

DRAFT
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THE MULTIPLE ENTRIES TRANSFER IMPLEMENTATION GUIDE
FOR
PLACEMENT, CREDIT VERIFICATION, AND RECORD KEEPING
IN
THE EQUIVALENCY EDUCATION PROGRAM
OF

MINISTRY OF NATIONAL EDUCATION
DIRECTORATE GENERAL OF OUT-OF-SCHOOL EDUCATION
THE DEPARTMENT OF EQUIVALENCY EDUCATION

Equivalency Education

Thirty years ago, the Government of Indonesia began an expansion and improvement of its educational system for out-of-school youth and adults. The primary goal of the program was the acquisition of literacy and math skills equivalent to that of an SD/MI (six year primary school) graduate. At that time, adults who had this level of skills were sufficiently well educated to successfully play their roles as workers, parents, and citizens. In order to provide an opportunity for out-of-school youth and adults to meet this benchmark, the Ministry of Education's Directorate General of Nonformal Education, Youth and Sports, through its Directorate of Community Education, developed the Paket A program, which consisted of a set of learning materials that taught basic literacy and math skills and the application of those skills to a range of subjects and themes.

Over the last thirty years, globalization has changed the benchmark. At the present time, the benchmark for what constitutes "sufficiently well educated" in Indonesia and other Asian countries is possession of skills and knowledge equivalent to those of a secondary school graduate and certification that documents those skills and knowledge. This is the educational level needed to compete in a global economy, support children to reach an even higher level of education, and address the many complicated problems faced by citizens of a democracy in the 21st century. The government of Indonesia is meeting this new challenge through the *Wajar Dikdas* policy priority, which seeks to provide a minimum of nine years of education to all school age children.

The formal school system is the opportunity to reach this benchmark for most, but not all, children in Indonesia. Unfortunately, many children drop out before completing SMP/MT (three year lower secondary school) or SMA/MA (three year upper secondary

school), or complete one of them but fail the national examination needed to secure a diploma. In addition, many youth and adults never attended school, dropped out of SD, or did not continue on to SMP. In order to provide an alternative opportunity for adults, youth, and out-of-school children to advance their education, the Ministry of National Education's Directorate General of Out-of-School Education, through its Directorate of Equivalency Education (DEE), is implementing an equivalency education program that supports two types of learning:

1. **Academic** learning that is equivalent to that of a graduate from SD/MI (Paket A), SMP/MT (Paket B), or SMA/MA (Paket C). Accumulating sufficient credits (through studying specific subjects) and passing a national examination that assesses the skills and knowledge of each Paket's curriculum lead to credentials equivalent to an SD, SMP, or SMA diploma

- The **Paket A** subjects include citizenship, Indonesian language, mathematics, natural science, social science, religion, art and culture, local content, and physical education, sport and health.

The national examination subjects for Paket A are citizenship, Indonesian language, mathematics, natural science, and social science.

- The **Paket B** subjects include citizenship, Indonesian language, English, mathematics, natural science, social science, English, religion, art and culture, local content, and physical education, sport, and health.

The national examination subjects for Paket B are citizenship, Indonesian language, mathematics, natural science, social science, and English.

- The **Paket C** subjects include citizenship, Indonesian language, mathematics, history, English, religion, art and culture, local content, and physical education, sport, and health. Paket C has three forms. IPA (focus on science), IPS (focus on social science), and Language (focus on language), but all include the above subjects in their curricula. IPA adds physics, chemistry, and biology to its curriculum. IPS adds geography, economics, and sociology. Language adds anthropology, Indonesian literature, and foreign language.

The national examination subjects for Paket C are citizenship, Indonesian language, and English for all three forms. The IPA examination adds mathematics, physics, chemistry, and biology. The IPS examination adds geography, economics, and sociology. The Language examination adds anthropology, Indonesian literature, and foreign language.

2. **Life Skills** learning includes the essential skills and knowledge that all Indonesians need to be successful as workers, parents, and citizens in their families, communities, country, and the global economy. Life skills are divided into two components.
 - The first is **Professional Personality**, which covers communications, self-confidence, gender equality, and goal attainment.
 - The second is **Functional Skills**, which covers vocational skills, entrepreneurship skills, learning to be a good consumer, and the world of work.

Life skills are not included in the national examinations, but those wishing to take the examination must demonstrate that they have studied these skills.

The equivalency education program is operated through implementing agencies that include: PKBMs, SKBs, Pondok Pesantren, religious based organizations, community organizations, and independent learning communities (all must be legal entities). The equivalency education program is managed by the DEE staff at the Kabupaten and Provincial levels.

Multiple Entries Transfer Program

Within the equivalency education program, the Multiple Entries Transfer Program (METP) facilitates decisions that lead youth and adults to the most efficient learning options and approaches. That path might be in a nonformal education program or a formal school, and a student might move back and forth between these two types of educational institutions.

To make the best decision, the METP provides a set of steps that implementing agency staff undertake with each student. These steps help implementing agency staff collect information about students and, in consultation with Kabupaten or Provincial DEE staff, use that information for:

- **Placement**, which leads students to the learning options (what they are going to study) and approaches (how they are going to study) that are best for them.

The learning options include studying in a Paket A, B, or C program, sitting for the Paket A, B, or C examination, and transfer to the formal school system. The approaches include: face-to-face instruction with a teacher; group tutoring without a teacher; individual study through printed

modules, distance education, and instructional technology; home schooling; and transfer to formal school.

- **Competency Credit Verification**, which assesses prior formal and informal learning to determine how many competency credits (a measure of time-on-task and learning attainment) are required to be eligible to take the national examination. This verification is set out in *Acuan Kurikulum Pendidikan Kesetaraan Program Paket A, Paket B, and Paket C*, which states:

“Learners and students from non-formal and formal education sectors who want to enter equivalency education must go through a credit conversion process by calculating the competency credit units (SKK) that have been collected by the learners/students. The credit conversion requirement will consider the CV, learning achievement in the form of a transcript, list of student’s grades, report book, portfolio, or other forms.

If the requirement is not fulfilled, the student/learner will need to take a placement test that gives the student/learner recognition of his/her independent learning that comes from his/her experience, trainings, and profession. The provision for this is regulated by the credit conversion reference.”

One competency credit is equal to one instructional hour in face-to-face instruction, two instructional hours in group tutoring (learning in a group without an instructor), and three instructional hours in independent study. An instructional hour is equal to 35 minutes in the Paket A program, 40 minutes in the Paket B program, and 45 minutes in the Paket C program. This is a measure of what learning students have done.

The total competency credits for each Level (each Paket has two levels) is equal to mastery of the basic competencies, within a level, for each subject set out in *Standar Kompetensi dan Kompetensi Dasar* (see Appendix C).

- **Record Keeping**, which documents prior learning, sets out learning activities, and records learning progress.

To accomplish this task, implementing agency staff gathers and records information in student portfolios that capture information about students, evidence of prior learning, activities students will undertake to reach their goals, and progress in completing the activities. The portfolios are a folder that includes the forms that are

located in Appendix A and the evidence that verifies that prior learning and learning progress have taken place.

Student Portfolios

Student portfolios are maintained by the implementing agencies and updated as students complete activities. When students have completed all of the activities in their portfolio, the implementing agency staff presents the portfolios to the DEE Kabupaten staff (for Paket A and B) or Provincial staff (for Paket C) who may authorize a student to take the national examination or recommend further study. To build the portfolio, implementing staff take the following steps, each recorded in a separate section of the portfolio:

1. **Collect Placement Information.** In this step, potential students provide information that helps implementing agency staff make decisions about placement.
2. **Assessment of Prior Learning.** In this step, potential students are helped to describe and provide evidence of prior formal and informal learning that is equivalent to completing ~~and~~ the competency credits and mastering the ~~conent~~ for a subject.
3. **Verification of Prior Learning.** In this step, student portfolios are presented to Kabupaten (for Paket A and B) or Provincial (for Paket C) DEE staff, who verify the recommendation of the implementing staff or request changes in that recommendation.
4. **Placement.** In this step the learning that potential students have completed, the competencies they have mastered, and their placement information are analyzed to make a choice as to which learning opportunity students should choose and which learning approach they should employ.
5. **Learning Activities.** In this step, the students undertake the learning activities outlined in their portfolios. As students complete activities, that completion is noted in the portfolio.
6. **Completion of Learning Activities.** Once all of the learning activities have been completed, the portfolio is presented to DEE Kabupaten staff (for Paket A and B) or Provincial staff (for Paket C) who may recommend taking the appropriate national examination or may suggest further learning.

The following sections explain how to implement each of these steps. The output of each step is recorded in a Paket A, Paket B, or Paket C portfolio. Appendix A holds a copy of each of the forms that should be put into a portfolio.

1. Collect Placement Information

The following information should be collected from students and placed in their portfolios.

- Name
- National Identification Number
- Address
- Gender
 - Male
 - Female
- Age – record the exact age of the student next to the range it fits into, which are:
 - 7-12
 - 13-15
 - 16-18
 - 19-21
 - 22-44
 - 45+
- Marital Status
 - Married
 - Single
- Parental Status
 - No children
 - Young children (less than 13 years of age)
 - Older children (13 years of age or older)
- Employment Status
 - Full-time employed
 - Part-time employed
 - Not employed
- Reason student did not enter formal school, dropped out of formal school, or did not transition to the next higher level of formal school.
 - Financial, the student's family was too poor

- Fearful, the student did not like school
 - Work, the student had to work
 - Married, the student had to begin married life
 - Not Accepted, the student was rejected by the school
 - Distance, the school was too far from the student's home
 - Adequate, the student felt his or her education was adequate
 - Disabled, the student had a disability
 - Other, the student had other reasons
 - Examination failure, the student completed SMP or SMA but failed the national examination
- Student Goals
 - Long-term Goal, the student's reason for continuing studying such as entering college or technical training, applying for a specific job, or personal satisfaction.
 - Short-term Goal, the student's immediate goal, which includes passing the national examination for
 - Paket A
 - Paket B
 - Paket C
- Type of Student – Record one type, of the following 11 types, that describes the student.
 1. Never attended school
 2. Attended school but has no official records because the records were destroyed or the student was home schooled.
 3. Attended school and may have passed examinations but education was in a foreign country
 4. SD/MI dropout
Paket A dropout
 5. SD/MI completed
Paket A completed and passed national examination
 6. SMP/MT dropout
Paket B dropout
 7. SMP/MT completed and passed national examination
Paket B completed and passed national examination
 8. SMA/MA dropout

Paket C dropout

9. Paket A completed but failed national examination
10. SMP/MT completed but failed national examination
Paket B completed but failed national examination
11. SMA/MA completed but failed national examination
Paket C completed but failed national examination

2. Assessment of Prior Learning

The assessment of prior learning has four components: Subject Completion, National Formal School Examination Scores, Prior Informal Learning, and Prior Learning Assessment Scores. This information should be collected and added to each student's portfolio.

Subject Completion

For each Paket A, B, or C subject, credit should be given for completion or partial completion of the same subject in formal education. This credit should be recorded in each student's portfolio.

- Students who took the subject in SD receive one-sixth of the total credit for each year completed.
- Students who took the subject in SMP or SMA would receive one-third of the total credit for each year completed.

The Academic Subjects are:

- Religion
- Citizenship education
- Indonesian language and literature
- English
- Mathematics
- Social Sciences
- Natural Sciences
- Physics
- Chemistry
- Biology
- History
- Physical Education

- Art and Culture

The Life Skills Subjects are:

- Professional Personality
 - Communications
 - Self-confidence
 - Gender Equality
 - Goal Attainment
- Functional Skills
 - Vocational Skills
 - Entrepreneurship Skills
 - **Consumer Education**
 - World of Work

Most students will have official documentation of their subject completion. Implementing agency staff can note in the portfolio that they have seen the official documents.

If the student's official records have been lost, the implementing agency should identify a local official, headmaster, or teacher who can verify the course completion. If the student has official records from another country, the implementing agency should correspond with that country's embassy to verify the meaning of the documents.

National Formal School Examination Scores

For students who have taken an SMP or SMA national examination (an SD national examination is planned for the future), their scores on each subject and the length of time since they took the test should be recorded in each student's portfolio.

- The test **subjects** are:
 - English
 - Mathematics
 - Indonesian Language
- The **scores** should be reported as in one of three ranges:
 - 0-4, insufficient score for passing a subject
 - 4.1-5, sufficient score for passing a subject but not sufficient as an average score to pass the examination
 - 5.1-10, sufficient score as an average to pass the examination

- The **length of time** since testing should be reported as:
 - Less than one year
 - 1-3 years
 - More than 3 years

A student with a score of 0-4 should be given half of the total credits, of 4.1-5 should be given three-quarters of the total credits, and a score of 5.1 or above should be given all of the total credits for that subject. However, if the length of time is more than 3 years, the student should be urged to spend time equal to one quarter of the total credits studying that subject, even if their score is 5.1 or above. If the length of time is between 1 and 3 years, the student should be urged to spend time equal to ten percent of the total credits studying that subject, even if their score is 5.1 or above. This extra time will ensure that they are able to pass the examination of that subject.

Prior Informal Learning

Students may have had informal learning experiences that allowed them to build skills and knowledge that are assessed on the Paket A, B, or C national examination. For each subject, this prior learning should be assessed and recorded in each student's portfolio.

The Academic Skills subjects are:

- Religion
- Citizenship
- Indonesian language and literature
- English
- Mathematics
- Social Sciences
- Natural Sciences
- Physics
- Chemistry
- Biology
- History
- Physical Education
- Art and Culture

The Life Skills subjects are:

- Professional Personality
 - Communications
 - Self-confidence
 - Gender Equality

- Goal Attainment
- Functional Skills
 - Vocational Skills
 - Entrepreneurship Skills
 - Consumer Education
 - World of Work

This assessment is done by referring to the Paket A, B, or C Competency Credits chart (in Appendix B) for the examination level the student is seeking. For each subject, the student is asked to explain how they acquired the skills and knowledge of each subject, whether that subject was learned by employing a face-to-face, group tutoring, or independent learning approach, and how much time the student spent learning. The Competency Credits chart sets out how many credits are needed for each level within a Paket and how many hours that represents for each learning approach.

The hours are presented in this order: face-to-face, group tutoring, and independent learning. The total hours a student spent learning is divided by the number of hours required to yield a percentage. That percentage is then applied to the number of credits to find out how many credits the student will be given. Credits are always rounded up to the next higher full credit.

For example, in the Paket A chart, if a student has studied Islam in his local mosque in a group setting for 15 hours, the equation for the Religion subject would be:

$$\begin{aligned}
 &15 \text{ hours} / 21 \text{ hours} = 71\% \\
 &71\% \times 18 \text{ credits} = 12.78 \text{ credits} \\
 &12.78 \text{ credits is rounded up to 13 credits}
 \end{aligned}$$

Since 18 credits are needed for this subject, this student would be placed in level 2 to earn an additional 5 credits. If the student chose face-to-face learning, he or she would need to study for an additional 3 hours. If the student chose group tutoring, he or she would need to study for an additional 6 hours. If the student chose independent learning, he or she would have to study for 9 hours. These calculations are done by multiplying the number of credits by 1 for one-on-one learning, 2 for group tutoring, or 3 for independent learning. That number is then multiplied by 35 minutes for Paket A credits and divided by 60 minutes to yield an hour. The hour is always rounded up to the next highest number. For example, if the student chooses independent study:

$$\begin{aligned}
 &5 \text{ credits} \times 3 \text{ instructional hours} = 15 \\
 &15 \text{ instructional hours} \times 35 \text{ minutes} = 525 \text{ minutes} \\
 &525 \text{ minutes} / 60 = 8.75 \text{ hours} \\
 &8.75 \text{ hours is rounded up to 9}
 \end{aligned}$$

Students must provide some form of proof. This proof can be in the form a certificate, a letter or a personal appearance by a parent, a member of the community, an employer, or a religious leader. The certificate, letter, or a note on a personal appearance is placed in the student's portfolio.

Prior Learning Assessment Scores

To assess the mastery of basic competencies, provinces should develop multiple-choice tests that cover those subjects that are on the national examination.

- The national examination subjects for Paket A are citizenship, Indonesian language, mathematics, natural science, and social science.
- The national examination subjects for Paket B are citizenship, Indonesian language, mathematics, natural science, social science, and English.
- The national examination subjects for Paket C are citizenship, Indonesian language, and English for all three forms. The IPA examination adds mathematics, physics, chemistry, and biology. The IPS examination adds geography, economics, and sociology. The Language examination adds anthropology, Indonesian literature, and foreign language.

These tests should provide information that identifies which subjects the student is likely to pass and which subjects he or she must continue to study.

In constructing multiple choice tests for this purpose, the content of the questions should come from the list of basic competencies and the learning materials for each subject. Multiple choice questions can have two forms. In the first form, the student is asked to pick the right answer. For example:

Argentina is in which continent?

1. North America
2. Africa
3. South America
4. Europe

In the second form, the student is asked to pick the wrong answer. For example:

Which of the following countries is not in South American?

1. Argentina
2. Brazil

3. Columbia
4. Gabon

Multiple choice questions usually have four answers. As much as possible, the incorrect answers should be plausible.

3. Verification of Prior Learning

The portfolio is presented to the Kabupaten or Provincial DEE staff for review and a decision on placement. Where significant prior learning, either formal or informal, is credited without official documents, the Kabupaten staff should pick one of the people who provided verification and meet with that person to assess the validity of the claim. If the chosen person gives a credible assessment, then the other assessments can be accepted. If that person does not provide a credible assessment, then another person listed in the portfolio should be contacted. If two people fail this test, then the portfolio should be rejected.

If the portfolio is rejected, the implementing agency staff should explain to the participant why the portfolio was rejected. The participant should then be helped to secure new evidence of the prior learning or should be asked to either demonstrate that learning or add it to the learning activities.

4. Placement

Learning Options

Placement identifies which of 12 possible learning options are appropriate for a student. The proper placement recommendation is based on the credits completed and recorded in the student's portfolio.

1. Paket A Level 1
2. Paket A Level 2
3. Take Paket A Test
4. Enter SMP/MT
5. Paket B Level 3
6. Paket B Level 4

7. Take Paket B Test
8. Enter SMA/MA
9. Paket C Level 5 (IPS, IPA, or Language)
10. Paket C Level 6 (IPS, IPA, or Language)
11. Take Paket C Test (IPS, IPA, or Language)
12. Apply to Tertiary Institution

Learning Approaches

Placement identifies which of four learning approaches is appropriate for the student and recorded in his portfolio.

1. Independent study through printed modules, distance education, and instructional technology
2. Home Schooling (face-to-face, group, or independent)
3. Group Tutoring
4. Face-to-face
5. Enter/~~re-ent~~ re-enter formal school

The implementing agency staff should help the potential student make a plan of learning activities that employs one of these learning approaches.

5. Learning Activities

Based on the placement of the student, the implementing agency staff should set out a series of learning activities that will bring the student up to completion of remaining credits and preparation for the national examination. The learning approach chosen will determine the amount of time the student would spend in each activity. The learning activity should identify the subject to be learned, the materials to be used to learn, and the time to be spent learning

6. Completion of Learning Activities

The portfolio is also used to record learning progress. The portfolio can help build and sustain students' motivation since the immediate step they are taking (the short-term goal) is leading them to accomplish their long-term goal. Implementing agency staff should meet with each student on a regular basis to review their portfolio, record progress, and discuss barriers to success and ways to overcome them. This is also a time when staff can encourage students and build their motivation and self-confidence.

When the learning activities have been completed, the portfolio is presented to the Kabupaten or Provincial DEE staff for review and a decision on whether or not the student is ready to take a national examination.

APPENDIX A

STUDENT PORTFOLIO FORMS

For Paket A, Paket B, and Paket C

PAKET A STUDENT PORTFOLIO

Placement Information

Name _____

ID Number _____

Address _____

Gender Male ___ Female ___

Age 7-12 ___ 13-15 ___ 16-18 ___
 19-21 ___ 22-44 ___ 45+ ___

Marital Status Married ___ Single ___

Parental Status No Children ___ Young Children ___ Older Children ___

Employment Full-time ___ Part-time ___ Unemployed ___

Reason for not attending school, dropping out of school, or not transition to next higher level of school:

- Financial ___
- Fearful ___
- Work ___
- Marriage ___
- Not Accepted ___
- Distance ___
- Adequate ___
- Disabled ___
- Other ___
- Failed Examination ___

Long-term Goal _____

Short-term Goal Paket A ___ Paket B ___ Paket C ___

Student Type 1 ___ 2 ___ 3 ___ 4 ___
 5 ___ 6 ___ 7 ___ 8 ___
 9 ___ 10 ___ 11 ___

Assessment of Prior Learning

| Subject | Credit | SD Level | Prior Informal Learning | Prior Learning Assessment | Total Credit | Deficit |
|-----------|--------|----------|-------------------------|---------------------------|--------------|---------|
| | | | | | | |
| CitShip | 18 | | | | | |
| B.I. | 30 | | | | | |
| Math | 30 | | | | | |
| NatSci | 24 | | | | | |
| SocSci | 18 | | | | | |
| | | | | | | |
| Religion | 18 | | | | | |
| ArtCult | 12 | | | | | |
| PES&H | 18 | | | | | |
| LocCont | 12 | | | | | |
| Prof Per | 12 | | | | | |
| FuncSkill | 18 | | | | | |

Learning Activities

| Subject | Credit Deficit | Paket A Level 1 | Paket A Level 2 | Assessment | Credit Awarded |
|-----------|----------------|-----------------|-----------------|------------|----------------|
| | | | | | |
| CitShip | | | | | |
| B.I. | | | | | |
| Math | | | | | |
| NatSci | | | | | |
| SocSci | | | | | |
| | | | | | |
| Religion | | | | | |
| ArtCult | | | | | |
| PES&H | | | | | |
| LocCont | | | | | |
| Prof Per | | | | | |
| FuncSkill | | | | | |

Placement

Level

- Paket A Level 1 _____
- Paket A Level 2 _____
- Take Paket A Test _____
- Enter SMP/MT _____

Learning Approach

- Independent study _____
- Home Schooling _____
- Group Tutoring _____
- Face-to-face _____
- Enter/renter formal school _____

Learning Activities

- Activity 1
 - Subject
 - Materials
 - Time

- Activity 2
 - Subject
 - Materials
 - Time

- Activity 3
 - Subject
 - Materials
 - Time

- Activity 4
 - Subject
 - Materials
 - Time

- Activity 5
 - Subject
 - Materials
 - Time

PAKET B STUDENT PORTFOLIO

Placement Information

Name _____

ID Number _____

Address _____

Gender Male ___ Female ___

Age 7-12 ___ 13-15 ___ 16-18 ___
 19-21 ___ 22-44 ___ 45+ ___

Marital Status Married ___ Single ___

Parental Status No Children ___ Young Children ___ Adult Children ___

Employment Full-time ___ Part-time ___ Unemployed ___

Reason for not attending school, dropping out of school, or not transition to next higher level of school:

- Financial ___
- Fearful ___
- Work ___
- Marriage ___
- Not Accepted ___
- Distance ___
- Adequate ___
- Disabled ___
- Other ___
- Failed Examination ___

Long-term Goal _____

Short-term Goal _____

Student Type 1 ___ 2 ___ 3 ___ 4 ___
 5 ___ 6 ___ 7 ___ 8 ___
 9 ___ 10 ___ 11 ___

Assessment of Prior Learning

| Subject | Credit | SMP Level | Exam Score | Time Since Exam | Prior Informal Learning | Prior Learning Assessment | Total Credits | Deficit |
|-----------|--------|-----------|------------|-----------------|-------------------------|---------------------------|---------------|---------|
| | | | | | | | | |
| CitShip | 6 | | | | | | | |
| B.I. | 12 | | | | | | | |
| English | 12 | | | | | | | |
| Math | 12 | | | | | | | |
| NatSci | 12 | | | | | | | |
| SocSci | 12 | | | | | | | |
| | | | | | | | | |
| Religion | 6 | | | | | | | |
| ArtCult | 6 | | | | | | | |
| PES&H | 6 | | | | | | | |
| LocCont | 6 | | | | | | | |
| Prof Per | 6 | | | | | | | |
| FuncSkill | 6 | | | | | | | |

Learning Activities

| Subject | Credit Deficit | Paket B Level 3 | Paket B Level 4 | Assessment | Credit Awarded |
|-----------|----------------|-----------------|-----------------|------------|----------------|
| | | | | | |
| CitShip | | | | | |
| B.I. | | | | | |
| English | | | | | |
| Math | | | | | |
| NatSci | | | | | |
| SocSci | | | | | |
| | | | | | |
| Religion | | | | | |
| ArtCult | | | | | |
| PES&H | | | | | |
| LocCont | | | | | |
| Prof Per | | | | | |
| FuncSkill | | | | | |

Placement

Level

- Paket C Level 5 _____
- Paket C Level 6 _____
- Take Paket A Test _____
- Enter SMP/MT _____

Learning Approach

- Independent study _____
- Home Schooling _____
- Group Tutoring _____
- Face-to-face _____
- Enter/renter formal school _____

Learning Activities

- Activity 1
 - Subject
 - Materials
 - Time

- Activity 2
 - Subject
 - Materials
 - Time

- Activity 3
 - Subject
 - Materials
 - Time

- Activity 4
 - Subject
 - Materials
 - Time

- Activity 5
 - Subject
 - Materials
 - Time

PAKET C STUDENT PORTFOLIO

Placement Information

Name _____

ID Number _____

Address _____

Gender Male ___ Female ___

Age 7-12 ___ 13-15 ___ 16-18 ___
 19-21 ___ 22-44 ___ 45+ ___

Marital Status Married ___ Single ___

Parental Status No Children ___ Young Children ___ Adult Children ___

Employment Full-time ___ Part-time ___ Unemployed ___

Reason for not attending school, dropping out of school, or not transition to next higher level of school:

- Financial ___
- Fearful ___
- Work ___
- Marriage ___
- Not Accepted ___
- Distance ___
- Adequate ___
- Disabled ___
- Other ___
- Failed Examination ___

Long-term Goal _____

Short-term Goal _____

Student Type 1 ___ 2 ___ 3 ___ 4 ___
 5 ___ 6 ___ 7 ___ 8 ___
 9 ___ 10 ___ 11 ___

Assessment of Prior Learning

| Subject | Credit | SMA Level | Exam Score | Time Since Exam | Prior Informal Learning | Prior Learning Assessment | Credit | Deficit |
|------------|--------|-----------|------------|-----------------|-------------------------|---------------------------|--------|---------|
| | | | | | | | | |
| CitShip | 6 | | | | | | | |
| B.I. | 12 | | | | | | | |
| English | 12 | | | | | | | |
| Math | 12 | | | | | | | |
| Hist | 3 | | | | | | | |
| A:Phsics | 10 | | | | | | | |
| A: Chem | 10 | | | | | | | |
| A: Biology | 10 | | | | | | | |
| S: Geo | 1 | | | | | | | |
| S: Econ | 2 | | | | | | | |
| S Soc | 2 | | | | | | | |
| L: Anth | | | | | | | | |
| L: Lit | | | | | | | | |
| L: FLang | | | | | | | | |
| | | | | | | | | |
| Religion | 6 | | | | | | | |
| ArtCult | 6 | | | | | | | |
| PES&H | 6 | | | | | | | |
| LocCont | 6 | | | | | | | |
| Prof Per | 6 | | | | | | | |
| FuncSkill | 12 | | | | | | | |

Learning Activities

| Subject | Credit Deficit | Paket C Level 5 | Paket C Level 6 | Assessment | Credit Awarded |
|------------|----------------|--------------------|--------------------|------------|----------------|
| | | | | | |
| CitShip | 6 | | | | |
| B.I. | 12 | | | | |
| English | 12 | | | | |
| Math | 12 | | | | |
| Hist | 3 | | | | |
| A:Phsics | 10 | | | | |
| A: Chem | 10 | | | | |
| A: Biology | 10 | | | | |
| S: Geo | 1 | | | | |
| S: Econ | 2 | | | | |
| S Soc | 2 | | | | |
| L: Anth | | | | | |
| L: Lit | | | | | |
| L: FLang | | | | | |
| | | | | | |
| Religion | 6 | | | | |
| ArtCult | 6 | | | | |
| PES&H | 6 | | | | |
| LocCont | 6 | | | | |
| Prof Per | 6 | | | | |
| FuncSkill | 12 | | | | |

Placement

Level

- Paket A Level 1 _____
- Paket A Level 2 _____
- Take Paket A Test _____
- Enter SMP/MT _____

Learning Approach

- Independent study _____
- Home Schooling _____
- Group Tutoring _____
- Face-to-face _____
- Enter/renter formal school _____

Learning Activities

- Activity 1
 - Subject
 - Materials
 - Time

- Activity 2
 - Subject
 - Materials
 - Time

- Activity 3
 - Subject
 - Materials
 - Time

- Activity 4
 - Subject
 - Materials
 - Time

- Activity 5
 - Subject
 - Materials
 - Time

APPENDIX B

COMPETENCY CREDIT CHARTS

For Paket A, Paket B, and Paket C

Paket A Competency Credits

| Content | Level 1 Credits Hours | Level 2 Credits Hours | TOTAL Credits Hours |
|---|-----------------------------------|-----------------------------------|----------------------------------|
| Religion | 9 5.25-10.5-15.75 | 9 5.25-10.5-15.75 | 18 10.5-21-31.5 |
| Citizenship | 9 5.25-10.5-15.75 | 9 5.25-10.5-15.75 | 18 10.5-21-31.5 |
| Indonesian Language | 15 8.75-17.5-26.25 | 15 8.75-17.5-26.25 | 30 17.5-35.5-52.5 |
| Mathematics | 15 8.75-17.5-26.25 | 15 8.75-17.5-26.25 | 30 17.5-35.5-52.5 |
| Natural Science | 12 7-14-21 | 12 7-14-21 | 24 14-28-42 |
| Social Science | 9 5.25-10.5-15.75 | 9 5.25-10.5-15.75 | 18 10.5-21-31.5 |
| Art and Culture | 6 3.5-7-10.5 | 6 3.5-7-10.50 | 12 7-14-21 |
| Local Content | 6 3.5-7-10.5 | 6 3.5-7-10.5 | 12 7-14-21 |
| Physical Education, Sport and Health | 9 8.75-17.5-26.25 | 9 8.75-17.5-26.25 | 18 10.5-21-31.5 |
| Professional Personality | 6 3.5-7-10.5 | 6 3.5-7-10.5 | 12 7-14-21 |
| Functional Skills | 9 5.25-10.5-15.75 | 9 5.25-10.5-15.75 | 18 10.5-21-31.5 |
| TOTAL | 102 59.5-119-179 | 102 59.5-119-179 | 204 119-238-358 |

Paket B Competency Credits

| Content | Level 1 Credits Hours | Level 2 Credits Hours | TOTAL Credits Hours |
|---|------------------------------|------------------------------|--------------------------------|
| Religion | 4 2.7-5.4-7.1 | 2 1.35-2.7-5.4 | 6 4.05-8.1-12.5 |
| Citizenship | 4 2.7-5.4-7.1 | 2 1.35-2.7-5.4 | 6 4.05-8.1-12.5 |
| Indonesian Language | 8 5.4-10.8-14.2 | 4 2.7-5.4-7.1 | 12 8.1-16.2-21.3 |
| English | 8 5.4-10.8-14.2 | 4 2.7-5.4-7.1 | 12 8.1-16.2-21.3 |
| Mathematics | 8 5.4-10.8-14.2 | 4 2.7-5.4-7.1 | 12 8.1-16.2-21.3 |
| Natural Science | 8 5.4-10.8-14.2 | 4 2.7-5.4-7.1 | 12 8.1-16.2-21.3 |
| Social Science | 8 5.4-10.8-14.2 | 4 2.7-5.4-7.1 | 12 8.1-16.2-21.3 |
| Art and Culture | 4 2.7-5.4-7.1 | 2 1.35-2.7-5.4 | 6 4.05-8.1-12.5 |
| Local Content | 4 2.7-5.4-7.1 | 2 1.35-2.7-5.4 | 6 4.05-8.1-12.5 |
| Physical Education, Sport and Health | 4 2.7-5.4-7.1 | 2 1.35-2.7-5.4 | 6 4.05-8.1-12.5 |
| Professional Personality | 4 2.7-5.4-7.1 | 2 1.35-2.7-5.4 | 6 4.05-8.1-12.5 |
| Functional Skills | 4 2.7-5.4-7.1 | 2 1.35-2.7-5.4 | 6 4.05-8.1-12.5 |
| TOTAL | 68 45.4-90.8-136.2 | 34 22.7-45.4-172.4 | 102 68.1-136.2-308.6 |

Paket C Competency Credits

| Content | Level 1 Credits Hours | Level 2 Credits Hours | TOTAL Credits Hours |
|---|-----------------------------|-----------------------------|------------------------------|
| Religion | 2 1.5-3-4.5 | 4 3-6-9 | 6 4.5-9-13.5 |
| Citizenship | 2 1.5-3-4.5 | 4 3-6-9 | 6 4.5-9-13.5 |
| Indonesian Language | 4 3-6-9 | 8 6-12-18 | 12 9-18-27 |
| English | 4 3-6-9 | 8 6-12-18 | 12 9-18-27 |
| Mathematics | 4 3-6-9 | 8 6-12-18 | 12 9-18-27 |
| Physics | 2 1.5-3-4.5 | 8 6-12-18 | 10 7.5-15-22.5 |
| Chemistry | 2 1.5-3-4.5 | 8 6-12-18 | 10 7.5-15-22.5 |
| Biology | 2 1.5-3-4.5 | 8 6-12-18 | 10 7.5-15-22.5 |
| History | 1 0.75-1.5-2.25 | 2 1.5-3-4.5 | 3 2.25-4.5-6.75 |
| Geography | 1 0.75-1.5-2.25 | 0 | 1 0.75-1.5-2.25 |
| Economics | 2 1.5-3-4.5 | 0 | 2 1.5-3-4.5 |
| Sociology | 2 1.5-3-4.5 | 0 | 2 1.5-3-4.5 |
| Art and Culture | 2 1.5-3-4.5 | 4 3-6-9 | 6 4.5-9-13.5 |
| Local Content | 2 1.5-3-4.5 | 4 3-6-9 | 6 4.5-9-13.5 |
| Physical Education, Sport and Health | 2 1.5-3-4.5 | 4 3-6-9 | 6 4.5-9-13.5 |
| Professional Personality | 2 1.5-3-4.5 | 4 3-6-9 | 6 4.5-9-13.5 |
| Functional Skills | 4 3-6-9 | 8 6-12-18 | 12 9-18-27 |
| TOTAL | 40 30-60-90 | 82 61.5-123-184.5 | 122 91.5-183-274.5 |

APPENDIX C

Standar Kompetensi dan Kompetensi Dasar

For Paket A, B, and C



USAID | INDONESIA
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MULTI-ENTRY / MULTI-EXIT PROGRAM TRANSFER IMPLEMENTATION GUIDE

For Providers of Equivalency Education Package B

Section I Foreword, Table of Contents, Acronyms, Definitions

Section II The Multi-Entry Multi-Exit Program Transfer Guide

Section III Appendices, References and Acknowledgement



SECTION I: PRELIMINARIES

Foreword

Table of Contents

Acronyms

Definitions

Foreword

The Directorate of Equivalency Education under the Directorate General of Out-of-School Education, Ministry of National Education has implemented a dynamic program to support the government commitment to achieve the 9 year compulsory education.

The Review on the “Current Practices of Testing and Certification” of Equivalency Education Package B was undertaken from 16 October to 2 December 2006. It was supported by USAID Decentralized Basic Education 3 Project (DBE3), non-formal education component. DBE 3 is a collaboration of the Academy of Educational Development (AED), Save the Children US (SC), the International Refugee Development (IRD) and the Asia Foundation (AF). One major recommendation was to develop a user-friendly Implementation Guide on “Multi-Entry/Multi- Exit Program Transfer” for Package B Life Skills.

This Guide will serve as a ready reference for the beginning of an effective implementation of Package B Life Skills Program Transfer utilizing the Prior Learning Assessment or Placement Test, Portfolio and Self Assessment and Performance Test. A credible program transfer will motivate learners’ participation in Equivalency Education, particularly the disadvantaged, marginalized population including girls and women, and other difficult to reach groups.

Our gratitude to USAID DBE 3 for the assistance of Mrs. Lucille C. Gregorio, USAID DBE3 Testing and Certification Consultant in developing this Guide, and the support provided by Dr. Usman Syihab, and Dr. Gurit Santoso, Consultants and colleagues from the Directorate of Equivalency Education, MONE. We wish to thank all those who have supported the whole process of development.

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ACRONYMS

| | |
|------------------|---|
| AED | Academy for Educational Development |
| BPKB | Balai Pengembangan Kegiatan Belajar (<i>Learning Activity Development Center</i>) |
| BPKP | Balai Pengembangan Kegiatan Pembelajaran |
| BP-PLSP | Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda (<i>Youth and Out-of-School Education Development Center</i>) |
| BSNP | Badan Standarisasi Nasional Pendidikan (<i>National Education Standard Bureau</i>) |
| DBE 3 | Decentralized Basic Education Three (<i>DBE 3</i>) |
| DEE | Directorate of Equivalency Education (<i>Direktorat Pendidikan Kesetaraan</i>) |
| DEPDIKNAS | Departamen Pendidikan Nasional (<i>Ministry of National Education</i>) |
| IRD | International Refugee Development |
| MDGs | Millennium Development Goals |
| MoNE | Ministry of National Education |
| MoRA | Ministry of Religious Affairs |
| MTs | Madrasah Tsanawiyah (<i>Islamic Junior Secondary School</i>) |
| NFE | Non-Formal Education |
| PKBM | Pusat Kegiatan Belajar Masyarakat (<i>Community Learning Center</i>) |
| SC | Save the Children |
| SD | Sekolah Dasar (<i>Primary Schooling</i>) |
| SKB | Sanggar Kegiatan Belajar (<i>Learning Activity Center</i>) |
| SMP | Sekolah Menengah Pertama (<i>Junior Secondary School</i>) |
| TAF | The Asia Foundation |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| USAID | United States Assistance for International Development |

Definitions

Accreditation - An assessment of the feasibility of an educational unit and program based on pre-set criteria.

Basic education - Refers to primary schooling, which has to be completed as a requirement for entry to secondary level.

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

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

Compulsory Education- The minimum number of years to be attended by all Indonesian citizens.. This is fully supported by the Central and Local governments.

Curriculum- Sets of plans and regulations stating the aim, content and teaching learning materials and methods to be employed as a guide for implementation of learning activities to achieve the stated education objectives.

Education- Conscious and well-planned effort in creating a learning environment and learning process for learners to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, moral and noble character and skills that one needs for him/herself, for the community, for the nations, and for the State.

Education Resources – These are utilized in the provision of education, including personnel, funds, facilities, equipment and technical people/experts in the community.

Evaluation - A process of controlling, ensuring and determining educational quality in all components of education in each stream, level and type of education as a form of responsibility of education provision.

Equivalency Education (*Pendidikan Kesetaraan*)- Refers to a program that caters to the education needs of community members who have no opportunities to attend the formal schooling because of various reasons, i.e. poverty, drop out from school,

those who require educational services specific to their needs, and for self development to cope with the rapid scientific and technological advances, and other reasons. The Minister of Education and Culture Decree No. 0131/U/1991 supports Packages A and B, and Minister of National Education Decree No. 0132/U/2004 concerns Package C. The Government Regulation No. 73 year 1991, opened wider room for Equivalency Education as a program of non-formal education system to include Package A (equivalent to Primary School), Package B (equivalent to Junior Secondary School), and Package C (equivalent to Senior Secondary School).

To the National Education System Law No. 20 Year 2003, equivalency education program was redesigned in terms of meeting the needs of the target learners and achieving the national education standards. The activities mainly include: designing equivalency education standard of contents and standard of graduates, the improvement of the curriculum and its guidelines, and the national examination, as well as professional development for the tutors and implementers. Partners are non-government organizations (NGOs), social-community organizations (*Orsosmas*), rural development specialists, and government institutions, Ministry of Home Affairs, Ministry of Agriculture, Ministry of Forestry, Ministry of Marine and Fishery, Ministry of Religious Affairs, universities and private sectors, religious institutions and organizations.

Equivalency Education Providers – These are the following: PKBM/ Pusat *Kegiatan Belajar Masyarakat* (CLC/ Community Learning Centers), SKB/ *Sanggar Kegiatan Belajar*/ Learning Activity Centers), non-government organizations (NGOs), social-community organization (*Orsosmas*), religious institutions and organizations, and *Pondok Pesantren* (Islamic Traditional Education Institution).

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

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

Equivalency Education Package C- A program designed for the youth and adults who have no opportunities to attend the Senior Secondary formal schooling because

of social, cultural, psychological, economic, time and geographical factors, and those who attend the Program because of their choice. The graduates of Package C receive Senior Secondary School Certificates as promulgated by the Minister of Education Decree No. 0132/U.

Formal Learning - An educational stream structured with levels, encompassing basic, secondary, and higher education. It is learning through an organized program of instruction in an educational institution, adult training center or in the workplace, which is generally recognized in a qualification or a certificate.

Government - Refers to Central Government.

Informal Learning- Refers to learning that is derived from real life experiences, work-related, family or leisure activities, in the environment or surroundings. In 1996, the OECD Education Ministers agreed to develop the strategies for 'lifelong learning for all.' The approach has been endorsed by the Ministers of Manpower, Social Welfare and the OECD Council of Ministers.

Learners - Members of any community wishing to develop their potential through a learning process, available in a particular stream, level and type of education.

Learning - A process of interaction between learners and educators with educational resources in a particular learning environment

Levels of education - The stages in education that are determined by learners' progress, objectives to be achieved, and the capacity to be developed.

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

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

Local Government - Refers to Provincial, District or City government.

Millennium Development Goals, (MDGs) - A set of time-bound and measurable eight (8) goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women, agreed upon by the United Nations General Assembly in 2001.

National Education - Education based on Pancasila and the 1945 Constitution and is rooted in the religious values and national cultures of Indonesia, and one that is responsive to the needs of the ever-changing era.

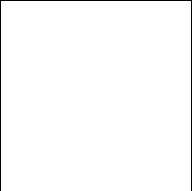
National Education Standards - Statements of minimal criteria of the education system under the jurisdiction of the Republic of Indonesia.

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

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

National Standards of Education- Referred to in the National Education Law No. 20 year 2003 called for an increase in quality of education and mandated that minimum standards for both formal and non-formal education be developed and codified as the National Standards. This covers eight (8) key areas: content (curriculum), facilities and infrastructure teachers' and education staff, finance, teaching and learning process, management, graduate competencies and evaluation.

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



Placement Test - Form of assessment to recognize Prior Learning in order to provide an opportunity to recognize previous knowledge and life skills of the learner applying to take the test for them to be admitted in the appropriate level of the equivalency program.

Pondok Pesantren - The Religious (Islamic) Boarding Schools, playing very important roles in spreading Islam and developing religious educational institutions in the country. Currently, there are 14,000 *Pondok Pesantren* (in 2004), located in villages and rural areas that are supervised by the Ministry of Religious Affairs (MoRA). Most of the learners come from poor families from agriculture and coastal communities. The Schools implement Equivalency Education Packages A, B, and C, based on the Memorandum of Understanding (MOU) between the Education, the Youth Ministry of National Education, the Directorate General of Islamic Education, and the Institution Ministry of Religious Affairs.

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

School/Madrasah Committee - An independent group consisting of parents/children's guardians, community members committed to education. The Committee assist the school headmaster and teachers in the management of education.

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

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

**SECTION II:
THE MULTI-ENTRY/MULTI-EXIT PROGRAM
TRANSFER GUIDE**

Introduction

The Multi-Entry/Multi-Exit Program Transfer

Prior Learning Assessment/Placement Test

Portfolio and Other Forms of Assessment

Moving Ahead

Chapter I

INTRODUCTION

Background

The “Current Practices on Testing and Certification for Equivalency Education Package B” was undertaken as Sub-Task 1 of the USAID supported Decentralized Basic Education 3 (DBE 3) Project. The main finding is that Package B graduates are tested and certified through authentic and national examination of academic performance in Citizenship Education, Bahasa Indonesia, English, Mathematics, Natural Science and Social Science. There is no national examination on vocational skills. It was also reported that life skills was equated to vocational skills. A common understanding of life skills among the Equivalency Education Package B Providers and Stakeholders has to be advocated.

In 2003, the Ministry of National Education promulgated that Life Skills should be the focus of student learning at all levels. (*Appendix 1*). This is within the framework of improving quality for the 9-year compulsory education, one of the Education for All (EFA) goals, and the Millennium Development Goals (MDG’s). Life Skills is important, especially for Package B learners who drop out from formal schooling and enter the world of work. These learners may also decide to continue their schooling.

It is in above context that the Sub-Task 1: Situation Analysis on Current Practices recommended the development of an Implementation Guide for Equivalency Education Package B Providers on *Multi-Entry Multi-Exit Program Transfer*, which is elaborated in this document.

Purpose of the Guide

This Guide will provide the Package B Providers (Placement Organizers) with the tools/hints on how to implement the *Multi-Entry/Multi-Exit Program Transfer*.

The Providers will be able to:

1. Acquire an understanding of *Multi-Entry/Multi-Exit Program Transfer*, based on Government Laws, Acts and Regulations;
2. Develop a method of measuring the Life Skills of Learners based on the new Competency Standards and the Curriculum Structure;
3. Acquire the skills to implement effectively the Prior Learning Assessment/Placement Test, Portfolio, Self- Assessment and Performance Test for leveling in appropriate level of learning;

4. Standardize the Criteria for Certification to ensure the appropriate entry and exit program transfer and even for advance placements of the learner; and
5. Appreciate the challenges and importance of program transfer and certification.

This Guide therefore, aims to empower the Package B Providers in implementing a *Multi-Entry/Multi-Exit Program Transfer*. A credible program transfer will motivate learners' participation in Equivalency Education, particularly the disadvantaged, marginalized population including girls and women.

Contents

This Implementation Guide is divided into three sections.

- Section I Foreword, Table of Contents, Acronyms, and Definitions
- Section II The Multi Entry Multi Exit Program Transfer Guide. It has five chapters:
- I. Introduction
 - II. The Multi-Entry/Multi-Exit Program Transfer
 - III. Prior Learning Assessment/Placement Test
 - IV. Portfolio, Self-Assessment and Performance Test
 - V: Moving Ahead
- Section III Appendices, References and Acknowledgement.

Target Users

The Users of this Guide are the Providers of Equivalency Education Package B. These are the:

1. Officials at the Directorate of Equivalency Education at MoNE and MoRA;
2. Officials at the Provincial and District Education Offices; and the
3. Institutional Leaders and EE Providers at the following -
 - PKBMs - *Pusat Kegiatan Belajar Masyarakat* (Community Learning Centers)
 - SKB - *Sanggar Kegiatan Belajar* (Center for Learning Activities)
 - *Pondok Pesantren* – (Islamic Boarding Schools as major providers of Equivalency Education for school-aged youngsters coming from middle to lower class socio-economic groups, especially in rural areas. Supervision is by the Ministry of Religious Affairs)
 - *Religious-based Organizations*, e.g. *Muhammadiyah* and *Nahlatul Ulama*
 - Community Organizations, and
 - Independent Learning Communities

Descriptions on the Local EE Providers are in *Appendix 2*.

How to Use the Guide

This Implementation Guide has been specifically designed for Package B Providers as a TOOL and as reference for the *Multi- Entry/ Multi- Exit Program Transfer* based on the newly revised Package B Life Skills Competency Standards (*Appendix 3*) and the Package B Life Skills Curriculum Structure (*Appendix 4*).¹ It can also be utilized in Program Transfers of Packages A and C.

The Chapters on Prior Learning Assessment (PLA)/Placement Test (PLT)² and Portfolio, Self-Assessment and Performance Test describes the process for implementation and marking and Certification, while Chapter V which is a recommendation for moving ahead. This can be the basis for preparing an action plan for future activities.

PLA/PLT is especially suggested for academic subjects. The scores obtained in a particular subject will place the learner in appropriate levels of competence for that subjects, and no longer repeat lessons already learned. The results of the tests will also encourage the students to learn new concepts and acquire relevant skills for advance placement beyond Package B. The marks/ratings will be the basis for giving the Certification. This form of assessment follows the “top-down approach,” similar to the approach for the present national examination.

Portfolio, Self-Assessment and Performance Tests are suggested for testing functional/vocational subjects. Recommendation for Certification can be initiated by the Community Learning Center and similar institutions, and Certificates can be given by the Provincial Education Office. A Report will be sent to the Central Office at the Directorate of Equivalency Education. The Flow of Work follows the “Bottom-up Approach.”

This Guide can be adopted and/or adapted. This is applicable to the specific context of the learner in Package B. Users are also encouraged to add context-specific information/lessons learned based on their experiences.

¹ Signed by the Minister of National Education, April 2007.

² PLA/PLT are used interchangeably in this Guide

Chapter II

THE MULTI-ENTRY/MULTI-EXIT PROGRAM TRANSFER

Justification

Indonesia at this present time calls for the acquisition of knowledge, development of personality and mastery of functional skills that will meet the needs of today and prepare for the future. The country is experiencing the influences of science, technology and telecommunications advances; as well as the national acceptance of globalization. Young people need relevant skills for them to adapt to changes in lifestyle and the world of work. Changes in work skills should gear towards flexibility, problem solving, rationale thinking, and decision making rather than just traditional knowledge and manual skills.

There is a need to rethink on how education can transform Indonesians, especially the out-of-school youth to become productive in their daily lives and at the same time enter the world of work and become useful members of the community/society. Recently, broad-based education has been introduced as an effort to establish life skills in various levels and forms. This is a recognition that the quality of education has not increased significantly. Many graduates stay unemployed because of lack of skills and life experiences.

Equivalency Education Package B is one response to provide access, equity, and quality education to individuals and those disadvantaged groups who are not in school because of poverty, the high cost of education, and the perceived irrelevance of schooling, the need to support their families, seek employment elsewhere, and for other reasons.

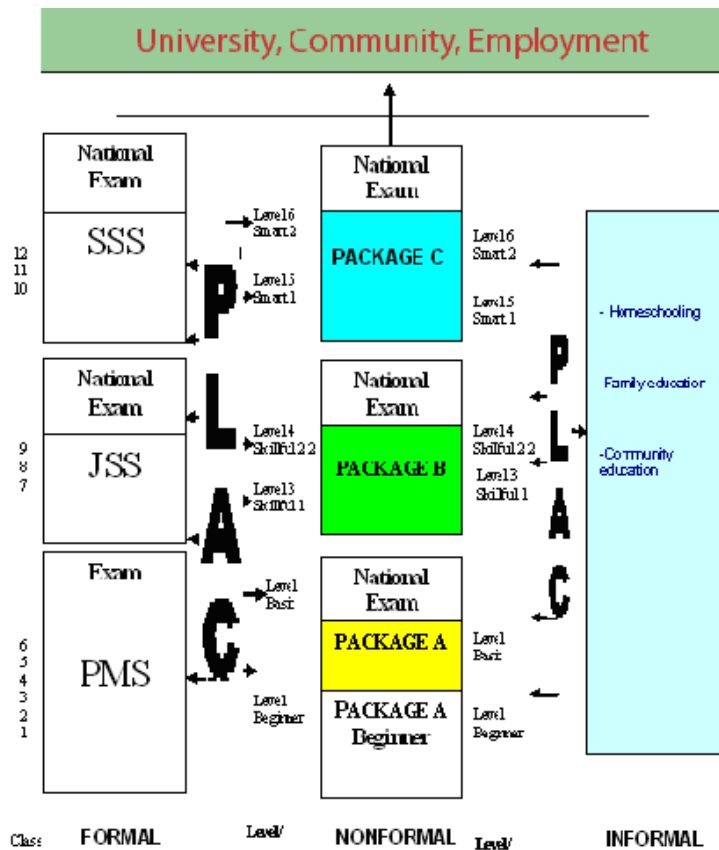
The development of this Guide is a collaborative endeavor between DEE and the USAID DBE 3. The Multi-Entry/Multi-Exit Program Transfer is being initiated by the Directorate of Equivalency Education (DEE), Directorate General of Out-of-School Education, to give wider flexibility for the transfer of learners to the different channels of education – formal, non-formal, and informal and for further schooling as well as entry to the world of work.

The Framework

The framework for program transfer utilizing Prior Learning Assessment (PLA)/Placement Test (PLT) and other forms of Tests recognized for Certification (PLAC) is shown in *Figure 1*. This means that learners can join or move to a higher level of the Package B Equivalency Education Program based on their scores in the various forms of assessment taken

Those learners who intend to enter the program without academic records or competency achievement data, and those who apply for certification particularly for their functional/vocational skills can respond to a checklist for self assessment, submit a Portfolio of their achievements, or take a Performance Test. The Portfolio, Self Assessment and Performance Test will be evaluated by the Specialists/Experts at the Community Learning Center. Certification and Placement will be provided by the Provincial Education Office, and a Report will be sent to the Central Office at the Directorate of Equivalency Education.

Figure 1. Framework for Multi-Entry/Multi-Exit Program Transfer



Objectives

The *Multi-Entry/Multi-Exit Program Transfer* will be supervised by the Equivalency Education Providers. The learners will be given an opportunity to set their personal, educational, training, and skills for life and work goals in flexible ways as lifelong learners. The program is based on the 2007 Package B Competency Standards and the 2007 Package B Curriculum Structure.

The objectives of the *Multi-Entry/Multi-Exit Program Transfer* are:

1. To allow movement of learners from formal to non-formal and informal or vice versa, following the equivalency education requirements;
2. To enable school drop-outs or program leavers because of valid reasons (economic, getting job, or moving to another place) to continue their studies by taking the PLA/PLT;
3. To give opportunities to those without academic reports or competency achievement record to do self-assessment and presenting Portfolio or evidences of achievement/work done for evaluation and placement; and
4. To empower the EE Providers to support/evaluate program transfer of learners and recommend Certification for their Achievements.

At present, the Education System is not yet ready to place students in an equivalent level based on scores per subject. The “classical” way of getting the **average scores** in all the subjects examined are still the basis for placement and certification.

On the other hand, the result of self-assessment and the evaluation of the Portfolio and Performance Test will be the basis for entry and exit in the appropriate level of Package B equivalency education, especially with functional/vocational skills. This will also be the basis for Certification, for whatever purpose desired by the learner.

Government Laws, Acts and Regulations

The implementation of the *Multi-Entry/Multi-Exit Program Transfer* is based on the following policy statements:

1. Chapter III (Principles of Education Provision), Article 4 (2),
States: “*Education is conducted as a systematic unit with an open system and multi-meanings*”
2. The Supplement National Gazette, Republic of Indonesia, No. 4301 EDUCATION, National Education System, Citizenship, Community, Government, Local Governments (The Explanation to the Act on National Education System, National Gazette of the Republic of Indonesia, Number 78, 2003) states:

“Provision of education as an open system is an education which is conducted with the flexibility in the choice of programs and time taken for completing them, characterized as a multi-entry/multi-exit system. The learner can pursue their education while working, or taking several

courses at different modes of schooling as an integrated and continual education program, either through taking regular program or distance learning. Polyvalent education is a process of education which is oriented to inculcation of cultural values, empowerment, character-building and personality development, and development of various life skills”

3. Chapter V, Article 12, No. (1e) of the National Education System Act of Indonesia states: *“Every learner in an educational unit is entitled to shift from one to another stream and unit of education at the same level.”*

This is the basis for the *“Multi-Entry/Multi-Exit Program Transfer”* of learners under the equivalency education program.

4. Assessment: Chapter VI (Streams, Levels, and Types of Education), Part Five (Non-Formal Education), Article 26 (6) states: *“The outcomes of the non-formal education programs shall be recognized as being equal to the outcomes of formal education programs after undergoing a process of assessment by an agency appointed by the government based on national education standards.”*
5. Certification: Chapter XVI (Evaluation, Accreditation and Certification), Part Three (Certification) Article 61 (3) states: *“A certificate of competence shall be awarded by education providers and training centers to learners, and to learners of community as trainees, as a recognition of the competence to do a particular job after passing a competency examination conducted by an accredited unit of education or a professional certification body.”*

Target beneficiaries of Transfer Program

Any fifteen (15)-year-old and above who are:

1. Unemployed out-of-school youth and adults,
2. Elementary and junior secondary school drop-outs,
3. Passers of Literacy Education Classes,
4. Workers in factories, industries, households, etc.
5. Those who are interested in learning.

Skills Required for Providers

Package B Providers include DEE Officers, Provincial Program Coordinators and Supervisors, Tutors, and Facilitators. The Providers are involved in developing curriculum and teaching learning materials. They also prepare tests to measure learning outcomes. Many of the Equivalency Education Providers are non-formal education personnel, however, the tutors are usually teachers trained for formal schooling/or are teachers from formal schools that do part-time work as tutors.

The following competencies are required for Providers to effectively deliver the Package B programs to the target learners:

1. Set goals and identify learning outcomes in order to clarify their own learning expectations;
2. Accommodate the learners learning styles, cultural beliefs and traditions;
3. Explore appropriate uses of media and other communication technology;
4. Collaborate with partners and build networks; and
5. Facilitate a culture of flexible and lifelong learning.

The EE Providers need to build their capacities and be empowered in order to be effective in performing their tasks.

Types and Forms of Assessment

The types of assessment for Multi-Entry/Multi-Exit Program Transfer are:

1. Prior Learning Assessment (PLA)/Placement Test (PLT),
2. Self Assessment,
3. Portfolio Assessment, and
4. Performance Test.

The PLA/PLT can be taken through a “Paper and Pencil Test” or “On-Line” linked to the web-site of the Directorate. PLA/PLT is discussed in Chapter III. Self-Assessment, Portfolio Assessment and Performance Test are presented in Chapter IV.

Chapter III

PRIOR LEARNING ASSESSMENT / PLACEMENT TEST

Introduction

This Chapter introduces Prior Learning Assessment (PLA) or Placement Test (PLT) as one of the basis for the Multi-Entry/Multi-Exit Program Transfer. PLA/PLT refers to flexible ways of supporting and determining the learning outcomes. The Learners take the test initiated by the Central Office, the Directorate of Equivalency Education. The average scores in all the examined subjects are credited for entry at a particular level of schooling or going to an advance level beyond Package B. A Certification attests that the learner has achieved the required competency for that particular level.

PLA/PLT is a test for academic performance which will allow the learners to:

1. Demonstrate the skills, knowledge, and abilities they already acquired in specific subjects and will continue to develop throughout their lives (as lifelong learners); and
2. Use the test results to make a decision regarding learning materials or modules they will choose to work on.

Profile of Package B PLA/PLT Examinees

1. Learners who hold a School Certificate from a public/Islamic primary school but did not continue to general/Islamic junior secondary school.
2. Learners who hold a Primary School Certificate from a public/Islamic primary school, once registered at a formal/non-formal education provider at general/Islamic secondary junior school and hold a learning achievement report.

Category of PLA/PLT Test Items

The PLA/PLT will be taken by the Package B learners for the six (6) academic subjects: Civics/Citizenship Education, Mathematics, Indonesian Language, English, Social Sciences, and Natural Sciences. The process follows the practice for national examination – adopting therefore, a “top-down approach” to testing.

Based on the 2007 Competency Standards and Curriculum Structure for Package B, a category of items for PLA/PLT as proposed is shown in *Table 1*.

Table 1. Category of PLA/PLT Items for Package B

| Category of Items By Competency | Subject Tested | Number of items | Time Allocation |
|---|------------------------|--------------------|--------------------|
| Intermediate 1 Competency (Kemampuan Terampil 1) (Equivalent to junior secondary school grade 7 – 8) | Mathematics | 40 | Not yet decided |
| | Indonesian language | 40 | 120 minutes |
| | English | 40 | Not yet decided |
| | Social sciences | 40 | 60 minutes |
| | Science | 40 | 50 minutes |
| | Civic education | 40 | 60 minutes |
| Intermediate Competency 2 (Kemampuan Terampil 2) (Equivalent to junior secondary school grade 9) | Mathematics | 40 | Not yet decided |
| | Indonesian language | 40 | 120 minutes |
| | English | | Not yet decided |
| | Social sciences | 40 | 60 minutes |
| | Science | 40 | 50 minutes |
| | Civic education | 40 | 60 minutes |

Each subject has two levels of competencies:

1. Intermediate 1 (Terampil 1) – the score correspond to competencies learned in subjects at junior secondary school (Grade 7 and 8).
2. Intermediate 2 (Terampil 2) – the score correspond to the competencies learned in subjects at junior secondary school (Grade 9).

There will only be one test for each subject. The average score in the PLA/PLT determine the equivalency level of the learner. 60% allows them to be in Level 1 equivalent to Class 7 and 8 of Junior Secondary School, while a score of 80% and above allows the learner to be Level 2 or Class 9 of Junior Secondary School.

A PLA/PLT is being prepared by the Directorate of Equivalency Education. For the future, with adequate training the tests maybe prepared by a capable Equivalency Education Provider in specific circumstances, and in local context. A credible PLA/PLT will be able to identify and assess the levels of knowledge and skills demonstrated by the learner on particular subjects. It will also determine subsequent learning needs.

Forms of Tests

1. Paper and Pencil Test

The test items being prepared are in multiple-choice format. The questions are based on the expected learning outcomes articulated in the competency standards and the curriculum structure for Package B life skills. The Test Booklets contain the questions. A separate Answer Sheet is provided for each subject to be marked using pencil or ball pen.

2. On-Line Test

The Community Learning Center has Computers linked to the Central Provider at the Directorate of Equivalency Education. The test questions are shown in the Computer monitor. The examinee gives the answers to the items by pressing the keyboard. Questions may be the same as the paper and pencil test.

Examples of Life Skills Test Questions

Some examples of test questions with life skill competencies adapted/translated from the World Bank Life Skills Project are given below.

Example 1: Professional Personality³

1. The most important factor to determine a person's success to perform in life is:

- A. Money (Funding)
- B. Destiny (Fate)
- C. Support (Help from others)
- D. High Interest and Spirit

Answer: D

2. To make an adequate decision a person should:

- A. Follow intuition
- B. Depend on other people's advise
- C. Make as many alternative choices
- D. Wait and see what will happen.

Answer: C

³ The Module Studies is o Motivation.

3. We need to know "who we are." This is required for:
- A. Showing our power to other people
 - B. Making other people proud of us
 - C. Making communication more effective
 - D. Attracting other people's attention

Answer: C

Example No. 2: Functional Vocational⁴

1. Nature can be manage efficiently in many ways. Which answer below is not appropriate:
- A. Planting trees
 - B. Putting garbage in the hole
 - C. Throwing garbage in the river
 - D. Placing the animal "waste" in a appropriate place

Answer: C

2. Processing garbage can be done by separating into (3)three ways: (1) Container for organic garbage; (2) Container for inorganic garbage; and (3) Container for dangerous wastes. In which container is vegetable wastes thrown?
- A. Container for Dangerous Wastes
 - B. Container for Organic Garbage
 - C. Container for Inorganic Garbage
 - D. Not in A, B, or C.

Answer: B

3. A Person is able to repair motor vehicles. The person is described as:
- A. Mechanic
 - B. Office Boy
 - C. Salesperson
 - D. Driver

Answer: A

⁴ Based on Local Economy and Vocational Modules

Process of Implementation

1. Registration of Examinee - Applicants

Registration Venue is identified by the Equivalency Education Provider. This usually takes place in the Community Learning Center's where the learning activities are being conducted.

Procedure for Registration

1. Announcement of schedule, requirements and qualifications of applicant/examinee.
 2. Filling up of Application/Registration Form provided, and submission of certificate or diploma, learning achievement report obtained from latest-attended grade, and an official letter from existing employer (for employee examinees) .
 3. Each examinee given a copy of completed Registration Form validated by as a proof of registration. Examinees present the validated Registration Form when taking the test.
- ### 2. Construction of PLA/PLT Package

Test Items are constructed by the Test Development and Compilation Team at the Directorate of Equivalency Education, Directorate-General of Out-of-School Education, Ministry of National Education, and Jakarta.

Contents:

- a. Manual for PLA/PLT Procedure
- b. Test Booklets per subject
- c. Answer Sheet for each subject tested
- d. Answer Key for each subject tested
- e. Forms for Reporting the Test Administration

3. Test Distribution

At each level, there is a Test Organizing Team, with defined roles and responsibilities from Central to District (*Diknas Tecamatan*) Level

- a. Central to Provincial Offices

The Test are recorded in soft copies⁵ and sent by the PLA/PLT Organizing Team at the Directorate of Equivalency Education.

⁵ Refer to attached files or Diskettes or CDs or VCDs – depends on facilities available.

b. Provincial Education Office to District Education Offices

The Provincial Education Office receives the soft copies, and with security measures reproduce the number of soft copies needed by the District Education Offices.

c. District Education Office

The District Education Office keep the soft copies, and photocopy the test booklets and answer sheets, based on the number of registered examinees (plus additional 10% of the number of examinees),. The test booklets are distributed to Sub-District Education Offices where the examinations will be held.

4. Identification of Test Venue

- a. Written Tests are taken at the Community Learning Centers, Islamic Boarding School or other places providing Equivalency Education, assigned by the District Education Office, taking into consideration the adequacy of facilities.
- b. Electronic on-line test administered at the district level is managed by the District Education Office, and those at the provincial level are managed by the Provincial Education Office.

5. Scheduling the Test

The test can be administered anytime, based on the number of applicants and the availability of the Equivalency Education Provider.

For purposes of regularity, the Provincial and the District Education Office may decide to conduct the PLA/PLT three (3) or four (4) per year.

6. Steps in Test Administration

The frequency of test administration maybe decided by the Provincial and the District Organizing Team and concurred by the Central Office. Once the Test Item Bank becomes operational, the Test Items maybe taken from the Bank, the following steps are recommended:

- a. Submission of Request by Equivalency Education Providers to the District Education Office (for Package A and Package B programs only);
- b. Distribution of Test Booklets and Answer Sheets by the Education Offices ; and

- c. Return of the Test Booklets and Answer Sheets (including the extra materials), by the Equivalency Education Provider to the Placement Test Organizing Team at the District Education Office (for Package A and Package B programs only).

The Organizing Teams and Administration Units

1. Central Office: the Directorate of Equivalency Education

Two teams are in-charge of the tasks: (1) The Central Organizing Team and the (2) Development and Compilation Team.

Roles and Responsibilities

- a. Development, reproduction and distribution of the Manual of Placement Test Administration to Provincial Education Offices.
- b. Development and compilation of test-items and answer keys for the six subjects tested.
- c. Distribution of soft copy of PLA/PLT materials to the Provincial Education Offices consisting of: the Test Booklets, the computer-generated Answer Sheets, and the Answer Keys.
- d. Socialize the conduct of the PLA/PLT by making announcements in appropriate places.
- e. Monitor, evaluate, and compile data/reports on PLA/PLT Administration at all levels.
- f. Prepare PLA/PLT annual accountability report.

2. Provincial Education Office

The Provincial PLA/PLT Organizing Team is headed by the Person-in-Charge of Equivalency Education.

Roles and Responsibilities

- a. Keep the soft copies and ensure confidentiality of PLA/PLT Materials.
- b. Announce the conduct/schedule of PLA/PLT at the district level.
- c. Send softcopies of PLA/PLT Materials to the organizing team at the district offices.

- d. Monitor, Evaluate, and Compile data/reports submitted by the Districts.
- e. Compile and record scores and reports from the District Offices.
- f. Manage the financial aspect of PLA/PLT according to the level of authority.
- g. Prepare the Provincial Annual Accountability Report.

3. District Education Offices

The District Organizing Team is headed by the Person-in-Charge of Equivalency Education.

Roles and Responsibilities

- a. Keep the softcopies and ensure confidentiality of PLA/PLT.
- b. Announce the conduct/schedule of the PLA/PLT.
- c. Set the timetable for the PLA/PLT.
- d. Reproduce the Test Booklets and computer-generated Answer Sheets (allocate additional 10% more to the total number of examinees).
- e. Prepare the budget needed for the conduct of the PLA/PLT.
- f. Distribute the Test Booklets and Answer Sheets to the Districts.
- g. Coordinate the conduct of PLA/PLT on site.
- h. Monitor, Evaluate, and Compile test materials/data/reports submitted by the Districts.
- i. Mark the answers sheets using the answer keys provided.
- j. Decide the Placement of the examinee at the appropriate level of equivalency education based on the scores obtained.
- k. Manage the financial aspect of PLA/PLT according to the level of authority.
- l. Prepare and Submit the District Accountability Report to the Provincial Organizing Team.

4. Placement Test Administration Unit

The Placement Test Administration Unit is established by the District Education Office. The members include officers assigned as test administrators at the PLA/PLT sites/venue.

Roles and Responsibilities

- a. Appoint the PLA/PLT Supervisor.
- b. Announce the PLA/PLT to community members .
- c. Manage the registration of examinees.
- d. Administer the PLA/PLT following Rules and Regulations specified in the Manual for Conduct of the PLA/PLT.
- e. Manage and ensure security of PLA/PLT materials (Workbooks and Answer Sheets) .
- f. Compile the Test Booklets and the Answer Sheets from the Examination Sites.
- g. Prepare and submit a Report of Test Administration to the District Organizing Team.

Preparations for Test Administration at the Provincial and District Levels

1. Control of Test Booklets and Answer Sheets

- a. Check the number of Test Booklets and Answer Sheets to be reproduced at the District Offices upon receipt of Examinees Registration Forms.
- b. Reproduce the Test Booklets as many as the number registered examinees and additional of 10% allowance.
- c. Check the Quality of the Test Booklets and the Answer Sheets: readability, tidiness, and complete number of pages.
- d. Compile the documents required for test administration: the attendance sheet and record of test administration completion, and transmittal receipt of the document .

2. On-Line Conduct of PLA/PLT

- a. Check availability of Computers and connectivity to the network of the Directorate of Equivalency Education in Jakarta.
- b. Compile the documentation containing general information about the test administration, the attendance list, list of supervisors, and record of test administration completion.

3. Testing Rooms

- a. Writing desks appropriate for “paper and pencil test.”
- b. Adequate lighting/brightness.
- c. Check the distance of the Chairs between the examinees.

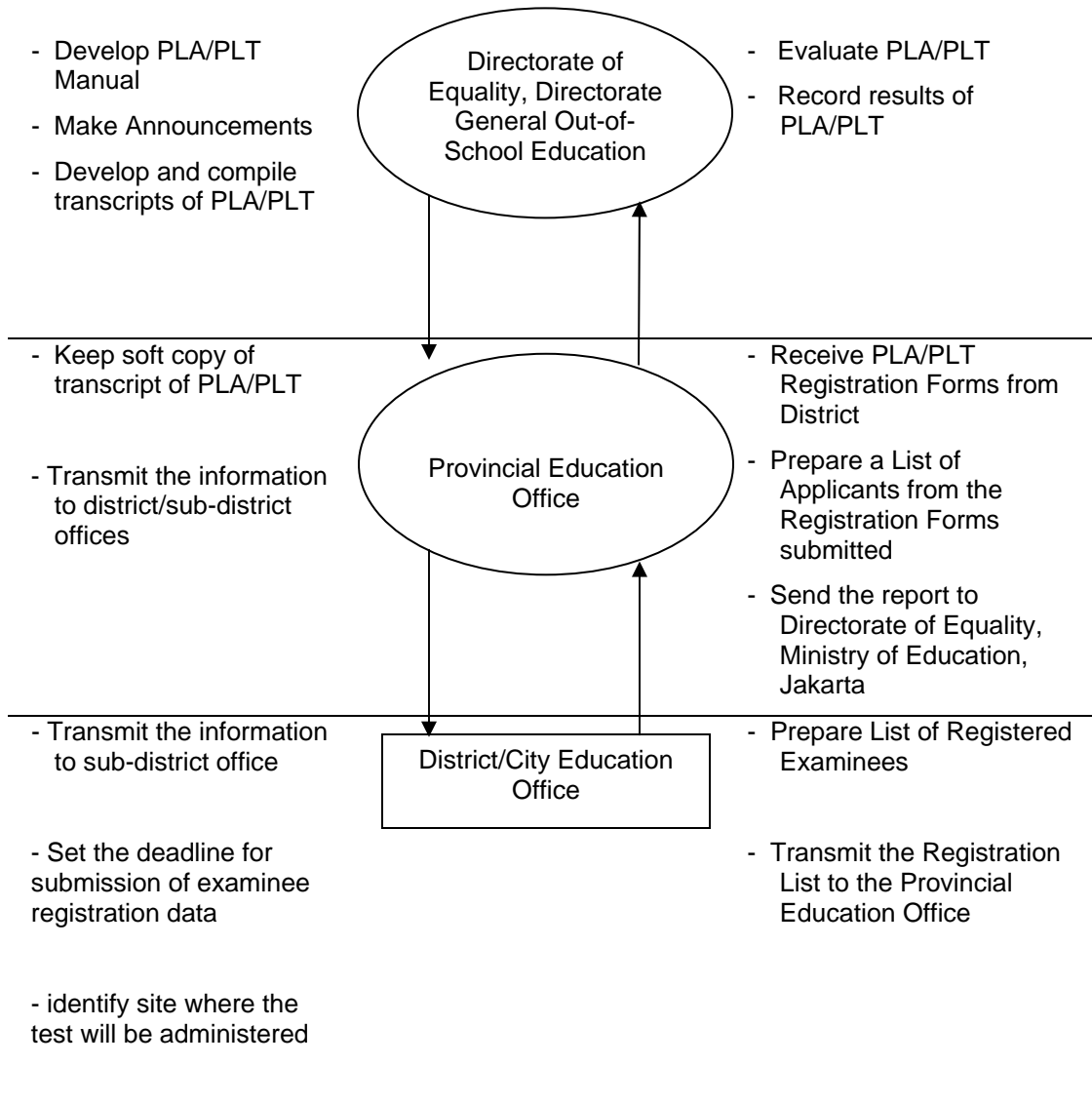
4. Security and Confidentiality of the Test Materials

- a. Delivery to the Venue is the responsibility of the District Organizing Team
- b. At the Test Premises the Test Organizers are responsible
- c. Rules and Regulations are strictly followed during the Test
- d. Test Booklets should have NO marks, and NO torn/spoiled pages

Flow Chart for the PLA/PLT

Figure 2. shows the “centralized or top-down” approach where most of the decisions made are at the Central level and implementation at the Province and District Levels.

Figure 2: PLA/PLT Flow Chart



Scoring and Certification of PLA/PLT

The scores obtained in the PLA/PLT will allow the learners' entry to a particular level of schooling, formal, non formal and informal or vice versa. It also qualifies the learner to move to an advance level in the education system. A minimum score of 60% qualifies the examinee to enter Level 1 Package B (equivalent to Grades 7 and 8 Junior Secondary Schooling), while a score of 80% and above qualifies the examinee to enter Level 2 Package B (equivalent to Grade 9 of Junior Secondary Schooling).

Chapter IV

PORTFOLIO, SELF-ASSESSMENT AND PERFORMANCE TEST

Introduction

The learners need options and flexibility to learn and to demonstrate their achievements, whether at work, in the classroom, or through the internet (on-line). This Chapter deals with forms of assessment where the learners become active partners in all the learning and assessment activities they undertake.

In Portfolio Assessment the Package B learners acquire knowledge and skills through life and work experiences. The barriers are removed and learners are allowed to access the equivalency education program and progress at their own pace. The learners consult with implementers and tutors who will provide up-to-date information, tools and learning options, avail the special services, e.g. labor and career information, financial support, and access to network of people who they can talk and learn from.

In self-assessment, learners are given opportunities to recognize their level of competence through a checklist stating the expectations/standards which are clear, transparent, direct to the point and relevant. Self-assessment may also utilize interview and open response test.

For Vocational/Functional Skills, the Performance Test is usually given.

Portfolio Assessment

The previous credentials/certificates of the learners are evaluated, other learning achievements are recognized and valued on a continuing basis in Portfolio Assessment. The learning facilitators are allowed to follow through the learners' progress – whether they have achieved the desired learning outcomes.

Portfolios are collections of original representative work and evidences of achievement. A comprehensive document is collected by the learner that reflects the essential knowledge learned and the critical skills acquired.

A team of Equivalency Education Package B Providers/Experts will be formed to evaluate the Portfolio. This will ensure the validity of the assessment for Leveling and Certification towards Program Transfer. In this case:

1. The learner compiles the learning aspect of the experience related to certain subjects;
2. The compilation must fulfill the requirements of the particular subject;
3. The learning must have the theoretical and application component;
4. The learning must be equivalent to the learning outcomes of a particular level of schooling;
5. The portfolio should demonstrate the learning skills and knowledge from the experience, and
6. The portfolio has NOT been previously submitted for Certification.

The materials included in the Portfolio serve as pieces of evidence of learning that have taken place or skills possessed. The Portfolio may include the following:

1. A Resume of the learner, including work experience and trainings attended,
2. Course Outlines and Report of the training programs/workshops highlighting the learning outcomes,
3. Diplomas received or Certificates of Attendance or Participation in related Vocational Skills Training,
4. Letter of validation from employer/supervisor for functional/vocational skills demonstrated,
5. Any *Certification* received for work accomplished,
6. Performance appraisal from employers, if any; and
7. Special awards, if any.

The Directorate of Equivalency Education copies the documents for marking and the originals returned to the applicant.

Self -Assessment

The function of the self-assessment test is not only to place the learner in the appropriate competency level but also to analyze personal weaknesses and strengths. Scoring guidelines (rubrics) are formulated, often consisting of a scale of proficiency. At the highest level, a learner demonstrates an in-depth understanding of the unit and the ability to communicate it effectively. At the lowest level, there is little or no evidence of concept mastery or ability to communicate ideas is showed.

The Scoring Guidelines followed for the examples of self-assessment is shown in Table 2.

Table 2: Self-Assessment Scoring Guideline

| Points | Competency Level | Description |
|--------|------------------|---|
| 4 | Mastery | I am able to demonstrate well enough the knowledge gained and skills acquired. |
| 3 | Competent | I can work independently to apply the knowledge gained and the skills acquired. |
| 2 | Functional | I need some assistance to demonstrate knowledge gained and skills acquired. |
| 1 | Learning | I am developing skills and knowledge in this area . |
| 0 | None | I have not learned anything. |

Examples

Direction: Check how you rate yourself by placing a check (√) in the columns provided. Compute your scores. Refer to the scoring guideline above.

(1) Life Skills: Interpersonal Communication

Essential Knowledge and Critical Skills

- Self -Awareness and Self-Esteem
- Problem-Solving
- Verbal and Non-Verbal Messages
- Listening Skills
- Creating Positive Communication
- Resolving Interpersonal Conflict

| No. | Self – Assessment of Interpersonal Communication | Mastery | Competent | Functional | Learning | None |
|-----|--|---------|-----------|------------|----------|------|
| 1 | I am aware of who I am. | | | | | |
| 2 | I have confidence in my work. | | | | | |
| 3 | I am able to demonstrate verbal and non verbal messages. | | | | | |
| 4 | I listen carefully to be able to answer correctly. | | | | | |
| 5 | I possess the skills in positive communication. | | | | | |
| 6 | I am able to resolve conflict . | | | | | |

(2) Life Skills: Practical Work in the Kitchen

Essential Knowledge and Critical Skills

- Principles of food safety
- Willingness to learn
- Seek required supervision
- Accept direction
- Comply with agency policies and procedure
- Work effectively as a member of the team

| No. | Self Assessment of Practical Work in the Kitchen | Mastery | Competent | Functional | Learning | None |
|-----|--|---------|-----------|------------|----------|------|
| 1 | I am able to apply the principles of food safety in the kitchen. | | | | | |
| 2 | I can demonstrate willingness to learn new recipes. | | | | | |
| 3 | I seek required supervision using verbal messages. | | | | | |
| 4 | I am able to accept and follow direction. | | | | | |
| 5 | I comply with agency policies and procedures by showing positive response. | | | | | |
| 6 | I work effectively with others as a member of the team. | | | | | |

(3) Life Skills: Working in the Tourism Industry

Essential Knowledge and Critical Skills

- Principles that underpin cultural awareness
- Recognition of different Cultural groups
- Communicating effectively with customers and colleagues
- Promoting cross-cultural understanding
- The Service function of the industry
- Working as a Member of a team

| No. | Self- Assessment of Working in the Tourism Industry | Mastery | Competent | Functional | Learning | None |
|-----|--|---------|-----------|------------|----------|------|
| 1 | I am able to apply the principles that underpin cultural awareness. | | | | | |
| 2 | I can recognize different cultural groups. | | | | | |
| 3 | I communicate easily with customers and colleagues. | | | | | |
| 4 | I am able to promote cross-cultural understanding . | | | | | |
| 5 | I demonstrate effectively the concept that I am working in the service industry. | | | | | |
| 6 | I work effectively with others as a member of the team. | | | | | |

Self – Assessment could be in various forms:

1. Checklists

This allows the learners to take more active roles in assessing their performance level. The examples above are in the form of checklist where a pre-determined set of goals to achieve are identified and scoring guidelines given. Checklists allow discussion between the tutor and the learner about the goals that were met.

2. Interviews

A set of guiding questions are prepared. The purpose is to gain insight about the learner’s conceptions and alternative conceptions. This can be done either in small groups or individually in a place and time agreed by both the facilitator and the learner/s.

3. Open-Response Questions

This form of assessment is effective especially with learners who choose to construct their answers by diagrams or drawings. Open-response is also called open-ended questions. Oftentimes scenarios are given; the directions tell learners what is expected of them in analyzing their responses.

Performance Test

The Performance Test is applicable for evaluating Vocational Skills. It could be conducted by manipulating equipment/machines/ etc. demonstrating and illustrating their understanding of important concepts (for example parts of the machine, function and how it works). The knowledge and abilities will be evaluated by the specialists/experts utilizing a pre-set guideline for marking stating the competencies to be attained. The test can be completed individually or by groups. A written test for essential knowledge may be given with the Performance Test.

Estimating and Reporting Achievement for Certification

Portfolio, Self-assessment (checklist, interview and open-response) and Performance Test can provide useful information about the Package B Learners' levels of achievement in a particular area of learning.

The different methods described below can be used as a basis for estimating and reporting the learners' achievement as basis for Certification.

1. Giving a single over-all Mark

For a single judgment, an estimate of the learner's level of achievement is given. This method is based on the set level of performance prepared in advance, based on the Competency Standards. Marking guidelines can be developed on a scale of 0 to 4, as shown below:

- Scale 0: No learning (learner given repeats the lessons)
- Scale 1: Poor Learning (learner given remedial support)
- Scale 2: Good Learning (allow learner to enter Package B Level 1)
- Scale 3: Very Good Learning (allow learner to continue Package B Level 1)
- Scale 4: Excellent Learning (allow learner to move to Package B Level 2 or to the World of Work)

2. Criteria for Estimating Scores

A 6-point Criteria for estimating scores is suggested in Table 3, giving 5 as the highest score and 0 as no score.

Table 3: Criteria for Estimating Scores

| Criteria | Not Shown (0 point) | Very Low (1 point) | Low (2 points) | Mod (3 points) | High (4 points) | Very High (5 points) |
|--|--------------------------------|-------------------------------|---------------------------|---------------------------|----------------------------|---------------------------------|
| 1. Presentation of Requirements (e.g. Portfolio) <ul style="list-style-type: none"> • Lay out • Illustrations • Annotations | | | | | | |
| 2. Range of Activities Undertaken | | | | | | |
| 3. Depth of learning materials utilized | | | | | | |
| 4. Knowledge of subject matter (expressed in the words of the student) | | | | | | |
| 5. Accurate analysis of pictures/illustrations etc. and thoroughness of explanation | | | | | | |
| 6. Appropriate selection of materials included in the Portfolio | | | | | | |

3. Analytical Marking

This method provides a relatively straightforward way of estimating a learner's level of achievement in a particular learning area/subject. Analytical marking requires a separate assessment on several aspects of the learners' work at different levels. There may be some difficulties in making decisions on the achievement/performance.

The '5-level descriptors' (scored from 1 to 5 points) may be constructed to assess the subject matter and life skills addressed.

- 5 Points** - The Learner has submitted the requirements (Portfolio, self-assessment, Performance Test Reports) of an **excellent standard**, with thorough and extensive presentation of essential knowledge gained and critical life skills acquired.
- 4 Points** - The Learner has submitted the requirements (Portfolio, self-assessment, and Performance Test Reports) of a **very good standard**, which broadly and soundly presents the essential knowledge gained and critical life skills acquired.

3. **3 Points** - The Learner has submitted the requirements (Portfolio, self assessment, and Performance Test reports) of a ***good standard*** which presents with reasonable depth and accuracy the essential knowledge gained and critical life skills acquired.
4. **2 Point** - The Learner has submitted the requirements (Portfolio, self-assessment and Performance Test Reports) of ***satisfactory standard*** which adequately presents the essential knowledge gained and critical life skills acquired.
5. **1 Point** - The Learner has submitted the requirements (Portfolio, self-assessment, Performance Test Reports) of ***a poor standard*** which vaguely presents the essential knowledge gained and critical life skills.

Work Flow for Self-Assessment, Portfolio and Performance Test

The Work Flow is a “**Bottom-Up Approach.**” It reports the process and outcomes through a systematic process of “Monitoring and Evaluation,” ensuring the quality of the Package B program. The assessment process starts at the Examination Site, up to the Central level at the Directorate of Equivalency Education. The roles and responsibilities at each level will need to be spelt out.

The Package B Vocational Skills Program may vary according to the specializations of the Centers. In specialized courses, e.g. mechanics, electronics, experts/specialists in the area of learning should be invited to handle the courses and the assessment process.

Chapter V MOVING FORWARD

The Ministry of National Education is facing a challenge of achieving Wajar Dikdas (the 9-year compulsory basic education) by 2009. The Directorate of Equivalency Education is responding by adopting the *Multi- Entry/Multi- Exit Program Transfer* for Equivalency Education Package B.

In order for the Providers of the Multi-Entry/Multi Exit Program Transfer to effectively implement the program, the following competences are required:

1. Ability to manage and implement the Various Methods of Assessing Learning Outcome (Prior Learning Assessment/Placement Test, Self-Assessment, Portfolio and Performance Test);
2. Ability to establish networks with agencies/institutions to collaborate and cooperate in doing the following:
 - a. Recognizing the meaning of life skills for Package B;
 - b. Developing a valid/authentic criteria for the tests/ assessment items;
 - c. Setting priorities in the context of learner needs;
 - d. Preparing achievable timelines;
 - e. Plllocating resources, and
 - f. Building a community of lifelong learners.
3. Socialize/Advocate the flexible learning approach, which gives the learners personal choice regarding content, sequence, time, place and method of learning, and
4. Facilitate the development of a Test Item Bank on Integrated Life Skills (defined by the Competency Standard and Curriculum Structure) for Package B.

For follow-up, the Directorate of Equivalency Education should mobilize technical and financial resources and prepare a project plan to:

1. Develop a Performance-based standardized Criteria and Authentic Tests to assess entry and exit competencies for every subject
2. Develop a Test Item Bank on Integrated Life Skills and
3. Undertake a training for Package B Providers especially on PLA/PLT and others testing methodologies for Program Transfer.

Section III
APPENDICES, REFERENCES,
ACKNOWLEDGEMENT

Section III

Appendices, References, and Acknowledgement

Appendix 1: MoNE Life Skills

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

The four components of Life Skills Education cover four areas and competencies as shown in the table below.

Four Components of Life Skills Education

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

Even among NFE practitioners, life skills are generally perceived as vocational or pre-vocational skills. In 2002, the Directorate General of Out-of-School Education introduced a new concept and program called Life Skills Education. This focuses on vocational training and the teaching. Learning process are planned to address the personal, social and academic components as well. In implementing

the Life Skills Education program, NFE providers were given Technical Guidelines. However, there were no preliminary trainings conducted. The Providers developed their own syllabi following the guidelines. Due to lack of capacity in developing integrated life skills learning program, the learning was still focused on vocational skills, without addressing other components. This could be a reason why life skills is very much perceived even by NFE practitioners as vocational skills only.

In 2003, a World Bank funded life skills education project was undertaken, in cooperation with the Directorate General Out - of - School Education. It aimed to improve the quality of Package B life skills education, especially in vocational skills. Three subjects for Package B were added : working ethics, local economy, and livelihood skills. In non- formal education, the term vocational skills are accepted because the youth are mostly working before and during their time of studies, or they aspire to get a job upon receiving their certificates.

Package B Life Skills

The Directorate of Equivalency Education (Directorate Kesetaraan) interprets Life Skills as broad concept with characteristics which are essential to the success or fulfillment in the world-of-work and/or life more generally.

The knowledge and skills allow individuals to live independently and promote better lives: with learning principles to gain knowledge (*learning to know*), to be able to do or work to match the self potential (*learning to do*), to be a useful person (*learning to be*), and to live with others (*learning to live together*)⁶

People who have life skills manifest broad competencies as follows:

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

Delor's Four Pillars of Learning, UNESCO. 1996

Appendix 2. List of Equivalency Education Providers

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

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

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

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

C. Pondok Pesantren – Religious Boarding Schools

1. Earliest educational institution in the country supervised by the Ministry of Religious Affairs (MORA), provide formal and on formal education.
2. Plays important role in spreading Islam and the development of religious educational system.
3. There are 14000 in the country, mostly in villages and rural areas.
4. Learners are poor children of agriculture and coastal communities.
5. Equivalency education is served based on the signing of the MOU between the Directorate General of Out-of-School Education and Youth Ministry of National Education, the Directorate General of Islamic Education, and the Institution Ministry of Religious Affairs.

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

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

Appendix 3. 2007 Package B Life Skills Competency Standards

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

There are two subjects in the Package B Competency Standards for Life Skills:

- (1) Professional Personality
- (2) Functional Skills.

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

The basis for developing the standards are:

- (1) Moral-building and academic oriented subjects equivalent to minimal competency which includes: religion, citizenship and social studies, Indonesian language and its literature, English, Mathematics and Science; and
- (2) Stress on abilities to create one's own work and to develop business enterprise. 40% of the life skills program is work-oriented, consisting of household and local

economy, income generating skills and entrepreneurship, work ethics and career guidance.

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

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

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

The Competency Standards for Package B Life Skills

A. Subject : Kh : Professional Personality

Advance Class 1

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|--|---|--|
| <ul style="list-style-type: none"> ▪ To appreciate the importance of communication. ▪ Be able to effectively express opinions verbally. ▪ Be able to become a good listener . | 1. To communicate verbally: grasp and provide information effectively as a speaker in social interactions . | <ul style="list-style-type: none"> • Express mind/ideas and feelings in understandable sentences and articulations and to respond to the sense of interpersonal conversations (to socialize) using effective communication norms. • Perform a variety of daily verbalization/interpersonal conversation, such as: <ul style="list-style-type: none"> ▪ Express intention ▪ Asking for favor ▪ Telling experience of an event ▪ Clarifying unclear information ▪ Convey facial expression and gestures consistent with information to be provided |
| | 2. To become an effective listener: grasp and | Grasp and ready to appropriately respond to information verbally provided by the other speaker or |

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|--|--|--|
| | understand information - verbally obtained - in social interactions. | <p>convey facial expressions/gestures using effective communication norms.</p> <ul style="list-style-type: none"> ▪ Grasp the meaning of what is being verbally provided by the other speaker ▪ Grasp and respond to physical and emotional expressions conveyed by the other speaker |
| | 3. To communicate in writing: deliver written information effectively using accurate Indonesian grammar appropriate for social and work place. | <p>Express mind/ideas and intentions in understandable and effective sentences using the standardized writing format.</p> <ul style="list-style-type: none"> • Write in the standardized format for social and work purposes, such as: <ul style="list-style-type: none"> ▪ Writing invitation letters ▪ Writing job application letters ▪ Writing personal letters to family/friends |
| | 4. Cooperation: able to work with other people and carry her/his rights and responsibility as a team member. | <p>Actively involved in completing group/team assignments with other people in order to achieve the team objectives according to her/his rights and responsibility.</p> <ul style="list-style-type: none"> • Perform series of actions to achieve the team's objectives, such as: <ul style="list-style-type: none"> ▪ Express opinions, responses to formulate targets/objectives the team wish to achieve ▪ Identify/describe steps to be taken ▪ Share and respond to suggestions/requests |

Advance Class 1

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|---|--------------------------------------|---|
| Possess self-confidence to work and to perform | 1. Aware of one's personality | Understand and able to describe self's strengths and weaknesses <ul style="list-style-type: none"> • Identify self's characteristics: <ul style="list-style-type: none"> ▪ Formal characters such as name, age, address, education attainment, etc. ▪ Internal characters (not obviously seen by others) such as attitude, interests, hobbies, likes and dislikes. • Introduce oneself by writing/saying formal and internal characters (those not obviously seen by others) |
| | 2. Appreciate one's self-respect | Able to speak of self-esteem <ul style="list-style-type: none"> • Being aware and speak of self-esteem according to self and surrounding people's evaluations • Set desired self-esteem and identify series of actions to achieve the level of desired self-esteem |
| | 3. Seek to represent self-confidence | <ul style="list-style-type: none"> • Able to give description of a self-confident-person • Recognize ways to improve one's self-confidence <ul style="list-style-type: none"> ▪ Practice public appearance and public speaking in the presence of classmates |
| Be able to exert self-control and be tolerant to differences. | 4. Appreciate gender-equality | <ul style="list-style-type: none"> • Understand equality of men and women roles in household units • Able to identify: <ul style="list-style-type: none"> ▪ household piece of works which require gender equality ▪ professional piece of works which require gender equality • Able to describe: <ul style="list-style-type: none"> ▪ What needs to be done to achieve gender equality in household units |

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|---|-------------------------------|--|
| | | <ul style="list-style-type: none"> ▪ What needs to be done to achieve gender equality in work place |

Advance Class 2

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|---|-------------------------------|--|
| Be able to plan long term activities leading to what one wants to be (one's vision??) | Establish goals of one's life | <ul style="list-style-type: none"> • Aware of the importance of having goals in life (mission??) • Formulate short-term goals and know series of actions leading to those goals. <ul style="list-style-type: none"> ▪ Establish targets to be achieve in one year ahead |
| | Make decisions | <ul style="list-style-type: none"> • Able to develop some alternative solutions facing current situation and select which to apply among different alternatives. • Able to recognize advantages/disadvantages of each alternative solution. <ul style="list-style-type: none"> ▪ Prepare alternative mapping to start own business, and ▪ Select/decide on a private business to be carried out |
| | Manage time | <ul style="list-style-type: none"> • Understand the benefits of good time management • On the attempt to manage time effectively and efficiently: <ul style="list-style-type: none"> ▪ Prepare daily plan and time consumption plan |
| Posses motivation to work and to perform | Posses the drive to perform | <ul style="list-style-type: none"> • Aware of the importance of the drive to perform in reaching accomplishment • Able to evaluate – based on experience - things conducive to accomplishment <ul style="list-style-type: none"> ▪ Determine and take series of actions aiming at developing the drive to perform in accomplishing |

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|--|------------------------|------------------|
| | | short-term goals |

B. Subject: Kh : Functional Skills

Advance Class 1

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|---|--|--|
| Posses knowledge, attitude and basic skills to get to work and running business independently | Manage and utilize resources available in the neighborhood | <ul style="list-style-type: none"> • Identify natural resources available in the household • Look for alternative opportunities to handle the identified natural resources available in the household <ul style="list-style-type: none"> ▪ Prepare and examine energy consumption table of the household |
| | Manage own's and family's financial resources | <ul style="list-style-type: none"> • Identify financial resources of each family member • Prepare expenditure plan <ul style="list-style-type: none"> ▪ Prepare and examine individual expenditure plan |
| | Utilize waste and scrap | <ul style="list-style-type: none"> • Posses positive attitude towards waste and scrap in the neighborhood • Able to utilize waste and scrap in the neighborhood <ul style="list-style-type: none"> ▪ Create products out of the waste and scrap |
| | Generate products | <ul style="list-style-type: none"> • Make a saleable product <ul style="list-style-type: none"> ▪ Create oceanic/ gardening/ agricultural handicrafts |

Advance Class 1

| Regulation Of Ministry Of Education No.22/2006 (?) | Standard Of Competence | Basic Competence |
|--|---|---|
| | Able to map out economic facilities available in the neighborhood | <ul style="list-style-type: none"> • Identify economic infrastructure and facilities in the neighborhood • Identify economic infrastructure and facilities <ul style="list-style-type: none"> ▪ Draw a map of the village/ area of the neighborhood |

| | | |
|--|---------------------------|--|
| | Pick up a livelihood | <ul style="list-style-type: none"> • Identify the type of livelihood which can be developed in the neighborhood • Pick up a job suitable to self potential |
| | | <ul style="list-style-type: none"> ▪ Prepare a list of jobs ▪ Identify supporting resources ▪ Determine the type of job potentially developed for oneself |
| | Develop product marketing | <ul style="list-style-type: none"> • Understand the essence of market for economic products • Able to select market accessible to a product • Able to distribute a product by establishing its marketing steps <ul style="list-style-type: none"> ▪ Apply small scale distribution of product/service |

Advance Class 2

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

Appendix 4. 2007 Curriculum Structure for Package B

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

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

2007 Package B Curriculum Structure

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

Keterangan:

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

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

granting of vouchers for skills training for unemployed youths under the voucher system together with the provision of Block Grants⁷ to Pubs, NGO's and organizations to enhance community skills training programs and strengthen Equivalency Education programs.

⁷ Since 2005 for Equivalency Education programs

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