

# Creating Learning Communities for Children

Improving Primary Schools through  
School Based Management and Community Participation



A joint program by  
The Government of Indonesia, UNESCO and UNICEF,  
with the assistance of the New Zealand Government



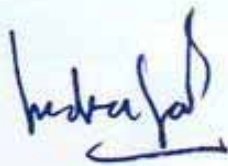
## Foreword

The **Creating Learning Communities for Children (CLCC)** program is taking place at a crucial time in Indonesia's development. In addition to a transition to democracy at all levels of government, the country is undergoing a transformation in its system of government, which involves decentralisation of power and funding mainly to district authorities.

The CLCC program is a joint program between the Government of Indonesia, UNESCO and UNICEF and has recently received funding assistance from the New Zealand Agency for International Development (NZAID) to support its development and expansion. Through the program the UN agencies are supporting the current reforms and, in particular, the GOI's commitment to raise the quality of education through developing School Based Management, increasing Community Participation and encouraging active, joyful and effective learning.

The program has already been running for over three years and has experienced considerable success in mobilising schools and communities to raise the quality of education. It has brought about considerable improvements in the teaching and learning and had a significant impact on student performance.

This booklet describes the scope and activities of the program, as well as the changes it has brought about in the schools in which it operates. We hope that this will encourage others to support the program and to develop similar activities in their own areas.



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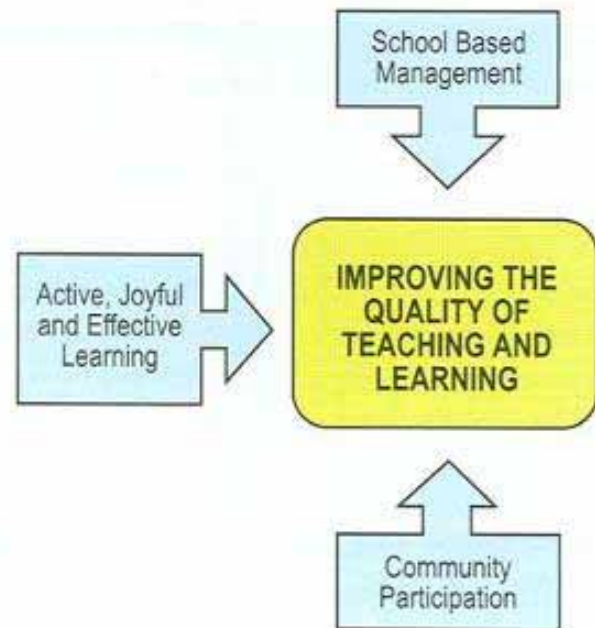
**Steven Allen**  
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## Working together for change

There has been considerable progress over the past years in many areas of primary education, particularly in improving access and developing teacher professional support through the school cluster system. The decentralisation of education offers the opportunity to address several other key issues which include improving the funding of the sector, raising the quality of management and leadership, increasing community participation and raising the quality and relevance of pupils' learning.

The **Creating Learning Communities for Children (CLCC)** program addresses these issues directly. It develops approaches to raise the quality of primary education on offer to the children in the decentralised environment. It works mainly at local level and is focused on giving schools and communities more responsibility for managing their own resources and helping them to use these resources more effectively.

The program consists of three components: School Based Management (SBM), Community Participation (CP) and Active, Joyful and Effective Learning (AJEL). The three components are linked in order to support the overall objective of increasing the quality of education that children receive.



**Schools and Communities Working Together**  
to improve their schools and their pupils' performance

**Quality Improvement**  
An Example of a class 1 pupil in East Java already writing in his own words

wil dan  
Di pantai pahlawan  
Pada hari libur saya ke pantai bersama ibu bapak dan adik.  
Saya berenang, pasir dan air adiknya dan disana ada prahu dan ada keong.  
Di pantai pemandangannya sangat indah juga hawanya sangat panas.  
Saya naik perahu bersama keluarga.  
Turun dari perahu saya mencari tempat untuk makan.  
Setelah itu membeli jajanan.  
Kemudian saya pulang naik bus dengan hati yang senang.

## The Development of the CLCC Program

The program started in 1999 and by the end of the year 2001 was being implemented in 124 schools spread over seven districts in four provinces: Central Java, East Java, South Sulawesi and East Nusa Tenggara in the pilot phase. The program developed pilot approaches as models for the rest of the country. It trained communities, headteachers and teachers to plan for their schools' development, take their own initiatives and mobilise local resources to improve both the physical and learning environment in their schools. It offered small amounts of funding to support this school based planning. The program worked through existing government structures, and used the school cluster system which is widespread across the country.

The CLCC approach was adopted by the Ministry of National Education (MoNE) as the official approach to School Based Management in Primary Schools. Funding was secured in 2002 from the New Zealand Government to disseminate the program within the original seven pilot program districts and to another eight districts in Eastern Indonesia, including two new provinces, Papua and NTB. UNICEF is supporting the dissemination to a further eleven districts with its own funding and assistance from the British Women's Association and Bank Niaga. It is planned that the program will also be adapted and introduced within the World Bank Basic Education Projects in six provinces and within ADB-supported Basic Education Projects.

A independent evaluation of the program at the end of the year 2000 found significant changes in many of the project schools, including:

- improvements in the classroom environment and teaching
- a more professional attitude from teachers
- greater community involvement
- increased participation in education by pupils
- improvements in examination scores in all the project districts
- significant funding by local authorities to support the program and to expand it to new areas

