

## **“The Implementation of the CRC in Education”**

Syaifur Rochman – Imelda Saragih – Agus Abhy Purwoko

Team Mentor: Per Wickenberg

Batch 3

### **Summary of the project**

The project’s objective was to integrate the CRC into the teaching materials for primary schools in Indonesia. In order to achieve this goal, the project was implemented following three different stages. The first stage consisted in creating awareness of the CRC among teachers and headmasters. The second one started with the dissemination of the CRC and its practice in school life. And finally, the third stage intended to familiarize students and teachers with the CRC in their daily activities.

The study was conducted in three different cities in Indonesia, namely Jakarta (Java island), Mataram (Lombok island), and Purwokerto (Java island). These three cities were chosen because they represent big, medium and small size cities. The findings of the project revealed that the understanding of the CRC in the education system needs improvement. Traditional beliefs, different from the ideals embraced by the CRC, are still deeply rooted in the system. For that reason, local values should be taken into account when trying to understand the CRC.

After completion of the project, the team followed up the findings by integrating the CRC into the teaching materials for primary schools in Indonesia. Each member of the team met with teachers and headmasters to discuss more about the understanding of the CRC and to help them solve the problems encountered along the way. At the same time, the team members continued to communicate with each other via e-mail and we shared the problems and solutions that had resulted from the project’s implementation.

During the first year of the project, we contacted the schools periodically, in order to monitor the way they were implementing the CRC in their education. At the beginning, the teachers looked for guidance from the team quite often. However, by the end of the year, the teachers had learned how to implement the CRC themselves; having better knowledge of their situation, they were able to solve their own problems and to become advisors to others.

### **Impact on the personal and professional levels**

#### **Syaifur Rochman**

The training program on the CRC has given me a new perception on children, their rights, and our obligations towards them. I work for the English Department of Jenderal Soedirman University, and some of my students will become English

teachers in different schools, when I am teaching, I always remind them of the rights contained in the CRC. In addition, when I supervise pre-service teachers, I demand from them the development of teaching materials reflecting the CRC.

### **Imelda Saragih**

The training has developed my understanding of child rights, especially when it comes to school and classroom management. It also made me realize that school teachers in Indonesia still lack knowledge of human rights, and particularly child rights; as a result, there are many cases of child abuse, such as corporal punishment, perpetrated by school teachers in the country.

Since I work as an investigator at The Indonesia National Human Rights Commission (Komnas HAM), I often deal with issues concerning child rights. Consequently, the training program has encouraged me to be more attentive and to monitor child rights cases more cautiously and being aware of the CRC.

### **Agus Abhy Purwoko**

Having some knowledge of the CRC has helped me to supervise the follow up discussions originated from the project's implementation. Even though, in practice, the discussions offer no solution to the problems faced by the teachers at school; it seems to me that local wisdom should be incorporated when implementing the CRC principles.

## **Impact on the organizational level**

### **Syaifur Rochman**

The colleagues from the university where I work are interested in learning more about the CRC; they have borrowed some of the CRC books that I got from the project. In addition to this, I have collaborated with lecturers from other departments to conduct research on the CRC.

### **Imelda Saragih**

The CRC training program given by Komnas HAM at Menteng Elementary School has influenced its teachers and they are now implementing it in their daily activities. Additionally, they are eager to welcome more training for the students and parents at the school. Komnas HAM has conducted several human rights (including child rights) disseminations, not only for teachers but also for students (elementary school, junior and senior high-school). In Komnas HAM Work Plan for 2008, we have given special consideration to child rights and human rights education targeted to elementary and secondary school. Komnas HAM will create a long-term cooperation with the Ministry of National Education committed for the integration of human rights education at all school levels. Moreover, in order to develop the understanding of human and child rights, Komnas HAM will

review our training programs and distribute them to schools and other stakeholders.

**Agus Abhy Purwoko**

Since the organizational respond is not very strong, efforts should be made to disseminate the CRC principles to a broader audience, it needs more diffusion in the form of seminars, workshops, etc.

**Impact on the country level**

The government of Indonesia ratified the CRC in 1990 and it was implemented into domestic legislation through the Indonesian Government Act on Child Rights No: 22, 2003. The project has helped the team members to effectively implement the Convention and it has forced the local government to pay more attention to the CRC when dealing with education, especially at the primary level. Furthermore, the Sida's visit to Indonesia has convinced the bureaucrats about the importance of the CRC in education.