



FUNCTIONAL LITERACY AND FAMILY PLANNING

MINISTRY OF EDUCATION AND CULTURE (INDONESIA) - UNESCO / UNFPA
IN ASSOCIATION WITH WORLD EDUCATION INC.

ANNEX A

REGIONAL FIELD OPERATIONAL SEMINAR ON FUNCTIONAL LITERACY LINKED WITH POPULATION/FAMILY PLANNING

Lembang, Indonesia, February 26 - March 18, 1973

SEMINAR PROGRAMME

Monday, February 26

- | | | |
|------------|--------------------------|---|
| 11.00 a.m. | <u>Plenary Session</u> - | Official opening of the Seminar |
| 3.00 p.m. | <u>Plenary Session</u> - | General information on the proposed exercises on functional literacy linked with population/family planning |
| 5.00 p.m. | <u>Plenary Session</u> - | Division of participants into teams; internal organisation of the teams |

Tuesday, February 27

- | | | |
|-----------|--------------------------|---|
| 9.00 a.m. | <u>Plenary Session</u> - | Presentation on the National Programme of Family Planning - its objectives, programmes and educational activities |
| 2.30 p.m. | <u>Plenary Session</u> - | Presentation on the National Adult Education Programme in Indonesia including functional literacy and post-literacy |

Wednesday, February 28

- | | | |
|-----------|--------------------------|--|
| 9.00 a.m. | <u>Plenary Session</u> - | Presentation on the Family Planning Programmes in Lembang area - their objectives, programmes, activities and problems |
|-----------|--------------------------|--|

- 10.30 a.m. Group Activity - Visit to Family Planning Clinic in Lembang
- 2.30 p.m. Group Activity - Briefing session on the selected communities
- 3.00 p.m. Team Activity - Visit to the selected communities and functional literacy classes; introductory meeting with the village leaders

Thursday, March 1

- a.m. Team Activity - Preparation of instruments for the field survey (preliminary draft)
- p.m. Team Activity - Field survey try outs in the selected communities

Friday, March 2

- a.m.) Team Activity - Preparation of field survey (revision of survey instruments)
- p.m.) Team Activity - Conducting the survey in the selected communities
- 7.00 p.m. Group Activity - Cultural Program at the Governor's Residence

Saturday, March 3

- a.m. Team Activity - Coding, tabulation, statistical treatment of data
- 3.00 p.m. Plenary Session - Presentation by each team of its weekly report; general discussion

Sunday, March 4

Field Trip

Monday, March 5

a.m.)	-	Analysis, interpretation and writing up of data from the field survey
)		
)		
)		
)		
p.m.)	-	Definition of the educational and training objectives of a literacy programme linked with population/family planning

Tuesday, March 6

a.m.)	-	Preparation of educational tests for the target groups (literacy classes, village leaders, others)
)		
)		
)		
)		
p.m.)	-	Application of tests to the target groups

Wednesday, March 7

a.m.)	-	Tabulation, analysis and interpretation of test results
)		
)		
)		
)		
p.m.)	-	Defining a teaching strategy; Designing in broad lines a functional literacy curriculum and syllabus related to population/family planning.

Thursday, March 8

a.m.)	-	Programme elaboration: preparation of units of instruction (content, methods , techniques and teaching ma- terials)
)		
)		
)		
p.m.)	-	

8.00	p.m.	<u>Plenary Session</u>	-	Discussion of major positions related to programme elaboration
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Friday, March 9

a.m.)
) Team Activity - As on previous day
 p.m.)

Saturday, March 10

11.00 a.m. Plenary Session - Presentation by each team of its weekly report; general discussion
 p.m. Team Activity - Free activity
 3.00 p.m. - Social Evening

Sunday, March 11 - Field trip

Monday, March 12

a.m. Team Activity - Completion of units of instruction and production of teaching materials
 p.m. Team Activity - Orientation of local literacy instructors
 3.00 p.m. Team Activity - Preparation of evaluation instruments

Tuesday, March 13

a.m. Team Activity - Continuation of literacy instructors' orientation
 p.m. Team Activity - Try out of the units of instruction with target groups in the community
 2.00 p.m. Plenary Session - Discussion of problems encountered in try-outs

Tuesday, March 14

a.m.)	}	<u>Team Activity</u> -	Teaching functional literacy classes
p.m.)			

Wednesday, March 15

a.m.)	}	<u>Team Activity</u> -	As on previous day
p.m.)			

Thursday, March 16

a.m.)	}	<u>Team Activity</u> -	Evaluation of the experiment
p.m.)			
		<u>Team Activity</u> -	Analysis of evaluation results and drafting of conclusions

Friday, March 17

a.m.)	}	<u>Team Activity</u> -	Preparation of final report
p.m.)			
10 p.m.		<u>Group Activity</u> -	Social evening

Saturday, March 18

10 p.m.	<u>Plenary Session</u> -	Presentation of the final report; general discussion
	-	Closing of the Seminar
Afternoon	-	Leaving Lembang for Jakarta

ANNEX B

LIST OF PARTICIPANTS

NAME		POSITION AND ADDRESS
Shahed Latif	Bangladesh	Deputy Secretary, Rural Development & Co-op Div., Dacca, Bangladesh.
Mohammad Mohiyuddin	Bangladesh	Deputy Director, Public Instruction, Dacca Division, Bangladesh.
Md. Najmul Huq	Bangladesh	Deputy Director, Family Planning, Dacca, Bangladesh.
N. A. Ansari	India	Joint Director, Directorate of Adult Education, Ministry of Education & Social Welfare, New Delhi, India.
Kamla S. Bhatia	India	Deputy Director, Central Health Education Bureau, Dt.-Gen. of Health Services, Ministry of Health & C.P.P., New Delhi, India.
D. Gopal Rao	India	Reader, National Council of Educational Research Train- ing, Ministry of Education New Delhi, India.
Adam U. Shaikh	India	Education Secretary, Govt. of Maharashtra, Bombay, India.
Djuariah Somantri	Indonesia	Out of School Family Educa- tion, Directorate of Community Educ., Inspectorate of West Java, Bandung, Indonesia.

Seleh Harahap	Indonesia	Chairman, National Community Education Training Centre, Jayagiri, Lembang, Indonesia.
Aftuchah Jusuf	Indonesia	Executive Director, National Population Education Project, Jakarta, Indonesia.
Huharam Wiranata- Suma	Indonesia	Director, Family Life Education & Women's Affairs, Directorate of Community Educ., Jakarta, Indonesia.
Heljowerdojo, J.I.	Indonesia	Inspectorate of Community & Adult Education, Province of Yogyakarta, Indonesia.
Malima Noor	Indonesia	Out of School Family Life Education, Directorate of Community Educ., Jakarta, Indonesia.
S. Hutabarat	Indonesia	Deputy Director, Population Education Research Centre, I.K.I.P., Bandung, Indonesia.
Mardin Pabbadja	Indonesia	National Family Planning Coordinating Board, Jakarta, Indonesia
le, Swanpo	Indonesia	Secretary, Indonesian Association for Community & Adult Education, Jakarta, Indonesia.
Majat Subiandana	Indonesia	Fundamental Education Section, Inspectorate of Community & Adult Education West Java, Bandung, Indonesia.
Hjas Prijahutama	Indonesia	Secretary, Directorate of Training, Dte.-Gen. Sport & Youth, Jakarta, Indonesia.

Pep Sudradjat	Indonesia	Director, Supervisor Training School for Adult Education, Dte.-Community Education, Jayagiri, Semarang, Indonesia.
Wukapti Arma	Indonesia	Director, Supervisor Training School for Adult Education, Dte. - Community Education, Yogyakarta, Indonesia.
Prjanto Maruto- Jojo	Indonesia	Assistant Director, Communi- cations Service Centre for Family Life Planning, Dept. of Education and Culture, Jakarta, Indonesia.
Benarjono Dano- Jojo	Indonesia	Director, Directorate of Community Educ., Ministry of Education & Culture, Jakarta, Indonesia.
Tri Sutanti	Indonesia	Leadership Training, Directorate of Community Educ., Jakarta, Indonesia.
Buludji, S. K.	Indonesia	Director, Communications Service Centre for Family Life Planning, Dept. of Education & Culture, Jakarta, Indonesia.
Piptosutiyono	Indonesia	Fundamental Education, Directorate of Community Educ., Jakarta, Indonesia.
Harsono Surakhmad	Indonesia	Consultant, office for Education Development (B.P.P.), Ministry of Educ. and Culture, Jakarta, Indonesia.
Man Djafar	Indonesia	Chief, Inspectorate of Community & Adult Education Central Java, Semarang, Indonesia.

Arzem Izadi	Iran	Assistant Professor, Faculty of Social Science, University of Teheran, Teheran, Iran.
Farzolah Momeni	Iran	Deputy Regional Director, Work Oriented Adult Literacy Pilot Project, UNESCO Office, Esfahan, Iran.
Mehrangiz Nouri (Mareghi)	Iran	Deputy Director General, Literacy Department, Ministry of Education, Teheran, Iran.
Masoumeh Shamshyati	Iran	Director of Planning & Research Statistics, National Committee for the International Combatting of Illiteracy, Teheran, Iran.
Shahla Joosefi	Iran	Social Worker, Family Planning Department, Ministry of Health, Teheran, Iran.
Muhammad Samad bin Abdulrahman	Malaysia	State Community Development Officer, Selangor, Kuala Lumpur, Malaysia.
Muhammad Hussein B. Hj. Ahmad	Malaysia	Planning Officer, Educational Planning and Research Division, Ministry of Education, Kuala Lumpur, Malaysia.
Muhammad Yussof bin Yusoff	Malaysia	Deputy Head, Information Division, National Family Planning Board, Kuala Lumpur, Malaysia.
Muhammad Arief bin Mohd. Arief	Malaysia	Assistant Director, Commercial Education Division, Ministry of Education, Kuala Lumpur, Malaysia.

Crispin V. Venal	Philippines	Chief, Adult & Community Education Division, Bureau of Public Schools, Manila, Philippines.
Floro L. Fresnoza	Philippines	Faculty Member, Community Development Centre, Laguna; Staff Member, PACD-POPCOM Family Planning Project, Manila, Philippines.
Nenita M. Cura	Philippines	Project Director, Asia Foundation Family Responsibility Project, National Federation of Women's Club, Manila, Philippines.
Teodoro C. Rey Jr.	Philippines	Director for Information, Education & Motivation, Responsible Parenthood Council, Manila, Philippines.
Chusri Nakajud	Thailand	Supervisor in Home Economics, Dept. of General Education, Ministry of Education, Bangkok, Thailand.
Arug Sotthibandhu	Thailand	Chief Supervisor, Educational Region III, Songkhla, Thailand.
Shamed A. Kadir	Thailand	Supervisor, Educational Region II, Jala, Thailand.
Omjit Sroisuriya	Thailand	Chief Supervisor, Educational Region VIII, Chiang Mai, Thailand.
Arce de Clerck	UNESCO	Senior Programme Specialist, UNESCO Headquarters, Paris, France.
Carlos S. Ramos	UNESCO	Regional Adult Education Adviser, UNESCO Regional Office for Education in Asia, Bangkok, Thailand.

ra Srinivasan	World Education	Director, Methods & Materials Division, World Education, New York, U.S.A.
ro Sukardi	Indonesia	Specialist on Literacy & Reading Materials, Bandung, Indonesia.
ipto Heryanto	Indonesia	Member, Indonesian Assoc. for Community & Adult Education, Specialist on Literacy & Reading Materials, Jakarta, Indonesia.

REGIONAL FIELD OPERATIONAL SEMINAR
ON FUNCTIONAL LITERACY LINKED
WITH POPULATION/FAMILY PLANNING

A N N E X C

Lembang, 26 February-18 March, 1973

POPULATION AND FAMILY PLANNING
PROGRAMME IN INDONESIA

BY:

Haryono Suyono Ph. D.
Coordinator Research and Development
National Family Planning
Coordinating Board

I. INTRODUCTION

Like other developing countries, one of the major problems which Indonesia has to tackle is the alarming rate of its population. With 119 million people in 1971, Indonesia is today the fifth largest nation in the world in terms of population. This size is exceeded only by that of China, India, the Soviet Union and the United States of America. The census taken in 1930 listed only 61 million in Indonesia. Within forty years, the people have doubled in number. This tremendous increase in population is neutralising to a large extent the efforts for planned development and raised standards of living of the people.

There are marked regional variations in population density. The islands of Java, Madura and Bali make up less than seven percent of the land area, but they contain two-thirds of the population. Java had a population density of 565 persons per square kilometre in 1971. This makes it one of the most densely populated large areas of the world. The density in the other islands, however, ranges from only 9 in Kalimantan to 37 in Sulawesi in 1971.

To overcome such huge differences many proposals have been elaborated calling for the movement of large numbers of people from Java to the outer provinces. These concerns began long ago before the independence of the country in 1945. However, as Keyfitz and Widjojo have noted, during the colonial period, migration never managed to move as many as 60,000 people from Java, even during the period of greatest efforts in the 1930's.

After Independence in 1945 the government followed the colonial approach. During the fifties, a maximum of 40,000 people were moved. In 1960, the year of the largest number of transmigrations (46,000 people), the population of Java increased by over a million and a half. Also while the government was trying to move people from Java to the outer islands, a spontaneous migration in the opposite direction was occurring which might well have operated to give net migration inwards.

The huge concentration of people in Java has caused many social and economic disturbances. In turn, it has hampered the development efforts being made by the government. To overcome such dilemmas, a national family planning programme was integrated in the five year development programme of the country in 1970.

II. POPULATION PROBLEMS

The growth rate of Indonesia is relatively high. Demographers who work in Indonesia are reluctant to give a single figure for the current growth rate. The census in 1971 gave an average annual increase of 2.08, while the first preliminary count in 1970 and 1971 gave a growth rate of 2.67 percent. Others believe the rate would vary from 2.6 to 2.8 percent annually. There is evidence that growth rates in the regions outside of Java are higher than that on Java.

With the development of basic medical and public health services, especially after Independence in 1945, deaths from epidemics like cholera, malaria and others were controlled or eliminated altogether. All these improvements resulted in a decline in the death rate which is now believed to be 17 - 19 per 1000. It is highly probable that the mortality decline will continue. As a result, the population of Indonesia is bound to continue its upward leap.

Another population problem is the age composition of the population. Similar to other developing countries, the population of Indonesia is characterized as young with a heavy burden in the ages 0 to 15. The dependency burden in Java and Bali, for example, is 84 per 100 people. This causes other burdens for provision of schools and other related needs.

The number of population of 10 years and over for the whole country was 80.4 million in 1972. Of this, 41 percent had no formal education, 33 percent had some primary school education and 19 percent had completed primary school. For Java and Madura around 93 percent had only some primary education or none at all. The other comprising less than 7 percent had Junior High or higher education.

III. FAMILY PLANNING EFFORTS

A small concerned group in 1953 began to promote family planning. Their early efforts were limited to giving information about the aims and ideas of family planning and inviting the opinions of community organisations as well as of religious leaders. They also provided limited services through Maternal and Child Health Clinics. These efforts were then culminated in an organisation, Indonesian Planned Parenthood Association, in 1957.

Later in 1967, in his speech to the people on Independence Day, August 16, President Suharto stressed the need to adopt family planning programmes. In 1969, with the Ministry of Social Welfare Decree Number 26 the Government formed a semi-governmental family planning council, the National Institute for Family Planning.

After one year of operation, more government involvement was needed, and by Presidential Decree Number 8, a National Family Planning Coordinating Board was created in January 22, 1970. This new Board functions to coordinate all activities related to family planning throughout the country.

In April 1972 with Presidential Decree Number 33, the organisation of the National Family Planning Coordinating Board (NFPCB) was strengthened to meet the needs for the increasing activities. The new set up stresses that the NFPCB must focus on planning, supervision and evaluation of the programme. The implementation of the programmes is carried out by the implementing units, consisting of government as well as private organisations.

The forefront of the present programmes is communication and provision of service. They are now taken to the people, involving, where possible, voluntary organisations and local leaders. The idea is to motivate the people to accept the "norm of a small family" and facilitate adoption thereof by providing advice and services within reasonable distance.

IV. COMMUNICATION AND MOTIVATION PROGRAMMES

The family planning programme in Indonesia depends on its voluntary acceptance by the people. The aim of the communication and motivation programmes to the people is not only to accept, but actually adopt the "norm of a small family".

In order that the idea of family planning may be accepted as a way of life by the people, understanding social - psychological factors and other barriers is essential. The factors that should be considered in developing effective communication and motivation programmes are among others:

- universality of marriage
- early age of marriage
- obligation of parenthood
- desire of son(s)

and also some social-economic factors such as:

- low level of education
- low standard of living
- the belief that each child has his own value

However, there are also many advantages that the programmes have benefited from; these among others are:

- the strong support of the government and its apparatus
- there is no organised religious or social opposition to the programme

In view of the various limitations and advantages mentioned above, the information and motivation programme is based on long term and short term strategy. In the short-term strategy the programme efforts are conducted through three approaches:

- Public information, by using mass media such as television, radio, newspapers, magazines, films and others.
- Community education, by using workshops, seminars, group talks and community oriented family planning campaigns.
- Face to face programme by using specially trained field workers who visit eligible couples in their homes, making them aware of the contraceptive method and recruiting them to become acceptors.

The aim of the first phase of the programme is to diffuse the idea of family planning to the people and eliminate all possible barriers for adopting family planning. In the long term strategy, Population Education will be carried out both as in and out of school programmes. This is in line with other programmes that aim at bringing about a change in attitudes and behaviour to favour family planning.

V. WHY POPULATION EDUCATION ?

We may raise the question why we include population education as an integral part of family planning communication programmes. The programme has been seen as one of a number beyond family planning measures to make family planning a way of life. Beyond family planning is our concern for the totality of the family.... health, education, level of living, quality of life, and several others. Family planning which is concerned mainly with the size of the family is then an integral part of the larger and more inter-related family life matters.

The relationship between processes of communicating and educating, as Dr. Kline mentioned in his paper published by World Education Reports (1972), is fairly clear. They are both essentially social influence processes. In each case, he argues, information is provided, persuasion is attempted, and changes in attitudes and behaviours are reinforced. Kline also defines the act of educating as a sequence of activities that incorporates the teaching and learning of separate attitudes, skills, ideas and facts, a linking together of these elements, and obtaining feedback or reinforcement from one's surroundings that may or may not cause the person to incorporate the new attitude or behaviour into his or her personality or behaviour. (Kline, 1972, p.4).

Understanding the structure of the population of Indonesia, the number of students in elementary, secondary and high schools, and a huge percentage who are not able to go to school, we then believe that population education is one of the most important means to induce family planning ideas. If we combine these two efforts, namely literacy programme and family planning education or population education, we have then what we could name functional population planning or functional education for family life planning to borrow Mr. Keehn's formulation of the World Education.

If we consider the huge percentage of illiterates in Indonesia that usually are very difficult to be reached by other conventional ways of communication, there is no other way for family planners than to encourage the population education programmes to these people. To encourage people to learn the inter-relationship of family planning to their every-day problems and solve them by adopting the idea of a small family norm is essential.

VI. ACHIEVEMENTS

While these days in Indonesia we start talking about efforts beyond family planning, let us look at what has been achieved thus far in the national family planning programmes.

1. Communication and Motivation

In general the level of awareness of the people toward the idea of family planning has increased tremendously. When we did a KAP study in 1968/69 we found that the level of knowledge about family planning was far below 50 percent. Today this level has increased to 80 percent. The recent study on Yogyakarta indicates

that 82 percent of the respondents have heard of family planning; 80 percent of these know that family planning activities are geared to control and space births.

Demands for family planning information have broadened to other areas outside Java, Madura and Bali which in turn show favourable acceptance. Efforts to give greater attention to these regions got the green light from the President two weeks ago.

2. Provision of Service

Those who decide to adopt family planning have the choice of around 2067 family planning clinics throughout Java and Bali. They can also come to private doctors if they wish. They are also free to select any method they desire, free of charge. Since 1969, 1.3 million couples have used these facilities and become new acceptors. Of these in the last 10 months 58 percent are taking pills, 35 percent are on IUD and 7 percent on simple methods.

The quality of these acceptors seems to be high. A recent study in West Java indicates that the continuation rate of pill acceptors after two years is 63 - 79 while the figure for IUD is 78 - 95. Other studies done a year before indicated a similar picture.

3. Who Are These New Acceptors?

Tabulation of a 10 percent sample of all new acceptors during the first semester of 1972 indicates the following:

- more than 54 percent of the new acceptors are of 30 years of age or below
- more than 87 percent of the new acceptors have elementary school or lower education. The number of illiterate new acceptors was 38 percent.
- peasants are 57 percent of all new acceptors.
- most of the literate, as well as illiterate, acceptors were on pills or IUD's.

The above data indicate that the programme has reached a relatively needful population.

4. Other significant Achievements

Other significant achievements which help the success of the programme are in the field of face to face

communication; training of medical, para medical and motivators; research and evaluation; logistic and other infrastructure; and rapid feedback reporting system. All these programme components have developed in accordance with the rapid acceleration of the programmes.

VII. CONCLUSION

The family planning programme in Indonesia as a response to its population problems has been favourably accepted by the people. Though the acceptance rate is not high enough in terms of total number of population, they are highly motivated acceptors.

Population education, as well as functional literacy programmes, is in line with the idea of an integrated approach to the family planning programme in Indonesia. The success of this programme will eventually help accelerate the higher acceptance of the family planning ideas.

Table 1:

Population in Indonesia
by Regions in 1971

Region	Area km ²	%	Population (1000)	%	Density per km ²
I. Jakarta	576	0,03	4.576	3,86	7.944
West Java	49.118	2,42	21.633	18,26	440
Central Java	34.503	1,70	21.877	18,17	634
Yogyakarta	3.140	0,16	2.490	2,10	793
East Java	47.366	2,34	25.527	21,55	539
East-Sumatra	134.703	6,65	76.103	64,21	565
West-Sumatra	541.174	26,70	20.813	17,57	38
North-Sulawesi	550.848	27,17	5.152	,35	9
South-Sulawesi	227.654	11,23	8.535	7,21	37
Outer Islands	572.708	28,25	7.857	6,63	14
Outside Java	1.892.384	93,35	42.357	35,76	22
INDONESIA	2.027.087	100,00	118,460*	100,00	58

Source: Central Bureau of Statistics Republic Indonesia
Census 1971

* Population in West Irian not yet included

Table 2 : Percentage of Population by Regions in Indonesia
from 1920 to 1971

Region	1920	1930	1961	1971
D.K.I. Jakarta)		0,9	3,0	3,9
West Java)	18,6	17,9	18,1	18,3
Central Java	24,2	22,5	19,0	18,5
D.I. Yogyakarta	2,6	2,6	2,3	2,1
East Java	24,4	24,8	22,5	21,6
Java-Madura	70,9	68,7	64,9	64,2
Sumatera	12,8	13,6	16,2	17,6
Kalimantan	3,3	3,6	4,3	4,4
Sulawesi	6,3	7,0	7,3	7,2
Other Islands	6,8	7,1	7,3	6,6
Outside Java	29,1	31,3	35,1	35,8
INDONESIA	100,0	100,0	100,0	100,0

Table 3: Population of Indonesia
by Sex and Age in 1971

Age	Males	Females	Both Sexes
0 - 4	9,653.022	9,508.243	19,161.265
5 - 9	9,577.425	9,294.730	18,872.155
10 - 14	7,326.300	6,901.586	14,227.886
15 - 19	5,642.971	5,748.375	11,391.346
20 - 24	3,555.777	4,405.511	7,961.286
25 - 29	4,033.202	5,009.212	9,042.414
30 - 34	3,644.254	4,229.993	7,874.247
35 - 39	4,019.321	4,061.128	8,080.449
40 - 44	3,003.532	3,025.816	6,029.348
45 - 49	2,398.710	2,248.418	4,647.128
50 - 54	1,887.607	1,946.969	3,834.576
55 - 59	1,073.916	1,061.318	2,135.234
60 - 64	1,034.044	1,188.885	2,222.929
65 - 69	534.806	585.729	1,120.535
70 - 74	491.418	569.118	1,060.536
75+	378.886	391.890	770.776
Unknown	3.975	3.890	7.865
Total :	58,279.166	60,180.670	118,459.836 *

Source: Central Bureau of Statistics Republic Indonesia
Census 1971.

* Population in West Irian not yet included

Table 5: Area, Size and Density, 1930 - 1971

A r e a	Size (km2)	Density per square kilometer		
		1930	1961	1971
1. Jakarta	576	925	5,017	7,944
2. West Java	49,118	221	359	440
3. Central Java	34,503	397	533	634
4. Yogyakarta	3,140	496	714	793
5. East Java	47,366	318	461	539
<u>JAVA & MADURA</u>	134,703	310	468	565
6. Sumatra	511,171	15	29	29
7. Kalimantan	550,818	4	7	9
8. Sulawesi	227,654	19	31	37
9. Other Islands	572,384	8	12	14
<u>OUTSIDE JAVA</u>	1,892,384	10	18	22
	2,027,087	30	48	58

Source: Central Bureau of Statistics

"Ulasan singkat Hasil Sensus Penduduk 1971" p. 3

Table 6 : Percentage Urban Population in Indonesia
 1961 - 1971

Year	Male	Female	Total
1961	15,1	14,7	14,9
1971	17,8	17,3	17,5

Source: Central Bureau of Statistics

Ulasan Singkat Hasil Sensus Penduduk, 1971, p. 4

Table 7 : Percentage of Labour Force to Population
in Indonesia by Urban and Rural
Sex and Age in 1971

Age	Urban	Rural	Urban	Rural
10 - 14	8,55	20,35	7,71	15,94
15 - 19	32,92	53,35	17,44	31,59
20 - 24	67,02	79,17	23,57	31,03
25 - 29	88,74	90,90	25,14	35,93
30 - 34	94,16	91,75	28,09	39,73
35 - 39	94,89	93,62	30,63	42,25
40 - 44	93,11	92,85	34,56	44,14
45 - 49	88,88	92,19	32,56	46,37
50 - 54	83,35	88,96	31,33	44,46
55 - 59	70,95	87,11	30,22	41,79
60 - 64	58,20	80,96	23,75	34,58
65 +	40,95	63,91	14,50	24,40
Unknown	82,64	0,00	53,62	0,00
Total:	61,23	70,42	22,45	31,15

Source: Central Bureau of Statistics Republik Indonesia
Census 1972.

Table 8

PERCENTAGE OF POPULATION 5 YEARS AND OVER
WHO ARE IN SCHOOL

AGE	1961			1971		
	Total Population	In school	%	Total Population	In school	%
5	3,296,038	150,539	4.6	3,830,725	0	0.00
6	3,072,613	589,368	19.2	3,911,900	630,368	15.99
7	3,327,457	1,326,070	39.9	3,816,511	1,533,529	39.66
8	2,883,827	1,484,258	51.5	3,820,150	2,132,232	55.82
9	2,743,021	1,556,271	56.7	3,412,039	2,276,911	66.72
10	2,381,428	1,505,256	63.2	3,651,212	2,418,721	67.01
11	1,311,220	972,611	72.5	2,462,531	1,772,631	71.98
12	1,912,316	1,118,829	60.1	3,167,012	1,916,359	60.51
13	1,311,051	737,817	51.9	2,481,272	1,118,802	57.18
14	1,200,361	528,893	41.1	2,462,855	1,078,130	43.79
15	1,794,381	432,137	24.1	2,781,667	872,871	31.38
16	1,223,104	297,231	24.3	2,138,217	611,288	30.13
17	1,333,723	214,895	16.1	2,275,330	179,511	21.08
18	2,211,792	230,225	10.4	2,696,150	150,879	16.72
19	1,115,175	133,457	11.7	1,499,952	269,306	17.95
5-9	15,322,956	5,106,506	33.3	18,872,155	5,573,073	31.83
10-14	8,179,112	4,893,436	59.8	11,227,886	8,611,916	60.59
5-19	7,708,175	1,337,945	17.1	11,391,316	2,716,925	23.85
20-24	7,790,965	279,195	3.6	7,961,289	513,521	6.45
25 +	40,158,260	212,780	0.5	46,838,040	201,725	0.43
T.T.	116,751	2,173	1.9	7,665	1,118	17.01
Total	79,276,519	11,832,035	14.9	99,298,580	13,811,580	13.77

Table 9.

REPORT FOR GROUP OF PT. TOWORKERS
 JAVA AND BALI

Code	Province	Fieldworker's		Group Leader		Supervisor		Coordinator	
		Target	Realization	Target	Realization	Target	Realization	Target	Realization
09	DKI JAKARTA	297	213	60	59	9	9	1	1
10	WEST JAVA	1,330	866	270	195	28	24	6	6
11	CENTRAL JAVA	1,557	1,046	312	197	39	31	7	7
12	YOGYAKARTA	248	237	50	50	9	6	1	-
13	EAST JAVA	1,681	1,220	366	174	41	30	8	8
14	BALI	231	192	44	40	12	8	1	1
TOTAL		5,344	3,774	1,072	715	130	108	24	23

JAKARTA, JANUARY 8, 1973.

Table 10.

TOTAL NUMBER OF FAMILY PLANNING CLINICS
PER PROVINCE
JAVA AND BALI

CODE	PROVINCE	Total of registered clinics			
		Dept. of Health	Autonomous Agency	Other Govt. Agency	Private
09	WEST JAVARA	56	37	23	40
10	WEST JAVA	376	36	5	20
11	CENTRAL JAVA	404	27	2	26
12	YOGYAKARTA	91	5	0	12
13	EAST JAVA	668	42	10	37
14	BALI	135	6	0	8
TOTAL		1,784	153	40	143
		2,084			

Table 11

TOTAL NUMBER OF FAMILY PLANNING CLINIC PERSONNEL

JAVA AND BALI

CODE	PROVINCE	Total of clinic Personnel			
		Doctor	Midwife	Assistant Midwife	Administrative Personnel
09	DKI JAKARTA	162	177	92	75
10	WEST JAVA	229	423	204	383
11	CENTRAL JAVA	173	292	50	297
12	YOGYAKARTA	42	109	69	96
13	EAST JAVA	198	444	584	403
14	BALI	49	150	69	289
	TOTAL	813	1,575	1,066	1,543

JAKARTA, DECEMBER 22, 1972.

Table 12.

TARGET AND NUMBER NEW AGRO-PROMOTE EACH PROVINCE PER YEAR
JAVA AND BALI

PROVINCE	1969/1970			1970/1971			1971/1972			1972/1973		
	Target	Achievement	%	Target	Achievement	%	Target	Achievement	%	Target	Achievement	%
DKI JAVA	5,625	18,832	334.8	20,000	25,141	125.7	40,000	34,933	87.3	60,000	35,538	59.23
WEST JAVA	16,875	1,124	42.2	25,000	42,321	169.2	100,000	98,290	98.3	225,000	97,777	43.45
CENTRAL JAVA	34,375	7,301	21.2	30,000	28,653	95.5	90,000	107,741	119.7	225,000	143,192	63.64
YOGYAKARTA	2,500	3,478	139.1	5,000	6,637	132.7	22,500	19,088	84.4	40,000	25,639	64.09
EAST JAVA	34,375	12,739	37.0	40,000	65,344	163.3	267,500	233,482	87.2	400,000	235,033	58.75
BALI	6,250	3,629	56.4	5,000	12,963	259.2	30,000	25,796	85.9	50,000	27,601	55.20
TOTAL	100,000	53,103	53.0	125,000	181,059	144.8	550,000	519,330	94.4	1,000,000	558,780	55.87

JAKARTA, JANUARY 25, 1973.

NUMBER NEW ACCEPTOR BY M THOD 00FD
JAVA AND PALL

JAKARTA, JANUARY 25, 1973

REGIONAL FIELD OPERATIONAL SEMINAR
ON FUNCTIONAL LITERACY LINKED
WITH POPULATION/FAMILY PLANNING

A N N E X D

Lembang, 26 February-18 March, 1973

ADULT EDUCATION IN INDONESIA
WITH SPECIAL EMPHASIS ON LITERACY WORK

BY:

Drs. Soenarjono Danoewidjojo
Director, Directorate of
Community Education

Some Characteristics of the Country

Indonesia is an archipelago consisting of some 14,000 islands, spread in a band 5,160 km long (west to east) and some 1,440 km broad (north to south), and lying between the latitudes 6°N and 10°S.

In 1971 the population totaled 118 million, very unevenly distributed throughout the archipelago. Nearly two-thirds of the inhabitants (76 million, or 63%) are concentrated in Java and Madura, which account for only 7% of the national territory. The density of the population on these two islands is considerable, amounting to 584 inhabitants per square kilometer, or 9 times the average density for the country as a whole (63 inhabitants per square kilometer).

Some 80% of the population, i.e., 90 million people, live in the rural areas. They are for the most part organized in desas or villages, ranging between 1,000 and 10,000 inhabitants. There are in addition numerous small country towns with populations of 10,000 to 25,000 people.

Agriculture is the main occupation of some 70% of the population and provides half of the gross domestic product. It is mainly of the subsistence type, there being some 12 million farming families. Output, though rising as a result of recent improvements in farming techniques, barely balances consumption; therefore, highest priority in the economic development plan is being given to the increase of food production.

Communication between the islands by sea is not intensively developed. Railways exist only on Java and Sumatra. Generally speaking, the highways in Indonesia are in good condition, particularly in Java and Madura, and in certain parts of Sumatra and Sulawesi. In other regions, although new roads are continually being constructed, or widened and asphalted road-nets are often still in early stages of development. Thus, in certain parts of Kalimantan and East Irian, rivers are the only main avenues into the interior.

Objectives of Adult Education

It is a generally accepted principle that each man and woman should have the opportunity for individual and personal development. This implies that everyone, adults as well as children, should have free access to appropriate forms of education.

Article 31 of the Constitution of the Republic of Indonesia reads as follows:

Sect. 1: Every citizen shall have the right to obtain an education.

Sect 2: The Government shall establish and execute a system of national education provided by law.

With this constitutional background, it is understood that the government must be concerned with, and responsible for, not only the education of children, but also that of adults, irrespective of the degree of schooling they had received in childhood.

The Act of Educational Principles, passed in 1946, further lays down the following:

"The objectives of education and instruction are to turn out men with character and capabilities, democratic citizens who will be responsible for promoting the welfare of the community and the country".

In view of these legal objectives it was recognized that the government could not leave the provision of adult education services to chance. The Ministry of Education and Culture has thus assumed responsibility for a certain degree of involvement in the actual implementation of adult education programmes.

As a consequence, this Ministry must provide financial resources, and be involved in planning and supervision of work undertaken in the field of adult education, insofar as this does not fall within the working orbit of other ministries.

The "Five Year Plan" now being implemented stipulates specifically the agricultural area in which major development programmes are to be focused. It stresses the importance of education programmes especially for farmers to improve the living standards of rural communities.

The Plan states that "efforts to eradicate illiteracy will be intensified along with follow-up measures integrated with over-all programmes of adult education to develop civic responsibility and enhance vocational skill, including family life education for women".

Organization and Programme

In Indonesia community and adult education is considered an integral part of the general educational system. It has a separate working organization embodied in a governmental department within the Ministry of Education and Culture, with branches in all provinces (26), subprovinces and municipalities (totalling some 280) and districts.

This is the Directorate of Community Education, with a nationwide education programme which is carried out and supported by thousands of volunteers, functioning as teachers of various courses, and as members of the community education committees in villages and districts.

There are some 3,500 districts (kecamatan) in the whole country, in most of which a Community Education Supervisor has been posted. The task of the supervisor is to organize and supervise community and adult education activities at village levels.

From 1949 on, the whole community and adult education system was under the Department of Community Education (Jawatan Pendidikan Masyarakat) which constituted one of the four departments within the former Ministry of Education, Instruction and Culture. In 1966 this department was assigned the status of a directorate, and became part of the Directorate General of Basic Education. In 1969 it was transferred into the Directorate General of Sports and Youth.

Based on the above-stated objectives the following programmes of community and adult education are being undertaken:

1. eradication of illiteracy through literacy courses (traditional and functional literacy);
2. post-literacy activities;
3. development of a village library system;
4. setting up of vocational and leadership training courses;
5. provision of family life education, chiefly through women's classes;

6. running of Community Education Centres.

The literacy and post-literacy programmes will be dealt with in a separate chapter.

Village libraries have been set up throughout the country with the aim of developing and reviving the desire of the people (1) to educate themselves by self-effort, and (2) to broaden and raise their level of knowledge, understanding and skills through regular use of reading materials.

Courses for community leadership training are conducted by Community Education workers with the main objective of improving the quality of leadership in the community. These courses are intended to help individuals to assume leadership roles in community activities. Many such individuals, being unable to continue their studies after leaving school, desire to obtain the necessary knowledge and skill for a good performance of such a task.

Short-term vocational courses are also conducted for the community, under the supervision of Community Education officers, with the objectives of increasing the vocational efficiency of out-of-school youth and adults, and expanding the scope of vocational skills in the community.

The family life education programme carried out by the Directorate of Community Education includes: training of family life education cadres, and development of mothercraft centres, homemaking courses and courses in infant care.

Community Education Centres (or Pusat Latihan Pendidikan Masyarakat, abbreviated PLPM) have been established at the sub-provincial level, with the aim of developing regularity and continuity in the intermittent work of adult education, and of providing a more efficient institutional structure for community education activities.

Adult Education in Relation to Rural Development

The Directorate of Community Education with its provincial, sub-provincial and district offices, takes part in educational work among adult villagers in that it concerns itself with efforts to :

- a. help them to understand the significance of rural development for individual, community and national welfare;
- b. arouse awareness about possibilities of improved working methods and innovations in rural development for the betterment of their living conditions;
- c. teach basic knowledge and impart basic skills in agriculture, animal husbandry, fishery practices, etc.;
- d. prepare community leaders for further training in such special fields as agriculture, livestock, cooperatives, etc.

For these purposes, most of the courses conducted by Community Education workers are development-oriented; thus, specific subjects in agriculture and related fields of activity constitute a substantial part of the content of the literacy primers and textbooks used in such courses.

The adult education programme also includes an introductory stage of vocational education, in which adult learners are taught the principles of a particular vocation, and are given practical training in the basic vocational skills necessary for such subjects as poultry raising, fish-pond farming, rice cultivation, and other rural occupations. In the conduct of these training courses coordination and technical assistance are sought from officials of the technical agencies concerned.

Since education plays a vital role in the starting of cooperatives, the Directorate of Community Education strives to make people aware of the advantages of participation in the cooperative movement. For this purpose, basic concepts concerning cooperatives and practical knowledge of cooperative management are included in the curriculum of Community Education courses.

Adult Education in Relation to Family Planning

Elements in the general education of adolescents and adults covering various aspects of population and family life are considered a necessary basis for effective family planning. This kind of education is designed to lead to an intelligent understanding of the problems arising from both overpopulation and underpopulation, and to attitudes and practices conducive to the welfare and happiness of the family, the community and the nation.

Some of the efforts made by the Directorate of Community Education in supporting population and family planning education include:

- a. acquainting staff members with the concepts of population and family planning education;
- b. preparing literacy primers for functional literacy courses dealing with family life planning;
- c. preparing teachers' manuals for programmed lessons in the subject, to be used in functional literacy classes;
- d. issuing reading books for new literates containing motivational topics for family planning;
- e. developing prototypes of audio-visual learning aids, film strips, puppet plays, etc., for population and family planning education purposes.

LITERACY WORK IN INDONESIA

Historical Background

Education in Indonesia was all but neglected during the pre-independence period, and had no marked effect in bringing progress to the people. After 350 years of foreign domination only 6% of the entire population of the country could read and write Latin script.

One year after Indonesia proclaimed her independence in 1945, a new division was set up in the Ministry of Education. This division was given the task of undertaking literacy work.

In 1947 the Ministry declared that part of the responsibility for the eradication of illiteracy should be borne by the communities themselves, with the government providing assistance. Consequently, a number of literacy committees were set up in sub-provinces to take charge of

the literacy courses in their respective localities.

In 1951 the Community Education Department of the Ministry of Education and Culture drew up a Ten Year Plan which included a mass literacy campaign, with the aim of completely wiping out illiteracy in the country. At the end of the period, due to a number of unfortunate circumstances, this objective was not achieved.

In 1960 a Presidential Decree ordered the complete eradication of illiteracy throughout the country, and by 1964 Indonesia was declared by proclamation free from illiteracy. This means that by the end of 1964 all people between the ages of 13 and 45 years had attained a minimum standard of reading and writing. According to the records of the Community Education Department of the time, the new literates who passed literacy courses during the years 1950 to 1964 numbered about 37 million.

However, literacy work must still be continued, since a great number of literates have relapsed into illiteracy for lack of adequate follow-up. Furthermore, since the general compulsory education programme cannot as yet be fully implemented throughout the country, there is still a problem arising from the recurrent arrival of a new generation of illiterates, i.e., youngsters of 13 years and over who have never attended school, and the early dropouts.

Objectives of Literacy Work

The objectives of literacy work in Indonesia have been set as follows:

1. to enable illiterates to gain skills in reading, writing and simple arithmetic;
2. to use the literacy campaign as an educational programme to organize and stimulate the community for further activities; and
3. to develop incentives for people to work hard, in cooperation with one another, in productive activities for the development of both themselves as individuals and the community.

To attain these objectives, standards of literacy have been defined for various levels of achievement. Literacy courses have been initiated through concerted efforts of the people, and follow-up measures organized so that learners

could further develop their literacy skills to promote their occupational efficiency and to undertake self-help development programmes in their communities

Working Organization

Responsibility for nation-wide implementation of the literacy programme rests with the Directorate of Community Education, which is one of the sixteen directorates within the Ministry of Education and Culture. More specifically, planning, guidance, and evaluation of literacy activities throughout the country are entrusted to the Section for Literacy Courses, which forms one of the twenty sections within the Directorate of Community Education.

Supervision and inspection of literacy courses in the field follow hierarchical lines through:

1. provincial inspectorates of Community Education;
2. sub-provincial and municipal inspectorates of Community Education; and
3. district offices of Community Education Supervisors.

Under the control of those supervisors, literacy committees at the village level offer direct guidance to the leaders of literacy classes. These leaders are mostly voluntary workers, drawn from the more educated local people, some of whom have undergone a one week training course in literacy teaching.

The literacy classes are held two or three times a week for a total duration of six to eight months.

Methods of Literacy Instruction

Literacy teaching in Indonesia is carried out in three stages, according to the achievement of the following defined standards:

- | | |
|-----------|--|
| Stage I: | recognition of the lower case letters of the Roman alphabet and numerals from 1 to 10, and the skill of reading simple words in bold type; |
| Stage II: | the ability to read printed material in bold type at the rate of 55 words per minute, to write one's name and address, and to make simple calculations using |

the symbols for addition, subtraction, multiplication, and division;

Stage III: fluent reading, easy writing, and skill in more advanced calculations.

The first stage involves instruction for twenty to thirty days. At this level the syllable method is used, with the following steps:

- a. presentation of vowels
- b. presentation of a key-sentence;
- c. break-down of the key-sentence into words;
- d. break-down of words into syllables;
- e. formation of new words.

At the beginning the vowels are introduced kinetically; the instructor shows the shape of the mouth for producing one by one, the vowel sounds a, é, i, o, u and e.

While looking at the various shapes of the mouth, the learner tries to imitate the corresponding forms with his own mouth and at the same time give forth the vowel sound. This practice is considered essential, since people in speaking usually do not pay attention to the proper position of vocal organs, the more so with illiterates who have never been forced to listen to the sounds they make while speaking. Exercises of this kind are aimed at making the learner aware of the association between position and movement of vocal organs, the sound produced and the corresponding letters of the alphabet.

In order to facilitate the association of vowels with their sounds, familiar words which begin with the vowels to be learned are printed next to these vowels to aid in recognition. Each of these words is accompanied by a picture depicting its meaning, in order to reinforce the association.

The next step is intensified training in vowel recognition in which the vowels are read in a fixed sequence. A vowel block-diagram is used for this purpose, and the vowel sequence is maintained in syllable exercises in the next phase. In our opinion, vowel recognition is essential to facilitate exercises in syllable formation.

When the learner has mastered visual recognition of the six vowels, the instructor can pass on to the next phase,

in which the learner is presented with a "key-sentence", i.e., a simple sentence providing a global meaning which is easily comprehended by the illiterate.

The sentence is presented in its entirety, so that the learner is encouraged to see it as a specific configuration of symbols and to memorize its reading content. It is built up of "key-words" which are selected for their appeal and interest to the learners, and which include all the familiar letters of the alphabet.

Each of the key-words functions as the starting point of a reading lesson which consists of the following:

- a. presentation of the word itself;
- b. formation of syllables;
- c. synthesis into words; and
- d. building of sentences.

Syllable formations are facilitated by integrating the consonant sequence in each key-word with the vowel sequence already familiar to the learner through previous exercises in vowel recognition.

Each series of syllable formations, based on a certain key-word, is followed by a synthesis of the syllables thus formed into new and different words. Next comes an exercise in reading short sentences.

Following basic skills of the first stage, learners progress to the second stage, a combination of the following:

- a. advanced learning of basic reading skills, and
- b. an initial stage of supplementary reading.

When the learner is able to identify syllables and synthesize them into words, he can proceed to increase his reading skill through more advanced reading lessons. Reading exercises at this stage are based on the principle of the global approach, by which short sentences are presented with a view to being recognised as meaningful wholes.

The global approach presupposes each learner's ability to recognize relatively large units, i.e., sentences. In our method we attempt to facilitate this recognition by the following means:

- 44
- a. using phrases familiar to the people, such as those in proverbs, songs, etc., and
 - b. repeating words in sentences on the same page.

In some lessons readings are drawn from verse citations from the national anthem, folksongs, etc.. In others the method of word repetition is used for exercises in word recognition. A basic sentence is kept constant, while different words are inserted into it each time it is repeated. An attempt is made to make the repetition of the sentence natural, that is to say, the sentences relate to one another as a set of corresponding statements while a meaningful theme is developed.

Each lesson is provided with a word-finding device. Thus, at the foot of each page all words to be identified by the learner on that page are listed in arbitrary order.

The word list also provides materials for writing exercises which are started in the second stage. Thus, writing is introduced after the basic skills of reading have been mastered.

The content of primary readings are related to the practice of agriculture, animal husbandry, fishery, etc., and include such topics as tillage of the soil, manuring of rice fields, combatting the coconut beetle, rearing of milk-goats, working up of rubbish and garbage into compost, duration of animal pregnancies, and construction and maintenance of fish ponds. The primary readings are mostly preceded by discussions under guidance of the literacy teacher.

Problems of Literacy Work

There are many problems encountered in carrying out literacy programmes in Indonesia. The most crucial ones are shortage of funds, unfavourable geographic conditions, the variety and diversity of languages, lack of motivation on the part of learners, the low teaching proficiency of literacy instructors, and drop-outs from classes.

Lack of Funds

Although a vast amount of money is needed for the full implementation of a nation-wide literacy programme, the allocation for that programme from the annual budget has been limited for the last several years. Consequently, only a limited number of literacy classes can be financed or subsidized.

Subsidies are given only to literacy courses that can meet certain requirements: attendance by at least twenty-five learners for a minimum of two 1 1/2 - hour sessions a week.

This does not mean, however, that those courses unable to meet the requirements are excluded from any kind of help. The Directorate of Community Education or the local government occasionally gives aid in the form of textbooks, materials such as chalk and blackboards, and technical guidance through the Community Education Supervisors.

Taking into account the 32 million illiterates in Indonesia, some one million literacy classes need to be conducted. If one literacy class of three months' duration costs 3 thousand rupiahs, then a total of 3 billion rupiahs are needed for financing field activities alone.

Meanwhile, efforts are being made to obtain contributions of money, facilities, premises and services from individuals and private organizations. These efforts are, in most cases, the responsibility of local literacy committees.

Regional Conditions

Distances between villages and hamlets, especially those outside Java, are great; this hampers efforts in supervising literacy activities, since classes are scattered over wide areas.

Means of transport are far from sufficient to meet communication needs. Though much has been done in recent years towards the construction of new roads, communications are still lacking in the interior of some of the big islands.

There are, for instance, mountainous areas with barely passable roads, and lowland areas where traffic between several districts is possible only by sea.

These conditions greatly reduce effectiveness and efficiency of literacy programmes since they create difficulties in the distribution of learning materials, recruitment and training of literacy instructors, and dissemination of relevant working methods.

Diversity of Languages

Despite the dispersed nature of the archipelago and the great variety of peoples, Indonesia enjoys the advantage of one nationally accepted language. Presently, however, the Indonesian language is not fully understood by many illiterate villagers, particularly in isolated areas where regular communications are lacking.

There are a great many vernacular languages and a diversity of dialects, spoken by groups of people ranging from a few thousand to tens of millions.

It is generally considered easier to learn to read and write in the learner's mother tongue since it is the natural vehicle for thought and expression. In view of this, special primers must be created in many languages. This can, in most cases, create many difficulties in the preparation of these primers, and considerably affect the cost of production, especially when the number of people speaking a certain vernacular is very small.

Lack of Motivation

One of the most important reasons for failure in literacy work has been the initiation of classes without creating a strong desire or motivation for learning.

The main difficulty in Indonesia seems to lie in convincing people of the advantages of and necessity for reading and writing. The ever-recurring problem in the protracted work of literacy teaching here has been that people do not show much interest, resulting, consequently, in low enrollments.

There are many questions to be answered. For one, the literacy planner must discover what prospects have sufficient psychological impact to make the illiterate adult appreciate the advantages of literacy.

Is it enough for sponsors of literacy work to point out not too-far-reaching outlooks, for example, the convenience of being able to read such items as street signs, notices on billboards, price tags in shops, labels, instructions for use on packages, application blanks, even newspapers, magazines and books?

Or is it desirable to dangle vague hopes for personal gain before the participants, for instance increased job opportunities after completion of a literacy class?

Or is it possible to enhance the illiterate's appreciation of literacy as a key to:

- a. a higher income and a better life;
- b. greater independence and security; and
- c. the full attainment of human rights?

Will it produce an effect when arguing that literacy will accelerate the country's development and speed up the attainment of prosperity for the nation? Since people are primarily concerned with their own welfare, and only secondarily with the welfare of the nation, it seems appropriate for the literacy worker to stress in the first place the value of literacy achievements to the individual or group.

However, demonstration of the benefit of literacy to the individual is not always possible. Our adult education fieldworkers, finding themselves in straitened circumstances, are more often than not unable to give evidence of the utility of literacy as a means for improving living conditions.

The Instructors

Literacy instructors constitute the basic force in the implementation of our literacy programmes. Their recruitment is the responsibility of the Community Education Committee, wherever such a committee exists; otherwise, the Community Education Supervisor is directly responsible for providing literacy classes with instructors.

Some of the instructors are school teachers who have previously undergone teachers' training and have had some teaching experience. They can become competent literacy instructors, but they are usually so overburdened with their own duties within the formal school system that they can hardly be expected to spend much time teaching literacy classes regularly.

Most of the literacy instructors are voluntary workers coming from non-teaching professions, such as public servants, members or leaders of women and youth organizations, and other literate citizens. The fact that our literacy programmes must rely on the services of such voluntary workers makes it difficult to maintain a constant teaching corps for the programmes.

The majority of literacy instructors consists of young people between the ages of 15 and 25. Experience has shown us that young instructors are often not sufficiently effective in carrying out their job. However, recruitment of older instructors (30 years or more) with more experience is not always possible since these people have so many occupational and family duties that they have little spare time to spend teaching literacy courses.

Volunteer instructors usually lack proficiency in teaching adults. Consequently, adult learners sometimes lose confidence in them and drop out of classes. Short term training in methods and techniques of literacy instruction, usually given for a period of one week, has not been sufficient for the purpose of imparting teaching skills to these volunteers. Moreover, as a rule, the minimal skill gained during such short preliminary training is not improved by periodical refresher courses, but rather by mere routine work experience. This inability to handle literacy classes properly, as well as lack of teaching facilities and poor remunerations, tends to lower the morale of the teachers.

In communities where traditional religious patterns are observed, the conduct of women's classes often presents problems. In such communities only women are acceptable as teachers of women and girls, and it is sometimes difficult to find female instructors who possess the skills needed for literacy teaching.

In areas outside Java, with scattered populations and where usually no more than 6 to 10 houses are clustered in isolated groups, there is an urgent need for mobile instructors who are able to move from one place to another.

Drop-Outs and Irregular Attendance

Even when the enrollment and initial attendance of literacy classes has been high, due possibly to enthusiasm flogged up by persuasive speeches or to false expectations among the adult participants, a certain percentage of learners have lacked perseverance and have fallen away from classes.

An instructor may begin teaching a literacy class of 30 to 40 students, only to find the number gradually decreasing. The percentage of those who continue to attend classes out of the number initially enrolled can become extremely low. Participants drop out when:

- a. they reach a stage beyond which they have difficulty in progressing;
- b. they grow discouraged by limited progress, often due to ineffective learning methods;
- c. they feel satisfied with what they learned and feel no further need to continue attending classes;
- d. they lose personal conviction of their ability to succeed;
- e. they feel embarrassed while participating in the learning process.

Feelings of inadequacy and fear of failure are often a consequence of competition among the learners themselves, unconsciously fostered by disparaging attitudes or clumsiness on the part of inexperienced instructors. In addition, adult learners seldom have the opportunity to experience any socio-economical uplift as a result of their increasing literacy skill and knowledge. It is understandable that in consequence, the drop-out rate in literacy classes can be alarmingly high.

Less disappointing than definite drop-outs is a decrease in the regularity of class attendance, which can also be attributed to mental fatigue, discouragement or embarrassment of the learner. Rough weather shortly before lesson-hours, seasonal work, household duties and illness can also deter regular attendance.

Functional Literacy

In 1970 we started conducting a number of literacy classes in Jakarta which were intended as micro-experiments in functional literacy. The literacy teaching was linked with a vocation or subject of interest, with the understanding that the student could learn to read and write at the same time as he or she was learning the vocational subject.

The subjects of interest for the classes in Jakarta were sewing, which has become increasingly popular, and sanitation, which was considered important for people living in an urban setting. In ensuing years, other subjects such as family life planning, home-gardening, and industrial workmanship were introduced.

Experimental functional literacy classes were also conducted in West Java with rice cultivation (in newly irrigated areas of Subang) and rubber plantation practices (on rubber estates) as vocational subjects.

In early 1971 similar classes were opened in Central Java with erosion control and related agricultural undertakings, such as the planting of clove trees, as subjects of interest.

The operational development at the early stage was fairly encouraging. Enrollment was gratifying, and instructors, as well as participants, started working together with enthusiasm. There was satisfactory cooperation with workers in technical services (agriculture, cooperatives) who gave guidance to the literacy instructors, and with the management of industrial establishments who provided class facilities and permitted workers to attend a course during working hours.

However, the inadequate preparation of instructors in teaching methods, as well as in the vocational subjects concerned, proved to be a serious problem.

Although it was fully understood that a functional literacy programme must be flexible enough to allow diversity of educational needs and motivational patterns of participants, it was difficult to maintain such flexibility. Not all of the instructors could autonomously make adaptations in the literacy programme so as to render it

appropriate to the group of adult learners he was serving. In fact, only the most experienced instructors were able to modify methods of instruction to meet the specific requirements and personal interests of the participants.

In an attempt to improve the proficiency of instructors, short-term training in methods of instruction and practice in using class materials was arranged for them. However, the results did not come up to our expectations.

It was soon realized that day-to-day preparation of lessons would be very useful, but this task could not be entrusted to the ordinary literacy teacher. To overcome this problem, a workshop was conducted to produce two thematic primers and teachers' manuals containing day-to-day teaching programmes based on those primers. The primers and teaching manuals dealt with two subjects, namely family planning and the cultivation of vegetables.

Post-literacy Activities

As early as the first years of the literacy campaign it was recognized that literacy was not an end in itself. The achievements of literacy work would have no real significance for the people if the work was not followed by systematic and orderly guidance for the newly literate adults.

Therefore, as soon as a certain area had been declared free from illiteracy, a programme of post-literacy services was undertaken in order to:

- prevent new literates from becoming illiterate again;
- help them apply their reading and writing skill in daily life;
- consolidate the achievements (psychological, social, and cultural) gained as a result of the literacy campaign.

This post-literacy programme includes inter alia:

- a. creation and maintenance of a "literate atmosphere" in the village community,
- b. setting up of follow-up courses,
- c. production and distribution of suitable reading materials for the new literates, and
- d. development of a village library system.

Community Education workers, in cooperation with village officials, develop reading-mindedness by encouraging village communities, during or after the literacy campaign, to do the following:

- post name-boards for every street and public place in their neighbourhood;
- hang nameboards for each house with the name of the household head;
- maintain a bulletin-board in every neighbourhood to announce local daily news.

The follow-up courses, conducted at village levels by Community Education workers, provide a combination of learning for more advanced reading, training for the physical and mental growth of the learners, and opportunities for putting into practice the knowledge learners have gained in their studies.

These courses consist chiefly of the following:

1. **Introductory Community Development Courses:** courses for adults and youngsters who have passed the basic literacy course, with the objective of stimulating further self-reading for self-enlightenment and community development.
2. **Socio-Economic Activity Courses:** courses for adults above the age of 18 years who have received the literacy certificate, with the objectives of enabling the community to understand the nature of modern economic organization, and gaining practical training in vocational subjects and practice of co-operative work.
3. **Courses in Home-Making:** courses for women aged 16 years and above who have passed the literacy course, with the objective of giving them practical training in homemaking and household management.

Follow Up Reading Material

Only a few graduates of literacy courses in Indonesia retain their literacy over a long period of time; most of the new literates have regressed into illiteracy. One of the underlying reasons is a lack of suitable follow-up reading materials.

Such materials must be made available to the newly literate adults, not only to prevent their relapsing into illiteracy, but also to encourage development of the habit of reading among them and to enable them to improve their knowledge while gaining fluency in reading.

Availability of relevant reading materials is, however, not always a guarantee against regression into illiteracy. Unless the new literate has attained a sufficiently high literacy level to be able to read materials easily, he will not sustain his efforts to practice reading.

Reading materials for new literates often fail in their function of fostering reading habits because they are written at a level which is incomprehensible to their readers.

In order to suit the reading matter to the abilities of the newly literate adults, care has been taken to maintain a level of readability suitable to persons with low reading skill, based on the following criteria:

- a. no more than five words in one sentence;
- b. careful choice of words within the vocabulary of the readers;
- c. type of no less than 16-18 points in size.

We have also kept in mind the motivation of new literates and have designed reading materials on topics of interest.

The criterion of pleasure has been considered as well, with some reading material being recreational in nature. Finally, reading material has also been designed with the aim of developing the habit of critical reading.

For the production of this kind of reading materials, the Directorate of Community Education had to integrate the services of fieldworkers, content specialists, writers, illustrators and printers in organizing and arranging social surveys, participating in workshops, for producing manuscripts, and printing of books or booklets.

Until now about 150 manuscripts have been produced in workshops at Bekasi (West Java), Palembang, Ujungpandang and Pontianak. A certain part of the manuscripts have already been printed. The booklets thus produced form a

welcome supply to the village libraries, which have to be replenished at times. They have been distributed to the local offices of Community Education which in turn distributed the materials to libraries in their working areas.

Evaluation

Success of a literacy programme can be evaluated in terms of literacy achievements, mainly based on statistical information concerning the number of participants made literate. The evaluation may use the percentage of those having passed literacy courses in relation to initial enrollment as a criterion for success.

However, assessment may also concern itself with the effectiveness of the methods used. Up to now, it has not yet been determined which of the teaching methods thus far applied in Indonesia has been most useful, as no intensive studies have as yet been undertaken for this purpose.

There have been indications that some literacy teachers are still utilizing obsolete teaching techniques, with consequently poor results. In other cases, literacy instructors have lacked proper teaching skills and perseverance so that true illiterates, i.e., those who have never attended school, rarely succeed in learning to read.

It will, however, give us a one-sided image of results if evaluation is restricted to literacy achievements in terms of reading and writing skills only. Therefore, attempts have been made to consider changes in the social and sociological life of the people as a possible outcome of literacy programmes.

For instance, there have been some observations concerning community education in general, and literacy teaching in particular, to the effect that continual exhortations for regular attendance in classes increased the people's discipline, made them become more orderly in their behaviour, and resulted in a greater willingness for cooperative work.

Furthermore, discussions prior to reading exercises may improve the ability of adults to concentrate on certain subjects and to make correct judgments. Also of importance in the evaluation of the success of a literacy programme has been the adoption of improved practices and changes in the socio-economic level of the community.

POPULATION 10 YEARS OF AGE AND OVER BY LITERACY, REGION AND SEX

Appendix

Urban + Rural.

PROVINCE/ISLAND	SEX	TOTAL POPULATION	ILLITERATE	
			NUMBER	PERCENTAGE
INDONESIA	M	39.018.719	11.387.005	29.16
	F	41.377.706	21.111.815	51.02
	M+F	80.426.125	32.498.850	40.41
JAVA + MAJURA	M	25.167.116	7.611.309	30.36
	F	27.116.728	11.578.402	53.70
	M+F	52.313.844	22.219.711	42.47
D.K.I. JAKARTA	M	1.592.573	185.196	11.65
	F	1.559.062	168.650	30.04
	M+F	3.152.412	354.156	20.75
WEST JAVA	M	6.959.437	1.983.091	28.49
	F	7.460.995	3.621.953	48.42
	M+F	14.420.432	5.605.044	38.81
CENTRAL JAVA	M	7.232.354	2.211.916	30.58
	F	7.820.395	1.111.551	56.45
	M+F	15.052.749	6.626.167	44.00
D.I. YOGYAKARTA	M	861.274	282.017	32.74
	F	939.323	511.929	57.69
	M+F	1.800.597	823.946	45.76
EAST JAVA	M	8.521.478	2.978.809	34.96
	F	9.346.146	5.531.319	59.18
	M+F	17.867.624	8.510.128	47.63
SUMATRA	M	6.818.548	1.252.351	18.37
	F	6.959.009	2.734.917	39.30
	M+F	13.777.557	3.987.268	28.92
KALIMANTAN	M	1.740.736	592.722	34.05
	F	1.714.120	949.969	55.12
	M+F	3.454.856	1.542.691	44.65
SULAWESI	M	2.715.614	891.567	32.83
	F	2.915.804	1.387.714	47.59
	M+F	5.631.418	2.279.281	40.47
OTHER ISLANDS	M	2.606.705	1.009.056	38.71
	F	2.642.045	1.460.843	55.29
	M+F	5.248.750	2.469.899	47.06

Source: Central Bureau of Statistics Republic of Indonesia.