cengkareng, West Jakarta
- Bapak Ibrahim S. Pd.
PKBM Kali Baru
Kel. Kali Anyar, Tambora
Jl. Kali Anyar v/18, West Jakarta
- Bapak Anton
PKBM Jl. 81 Saaba Raya Rt. 002/05/32
Merutan Selatan, West Jakarta
- Bapak Ferry Wardhana
PKBM Al-Ishlah-curug & PKBM Malacca
Kel. Kotabambu Selatan, Palmerah, South Jakarta
- Ibu Syamsinar R
PKBM Malacca
Kec. Jelambar, West Jakarta
- Bapak Sriwidodo
PKBM 27 Petukangan Selatan
South Jakarta
- Ibu Dewi Fujoohwati
PKBM Cab Jakarta Barat
Kebon Jeruk, West Jakarta
- Ibu Ratna Sari Hakim
PKBM Al Hidayah
Cabang Pasar Rebo, East Jakarta

10. Pusat Penilaian Pendidikan, Badan Penelitian Dan Pengembangan (Educational Assessment Center) (23 November 2006)

- Ibu Nugaan Yulia W.S (Ibu Dhani)
Head of Psychological Testing Division
Jalan Gunung Sahari 4, Cental Jakarta

11. Sinkronisasi dan Finalisasi Penyusunan Program dan Anggaran, Pendidikan Kesetaraan Tahun 2007, Batam, West Indonesia, (24-26 November 2006)

- Peserta Daerah (Kasi PLS Provinsi (31 people), and PUMK Wajar Diktas (31 people)

12. World Bank and GTZ Project Staff

- Bapak Maryana

Project Manager (Staff of Equivalency Education Directorate)

Appendix 6: Interview Guides

6.1 Interview Guide with Tutors (English)

To our Respondents:

Your assistance in answering the following questions is much appreciated. Thank you.

- 1) Preparing Test
 - a. Who is responsible for preparing the tests?
 - b. Who prepares the tests?(which agencies are involved)
 - c. What criteria are used in preparing the tests?
 - d. How do the test (academic and vocational) relate to the competency level and the national standard?
- 2) Types and Forms of Test
 - a. How are the tests given? -Paper and pencil? Oral? Others?
 - b. In which form is the test prepared? Matching type? True/False? Filling the blanks? Others?
 - c. What's the difference between tests for academic skills? Test for vocational skills? Test for integrated life skills?
 - d. How many subjects are tested? – In academic skills? Vocational skills?
- 3) Security of the Tests
 - a. Which agency is in charge of printing? Distribution?
 - b. What security measures are being adopted?
- 4) Delivery
 - a. How are the tests delivered to the SKB's? PBKB's? BPPLSP? PKBM?
- 5) Administration of the Tests
 - a. Who is in-charge of test administration?
 - b. Who administers the tests?
 - c. What measures are used to safeguard the examinees papers?
 - d. How are the examinees papers sent back to Jakarta?
 - e. Which agencies take responsibility for the examinees papers?
- 6) Marking Examination Papers
 - a. Which agency is in-charge of marking examinees papers?
 - b. What criteria are used in marking the papers?
- 7) Certification
 - a. Who determines the certification? What agency is involved?

- b. How are the certification accepted by the community
- 8) Suggestions
 - a. What are your suggestions re the whole process of testing and certification?
 - b. Please prepare a diagram to show the steps.
- 9) Recommendations
 - a. What are your recommendations
 - i. To improve the process
 - ii. To tests integrated life skills
 - b. What are your needs as facilitators/tutors in delivering Package B and in testing the learners' competencies?
 - c. What do you want to recommend to DEE in the implementation of Package B program and in improving the testing and certification?

6.2. Testing and Certification for Package B Tutors (Bahasa Indonesia)

Pelaksanaan Sistem Penilaian dan Sertifikasi Program Pendidikan Kesetaraan Paket B Pertanyaan Pengarah

Bagian A Profil Penyelenggara Program Pendidikan
Kesetaraan (Diksetara) Paket B

Petunjuk Pengisian

Senarai pertanyaan di bawah ini mengacu pada situasi setakat ini. Isilah rumpang yang ada dengan jawaban yang sebenar dan beri tanda (√) pada rumpang pilihan. Terima kasih.

Jenis Kelamin : Perempuan _____ Laki-laki _____
Usia : _____ (tahun)
Jabatan dalam program ini : _____ (terakan)

Latar Belakang Pendidikan

Anda lulus dan memperoleh ijazah apa? (Tandai pilihan Anda dengan (√))

_____ Sekolah Dasar (SD) _____ Sekolah Menengah Pertama (SMP)
_____ Sekolah Menengah Umum (SMU) _____ Sekolah Menengah Kejuruan (SMK)
_____ Perguruan Tinggi (Universitas, Akademi, Sekolah Tinggi, Institut)

Jika Anda lulusan SMK, tandai program studi yang dipilih.

_____ mekanik _____ tatan udara (*air conditioning*)
_____ sistem pendingin _____ petukangan
_____ tata rambut _____ komputer
_____ lainnya

Jika Anda lulusan Pendidikan Tinggi, sebutkan program studi yang diambil.

_____ Pendidikan Kewarganegaraan _____ Bahasa Inggris
_____ Bahasa Indonesia _____ Ilmu Pengetahuan Sosial
_____ Ilmu Pengetahuan Alam _____ Matematika
_____ Teknik _____ lainnya

Apa gelar dan tingkat pendidikan yang berhasil Anda peroleh?

_____ Magister (S2) _____ PhD/EdD (S3)
_____ Lainnya

Sudah berapa lama Anda berkecimpung dalam Program Diksetara? _____ (tahun)

Apa peran Anda saat ini?

____ Tutor
____ Pelaksana National
____ Petugas Penilaian dan Sertifikasi

____ Kordinator Lokal
____ Pengembang Modul
____ Lainnya

Sudah berapa lama Anda ikut dalam Program Diksetara Paket B? ____ (tahun)

Apa peran Anda saat ini?

____ Tutor
____ Pelaksana National
____ Petugas Penilaian dan Sertifikasi

____ Kordinator Lokal
____ Pengembang Modul
____ Lainnya

Bagian B. Identifikasi Pelaksanaan

Jawablah pertanyaan berikut ini secara ringkas dan jelas. Terakan jawaban Anda pada tempat yang tersedia.

1. Kompetensi yang berlaku di Paket A dan Paket B
 - 1) Kompetensi keluaran apakah yang tercakupi dalam Paket A?
 - 2) Kompetensi masukan apakah yang diterapkan untuk Paket B?
 - 3) Kompetensi keluaran apakah yang diandaikan dikuasai dalam Paket B?
2. Perangkat Penilaian apa yang dipakai untuk Paket B.

Kurikulum Non-Akademik

- 1) Perangkat Penilaian apa yang sekarang tersedia bagi Penyelenggara Program Diksetara Paket B?
- 2) Bagaimanakah perangkat Penilaian dipergunakan oleh Penyelenggara Program Diksetara Paket B?
- 3) Jika dipergunakan, bagaimanakah peserta dinilai dan disertifikasi?

Kurikulum Akademik

- 1) Bagaimanakah Penyelenggara Program Diksetara Paket B menilai aspek akademik program ini?
- 2) Apa saja yang diuji di akhir tahun?
- 3) Apa saja yang diuji di akhir semester?
- 4) Bagaimana Penyelenggara Program Diksetara Paket B melihat hasil Penilaian?
- 5) Siapakah berweweng atau memiliki Penilaian tersebut?
- 6) Siapakah yang melakukan sertifikasi terhadap pembelajar yang telah lulus Penilaian?

3. Standar Baru Kompetensi Paket A dan Paket B

- 1) Apa saja yang termasuk dalam Standar Kompetensi untuk Paket A? Paket B?
- 2) Apa perbedaan antara standar baru dengan standar yang ada sekarang ini?
- 3) Apa dampak perubahan ini terhadap pelaksanaan program?

Bagian C. Sejumlah Saran dan Rekomendasi

1. Apa saran Anda untuk meningkatkan mutu
 - a. Pelaksanaan Penilaian
 - b. Pelaksanaan Sertifikasi
2. Apa saran Anda untuk memperkuat dan memperbaiki
 - a. Sistem Penilaian
 - b. Sistem Sertifikasi
3. Apa saran Anda yang berkaitan dengan kebijakan yang terkait dengan
 - a. Sistem Penilaian
 - b. Sistem Sertifikas

Bagian D. Dukungan yang Diperlukan

1. Agar pelaksanaan Sistem Pengujian dan Sertifikasi Program Diksetara Paket B berjalan dengan lancar, bentuk dukungan apakah yang diperlukan oleh
 - a. Direktorat Pendidikan Kesetaraan, Depdiknas
 - b. Sanggar Kegiatan Belajar
 - c. Setiap Tutor atau Penyelenggara Program Diksetara Paket B
2. Siapa saja yang akan memberikan dukungan pada Sistem Penilaian dan Sertifikasi Program Diksetara Paket B? Sesuai dengan pendapat Anda, pilih satu dengan menerakan tanda (√) pada rumpang.
pada pilihan Anda.
 - a. ___ Pemerintah Pusat
 - b. ___ Depdiknas
 - c. ___ Pemerintah daerah
 - d. ___ Masyarakat Umum
 - e. ___ Dunia Usaha dan Industri
 - f. ___ Lainnya

Bagian E. Komentar/ Keterangan Tambahan

6.3. Testing and Certification for Package B Learners (English)

To our Respondents:

Your assistance in answering the following questions is much appreciated. Thank you.

1) Preparing for the Test

- a. What are your reasons for choosing Package B Program instead of going to Junior Secondary Schooling?
- b. How many years did it take you to finish Package B?
- c. What level of Package B were you allowed to take the test?
- d. Who gave you the go signal to apply for the test?
- e. Were you informed where the test will come from?
- f. How did the PKBM/SKB help you to prepare for the test?
- g. What did you do to prepare for the tests?

2) Test Administration

- What instructions did you receive before the test was administered?
- How many types of tests did you prepare?
Academic----
Life Skills----
- How did you answer the test
Put a tick in the correct answer---
Explained your answers by writing---
Oral response ----
Others
- How many students took the tests with you?
- Who gave the instruction before the tests was given?

3) Marking Examination Papers

- How long did you wait for your marked results to be known?
- How were you informed of the results?

4) Certification

- How long did you wait for certificates?
- What did you do with your certificates?
- How are the certification accepted by the community

5) Suggestions

- As a Package B learner, what are your suggestions re the whole process of testing and certification?

6) Recommendations

- a. What are your recommendations
 - To improve the process
 - To tests integrated life skills
- b. What are your other needs as learners in the delivery of Package B?
- c. What do you want to recommend to DEE in the implementation of Package B program and in improving the testing and certification process?

Appendix 7: Questionnaires

7.1. Current Practices Of The Testing/Assessment And Certification System Equivalency Education Package B

Part A. Profile of Providers for EE Package B

Instructions

Please place a tick (√) in the blanks provided. Thank you.

Gender: Female____ Male____

Current age (years): _____

Position in the Program_____

Educational Background

____Primary School Certificate

____Junior High School Certificate

____Senior High School Certificate

____Vocational School Certificate (Specify area of study)

____mechanic

____air-conditioning

____refrigeration

____carpentry

____hair science

____computer

____other

____Bachelor's Degree (Specify area of study)

____Citizenship Education

____English

____Indonesian language

____Social Studies

____Natural Science

____mathematics

____Engineering

____other

____Master's Degree

____Ph. D/Ed.D

____Other

Years involved in the EE Program _____

- ___ Tutor
- ___ Local coordinator
- ___ National implementer
- ___ Module developer
- ___ Testing and Certification Officer
- ___ Other

Years involved in the EE Package B Program _____

- ___ Tutor
- ___ Local coordinator
- ___ National implementer
- ___ Module developer
- ___ Testing and Certification Officer
- ___ Other

Part B. Identification of Current Practices

1. Existing Competencies in Package A and B
 - 1) What are the existing exit competencies for Package A?
 - 2) What are the entry competencies for Package B?
 - 3) What are the exit competencies for Packet B?

2. Existing Testing/Assessment Tools for Package B

Non-Academic Curriculum

- 1) What Testing Tools are available for Providers of EE Package B?
- 2) How are the Testing Tools utilized by the Providers of EE Package B?
- 3) If utilized, how are the learners tested and certified?

Academic Curriculum

- 1) How do Providers of EE Package B test the academic part of the program?
- 2) What is tested at the end of the year?
- 3) What is tested at the end of the semester?
- 4) How do Providers of EE Package B utilize se the results of the tests?
- 5) Who has ownership of the test?
- 6) Who provides the Certification for those who pass the test?

3. The New Competency Standard of Package A and B

- 1) What are included in the Competency Standard for Package A? Package B?

- 2) How different are these new competency Standards from the existing standards?
- 3) What are the implications of these changes to the implementation of the program?

Part C. Recommendations

1. What are your recommendations to improve the
 - a. Testing/Assessment Practices
 - b. Certification Practices
2. What are your recommendations to strengthen the
 - a. Testing/Assessment System
 - b. Certification System
3. What are your recommendations to influence policy regarding
 - a. Testing/Assessment System
 - b. Certification System

Part D. Support Needed

1. For effective implementation of EE Packet B Testing and Certification System, what forms of support are needed by
 - a. Directorate of Equivalency Education, MONE
 - b. Community Learning Centers/Activity Resource Centers (*Sanggar Kegiatan Belajar*)
 - c. Individual Tutors/ EE Package B Providers
2. Who will provide the support to the EE Package B Testing/Assessment and Certification System
 - a. Central Government
 - b. Ministry of National Education
 - c. Local Governments
 - d. Community and Civil Society
 - e. Industry and Business Enterprises
 - f. Others

Part E. Additional Comments or Remarks

7.2. Questionnaire Bahasa Indonesia Version

Penilaian dan Sertifikasi Program Pendidikan Kesetaraan Paket B Pertanyaan Pemandu

Para responden yang budiman,

Kami sangat menghargai kesediaan Anda meluangkan waktu menjawab sejumlah pertanyaan berikut ini. Terima kasih.

1. Persiapan Ujian

- a. Siapa yang bertanggung jawab atas pembuatan naskah atau soal ujian?
- b. Siapa yang membuat soal ujian? (lembaga apa saja yang terkait?)
- c. Kriteria apa saja yang dipakai dalam pembuatan soal ujian?
- d. Bagaimana ujian tersebut (secara akademis dan vokasional) berkaitan dengan tingkat kompetensi dan standar nasional?

2. Tipe dan Bentuk Ujian

Bagaimana soal ujian dikerjakan?

- a. Ujian tulis
- b. Ujian lisan
- c. Lain-lain (jelaskan)

Bentuk ujian yang dibuat:

- a. Memasangkan (*matching*)
- b. Betul/Salah (*True/False*)
- c. Mengisi rumpang (*Filling the blanks*)
- d. Lain-lain (jelaskan)

Aspek apa yang membedakan:

- a. Ujian untuk keterampilan akademis
- b. Ujian untuk keterampilan kejuruan
- c. Ujian untuk kecakapan hidup terpadu (*integrated life skills*)
- d. Berapa bidang studi yang diuji? -- dalam keterampilan akademis? Dalam keterampilan vokasional?

3. Keamanan atau Kerahasiaan Naskah Ujian

- a. Lembaga mana yang menangani pencetakan dan pengangandaan soal ujian?
Siapa yang menangani distribusi naskah ujian?
- b. Standar keamanan apa yang diberlakukan?

4. Pengiriman Naskah Ujian

Bagaimana naskah ujian dikirim:

Ke SKB?

Ke PBKB?

Ke BP-PLSP?

Ke PKBM?

5. Pelaksanaan Ujian

- a. Siapa yang mengurus pelaksanaan ujian?
- b. Siapa yang melaksanakan ujian?
- c. Standar dan aturan apa yang diberlakukan untuk menjaga keamanan dan kerahasiaan naskah ujian?
- d. Bagaimana kertas ujian dikirim ke Jakarta?
- e. Lembaga mana yang bertanggung-jawab atas kertas ujian?

6. Pemeriksaan Kertas Ujian

- a. Lembaga mana saja yang berurusan dengan pemeriksaan kertas ujian?
- b. Kriteria apa saja yang dipakai dalam penilaian?

7. Sertifikasi

- a. Siapa yang menentukan sertifikasi? Lembaga apa saja yang terkait?
- b. Bagaimana masyarakat menanggapi dan menilai sertifikasi itu?

8. Saran

- a. Apa saran Anda berkaitan dengan seluruh proses pengujian dan sertifikasi?
- b. Tolong gambarkan tahap tersebut dengan diagram.

9. Rekomendasi

- a. Apa rekomendasi Anda
 - i. untuk meningkatkan mutu proses
 - ii. untuk menguji kecakapan hidup terpadu (*integrated life skills*)
- b. Perlunya keberadaan tutor/pamong dalam pengajaran Paket B dan dalam pengujian kompetensi pemelajar?
- c. Apa yang Anda rekomendasikan kepada Direktorat Pendidikan Kesetaraan dalam pelaksanaan Program Paket B dan dalam peningkatan mutu pengujian dan sertifikasi.

7.3 Questionnaire for 31 Provincial Education Offices

Pengujian & Sertifikasi Kecakapan Hidup Pendidikan Kesetaraan Paket B

Ibu dan Bapak yang budiman,

Kami sangat menghargai kesediaan Anda meluangkan waktu menjawab sejumlah pertanyaan berikut ini. Beri tanda (✓) pada pilihan yang sesuai dengan kenyataan dan situasi di wilayah Anda.

Provinsi : _____
Nama : _____ (Bila berkenan)
Jenis Kelamin: Laki () Perempuan ()

1. Apakah pelajaran atau modul Kecakapan Hidup (KH)/ Keterampilan Vokasional atau *Vocational Life Skills* sudah diakomodasi dalam Pendidikan Kesetaraan program Paket B di wilayah Bapak/Ibu?

Sudah () Belum ()

Jika jawaban Anda terhadap pertanyaan No 1 “sudah”, jawablah pertanyaan berikut ini.

2. Apakah KH tersebut diberikan secara terpisah atau terintegrasi dengan bidang studi akademik?

Terpisah () Terintegrasi ()

3. Bagaimana Anda menilai pelaksanaan KH tersebut?

Memuaskan () Sedang () Kurang ()

4. Apakah ada ujian yang diberikan untuk mengukur penguasaan KH tersebut?

Ada () Tidak ada ()

5. Jika ada ujian, bagaimana ujian itu dilaksanakan?

Bermitra dengan pihak lain ()
Disiapkan dan dilaksanakan sendiri ()

6. Apakah ada sertifikat KH yang diberikan kepada peserta didik?

Ada () Tidak ada ()

7. Siapa yang menerbitkan sertifikat tersebut?

Penyelenggara/Dinas () Lembaga lain ()

Terima kasih atas kerja sama Ibu/Bapak.

Appendix 8. Institutions supporting the implementation of Equivalency Education

1. PKBM - Pusat Kegiatan Belajar Masyarakat (Community Learning Centers)

- a non-formal institution which belong and managed by social organizations, religious institutions, and other community groups
- established for empowering communities for economic, social and cultural development
- Open and flexible – all members of the community participate in the activities, learners set their learning objectives under the guidance of tutors/trainers
- Offers many programs other than equivalency education – such as early childhood education, functional literacy, vocational courses, etc.
- There are about 3064 Centers all over the 400 districts of the country, based in different communities
 - Transmigration community
 - Agriculture community
 - Street-children community
 - Prisons
 - Etc.

2. SKB - Sanggar Kegiatan Belajar (Center for Learning Activities)

- Owned by the Department of Education at District Level
- There are 277 Centers in the 400 districts of the country
- Provides all forms of non-formal education activities, including equivalency education

3. Pondok Pesantren – Religious Boarding Schools

- Earliest educational institution in the country supervised by the Ministry of Religious Affairs (MORA), are major formal and non-formal education providers
- Plays important role in spreading Islam and the development of religious educational system
- Traditional *Pesantren (Salafiyah)* are mostly located in rural areas, while modern *Pesantren (Asriyah)* are in urban areas. There are 14000 in the country, mostly in villages and rural areas
- Provide educational services to about 4,000,000 (four million) school-aged youngsters coming from middle to lower class socio-economic groups. Learners are mostly poor children of agriculture and coastal communities
- Equivalency education is served based on the signing of the MOU between the Directorate General of Out-of-School Education and Youth Ministry of National Education, the Directorate General of Islamic Education, and the Institution Ministry of Religious Affairs

- Programs implemented include formal education services and life skills education, very few however, implements Package B. 2531 NFE providers at the *Pesantren* were surveyed in 2005¹⁸. Only 253 tutors were for Package B.

4. Religious and Social Organizations

- The biggest religious organizations are Muhammadiyah and Nahdlatul Ulama, own thousands of educational institutions, mosques and religious circles (Majlis Taklim)
- Christian, catholic, Hindu and Buddhist institutions also offer equivalency education programs

5. BPPLSP (Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda/ Center for developing out-of-school education and youth)

- A unit of technical service owned and managed directly by the Directorate General of Out-of-School Education and Youth, Ministry of National Education
- The Center conducts research and develops a model for the implementation of non-formal education at the provincial level
- There are 5 existing Centers:
 - Semarang (Central Java)
 - Bandung (West Java)
 - Surabaya (East Java)
 - Medan (North Sumatra)
 - Makasar (South Sulawesi)

6. BPKB (Balai Pengembangan Kegiatan Belajar/Center for Learning Activities Development)

- A unit of technical service owned and managed by the Department of Education at the Provincial Level. There are 23 Centers in 23 provinces
- Task is to develop a model for implementation of non-formal education, and conduct research and activities including equivalency education.

¹⁸ DBE3 Cohort 1

Appendix 9. Definitions

BPKB - **Balai Pengembangan Kegiatan Belajar (*Learning Activity Development Center*)** - Managed by the Provincial Education Technical Service, develops a model for implementation of non-formal education by conducting research, programs and activities, including implementation of Packages A, B, and C. There are currently 23 BPKBs in 23 provinces.

BP-PLSP (***Balai Pengembangan Pendidikan Luar Sekolah dan Permuda (Youth and Out of School Education Development Center)***) - Managed by the General Directorate for Out-of-School Education, is responsible for implementing various non-formal education technical service including research, activities and implementation of equivalency education Packages A, B, and C. Currently there are 5 BP-PLSPs, located in Semarang (Central Java), Bandung (West Java), Surabaya (East Java), Medan (North Sumatra), and Makassar (South Sulawesi).

Equivalency Education (*Pendidikan Kesetaraan*) - The program caters to the education needs of community members who have no opportunities to attend the formal schooling for a number of reasons, i.e. poverty, drop out from schools; the need for educational services specific to their needs, and for self development to cope with the rapid scientific and technological advances, and other reasons.

In order to realize the National Education System Law No. 20 from Year 2003, the equivalency program has been redesigned to meet the needs of the target learners and achieve national education standards. The activities mainly include: designing equivalency education content and graduation standards, the improvement of the curriculum and its guidelines, and the national examination; as well as professional development for the tutors and implementers. Partners are non-government organizations (NGOs), social-community organizations (*Orsosmas*), rural development specialists, and government institutions, Ministry of Home Affairs, Ministry of Agriculture, Ministry of Forestry, Ministry of Marine and Fishery, Ministry of Religious Affairs, universities and private sectors, religious institutions and organizations.

Equivalency Education Implementers - These are a variety of implementers of Equivalency Education. They include the PKBM/ *Pusat Kegiatan Belajar Masyarakat* (CLC/ Community Learning Centers), SKB/ *Sanggar Kegiatan Belajar*/ Learning Activity Centers), non-government organizations (NGOs), social-community organization (*Orsosmas*), religious institutions and organizations, and *Pondok Pesantren* (Islamic Traditional Education Institution).

Formal Learning - Refers to learning through an organized program of instruction in an educational institution, adult training center or in the workplace, which is generally recognized by a qualification or a certificate.

Informal Learning - Refers to learning that is derived from real life experiences, work-related, family or leisure activities. In 1996, the OECD Education Ministers agreed to

develop the strategies for 'lifelong learning for all.' The approach has been endorsed by the Ministers of Manpower, Social Welfare and the OECD Council of Ministers.

Lifelong Learning - Refers to continuous learning from birth to death which includes formal, non-formal, and informal learning.

Life Skills Integrated Syllabus - A course of study for a particular subject that ensures that every topic and lesson that is taught and all assessment responds not only to developing subject specific competencies, but also includes one or more life skills applications: personal skills, social skills, academic skills and vocational skills.

Millennium Development Goals - A set of eight time-bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women, agreed upon by the United Nations General Assembly in 2001.

Multiple Entry Assessment/Certification - A strategy being developed by the Directorate of Equivalency Education to give wider flexibility for transfer to and from the different channels of education: formal; non-formal; and informal.

Non-Formal Education - The National Education System Law No. 20 promulgated in 2003 specifies the importance of non-formal education as follows: (1) Should be carried out for communities that need education services as substitution, addition, or which is complimentary within the framework of education for life; (2) Functions to develop the potential of individuals through the mastery of knowledge, acquisition of functional skills and for professional development; (3) Covers education for life skills, early childhood, youth, girls and women, literacy, vocational skills, equivalency and other forms of education aimed at developing the abilities of the learners; (4) Consists of courses from training centers, study groups, community learning centers, Islamic Centers and other similar training units carried out for members of communities; and (5) Satisfactory completion of courses allowing individuals to apply for an equivalent level in the formal education programs with national education standards recognized by the government .

NFE is defined by UNESCO to constitute learning opportunities for the vast majority of children, youth and adults who are NOT reached by the formal education system. Non-formal Education may take place both within and outside educational institutions, and may cater to persons of all ages. Depending on country contexts, it may cover educational programs to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programs do not necessarily follow the 'ladder' system, may have varying durations, and may or may not confer certification of the learning achieved.

National Standards of Education - The National Education Law No. 20 year 2003 called for an increase in quality of education and mandated that minimum standards for both formal and non-formal education be developed and codified as the National Standards. This covers eight (8) key areas: content (curriculum), facilities and

infrastructure, teachers and education staff, finance, teaching and learning process, management, graduate competencies and evaluation.

Package A - A program designed for young people, youth and adults who have no opportunities to attend Primary Schooling because of social, cultural, psychological, economic, time and geographical factors, and those who attend the Program because of their choice. The graduates of Package A receive a certificate equivalent to the Primary School Certificate, as promulgated by the Minister of Education Decree No. 0131/U/1991. The Package A Equivalency Program was introduced for the first time in 1970, as a new model for eliminating illiteracy. The status of Package A then was supported by the 1989 Education Law, where the out-of-school education was legislated. The Government Regulation No. 73 year 1991, opened wider room for Equivalency Education as a program of the non-formal education system to include Package A (equivalent to Primary School), Package B (equivalent to Junior Secondary School), and Package C (equivalent to Senior Secondary School).

Package B - A program designed for the youth and adults who have no opportunities to attend the Junior Secondary formal schooling because of social, cultural, psychological, economic, time and geographical factors, and those who attend the program because of their choice. The graduates of Package B receive Junior Secondary School Certificates as promulgated by the Minister of Education Decree No. 0131/U/1991.

Package C - A program designed for the youth and adults who have no opportunities to attend the Senior Secondary formal schooling because of social, cultural, psychological, economic, time and geographical factors, and those who attend the Program because of their choice. The graduates of Package C receive Senior Secondary School Certificates as promulgated by the Minister of Education Decree No. 0132/U/2004.

PKBM (Pusat Kegiatan Belajar Masyarakat / Community Learning Center) - A non-formal institution/center for community learning that is neutral and flexible in its nature, belonging to and managed by social organizations, religious institutions and other community organizations. The Center empowers the community towards socio-economic and cultural development, organizes many programs including Packages A, B, and C, and vocational courses. There are 3,064 PKBMs in over 400 districts of the country (in 2004). It is open for all kinds of communities to learn all their needs and demands. Some are industrial workers-based, transmigration community-based, agriculture community-based, street children-based, prisoners and ex-prisoners-based.

Placement Test/Prior Learning Assessment - A form of assessment to identify the competency of the learner.

Pondok Pesantren - These are the Religious (Islamic) Boarding Schools, playing very important roles in spreading Islam and developing religious educational institutions in the country. Currently, there are 14,000 *Pondok Pesantren* (in 2004), located in villages and rural areas, supervised by the Ministry of Religious Affairs (MoRA). Most of the learners come from poor families from agriculture and coastal communities. The

Schools implement Equivalency Education Packages A, B, and C, based on the Memorandum of Understanding (MOU) between the Education, the Youth Ministry of National Education, the Directorate General of Islamic Education, and the Institution Ministry of Religious Affairs.

Prior Learning Assessment/Placement Test - A concept and set of tools that play a key role in the diverse learning system provided by the Equivalency Education Program. In this form of test, the learning will be valued, recognized and credited in ways that will help the learner achieve their educational, career and life goals based on the integrated life skills Package B curriculum. The learner will also systematically receive recognition and credit for what they know and can do within the context of Package B.

SKB – Sanggar Kegiatan Belajar (Learning Activity Center) - Center owned and managed by the District Education Office, it provides non-formal education programs for communities, including the implementation of Packages A, B, and C. There are currently 277 SKBs in 400 districts of the country (in 2004).

Wajar Dikdas - Refers to the (9) year compulsory quality basic education. One of the Indonesian Government's major efforts to develop a critical mass of Indonesians with essential knowledge and skills for daily life, to cope in a competitive environment or to pursue further studies and to achieve Education for All (EFA) by 2015.

Acknowledgements

We wish to thank the following for supporting the development of this Implementation Guide:

- USAID for funding DBE 3: Decentralization of Basic Education 3 in Indonesia
- The DEE Consultants (Dr. Usman Shiyab and Mr. Cornelius Meliala), collaborators in the preparation of this Report
- The EE Providers from the PKBM's and SKB's who provided the information through the interviews and questionnaires
- Director and Staff of DEE and DBE3 for their support and friendship
- All those who have supported this review.