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# **ANALYSIS OF THE CURRENT SITUATION OF NON FORMAL EDUCATION IN INDONESIA**

**Prepared by:**

**DBE3**



This study has been made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the Decentralized Basic Education 3 (DBE3) Project and do not necessarily reflect the views of USAID or the United States Government

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## ACRONYMS

APBN	Anggaran Pendapatan dan Belanja Negara
APBD	Anggaran Pendapatan dan Belanja Daerah
APINDO	Asosiasi Pengusaha Indonesia
BLK	Balai Latihan Kerja (workshops)
BPKB	Balai Pengembangan Kegiatan Belajar (provincial level NFE workshop)
BPPLSP	Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda (regional NFE workshop)
DBE3	Improving the Relevance of Junior Secondary and Nonformal Education to Work and Life Skills
DEE	Directorate of Equivalency Education
DG OSE	Directorate General of Out of School Education
DG QI	Directorate General of Educators Quality Improvement
KADIN	Kamar Dagang dan Industri (Indonesian Chambers of Commerce)
M&E	Monitoring and Evaluation
MENKOKESRA	Kementrian Koordinas Kesejahteraan Sosial (Coordinating Ministry of Social Welfare)
MoMT	Ministry of Manpower and Transmigration
MoNE	Ministry of National Education
MoRA	Ministry of Religious Affairs
NFE	Nonformal Education
NFEA	Nonformal Education Advisor
NGO/LSM	Non-Governmental Organization/Lembaga Swadaya Masyarakat
PAUD	Pendidikan Anak Usia Dini (Early Childhood Education)
PEKAPONTREN	Pendidikan Keagamaan dan Pondok Pesantren (Religious Education and Pesantren)
PKBM	Pusat Kegiatan Belajar Masyarakat (Community Learning Center)
RFA	Request for Applications
SKB	Sanggar Kegiatan Belajar (district level NFE workshop)
UNESCO	United Nations Education, Science and Culture Organization
TBM	Taman Bacaan Masyarakat (Community Reading Center)
TLD	Tenaga Lapangan Dikmas (field level NFE facilitator)
UPT	Unit Pengembangan Teknis (Technical Development Unit)
UPTD	Unit Pengembangan Teknis Daerah (Local Technical Development Unit)
WAJAR DIKDAS	Wajib Belajar Pendidikan Dasar (Compulsory Basic Education)

## INTRODUCTION

DBE3 is a project that aims to improve the quality and relevance of junior secondary and nonformal education for out of school youth aged 12-18 through life skills. The scope and focus of its nonformal education component are laid out in USAID's Request for Applications (RFA) for the project. The RFA notes the likely complexity of nonformal education programming and stresses the need for assessment to inform project design (see appendices 1 and 2). Due to the delayed mobilization of DBE3's Nonformal Education Advisor, DBE3 drafted its initial strategy based on information from general provincial rapid assessments conducted to inform partner selection and some assumptions regarding nonformal education in Indonesia.

These assumptions included:

- Dominance of government's role in planning, funding and implementation of nonformal education conducted by nonformal education providers
- NFE providers are financially dependent on other parties, mainly government, because most learners are from the middle and lower class and have limited ability to pay for services
- The programs offered by NFE providers are mainly government programs, thus are not always relevant to local youth's needs
- Inadequate quality of management and teaching practices

In May 2006, DBE3 began to conduct an analysis to verify the above assumptions, upon which DBE3 based its initial NFE training program plan, to make sure its strategies and activities were in line with the needs of nonformal education generally and the NFE providers specifically, and suggest appropriate revisions.

This document reports on DBE3's findings. It has four parts:

The first part describes the general context of nonformal education in Indonesia. The objective of this part's analysis is to provide information to DBE3 on the government's priorities for nonformal education in Indonesia, and on whether DBE3 has identified an appropriate approach that is consistent with the government's priorities, and to describe the nonformal education actors in the country. Data collection was done by the NFE Advisor through review of documents (see appendix 2 for list of bibliography) and formal as well as informal interviews with relevant stakeholders (see appendix 3 for list of interviewees).

The second part describes the situation of nonformal education in DBE3's Cohort 1 target NFE providers. This part provides information for DBE3 about issues in management and life skills teaching and learning. The information from this part has been used by DBE3 to identify the contents of its training modules and other NFE products and related activities. The data collection was conducted at the NFE provider level from May to July 2006 by 28 enumerators who were staff of local education and religious affairs offices from May to July 2006. The methods of data collection included

questionnaires, interviews, and observation (see appendix 4 for the set of data collection tools).

The third part uses the data described above and compares one type of NFE provider, pesantren, with the other types. DBE3 conducted this analysis to determine whether or not pesantren differ from other target NFE providers in ways that programming might have to take into account.

At the end of this report, DBE3 summarizes main findings and elaborates their potential implications for the projects, and recommendations for DBE3. These recommendations are intended for discussion with USAID and DBE3 may not implement all of the recommendations, or may revise them after further consultations with USAID, DBE3 staff, DBE3 consortium partners, or others. DBE3 will consider these findings and recommendations in finalizing the nonformal education strategies and activities that are feasible within project constraints.

## **PART I SITUATION ANALYSIS OF THE NONFORMAL EDUCATION SECTOR IN INDONESIA**

### **A. Background to the Situation Analysis**

This part provides an overview of the nonformal education (NFE) context in Indonesia. Information was collected through document reviews and interviews with NFE provider managers, tutors, learners, and staff of Departemen Pendidikan Nasional (Ministry of National Education or MoNE), in particular from its Dirjen Pendidikan Luar Sekolah (Directorate General of Out-of-School Education or DG OSE) in Jakarta as well as other ministries such as Departemen Agama (Ministry of Religious Affairs or MoRA), and Departemen Tenaga Kerja dan Transmigrasi (Ministry of Manpower and Transmigration or MoMT). The following sections focus on national regulations and plans to support nonformal education, NFE stakeholders, and government-funded NFE programs.

### **B. National Regulations and Plans to Support Nonformal Education**

#### Brief history of nonformal education in Indonesia

Indonesia, like many countries of the Asia Pacific Region, has actively promoted nonformal education (NFE) programs for out-of-school youth and adults as way to support nine year compulsory basic Education for All.

The Nonformal Education Program, overseen by MoNE's DG OSE and Dirjen Peningkatan Kualitas (Directorate General of Quality Improvement of Educators or DG QI), was initiated in 1984, as a kind of second chance education for those who have missed out on formal schooling. This thinking depicted NFE as a second-class alternative to formal education. The programs were mainly on combatting illiteracy among adults.

Indonesia's evolving vision of nonformal education under the banner of lifelong learning was influenced subsequently by the Report of the International Commission on Education in the 21st Century, *"Learning: the Treasure Within"* (1997). A significant shift in the conceptualization of NFE came about, one of NFE providing access to education for those who are generally outside the formal education system, both adults and children.

The 1990 Jomtien Declaration, to which Indonesia is a signatory, adopted a broadened vision of basic education, reaffirmed by the 1995 Dakar Framework of Action for Education for All, which Indonesia also signed. The concept that is developed in these documents of NFE as a part of a lifelong learning process emphasizes that education is for all people, regardless of age or whether or not they have had access to formal schooling. NFE is no longer simply adult and continuing education but is learning relevant to peoples' lives and accessible at their own pace and time.

#### National regulations

Chapter 31 of Indonesia's 1945 Constitution establishes each citizen's right to education and confirms that the government will provide a good quality national education system

that is accessible to all, in order to create good citizens. In the National Education Law 20/2003, the government extended the duration of compulsory basic education to nine years. With a 4.7 percent illiterate population in 2004 and a rate of primary school graduates who continue to junior secondary education of 83.11 percent (or 495,261 learners) in 2005 (Fasli Djalal, 2005), the Indonesian government envisions that multiple streams of provision (formal, nonformal and informal) are needed to fulfill the government's obligation to provide education for all. Law no. 20/2003 on the National Education System explains that formal education is a stream of education that is structured and phased. Nonformal education is a stream of education that is organized by community groups and is structured but not always phased. Informal education is the stream of education that is provided by family units, e.g., religious education within the family and home schooling.

The National Education Strategic Plan 2005-2009 clearly states that the purpose of nonformal education is to provide educational services to young children who have not yet been in school, people who have never been in school, people who are illiterate, and people whose educational needs cannot be met by formal education. Nonformal education aims to provide educational services to communities so people can develop their respective potentials with vocational knowledge and skills and professional attitudes and personalities. Nonformal education functions as an alternative to and/or complement of formal education to support life-long education. This Strategic Plan was developed by the MoNE in consultation with other relevant ministries such as the MoRA, MoMT, and the Coordinating Ministry for Social Welfare (Kementrian Koordinator Kesejahteraan Sosial/Menko Kesra).

### **C. Government Stakeholders in Nonformal Education**

There are four main departments that coordinate the implementation of national and local level nonformal education: the Ministry of National Education, the Ministry of Religious Affairs, the Coordinating Ministry for Social Welfare and the Ministry of Manpower and Transmigration. MoNE coordinates taskforces for different nonformal education services. For instance, there is a taskforce on equivalency education. The members of this taskforce come from MoRA and Menko Kesra that organize equivalency education. Another taskforce include vocational training taskforce whose members come from a variety of different ministries that provide vocational trainings, such as Ministry of Manpower and Transmigration, Ministry of Agriculture, Ministry of Fisheries, etc. Each taskforce is chaired and coordinated by the Partnership sub-directorate under each respective Directorate. The taskforces meet every other month to share information and discuss common issues that affect implementation of programs.

#### **Ministry of National Education**

Within the MoNE structure, nonformal education and informal education are managed by two Directorates General: DG Out-of-School Education and DG Quality Improvement of Educators.

The Directorate General for Out-of-School Education manages the nonformal and informal (particular home schooling) education streams. It manages everything that



relates to the contents of programs, including the standards and the monitoring and evaluation forms. Under the DG OSE, there are four directorates, namely Equivalency Education (separated from Community Education in 2005), Community Education, Courses and Institutions (separated from Community Education in 2005), and Early Childhood Development. The Ministry separated the Directorate Equivalency Education and the Directorate of Courses and Institutions from the Directorate of Community Education because the DG anticipated that these two directorates would play a larger and more important role in achieving compulsory basic education for all Indonesians and in providing education that may address unemployment and poverty.

The Quality Improvement Directorate General manages the quality of education human resources. Within this Directorate General, a single directorate, the Directorate for Improving Quality of Nonformal Educators, focuses on nonformal education. This directorate is responsible for providing guidelines for tutor recruitment, training of tutors and managers, as well as providing trainings for NFE officials at the provincial and district levels.

In addition, MoNE has technical development units of both DGs at the national and local level, described below. The Directorates Out-of-School Education and Quality Improvement have different purposes that are reflected in different programs. Staff interviewed (a number of heads of sub-directorates) from both directorates acknowledged the dependency of each DG on the other to improve nonformal education in a comprehensive manner, and that they had not coordinated as closely as they should. As a result, overlaps in terms of programs take place. For instance, the DG OSE has its own technical development team (consisting of a large number of consultants) and field testing units instead of using similar units that exist under DG QI.

Both DGs provide block grants to NFE providers for implementation. DG OSE provides block grant to NFE providers to implement certain programs such as literacy and equivalency, whereas DG Qi offers grants to NFE providers such as BPPLSP to conduct trainings. A block grant is a sum of money provided by the government to NFE providers selected based on proposals. The amount of money granted varies, from Rp. 5 million for Early Childhood Center improvement to Rp. 30 million for Paket B implementation to Rp. 100 million for vocational skills program development and implementation. NFE providers develop plans to use the grant, and are responsible for writing administrative and financial reports regarding program implementation.

Unit Pengembangan Teknis or UPT (Technical Development Unit) is another type of government agency. The nonformal education UPT include Balai Pengembangan Pendidikan luar Sekolah dan Pemuda or BPPLSP (regional level NFE workshop). There are five BPPLSPs located outside Jakarta and they report to the central MoNE DG of Quality Improvement. Their provincial representative agencies are *Balai Pengembangan Kegiatan Pembelajaran* or BPKP (provincial level NFE workshop). The units are structurally under the DG of Quality Improvement but support both DGs in technical matters. The five BPPLSPs (located in West Java, North Sumatra, East Java, Central Java, and South Sulawesi), conduct research to support national nonformal education

program development, program field testing and monitoring and evaluation in the local, and provide technical support to nonformal providers in their regions. BPPLSP is responsible for determining the national level programming, and BPKP and Sanggar Kegiatan Belajar or SKB (district level NFE workshop) are responsible for providing inputs in terms of the local relevance of these programming to the provincial and district levels contexts.

Because of overlaps in geographic working areas and subject areas, there are some issues in terms of cooperation and coordination between BPPLSP and its subordinates with local education offices. BPPLSP, BPKB and SKB are given roles by DG QI to act as supervisors and facilitators of NFE implementation in the field, while DG OSE has its own supervisors at the district level.

#### Ministry of Religious Affairs

MoRA's DG of Islamic Education (DG IE) has a Directorate called Pendidikan Diniyah dan Pondok Pesantren (Religious Education and Pesantren) that supports the Islamic nonformal education in pesantren. Under this directorate, there are sub-directorates of Equivalency Education and Compulsory Basic Education (Wajib Belajar Pendidikan Dasar, or Wajar Dikdas).

In managing equivalency education, the sub-directorate collaborates closely with the Equivalency Education Directorate in MoNE. The MoRA equivalency education sub-directorate is responsible for the design of religious education in the equivalency education component, and supports the implementation of equivalency education in Islamic nonformal education institutions, such as pesantren. According to a staff member, the role of the sub-directorate has mainly been passive, as MoNE's Directorate of Equivalency Education determines standards of competency and textbooks.

The sub-directorate of Wajar Dikdas under MoRA, however, is slightly different. Wajar Dikdas is a concept created by MoRA itself in 1994 to address the issue of basic education within pesantren. Paket B also addresses the issue of basic education in pesantren, but through time, MoRA continues to urge pesantren to provide both programs, and provide Wajar Dikdas program to children aged 7-15, and provider Paket B for people older than 15 years old. However, when one pesantren only organizes one program, either Paket B or Wajar Dikdas, they may target all age groups.

MoRA uses the standards and curriculum used in formal elementary and junior secondary schools for Wajar Dikdas. Unlike equivalency education that goes up to Paket C or high school, Wajar Dikdas only goes to junior secondary education (or *wustu*). It offers only four compulsory subjects (as opposed to six in equivalency education: math, science, Indonesian, social science, English, citizenship) that include science, math, Indonesian, and social science.

#### Coordinating Ministry of Social Welfare

The main tasks of Menko Kesra are to coordinate the planning or develop policies with ministries, synchronize the implementation of policies in social welfare, and coordinate

the monitoring, evaluation and reporting-to-President processes. Within the organogram of Menko Kesra, there is a Deputy of Education Coordination and Civil Servants. This Deputy has a section that observe and provide input to implementation of nonformal education in Indonesia and be involved in coordination/taskforce meetings. In addition, this section accompanies MoNE during presentations and hearings at the House of Representatives on appropriate topics, e.g. the national budget for education.

#### Ministry of Manpower and Transmigration

The MoMT's DG Training Support and Productivity DG manages work-related skills via five Directorates: Standardization of Competencies, Instructors, Facilities of Training, Apprenticeship Support, and Productivity.

Under this DG, there are Workshops (Balai Latihan Kerja, or BLKs) and Vocational Training Centers at the local level that provide vocational trainings for community members, whether they are in or out of school. MMoT issued Law no 1/2000 regarding protection for working children under 18 from worst forms of child labor. This Ministry has a clear view about appropriate training topics for children below 18, but from discussions with staff from DG OSE, it seems as though this national policy is yet to be understood widely within DG OSE.

According to one BLK head, until recently, this DG did not coordinate well with relevant directorates in MoNE, including the Vocational High School section. This resulted in overlapping target learners and programs. The two ministries are said to have now been in closer collaboration and conducting regular meetings. MMoT is now developing a multi-entry and multi-exit vocational training system that will enable NFE learners and FE students to enter and exit at different appropriate levels.

#### Other Ministries

In addition to the four ministries above, a number of other ministries have divisions of training for communities. For instance, the Agriculture Ministry has a section that provides training for community on agriculture related issues, and Ministry of Fishery, Cooperatives, Youth and Sports, etc. The Ministry of Social Affairs that deals with children and youth also provides protection and education facilities, such as drop-in facilities. However, aside from borrowing and lending meeting facilities, coordination with the four main ministries that manage nonformal education is limited.

### **D. Other NFE Stakeholders**

#### Community

Communities, as individuals or as groups, have made contributions to the development and implementation of nonformal education. During interviews in different NFE providers in Jakarta, it was apparent that members of the community have contributed by volunteering in NFE providers.

Some groups of community members, such as companies and social organizations, also contribute to nonformal education. For instance, Coca Cola Foundation has established a

number of Learning Centers throughout the country to provide access of information to children and adults. Gramedia Publisher has a program to establish book rentals throughout the country, as well. It supports the government's effort to create a reading culture within underprivileged communities.

It seems that more programs and activities are being driven and funded by community groups. However, MoNE does not have data on support being generated to nonformal education communities and their impact on the overall nonformal education development in Indonesia.

### Donors

A number of donors have been involved in nonformal education as well. Currently, there are three programs that work closely with the DG OSE, namely the World Bank Education and Youth Employment program on Paket B, DBE3 and a GTZ funded project that is still in its preparation phase. The International Labor Organization (ILO), particularly the International Programme for the Elimination of Child Labor (IPEC) has been doing activities at the local level and coordinates occasionally with the central level MoNE. ILO's programs focus on preventing and withdrawing children below the age of 15 to and from the worst forms of child labor by increasing children's participation in basic education, both formal and nonformal. UNESCO's Indonesia office has also been doing activities at the local level.

In comparison to the number of donors working for formal education, the number of donors working in nonformal education is very limited.

### Nonformal education providers

Nonformal education is defined by the Education Law no.23/2003 as education organized by the community and can (but need not) be structured and phased. Any community group that provides any kind of out of school education program is a nonformal education provider. There is a wide variety of nonformal education providers. This report categorizes the types into four larger groups. These groups are similar in terms of their purpose to provide alternative and complementary education to the community. These groups include:

#### *Government-owned NFE providers*

Government owned NFE providers include SKB, public PKBMN (*Pusat Kegiatan Belajar Masyarakat Negeri* - public community learning centers), BLKs and Vocational Training Centers. All of these institutions are legally certified by MoNE. People working in these institutions are government civil servants, thus they have fewer issues in terms of human resource access. These institutions usually host new-program field testing activities conducted by central, provincial and district level education offices. Working together with institutions like these provides better chances for an intervention to be adopted by government intervention. SKBs and PKBMNs are similar in functions, but are managed by different line of authorities. Until 2005, SKBs were managed by national level MoNE and parts of UPT but some have now come under district supervision. PKBMNs are managed by district level education offices. The emergence of public

PKBMNs since the end of 1990s was a decision made at the district level partly due to the fact that the existing PKBMs were not quantitatively sufficient and that more PKBMs were needed to reach as many targets as possible.

The Department of Social Affairs manages some drop-in facilities for street children and youth. These drop-in facilities (known as Rumah Singgah) provide health and safety education, and some even provide vocational trainings to street children.

#### *Private NFE providers*

This group can be categorized into two: formal and informal private owned NFE providers. The formal private NFE providers are providers that have formal legalization/certification of establishment from government to organize nonformal education provision. These include PKBMN, nongovernmental organizations (*lembaga swadaya masyarakat*, or LSM), and Courses (*kursus*, profit oriented institutions focusing on specific skills such as sewing, English language, and computers). The informal private owned NFE providers are providers that do not have formal legalization and are usually in the forms of groups, such as kelompok belajar Paket B clubs, *sanggar seni* (art clubs), orphanages providing education services, and drop-in facilities owned by individuals. These informal groups tend to stop activities after one or two cycles of programs.

#### *Religious-based NFE providers*

This group can be categorized into two: formal and informal religious-based NFE providers. The formal religious-based provider include pesantren.<sup>1</sup> The practices of nonformal education by pesantren are guided by the values and norms of Islam. Pesantren offer mostly vocational training for their learners. There are two types of pesantrens, modern and traditional. Modern pesantrens tend to contain a formal religious school (madrasah), therefore they are often categorized as formal education providers. Traditional pesantrens usually target young people who do not access formal education, and focus on religious teaching and learning, with the addition of vocational trainings. These type of pesantren is usually a nonformal education provider.

Informal religious-based providers also include *majlis taklim* and Sunday schools. Both are informal groups that offer nonformal education services to community, including children. These groups may not be sustained for as they may stop activities after a few cycles.

### **E. Priority Ministry of National Education Nonformal Education Programs 2005-2009**

In addition to following up on international education commitments such as Education for All (*Pendidikan Untuk Semua*), gender mainstreaming, and education and care for disadvantaged children, in its Education Strategic Plan 2005-2009, MoNE sets out eight priority areas for nonformal education programing falling under the Directorate General for Nonformal Education and Directorate General for Quality Improvement. Five of

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<sup>1</sup> Pesantren are called *dayah* in Nanggroe Aceh Darussalam.

these areas are particularly relevant to DBE3's focus on youth and life skills development and are described below.

Life skills education is a program and approach introduced by MoNE that aims to improve learners' (in all streams and levels of education) ability to live and function independently and effectively. MoNE divides life skills into four components: personal skills, social skills, academic skills, and vocational skills.<sup>2</sup> MoNE refers to vocational skills in junior secondary education as pre-vocational skills due to a belief that vocational training for children of junior secondary age should be designed such that it does not encourage children to quit school and go to work. In nonformal education, however, MoNE uses the word vocational skills because youth accessing nonformal education already work, or, if not, aspire to work upon completion of nonformal education. The different terminology indicates, on one hand, MoNE's understanding of the situation of nonformal education learners. On the other hand, looking at the many NFE providers with business units employing children in unsafe environment (such as welding), this may indicate lack of understanding of child protection issues. To date, even among most NFE practitioners, life skills are generally perceived only as vocational or pre-vocational skills. According to Directorate General for Nonformal Education, there are two explanations for this: the first is that vocational skills are the priority for learners, and second is the ineffectiveness of life skills education awareness raising by MoNE.

1. Equivalency Education (*Pendidikan Kesetaraan*) is specifically designed for children aged six to 15 years of age to support the nine-year basic education program and its follow up to middle and senior high school (equivalent to SMP and SMU).

Equivalency Education includes Paket A (equivalent to elementary education), Paket B (equivalent to junior secondary education), and Paket C (equivalent to secondary education). These levels can be accessed by people up to age 44. Therefore, the groups of learners doing Paket A, B, and C are usually quite heterogeneous. Paket A and B are parts of MoNE's effort to achieve basic education for all. DBE3 focuses on junior secondary education and its equivalent program, Paket B.

In 2005, MoNE planned and budgeted Paket B to target 416,495 children as shown in Table 1 below. However, DEE could only reach 112,000 of targeted children. They reach far fewer children than it is budgeted to reach.

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<sup>2</sup> Personal skills comprise skills to know oneself, think rationally, and have self confidence. Social skills include skills to communicate, collaborate with others, have tolerance and social responsibility. Academic skills include skills to formulate and solve problems through critical, analytical, and systematic thinking, exploration, innovation and research. Vocational skills include work related skills, and entrepreneurial skills.

**Table 1 Paket B Potential Target Learners**

	<b>2003/2004</b>	<b>2004/2005</b>
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
Finished SD+MI, but did not continue to SMP	542.258	495.261

In 2003, the World Bank launched a project in cooperation with the Nonformal Education DG to improve the quality of the Paket B program through the insertion of life skills education, especially in vocational skills. As a result of this project, there are three new subjects for Paket B, namely work ethics, local economy, and livelihood skills. Building on this World Bank-funded project, the Directorate of Equivalency Education has a plan and has requested support from DBE3 to develop a Paket B testing and certification system that will support learners to transfer between the Paket B program and formal education schools using a multi-entry and multi-exit approach. When this new system is in place, the Director of Equivalency Education believes that the NFE equivalency education will truly be equivalent to formal education and encourage access to particular levels of education.

Until mid-2005, the links between nonformal and formal education in Indonesia had been limited to usage of facilities and sharing of teachers/tutors. Over the last year, nonformal education, particularly the equivalency education, started to play a more important role in its linkage with formal education. Equivalency education provided opportunities for learners not passing the formal exit exam to retake an exit exam and obtain an equivalency certificate.

2. Life Skills Education, introduced in 2002, focuses on vocational training. What differentiates this program from previous programs such as *Kelompok Belajar Usaha* (Business Learning Group) is the fact that although it focuses on vocational skills, the teaching and learning process are planned to address personal, social and academic skills as well. However, according to some NFE providers interviewed in Jakarta who implemented this program, when selected, they were given technical guidelines on how to implement the program without preliminary training on how to integrate other skills into teaching and learning of vocational focused programs. They had to develop their own syllabi following the guidelines. As a result of the lack of capacity and adequate training in developing integrated life skills learning program, the life skills program just focused on vocational skills and did not address other life skills. This is partly the reason why life skills are still very much perceived even by NFE practitioners as vocational skills only.

The Life Skills Program targets Courses, Pusat Kegiatan Belajar Masyarakat or PKBM (Community Learning Center), universities, youth organizations, and UPT or UPTD. As much as Rp. 70 billion was spent in 2005 on grants for program implementation (Rp. 2 million per learner per year) to fund this program.

3. Literacy Education (*Pendidikan Keaksaraan*) focuses on functional literacy education and aims to significantly decrease the number of illiterate people aged above fifteen years by 2009. Poverty correlates strongly with illiteracy. One basic cause of the high rate of illiteracy is the low quality of reading and writing taught in the first three grades of elementary school. It is predicted that each year there will be another 200,000 to 300,000 new illiterate children because of the poor quality of reading and writing teaching and learning.

Thus, MoNE has designed an Anti Illiteracy Movement in coordination with all education institutions, including formal and NFE providers. The Community Education Directorate has set some strategies to eradicate illiteracy by 2009. The strategies include:

- a. Integrating Functional Literacy with Life Skills Education.
- b. Voucher system in “Warung PLS” – providing anti-illiteracy vouchers through *warung*, small shops/kiosks that target learners often visit
- c. Developing functional literacy standards, control and quality assurance

4. Development of courses and training in order to meet community needs in various types of skills deemed necessary in their lives. Courses may mean two things. It may mean a learning program. In the nonformal education context, *kursus* are commonly understood as institutions providing nonformal education services for community. *Kursus* are highly flexible nonformal education providers that are profit-oriented thus tend to be more demand-driven than other NFE providers. In 2005, according to a MoNE database, there are over 22,510 *kursus* throughout the country providing over two hundred types of learning topics.

In 2004, with the advent of the “link and match” concept, MoNE standardized 24 types of trainings. The standardization applies to curriculum, instructors, learners, facilities, learning process, and certification. Standardization of an additional 12 training topics was developed by MoNE in 2005. Every year, MoNE organizes around 30 types of national level exams for learners who attended courses.

5. Development of community reading habits to maintain literacy of the formerly illiterate students through providing Community Reading Centers (*Taman Bacaan Masyarakat*, or TBM) attached to organizations such as Community Learning Centers (Pusat Kegiatan Belajar Masyarakat, or PKBM) or that are stand-alone centers.

Three other priority areas less directly relevant to youth include:

Early Childhood Education (*Pendidikan Anak Usia Dini*, or PAUD) in order to develop children potentials based on their developmental level and, in effect, prepare them for schooling in their due time;



Education for Women's Empowerment, to help women develop life skills (through activities that relate to reproductive health education program for female teenagers, HIV/AIDS prevention) and gender mainstreaming/gender equity advocacy in nonformal education.

Additionally, MoNE has prioritized strengthening the technical units that are responsible for program development, field testing, monitoring and evaluation or known as UPT and Local Technical Development Unit (Unit Pengembangan Teknis Daerah, or UPTD) such as BPPLSP as a place for the development of quality NFE program modeling.

#### **F. Nonformal Education in the National Education Budget**

While the Constitution requires that 20 percent of the National Budget Plan (*Anggaran Pendapatan Belanja Negara*, or APBN) be allocated for education, the national education budget decreased from 7.39 percent in 1999 to 4.57 percent in 2005, for an average of five percent in each of those years.

In 1999, the Directorate General for Nonformal Education was allocated its largest budget ever and represented the seventh largest budget component, following nine-year compulsory education, higher education, quality improvement of education personnel, mid-level education, and education management costs. Allocation of education budget for NFE in 2004/2005 was only 4.12 percent, or Rp. 695,093,133,000, of the total budget for the Ministry of Education. From this amount, 86 percent, or Rp. 600,000,000,000, was allocated for development spending including program developments and grants, and the rest were allocated for routine spending including salaries of government officials, tutors, and textbooks. In 2005/2006, the budget for NFE program was Rp. 348,000,000,000 and had to be spent mostly for prioritized programs such as compulsory education in nonformal education (or Equivalency Education), literacy education for people over the age of 15 years, and expansion of life skills education programs.

Following the Decentralization Law in 1999, APBN incorporates roughly 80 percent of all ministries budget for "deconcentration" to support decentralization. Since 2000, DG OSE has allocated roughly 80 percent of its annual budget to support decentralization. The budget is used, among other purposes, to fund program development and implementation at the provincial and district levels. This allocation is transferred to provincial government to distribute to the respective districts. The 80 percent allocation is a supporting budget for province and districts, therefore it is not to be distributed evenly to all provinces. Provinces with large amounts of APBD receive less support from the central government.

The district level government receives budget for nonformal education implementation from APBD and from APBN deconcentration. Districts may use the total budget from both sources to fund different activities, from paying tutors' salaries to providing block grants. In terms of programming, the provincial and district level government may in theory create their own programs to answer the local needs but thus far, according to an official in MoNE, have generally lacked the technical capacity to develop a program that

is separate from central level programming. Therefore, most districts have only implemented programs that have been planned by the central government.

## **PART II SUMMARY OF DATA AND FINDINGS FROM DBE3'S COHORT 1 NFE PROVIDER ASSESSMENT**

### **A. Background and Approach to NFE Provider Assessment**

This section of this paper reflects on information coming out of DBE3's Cohort 1 target NFE provider assessment, conducted between April and August 2006.

As indicated in Part 1, there are many kinds of NFE providers in Indonesia. Between August and October 2005, DBE3 provincial staff collected some general information about formal and nonformal education in target districts as part of a provincial rapid assessment process informing partner selection and the design of activities. USAID's RFA indicated that DBE3 should work with PKBM and NGOs and the DBE3 consortium originally proposed to work with six NFE provider partners per district. However, the rapid assessment and search for partners showed that this number of PKBMs and NGOs were often not present in DBE target subdistricts. DBE3 decided to expand the pool of possible partners to include pesantren offering equivalency education programs and other NFE providers that seemed appropriate. It solicited recommendations for possible partners from district education and religious affairs offices and other stakeholders and then shortlisted and selected partners with district education and religious affairs office concurrence. Ultimately DBE3 selected 119 target NFE provider partners. When DBE3 initiated its NFE provider assessment, it was aware that one target NFE provider from East Java and one from South Sulawesi had closed due to lack of funds, leaving a distribution of 117 target NFE providers as shown in Table 2 below.

**Table 2 DBE3 Cohort 1 NFE Provider Partners by Province**

	North Sumatra	West Java	Banten	Central Java	East Java	South Sulawesi	Total
PKBM	15	9	10	9	13	12	68
NGO	3			-	-	7	12
Pesantren	1	6	1	13	13	4	36
SKB	-			1	-	-	1
Total	19	15	11	23	26	23	117

Information from the rapid assessment process, along with information from USAID's RFA, reviewing reports and materials, conversations with various stakeholders, consultants, and internal brainstorming, led DBE3 to generate some general assumptions and preliminary findings to guide program development in Year 1 of the project. These assumptions included:

- Most NFE providers in Indonesia implement programs planned and funded by government
- NFE providers are not financially independent institutions
- The quality of NFE provider management influences the quality of education services provided, including education services for youth
- Programs offered by institutions do not always match the needs of youth in the area

- NFE providers lack quality management and teaching and learning, and they need to strengthen their capacity, both in management and the teaching and learning process so they can deliver quality education services for youth

To help target DBE3's planned capacity building activities (and to verify these programming assumptions), DBE3 conducted an assessment of DBE3's 117 Cohort 1 target NFE providers' capacity in management and teaching/training implementation. These 117 providers included 66 PKBM, 12 NGOs, 36 pesantren, and two SKB as shown in Table 2.

The data collected are secondary data on number of learners, tutors, and facilities from data available in each provider, and primary data on program planning, implementation, and evaluation aspects obtained from individual and group interviews with the leaders, staff, tutors, community leaders, learners and their parents. The assessment consultant and NFE Advisor used UNESCO's Management Handbook for Community Learning Center prior to development of assessment tools to help determine the content of the assessment. Tools to get primary data included open-ended questionnaires that collected data on management aspects (planning, organizing, implementing and controlling) and learning and teaching programs. The enumerators received data from interviews with one manager, four tutors, two administrative staff, four community members, and four youth aged 12-15 from each NFE provider; and observation of the NFE providers environment. The tools that were used in interviews with youths included questions that relate to their views on management and teaching and learning practices, and not necessarily on what youth perceive as their needs in terms of life skills. A further analysis will be done specifically on youth life skills needs following a series of youth consultations that will take place in December 2006 and January 2007. This analysis will inform DBE3 on appropriate strategies to engage with youths.

DBE3 trained 28 enumerators (staff from Dinas PLS, BPPLSP, and Religious Affairs Offices) to collect data from NFE providers. The enumerators collected data from 99 DBE3 Cohort 1 target NFE providers in 25 districts/municipalities in six provinces in Indonesia: North Sumatra (Tebing Tinggi, Binjai, Deli Serdang, Sibolga, Tapanuli Utara districts), West Java (Sukabumi, Indramayu, Karawang districts), Banten (Tangerang city, Lebak and Cilegon districts), Central Java (Klaten, Jepara, Kudus, Boyolali, Karang Anyar districts), East Java (Surabaya city, Tuban, Sidoarjo, Bangkalan, Mojokerto districts) and South Sulawesi (Pangkep and Palopo districts) between May and July 2006. Enumerators were not able to gather data from 18 NFE providers (West Java: one in Indramayu and one in Sukabumi; East Java: one in Tuban; South Sulawesi: five in Enrekang, four in Soppeng, five in Jeneponto, one in Pangkep districts) in time for DBE3's NFE assessment consultant to include the information in his final report (the data later gathered from those 18 institutions are similar to those of the other 99). Enumerators reported that three of the 18 institutions had closed. The total number of DBE3 NFE provider partners is 114 at the time of this writing.

After the data had been collected, DBE3 provincial staff worked with enumerators to summarize it. The data were then sent to DBE3's NFE assessment consultant, who

produced five provincial reports, a consolidated national summary report, and a report on the pesantren assessed (see Part III). The consultant produced all reports in Bahasa Indonesia. At the same time, the data were shared with DBE3's NFE training module development consultants, who met with the DBE3 NFE Advisor and assessment consultant to identify the topics that need to be addressed in the training modules.

A limitation in the questionnaire and interview design was that it did not explain the term "life skills." DBE3 uses a broad definition of life skills, but some NFE providers may have interpreted the term to mean only those MoNE-designed and -funded programs that fall under MoNE's life skills umbrella (vocational skills sub-grant programs). For this reason, DBE3 is not able to say whether numbers reported relating to life skills reflect all vocational or other life skills activities in target NFE providers, or only those funded by government, or whether NFE providers are as dependent on government funds as the data in this section indicate they are.

The following sections of Part II present summarize data from the assessment for 99 NFE providers consisting of 47 PKBM, 23 NGOs, one SKB, and 28 pesantren. The first section presents data related to management, and the second section presents data related to tutoring related to Paket B and life skills.

## B. Management Characteristics

### Institutional Age and Age, Sex, and Educational Attainment of Leader

DBE3 collected data on age of NFE providers, age/sex/education background of NFE provider leaders to provide information on the level of institutional preparedness (assuming age indicates maturity of institution) and on general characteristics of the leaders in order to determine appropriate approaches.

The table below shows the age of the surveyed NFE provider institutions, and the sex, age, and education level of the senior manager of each. The table shows that almost 74 percent of DBE3's Cohort 1 NFE provider partners institutions were formed 15 years ago or less; 38 percent of them less than six years ago. The leaders of these institutions are most frequently male, under 46 years old, and educated to the S1 level.<sup>3</sup>

**Table 3. Institutional Age and Age, Sex, and Educational Attainment of NFE Provider Leaders**

Sub Aspects	Categories	Number of NFE providers by province						TOTAL	%
		North Sumatra	West Java	Banten	Central Java	East Java	South Sulawesi		
Age of NFE provider	16 - 46 years	5		1	7	11	2	26	26.3%
	6 - 15 years	9	6		11	9		35	35.4%
	< 6 years	5	7	10	5	5	6	38	38.4%
		TOTAL						99	100.0%
Sex of	Male	8	11	11	22	22	6	80	80.8%

<sup>3</sup> The subsequent pondok pesantren data analysis (Part III of this report) shows that pesantren make up about 28 percent of DBE3 Cohort 1 target NFE providers. Twenty-six (or 92 percent) of these target pesantren are over six years of age—most between six and fifteen years. The leaders are all male.

Sub Aspects	Categories	Number of NFE providers by province						TOTAL	%
		North Sumatra	West Java	Banten	Central Java	East Java	South Sulawesi		
leader	Female	11	2	--	1	3	2	19	19.2%
	TOTAL							99	100.0%
Age of leader	26 - 45 years old	14	7	8	17	18	2	66	66.7%
	> 45 years old	5	6	3	6	7	6	33	33.3%
	TOTAL							99	100.0%
Educational background of leader	High school		8	2	1	10	1	22	22.2%
	Bachelor	5	1	2	3		1	12	12.1%
	S1	14	4	7	19	15	6	65	65.7%
	TOTAL							99	100.0%

### Aspects of Planning

Almost every one of the surveyed DBE3 Cohort 1 target NFE providers has a strategic planning document that includes a vision, mission, goals, and strategies (see Table 3). However, enumerators found that most of the surveyed NFE providers did not clearly translate the existing vision, mission, goal and policies into a medium-term (five-year) work plan. Only 28 percent of the surveyed NFE providers had a medium-term work plan and the rest only had short-term (annual) work plans.

**Table 4. Aspects of Planning**

Sub Aspects	Categories	Number of NFE providers by province						TOTAL	%
		North Sumatra	West Java	Banten	Central Java	East Java	South Sulawesi		
Availability of strategic planning document (vision, mission, goals and policies)	Yes	8	12	11	18	24	7	80	80.8%
	No	11	1		5	1	1	19	19.2%
	TOTAL							99	100.0%

The information gathered on parties involved in developing vision, mission, goals, strategies and work plans suggests that many NFE providers had not developed their visions, missions, goals, and strategies in very participatory ways. More than 63 percent of the surveyed DBE3 Cohort 1 target NFE providers did not involve their staff members in strategic planning. A number of providers copied MoNE's vision, mission, goal and policies almost word-for-word. Only 34.3 percent of the surveyed NFE providers involved staff, youth learners and the community in developing their planning.

**Table 5. Parties involved in strategic planning**

Sub Aspects	Categories	Number of NFE providers	%
Parties involved in developing vision, mission, goal and policies	Leader only	22	22.2%
	MONE only	19	19.2%
	Leader and chairman	22	22.2%
	Leader and staff	36	36.4%
	TOTAL	99	100.0%
Parties involved in developing work plan	Leader only	20	20.2%
	Leader and staff	31	31.3%
	Leader, staff and community	34	34.3%
	Leader, staff and Subdin	14	14.1%
	TOTAL	99	100.0%

### Structure and Internal Organization

Most of the surveyed NFE providers had organograms, but the functions within the structure did not have clear description of tasks and responsibilities (see Table 6), suggesting that many NFE providers have some weaknesses in organizing themselves.

**Table 6. Organogram and Job Descriptions**

Sub Aspects	Categories	Number of NFE providers by province						TOTAL	%
		North Sumatra	West Java	Banten	Central Java	East Java	South Sulawesi		
Availability of organogram	Yes	7	13	11	21	25	8	85	85.9%
	No	12			2			14	14.1%
	TOTAL							99	100.0%
Availability of job description	Yes	3	7	9	7	10	7	43	43.4%
	No	16	6	2	16	15	1	56	56.6%
	TOTAL							99	100.0%

The human resources available to implement programs vary from one provider to another. Only two percent of the surveyed NFE providers had permanent staff members to manage programs. Ninety-eight percent of the surveyed NFE providers hire temporary contract tutors and managers to manage and to tutor a new learning program.

Half of the surveyed NFE provider managers said they did not conduct regular internal coordination meetings to discuss program planning, implementation and evaluation. They organized internal meetings only occasionally to discuss a variety of emerging issues such as reporting to their funding agency, i.e., government. Only fifteen percent of the surveyed NFE providers held any internal meetings to discuss program planning, implementation and evaluation (see Figure 1). The institutions indicated that they have conducted very little reflection on their practices that could help them improve the services they deliver for youth.

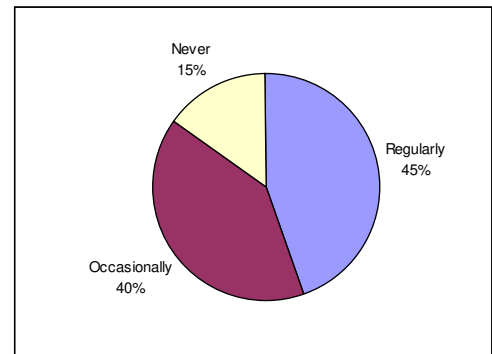


Figure 1. Internal coordination meeting

### Networking

Generally, NFE providers already network with several parties such as MoNE, Industry and Trade Association (Apindo) or Indonesian Chambers of Commerce (Kadin), trading associations, other NFE providers, community leaders and community members. Networking focuses on information exchange, promoting NFE providers' learning programs to the wider community (including, but not especially focusing on, youth learners), and occasionally mobilizing resources, such as learning premises and media (through fundraising activities and partnership with other organizations).

### Facilities and Resources

Half of the surveyed NFE providers operate at the premises owned by NFE providers and the other half borrows or rents the building from the community or government (see table 7. This indicates that most NFE providers have limited capacity to reach learners (due to limitations in space), face issues related to scheduling of activities, and issues associated with the types of relevant activities that can be implemented (furniture making training, for instance, may be difficult to organize in homes). Table 7 below shows the ownership of target NFE providers' buildings by province.

<b>Table 7. NFE Premises</b>									
<b>Sub Aspects</b>	<b>Categories</b>	<b>Number of NFE providers by province</b>						<b>TOTAL</b>	<b>%</b>
		<b>North Sumatra</b>	<b>West Java</b>	<b>Banten</b>	<b>Central Java</b>	<b>East Java</b>	<b>South Sulawesi</b>		
<b>Ownership of NFE providers building</b>	Government	12	2	1	3	6	1	<b>25</b>	<b>25.3%</b>
	Owned by NFE provider	5	6	9	12	19	5	<b>56</b>	<b>56.6%</b>
	Others (such as individual homes of leaders, village halls, private sectors sites, etc.)	2	5	1	8	--	2	<b>18</b>	<b>18.2%</b>
	<b>TOTAL</b>							<b>99</b>	<b>100.0%</b>

Enumerators also collected information on the number of books available to support Paket B and other life skills programs (such as sewing and or furniture making) from each surveyed NFE provider. DBE3 collected this information in order to find out where the needs in terms of supporting textbooks lie. Table 8, below, shows the number of textbooks for surveyed target NFE providers in each province. The table shows that there are many more books available to support Paket B than other life skills training.

**Table 8. Number of Textbooks Available for Paket B and Life Skills Programs by Province**

<b>Categories</b>	<b>North Sumatra</b>	<b>West Java</b>	<b>Banten</b>	<b>Central Java</b>	<b>East Java</b>	<b>South Sulawesi</b>	<b>TOTAL</b>
Paket B	105	842	120	802	310	35	<b>2,214</b>
Life Skills	30	82	32	42	58	20	<b>264</b>
<b>TOTAL</b>							<b>2,478</b>

Fifty-seven percent of the surveyed target NFE providers did not have what they believed was a library. Generally, the libraries that exist do not have enough books for the number of learners, or book cabinets, and do not have a librarian. During interviews, enumerators learned that most NFE providers do have a collection of references stored in a rack, but do not call this library. Half of the books available at the NFE providers' collection are textbooks for Paket B program. The Directorate of Equivalency Education sends out books to Paket B providers annually, whereas the Community Education Directorate sends materials (for example, materials for sewing courses, carpentry and *kursus*



[courses]) less frequently. Thus, the supply of Paket B-related books tends to outnumber that of books for other life skills programs. However, the references for life skills program are more varied depending upon government's plans, whereas Paket B textbooks tend to be the same from year to year. Other ministries, such as MoMT and courses have produced different types of vocational skills related materials. DBE3 might consider supporting NFE providers get access to information regarding what books are available and where to get them from through building their capacity to develop partnerships with other institutions.

In terms of funding, none of the surveyed NFE providers said it had enough resources to fund its programs independently of government resources and providers indicated that they depend highly on financial support from DG PLS to conduct learning programs. This high level of dependency has an impact on program planning, since government-dependent NFE providers base their program plans on government policies, not on their own internal policies or community needs.

Based on the descriptions above, we can conclude that NFE providers still face challenges including participatory program planning and implementation, financial and human resource mobilization, and management of day-to-day operations to achieve effective program planning, implementation and evaluation.

#### Supervision, Monitoring and Evaluation

More than half of the surveyed NFE providers indicated that they conduct regular monitoring and evaluation, with supervisory support from the government. Of these, only 19.2 percent of NFE providers used the results of monitoring and evaluation of programs to adjust and make necessary changes to programs, or used the report mainly to fulfill government's administrative requirements. The government as the donor of most activities taking place in NFE providers requires NFE providers to submit report to them. The majority of NFE providers record the results of supervision, monitoring and evaluation activities and store them, but do not use them to improve the quality of their service delivery.

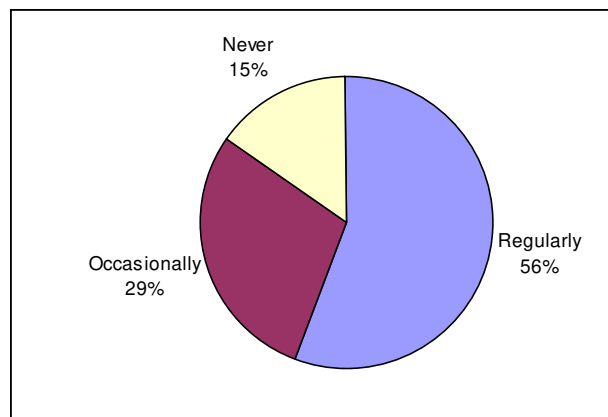


Figure 2. Frequency of supervision, monitoring and evaluation

Nearly all of the surveyed NFE providers had common problems with archiving of documents, both in terms of methods and tools. For instance, only six percent of the surveyed NFE providers document their old enrollment records. Poor documentation practices prevent NFE providers from evaluating their program implementation and/or drawing conclusions to adequately serve their target groups.

### C. Program Implementation

Based on the number of learners, we can see that Paket B and life skills are relatively similar (see table 9, below).<sup>4</sup> Paket B and life skills learning programs in all NFE providers are funded by government (the figures for life skills may be confounded by life skills programs as only official MoNE life skills packages).

**Table 9. Paket B and Life Skills Provision**

Sub Aspects	Categories	Province						TOTAL	%
		North Sumatra	West Java	Banten	Central Java	East Java	South Sulawesi		
Number of NFE providers offering (2005-2006)**	Only Paket B								
	Only Life skills								
	Both	19	13	11	23	19*	8	93	100%
Number of learners age 12-18 years old	Paket B	445	485	308	843	933	173	3,187	51.9%
	Life skills	43	1264	75	682	788	107	2,959	48.1%
	TOTAL							6,146	100.0%
Number of tutors	Paket B	139	138	86	296	194	61	914	78.7%
	Life skills	31	57	27	59	53	20	247	21.3%
	TOTAL							1,161	100%

\* Data from six providers in Sidoarjo is not available

\*\*:

- In 2005 in Sibolga (1 provider) and Tapanuli Utara (1 provider) did not organize life skills program
- In 2005 in Cilegon (3 providers) did not organize life skills program
- In 2006 in Klaten (4 providers) did not organize any program.
- In 2006 in Tuban (5 providers) did not organize life skills education

The number of tutors also followed the composition of learners in each program, so the number of tutors for Paket B programs is much larger than the number of tutors for life skills programs. The ratio of tutor to learners for Paket B was 1:4 and 1:12 for life skills.

In program implementation, only 54.5 percent of NFE providers conducted programs using full-time or long-term employees or volunteers while others contracted temporary personnel to conduct programs (see table 9).

**Table 10. Tutor Availability**

Sub Aspects	Categories	TOTAL	%
Availability of full time tutor	Available	54	54.5%
	Not Available	45	45.5%
	TOTAL	99	100.0%
Paket B tutor act as life skills tutor	Yes	43	43.4%
	No	56	56.6%
	TOTAL	99	100.0%
Availability of trained tutor for Paket B	Available	38	38.4%
	Not Available	61	61.6%
	TOTAL	99	100.0%
Availability of trained tutor for life skills	Available	30	30.3%
	Not Available	69	69.7%
	TOTAL	99	100.0%

<sup>4</sup> In part, this may be related to a preference for Paket B providers in DBE3's Cohort 1 selection; for example, DBE3 only selected peantren for Cohort 1 target NFE provider partners if they offered Paket B or Wajib Belajar Pendidikan Dasar, MoRA's junior secondary equivalency program.

Usually, NFE providers hire teachers from formal schools or staff of PLS section at the district and/or provincial level as tutors on a temporary basis when they have received funding to offer a training program. These individuals may not always be trained to provide the training that they do provide. Ultimately, the quality of nonformal education tutoring may be negatively affected by inappropriate use of formal teaching approaches in a nonformal context, by tutors' lack of knowledge of or experience in vocational subjects, or by untrained tutors providing Paket B tutoring. As an impact of not having full time employees, NFE providers get different tutors at different times, and varied quality of tutors.

In relation to this, NFE providers generally expressed their wish to recruit full time trained tutors but said they lack the funding to pay for the salary that will enable them to have a control over program implementation as well as control of the tutor quality.

Paket B tutors receive training from Diknas for topics related to general teaching and learning such as learning methods, using learning media, designing learning materials and developing work plans. They also receive trainings from Diknas on topics that are specifically related to Paket B, e.g., Competency Based Paket B training. Trained life skills tutors get training from Diknas on general teaching and learning, as well as specific topics related to certain vocational skills. This assessment did not search for information whether tutors are satisfied with the trainings provided by the government and how. DBE3 will find this information further. All the interviewed tutors expressed their wish to access training that can help them to master the subject matter, apply teaching techniques, develop learning materials and evaluate the process and results of learning. Tutors do not usually teach using learning and teaching aids, such as ICT or science-related teaching media (microscope). Sixty percent of surveyed tutors used only government textbooks in teaching. In the case of life skills programs, most NFE providers need to develop their own reference books to use in classrooms.

Thirty-nine percent of tutors interviewed said that they are involved in developing the teaching and learning design. Sixty-one percent said that they are just asked to teach using a set of curriculum and syllabus.

### **PART III ANALYSIS OF PESANTREN DATA FROM DBE3'S COHORT 1 NFE PROVIDER ASSESSMENT**

#### **A. Background to DBE3's Target Pesantren Needs Assessment**

Pondok pesantren are major nonformal education providers in Indonesia. There are currently about 14,000 pesantren (that includes *dayah* in Aceh) throughout the country. Most traditional pesantrens are located in rural areas, whereas the modern ones tend to be located in urban areas. There are two general categories of pesantrens, namely traditional pesantren (salafiyah), modern pesantren (ashriyah/khalafiyah), and combination of traditional and modern. Pesantren provide educational services to roughly four million learners, or *santri*, mostly school-aged youngsters coming from middle to lower class socio-economic groups.

The Ministry of Religious Affairs categorizes pesantrens according to their size, i.e. small pesantren (with less than 250 *santris*), medium pesantren (with 200-500 *santris*), and large pesantrens (with over 500 *santris*). All modern and large pesantrens in Indonesia organize formal education services and life skills education as part of their formal extracurricular services. Traditional, medium and smaller pesantrens usually absorb more out-of-school youth. See DBE3's *Analysis of the Current Situation of Islamic Formal Junior Secondary Education in Indonesia* for more general information about pesantren.

DBE3's Cohort 1 target NFE providers include 36 pesantrens in six provinces, mainly from the salafiyah category, and of small and medium sizes. As a part of DBE3's cross-cutting strategy to ensure success of the program in the Islamic education sub-sector, DBE3 reviewed its NFE assessment data for its NFE provider partner pesantren to see if their needs differed substantially in comparison to those of DBE3's target NFE providers in general. In general, the analysis of pesantren data found that the management and tutoring strengths and issues faced by pesantren are essentially similar to those faced by other types of target NFE providers. All NFE providers face issues related to management practices, for example, they have organograms but lack clear job descriptions. Additionally, most NFE providers have networks with other NFE providers and contacts with wider community but lack the skills to leverage these relationships for the benefit of youth learners. However, the assessment indicates that there are differences between pesantren and non-pesantren provider that are associated with leadership style.

The following sections of Part III present data relating to management and tutoring from 28 of DBE3's 36 Cohort 1 target NFE provider pesantren, as in Part II, compare this information to that of other DBE3 Cohort 1 target NFE providers where appropriate, and highlight specificities that differentiate pesantrens from other types of NFE provider. Information from nine of DBE3's Cohort 1 target NFE provider pesantrens (in Indramayu, Jeneponto, and Tuban) is excluded, as DBE3 did not receive it in time to include it in the analysis.

## B. Management Characteristics

### Age and leaders of pesantren

Generally, the assessed pesantren are relatively mature; the majority were established six to 15 years ago. As Islamic institutions in which males have important roles as leaders, all of the surveyed pesantren are led by men, who are mainly aged 26-45. The educational background of pesantren leader varies from high school to S1 graduated. More than half of them have high school graduation as their highest education level (see Table 11 for the details).

**Table 11. Age and leaders of pesantren**

Sub Aspects	Categories	Number of pesantren by provinces					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Sex of pesantren leaders	Male	1	1	12	12	2	28	100.0%
	Female						0	0.0%
	<b>TOTAL</b>						28	100.0%
Educational background of pesantren leaders	High School			8	8		16	57.1%
	Bachelor			1			1	3.6%
	S1	1	1	3	4	2	11	39.3%
	<b>TOTAL</b>						28	100.0%

Unlike other surveyed NFE providers, all pesantren leaders are men. Men also dominate, at 74.6 percent, NFE management in other providers.

In terms of education, the educational backgrounds of pesantren leaders are not as high as those of other NFE providers. Just over 49 percent of pesantren leaders had a bachelor or S1 (39 percent for S1) as their highest level of educational attainment while over 91 percent of other surveyed NFE providers leaders had attained a bachelor or S1 (76 percent for S1).

### Aspects of Planning

Half of the surveyed pesantren indicated that their communities needed life skills programs more than Paket B (see table 12). But from the number of learners in each program, we can conclude that many of pesantren implement Paket B (see table 7 below). It shows that program planning in pesantren was not based on the results of needs identification.

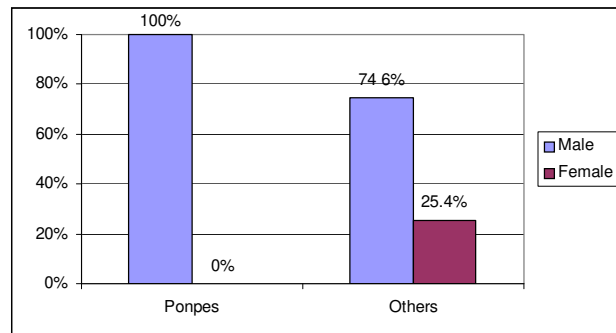


Figure 3. Comparison of pesantren leaders' sex

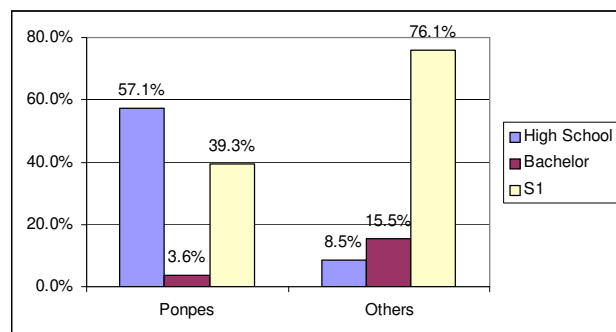


Figure 4. Comparison of leaders' educational backgrounds

**Table 12. Community needs**

	Program	Number of pesantren by province					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Pesantren that says that the community needs	Paket B			5	3		8	28.6%
	Life Skills	1	1	7	9	2	20	71.4%
	TOTAL						28	100.0%

Almost all pesantren have vision, mission, goals and policies documents, in greater proportion than in other surveyed NFE providers. Ninety-two percent of surveyed pesantren had strategic planning (vision, mission, goals, policies) documents, in comparison with 76.1 percent other surveyed NFE providers.

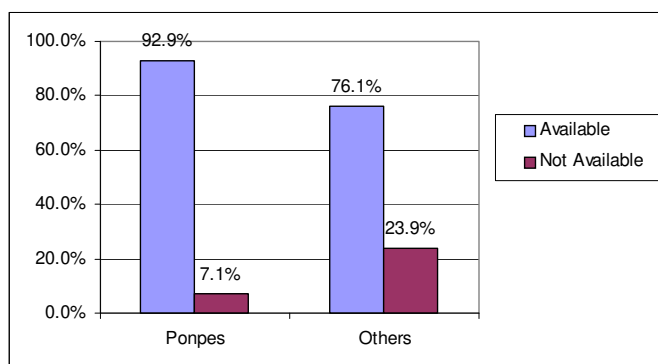


Figure 5. Availability of strategic planning document

However, in program planning and implementation, none of the surveyed pesantren indicated that they referred to their own policy documents when they plan their programs. All indicated they referred to the guidelines given by local education and religious affairs offices (see figure 6). Some life skills learning programs implemented by pesantren are not related specifically to the pesantren's own vision and mission.

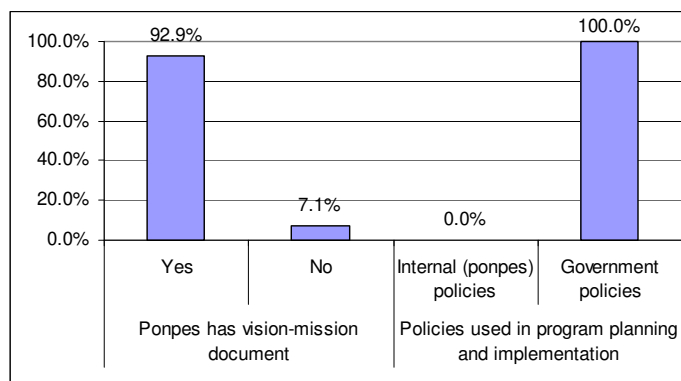


Figure 6. Comparison between availability of vision-mission documents and guidelines in program planning and implementation

### Structure and Internal Organization

All pesantren have their own simple organogram. It consists of leader, treasurer and secretary. But there is only small number of pesantren who have job description for each position (see figure 7).

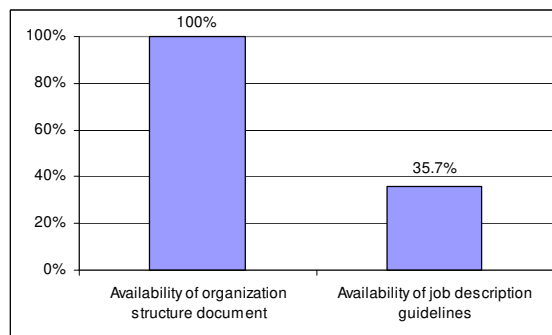


Figure 7. Comparison between organogram availability and job description availability

### Networking

All pesantrens surveyed already have networks (see Table 13) with other pesantren, and government. This network meets regularly to discuss common issues and plan activities together (usually religious activities).

**Table 13. Networking**

Sub Aspects	Categories	Number of pesantren by provinces					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Availability of networks	Yes	1	1	12	12	2	28	100.0%
	No						0	0.0%
	TOTAL						28	100.0%

### Facilities and Resources

All of the pesantren surveyed had their own buildings to implement their learning activities, in comparison with 39.4 percent of other surveyed NFE providers. Over 46 percent had libraries in comparison with just under 30 percent of other surveyed NFE providers. However, their libraries do not have enough books for all santri, and their librarians are poor in terms of library management skills. Like other surveyed NFE providers, pesantren lack facilities and resources such as libraries, office equipment and supplies (none of the pesantren surveyed said that they had sufficient office equipment and supplies needed to support their program implementation), and financial resources. All of the pesantren surveyed said that they require financial support from the government in order to be able to implement different programs (see Table 14 and 15 for the details).

**Table 14. Resources for Program Implementation**

Sub Aspects	Categories	Number of pesantren by provinces					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Building ownership	Government						0	0.0%
	Pesantren	1	1	12	12	2	28	100.0%
	Community						0	0.0%
	TOTAL						28	100.0%
Financial resources to implement programs	Government	1	1	12	12	2	28	100.0%
	Pesantren						0	0.0%
	TOTAL						28	100.0%
Library	Available		1	5	5	2	13	46.4%
	Not Available	1		7	7		15	53.6%
	TOTAL						28	100.0%
Sufficiency of library facilities (e.g books, cabinets, tables and chairs)	Sufficient						0	0.0%
	Insufficient		1	5	5	2	13	100.0%
	TOTAL						13	100.0%
Skill of librarian	Good						0	0.0%
	Average						0	0.0%
	Poor		1	5	5	2	13	100.0%
	TOTAL						13	100.0%

**Table 15. Availability of books and references**

Sub Aspects	Categories	Province					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Number of available books and references of each program (books)	Paket B	16	10	200	230*	20*	476	86.4%
	Life Skills			45	10*	20*	75	13.6%
	TOTAL						551	100.0%

\*Data from Sidoarjo (1 pesantren), Bangkalan (3 pesantren), Mojokerto (2 pesantren) and Pangkep (1 pesantren) are not available.

### Monitoring and Evaluation

Nearly 80 percent of assessed pesantren control their programs by doing monitoring and evaluation frequently (see figure 7) in comparison with nearly 50 percent of other NFE providers who conduct regular monitoring and evaluation.

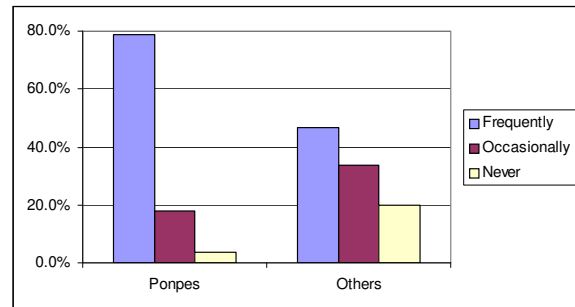


Figure 8. Comparison of monitoring and evaluation frequencies

### C. Program Implementation

Twenty-four of the pesantren surveyed implemented the Paket B or Wajar Dikdas programs and life skills programs. Only four of them implemented Paket B only (see Table 16).

**Table 16. Paket B and Life Skills at Pesantren**

Sub Aspects	Categories	Number of DBE3 target NFE provider pesantren by province					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Program implemented by pesantren	Only Paket B		1		3		4	14.8%
	Only life skills						0	0.0%
	Both Paket B and Life Skills	1		12	9	1*	23	85.2%
	TOTAL						27	100.0%

Notes: data from Pangkep (1 pesantren) is unavailable

In 2005, the number of santri at the 28 surveyed DBE3 Cohort 1 target NFE provider pesantren was 2,531. These pesantren had 253 tutors, mostly for Paket B. From the 28 pesantren, 19 pesantren had their own full-time tutors and nine pesantren hired temporary tutors (for Paket B and/or other program). Comparing number of tutors and santri in each program, we can conclude that the availability of Paket B tutors is better than life skills tutors (see Table 17).

**Table 17. Learners and tutors**

Sub Aspects	Categories	Province					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Number of learners aged 12-18 of each program	Paket B	20	20	559	788*	30*	1417	56.0%
	Life Skills	6		494	584*	30*	1114	44.0%
	TOTAL						2531	100.0%



Sub Aspects	Categories	Province					TOTAL	%
		North Sumatra	Banten	Central Java	East Java	South Sulawesi		
Number of tutors of each program	Paket B	3	7	92	65**	18**	185	73.1%
	Life Skills	2		37	26**	3**	68	26.9%
		TOTAL					253	100.0%
Availability of full time tutor	Available	1	1	6	9	2	19	67.9%
	Not available			6	3		9	32.1%
		TOTAL					28	100.0%

Notes:

\* Data from Sidoarjo (1 pesantren) and Pangkep (1 pesantren) are not available.

\*\* Data from Sidoarjo (1 pesantren), Bangkalan (3 pesantren), Mojokerto (2 pesantren) and Pangkep (1 pesantren) are not available.

Table 18 indicates that the ratio of tutor/learner for Paket B is better than that of Life Skills. The number of Paket B tutors is greater than the number of life skills tutors. The tutor to learner ratio at pesantren is smaller than other NFE providers. On the other hand, from interviews with pesantren leaders and staff, it is clear that they feel that their priority is life skills programming, more than Paket B.

Table 18. Tutor to learner ratio per program

Program	Ratio of tutor-learners	
	Pesantren	Others
Paket B	1:8	1:3
Life skills	1:17	1:11

## **PART IV      IMPLICATIONS      FOR      DBE3      PROGRAMMING      AND RECOMMENDATIONS**

### **A.      Implications for DBE3 Programming**

This section summarizes key information, themes, and issues raised in the four previous sections of this paper and considers their implications for DBE3 programming. Section B, following, makes recommendations for consideration for improving DBE3's support for nonformal education for youth.

In general, DBE3's approach to NFE programming is consistent with the intentions expressed in USAID's RFA for DBE3 and is also consistent with government's nonformal education priorities. Some challenges to DBE3 are how to promote system improvement and build capacity among a diverse group of nonformal education providers efficiently, how to have meaningful impact at adequate scale given the lesser numbers of young people in DBE3's target age group who access services of NFE providers, and how to ensure that DBE3's work in NFE increases educational and life skills building opportunities for youth.

#### Role of Government in NFE Provision

The government's role in ensuring that NFE provision takes place is central, reflecting Indonesia's commitment to Education for All. The main roles of national level government are to develop programs and provide grants that assist implementation at the NFE provider level. The provincial and district level government's main role is to implement programs, and provide technical and supervisory support through *pengawas* (supervisors) and *Tenaga Lapangan Dikmas* (TLD, a field NFE facilitator). This situation analysis provides information indicating that DBE3 will need to continue to develop its understanding of the evolving roles of the various specialized government agencies that oversee different aspects of nonformal education and develop strategic links with relevant ones.

#### Other Stakeholders in NFE Provision

The number of external donors/funders who support nonformal education in Indonesia is limited. They include the World Bank, ILO, USAID, and GTZ. All have an interest in helping MoNE strengthen life skills education. As their support for nonformal education and life skills development evolves and refines (for example, to a more comprehensive and practical understanding of how life skills can be integrated and assessed), it should also become more intentionally complementary.

The survey shows that most NFE implementing stakeholders—that is, NFE providers—are already members of existing networks of the same type of organizations because of government requirements (most of the networks are established by the government). These networks (such as tutor forum, PKBM forum, pesantren forum, etc.) usually meet to receive information from government, thus the meetings are usually incidental instead of routine. These networks have the potential to be expanded and more effective.

### Public Awareness of the Importance of NFE

In general, nonformal education is perceived by community only as complementary and even of less value to formal schooling and of no high significance. Yet nonformal education has played and will continue to play an important role in providing education for the groups of citizens who are marginalized thus present potential issues for the country if they are left with no education whatsoever. DBE3 needs to assist NFE providers particularly, and nonformal education in Indonesia generally, to advocate with youth and general public of the significance and contribution of nonformal education to the country and its economy.

### Resource Limitations of NFE Providers

NFE providers face problems that relate to the insufficiency of facilities, and financial resources, such as books, premise for learning, and learning media. Most NFE providers are financially dependent upon government to implement programs that may not always be relevant to the needs of learners in their area, including youth learners. DBE3 needs to assist NFE providers to identify ways to leverage resources that will eventually enable them have more options of programs to deliver and be more independent of government.

### Diversity of NFE Provider Types, Programs and Target Age Groups

There are quite a few types of NFE providers, but they can be categorized into government and private-owned. The variety in terms of organizational types results in variety of programs offered thus age groups to be targeted. The NFE programs include those that are funded and planned by the government, and those that are funded and planned by NFE providers. These include, among others, equivalency education, functional literacy, vocational training, life skills training, and religious programs. The NFE target age groups are also heterogeneous in nature, as NFE is open for all members of community. This poses a challenge to DBE3, as the numbers of youth aged 12-18 accessing services via NFE providers in DBE3 target subdistricts may be small.

### NFE Program Quality and Relevance

DBE3 assessment of Cohort 1 NFE providers shows that half of the surveyed NFE providers conduct monitoring and evaluation activities. However, the purpose has been solely to fulfill the administrative requirements from government, and not on improving the quality of programs delivery for youths. In order to ensure optimum results for its program and capacitate its targets with skills to do effective program planning, DBE3 needs to increase the capacity of nonformal education officials and providers on program monitoring and evaluation.

### Vocation/Work-Related Programs

The survey shows 71.4 percent of NFE providers perceive that the community needs life skills program more than Paket B, although it is not clear if this may be because many are already offering Paket B. Providers emphasized learners' need to work. DBE3 needs to direct its intervention towards providing access and improving the quality of life skills, especially vocational skills education.

### Youth and NFE Providers

The survey finds that NFE providers have implemented programs that are planned and funded by the government. This indicates lack of consultation with youth learners regarding the programs relevance to their needs at the NFE provider level.

#### Paket B

As mentioned in the narrative, equivalency education has recently gained significantly increased attention and acknowledgement from MoNE and the community in general for its roles in helping the country achieve basic education for all. The survey also shows that the government possesses financial potential to succeed in this area, but somehow has been limited in reaching the beneficiary groups. In supporting DEE with planned interventions, DBE3 needs to ensure that it uses not only the most appropriate methods but also incorporates suggestions on how the methods may efficiently address the issue related to outreach more beneficiaries, including youth.

### **B. Recommendations**

- 1. Ensure DBE3 planned monitoring and evaluation consultancy includes a component on managing and using data to improve access to and utilization of Paket B by out of school youth**

As explained in the narrative and implications of this document, current Paket B programming by the central level MoNE can be made more efficient in terms of outreach that may be due to, among others, lack of data and data management. In its monitoring and evaluation consultancy, DBE3 needs to ensure that it supports DEE in improving the general Paket program monitoring and evaluation system and while doing that provide ideas on how to do effective data collection and management that will enable local and national level DEE be more efficient in terms of providing access of equivalency education.

- 2. Include Paket B tutors in DBE3 Effective Teaching trainings**

The survey indicates that both Paket B and non-Paket B tutors have similar needs regarding improving teaching practices and integrating life skills into mainstream programs; and that it is for the benefit of NFE providers to have their tutors are on similar level of teaching skills. In addition to that, the survey suggests that due to limitation in human resources, tutors Paket B are often the same tutors for other programs. On the other hand, DBE3's current strategies (Immediate Result 3.2) proposes the training for Effective Teaching be excluded for Paket B tutors.

DBE3 needs to modify this strategy and include Paket B tutors in the planned training of Effective Teaching.

- 3. Proactively engage Islamic leaders in support of improved quality of nonformal and life skills education**

The analysis indicates that pesantren (particularly the traditional ones) are suitable partners for DBE3 nonformal education as its targets are mainly children and youth coming from lower economic background, it is more institutionally mature,

and usually possess basic requirements for sustainability (such as learning premises, and strong bond among members of pesantren).

Pesantren is usually leader-oriented because the leader (kyai) is the one who creates, funds, and sustains pesantren. Many managerial and instructional decisions are made by the single leader possibly with inputs from his/her staff. DBE3 should make sure that pesantren leaders and their staff are familiar with DBE3 activities and their purposes, and have opportunities to observe and/or participate in those activities and make sure that its activities are appropriate to the context.

**4. Promote shared understanding and increasingly consistent and relevant approach to youth life skills education by strengthening links with key NFE supporters and relevant ministries**

The analysis shows that aside from ministries and NFE providers, donors are also important supporters of nonformal education. Since there are currently not many donors working on nonformal education, DBE3 should be able to establish close coordination with these donors, i.e. the World Bank, ILO, and GTZ.

The assessment indicates that the majority of NFE providers request strengthening in vocational training. For this purpose, DBE3 should consider consultations with ILO, whose focus of work involves employment-related training and child labor, to discuss possibilities of using their existing materials and/or trainers to address the needs of NFE providers. DBE3 may do this conducting meetings with ILO and make necessary modifications to their materials if DBE3 decide that they are appropriate for DBE3 target groups.

The World Bank EYE program focuses on establishing vocational related life skills within the mainstream Paket B but do not work specifically on developing the other skills, namely personal and social skills. DBE3 has produced Paket B student Activity Book that focus on personal and social skills. Therefore, the products of both EYE and DBE3, in combination, are highly significant for the development of a comprehensive life skills in NFE learners. DBE3 needs to conduct meetings with EYE to further seek opportunities to share Paket B Student Activity Book in the World Bank project's target areas, and to promote their products in the areas DBE3 is working in.

**5. Investigate ways to address specific common needs of NFE providers particularly related to books supporting life skills development**

DBE3's DIP already mentions DBE3's plan to help target schools and NFEPs develop local PPA (Public Private Partnership). This analysis highlights a common need in NFEPs that could be addressed at scale

**6. Increase community awareness that will help enhance resource mobilization and use of nonformal education**

DBE3 needs to assist nonformal education improve general public's perception of nonformal education. The current general perception is that nonformal education is a second class alternative that are not very relevant to the people, including youth. As a result, nonformal education continues to receive little support and acknowledgement with which it could improve the quality and relevance. While DBE3 needs to work on increasing the quality and relevance, at the same time it needs to advocate a shift in community's perception and increase the awareness the importance of nonformal education in the effort to mobilize more resources into nonformal education that can help it to raise its quality, and eventually increase the use of nonformal education by the community.

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## APPENDIX 1

### NFE in the DBE3 RFA

In its Request for Applications (RFA) for the DBE3 project, USAID noted the challenge of supporting the learning needs of youth, since they cannot be delivered in pre-determined packages of activities, resources, participants, or service providers. The RFA indicated that:

- Project technical assistance for nonformal education should focus on building nongovernmental organization (NGO) and community learning center (CLC) programs that are needs-and community-based, demand-driven, flexible, sustainable, and that rely heavily on locally-available resources;
- Support for CLCs and NGOS should concentrate on:
  - capacity building for planning and management of the organization,
  - planning and organization of learning programs,
  - teacher and tutor preparation and training,
  - expanding information and communications capacity,
  - community and resource mobilization,
  - preparation of teaching/learning modules,
  - preparation and/or provision of books and other teaching aids,
  - monitoring and evaluation, publications and other media, and
  - exchange of information and best practices between and among NGOs and CLCs
- Assessing/surveying on-the-ground realities as a precondition to project design.
- The project should provide support at the central level for the development of a standards framework and materials for Package B designed for youth, perhaps including assistance in developing 1) standards of competencies, for academic and life skills; 2) performance standards; and 3) materials development.
- At the district/sub-district level, the Recipient should assist training in the use of the new, improved equivalence materials.

## APPENDIX 2

### DBE3 NFE Strategy Development and Links to RFA

RFA themes	Types of activities originally proposed by DBE3 (2004)	Proposed in Oct. 10, 2006 DIP
Assess on-the-ground realities NFE provider management capacity and ability to access resources (programs are needs-based, demand-driven, flexible, sustainable, and that rely heavily on locally-available resources), exchange of information and best practices	<ul style="list-style-type: none"> <li>• Increase community participation in CLC management by building capacity of CLC managers to assess and access community resources and facilitate broader-based community participate in CLC management</li> <li>• Improve CLC's profile and ability to promote its programs</li> </ul>	<ul style="list-style-type: none"> <li>• NFE provider assessment</li> <li>• Train and support NFE provider management to facilitate effective delivery of relevant, quality, youth-centered life skills programs and services via management training module and toolkit, partnership module, follow-up support by district facilitators (includes manager network/follow-up group)</li> <li>• Train and support NFE providers to access and manage small grants by preparing and being funded to implement activities to support youth life skills development</li> </ul>
NFE provider capacity to plan, organize and implement learning programs	Strengthen MoNE capacity to develop CLCs by working with MoNE to map the capacity and potential of CLCs in target areas and review and improve CLC policies on management structure, minimum competencies, and tutor recruitment and training	<ul style="list-style-type: none"> <li>• MoNE and MoRA staff have served as data collectors and analysts</li> <li>• MoNE and MoRA staff are DBE3 District NFE Facilitators—they will conduct training and provide follow-up support</li> <li>• Investigate role of DBE district committees?</li> </ul>
NFE provider capacity to plan, organize and implement learning programs, teacher/tutor preparation and training, preparation of teaching/learning modules, preparation or provision of books and teaching aids, exchange of information and best practices	Strengthen CLC capacity to deliver quality programs by developing modules to help CLCs engage the private sector, assess the core competencies that employers are seeking, develop and provide relevant life skills training, utilize community members in program delivery, establish an appropriate cost-recovery strategy, and link youth to job placement services upon completion of skills training. Also provide grants that leverage MoNE's operational funds for CLCs and help CLCs to develop responsive, community-based youth employment programs and link CLCs with other training providers.	<ul style="list-style-type: none"> <li>• Partnership module</li> <li>• Train and support Paket B tutors to develop life-skills-building activities as in Paket B Student Activity Book</li> <li>• Train and support tutors to facilitate youth to build life skills through non-Paket B life skills programming (such as vocational training)</li> <li>• Provide in-kind resources for NFE providers to promote such areas as service learning, community youth forums and private sector engagement (TBD following youth consultation)</li> <li>• Tutor network/follow-up group</li> </ul>
Central-level standards and framework for Paket B	Build CLC capacity to manage and implement Paket B.	Via improved NFE provider management, Paket B Student Activity Book, possible follow-on activities from testing and certification and monitoring and evaluation consultancies?



## APPENDIX 3

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#### APPENDIX 4

##### Interviewees

Ace Suryadi	Director General Out of School Education, MoNE
Ella Yulaelawati	Director Equivalency Education DG OSE, MoNE
Ahmad Zayadi	Head of Sub-directorate Equivalency Education, Directorate of Religious Education and Pesantren, MoRA
Erman Syamsuddin	Director Nonformal Educators Quality Improvement, MoNE
Triyadi	Director Courses and NFE Institutions, DG OSE, MoNE
Ahmad Safuri	Head of Sub-Directorate Basic Equivalency Education, DEE, MoNE
Cecep Suryana	Head of Program Section, DEE, MoNE
Rukmini	Head of M&E Section, DEE, MoNE
Lucille Gregorio	DBE3 Paket B testing and certification consultant
Irhas Sabirin	Head of Section Welfare of Santri, Directorate of Religious Education and Pesantren, MoRA
Usman Syihab	Consultant, DEE, MoNE
Jayeng Baskoro	Head of BPPLSP South Sulawesi
Mustafa Kamil	Consultant, DEE, MoNE
Hambali	Staff of BPPLSP South Sulawesi
Eddy Rukmana	Staff of BPPLSP West Java
Farhan Yamin	Staff of BPPLSP West Java
Supriyanto	Head of M&E Section, Directorate Courses and NFE Institutions, DG OSE, MoNE
Dindin Kamarudin	Head of Sekar Foundation.
Saepurwanto	Head of PKBM 32 East Jakarta
Ali Sihombing	Head of PKBM Perguruan Rakyat Cengkareng
Ibrahim	Head of PKBM Forum West Jakarta
Anton	Tutor of PKBM West Jakarta
Ferry Wardhana	Head of PKBM Al-Ishlah-curug
Ibu Syamsinar	Head of PKBM Malaka West Jakarta

Pak Sriwidodo	Head of PKBM 27 South Jakarta
Dewi Fujoochwati	Head of PKBM YCAB West Jakarta
Ratna Sari Hakim	Head of PKBM Al Hidayah Pasar Rebo
Maryana	Project Manager and Staff of Equivalency Education Directorate (EYE)
Susanna Adam	Project Manager GTZ of Life Skills Education
Dede Shinta Sudono	Program Officer, IPEC, ILO

## APPENDIX 5

### NFE provider assessment tools

#### Guidelines for data collection

#### **Standard Prosedure Operasional Pengumpulan data Situasi , Kebutuhan Lembaga Penyelenggara PLS, Frofile Kekuatan Subdin PLS Propinsi**

1. Persyaratan Pengumpul data
  - a. Pengumpul data Memahami Pendekatan dan Program PLS
  - b. Memahami metode Pelaksanaan Pengumpulan data
  - c. Bersedia mendalami isi Instrumen yang dikembangkan
  - d. Bersedia melakukan tabulasi data keseluruhan
2. **Metode:** Pengumpulan data menggunakan Wawancara Pengamatan, Documentasi dengan menggunakan pedoman yg sudah disiapkan
3. **Sasaran** Studi, Diambil seluruh Target Program, Karen dianggap sudah diadakan sampel sebelum penentuan program
4. Contoh Sumber Data

No	Alat	Kode	Sasaran	Jl sasaran
1	Wawancara	L I	Ketua Lembaga	1 Org Lembaga 3 Staf
2	Wawancara	L II	Warga Belajar	5 Org/lembaga
3	Wawancara	L III	Sumber Belajar	2 org/lembaga
4	Wawancara	L IV	Kepala Desa	I Org dari desa di mana Lembaga berada
	Wawancara,semi diskusi		Tokoh Masyarakat	2 Orang
			Orang tua WB	2 Orang
5	Documentasi	LD V	Lingkungan Lembaga	-

6	Pengamatan	LP VI	Lingkungan Lembaga	-
7	Wawancara  Semi Diskusi	L KBT VII	Ketu /Kepala lembaga  Staf Lembaga	1 Orang  3.Orang Kasi 1 Orang TU 3 Orang staf teknis (Pamong)

5. Cakupan penggunaan Instrumen

1. L I + VI , Analisis situasi Lembaga Pelaksana Program PLS
2. L I-L VII. Analisis Kebutuhan Lembaga dlm Membangun kemampuan melaksanakan Program PLS
3. F1 : Profile PLS tk Kab  
F2 : Profile PLS tk Propinsi  
F3 : Tabulasi Profilr Propinsi

6 Tehnik Pelaksanaan

F1-FVII dilakukan Sebelum F1-F3

Atau Sebaliknya. Disarankan tidak dilakukan berbenturan

7. Tabulasi:Sesudah selesai lakukan tabulasi dengan kode LT I dst, serta FT 3

8. Jadwal Pelaksanaan

No	Tgl/Bln/thn	Kegiatan	PenanggungJjawab		
			JKT	Prop	BPPLSP
1		Pelatihan Pengumpul data	v		
2		Pengumpulan data LI-LVII			v
3		Pengumpulan data F1-3		v	
4		Tabulasi data		v	
5		Pengiriman hasil tabulasi dan Instrumen total ke Jkt		v	
6		Analisis dan Penulisan Laporan	v		
7		P.Laporan	v		
8		Laporan pada Pemerhati	v		

9. Hasil : Tabulasi dan data yg murni krim ke DBE3 Pusat

1. Interviews with NFE learners age 12-18

**L.II**

**ANALISIS SITUASI PENDIDIKAN LUAR SEKOLAH**

**Instrumen Pengumpulan Data**

**Pedoman: WAWANCARA**

SUMBER DATA : Warga belajar 12-18 Thn

**BH,PS,Tdk Sekolah, Lulus Tidak Lanjut**

Dentralized Basic Education 3

**Petunjuk bagi Pengumpul data:**

1. Sebelum anda melakukan pengumpulan data, hendaknya seluruh pertanyaan dipahami secara benar.
2. Ingat yg saudara hadapi adalah warga belajar remaja, bicaralah dengan pelan dan jelas dan biarkan mereka banyak bicara
3. Mulailah bertanya dengan salam
4. Anda adalah orang yang membutuhkan, oleh karena itu jangan mendikte atau memaksakan keinginan
5. Dalam setiap pertemuan gunakan bahasa yang jelas
6. Setiap jawaban langsung direkam dalam instrument, jangan tunggu sampai lupa
7. Pertanyaan yang sifatnya tertutup beri tanda (V) pada jawaban pilihan
8. Pertanyaan/ Pernyataan yang sifatnya terbuka dalam arti mengisi, agar data dimasukkan pada titik titik dalam setiap pertanyaan
9. Pada saran saran, catat secara utuh maksud si responden, kemudian coba bacakan ulang, agar si responden memiliki kesempatan untuk mengecek kebenaran apa yang diutarakannya

**SELAMAT BEKERJA**

**A. Data Pribadi:**

1. N a m a :
2. Umur/tempat tanggal lahir :
3. Jenis Kelamin : Lk/Pr
4. Status : Kawin/janda/duda/belum kawin
5. Alamat : Jalan.  
Desa  
Kecamatan  
Kabupaten
6. Pekerjaan : .....

**Pendidikan**

1. Formal : Lulus SD Tidak lanjut thn.....  
: PS SMP/SLTP thn.....  
: Lulus SMP tdk Lanjut thn.....  
: PS SLTA thn.....
2. Non Formal : Pelatihan .....  
: Pelatihan .....

**Pengalaman kerja**

1. Sebelum menjadi Wb Lembaga ini, a. Bantu dagang  
Sdr/i bekerja b. Tdk kerja  
c.....
2. Setelah menjadi WB lembag ini a. Pedagang  
Sdr/i mengerjakan apa? b. Tdk Kerja  
c.....

**B. Calon Warga Belajar dan Warga Belajar Ikut Program**

1. Anda Ikut Program kegiatan belajar apa?  
a. Baca Tulis Hitung, b. Paket B Setara SLTP, c. Paket C setara SLTA  
d. Ketrampilan..... e. Kewanitaan, f. Kecakapan hidup
2. Darimana anda tau kalau ada kegiatan seperti itu di lembaga ini  
a. Diberitau teman, b. Diajak teman, c. Pemberitahuan, d. Dari kepala  
desa, edari.....
3. Kenapa Anda ikut kegiatan belajar itu  
a. Ingin dapat Izasah, b. Ingin Pintar, c. Ingin mendapat pekerjaan, d. Ingin usaha sendiri
4. Setelah ikut program anda meaninggalkan keagiatan yg selama ini anda lakukan  
a. Ya, b. Tidak



### **Kebutuhan belajar**

1. Bagaimana anda memilih kegiatan belajar tersebut  
a. disuruh, b.Tidak ada pilihan,c.Daripada nganggur,d.karena sesuai dengan apa yg saya lakukan sekarang. e.....
2. Apa yang anda ingin ketahui dari kegiatan belajar ini  
a.Hal hal teknis,b,Pembukuan,c.Pemasaran,d.Mengatur usaha,e.....

### **Pembelajaran**

1. Apakah kepada anda diberitau apa yang akan anda pelajari dari kegiatan ini?  
a.Ya, b.Tidak
2. Kalau Ya, apa saja yg akan anda pelajari  
a..... b..... c.....
3. Apakah anda sudah mendapatkan sebagiandari apa yang anda inginkan dari kegiatan ini  
a. Sudah b.Belum
4. Kalau belum, apakah anda yakin akan mendapatkannya  
a.Ya, b.Tidak Tahu
5. Apakah anda diberi buku bacaan  
a.Ya, b. tidak
6. Kalau tidak bagaimana anda belajar di rumah  
a. Tidak belajar, b. Belajar di sini saja
7. Apakah pengajar mengajar dengan jelas  
a, Ya, b. Tidak tau
8. Kalau tidak tau, anda tidak Tanya  
a.Tidak, b. Diam aja
9. Apakah pengajar menggunakan contoh contoh berupa barang dalam mengajar  
a.Ya , b. Tidak
10. Apakah kesan anda padapembelajaran yg anda ikuti  
a. Membosankan, b.menyenangkan, c. biasa bisasa saja d.
11. Kalau membosankan kenapa  
a. Tidak senag sama pengajar, b. yang diajarkan biasa vbiasa saja, c.....

### **Pascah Belajar**

#### **Bagi yg akan dan sedang belajar**

1. Setelah selesai kegiatan belajar ini seluruhnya anda akan melanjut ke jenjang selanjutnya  
a. Ya.    b. Tidak.    c. mau kerja aja ,d. ....
2. Kalau tidak anda mau kerja pada orang lain atau kerja sendiri  
a. Sama Orang lain,   b. Kerja sendiri
3. Kalau kerja sendiri apakah anda sudah punya alat,tempat, bahan,langganan  
a. belum   b. Dari orang tua.
4. Kalau belum bgm anda memulai  
a. Itu yang saya harapkan dari lembaga ini   b. bantuan dari mana saja

#### **Bagi yang sudah selesai**

1. Apa yang anda lakukan setelah ikut kegiatan belajar di sini  
a. Belum ada    b. masih nganggur,   c. Kerja dengan org lain,   d. Usaha sendiri
2. Kalau usaha sendiri bgm anda memulainya  
a. Dibantu orang tua,    b. dibantu lembaga ini,   c. ....
3. Sebenarnya untuk memulai usaha apa yang anda perlukan  
a. Tempat,   b. Alat,   c. Modal
4. Untuk memulai usaha sesuai dengan keinginan anda setelah belajar disini berapa modal minimal yg anda perlukan  
a. Rp. 1 juta   b. ....
5. Sekiranya ada yang membantu anda mampu dan mau mengembalikan  
a. Ya   b. Tidak,    c. Lihat kalau untung,    c. ....
6. Kalau ya bagaiman dari mana anda mengembalikan  
a. Menyishkan keuntungan    b. Minjam dari orang lain.    c. ....

2. Interviews with tutors (of Paket B and non Paket B)

**AS.WSB.III**

## **ANALISIS SITUASI PENDIDIKAN LUAR SEKOLAH**

### **Instrumen Pengumpulan Data**

**Pedoman:WAWANCARA**

SUMBER DATA : Tutor Paket B (2 Orang)

Sumber Belajar PKH(2 Orang)

**Nama Lembaga :**

**Kecamatan :**

**Kabupaten :**

**Propinsi :**

Decentralized Basic Education 3

## **Petunjuk**

1. Sebelum anda melakukan pengumpulan data, hendaknya seluruh pertanyaan dipahami secara benar.
2. Wawancara lakukan berkelompok dalam bentuk Semi diskusi
3. Mohon kesedian Sumber belajar untuk ikut ambil bagian dalam diskusi  
Format diisi sesuai kesepakatan para tutor dan sumber belajar. Cukup nama satu orang dalam Instrumen
4. Bangun kebiasaan mendengar dan memahami, dorong agar Tutor/Sumber belajar mau berbicara bebas
5. Jelaskan hasil diskusi ini tidak ada kaitan dengan pemberian bantuan apapun. Pengumpulan data adalah untuk menyusun Keadaan Lembaga Pelaksanaan Program PLS
6. Anda adalah orang yang membutuhkan, oleh karena itu jangan mendikte atau memaksakan keinginan
7. Dalam setiap pertemuan gunakan bahasa yang jelas
8. Mulailah dengan salam
9. Ajukan pertanyaan sesuai struktur
10. Setiap jawaban yg sdh disepakati. (bacakan setiap anda merumuskan hasil diskusi sebelum dimasukkan dalam Instrumen) langsung direkam dalam instrument, jangan tunggu sampai lupa
11. Pertanyaan yang sifatnya tertutup beri tanda (V) pada jawaban pilihan
12. Pertanyaan/ Pernyataan yang sifatnya terbuka dalam arti mengisi, agar data dimasukkan pada titik titik dalam setiap pertanyaan. Rangkum jawaban menjadi pointers. Dan ulangi apakah mereka sudah setuju
13. Pada saran saran, catat secara utuh maksud si responden dalam bentuk pointers, kemudian coba bacakan ulang, agar si responden memiliki kesempatan untuk mengecek kebenaran apa yang diutarakannya

**SELAMAT BEKERJA**

### WWSB III

No	Pertanyaan	Jawaban
<b>A</b>	<b>Latar Belakang</b>	
1	Bpk/Ibu pasti menjadi anggota paguyupan/perkumpulan tutot/SB	a. ya b. Tidak
2	Bpk/ibu yg berasal dari guru mungkindk tdk ada permasalahan dalam mengajar Paket B, tetapi untuk mengajar Pendidikan kecakapan hidup, bgm Bpk/ibu melaksanakannya	a. Dari pengalaman sehari hari b. Dilatih lebih dahulu c. Baca buku, ajarkan d.
<b>B</b>	<b>Sumber belajar</b>	
1	Menurut Bpk/ibu apakah Tutor Paket B harus berbeda dengan Tutor/Sumber belajar PKH	a. Ya b. Tdk Usah c. Bisa Ya/Tdk
2	Kalau ya, mengapa	a. Tuntutannya berbeda b. PKH menuntut kecakapan Pribadi, social, Ketrampilan dan Tujuannya untuk bisa mandiri c. Paket B hanya kecakapan Pribadi dan tujuannya utk lulus
3	Untuk memperkecil perbedaan tutor kedua program ini apa saran saudara	a. Beri latihan yg sama b. Ini sulit disatukan karena tujuan yang berbeda, c. Kecakapannya berbeda d. Lebih baik tutornya berbeda
4	Kalau harus berbeda materi apa yg harus diberikan utk Tutor/Sumber belajar PKH	a. Metode mengajar b. Keterampilan teknis b. Kecakapan social c. Pengetahuan Personal

5	Untuk mendukung hal itu diperlukan	<ul style="list-style-type: none"> <li>a. Bahan Bacaan</li> <li>b. Bahan praktek</li> <li>c. Penyediaan modal awal</li> </ul>
6	Dalam penentuan program apabila sdr dilibatkan apa yg akan sdr lakukan	<ul style="list-style-type: none"> <li>a. Minta dikembangkan alat identifikasi kebutuhan belajar</li> <li>b. Laksanakan identifikasi kebutuhan belajar</li> <li>c. Kelompokkan warga belajar</li> <li>d. Buat peta kebutuhan belajar</li> <li>e. belajar</li> </ul>

3. Interviews with staff (non tutors)

## **KbL VII**

### ***Instrumen Identifikasi kebutuhan Lembaga***

#### **Pedoman Wawancara**

**Kepala/Ketua Lembaga**

**Sumber data : Staf Lembaga 5 Orang**

Decentralized Basic Education 3

**Petunjuk Bagi pengumpul data:**

1. Sebelum anda melakukan pengumpulan data, hendaknya seluruh pertanyaan dipahami secara benar.
2. Sebelum memulai usaha pengumpulan data, jelaskan bahwa kegiatan ini adalah usaha untuk mendapatkan kebutuhan nyata dari lembaga agar mampu menyelenggarakan pembelajaran bagi remaja 12-18 thn di bidang kecakapan hidup
3. Jelaskan Hasil dari pertemuan tidak mengikat, apa yang dapat dibantu akan disesuaikan dengan tujuan dari lembaga pemberi bantuan.
4. Mulailah bertanya dengan salam
5. Anda adalah orang yang membutuhkan, oleh karena itu jangan mendikte atau memaksakan keinginan, bertindaklah sabar, mau mendengar, hargai setiap apa yang diucapkan teman
6. Dalam setiap pertemuan gunakan bahasa yang jelas, dan jelaskan hasil yang diharapkan
7. Setiap jawaban langsung direkam dalam instrument, jangan tunggu sampai lupa
8. Pertanyaan yang sifatnya tertutup beri tanda (V) pada jawaban pilihan
9. Pertanyaan/ Pernyataan yang sifatnya terbuka dalam arti mengisi, agar data dimasukkan pada titik titik dalam setiap pertanyaan
10. Pada saran saran, catat secara utuh maksud si responden, usahakan agar teman bicara anda memberi pemikiran, kemudian coba bacakan ulang, agar si responden memiliki kesempatan untuk mengecek kebenaran apa yang diutarakannya



## Bidang Management

No	Pertanyaan	Jawaban	Saran
1	Apakah cara yg ditempuh lembaga ini dalam merencanakan <b>program tahunan, mengorganiser kegiatan, menentukan program kegiatan dan cara pengendalian</b> untuk mendukung program pembelajaran masyarakat melalui Lembaga ini sudah sesuai dengan harapan saudara	a. Sudah b. Belum	x
2	Kalau belum kenapa	a. Saya tdk dilibatkan b. Rencana, pengorganisasian, jenis program dan penendalian dibuat/diatur dari pemberi dana c. Saya belum pernah dilatih di bidang cara pengelolaan Lembaga d. saya hanya pekerja/staf e.	x
3	Apa saran saudara untuk memperbaiki sistem perencanaan, pengorganisasian, penentuan program, pengendalian di lembaga ini	x	
<b>B. Sarana Prasarana</b>			
1	Melihat gedung, ruang belajar, bahan belajar, bahan ajar, alat peraga yang dimiliki lembaga ini dalam menunjang kegiatan pembelajaran, apakah saudara sudah merasa cukup untuk menjamin mutu hasil pembelajaran yg saudara lakukan selama ini	a. Sudah b. Belum c. Tidak tau	
2	Kalau belum mana yang perlu, diperbaiki dan apa alasannya	a. Sebutkan apa, berapa, harga	

3	Sarana prasana apa yang harus diadakan	Sebutkan apa,berapa,harga	
4	Kalau bahan belajar atau alat Bantu anda sarankan bgm menggunakannya	a.dilatih dulu b. belajar sendiri	
<b>C. SDM</b>			
1	Untuk mendukung pelaksanaan program pembelajaran apakah Lembaga ini sudah memiliki tenaga yang cukup dan mumpuni	a.Sudah b.Belum c.	
2	Kalau belum, tenaga yang bagaimana yg anda perlukan, kenapa	a.Tenaga bidang ketrampilan b.Tenaga bidang pengelolaan usaha c. Tenaga bidang Pemasaran hasil belajar d. Tenaga administrasi keuangan e.....	
3	Bagaimana memperoleh tenag seperti itu	a. staf yang ada dilatih b. tenaga dari luar di beri honor yg sesuai	
4	Kalau dilatih, dimana,berapa lama,siapa yang melatih,biaya		
5	Apa tujuan dari setiap pelatihan(terukur)		
<b>D</b>	<b>Warga belajar</b>		
1.	Sering seorang warga masyarakat kecewa setelah mengikuti program pembelajaran, karena apa yang diharapkannya tidak sesuaidengan yagn dialaminya. Bgm cara yg ditempuh lembaga ini untuk menentukan jenis program yuang kan dilaksanakan	a.Menjelaskan program pada masyarkat b. menjelaskan PKS apa yang akan diperoleh dari kegiatan peambelajaran c.Menanyakan apa kebutuhan Masyarakat	

		Program sudah tidak dapat dirubah karena sedah tertuang dalam rencana	
2	Apakah Cara cara itu menurut anda sdh yg terbaik?	a.Ya b.Tidak c.Ragu2	
3	Kalau tidak atau ragu ragu, bagaimana sebaiknya agar keingin masyarakat belajar menghasilkan apa yg diharapkannya	a. Kembangkan alat b. Latih pengembang program c. Tidak tau	
4	Kalau dilatih diman,apa materinya,berapa lama,apa persyaratan pesertanya, berapa biayanya		
<b>E. Sumber Belajar</b>			
1	Untuk membuat program pembelajaran berhasilguna diperlukan kemampuan,teknis dan akademis dari Sumber belajar yang dimiliki Lembaga . Bgm pendapat saudara	a.Setuju b.Tidak perlu, mereka sdh baik c.Tidak tau	
2	Kalau setuju , kemampuan tekni,akademis apa saja yg menurut saudara perlu dimiliki Tenaga yg membantu lembaga	a.Kemampuan praktek berbagai ketrampilan b.Pemahaman manfaat nyata dari setiap ketrampilan guna meningkatkan penghasilan d.Pengetahuan tentang, metode pembelajaran yg baik,cara memotivasi warga belajar, cara memberikan bimbingan dan penyuluhan pada warga masyarakat e..... f.....	
3	Untuk mendapatkan hal itu bgm cara yg anda pikirkan	a. memberi bahan bacaan b. membentuk	

		kelompok belajar Ketenagaan c. memberi latihan d. ....	
4	Bahan bacaan apa yg menurut anda sangat diperlukan	a. Cara memotivasi b. Cara memberi bimbingan dan penyuluhan c. Alat alat yg sesuai dgn a.b d. ....	
5	Kalau harus dilatih untuk tujuan No 4 diatas, dimana mereka dilatih, berapa lama, persyaratan peserta, bioaya, pekerjaan setelah dilatih.		
<b>F. Dana Belajar</b>			
1	Salah satu program yg di harapkan bagi remaja 12-18 thn, adalah Pendidikan Kecakapan hidup, salah satu keluhan warga masyarakat walaupun tidak selalu benar, bahwa untuk mampu menerapkan hasil pelatihan diperlukan dana.Darimana lembaga selama ini membantu usha peserta didik	a.Dari pemerintah b..... c.....	
2	Dana pemerintah tdk mungkin mencukupi untuk seluruh program.Bgm pikiran anda tentang hal ini	a.Kita tidak melakukan program Kecakapan hidup. b.menunggu samai ada jatah	
3	Apabila ada yang mamu membantu pendanaan, untuk apa saja keperluannya	a. Biaya pelatih b. Biaya bahan belajar c. Biaya modal usaha d. ....	
4	Berapa diperkirakan biaya untuk satu orang warga belajar	a.Rp.....	

4. Interviews with NFE provider managers

**L. I**

## **ANALISIS SITUASI PENDIDIKAN LUAR SEKOLAH**

### **Instruimen Pengumpulan Data**

#### **Pedoman Wawancara**

SUMBER DATA : Kepala/Ketua Lembaga

**Sekretaris Lembaga**

**Kepala Seksi**

Decentralized Basic Education 3

## **Petunjuk**

1. Sebelum anda melakukan pengumpulan data, hendaknya seluruh pertanyaan dipahami secara benar.
2. Mulailah bertanya dengan salam
3. Anda adalah orang yang membutuhkan, oleh karena itu jangan mendikte atau memaksakan keinginan
4. Dalam setiap pertemuan gunakan bahasa yang jelas
5. Setiap jawaban langsung direkam dalam instrument, jangan tunggu sampai lupa
6. Pertanyaan yang sifatnya tertutup beri tanda (V) pada jawaban pilihan
7. Pertanyaan/ Pernyataan yang sifatnya terbuka dalam arti mengisi, agar data dimasukkan pada titik titik dalam setiap pertanyaan
8. Pada saran saran, catat secara utuh maksud si responden, kemudian coba bacakan ulang, agar si responden memiliki kesempatan untuk mengecek kebenaran apa yang diutarakannya

**SELAMAT BEKERJA**

**A. Data Pribadi :**

1. N a m a :
2. Umur/tempat tanggal lahir :
3. Jenis Kelamin : Lk/Pr
4. Status : Kawin/janda/duda/tdk
5. Alamat : Jalan.  
Desa  
Kecamatan  
Kabupaten
6. Jabatan : .....

**Pendidikan**

1. Formal : SR/SD : thn.....  
: SMP/SLTP : thn.....  
: SMA/SMU/SLTA : thn.....  
: P.T : D3 thn  
: S1 thn
2. Non Formal : Pelatihan Tutor Paket B  
: Pelatihan koperasi  
: Pelatihan pemasaran  
: .....

**Pendidikan dan Pengalaman kerja**

1. Sebelum menjadi Kepala /Ketua Lembaga ini, a. Pamong belajar  
Bpk/Ibu bekerja b. Tutor  
c. Pegawai Pemda  
d. ....
2. Disamping sebagai kepala/Ketua lembaga ini, a. Pedagang  
Bpk/ibu mengerjakan apa? b. ....

**B. Latar belakang Lembaga**

1. Lembaga ini didirikan Tgl.....Bln..... thn.....
2. Pemilik lembaga a. Pemerintah  
b. Pribadi, a,n.....  
c. Swasta, lembaga.....
3. Apakah Lembaga ini menghadapi masalah sebelum memulai kegiatan? a. Ya  
b. Tdk
4. Kalau Ya, masalah apa: a. Tidak punya dana  
b. tidak punya Tenaga  
c. Belum di kebnal masyarakat





## Pengorganisasian

1. Apa aja fungsi yg ada dlm struktur organisasi pengelolaan lembaga ini :
  - a. Kepala,Kep Bagian , Kepala seksis, kepala Tata usaha,taf
  - b. Kepala, staf
  - c.....
2. Apakah tiap slot dalam struktur lembaga ini mempunyai Uraian tugas tertulis?
  - a. Ya
  - b. Sebagian
  - c. Tidak ada
- 3, Apabila Ya, Cek apakah mendukung program pembelajaran
  - a. Susah
  - b. Belum
  - c. Sama sekali tidak
4. Bagaimana Setiap slot organisasi memahami tugas (ambil dari Format wawancara)
  - a, Sangat Memahami
  - b. Memahami
  - c. Kurang memahami
  - d, Tidak memahami

## Program

### 1. Cara Penyusunan Program

No	Jenis Program	Penyusunan				Keputusan dari			
		Pim pinan	Pemilik Lem baga	Pemilik, Pimpinan Masyarakat	Pimpin an, Staf	Pim pina n	Pemi lik	Masya rakat	bersama
1	2	3	4	5	6	7	8	9	10
1	Bulanan								
2	Triwulan								
3	Tahunan								
4									

2. Jenis program belajar yg dilakukan thn 2005
  - a. PBH Fungsional.... orang
  - b. Paket A setara SD..... .orang
  - c. Paket B Setara SLTP ..... orang
  - d. Paket C Setara SLTA.....orang
  - e. Kecakapan hidup.....orang
  - f. Ketrampilan..... jenis..... orang
  - g..... orang
3. Siapa yang ikut program2 itu
  - a. Usia 6-11 thn.....Orang. Lk....orang. Pr.....orang
  - b. Usia 12-18 thn..... orang Lk....orang. Pr.....orang
  - c. Usia 19 keatas..... Orang Lk....orang. Pr.....orang

4. Jumlah yg berhenti belajar
  - a. PBH Fungsional.... orang
  - b. Paket Asetara SD..... .orang
  - c. Paket B Setara SLTP ..... orang
  - d. Paket C Setara SLTA.....orang
  - e. Kecakapan hidup.....orang
  - f. Ketrampilan..... jenis..... orang
  - g..... orang
5. Apa yang dilakukan Warga belajar yg telah selesai belajar 2005
  - a. Melanjutkan program
  - b. Bekerja
  - c. Tdk tau
6. Jenis program belajar apa saja yg dilakukan thn 2006
  - a. PBH Fungsional.... orang
  - b. Paket Asetara SD..... .orang
  - c. Paket B Setara SLTP ..... orang
  - d. Paket C Setara SLTA.....orang
  - e. Kecakapan hidup.....orang
  - f. Ketrampilan..... jenis..... orang
  - g..... orang
7. Apa persyaratan menjadi pengajar di program pembelajaran
  - a. Pernah dilatih Diknas. B. Minimal lulus SMP Minimal lulus SLTA c. Anggota paguyuban tutor

### **Pelaksanaan program**

1. Apakah Seluruh program kegiatan belajar yg direncanakan dilaksanakan
  - a. Ya. b.sebagian. c. Samasekali belum
2. Apakah program dilakukan sesuai dengan Pedoman
  - a. Ya. b..Tidak
- 3.Kalau tidak kenapa
  - a.Tidak punya pedoman b.Tidak pernah baca pedoman, sesuai arahan pimpinan
- 4.Dalam proses belajar tutor menggunakan cara( lihaat pelajaran apa yang sedang berjalan)
  - a. Ceramah, b. Diskusi kelompok. c. Tanya Jawab d, Penugasan
- 5.Apakah waktu yang disediakan Sesuai utk menyelesaikan bahan bahasan
  - a. Cukup b. Lebih c.Kurang

6. Dalam proses pembelajaran digunakan alat pembantu
  - a. Ya    b. Tidak
7. Kalau ya apa jenis alat pembantu yang digunakan
  - a. gambar. b. bahan visual lain
8. Dana yang tersedia digunakan sesuai dengan rencana
  - a. Ya. b. Sebagian. c. Tdk sesuai

### **Pengendalian**

1. Setiap berapa lama disusun laporan keuangan
  - a. 1x 3 bln    b. 1x 1 thn
2. Kemana laporan keuangan di kirim
  - a. pada organisasi yg lebih tinggi    b. Kantor kas Negara    c. disimpan saja
3. Dalam menyusun laporan keuangan dibantu siapa
  - a. Tidak ada    b. Kantor Anggaran    c. Konsultan
4. Tutor setiap kegiatan belajar sudah dilatih
  - a. ya.    b. tidak
5. Kalau ya tutor kegiatan belajar apa yg sudah dilatih
  - a. Keaksaraan Fungsional, b. Paket A setara, c. Paket B .d. Paket C. d. Kecakapan hidup. e. kewanitaan, f. ketrampilan
6. Untuk mendukung program, kemampuan tutor pernah ditingkatkan
  - a. Pernah    b. Tidak pernah
7. Kalau pernah bagaimana caranya
  - a. dilatih    b. Diberi buku    c. Diskusi paguyuban tutor d. ....
8. Siapa yang menentukan isi bahan pembelajaran
  - a. Pusat Diknas    b. Tutor mengaju pada kurikulum    c. Tutor sendiri

### **Sumber Daya Manusia**

1. Jumlah Tenaga yg ada di lembag : ...    Lk....Pr..... Total.....
2. Tk Pendidikan Staff
  - a. SLTA.....org, Lk...org Pr.....Org
  - b. D3..... org, Lk...org Pr.....Org
  - c. S1..... org, Lk...org Pr.....Org
  - d. S2 ..... org, Lk...org Pr.....Org
  - e. lain lain..... Org
3. Berapa % staf yg sesuai Pendidikan dengan pekerjaannya.....%
4. Dari jumlah S1. ....org. jurusan Pendidikan Lk...org Pr.....Org
  - . ....org. jurusan Ekonomi Lk...org Pr.....Org
  - . ....org. jurusan .....Lk...org Pr.....Org
5. Staf Lembaga ini memiliki tugas pokok (**Utk Lembaga Non Pemerintah**)
  - Perdagangan .....org Lk.....org Pr
  - b. Usaha kerajinan.....org Lk.....org Pr
  - c. Perikanan.....org Lk.....org Pr

d.....org Lk.....org Pr

6.Selain bertugas di lembaga ini, .....% memiliki pekerjaan sampingan a.l

- a. Perdagangan .....org Lk.....org Pr
- b. Usaha kerajinan.....org Lk.....org Pr
- c. Perikanan.....org Lk.....org Pr
- d...Staf lembaga.....org Lk.....org Pr

7 Staf yg ada berapa lama di Lembag

- a. kurang dari 1 Thn....Orng,...Lk...PR
- b. 1-2 thn ....Orng,...Lk...PR
- c. >2 thn....Orng,...Lk...PR

8. Apakah ada penjenjangan pangkat dalam organisasi?

a,ada b.Tidak

9. Kalau ada Apa saja jenjang yang ada

a. awal.....b.naik ke.....,c ke.....dke.....

10. Untuk naik jenjang apa persyaratannya

a. ....b.....c.....d.....

11. Apakah setiap Staf mempunyai uraian tugas dan rencana kerja

a, Ya . b.Tidak

12 Kalau Ya, dimana dapat diperoleh( Lihat Instrumen Dokumentasi)

13 Kalau Tidak Kenapa

- a, Tidak ada tempat menyimpan
- b. Dihafal saja
- c.....

14. Apakah setiap staf harus memiliki ketrampilan teknis, kalau ya bidang apa saja

a. Pertanian,b.Industri rumah tangga, c.peternakan,d,perdagangan

**Dana**

1. Berapa besar anggaran lembaga setiap tahun

a. thn 2005 Rp..... b,Thn 2006 Rp.....

2. Bagaimana pengalokasian dana Thn 2005

No	Kegiatan Pembelajaran	Rp( Jutaan)	Sumber		
			APBN	APBD	Sumbangan
	Total				

3. Pengalokasian dana Thn 2006

No	Kegiatan Pembelajaran	Rp( Jutaan)	Sumber		
			APBN	APBD	Sumbangan
	Total				

4. Bgm penggunaan anggaran yang tersedia

a. sesuai alokasi

b. terjadi penyesuaian

c. kegiatan pembelajarn tetapi berbeda topic

5. Pertanggung jawaban

a. Sesuai alokasi

b. Sesuai perubahan

c. Pertanggung jawaban dibenarakan Pemeriksa

## Sarana Prasarana

### 1. Jenis bahan bacaan bagi warga belajar yang tersedia

No	Jenis Kegiatan belajar	Jumlah		Sumber		
		Bahan bacaan ( Exp )	Alat Peraga	Pemda	Depdiknas	Masyarakat
1	PBH Fungsional					
2	Paket A setara SD					
3	Paket B Setara SLTP					
4	Paket C Setara SLTA					
5	Kecakapan hidup					

### 2. Aset Lembaga

No	Asset	Luas(M2)	Buah	Sumber		
				Pemda	Diknas	Masyarakat
1	Tanah	-				
2	Gedung	-				
3	Ruang belajar					

### 3. Penggunaan dan penyimpanan

No	Bahan belajar	Penggunaan			Penyimpanan/Pemeliharaan		
		Perpustakaan	Dibagi	disewakan	Lemari	Kls	WB
1	Buku						
2	Alat peraga						
3							

### **Supervisi Pelaporan Evaluasi Monitoring**

1. Apakah Lembaga melakukan SPEM pada kegiatan Program
  - a. Sering . b. Jarang c. Tidak
2. Kalau ya apa yg di SPEM
  - a. Pelaksanaan Program. b.Hasil program c. Kegiatan lulusan
3. Apa yg ingin dihasilkan dari kegiatan SPEM ini
  - a. Perbaikan mutu program. b.Kesesuaian dengan kebutuhan Warga belajar
  - c. Kesesuaian apa yg dipelajari dengan apa yang dilakukan di masyarakat
3. Bagaimana Cara melakukan SPEM
  - a. Kunjungan langsung b. Melalui Surat. d. Pertemuan dengan Tutor e.Pertemuan dengan WB
4. Apa alat yang anda gunakan dalam melakukan SPEM
  - a. Ada Instumen. B, Tidak ada
5. Apa hasil DSPEM dimanfaatkan dan Disimpan
  - a. Dimanfaatkan, Disimpan b. Tidak disimpan
6. Bagaimana cara memanfaatkan hasil SPEM
  - a. Menyampaikan pada Tutor, WB. B.Sebai bahan laporan, c.memperbaiki program

### **Komunikasi**

1. Bagaiman Hubungan kerja dengan atgasan/pemili lembaga
  - a. Baik, b.Biasa. c. Jarang. D. Tidak ada
2. Bagaiman cara membangun hubungan baik dengan atasan
  - a. Laporan builanan/triwulan/thn b. Ikur rapat2. c. Kunjungan pd pimpinan
4. Bagaiman cara membangun hubungan baik dengan bawahan
  - a. minta laporan. B. Pertemuan rutin 1x minggu/bulan/thn c.Kunjungan keluarga
5. Apakah lembaga ini melakukan kerjasama dengan lembaga penyelenggara Pendidikan Luar Sekolah lainnya?
  - a.Ya b.Tifdak
6. Kalau ya dengan lembaga mana saja

No	Lembaga	Kerjasama bidang
1		
2		
3		
4		

7. Apakah Lembaga ini membangun kerjasama yg permanent dengan berbagai lembaga

a. Ya.      b. Tdk.      c. Insidentil saja

8. Kalau ya Dengan lembaga mana saja kerjasama ini dibangun

No	Lembaga	Bidang kegiatan
1		
2		
3		
4		

9. Apakah perlu membangun kerja sama dengan tokoh/anggota masyarakat

a. Perlu.      b. Kadang-kadang      c. Tidak perlu

10. Kalau perlu dengan tokoh/masyarakat dimana saja

a. Lingkungan Dekat lembaga. b. Kecamatan.      c. Kabupaten      d. Propinsi

11. Bagaimana menjalin hubungan dengan tokoh masyarakat

a. Mengundang ke Lembaga. B. Mengunjungi tokoh2. Melalui surat edaran  
b. Membuat kegiatan hiburan/keagamaan di lembaga  
c. memberi ijin bagi masyarakat menggunakan gedung lembaga utk kegiatan perkawinan

12. Berapa banyak warga masyarakat yg telah mengunjungi Lembaga ini

a. 10 org b. 20 org. c. 30 org. D. > 40 org

### **Kepemimpinan**

1. Apa dasar penunjukan menjadi pimpinan lembaga

a. Ditunjuk dengan Surat keputusan atasan/pemilik lembaga  
b. Dipilih masyarakat  
c. Dipilih para staf

2. Bagaimana cara anda untuk membangun kerja sama dengan staf

a. Menghargai hasil kerja staf, b. Memberi pujian, c. Membuat Rencana kerja secara bersama d. Hasil pelaksanaan tugas di nilai bersama, e. menanamkan disiplin kerja



f. Memberi peringatan sedini mungkin. g. menekankan hasil merupakan kerja bersama. g. Mengikutkan staf dalam pengambilan keputusan h. Mendengar dan menghargai perbedaan pendapat

3. Bagaimana anda menghargai pekerjaan staf
  - a. Selalu mengambil alih tanggung jawab
  - b. Menghormati hasil kerja staf.
  - c. Mendukung dan melakukan apa yang sudah direncanakan dan disepakati
4. Bagaimana satu program disusun untuk dilaksanakan di Lembaga ini
  - a. Semua program sudah pasti dari pimpinan yg lebih tinggi
  - b. Diskusi dengan tokoh masyarakat.
  - D. Diskusi dengan Warga masyarakat yg ingin belajar
5. Bagaimana memutuskan satu program untuk dilaksanakan
  - a. Mendengar suara calon WB, Memahami apa keinginan calon WB, c. Saya patuh pada pimpinan.

## Penduduk

### 1. Gambaran keadaan penduduk

No	Aspek	Jumlah menurut																							
		Umur										Staus													
		1-11			12-18			>.18		T T L	BH			PS			Sek			Kerja			Ngan ggur		T T L
		Lk	P R	T T L	L K	P R	T T L	L K	P R		P R	L K	T T L	P R	L K	T T L	P R	L K	T T L	P R	L K	T T L	P R	L K	
1	Jumlah penduduk																								
2	Status 12-18																								
3	Total																								

### 2. Kesulitan warga belajar datang ke lembaga

- a. Jaraj Jauh. B, Transportasi. C. Perbedaan pandangan, d, Program tidak menjawab Kebutuhan

## Ekonomi

- Pada Kecamatan dimana Lembaga berada mata pencaharian penduduk  
a, Bertani.....% b, Berdagang.....%, c. Industri Rt....%
- Jenis Industri RT yang ada. a..... b..... c..... d.....
- Penghasilan dan kebutuhan Keluarga/bln ratga rata  
a. Penghasilan. Rp..... b. Pengeluaran Rp.....
- Lembaga keuangan apa saja yang ada di lingkungan kecamatan Lembag  
a. Bank.....bh, b, Pegadaian.....bh. c. LPR.....bh. d. Pembunga uang.....org
- Masyarakat cederubg meminjam uang utk kebutuhan usaha dari  
a. Bank b. Pegadaian c. LPR. d. Pembunga
- Kesulitan yg dialami masyarakat mendapatkan modal usaha  
a. Jaminan. b. Tdk tau cara. c. Takutg minjam. d.....

## Sosial Budaya

- Lembaga lembaga yg melakukan Kegiatan PLS selain lembaga ini (nama )  
a. .... b..... c..... dst
- Faktor yg menghambat Pembelajaran Masyarakat  
a. Tidak melihat manfaat pada peniongkatan penghasilan  
b. merasa buang waktu. C. Tidak punya biaya, d. .... dst

5. Interviews with community

SA. WKDT.IV

**ANALISIS SITUASI PENDIDIKAN LUAR SEKOLAH**

**Instrumen Pengumpulan Data**

**Pwedomon:WAWANCARA**

SUMBER DATA : Kepala Desa 1

Tokoh Masyarakat 1

Orang Tua WB 1

**Desa** :.....

**Kec** :.....

**Kab** :.....

**Prop** :.....

Decentralized Basic Education DB 3

## **Petunjuk**

1. Sebelum anda melakukan Wawancara, hendaknya seluruh pertanyaan dipahami secara benar.
2. Anda berhadapan dengan orang tua, bersikaplah santun dan menghargai, dalam status mohon bantuan
3. Jelaskan bahwa pengumpulan data ini hanya untuk menyusun situasi Lembaga Penyelenggara PLS
4. Wawancara lakukan dalam bentuk diskusi ,jadi hasilnya hanya satu kesepakatan antara mereka.Kecermatan dalam memformulsikan hasil diskusi sangat membantu.Arahkan diskusi pada pedoman.Gunakan Identitas Kades dalam Instrumen.
5. Mulailah bertanya dengan salam
6. Anda adalah orang yang membutuhkan, oleh karena itu jangan mendikte atau memaksakan keinginan
7. Dalam setiap pertemuan gunakan bahasa yang jelas
8. Setiap jawaban yang sdh anda rumuskan, disepakati langsung direkam dalam instrument, jangan tunggu sampai lupa
9. Pada jawaban pilihan lingkari jawaban yg diberikan(bias Lebih dari satu
10. Pertanyaan yang sifatnya tertutup beri tanda (V) pada jawaban pilihan
11. Pertanyaan/pernyataan yang sifatnya terbuka dalam arti mengisi, agar data dimasukkan pada titik titik dalam setiap pertanyaan
12. Pada saran saran, catat secara utuh maksud si responden, kemudian coba bacakan ulang, agar si responden memiliki kesempatan untuk mencek kebenaran apa yang diutarakannya
13. PKH = Pendidikan Kecakapan hidup

**SELAMAT BEKERJA**

WWWT IV

<p><b>A</b></p> <p>1</p> <p>2</p> <p>3</p>	<p><b>Pengenalan Lembaga</b></p> <p>Bpk/Ibu pernah mendengar, mengunjungi lembaga yang menyelenggarakan program pembelajaran diluar sekolah PKBM /Pesantren SKB. Organisasi Kemasyarakatan</p> <p>.Kalau Ya, darimana Bapak dengar</p> <p>. Kalau belum, kenapa</p>	<p>a. Pernah</p> <p>b .Belum</p> <p>c. Dengar ttp tidak tau dimana</p> <p>a. Teman2,</p> <p>b. Selebaran.</p> <p>C .Kebetulan,</p> <p>d. Dinas Pendidikan</p> <p>a. Tdk ada pemberitahuan,</p> <p>b. .Saya tdk merasa perlu,</p> <p>c. Dinas Pendidikan tdk memberi informasi pd masyarakat</p>
<p><b>B</b></p> <p>1</p> <p>2</p> <p>3</p>	<p><b>Tempat Belajar</b></p> <p>Bpk pernah mendengar ada pelatihan kecakapan hidup, Paket A,Paket B, Paket C, Ketrampilan wanita dan ketrampilan lainnya di kecamatan/Kab ini</p> <p>Kalau pernah Dimana dilaksanakan</p> <p>Apabila ada rencana melakukan kegiatan membelajarkan masyarakat dimana sebaiknya dilakukan</p>	<p>a .Pernah,</p> <p>b. Tidak Pernah</p> <p>a. .SKB,</p> <p>b. PKBM,</p> <p>c. .Pesantren,</p> <p>d. Kelurahan,</p> <p>e. Sekolah</p> <p>f. Balai Pertemuan</p> <p>a. .SKB,</p> <p>b. PKBM,</p> <p>c. .Pesantren,</p> <p>d. Kelurahan,</p> <p>e. ,Sekolah.</p> <p>f. Balai Pertemuan,</p> <p>g. .Dimana saja asal tidak jauh</p>

<b>C</b>	<b>Program belajar</b>	
1	Apabila ada rencana melakukan kegiatan membelajarkan masyarakat, hal apa yg menurut Bapak sesuai untuk meningkatkan taraf hidup remaja usia 12-18 thn disini	a. Pertukangan kayu, b .Pternakan c .Bengkel sepeda motor, d .kecakapan hidup e. Baca tulis hitung, f. Paket B. Paket C, g.....
2	Kenapa memilih hal itu	a. Karena banyuak yg minta tenaga itu, b. Produknya cepat kelihatan, c. Potensi desa
3	Mata pencaharian penduduk adalah	a.Tani, b.Dagang, c, Ketrampilan rumah tangga
<b>D</b>	<b>Warga Belajar</b>	
1	Masih banyak Anak Usia 12-18 tahun di kecamatan ini yang putus sekolah	a. Ya b. Tdk, c. Kurang tahu
2	Kalau ya, apabila mereka dilatih bidang apa yang paling diminati	a. Pertukangan kayu, b .Paternakan, c. Bengkel sepeda motor, d. kecakapan hidup e. Baca tulis hitung, f. Paket B. Paket C, g.....
<b>E</b>	<b>Ragi belajar</b>	
1	Menurut anda bagaimana sebaiknya cara mengajak Anak putus sekolah mau ikut pelatihan	a. Program sesuaikan dengan bakat anak, b Setelah latihan beri peralatan kerja. C. Setelah latihan beri modal kerja
<b>F</b>	<b>Sumber Belajar</b>	
1	memberi pelatihan	a. Banyak b. Ada

2	Kalau anda diminta memilih Sumber belajar apa persyaratan anda	c. Tdk  a. Pandai bergaul, b. Memiliki kebiasaan tehnik tertentu, c. Bisa memasarkan hasil d. Bisa membantu mencari modal ,e.....
<b>G</b>	<b>Hasil belajar</b>	
1	Apabila remaja di daerah ini ikut program pembelajaran, apa hasil yg Bpk harapkan akan dihasilkan program itu	a. Semua remaja punya pekerjaan yg lebih baik, b. Semua remaja lebih sopan c. Tidak ada yg menganggur, d. ....
2	Apabila selesai belajar, apakah remaja itu akan bisa mulai usaha atau bekerja pada orang lain	a .Moga moga b .Kalau ada modal uang c Tidak tau
3	Darimana modal anda harapkan untuk remaja ini	a Pemerintah, b. Orang tua. c. Pinjam dari Bank d Pemberian dari Lembaga penyelenggara e.

6. Observation of NFE provider environment

**LP VI**

## **ANALISIS SITUASI PENDIDIKAN LUAR SEKOLAH**

### **Instrumen Pengumpulan Data**

### **Pedoman Pengamatan**

SUMBER DATA : Lingkungan kerja

Decentralized Basic Education 3



**Petunjuk**

1. Sebelum anda melakukan pengumpulan data, hendaknya seluruh pertanyaan dipahami secara benar.
2. Mulailah bertanya dengan salam
3. Anda adalah orang yang membutuhkan, oleh karena itu jangan mendikte atau memaksakan keinginan
4. Dalam setiap pertemuan gunakan bahasa yang jelas
5. Setiap jawaban langsung direkam dalam instrument, jangan tunggu sampai lupa
6. Pertanyaan yang sifatnya tertutup beri tanda (V) pada jawaban pilihan
7. Pertanyaan/ Pernyataan yang sifatnya terbuka dalam arti mengisi, agar data dimasukkan pada titik titik dalam setiap pertanyaan
8. Pada saran saran, catat secara utuh maksud si responden, kemudian coba bacakan ulang, agar si responden memiliki kesempatan untuk mengecek kebenaran apa yang diutarakannya

SELAMAT BEKERJA

## Management

Lihat apa yang terjadi dilingkungan kerja Lembaga

No	Hal yang diamati	Hasil	
		ya	tdk
<b>A</b>	<b>Perencanaan</b>		
1	Apakah Rencana kerja tahunan ada pada sebagian besar staf		
2	Apakah staf bekerja mengacu pada RK Tahunan		
<b>B</b>	<b>Pengorganisasian</b>		
1	Apakah kelihatan ada kerjasama diantara staf		
2	Apakah ada team work dalam organisasi		
<b>C</b>	<b>Pelaksanaan</b>		
1	Apakah staf terlibat dalam pekerjaan		
2	Apakah ada pembagian tugas yg jelas		
<b>D</b>	<b>Pengendalian</b>		
1	Apakah ada jadwal kerja		
2	Apakah staf mengikuti aturan kerja		

No	Hal yang diamati	Hasil	
		ya	tdk
<b>A.</b>	<b>Ketenagaan</b>		
1	Apakah pengajar membuat persiapan		
2	Apakah pengajar menggunakan alat bantu		
<b>B</b>	<b>Sarana belajar</b>		
<b>1</b>			

7. Observation of documentation

**LD V**

**ANALISIS SITUASI PENDIDIKAN LUAR SEKOLAH**

**Instrumen Pengumpulan Data**

**Dokumentasi**

SUMBER DATA : Lingkungan kerja

Decentralized Basic Education 3

**Petunjuk bagi Pengumpul data**

1. Sebelum anda melakukan pengumpulan data, hendaknya seluruh pertanyaan dipahami secara benar.
2. Mulailah bertanya dengan salam
3. Instrumen ini digunakan untuk menggali informasi yang perlu pembuktian phisik
4. Anda adalah orang yang membutuhkan, oleh karena itu jangan mendikte atau memaksakan keinginan
5. Dalam setiap pertemuan gunakan bahasa yang jelas
6. Setiap jawaban langsung direkam dalam instrument, jangan tunggu sampai lupa
7. Pertanyaan yang sifatnya tertutup beri tanda (V) pada jawaban pilihan
8. Pertanyaan/pernyataan yang sifatnya terbuka dalam arti mengisi, agar data dimasukkan pada titik titik dalam setiap pertanyaan
9. Pada saran saran, catat secara utuh maksud si responden, kemudian coba bacakan ulang, agar si responden memiliki kesempatan untuk mengecek kebenaran apa yang diutarakannya

<b>A. Management</b>			
No	Hal yang perlu diamati	Hasil	
		ada	Tdk ada
1	Struktur Organisasi		
2	Uraian tugas tiap staf		
3	Rencana kerja Tahunan		
4	Laporan keuangan		
5	Laporan pelaksanaan program		
6	Laporan pelaksanaan SPEM		
<b>B. Ketenagaan</b>			
1	Daftar ketenagaan Lembaga		
2	Daftar pelaksanaan tugas		
<b>C.</b>	<b>Sarana belajar</b>		
1	Daftar bahan bacaan		
2	Daftar alat pembantu pembelajaran		
3	Perpustakaan		
4	Daftar pembca /peminjam buku bacaan		
<b>C. Gedung, Ruang Belajar</b>			
1	Luas tanah& kepemilikan		
2	Luas Gedung		
3	Ruang belajar		
<b>D</b>	<b>SPEM/Pengendalian</b>		
1	Instrumen		
2	Laporan		

<b>E. Warga Belajar</b>			
1	Daftar Warga belajar 2005		
2	Daftar Warga Belajar 2006		
<b>F</b>	<b>Program belajar</b>		
1	Daftar Jenis Program belajar		
2			
<b>G</b>	<b>Hasil belajar</b>		
1	Daftar /Peta penyebaran lulusan		