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Briefing Note

A Review of Non-Formal Education as an Alternative Learning Pathway for Out-of-School Children in Indonesia, including in The Context of COVID-19

United Nations Children's Fund (UNICEF)
Centre for Education Standards and Policy (*Pusat Standar dan Kebijakan Pendidikan* - PSKP) of the
Ministry of Primary and Secondary Education (MoPSE)

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Cover Photo:

Halisya, 17, practices her pastry skills during vocational
learning activities at the Nadya Community Learning Centre (a
Non-Formal Education institution) in Bulukumba, South
Sulawesi. Halisya was out of school after moving with her
parents, who went overseas to work. Now, she continues her
studies in non-formal education.

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Introduction

This Briefing Note is based on the *Review of Non-Formal Education as an Alternative Learning Pathway for Out-of-School Children in Indonesia, including in the Context of COVID-19*. The review was undertaken by the Ministry of Primary and Secondary Education’s (MoPSE) Centre for Education Standards and Policy (*Pusat Standar dan Kebijakan Pendidikan – PSKP*), in partnership with the United Nations Children’s Fund (UNICEF).

The purpose of the aforementioned review was to identify challenges and opportunities in non-formal education (NFE) implementation, and to develop recommendations and strategies for improving the accessibility, inclusiveness, quality and relevance of NFE or equivalency education services,¹ so out-of-school children (OOSC) can be given improved options for gaining a quality learning education.

The objectives of the review were met through evidence gathering from both secondary literature and qualitative primary research at national, provincial, district, village and NFE institution levels. Good coverage was achieved by the review of national stakeholders, as well as provincial and district governments. Twenty NFE institutions – 18 PKBMs and two SKBs in Bone district (South Sulawesi) and Pemalang district (Central Java) – were selected as samples for in-depth interviews (IDI) and focus group discussions (FGD) with key stakeholders. The findings and recommendations outlined are mainly based on qualitative research conducted at the national level and in the sample areas.

The review examined the following eight areas:



Governance & Management



Monitoring & Supervision



Human Resources



Curriculum & Learning



Coordination & Partnership



Gender & Inclusions



Perceptions of NFE



Impact of COVID-19

¹ This study focuses solely on NFE services delivered by two types of institutions: PKBMs and SKBs.



Rahman Demeru Katinting, 11, and his brother Andre Ramli, spend time learning at their home in Balong Village, Bulukumba, South Sulawesi. These brothers had been out of school after moving around with their parents, who were seeking employment outside the district but have since enrolled in NFE.

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The Issues

Indonesia has successfully widened educational access for children and adolescents.² There is now universal participation of children at the primary education level, and drop-out rates continuously declined between 2019-2022.³ However, the challenge of OOSC remains serious. In 2022, approximately **4.1 million school-age children and adolescents (7-18 year-olds) were out of school**, with a huge proportion of those in the secondary education age bracket.⁴ This number accounts for approximately 7.6 per cent of their age group population, with large disparities in OOSC populations between provinces, e.g., DI Yogyakarta: 3.35 per cent, and Papua: 19.69 per cent.⁵ The definition of OOSC applies to children 7-18 years old who: (1) have never been enrolled in school; (2) have dropped out of school without completing their education level; or (3) have completed a level of education but do not continue to the next level. For the context of Indonesia, the biggest proportion of OOSC falls under the third category (51 per cent), followed by those who dropped out of school (43 per cent), and those who have never been enrolled in school (6 per cent).

The Indonesian government has a National Strategy on Out-of-School Children 2020-2030, contributing to the achievement of the Sustainable Development Goals, especially Goal 4: 'Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all'. The national strategy comprises an **intervention strategy**, aimed at children and adolescents who are not in school, and a **prevention strategy** to ensure that children and adolescents at risk of dropping out of school remain until they have completed at least 12 years of primary and secondary education. Furthermore, the government intends, as part of its longer-term planning, to revitalize NFE services.⁶ They plan to map existing NFE services to identify districts where there are gaps, and address these by setting up more government-owned NFE institutions, among other measures.

The main source of funding for NFE institutions is Education Operational Assistance (*Bantuan Operasional Penyelenggaraan* – BOP Kesetaraan): Package A, IDR1,300,000/student/year; Package B, IDR1,500,000/student/year; and Package C, IDR1,800,000/student/year).⁷ There is also ongoing emphasis on using village authority funds to support OOSC and NFE, while acknowledging that current funding may need bolstering; and on using village assistants who have the mandate to support village chiefs in their development planning, administration and financial responsibilities, as well as to collect data on OOSC.

In principle, NFE can play a key role in facilitating education access for OOSC. There are currently **10,807 PKBMs and 434 SKBs in Indonesia**.⁸ These institutions enrol around 1.6 million students, mainly in the Package C (senior secondary education) programme, and in some vocational courses.⁹ Around 95 per cent of PKBMs are privately managed, which influences the services these institutions provide in terms of quality, infrastructure, and funding, etc.¹⁰ NFE service units offer a wide range of flexible learning modalities not available in formal schools, making them preferable for the majority of OOSC seeking to return to education, while perhaps simultaneously continuing to work or engage in other activities.¹¹

However, the following questions merit consideration. Can current NFE services provide accessible, gender-responsive, inclusive, high quality and relevant learning? Learning that addresses the distinctive characteristics and issues faced by out-of-school boys and girls and their socio-economic backgrounds, especially in the context of post-COVID-19 recovery? What challenges does the NFE service face, and how can these challenges be addressed? How can key elements in delivery, including links back to the formal education system, be strengthened? Are OOSC challenges, often related to socio-economic issues, really understood as being a whole-of-education-sector issue?

²The data presented in this Briefing Note reflects the education situation at the time of the review, and not the most current figures.

³ Between 2019-2022, dropout rates have continuously decreased for primary education (0.38 per cent to 0.13 per cent) and in secondary education (1.76 per cent to 1.38 per cent). Parallel, net enrolment for primary education increased to 97 per cent in 2022, almost reaching universal primary education. BPS, 2019-2022.

⁴ Ninety-five per cent of the OOSC population are children aged 13-18 years. UNICEF estimation based on Susenas 2022.

⁵ UNICEF. Estimation based on Susenas 2022.

⁶ Draft of National Long-Term Development Plan (RPJPN) 2025 -- 2045.

⁷ Equivalency programme or *Pendidikan Kesetaraan* in Indonesia includes Package A (equivalent to primary education), Package B (equivalent to junior secondary education), and Package C (equivalent to senior secondary education).

⁸ Accreditation Data 2022, National Accreditation Agency for Early Childhood Education & Non-Formal Education (BAN- PDM).

⁹ MoPSE. Data taken from Data Pokok Pendidikan (Dapodik) 2021.

¹⁰ MoPSE. *Statistik Dikmas* 2022/2023.

¹¹ Based on UNICEF experience in assisting local governments in selected areas to facilitate OOSC's return to learning. Around 75 per cent of OOSC who returned to learning prefer to do so through NFE as this education service provides flexible learning options that meets their needs.

Highlights

4.1
Million



Out-of-school children and adolescents (OOSC) in 2022

Representing 7.6% of the child and adolescent population aged 7-18.

Source: UNICEF estimation based on Susenas 2022

Non-Formal Education (NFE) as an **alternative learning pathway for OOSC**



Offers a wide range of services



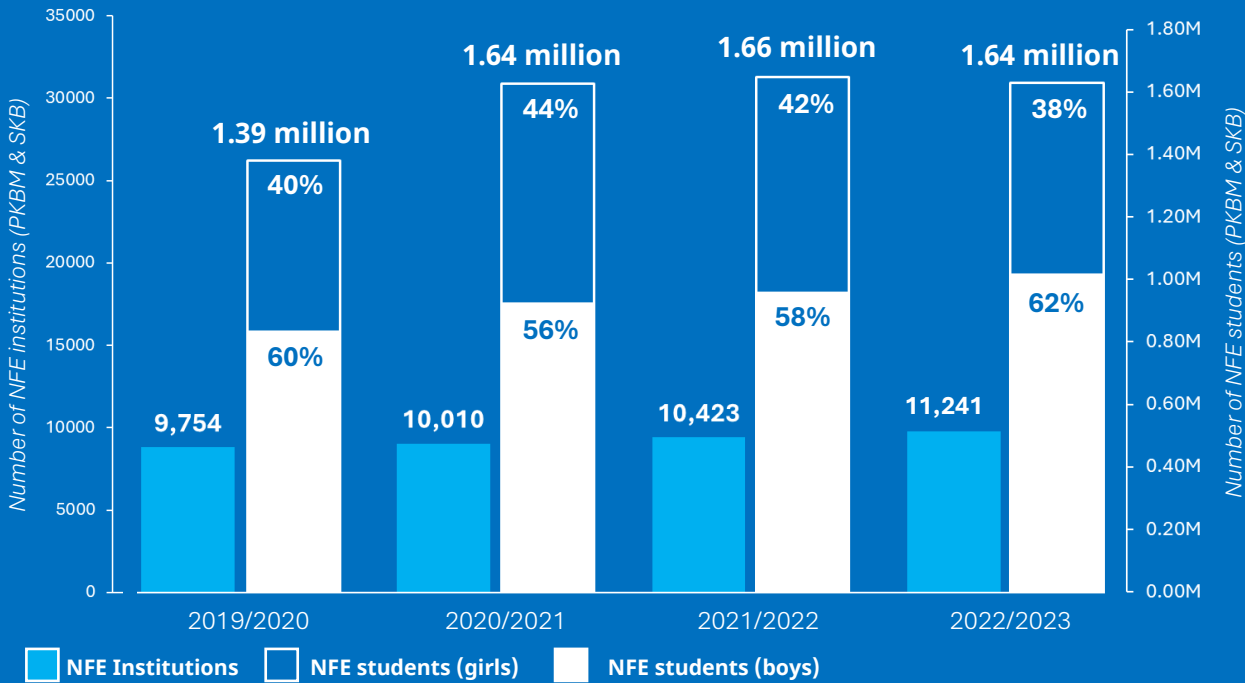
Flexible learning modalities



Provides equivalency certificates

There are around **11,000** NFE institutions & **1.6 million** NFE students in Indonesia

There was an increase in the number of NFE institutions & NFE students from 2019 to 2022, particularly during the first year of the COVID-19 pandemic.



Key issues currently faced by NFE institutions



Understaffed and/or low qualification of tutors.



Underfunded, NFE institutions constantly operate in deficit.



Large numbers of NFE institutions are unaccredited.



Difficulties in fulfilling student needs, including in the context of GEDSI*

*Gender Equity, Disability, and Social Inclusion (GEDSI).

Findings of the Review

The following sections summarize key findings under the eight areas examined:



Governance and Management

The NFE sector is overseen by MoPSE and includes involvement from several other ministries (i.e., Ministry of Religious Affairs, Ministry of Home Affairs, Ministry of Villages, Ministry of Manpower, and the Ministry of Finance) that have a stake in distinct aspects of NFE operations. However, the decentralization of NFE management gives district/city governments ultimate responsibility for monitoring, supervision and support. Local governments are constitutionally obliged to allocate 20 per cent of government budget to education, including for NFE.

However, as most of the district government budget goes to paying teachers' salaries, only a small proportion of their budget is allocated to support NFE operationalization. Given this context, NFE institutions rely almost entirely on *BOP Kesetaraan* funds (a per capita student grant based on the number of students who are 23-years old or younger), allocated by the national government. Nevertheless, this funding does not cover the full operational costs of PKBMs or SKBs, as BOP is intended as a subsidy only. With limited alternative funding options, most NFE institutions are constantly in deficit.

Village government budgets are potentially an alternative funding source for NFE institutions. However, such support is uneven and underpinned by a lack of regulation, compounded by NFE not yet being recognized as a priority intervention in village government annual work plans and funding allocation guidelines. With improved coordination and policies, villages could do more to finance NFE institutions.



Monitoring & Supervision

NFE institutions have some autonomy for learning delivery, as long as standards of learning are in line with the existing curriculum, and sufficient to enable students to pass examinations. For PKBMs in particular, many are not in practice able to manage this independently due to their privatized nature. More needs to be done to build management capacity, as well as infrastructure and human resources, in NFE.

Quality assurance of NFE falls under the responsibility of PSKP, due to the fact that PSKP determines the eight national education standards to be fulfilled by all education institutions, including NFE institutions. However, based on responses during IDI and FGD, most NFE institutions do not fulfil the standards, except the graduate competency standard. Thus, in the proposed revision of the National Education Law, PSKP recommended to allow NFE institutions to contextualize education delivery based on availability of learning resources. NFE institutions might, for example, utilize local government facilities (such as local libraries and laboratories), but would be monitored on their student learning outcomes. How this would work in practice is yet to be elaborated. PSKP prepares the annual Education Report (*Rapor Pendidikan*) for the entire education sector, including for NFE, which enables student learning outcomes to be monitored. A main concern for PSKP is whether or not local governments follow up findings and recommendations from the annual Education Report to promote improved student learning outcomes.



Syahrani, a 19 years old girl, was an out of school adolescent in Bulukumba district, South Sulawesi province, who has decided to return to learning through non-formal education.

The National Accreditation Agency on Early Childhood Education-Non-Formal Education (*Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Non Formal – BAN PAUD-PNF*)¹² independently conducts assessment on the fulfilment of the eight national education standards by NFE institutions. However, among NFE institution stakeholders, there was a lack of clarity about the accreditation process, the standards they should meet, and the contents of the curriculum framework to be adopted. Moreover, the quality assurance system being used by the BAN PAUD-PNF generates limited data on the quality of NFE institutions, both in terms of inspection and student learning outcomes. A high proportion of PKBMs (over 65 per cent according to official data)¹³ remain unaccredited. District education offices are mandated to monitor and supervise NFE institutions, but their capacity to perform these functions is hampered by understaffing. Furthermore, most superintendents focus on the learning process rather than the quality of facilities, management and administration, leaving a major gap in monitoring data.



Human Resources

NFE institutions face many staffing challenges. They cannot attract or retain good quality teaching staff because salaries, regularity of payment, and employment security compare unfavourably with formal education. Given this financial fragility, most tutors (NFE teachers) are on short-term contracts, work voluntarily or provide their services as a second job. Although almost all staff sampled through the review held Bachelor or Master qualifications, their qualifications were not necessarily relevant to teaching specific subjects and to the required age groups, or to mixed-age classes – a common occurrence in NFE institutions.

Relevant professional development opportunities for NFE tutors are also rare. Despite this, there are some very committed tutors, going above and beyond to try and serve the needs of their students that may provide a platform upon which to build.



Curriculum & Learning

The NFE curriculum is broadly aligned to the formal education curriculum. The main differences are in the mode and duration of learning. In addition, empowerment and skills development programmes characterize NFE. Some NFE institutions focus on academic skills rather than relevant life skills, due to limited resources. NFE learners range from young children up to adults, and this age-range poses a challenge both in terms of learning styles and learning needs (i.e., vocational vs. basic numeracy/literacy). The adoption of the Emancipated Curriculum (*Kurikulum Merdeka – KM*), a flexible learning and competence-based approach, has opened possibilities for NFE to focus on essential curriculum materials and basic competencies, encompassing 21st-century skills.

In some high-quality NFE institutions, project-based learning is being implemented to enhance the meaningfulness of learning. This is a step forward and must be further tailored to the different needs of NFE learners, including vocational learning, which is officially only a 30 per cent component of the NFE curriculum, notwithstanding a clear demand for such learning. Implementation of the Emancipated Curriculum should also be supported through staff training.

¹² The term BAN PAUD-PNF was used when the study commenced. At the time of publication, the agency broadened its scope to include all types of education from early childhood education, primary education, secondary education, vocational education, and non-formal education. Hence the name changes to National Accreditation Agency on Early Childhood Education, Primary Education, and Secondary Education (*Badan Akreditasi Nasional Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah – BAN PDM*).

¹³ MoPSE Report on Community Education (Non-Formal Education). Community Education Statistics 2022/2023 (*Statistik Dikmas 2022/2023*), 2022.

Coordination & Partnerships

Within national government, there is coordination and partnership between ministries in developing the NFE curriculum and managing the budget for NFE programmes. A partnership between MoPSE and the Ministry of Law and Human Rights, for example, was recently established in developing an NFE curriculum for detention centres, with the aim to prepare children in these centres to be resilient and mentally ready when they return to the community.

At the sub-national level, progress was evident in outreach of government initiatives and NFE institutions to OOSC, with dedicated programmes to encourage children back to learning in NFE institutions. South Sulawesi Provincial Government exhibited good practice by launching the Collaborative Action for Out-of-School Children (*Penanganan Anak Tidak Sekolah berbasis Aksi Kolaborasi – Pasti Beraksi*) programme to support learning opportunities for OOSC. This joint initiative involved various stakeholders, such as the chamber of commerce, the police department and the army. The initiative has helped to return approximately 14,700 OOSC to learning, of which around half preferred to return to NFE.

While partnering between village governments and NFE institutions was relatively rare among the villages visited, where this kind of partnership had been achieved, the Village Business Unit was involved, along with local companies and voluntary tradespeople willing to provide courses in their trade, as well as with religious and community leaders. NFE managers and village heads were instrumental in driving successful partnerships, leading to better quality learning in NFE institutions. More support should be provided to encourage and sustain this kind of partnership.

Gender & Inclusions

NFE institutions have almost equal enrolment of male and females and are therefore providing important educational access for girls and women. Nevertheless, findings show approximately 40 per cent female enrolment, leading to the question of whether NFE institutions are supplying sufficient services to attract girls and women to encourage a more balanced enrolment.

Interviews with stakeholders identified a low level of concern on gender issues. A common perspective was that NFE institutions are a good option for girls and women, especially those who have previously dropped out of school, and that there are minimal blockages in terms of social pressure and flexibility in learning activities. However, female participation in NFE may not be reflected only through a simple analysis of enrolment, given there are several issues around cultural norms (e.g., girl child marriage) that need further exploration, in a contextualized way. It will be important to guide NFE institutions on gender policy and planning to address issues that may be underpinning the current inequality in enrolment rates.

There are also issues around disability inclusion. NFE institutions advised that they did not have the facilities or staff capacity to accept people with disabilities, making NFE an unworkable option for children and adolescents with disabilities to return to learning. Moreover, the majority of NFE institutions involved in the review believed that students with disabilities should attend special schools and were not an NFE institution responsibility. Nevertheless, to avoid stigmatization from the public, some parents prefer enrolling their children in NFE institutions rather than in special schools (*Sekolah Luar Biasa – SLB*). Some other parents believe their children cannot cope in schools that require classroom learning every day, and NFE institutions provide the flexibility that suits the learning needs of children with disabilities. While parents of children with disabilities prefer to send their children to NFE due to its flexibility, the limited capacity of NFE institutions means they are unable to provide adequate services for children with disabilities. National data

does show, however, that there are a small percentage of NFE institutions that can cater to people with disabilities -- approximately 6 per cent.¹⁴



Perceptions of Non-Formal Education

The perceptions of NFE vary considerably. Among parents interviewed, perceptions were often positive -- of NFE as an institution providing flexibility in learning for their children, and assisting their children to gain more income for their family. Under specific student circumstances, such as students who work, the arrangement is very much in line with their living or working conditions.

However, the perception of NFE within the wider community seems to depend heavily on the village head and the effectiveness of NFE institutions in meeting the needs of the village to educate OOSC, or, alternatively, perceptions of how effective NFE institutions are at meeting the needs of students for further training to become more employable. While the flexibility of NFE institutions presents a major advantage, many parents and communities still perceive PKBM as a second-rate educational institution, organized only to cater for OOSC.

There is a growing shift in perceptions of NFE institutions being 'second-rate', as the demand for equivalency education develops, particularly with an emphasis on home schooling during the COVID-19 pandemic. As described in MoPSE Regulation No. 129/ 2014 on home schools, home schooling can represent an expansion of access to quality education and guarantees legal protection for families and the environment that organizes informal education. However, public perceptions often get knocked when learning at NFE institutions is not aligned with learners' needs, and with the requirements of the job market.

There is an agreement among NFE stakeholders that the quality of NFE is of utmost importance to build confidence in NFE as an option providing equivalence with formal education, and viable for OOSC. This will entail NFE institutions providing flexibility and relevance in their offerings.



Impact of the COVID-19 Pandemic

The impacts of the COVID-19 pandemic on student learning outcomes in NFE institutions are not deeply understood, as this would require analysis prior to, during and after the pandemic. In the case of this review, therefore, such data was not collected.

During stakeholder interviews, there was a common perception that the pandemic did not have a highly detrimental impact on NFE students. However, without access to data and deeper surveys of students and teachers, it is difficult to accept this stakeholder assumption because it is not based on evidence. In NFE institutions, some of the learning that was continued during the pandemic was delivered through WhatsApp, Google meet, or -- *seTARA Daring*.¹⁵ Tutors provided learning materials such as modules and videos, and then students gave feedback. However, there is insufficient data on how many students accessed learning this way, and whether their learning outcomes remained stable if they did access.

Overall, it is unclear how students, especially those in remote villages who may be unlikely to have digital access, would have continued their studies. Perhaps the residing positive for NFE institutions is in the approach to learning overall, i.e., the more flexible modality of learning delivery and lesser quantity of teaching hours -- meaning that the pandemic disrupted processes somewhat less than full-time education in the formal sector.

¹⁴ MoPSE, 2023. Data on non-formal education capacity to cater to children with disabilities are provided by the Centre for Data and Information Technology (Pusat Data dan Teknologi Informasi -- Pusdatin), Ministry of Primary and Secondary Education.

¹⁵ *seTARA Daring* is an online learning management system designed for distance learning in the equivalency programme of non-formal education.



Renata Salsa Azhari (Rere), 11, attends class at Muhammadiyah Islamic Primary School in Purbalingga, Central Java, Indonesia. For three years since Rere graduated from kindergarten, no formal primary school would admit her due to her hearing and speech impediments, while the closest special needs school was too far away from her home. With support from UNICEF & the local government, she is now able to continue her studies at a local primary school.

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Key Issues and Recommendations

Better coordination and dialogue among relevant government and non-government stakeholders is needed to connect the various issues affecting learning delivery in NFE institutions. Policymakers in charge of NFE institutions both at national and sub-national level should be engaged in Gender Equity, Disability and Social Inclusion (GEDSI)-related policies and planning, to develop strategies to meet differentiated needs of OOSC girls and boys and those with disabilities.

1

Recommendation: Conduct deep dive research on gender equity, disability and social inclusion in NFE settings, including other potential learning pathways for OOSC, and use the results to strengthen policy and planning.

Further Actions

Map options available to OOSC for re-enrolling in education, plus the type of learning best suited to their needs. Ensure the findings of this review and any other relevant data on NFE, as well as the results of such research, are connected to planning by MoPSE, and to be used as a basis in determining future programmes and policies on NFE.

Examine whether vocational education is part of the preferred pathway for OOSC and, if so, how this is supported by sufficient human resources linked to the establishment of different training, curriculum and pedagogical demands on NFE services.

Ensure that GEDSI indicators are incorporated into the deep dive research as a standalone element. Identify what options are required to ensure that girls, women, those with disabilities, and other minorities can be included in NFE.

Mandate all NFE institutions to adhere to a gender and inclusion policy/plan that is developed by the government.

NFE is trying to serve many needs – fast-track and equivalence learning, out-of-school and difficult-to-reach children, vocational training, adult learners, further education. The relative lack of monitoring and quality assurance has resulted in a dearth of data on quality, making it difficult to assess whether the scope of NFE learning activities is appropriate.

2

Recommendation: Clarify and agree on the strategy for each NFE target group, assess the viability of the range of targets, and use the results of this work as the basis of an NFE Strategic Plan.

Further Actions

Convene a working group on NFE at district/city level involving NFE institution representatives to support collaboration and coordination of all concerned parties to ensure NFE monitoring and quality assurance processes are fully conducted.

Develop a strategic plan for NFE that clarifies the purpose and aims of the service to ensure this is realistic, streamlined and focused.

Develop a costed action plan with key performance indicators and accountable actors as part of the broader education sector plan to ensure existing NFE institutions are equipped with sufficient capacity to cater for different needs of learners.

Key Issues and Recommendations

There is a lack of data on quality in NFE institutions due to inconsistency of monitoring, and the fact that many NFE institutions are unaccredited. Consistent and reliable quality assurance is required to create visibility of where support is needed, and to curtail government reluctance to fund NFE adequately.

3

Recommendation: Strengthen NFE institution monitoring and accreditation systems to improve standards and data on quality.

Further Actions

Strongly promote the accreditation process of NFE institutions and provide the necessary monitoring and support to ensure quality standards can be met.

Ensure that:

- the NFE report produced by BAN PAUD-PNF and PSKP is published with comprehensive and robust data on quality and data on gender and inclusion indicators;
- district superintendents monitor NFE institutions and evaluate NFE impact on learning needs, feeding into the NFE report; and
- highly qualified and well performing education staff are incentivized to become superintendents, or alternative options for hiring appropriate expertise are explored.

Several issues impacting on quality standards could be addressed through the development of a strategic plan for NFE. The most important issues are probably those relating to funding and curriculum.

Funding issues result in most NFE institutions, especially PKBMs, being in constant deficit. Lack of funding for NFE also leads to challenges in recruiting and retaining good-quality staff or providing necessary professional development.

The curriculum of NFE needs to be tailored to the specific needs of their students.

4

Recommendation: Develop an NFE strategic plan and use it to drive improvements in the quality of staffing and relevance of the NFE curriculum.

Further Actions

Strengthen the capacity of tutors through targeted and regular professional development training.

Ensure that tutors can be classified as teachers.

Review the minimum salary requirements for tutors and provide guidelines on this linked to funding actions.

Consult with NFE institutions on the implementation of the national curriculum and modify the curriculum delivery, if necessary, to meet the needs of NFE main target beneficiaries (namely OOSC).

Key Issues and Recommendations

NFE institutions would benefit from improvements in management, coordination and partnerships.

5

Recommendation: Promote professionalism of NFE institutional management through professional networking platform.

Further Actions

Work with PKBM managers to ensure professional networking for information sharing and accountability is established.

Initiate a network and/or partnership between SKBs and PKBMs.

Integrate the above network within the PKBM forum and ensure that a clear purpose statement and funding options for the forum are identified. Incorporate training on partnerships and fundraising for NFE managers.

Strengthen advocacy to the Ministry of Villages on the importance of village heads to coordinate and collaborate with NFE institutions to address the OOSC problem.

Village budgets could be part of the solution to funding issues in NFE institutions, but this would require government to address the lack of regulation, recognize NFE as a priority intervention in annual village work plans and fund allocation guidelines, and provide support for better coordination at local level.

6

Recommendation: Increase the level of funding to NFE institutions.

Further Actions

Deep dive to improve the effectiveness of the Smart Indonesia Programme (*Program Indonesia Pintar – PIP*) in addressing OOSC issues.

Incorporate OOSC into the 2025-2029 National Medium-Term Development Plan, so that NFE funding is an element of achieving reduction in OOSC and contributing to the improvement of access to education.

Advocacy to the Ministry of Villages to include NFE in their eligible activities under Village Fund and/or other relevant resources at village level, so that village heads are more aware of the need to allocate some resources to NFE.

The perceptions of NFE vary considerably, and seems to depend heavily on the effectiveness of NFE in meeting the needs of its learners.

7

Recommendation: Strengthen the overall quality of NFE by better aligning its curriculum with learners' needs and with the requirements of the job market.

Further Actions

Conduct more regular perception surveys to assess public attitudes towards OOSC, disability, girls in education, and NFE services, and develop communication campaigns that align to the results of these perception surveys.

Develop documentation on NFE, especially for showcasing success stories, from NFE learners and good practices in NFE management and service delivery.

Key Issues and Recommendations

It is unclear how NFE learners, especially those in remote villages who are unlikely to have digital access, would have continued their studies in a pandemic situation such as COVID-19.

8

Recommendation: The education system needs to be better prepared in future for crises such as pandemics.

Further Actions

Ensure that emergency curriculum is part of the NFE sub-sector plan, and that it includes measures to facilitate digital and distance learning.

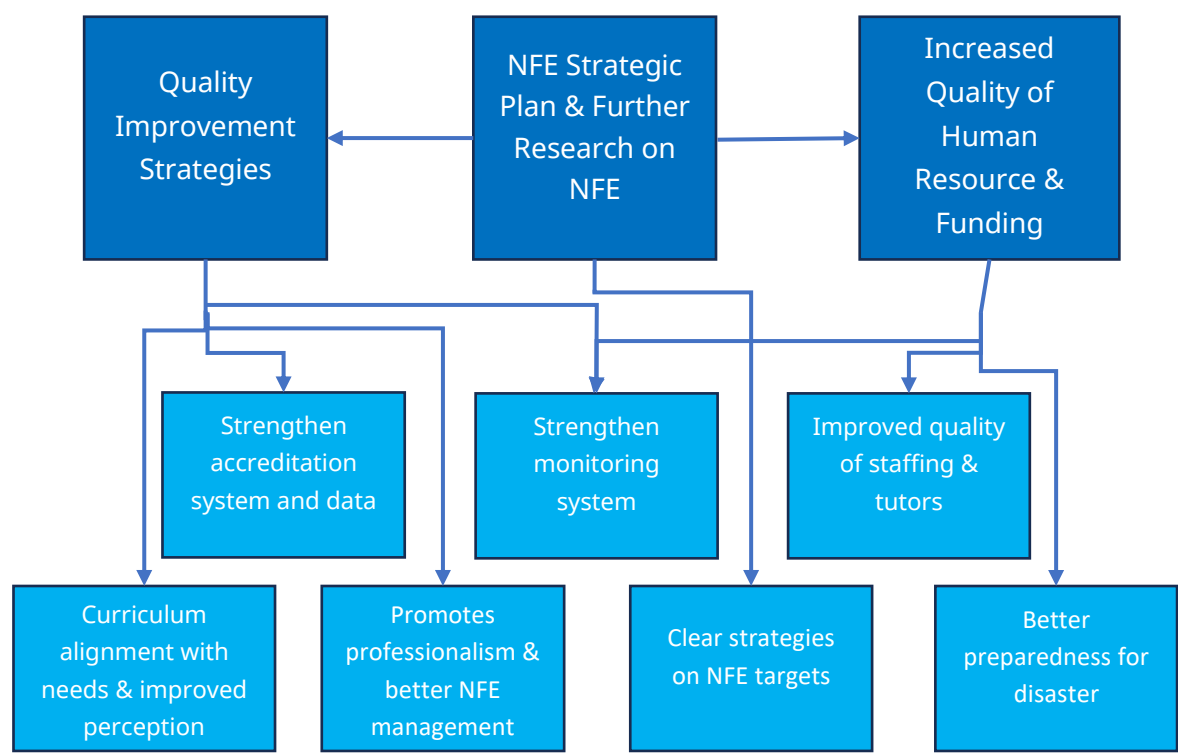
Include NFE institutions in any digital learning agenda, among others, to map out technology/digital capacity in NFE institutions including their students.

Use this evidence to support NFE institutions strengthening, for example through funding of equipment, training of staff, or development of guidelines for online learning.



Out-of-school adolescents who have returned to learn in non-formal education attend an offline class and an Adolescent Circles session at the Nadya Community Learning Centre in Bulukumba, South Sulawesi.

These recommendations may be used to form an integrated strategy, as illustrated below:



The review generated some interesting findings, aligned with previous studies. The findings are particularly pertinent in the light of the government’s planned expansion of NFE, and renewed focus on OOSC.

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