

I. INTRODUCTION

Indonesia has made an impressive achievement in meeting the global Education for All (EFA) targets. In addition to enrolment rates of 95.23 percent in primary school education (MOEC, 2010), the total literacy rate for young people and adults was 5.02% in 2010. However, there are gender disparities with regards to access to education and therefore, to literacy rates, due to socio-cultural and economic factors. These disparities are clearly manifested by the literacy rates among male and female adults which stood at 1.84 per cent and 3.18 per cent respectively in 2010 (Central Bureau of Statistics/BPS, 2010).

The literacy programmes carried out by the Indonesian Government covering entrepreneurship, inclusion, poverty alleviation and equality in education and peace building, have achieved Dakar target of Education for All (EFA) goals of halving illiteracy by 2012. The success can be seen from the 2010 National Census conducted by Indonesian Central Bureau of Statistics (2011) that in year 2010 the national average of adult illiteracy rate was 5.02% representing 7,547,344 people.

In year 2004, 64% of the total illiterates (15,414,878 people) were female representing two third of illiterate population in Indonesia. This shows that 10.2% of adult population was illiterate and the gender disparity was 7.3. In addition to that, there was more than 200.000 drop-outs of primary schools. The Indonesian government addressed the solution to these problems by issuing the Presidential Instruction No. 5 of 2005 on "The National Movement of Compulsory Nine-Year Basic Education and the Fight against Illiteracy." Following this Presidential Instruction, in 2006, Directorate of Community Education Development accelerated literacy programme as A National Movement and this programme has resulted in the achievement of 8.07% of illiterates with gender disparity of 5.33.

In response to insufficient programme quality for neo-literates that tend to relapse into illiterates, in 2008, this Directorate attempted to improve the quality of literacy education through the provision of multiple literacy skill programmes: entrepreneurship literacy, reading habit as a post-literacy follow up, tutor training, including character education and peace building. The training of literacy involved more than 4,155 personnels from the following institutions: Community Learning Centres, Community Reading Centres and Smart Houses. In addition to this training, the government also provided Block Grant for any institution which applies for a training proposal.

From 2006 to 2012, the total number of beneficiaries of the literacy programme is 6,858,557. From 2006 to 2012 the programme awarded 5,782,387 literacy certificates to new readers and from the year 2012, 900,000 people have participated in literacy courses in the country, including 350,000 funded by East Java provincial government as a response to being the province most populated by illiterates. In addition to that number, there were 235,000 people participating in entrepreneurship literacy courses and 2,200 people participated in family education responsive gender. Furthermore, there are 1,400 stakeholders participating in the workshop of parenting education, trafficking prevention, and other destructive behaviour prevention, and 600 facilitators participated in character and peace building workshop.

Since then the literacy programme has reached a significant achievement. According to the Indonesian National Population census 2010, the remaining illiterate population was 5.02% or 7,547,344 illiterate people with gender disparity of 2.34. It indicates that Indonesia has reached the Dakar target of Education for All (EFA), which is halving illiterate population of 15.4 million in 2004 to 7.5 million in 2010 and gender disparity reduced from 7.3 in 2004 to 2.34 in 2010 (BPS, 2011). Further data in 2011 indicates a progress of achievement with national average score 4.43% or 6,730,682 illiterate people, and gender disparity of 2,4 (BPS, 2012).

II. EXISTING CONDITION OF ADULT LITERACY

National achievement of adult literacy is significant, but there are discrepancies among provinces and among districts. There are ten provinces that perform less than the average percentage at national level. Figure 1 indicates the percentage of adult literacy and the number of illiterates at provincial level.

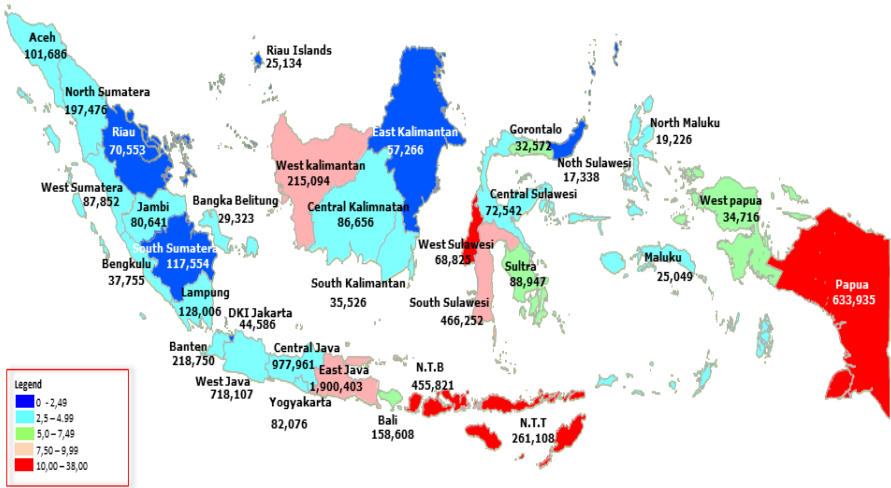


Figure-1 Percentage and number of illiterates in Indonesia

Figure-1 shows that there are four provinces whose illiteracy rate is the highest or above 10%, namely West Nusa Tenggara (16.48%), East Nusa Tenggara (10.13%), West Sulawesi (10.33%) and Papua (36.31%). In these four provinces, there is still quite a large number of young population (15–24 years). These four provinces will be prioritised action plan for the year 2013–2015.

There are seven provinces with illiteracy rate between 5.0% - 9.9%, namely Gorontalo (5.05%), Bali (6.35%), Southeast Sulawesi (6.76%), West Papua (7.37%), East Java (7.87%), West Kalimantan (7.88%), and South Sulawesi (9.57%) and twenty-two provinces having illiteracy rate lower than the national average, while six provinces have the lowest illiteracy rate, namely DKI

Jakarta (0.66%), North Sulawesi (1.23%), Riau (2.04%), Riau Islands (2.23%), East Kalimantan (2.48%) and South Sumatera (2.49%).

Figure-2 indicates that in 2010, there were four provinces of which their illiteracy rate was above 10%. The 4 provinces are Papua, West Sulawesi, East Nusa Tenggara and West Nusa Tenggara. However, as indicated by Figure 3, provinces with lower illiteracy rate decreased from four to two provinces in 2010 namely Papua and West Nusa Tenggara.

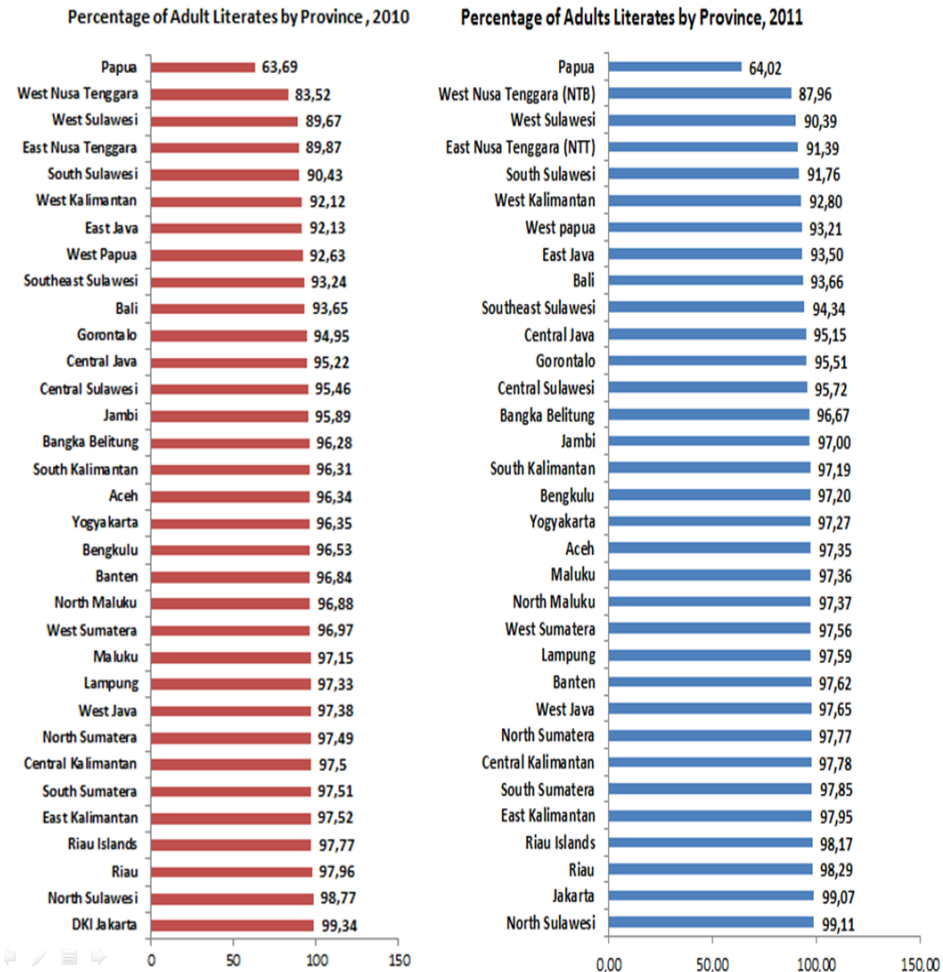


Figure-2 Percentage of Illiteracy Rate by Province

It is important to note, however, that even though the literacy percentage of a province is high, it does not necessarily indicate that the number of illiterates in that province is low. The same goes for the opposite. In some cases, this is caused by the high population number living in that province. As a result, we can see there are 9 provinces with the number of illiterates over 200,000 people. The provinces are East Java, Central Java, West Java, Papua, South Sulawesi, West Nusa Tenggara, East Nusa Tenggara, Banten, and West Kalimantan. However, by 2011, the number of illiterates in Banten and West Kalimantan decreased, becoming less than 200,000 people.

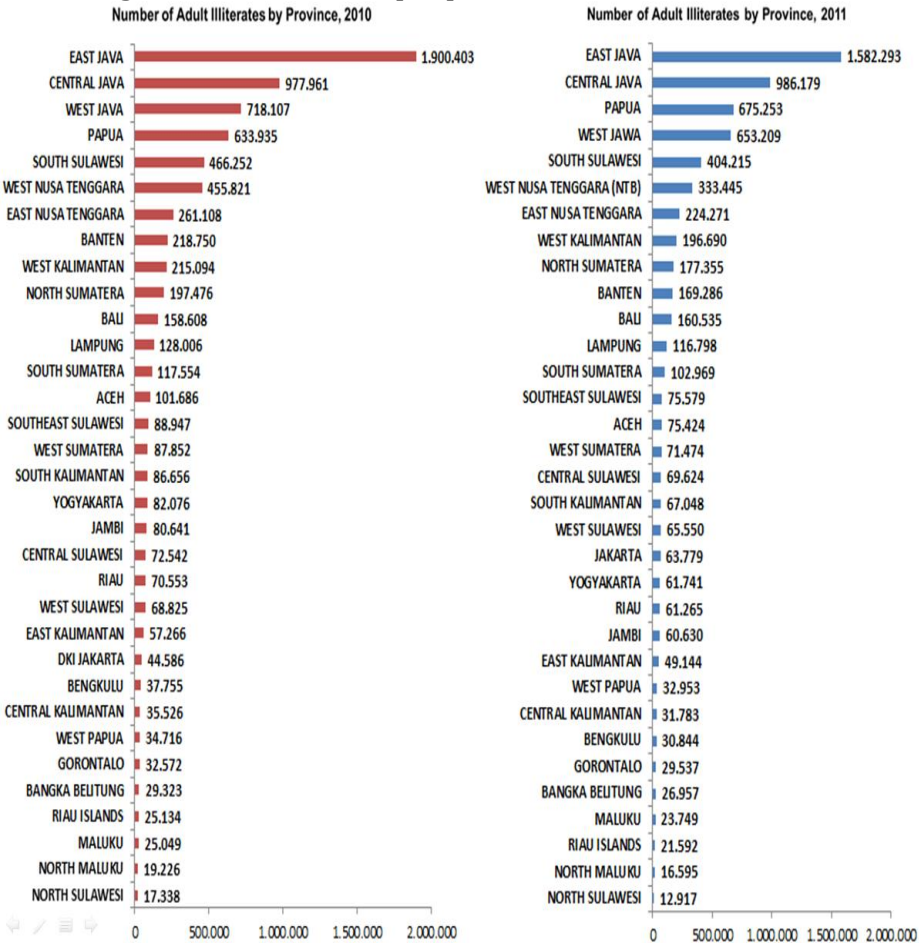


Figure-3 Number of Adult Illiteracy

Similar with the provincial level, if we calculate the number of illiterates at district/city level, we have 47 districts with illiterate population over 50,000 people (see Figure-4). There are even two districts with illiterates over 150,000 people, namely Jember (204.1 thousand) and Sumenep (169.8 thousand).

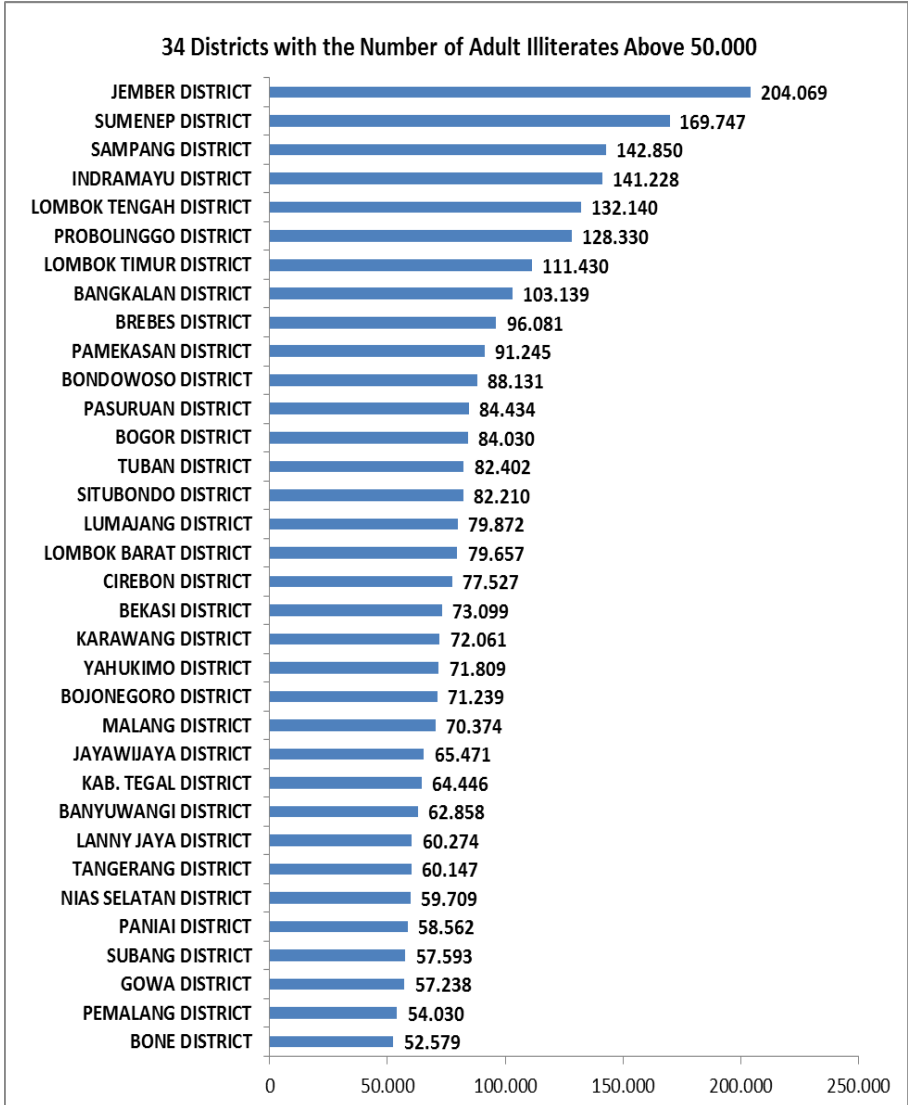


Figure-4 Number of Adult Illiteracy in 34 Districts with over 50,000 Illiterate Population

There is also a close connection between illiteracy and poverty at all levels. The provinces with the lowest level of literacy are also normally the poorest economically. In these quadrants (see Figure-5), it can be seen that the spread of illiteracy rate has strong correlation to poverty rate. If there is a province with high number of illiterates, the province's number of poverty is also high or vice versa. Quadrant II shows worrying statistics since there are seven provinces with high number of illiteracy and high number of poverty, namely Papua, West Papua, East Nusa Tenggara (NTT), West Nusa Tenggara (NTB), North Sulawesi, East Java and West Sulawesi.

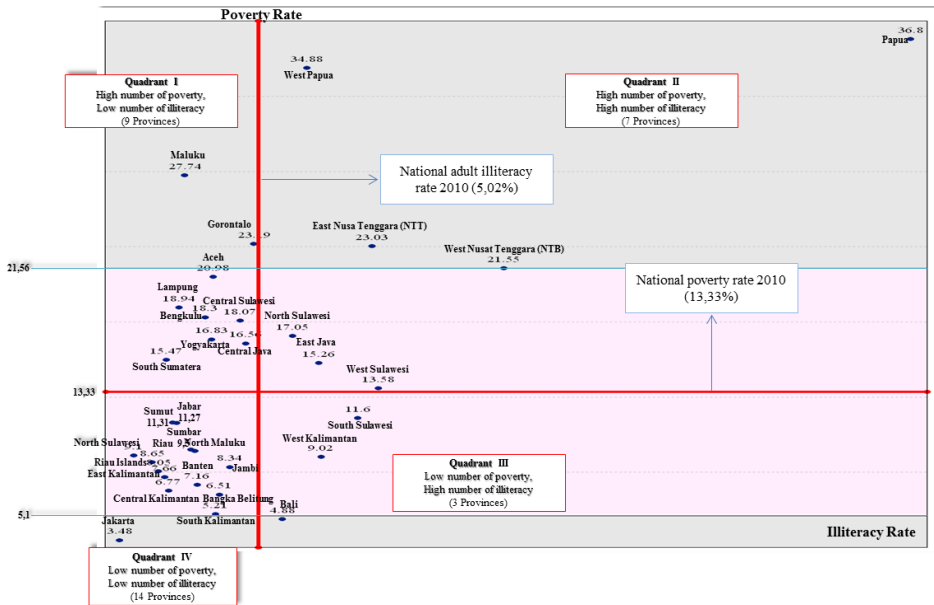


Figure-5 Relationship Pattern between Poverty and Illiteracy Rates by Province Based on Population Census 2010

Literacy education has a specific role to train illiterate adults in reading, writing, and arithmetic, to equip them with some income-generating skills, and to raise awareness of societal needs. Therefore, literacy programmes for adults are to anyway be designed to generate income and develop entrepreneurship skills.

As mentioned earlier, there were 7,547,344 illiterate population in 2010. This population consists of three age groups: 600,531 illiterate people (age 15–24), 2,634,005 illiterate people (age 25–44), and illiterate people 4,312,808 (age 45–59). In Indonesia, the target of literacy programme comprises three different age groups, namely youth literacy (age 15–24), adult literacy (age 15–59), and elderly literacy (age 60 and above). This action plan will focus on adult literacy.

In this adult literacy context, the remaining target of illiterate population is difficult target group to be accessed, namely middle-aged and the 45 years old and above, the disabled, and people residing in remote areas. It is difficult to provide educational services to these people. The difficulty arises from both internal factors, such as lack of motivation and ability to learn, and external factors, such as the inefficiency of literacy education services and improper teaching methodology. It is difficult to provide literacy education, which is usually carried out in learning groups, to illiterates living in dispersed, remote areas. Insufficient teaching methods and limited access to printed materials make the neo-literates experience what is called *relapsing* (becoming illiterate again). It is expected that digital literacy programme can motivate adult learners to gain better their literacy. The issue of relapsing can be overcome by redesigning minimum learning competencies and improving tutor training. Facilities and infrastructure should also be improved through providing a competitive Block Grant for ICT's textbooks and electronic facilities.

III. OVERVIEW OF THE ADULT LITERACY ACTION PLAN

The Adult Literacy Action Plan 2012 - 2015 outlines how Ministry Education and Culture will work together with provincial government to achieve Indonesia free adult illiteracy target by year 2015. Non-government education providers and private sectors are promoted to join with governments to achieve this target. The plan is based on national education strategic plan year 2010 – 2014, which is then taken from this year and it is extended to 2015.

The Action Plan 2012 – 2015 identifies seven priority domains that, as indicated in chapter two, show clear evidences contributing to the improvement of adult literacy outcomes at provincial and district levels. These priorities will guide efforts taken over the next four years.

1. ***Priority principle:*** Programmes and services contribute to achieve Indonesia free illiteracy by meeting national targets while being appropriate to local community needs.
2. ***Focus engagement principle:*** Engagement is focused to provinces, districts, and cities with high percentage and/or high population of illiterates.
3. ***Special access principle:*** Programmes and services are physically and culturally accessible to East Indonesia, namely Papua and other provinces with the highest percentage of illiteracy by taking into consideration the diversity of urban, villages and remote area needs.
4. ***Ethnic minority engagement principle:*** Engagement with ethnic minority children, parents, and leaders is central to the design and delivery of programmes and services in reaching the unreached.
5. ***Sustainability principle:*** Programmes and services are directed and resourced over an adequate period of time to meet the targets.
6. ***Integration principle:*** There will be better collaboration between and within governments at all levels and their agencies to effectively coordinate programmes and services.

7. ***Accountability principle:*** Programmes and services will have regular and transparent performance monitoring, review and evaluation.

IV. VISION, MISSION AND AIMS

A. Vision

“Building a peaceful and skillful literate community who like reading with gender awareness.”

B. Mission

1. Improve availability of adult literacy programme.
2. Expand the outreach of adult literacy programme.
3. Enhance the quality of adult literacy programme.
4. Increase equal opportunities for participation in adult literacy programme.
5. Ensure every individual is served by adult literacy programme.

C. AIMS

1. *General Aims*

‘Young people and adults are to have the literacy skills they need to fully participate in their family life, their community, implementing lifelong learning through income generating programs, gender responsive activities and active participation in national development’.

2. *Specific Aims*

The specific aims are:

- a. to upscale literacy for all;
- b. to accelerate adult literacy achievement in Papua and other specific provinces/districts/cities with high percentage and/or high population of illiterates, ethnic origin and remote areas;
- c. to enhance reading and writing habits as a maintenance and post-literacy programme;

- d. to enhance gender equality and equity, and woman empowerment;
- e. to improve tutor and manager training;
- f. to institutionalize community learning centre and other community initiative such as Smart House;
- g. to improve facilities and infrastructure.

V. STRATEGIC GOALS, STRATEGIES, AND TARGETS

A. Strategic Goals

The provision of greater access and resources of adult education and literacy which are equal, sustainable, high quality and relevant to the needs of the community.

B. Strategies

The Strategic Goals are to be achieved by using the following strategies.

1. The provision of financial subsidies for the implementation of quality learning systems of adult literacy which are evenly distributed throughout all provinces, districts and cities.
2. The establishment of policies, norms, standards, procedures and criteria of learning, learners, facilities and infrastructure, institutionalization, and partnerships of community education to measure improvements in adult literacy supports and outcomes.
3. The provision and development of learning systems, electronic learning materials, research-based information, quality standards of adult literacy, life skills, parenting education and accreditation for non formal educational units and providers.
4. The provision of competent tutors evenly spread throughout throughout all provinces, districts and cities which also include the fulfilment of functional literacy tutors and life skill resource persons.
5. The establishment of literacy supports provided for provinces with highest percentage and high population of illiterates. This will include piloting an online adult literacy programme for Papua and other respected provinces, and remote areas.

C. Adults Literacy Education Targets 2010-2014

Indonesia is a member of UNESCO that signed an agreement in the implementation *Education for All (EFA)* Goals which was declared in Dakar, Senegal in 2000. One of EFA goals is to make an effort to improve the literacy rate of adult population by 50% at the end of 2015. Accordingly, the President of the Republic of Indonesia declared the National Movement to Accelerate Illiteracy Eradication, which was then stated in the National Medium Term Development Plan (RPJMN) from 2004 to 2009, as one of the priority development programmes in education. In the RPJMN, it is determined that the rate of adult illiteracy should be reduced to 5% or about 7.7 million in the year 2009 and 10.21% or 15.4 million in 2004.

However, significant gaps remain between the adult literacy outcomes of one province to another. The gaps are clearly shown on all indicators including participation in literacy, gender representation, parenting, availability of Community Learning Centre and Community Reading Centre. These gaps limit the achievement of high percentage of literacy rate. Stages for year 2010 – 2014 of strategic target achievement can be seen in Table-1:

Table-1 Stages of Strategic Target Achievement of Adult Education

No	Performance Indicator	Starting Condition (2009)	Percentage of Adult Literacy				
			2010	2011	2012	2013	2014
1	Adult literacy rate	94.7	95.0	95.2	95.4	95.6	95.8
2	Percentage of province with adult literacy rate > 95	69.7%	74.8 %	79.8 %	84.9 %	89.9 %	95.0 %
3	Percentage of city with adult literacy rate > 95	70.0%	75.0 %	80.0 %	85.0 %	90.0 %	95.0 %
4	Percentage of district with adult literacy rate > 95	60.0%	65.0 %	70.0 %	75.0 %	80.0 %	85.0 %

5	Percentage of Accredited Community Learning Centres	1.3	5.0	10.0	15.0	20.0	25.0
6	Percentage of city/district implementing gender mainstreaming	5.0	14.0	23.0	32.0	41.0	50.0
7	Percentage of city/district implementing parenting education	0	10	20	30	40	50.0

VI. ACTION PLAN

Literacy skills enable people to have opportunities to experience and be a part of a lifelong learning, and help them solve their daily problems. Literacy skills are important for participation in family life, community, income generating, and accessing services. Without basic literacy skills, daily tasks will be felt harder. Literacy also make people be more confident and could access employment opportunities.

Higher levels of literacy are associated with more skills, lower unemployment, better health, less reliance on welfare, lower crime and greater participation in the community. Improving literacy can lead to a more rewarding personal life and can give the confidence needed to get a formal qualification or to participate in the workforce. It also builds the social capital of communities, leading to greater participation and community resilience.

Directorate of Community Education Development seeks to develop adult literacy as an investment process of learning society by providing multiple literacy education programmes. The multiple literacy programmes are an extension of functional literacy. The programmes consist of basic literacy, digital literacy, entrepreneurship literacy, critical literacy, natural disaster prevention, and literacy for peace. They are also supported by women empowerment education in relation to the fact that 64% of illiterate adults are women. In order to avoid the relapsing, the programmes are strengthened by the provision of community reading centre in public spaces including villages, markets, worship spaces, village hospitals, and malls. The improvement of personal skills is enhanced by implementing simple entrepreneurship training (*train to gain*) incorporated with life skills programmes. In order to make a breakthrough for improving women's literacy, gender mainstreaming is embedded in literacy education programme. Therefore, there will be an investment of learning society and capacity building in the context

of lifelong learning to produce literate, skillfull, reading cultured, gender aaware, and peaceful with high moral community.

There is a commitment to have Indonesia free of illiteracy, and hence the funding of the programme for year 2013 – 2015 will include special adult literacy services for the highest illiterate provinces, the most populated provinces and districts, ethnic origin and remote areas. Table-2 shows the adult literacy funding 2013 – 2015.

Table-2 Adult Literacy Funding 2013 – 2015

No	Programme	2012 (Existing Condition) (In US\$ Thousand)	2013 (In US\$ Thousand)	2014 (In US\$ Thousand)	2015 (In US\$ Thousand)
1	Increasing number of adult literacy <ul style="list-style-type: none"> • Adult basic literacy • Entrepreneurship Literacy • Building Capacity and Infrastructure • Institutionalized Community Learning Centre and Other Non formal Institution 	19.800 10.560 1.517 2.500	19.850 10.600 1.550 2.525	19.900 10.700 1.600 2.575	20.775 10.900 1.800 2.750
2	Increasing quality and relevance of learning opportunities for adult literacy <ul style="list-style-type: none"> • Raising Commitment and awareness of the benefit of adult literacy • Quality Improvement of teaching and learning • Reading habit development 	300 500 1.200	325 525 1.250	375 575 1.300	500 750 1.450
3	Increasing number of adult basic literacy for Papua and other specific provinces, ethnic origin and remote areas <ul style="list-style-type: none"> • Adult Basic Literacy • Literacy based on mother tongue • Capacity building of preventive destructive behaviour 	2.520 1.000 550	2.600 1.050 575	2.650 1.100 625	2.800 1.250 800
4	Increasing gender equality and equity, and woman empowerment	2.500	2.525	2.575	2.750

5	Increasing capacity building for parenting education including preventive education of destructive behaviour and natural disaster	1.500	1.525	1.575	1.650
6	Monitoring and evaluation	2.550	2.575	2.600	2.750
7	Other Initiatives	1.035	1.052	1.067	1.095
	Total	48.032	48.527	49.217	52.020

Source: National Strategic Plan, MoEC, 2010

Programmes in Action

The following part gives further brief elaboration on what each programme is all about. The description is framed under seven major umbrellas as follows.

1. Increasing Number of Adult Literacy

Anyone who is still learning to read has very frequent encounters with words they have never seen before in print. It is commonly assumed that teaching literacy to children would be more difficult than teaching it to adults. Yet, facts show interesting situation where it is totally the opposite. Apart from feeling embarrassed to learn how to read, write and do basic arithmetic, adults tend to avoid literacy programs when they are not income generating and take some of their working hours. Therefore, in order to be able to attract more adult learners, adult literacy programs developed are those which start from the basic, support their daily life and involve the nearest surrounding and culture, including institutionalizing the institutions proving literacy programs. The followings are description of literacy programs at national level intended to increase the number of adult literacy.

- a. **Basic Literacy** is the programme to increase ability to read, write, count, listen, and communicate in verbal and written text using letters and numbers in Bahasa Indonesia. This programme implemented in deconcentration service for provincial, district and municipal targeted.

- b. **Self Entrepreneurship Literacy** is the ability of basic entrepreneurship skills trained through productive learning and income generating skills which could increase literacy and income of learners, either individually or collectively as one of the efforts of literacy enhancement as well as poverty alleviation.
- c. **Piloting Entrepreneurship Incubator** is the ability of community entrepreneurship learned through the piloting or development of business incubators and entrepreneurship centres to increase literacy and income of learners and the community.
- d. **Family Literacy Education** is the ability to empower the family to train communication skills through verbal, written or numeric text into Bahasa Indonesia so that family members who are illiterate can obtain, search, and organize information to solve everyday problems, especially those related to the prevention of mother and infant death risk, family economy, and character education in the family.
- e. **Local Arts and Culture Based Literacy Education** is the ability to preserve local arts and culture through learning and training in improving literacy and community empowerment in local arts and culture.
- f. **Writing Habit Improvement through Mothers and Children Newspaper** is an affirmative action in improving the writing ability and writing culture of women and children trained in citizen journalism to female and children students as well as being a literacy enhancement through various media of information, communication and technology.

g. Improving Quality of Community Learning Centre is the ability to empower the management, governance, efficiency, professionalism, resources and character of Community Learning Centre Communication Forum in the national, provincial and district/city level.

2. Increasing Quality and Relevance of Learning Opportunities for Adult Literacy

There are positive actions needed to increase quality and relevance of learning opportunities for adult literacy. *Firstly*, it is important to raise commitment among government leaders at all levels. This commitment raising is carried out based on the parties involved: (i) *for individuals*, the commitment raising is realized through different kinds of competitions, such as writing, teaching and socio-drama; and (ii) *for community*, it is conducted through the annual celebration of International Literacy Day that is filled with meaningful programs, such as literacy education exhibition and giving awards local leaders who have been successful and well-participating in improving literacy rate (also awarded Block Grant for future literacy education program implementation).

Secondly, it is essential to improve quality of literacy teaching and learning. It is carried out through tutor training and formulation and development of curriculum, standard of competencies and learning materials.

Thirdly, in order to improve quality and relevance of learning opportunities for adult literacy, reading habit development should also be taken into account. It is in line with the fact that weak engagement to reading materials and lack support towards reading habit development are two important factors that could cause relapsing. Therefore, reading habit development programs are developed as post literacy education program to support and strengthen literacy programs as follows.

- a. **Community Reading Center in Public Areas** are conducted in the public spaces, including community reading garden in shopping centre/malls, hospitals, or places of worship in which the community can use to improve reading and writing culture.
 - b. **Electronic Based Community Reading Center** is the provision of technological tools and equipment needed to support the implementation of electronic based TBM as an effort to improve the service quality of TBM.
 - c. **ICT Based Community Center** is an endeavour to facilitate multiliteracies learning service which comprises of aural, visual, and digital literacy, critical literacy, media and technology literacy, peace and multicultural literacy, and disaster literacy by the utilization of ICT and multimedia.
3. **Increasing Number of Adult Basic Literacy for Papua and Other Specific Provinces, Ethnic Origin and Remote Areas**

As mentioned in advance, there are seven provinces with high number of illiteracy and high number of illiteracy, namely Papua, West Papua, East Nusa Tenggara (NTT), West Nusa Tenggara (NTB), North Sulawesi, East Java and West Sulawesi. These provinces along with other regions alike become Indonesian government's major focus, especially in the mission of literacy improvement. Therefore, the literacy methods applied in these areas are also designed in such a way so that they meet the community need and can easily be adapted by all of the population. In addition, starting from 2012, there has been an agenda to form a special taskforce whose main job is to accelerate the development in Papua. This taskforce is also equipped with training capacity in relation to HIV and AIDS and other destructive behaviour.

The followings are two literacy programmes specifically designed for Papua and other regions with high number of illiteracy.

- a. **Folklore-based Literacy** is the ability to talk/tell stories, read and write everyday folklore on legends, myths, and natural phenomena (i.e. disaster, eclipse, etc), biographies, and local history that are inspiring and have character to improve literacy and community empowerment as well as preserving local history shown by verbal or written text or other media of communication.
- b. **Literacy Based on Mother Tongue** is a literacy service applying mother tongue as transition language instruction and local wisdom as learning materials.

4. Increasing Gender Equality and Equity, and Woman Empowerment

Nationally, the literacy achievement in Indonesia continues to improve. However, although there has been a decrease in gender disparity, the number shows that the population of women illiterates is still higher than men, that is 64% of the remaining illiterate population. Meanwhile, no one will doubt that improving female literacy will have multiplying impacts to make the people more educated. As mentioned by Irina Bokova, Director General, UNESCO on International Literacy Day 8 September 2010, "Literacy, especially for women, improves livelihoods, leads to better child and maternal health, lessens the risk of contracting HIV and AIDS, and favors girls' access to education. It delays the age of marriage, reduces fertility rates and opens up opportunities on the job market". In line with it, there have been developed a couple of activities as an affirmative action for women as well as gender mainstreaming. The followings are the description from each activity.

- a. **Capacity Building of Gender Mainstreaming in Education at Provincial, District, Municipal, and Family Levels** is the endeavour to strengthen institutional/family capacity and improve coordination with various stakeholders to achieve gender equality and justice in all lines, types and levels of education with an integrated approach in the processes of educational policy formulation, planning, implementation, monitoring and evaluation.
 - b. **Capacity Building of Trafficking Prevention Task Force** is the endeavour to strengthen and form institution and increase coordination with various stakeholders in the district/city level to prevent human trafficking and child sexual exploitation through education.
5. **Increasing Capacity Building for Parenting Education Including Preventive Education of Destructive Behaviour and Natural Disaster**

Anyone wishes that children can judge what is right, highly regard truthfulness, and do things that they believe is right. Adults, more exclusively parents, will always be in contact with children. The manner of speaking, behaving, writing, decision making, extend wishes, and action will become the model for children – whoever they may be. If we do not tolerate bad behavior then we have made an effort in character education.

Parenting education is a determined effort to help parents understand, care for, and act based on moral and ethical values, in raising children – physically, emotionally, socially, and multiculturally – protect from danger, and teach skills and cultural values, until they grow up.

In order to meet people’s urgency on the importance of parenting education, literacy program is then enriched with the ideas of parenting education. What has been developed is

capacity building of community education stakeholders in the parenting skill for character education in the family, preventing the risk of infant and mother death, preventing the neglect and violence against children, and giving protection for marginalized children, neglected children, and child delinquents.

6. Monitoring and Evaluation

Monitoring and evaluation are intended to determine the success level of literacy education program implementation in the field.

Monitoring activity is carried out by conducting interviews, observation and study of documentation on education offices and institutions visited. Monitoring targets/respondents are officials who handle non-formal and informal education, and literacy education providers from various organizing institutions. Aspects monitored and evaluated are the implementation of literacy program education which is held starting from collecting the data of illiterate population and its problems, observing the regional action in implementing the acceleration of illiteracy eradication, providing literacy education program ranging from the preparation, implementation, and success, and evaluating the literacy program activities. In addition, it is also searched for information about strategies and methods of organizing and learning, the use of teaching materials, assessment and provision of Certificate of Literacy (SUKMA).

Levelling monitoring and evaluation is the term used for the system of monitoring and evaluation in Indonesia. Monitoring activity is undertaken by the District Education Office, Provincial Education Office and the Directorate of Community Education Development, Directorate General of Early Childhood, Non Formal and Informal Education, Ministry of Education and Culture. It is carried out two times (twice) in a year.

Meanwhile, the evaluation/assessment of literacy education program includes an initial assessment of learning (learners' pre-ability tests), assessment by the tutor during the learning process, and post evaluation after the learning process. Aspects considered include five competencies, namely hearing, speaking, reading, writing and arithmetic. For those who achieve the required competencies are given Certificate of Literacy (SUKMA) which is signed by the Head of District Education Office and the serial number of the certificate is given by Ministry of National Education. For the learners who do not achieve the required competencies of literacy are given Certificate of Learning Accomplishment (STSB) signed by the leader of institution.

Furthermore, successful implementation of literacy improvement is very dependent on the availability and accuracy of the data (condition and position) of the latest targets and results in the end of each periodicited program. This activity is conducted through the assessment, data collection on targets "by name", cooperation and coordination with Central Bureau of Statistics, and use of the LAMP (Literacy Assessment Monitoring Programme).

Monitoring and evaluation of institutions and learning providers organizing literacy education proram are conducted through the following:

- a. Internal and external monitoring and evaluation of learning providers/learning centers.
 - Internal is implemented by the main units within the Ministry of National Education, Provincial Education Office, District Education Office, Sub-district Education Office, and Education Units itself.
 - National Board of Education Standardization, inspectorate general, and others.
- b. Learning process evaluation and assessment.
- c. Final exam and certification

7. Other Initiatives

Non formal and informal education has a dynamic nature of development and hence, community involvement and engagement in it plays significant role. In order to accomodate it, Directorate of Community Education Development, facilitate community's initiative to be a part of community education development through the provision of related programmes and competitive Block Frand funding to be accessed. The followings are community's initiatives that have been developed by Indonesian government.

- a. **Pioneering Smart House** is the endeavor to facilitate learning communities to build smart houses as nonformal education institutions especially in indigenous lands, disadvantaged regions, remote regions, border regions, and farthest regions, as an effort to reach the unreached communities.

The target of this service is children (early childhood or school-aged), youth, women, senior citizens and community members as a whole especially in the indigenous, disadvantaged, remote, border, and farthest regions yet to be reached by the service. The target of this grant is the foundations, nongovernmental organizations, and other community organizations having the legality and meeting the given criteria.

- b. **Smart House Assistance** is an effort to develop the Smart House institution to become a related nonformal education unit able to improve the community learning services appropriate to the community's needs.

The target of this service is the Smart House, whereas the target of the grant is higher education institutions or professional institutions/organizations.

- c. **Pioneering Collective Learning Hub** is an endeavor to facilitate learning communities by reinventing the principle of public space as a place for problem solving through collective learning by involving informal, formal and neighborhood leaders. Learning is implemented together within the community while maximizing institutional networking as learning resources.

The target of this service is anyone of all ages and levels to gain literacy, character education, life skills, entrepreneurship, arts and culture, and information technology. The target of this grant can be community learning centers, community reading garden, similar nonformal education institutions, indigenous people's organizations, interest groups, Islamic boarding schools/pesantren, social communities, art studios, creative culture industry groups, environmental groups, other nonprofit organizations or institutions having the legality, capacity, integrity and meeting the given criteria.

- d. **Enhancing Community Learning Hub** is an institutional capacity building effort through training/assistance/consultation/facilitation given to the institutions receiving the Community Learning Hub grant in previous year, especially those related to the strengthening of local art and culture, business and marketing management, writing and publishing, and utilization of ICT in program and institution development.

The target of this service is the institutions that have received the Community Learning Hub grant in previous year which possess the capacity, capability and experience in collaborating with other competent institutions in the strengthening of local arts and culture, business and marketing management, writing and publishing, as well as ICT utilization training.

Beneficiaries of the Programme

Number of beneficiaries of the programme can be seen in Table-3. However, these number are only limited to the budget from national funding. In addition some provinces would allocate about 30% at provincial level and 20 per cent at district/city levels.

Table-3 Number of Beneficiaries

No	Programme	Unit	2012	2013	2014	2015
1	Adult Basic Literacy	People	915,000	270,000	250,000	230,000
2	Adult Basic Literacy for Papua, West Papua, East Nusa Tenggara, ethnic origin, and remote areas	People		70,000	100,000	150,000
3	multiple and entrepreneurship literacy	People	235,000	300,000	330,000	370,000
4	enhance reading culture	Community Reading Centre	550	550	550	550
5	enhance gender equality and equity, and woman empowerment	People, Family, female	246, 2,200, 7,000	250, 2,300, 7,000	260, 2,400, 7,000	270, 2,500, 7,000
6	workshop for parenting, trafficking prevention, and other destructive behaviour	People	1,400	1,600	1,800	2,000
7	Character and peace building	People	600	800	1000	1200
8	tutor and manager training (TOT)	People	1,440	1,700	2,000	2,500
9	institutionalize community learning centre and other community initiative	Institution	680	700	800	900

VI. RESEARCH, EVALUATION AND MONITORING

A comprehensive programme of research, evaluation and monitoring is undergone to provide an evidence base for the work that is being undertaken.

The aims of the programmes are:

- To develop and deliver a comprehensive information about adult literacy practices.
- To gain information about the impact and outcome of the programme implementation.
- To monitor progress of adult literacy implementation.
- To evaluate achievement of adult literacy at district, city, province and national levels.
- To develop management information system.