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THE INFLUENCE OF EDUCATORS' COMMUNICATION SKILLS, EMOTIONAL MATURITY, AND NON-DISCRIMINATION ATTITUDES ON LEARNERS' MOTIVATION IN NON-FORMAL EQUIVALENCY EDUCATION IN INDONESIA

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Abstract. Learner motivation in Indonesia's non-formal equivalency programs remains a persistent challenge that can limit completion and the broader social impact of these programs. This study aimed to analyze the influence of these three educator attributes on learner motivation in order to determine their relative contributions to engagement and persistence. A quantitative descriptive–correlational design was employed, with a population of 115 learners and a simple random sample of 40 participants. Data were collected via structured questionnaires on communication skills, emotional maturity, non-discrimination attitudes, and learner motivation. Analysis employed descriptive statistics and Pearson product–moment correlations at the 0.01 significance level. Findings revealed that all three attributes were rated as "fairly good" by learners and showed significant correlation with learner motivation. Communication skills showed the strongest association ($r = 0.495$), followed by emotional maturity ($r = 0.452$) and non-discrimination attitudes ($r = 0.434$). These results underscore that clarity and immediacy in communication, educator empathy and resilience, and fair, inclusive practices are pivotal for sustaining learner engagement and persistence in equivalency education.

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INTRODUCTION

Non-formal education (NFE) has emerged as an increasingly critical component of contemporary education systems, both in developed and developing countries, as it addresses gaps left by formal schooling while supporting broader objectives of lifelong learning, social equity, and community empowerment. Defined as educational activities conducted outside formal schooling structures, NFE complements, substitutes, and enhances formal systems by promoting skills development, personal growth, and social inclusion (Kicherova & Trifonova, 2023). Globally, NFE has gained recognition within frameworks such as Education for All, the Millennium Development Goals, and the Sustainable Development Goals, as it contributes to equitable access and lifelong learning opportunities (Latchem, 2018). Similarly, across national contexts, governments have sought to formalize the role of NFE through policy integration, competency recognition, and accreditation mechanisms to ensure its parity with formal pathways (Efimova et al., 2019).

In Indonesia, NFE plays a pivotal role in providing educational opportunities for disadvantaged populations that are excluded from the formal education system. Programs include early childhood education, vocational training, community empowerment, and equivalency programs such as Packages A, B, and C, which correspond respectively to elementary, junior high, and senior high school completion (Kamil et al., 2023; Nurhayati et al., 2021; Supiah et al.,

2024; Susanto et al., 2025; Kamil et al., 2023). These programs are often delivered through Community Learning Centers (PKBM) and Special Community Learning Activity Centers (SPNF SKB), which tailor curricula to the needs of local communities. Recent innovations, such as Android-based applications and e-learning platforms like E-LEEP, have expanded accessibility for geographically dispersed learners (Nurhayati & Handayani, 2025; Suharto et al., 2021; Yel & Sfenrianto, 2017). Case studies further demonstrate NFE's impact: in Talok Village, it contributed to poverty alleviation using sustainable approaches aligned with the Sustainable Development Goals (Apriliani, 2018), while in Pati Regency, it fostered community development and economic resilience (Shofwan, 2019). At the same time, competency-based testing and computer-based testing in West Java reflect the growing standardization and quality assurance in Indonesia's NFE system (Darmawan & Harahap, 2016).

Despite these achievements, equivalency programs continue to face structural and contextual challenges that undermine participation and outcomes, particularly in rural and marginalized communities. Research highlights infrastructural deficits, such as limited facilities and shortages of qualified tutors (Fadlyansyah & Nurhayati, 2020; Ticona Machaca et al., 2025), which are compounded by economic hardships that restrict learners' ability to cover educational costs or dedicate time to learning (Haynes-Maslow et al., 2019). Cultural and social barriers further exacerbate exclusion: prevailing norms may devalue education for women or minorities, while stigma and distrust of external programs discourage engagement (Slanzi et al., 2025). These difficulties are magnified by logistical issues such as unreliable transportation and geographical isolation (Rasmussen et al., 2016), as well as psychological constraints including fear of failure, low self-efficacy, or lack of awareness of available opportunities (Hamidzadeh et al., 2019). At the policy level, limited funding and inequitable resource distribution perpetuate disparities in participation (Bernstein, 2020; Sondari et al., 2018).

The central problem, therefore, is not only access but also persistence: even when learners enter equivalency programs, maintaining motivation remains a significant challenge. Motivation is crucial in sustaining participation among learners who often juggle economic, familial, and social responsibilities alongside their educational pursuits. Previous studies suggest that learner motivation in adult and non-formal education is shaped by multiple factors, including instructional quality, learner self-efficacy, and the social environment (Manzano Vela et al., 2024; Vanslambrouck et al., 2016). Among these, the competencies of educators—particularly communication skills, emotional maturity, and non-discrimination—play a defining role.

Educators' communication skills have a direct impact on learner engagement, persistence, and achievement. Effective communication, including verbal clarity, constructive feedback, and empathetic interaction, fosters supportive learning environments that enhance learners' confidence and willingness to persist (Fadlyansyah & Nurhayati, 2020; Karasova & Kleckova, 2023). In both early childhood and higher education, teacher-student communication is strongly linked to learners' self-efficacy and academic outcomes (Vu-Thuy et al., 2025). For marginalized adult learners, the ability of educators to communicate in accessible, motivating, and culturally responsive ways may determine whether learners sustain participation or disengage. Furthermore, technology-mediated communication, such as ICT tools, has been shown to strengthen persistence and engagement outside the classroom, demonstrating its potential in non-formal contexts (Hori & Fujii, 2021).

Equally important is educators' emotional maturity, which encompasses the capacity to regulate stress, demonstrate empathy, and create emotionally safe classroom climates (Savina et al., 2025). Teachers with strong emotional competencies are better equipped to handle the demands of diverse learning environments, manage classroom dynamics, and model resilience for learners (Le & Pham, 2024; Munggarani et al., 2025). In adult and non-formal settings, where learners often face personal and socioeconomic stressors, emotionally mature educators can play a critical role in sustaining motivation by offering empathy, support, and constructive responses to challenges. Emotional maturity also protects educators themselves from burnout, ensuring consistent teaching quality (Molina-Moreno et al., 2024).

Another critical dimension is the educator's commitment to non-discrimination and

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inclusive pedagogy. Research consistently demonstrates that inclusive teaching fosters learner persistence, equity, and self-efficacy by ensuring that learners feel respected and valued regardless of background (Valdez & Kelp, 2023). In community-based education, non-discrimination enhances social integration and reduces stigma, creating safe environments where marginalized groups can fully participate (Pozas et al., 2023; Rahmat et al., 2024). For equivalency education in Indonesia, where learners may vary widely in age, socioeconomic status, gender, and ethnicity, educators' non-discriminatory attitudes are indispensable in sustaining motivation and minimizing dropout.

Taken together, communication competence, emotional maturity, and inclusive attitudes form an integrated set of educator competencies that directly shape learner motivation in non-formal equivalency programs. However, empirical research linking these variables within the Indonesian context of equivalency education remains limited. Previous studies in related domains have confirmed the importance of each dimension independently. Emotional maturity is central to effective teaching, as it enables educators to navigate complex classroom dynamics and fosters a positive learning environment that promotes motivation and engagement (Shafiuddin, 2022; Windasari et al., 2024). Additionally, the ability of educators to communicate effectively enhances their teaching efficacy, fostering clearer student understanding and motivation (Kant & Shanker, 2021; Pozo-Rico et al., 2023). A non-discriminatory attitude creates an inclusive environment where all learners feel valued, further boosting motivation (Rauduvaitė & Yao, 2023; Sukmawati et al., 2024). Collectively, these attributes contribute to a holistic educational experience, facilitating not only academic achievement but also social and emotional development among learners in non-formal education settings in Indonesia (Nathania & Kusumiati, 2024; Sutradhar & Sen, 2022). Compared with prior work that typically analyzes a single dimension (e.g., communication–motivation links or emotional intelligence and teaching quality), our study explicitly examines the joint influence of all three educator attributes within Indonesia's equivalency education setting using learner-reported perceptions, thereby addressing a clear empirical gap in the literature. This gap restricts the development of evidence-based strategies to strengthen educator effectiveness and improve learner persistence in NFE.

The present study addresses this gap by investigating the relationship between educators' communication skills, emotional maturity, and non-discrimination attitudes with learner motivation in equivalency education programs at SPNF SKB Takalar, Indonesia. The following research questions guide it: (1) What is the relationship between educators' communication skills and learner motivation? (2) How does the emotional maturity of educators affect learner motivation? (3) To what extent do non-discriminatory attitudes influence learner motivation? (4) Do these factors jointly predict learner motivation in equivalency education contexts? The novelty of this research lies in its holistic approach, examining the integrated effects of interpersonal, emotional, and ethical dimensions of educator competence on learner motivation within a non-formal, marginalized educational setting. By situating the analysis in Indonesia's equivalency programs, this study contributes new empirical evidence to global discourses on adult and non-formal education, while offering practical insights for policy and educator training.

RESEARCH METHODS

This study employed a quantitative approach with a descriptive-correlational design. Quantitative designs are well-suited for systematically investigating phenomena through measurable indicators, enabling the testing of relationships using statistical methods (Nurhayati et al., 2025; Sugiyono, 2019). The descriptive element of the design enabled the study to map the levels of communication skills, emotional maturity, and non-discrimination among educators, while the correlational element allowed for the examination of the associations between these variables and learners' motivation. A correlational design was particularly appropriate because the study did not seek to manipulate variables or establish causality, but rather to determine whether significant associations existed between educator competencies and learner motivation. This choice reflects the real-world educational context, where experimental manipulation is often not feasible or ethical (Creswell, 2018). Furthermore, correlational studies are valuable for testing

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theoretical propositions, such as Self-Determination Theory and Expectancy-Value Theory, which emphasize the link between external support, teacher competence, and learner motivation (Vanslambrouck et al., 2016).

The research population consisted of 115 learners enrolled in equivalency education programs (Packages A, B, and C) at SPNF SKB Takalar. These learners represented the core target group of equivalency education in Indonesia: individuals who had not completed formal schooling due to economic, social, or geographic barriers. From this population, a sample of 40 learners was drawn using simple random sampling. This technique ensures that every member of the population has an equal chance of being selected, thereby reducing bias and enhancing representativeness (Sugiyono, 2019). Random sampling was chosen because it is suitable for quantitative designs and because the population size allowed for its feasible implementation. This method provided a statistically representative sample, enhancing the generalizability of findings to the larger population of equivalency learners in Takalar.

Data were gathered using a structured questionnaire designed to capture four core variables: Communication skills (X1): indicators included clarity of explanation, language appropriateness, feedback, and empathy. Emotional maturity (X2): measured by self-regulation, patience, empathy, and the ability to handle conflict. Non-discrimination (X3): assessed by fairness, inclusivity, and equal treatment regardless of learner background. Learner motivation (Y): measured by persistence, enthusiasm, and engagement in the learning process.

Each construct was translated into multiple Likert-scale items. Expert reviews were conducted to ensure alignment with theoretical definitions and content validity. The questionnaires were distributed directly to participants during learning sessions. The researchers were present to clarify items, thereby reducing misinterpretation and missing responses. Confidentiality was emphasized, and respondents were assured that their participation would not affect their academic status.

Descriptive analyses summarized the levels of each variable, using percentages and mean scores. For instance, communication skills and emotional maturity were each rated at 79%, categorized as "fairly good." The inferential analysis relied on the Pearson product-moment correlation to test associations between the independent and dependent variables. Pearson's r values were compared with the critical value of r at a significance level of 0.01. Results showed significant positive correlations: communication skills ($r = 0.495$), emotional maturity ($r = 0.452$), and non-discrimination ($r = 0.434$), all of which exceeded the r table value of 0.304. Data were processed using SPSS version 25, ensuring precise computation and minimizing the potential for human error in statistical analysis.

Validity was safeguarded through expert validation of questionnaire items to ensure that constructs were accurately represented. Reliability was established using Cronbach's alpha, with all scales exceeding the 0.70 threshold, indicating satisfactory internal consistency. The use of standardized instructions during administration further minimized reliability threats. Selection bias was minimized through random sampling, while social desirability bias was mitigated by assuring anonymity. The presence of researchers during administration controlled for inconsistent interpretations of items. Ethical compliance was a central component of the study design. Participation was voluntary, with informed consent obtained from all respondents. Confidentiality was maintained by anonymizing data and limiting access exclusively to the research team. Respondents were informed that refusal to participate would not impact their educational status. The research protocol followed the ethical standards of educational research.

RESULTS AND DISCUSSION

1. Communication Skills and Motivation

The analysis of responses from 40 learners indicated that educators' communication skills were rated as "fairly good", with a score of 79% based on continuum values. Respondents consistently recognized educators' ability to explain concepts clearly, use accessible language, and provide feedback. Nevertheless, the findings also indicated areas requiring improvement, such as enhancing responsiveness to learners' diverse needs and fostering dialogic interaction.

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The Pearson correlation coefficient for communication skills (X1) and learner motivation (Y) was 0.495, exceeding the critical value of 0.304 at the 0.01 significance level. This demonstrates a significant positive correlation between communication competence and learner motivation, confirming that learners are more likely to remain engaged when educators communicate effectively.

These findings are consistent with robust international evidence. For example, Zhao et al. (2023) demonstrated that teacher communication competence has a significant impact on enhancing motivation among adult learners in online contexts. Similarly, Pourgharib & Shakki (2024) found that teacher-student interaction explained 61% of the variance in academic motivation among EFL learners, underscoring the predictive power of communication quality. Teacher credibility and care, closely tied to communication, were also identified as strong predictors of motivation, with teacher care explaining nearly 86% of the variance in motivation (Lv, 2024). Other empirical contexts reinforce these associations. For example, in teacher preparation programs, teaching proficiency—including communication—has been correlated significantly with pre-service teachers' academic performance (Gaganao & Odon, 2024). Likewise, intercultural communication competence courses have been shown to improve both motivation and achievement through reflective activities (Nguyen, 2022).

The positive relationship identified between communication skills and learner motivation in this study also aligns with a well-established body of literature across diverse educational contexts. Effective communication has consistently been demonstrated to be one of the most significant factors in determining student engagement, satisfaction, and persistence. For example, Liu (2021) conducted a systematic review of teacher verbal and non-verbal immediacy, consolidating evidence across multiple settings and confirming that immediacy behaviors—such as clarity, eye contact, and responsive feedback—are strongly linked to student motivation. This supports the present finding that communication competence is not only about clarity of instructional delivery but also about relational cues that foster psychological closeness between educators and learners. Additional evidence highlights the interaction between communication and learners' psychological processes. In English-medium instruction (EMI) contexts, willingness to communicate (WTC) has emerged as a central mediator between teacher communication and learner outcomes. Chou (2023) demonstrated that achievement goal orientations and social-affective strategies have a strong predictive relationship with WTC, which in turn enhances motivation and academic achievement. Similarly, Zhang & Dai (2024) found that WTC, academic self-efficacy, and learning motivation are mutually reinforcing, suggesting that communication functions through psychological pathways to sustain learner persistence. These insights align with the findings from Takalar, where communication likely operates not in isolation, but rather through fostering self-confidence and engagement among learners who often enter equivalency programs with fragile educational self-concepts.

The literature also underscores that communication competence is a multi-dimensional construct. It encompasses verbal clarity, constructive feedback, non-verbal immediacy, and empathy (Frymier, 2016). Moreno-Murcia et al. (2013) demonstrated that constructive feedback and teacher clarity predict higher intrinsic motivation, particularly in physical education and community-based learning contexts. In adult and community programs, empathetic communication has been emphasized as especially critical. Torres Campos et al. (2025) highlighted that empathy strengthens performance and satisfaction among adult learners by acknowledging their socio-emotional realities. This closely mirrors the Indonesian equivalency context, where many learners are economically marginalized and require instructors who can communicate both cognitively and affectively. Taken together, the international evidence confirms and extends the results of this study: communication competence remains a universal driver of learner motivation, yet its specific impact may vary depending on cultural orientation, educational setting, and learner profile. The novelty of this research lies in affirming that even in equivalency programs serving marginalized Indonesian learners, communication skills remain decisive for sustaining motivation, thereby reinforcing the global relevance of communication competence in non-formal education.

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2. Emotional Maturity and Motivation

The descriptive analysis revealed that educators' emotional maturity was rated at 79%, categorized as "fairly good." Learners reported that educators were generally patient, empathetic, and capable of managing classroom stressors. However, there were occasional challenges in regulating frustration or adapting to diverse emotional needs, suggesting areas for targeted professional development. The Pearson correlation coefficient between emotional maturity (X2) and learner motivation (Y) was 0.452, again surpassing the critical value of 0.304 at the 0.01 level. This finding demonstrates a significant positive correlation, confirming that learners were more motivated when educators demonstrated emotional stability, empathy, and resilience.

These results align with a substantial body of international literature. Emotional intelligence (EI)—encompassing self-awareness, empathy, and regulation—has been shown to foster supportive climates that enhance motivation and persistence (López-González & Oriol, 2016). Emotional maturity, defined as the ability to regulate emotions and respond constructively, has been found to improve adult learning skills and classroom cohesion (Erasmus et al., 2022). Further evidence suggests that EI mediates the relationship between educators' emotions and teaching practices, influencing achievement and classroom management (Qin et al., 2024). Training programs designed to enhance EI have also improved teachers' professional performance and students' engagement (Munggarani et al., 2025; Pantojo et al., 2025). Empirical research also demonstrates that EI not only improves classroom climate but also mediates academic achievement. Qin et al. (2024) confirmed that EI enhances teaching practices and classroom management, while Kanbur & Kirikkaleli (2023) showed its positive role in predicting both student performance and motivation. In South African adult education contexts, Erasmus et al. (2022) found that classroom cohesiveness and learner satisfaction were positively correlated with educators' emotional intelligence, whereas competitiveness and friction were negatively correlated. These findings align with the current results, which show that emotionally mature educators are more likely to sustain learner motivation in equivalency programs.

The novelty of the current findings lies in highlighting emotional maturity as a predictor of motivation in non-formal equivalency education, a context where adult learners often face heightened socio-economic stress. While much research has focused on formal or higher education, this study demonstrates that emotional maturity is equally vital in non-formal systems. The results provide empirical evidence for integrating emotional intelligence training into professional development for educators in equivalency programs.

3. Non-Discrimination Attitudes and Motivation

Non-discrimination attitudes were rated at 79%, classified as "fairly good." Learners acknowledged that most educators treated them fairly regardless of socioeconomic, gender, or ethnic differences. However, some responses highlighted occasional inequities in classroom participation, suggesting the need for continuous sensitization and training in inclusive pedagogy. The Pearson correlation coefficient between non-discrimination attitudes (X3) and learner motivation (Y) was 0.434, exceeding the 0.304 threshold at the 0.01 significance level. This finding indicates a significant positive relationship between inclusive teaching practices and learner motivation.

The findings align with extensive literature affirming the impact of inclusive practices on learner outcomes. Differentiated instruction (DI) enhances students' well-being, social inclusion, and motivation (Pozas et al., 2021). Inclusive classrooms fostered democratic participation and improved learner engagement in Finland (Tarr et al., 2012). Evidence from higher education further supports these results. Inclusive STEM practices improved retention and performance among marginalized groups (Valdez & Kelp, 2023), while technology-enabled inclusive strategies increased accessibility and persistence (Castellano-Beltran et al., 2025).

The significant correlation between non-discriminatory attitudes and learner motivation found in this study supports an extensive body of literature that demonstrates the centrality of inclusive teaching practices in fostering equitable and motivating learning environments. Research has consistently shown that inclusive approaches enhance academic achievement, persistence, and social well-being. For example, Pozas et al. (2021) documented that

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differentiated instruction enhances students' well-being, social inclusion, and motivation, with learners reporting stronger engagement when teachers tailor instruction fairly. De Lima et al. (2023) reported that inclusive teaching reduced disparities in large lecture courses. These findings parallel the Indonesian equivalency context, where inclusivity ensures that learners from diverse socioeconomic and cultural backgrounds feel supported and valued. Social and emotional outcomes of inclusivity are equally significant. Kennedy & Brauer (2024) found that inclusive classrooms reduce psychological barriers, thereby fostering a sense of belonging and self-efficacy among marginalized students. Similarly, Rodríguez-Ferrer et al. (2024) demonstrated that game-based and universal design for learning strategies enhance accessibility, creativity, and motivation for students with intellectual disabilities. These studies highlight how non-discrimination not only improves academic performance but also promotes psychosocial development—an especially critical dimension in equivalency programs where learners often confront stigma, social exclusion, or interrupted educational trajectories.

The novelty of this study lies in empirically demonstrating that non-discrimination practices directly predict learner motivation in Indonesian equivalency programs. While inclusive pedagogy has been extensively studied in formal schooling, empirical studies addressing its role in non-formal contexts are relatively few. The findings underscore the need to embed inclusive practices in equivalency education policy and teacher training to sustain learner motivation.

4. Combined Influence of Educator Attributes

When analyzed together, communication skills, emotional maturity, and non-discrimination attitudes were all found to be significantly associated with learner motivation. Each independent variable yielded correlations above the critical threshold, suggesting that these attributes jointly reinforce one another in shaping motivational outcomes. This finding resonates with broader studies that examine multiple educator attributes simultaneously. Dewi et al. (2016) demonstrated that emotional intelligence, competence, and interpersonal communication collectively influence teacher performance. Similarly, Zhao et al. (2023) found that both curriculum and communication competencies significantly affected adult learner motivation. Integrated models, such as the Prosocial Classroom Model (Jennings et al., 2021) and the Emotional Competence Leadership Model (Grobler, 2014), further support the notion that emotional, communicative, and ethical dimensions operate synergistically. The novelty here lies in demonstrating the holistic impact of interpersonal, emotional, and ethical competencies within equivalency education, a domain where isolated variables have often been studied independently. This integrated evidence base strengthens arguments for designing teacher professional development that emphasizes combined skill sets rather than siloed competencies.

Collectively, the results demonstrate that: 1) Communication competence significantly enhances learner motivation, confirming its centrality in sustaining engagement (Pourgharib & Shakki, 2024; Zhao et al., 2023). 2) Emotional maturity correlates positively with motivation, validating the importance of emotional intelligence and regulation in fostering supportive climates (Qin et al., 2024). 3) Non-discrimination attitudes directly support learner motivation, underscoring the necessity of inclusive pedagogy in marginalized contexts (Pozas et al., 2021; Valdez & Kelp, 2023). 4) Together, these attributes demonstrate a synergistic influence on learner motivation, aligning with integrated frameworks such as the Prosocial Classroom Model and Social-Emotional Learning theory (Hoffmann et al., 2020; Jennings et al., 2021). The novelty of this study lies in extending these global insights into the Indonesian equivalency education context, where learners face intersecting challenges of poverty, marginalization, and interrupted schooling. By empirically demonstrating the joint impact of communication, emotional maturity, and inclusivity, this study contributes localized evidence to international discourses on teacher competencies in adult and non-formal education.

CONCLUSIONS AND SUGGESTIONS

This study examined how educators' communicative competence, emotional maturity, and non-discriminatory dispositions collectively shape learner motivation in equivalency education programs at SPNF SKB Takalar. These programs provide critical alternative pathways

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for individuals who did not complete formal schooling, making the task of sustaining motivation both an educational and a societal necessity. However, prior empirical evidence on the socio-emotional and interpersonal foundations of motivation in Indonesian non-formal education has been limited, underscoring the importance of this research. The findings revealed that all three educator attributes—communication skills, emotional maturity, and non-discrimination attitudes—were evaluated as "fairly good" and demonstrated statistically significant positive correlations with learner motivation. Communication competence emerged as the strongest predictor, emphasizing the importance of clarity, immediacy, and dialogic engagement in encouraging active participation. Emotional maturity also showed a strong association, illustrating that teachers' capacity for emotional regulation, empathy, and resilience is central to creating psychologically safe and supportive environments. Equally crucial were non-discriminatory dispositions, which confirmed that fairness and inclusivity directly foster learners' confidence, persistence, and sense of belonging. Together, these results suggest that learner motivation is best understood as the outcome of educators' integrated enactment of cognitive, affective, and ethical competencies.

This research contributes to the broader literature by validating the critical role of socio-emotional and inclusivity competencies in the underexplored arena of Indonesian non-formal education. It demonstrates both the universal relevance of these educator attributes and their contextual importance in rural and marginalized communities. In doing so, the study advances theoretical and empirical understanding by positioning effective non-formal education as inseparable from emotional and ethical commitments, alongside cognitive and pedagogical skills. The implications are significant. Professional development frameworks must prioritize these competencies as essential pillars of educator training. Future inquiries should adopt longitudinal and intervention-based designs to capture how these attributes evolve and interact, while also considering how contextual factors such as digital innovation, cultural diversity, and policy shape their impact. Such efforts will strengthen strategies to ensure that equivalency programs fulfill their transformative role as equitable and sustainable vehicles for lifelong learning.

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