

Sida – Lund University

Programme: Advanced International Training on Child Rights, Classroom and School Management

TITLE OF PROJECT

MAINSTREAMING CHILD RIGHT CONVENTION (CRC) IN CREATING LEARNING COMMUNITIES FOR CHILDREN (CLLC) PROGRAM IN PRIMARY SCHOOLS OF CENTRAL JAVA PROVINCE - INDONESIA



Picture 1

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FOREWORD

Having the information about this program through the website from our colleague in the office was the first step of us to undergo this program. As officers in UN agency that working closely with children especially in education, we realized that we do need to have this training to develop our skills, understanding and attitudes in favour of right-based educational work at classroom and school level. We sent our application forms with big hopes that we would be selected as participants. So, we were very happy when we were selected as participants.

Our thanks to UNICEF and UNESCO Indonesia for the recommendations that made it possible for us to undergo the training and leaving our daily duties in the office. Moreover, we acknowledge the support rendered to us by our supervisor in UNICEF - Central Java in the implementation of this project in Central Java area. We also acknowledge the help rendered to us from Dinas Pendidikan Banyumas and Wonosobo that assisting us to undergo the third phase of the program.

We extend our thanks to the students, school principals, teachers and school committee of SDN Kembaran 2, Kalikajar Subdistrict - District of Wonosobo for giving the opportunity to implement our project on CRC especially in developing student's forum.

Our very grateful are due to Swedish International Development Co-operational Agency (Sida) for giving us the opportunity to be part of this program. We also extend our gratitude to Lund University team for their technical support especially to Bodil Rasmusson as our mentor.

Last but not least, we are very thankful for the existence of our lovely friends in this training from Srilanka, India, China, Columbia, Malawi, Tanzania, Ethiopia, Kenya, and Uganda. Their experiences, knowledge and friendships which have been shared during the training have enriched our understanding in the implementation of child rights in other countries. Moreover, we treasure the friendship between us that has been growing during and after the training.

This training has developed our approach in the program that related to children which we are now fully using the right-based approach (CRC). Since then, our strategy in designing trainings or activities always mainstream child rights. We become more and more confidence in doing our duties as change agents in improving quality of basic education in Indonesia. Promoting child rights also becomes our agenda in every opportunity every where.

Thank you Sida & Lund University!

A. BACKGROUND

A.1 Convention on the Rights of the Children in Indonesia

The acknowledgment on child right introduced in the Rights of the Child Convention on November 1989, where in the article item 1 explained that the participated countries acknowledged the child rights for education and in order to reach this goal it has implemented integrated and equally. Furthermore, the participated countries will provide free basic education towards all children. This convention has been ratified by Indonesia on 25 August 1990 with the Presidential Decree number 36/1990. After almost 13 years of process, on 22 October 2002 President Republic of Indonesia has approved the Law Number 23 on Child Protection. The process involved the State Ministry for Women's empowerment and Ministry of Justice and Human Rights which worked together with the Department of Social Affairs.¹

The new law is a powerful tool to implement the Convention on the Rights of the Child (CRC) in Indonesia. It addresses the basic rights of children to identity, to liberty, to education, to health, to recreation and to protection. While not without its shortcomings, the law provides an umbrella framework and is particularly useful in relation to the protection of most vulnerable children, including children economically or sexually exploited, children trafficked, children in conflict with the law, children victims of violence and abuse, children in conflict situations, children from minority and isolated groups, children neglected or abandoned and disabled children. The background to the enactment of the Law no.23/2002 on Child Protection was that Indonesia ratified the Convention on the Rights of the Child in 1990 after its adoption by the UN General Assembly to address the rights and special needs of Children. Indonesia adopted as well a law on human rights in 1999 (no.39/1999). While there were several national laws on children's welfare, there was no comprehensive law on child protection. The new law rectified this in October 2002.

The Child Protection Law is based on the four principles of the CRC: non-discrimination, the best interest of the child, the right to life, survival and development and the right to participation.

Some important legal points stipulated in the Child Protection Law are:

- The definition of a child is anyone under 18, regardless of whether they are married or not. This is in line with the definition given by CRC.
- The law specifies the establishment of the Indonesian National Commission on Child Protection within one year after the adoption of the law.
- It states the Government, legal enforces, the community, family, and parents are the responsible parties for the protection of children.

¹ Source: Foreword from Ministry for Women's Empowerment Republic of Indonesia, Republic of Indonesia Law Number 23 year 2002 on CHILD PROTECTION, 2003

- Part of the strength of the law comes from the inclusion of specific sanctions against violators of children's rights.²

The next step is implementation. Law enforcement remains one of the biggest challenges in Indonesia. The publication of the Law will help raise awareness of the law and its contents to not only the legal enforcers but also the international and national community at large, including children themselves.

A.2 Education Development for All in Indonesia

Indonesia, as a country member of the international convention Education for All (EFA), that agreed the declaration of The Dakar Framework for Action, has arranged the Education Action Plan for All in order to meet the target of EFA in year 2015. Indonesia has considered in signing the convention to strengthen the nation commitment to fulfill all children rights in gaining the education. The action to reach the EFA target is part of building the national education as a whole. Since the independence, there are many things that should be reached in education development, but, the challenge faced to produce good human resources for development is also big. The education development is a strategic sector to support the development sector as a whole. Several of development sectors controlled the human being both as the subject and object of development. Therefore, the education development must be sensitive towards the dynamic of other development sectors.

The preamble Basic Regulations 1945 (*Undang-undang Dasar/UUD 1945*) amendment IV, stated that the nation aim is to develop the mentality of the nation, and therefore, all Indonesia people have right to get fair and quality education based on their interest and gift owned by each education participants without considering the social, ethnic and gender status.

The national education system development aims to realize quality, forward looking, independent and modern people of Indonesia. Education development is an important part of all ways and totally to develop the nation's status. The successful in education development will be a great contribution in achieving the national development goals as a whole. Therefore, the education development covers various dimensions and is implemented as a systematic unity with open and multi-meaning system.

The national education system is established by referring to the National Education System Regulations (*Undang-undang Sistem Pendidikan Pendidikan Nasional/UU No.20/2003*) that control all system aspects, such as: educate participants, educator, institution, management, funding, competency/expertise field, education level and type, and others; where the aspects must be implemented in justice principle and revered the basic rights of nation people as quoted in the Basic Regulations 1945. The President of Indonesia releases a policy of National Mid Term Development Plan (*Rencana Pembangunan Jangka Menengah Nasional/RPJMN*) 2004-2009 in order to explain the UUD 1945 amendment IV and the National Education System Regulations.

² Source: Foreword from Unicef Indonesia, Republic of Indonesia Law Number 23 year 2002 on CHILD PROTECTION, 2003

Furthermore, the National Education Department arranges the Education Development Strategy Plan 2005 - 2009 as a further explanation of the RPJMN education programs. Besides to reach the national development target and goal, the education development plan also covers the target and goal of the international commitment on the children rights fulfillment without discriminating.

The meeting in Jomtien, Thailand, discussed the importance of education for children that finally stated in the World Declaration on Education for All, which was conducted in Dakar, Senegal, on 26-28 April 2000. The Declaration is known as the Dakar Framework of Action on Education for All. All nations signed the declaration will expand and improve the early child education and treatment, mainly towards the unlucky and troubled children (children with special needs and protection). In fact, the sixth agreements of the declaration are the main task for the National Education Department. Therefore, an action toward the EFA target achievement in 2015 is a part of action to reach targets of the long term national education development. The international convention of CEDAW that established in December 1979, strongly explained the commitment to restrain discrimination and the action convention on September 2000 that participated with 189 countries declared the Millennium Development Goals (MDG's) which covered eight goals to fulfill the universal basic rights, they are: to conduct basic education development, and to overcome the poverty, starving, and health.³

A.3 Convention on the Rights of the Children and Basic Education in Indonesia

The CRC recognizes the rights of all children to education. In articles 28 and 28, it shows how this shall be implemented and describes the purpose of education. Education is a right in itself, not just a means to achieve other goals. A child rights' perspective on education has consequences for legislation, funding, curriculum development etc. Basic education is the right the States Parties have undertaken to make compulsory and available, free of charge, to all children. A child rights' perspective shall also permeate the work in the schools and knowledge of child rights be included in the curriculum.⁴

It was reported by National Forum Coordination Education for All that in 2004, Indonesia has achieved 93% of Net Enrollment Ration (NER) primary school/Islamic primary school and 65% of NER secondary school/Islamic secondary school. Although the achievement was excellent for primary school, Indonesia still faces the big challenge in order to improve the secondary school participation rate up to 95% in year 2009. As happened in many developing countries, financial factors and attitude are the main factors which exclude children from school.

Thus, the government reduces the obstacles faced by the education participants who come from poor and unlucky families, mainly problem on

³ National Action Plan: EDUCATION FOR ALL, National Forum Coordination for All - Ministry of National Education, 2005

⁴ The Rights of the Child in Swedish Development Cooperation, SIDA, 2002

school fee. In 2005, government subsidizes the School Operational Fund (*Biaya Operasional Sekolah/BOS*) in order to release students from school fees. BOS will be gradually developed in line with the government capability in realizing the free basic education.

Access and quality become other mainly challenges that has to be faced by government. In order to expand the basic education access and quality in decentralization area, it is needed to develop the education management and unit in each district. The district government and education unit can manage and implement the efficient, effective and accountable of the education services. Therefore, the information system and capacity building of planning, controlling, monitoring and evaluation, and community participation are developed in basic education management.

Programs for basic education that has been proposed by government as mentioned in The National Action Plan have targets:

1. At least 95% of children of basic education age (7 - 15 years) especially female, poor children, and children with special needs, will get the basic education services which fulfilling the quality standard of education, either through formal or non-formal education in year of 2008/2009.
2. There will be real improvements in all aspects that support the quality of basic education, particularly in relation to the availability of teaching staff, facilities, and infrastructures for studying, curriculums, and the learning process.

A.4 Creating Learning Communities for Children (CLCC)

To address education issue on access and quality, 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 decentralization of education offers the solution to address several other key issues which include improving the funding of the sector, raising the quality of management and raising the quality and relevance of pupils' learning.

Since 1999, UNICEF in cooperation with UNESCO and Ministry of National Education has been developing and implementing a program called Creating Learning Communities for Children (CLCC) in several provinces of Indonesia. The Creating Learning Communities for Children (CLCC) program addresses above issues directly. It develops approaches to raise the quality of primary education an offer to the children in the decentralized 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.⁵

Until 2007, this program has been adopted by Government of Indonesia (GOI) and nationally replicated. UNICEF and UNESCO working closely with GOI, are still continuing the program by intensively monitoring and evaluating the result, implementation process and developing more program to maintain and strengthen the quality of CLCC. The approach strategy used by UNICEF and UNESCO is strengthening the capacity of GOI's related sectors from National to school level. All level has always been involved from program planning, implementation, monitoring and evaluation. This strategy has developed the sense of belonging of the program and became the most effective advocacy method to mainstream CLCC in the GOI's education system. Nowadays, more and more donors are interested to implement education improvement programs through some international NGO in Indonesia. Some of them are PLAN International, USAID (through Managing Basic Education and Decentralized Basic Education), and Save the Children. Some of them use the same approach, method, modules and facilitators that have been developed by UNICEF - UNESCO. Others are using their own approach strategy. However, the main goals of all donors are the same: improving the education quality in Indonesia.

B. FORMULATION OF THE PROBLEM

B.1 CLCC and CRC

CLCC program has evidently implemented partly CRC article 29: (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential⁶. It is promoting that teaching must be based on the various needs and resources of the students and be adapted to the needs and the reality of child. Curricula, teaching aids, and teacher training must be developed and changed in order to develop a school which is in the spirit of CRC, i.e. a school which promotes learning, puts the child in focus, and provides a meaningful education. However, there was obviously that the understandings of CRC amongst the stakeholders of education (teachers, school principals, supervisors, decision makers in education offices, community) in CLCC are considerable still need to be improved. This program has been implementing for more than seven (7) years yet are still focusing in a narrow perspective of CRC. Wider understanding of CRC will bring also a wider implementation not only in their respected areas but also more in macro's level (sub district up to national level).

⁵ Source: Creating Learning Communities for Children (leaflet) – Directorate General of Primary and Secondary Education, UNESCO, UNICEF & NZAID, 2003

⁶ World Fit for Children, UNICEF 2005

B.2 CLCC in Central Java

In Central Java, CLCC has been implemented since 1999 in seven (7) districts/municipalities. This program has been involving around 1500 schools, 1500 school principals, 7500 teachers, 150 school supervisors and 7500 school community members. To support the implementation, some training for trainers/facilitators has been conducted in several levels from district up to national level. Up to 2006, Central Java has 60 qualified facilitators in province and district level. This numbers needs to be increased due to the demand of CLCC implementation and replication in Central Java either funded by government and multi donors. Therefore in 2006, there will be Training of Trainers (ToT) in national, province, and districts level funded by UNICEF. We perceived that the ToT is the most strategic venues to bring a broad perspective of CRC on facilitators as well as to disseminate the substance to schools' stakeholder especially school principals and teachers. To be integrated in CLCC, CRC will be one of the subjects in those trainings. Those facilitators then will conduct the training in school, clusters, sub district, district and province level. Some of the implementation will be monitored and reviewed with focusing on the socialization and the implementation of CRC.

B.3 Expected Output of the Project

1. CLCC facilitators in Central Java are capable to facilitate the mainstreaming CRC into CLCC.
2. Integration CRC in CLCC is implemented in school level.

C. PROJECT IMPLEMENTATION

C.1 Strategy

As discussed with related stakeholders' of CLCC, it was agreed CRC should be mainstreamed through its main activities. Each activity has specific target groups as well as tools needed as follow:

Table 1. Main Activities, Target Groups, Tools and Planned Outputs

MAIN ACTIVITIES IN CLCC	TARGET GROUPS	TOOLS NEEDED	PLANNED OUTPUTS
1. Advocacy (province & district level)	Decision makers of education in province & district level	Handout about mainstreaming CRC in CLCC	CRC is mainstreamed in the education policy
2. Training (national, province, district and sub district)	Facilitators of national, province, district and sub district level, school principals, teachers, & school committees	Module on integrating CRC in CLCC	- Facilitators are competent in facilitate about CRC in CLCC. - Participants

			are capable to implement CRC in their respective areas
3. Meeting (by CLCC taskforce)	CLCC taskforces & stakeholders at school level	Handout and module about mainstreaming CRC in CLCC & self assessment questionnaire.	- CLCC taskforce are competent about mainstreaming CRC in CLCC.
4. School supervisors, school principals, and teachers' regular meeting	School supervisors, school principals, and teachers	Module on integrating CRC in CLCC	Mainstreaming CRC in all products of the meeting (i.e teaching material, teaching aids, etc)
5. Monitoring & supervision by CLCC taskforce	Education stakeholders of schools	Integrated CRC in CLCC self assessment questionnaire	- CLCC taskforce are competent to monitor and supervise schools using the form. - Schools' stakeholders are competent to conduct self assessment. - The progress of the implementation is assessed.
6. Review (province, district, sub district & level)	Decision makers of education in province, district and sub district; CLCC taskforces.	Integrated CRC in CLCC self assessment questionnaire that have been filled by stakeholders of education.	The progress of the implementation is reviewed and the result becomes the base of the following strategic plan.

C.2. Work Plan

Based on the on the strategy above, we develop the work plan that consists of activities, planned output, timeframe, target groups, partners and responsible person(s) as followed:

Table 2. Work Plan

Activities Description		Planned Output	Timeframe 2006 - 2007										Target Groups	Partner(s)	Responsible person	
			Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar				
1.	Planning & Preparation	(a) Project plan and schedule has been developed, (b) Education and child protection sections in UNICEF are well informed about the integration of CRC in the program, © Schedule and CRC module for the training are developed (d) Monitoring and reviewing tools are developed.												-	UNICEF, Education Office and team of National Curriculum Development	Taruna & Nia
2.a	Training for Trainers in National Level	98 CLCC facilitators (14 people from Cental Java, 14 from East Java, 14 from West Java, 14 from Banten, 14 from Sulawesi Tenggara, 7 from West Sulawesi, 7 from Maluku Tenggara Barat, and 14 from Nusa Tenggara Barat) are trained.												98 CLCC facilitators in national level	UNICEF, Education office and National Curriculum Development, and Project Monitor of CLCC in 3 provinces	Taruna & Nia
2.b	Training for staff of education office, school supervisors, school principals, teachers, and school	50 people are trained												50 people (education office staff, school supervisors, school principals, teachers, and	UNICEF and Education office (province and municipality level)	Nia

	committee of inclusive schools in Surakarta municipality												school committee)		
2.c	Training for Trainers in Province Level	80 facilitators from 7 districts/municipality and province are trained.											80 faciitators in province level	UNICEF, Education office and National Curriculum Development	Taruna & Nia
2.d	Training for Trainers in District Level	120 facilitators from 4 districts											120 facilitators in districts level	UNICEF and Education office (province and municipality level)	Taruna & Nia
2.e	Implementation	All facilitators are implementing the integration of CRC and CLCC in every CLCC training and meeting facilitated by them as well as implement it in their respective schools are area.											All facilitators and schools	UNICEF and Education office (province and municipality level), facilitators, and schools.	Taruna & Nia
2.f	Monitoring	Some facilitators and schools are being monitored regarding the implementation of integration CRC and CLCC.											Some facilitators and schools in 4 districts	UNICEF and Education office (province and municipality level), and schools.	Taruna & Nia
2.g	Review	Integration of CRC in CLCC program is reviewed by 4 districts & province level.											Representativ es of CLCC taskforce in districts and	UNICEF and Education office (province and	Taruna, Yoyo & Nia

													province level	municipality level).	
3.f	Monitoring	60 schools are monitored											60 schools and 14,400 students	UNICEF and Education office and Banyumas	Taruna and Nia
4.	Seminar in South Africa	The progress report is presented and discussed											-	SIDA & Lund University (Bodil R)	Taruna and Nia
5.	Mentor Visitation	The project implementation is visited and monitored											Piloting secondary & primary schools, facilitators, and other stakeholders of education in districts level	Education Office, SIDA and Lund University (Bodil R)	Taruna and Nia

C.3 Training Module

It was planned that this project will focus on CLCC training because training was the best opportunity to mainstream CRC. The topic can be inserted into the available training modules. Related to this plan, an outline for the training module was developed as follows:

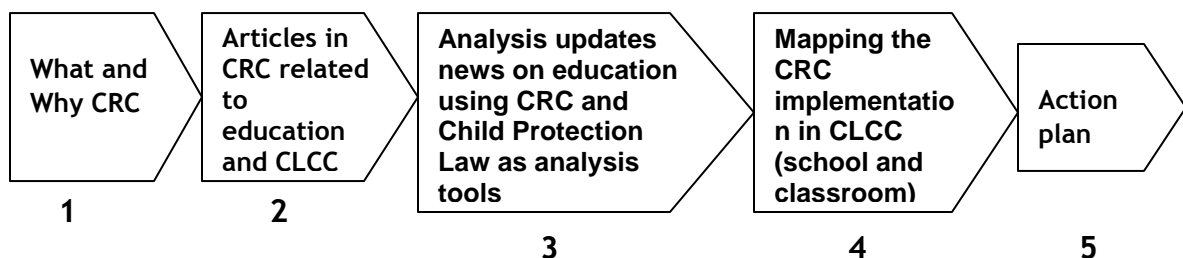
Table 3. Outline of the Training Module

OUTLINE	METHOD	PLANNED OUTPUT
1. About CRC ? What, why, etc	<ul style="list-style-type: none"> - Presentation - Mapping CRC that related to education 	<ul style="list-style-type: none"> - Understanding the substance of CRC - Understanding articles that related education
2. Articles in CRC related to CLCC	<ul style="list-style-type: none"> - Reflecting the implementation of CRC in CLCC (working groups) - Presentation the group products / results 	<ul style="list-style-type: none"> - Depth understanding about implementation CRC in CLCC.
3. Mapping the implementation of CRC in respective area	<ul style="list-style-type: none"> - self evaluation using evaluation assessment 	<ul style="list-style-type: none"> - Assessment about implementation CRC in participants' respective areas.
4. Integrating CRC in CLCC	<ul style="list-style-type: none"> - Discussion about the mapping result - Action plan to improve current situation 	<ul style="list-style-type: none"> - Understanding about existing and how to improve it. - Action plan after the training

Before conducting the training, the module of CRC was developed. The module is using the same approach as other CLCC modules such as using adult and active learning approach. Since CLCC has been implementing for several years, it was quite easy to integrate the actual implementation of CLCC with CRC in Indonesia.

The module is divided into 5 sub topics. Those are:

Diagram 1: Flow of Five (5) Topics in The Module



1. What and Why CRC

This is the first step of the training that discussing about what CHILD is, what RIGHT is and what CHILD RIGHTS is. The objective of this discussion is to reach same perception about the definition of child, four principles and the nature of the principles (universal, inalienable, indivisible).

2. Articles in CRC related to education

Next step is learning about articles in CRC especially about articles that related with education. In this session, along the process, participants will also convince that four principles are mainstreaming in all articles.

3. Analysis Update News on Education using CRC and Child Protection Law as analysis tool

After learning about articles in CRC, the process goes further into something actual that recently happened in participants' neighborhoods. Using clipping about update news on child abuse or other news related to CRC and



Picture 2 : Learning about articles in CRC



Picture 3 : Group Expression based on news' analysis by drawing

education either promoting or contravention the implementation from newspaper or magazines, participants analysis the case with CRC and Child Protection Law as analysis tools. They present the analysis result by drawing, role playing and creating diorama using play dough.

4. Mapping the CRC implementation in CLCC Program

Since the participants were facilitators in CLCC that have been implementing CLCC program, the next



Picture 4 : Developing Action Plan

process is conducting mapping. The mapping is focusing on 3 pillars that are schools management, active joyful and effective learning (AJEL) in class, and community participation. Participant analysis the common practices that have been implementing so far and using right based approach (CRC) to evaluate the implementation. They indicate all appropriate and inappropriate practices as well as formulating

alternate practices for those inappropriate activities.

5. Action Plan

In the last session, participants develop action plan for the following year as CLCC facilitators in disseminating CRC and also in strengthening the CRC mainstreaming in CLCC implementation.



Picture 5 : Training Products - Articles in CRC, Clay Forming and Drawing

D. PROJECT OUTCOMES

Until October 2006, the module has been implemented in several trainings in province to school cluster level. The implementation of this project covered some activities and planned output as followed:

Table 4. Activities and Outcomes

Activities Description		Outcomes
1.	Planning & Preparation	(a) Project plan and schedule has been developed, (b) Education and child protection sections in UNICEF are well informed about the integration of CRC in the program, (c) Schedule and CRC module for the training are developed (d) Monitoring and reviewing tools are developed.
2.a	Training for Trainers in National Level	98 CLCC facilitators (14 people from Central Java, 14 from East Java, 14 from West Java, 14 from Banten, 14 from Sulawesi Tenggara, 7 from West Sulawesi, 7 from Maluku Tenggara Barat, and 14 from Nusa Tenggara Barat) are trained.
2.b	Training for staff of education office, school supervisors, school principals, teachers, and school committee of inclusive schools in Surakarta municipality	50 people are trained
2.c	Training for Trainers in Province Level	80 facilitators from 7 districts/municipality and province are trained.
2.d	Training for Trainers in District Level	120 facilitators from 4 districts
2.e	Implementation	All facilitators are implementing the integration of CRC and CLCC in every CLCC training and meeting facilitated by them as well as implement it in their respective schools area.
2.f	Monitoring	Some facilitators and schools are being monitored regarding the implementation of integration CRC and CLCC.
2.g	Review	Integration of CRC in CLCC program is reviewed by 4 districts & province level.

In total, there are 348 facilitators in national, province and district level that have been trained on mainstreaming CRC in CLCC implementation.

E. EVALUATION

E.1 Achievements and Constraints

Some achievements that have been reached:

1. In the initial plan, CRC would only be trained to 42 facilitators from Central, West and East Java. In reality, the training covered 98 national facilitators from overall Java, Banten, South Sulawesi, West Sulawesi, West Nusa Tenggara and Maluku Tenggara Barat as well as some facilitators from LPMP (Education Quality Control Board)
2. Facilitators in Central Java especially from Banyumas district reported that they would disseminate CRC into training in school clusters level that covered all primary schools in that district.
3. During Province Review and Planning in Central Java, this issue has been raised through drama performing performed by students, teachers, school principal and school committee in Surakarta.
4. CRC issue has been integrated in revised CLCC module by National of Curriculum Development that has developed all CLCC training modules.
5. CRC has been formally mainstreamed by UNICEF Indonesia in CLCC program starting in middle d of 2007.

Some constraints during the implementation:

1. Not whole module on CRC could be inserted to those trainings due to time limitation.
2. Some facilitators are not yet confident enough to deliver the module. They need some more practices and supervision.

E.2 From Concept to Implementation

As a sample of the implementation, one school was monitored. It was SDN Kembaran 2 located in a hilarious Kalikajar sub district in Wonosobo district around 30 minutes from district. This school has Ibu Rusiyah as teacher of grade 6 as well as one of those national facilitators. This school has been implementing CLCC from 2004. Compared to other schools, the performance of CLCC implementation in this school was regarded as good. So, in some extent this school has promoted CRC in its daily activities but need to improve more in child participation.

Ibu Rusiah mentioned that after she was trained about mainstreaming CRC, she directly held a meeting with stakeholders of school (other teachers, school principals and school committee). She shared about CRC and asked for support and commitment from



Picture 6 : Ibu Rusiah, 50 years old - teachers

stakeholders. This idea was agreed and technically the process will be start from grade 6 by giving an opportunity for students to participate in decision making that related to them.

She said: *“I have socialized CRC in this school and part of the result that the students wanted to have special room to play. All the initiatives came from them as well as the managing process of the utilization the room. We just gave the support to the idea because playing is one of the children’s right”*

Those students asked for special room as a place for them play some indoor games such as monopoly, chest, etc. They regarded that the classroom was not comfortable to play the game since the floor is too cold due to the weather in that area.



Picture 7: The room for Students & Children Forum’s Activity

Luckily that the school had one spare room that can be utilized. Then the students organized the process by themselves. They cleaned up the room and decorated it as they want. They collected some money allocated from their pocket money to buy a colorful carpet.

Based on the interview with Ibu Rusiah, she mentioned that giving proper space for students to play was one of CRC implementation. She just facilitated the process without interfering.

Three students from the class were also interviewed. They mentioned about how happy the students to have that room and they wanted to buy some more games. They were in the progress of collecting money.



Picture 8: Rosihan 11 yrs, Atikoh 11 yrs, Wulandari 12 yrs

Those students looked so confident and happy. They clearly mentioned about the room, the toys, and confidently expressed their planning.

Rosihan said: *All of the students in grade 6 organized this room & facilities. We decided what we wanted to do and collected our pocket money to buy carpet & toys. We feel happy with this room because we have special*

place to play chess, monopoly and other games. In the future we plan to buy some more toys like robot, car toys, etc". While the girls (Atikoh and Wulandari) said: We also happy to have this room where we can play indoor toys. We want to buy some more dolls to play with. Now we are in the progress of collecting the money"

During the mentor visitation, it was mentioned by students that they have just developed a children forum in the school consisted of representatives students from grade 1 to 6. The development process of the forum was democratic and participative done by students in each class. They have a regular meeting on Saturday to discuss about issues regarding their needs. Yet their activities were still very new and quite simple, however this initiative was a good start of children participation in school level.

F. CONCLUSION AND RECCOMENDATIONS

This project focused on the training about mainstreaming CRC in CLCC project. Around 348 facilitators (national, province and district level) have been trained. The numbers will increasing from time to time since CRC has been formally mainstreamed in CLCC project starting 2007 and the integrated module has been developed by Directorate National of Curriculum. By having the topic as part of the module, we can assure that what we have done will be systematically continuing and conducting by whoever that hold CLCC training.

CLCC facilitators as change agents are regarded as strategic people to spread out this issue to education stakeholders. By trained mainstreaming CRC in CLCC to them, they will be equipped with the knowledge and skill on CRC. However, monitoring on their performance in delivering the topic has to be conducted to maintain the quality as well as to assure the substance is still on track. Need to develop an integrated monitoring that included competency of delivering CRC topic.

The next step which is very important is the monitoring and supervision in school level as the end of the process of the whole cascade trainings. After the visitation at school, we notice that child participation in school is still need to be improved. This process needs a strong support from related stakeholders at school. Right based approach should be used by school principals in developing regulation, system and school management; teachers in creating learning environment; community and parents in taking role as school's partner; as well as policy developed by Education Office. Advocacy, socialization and training on this topic have to conduct again and again to remind people about this approach.

This is still a long way to go, but we have started with something with a strategic impact to make sure that the approach will be sustained. This activity has supported National Action Plan particularly about improving the quality of primary education.

G. ADDITIONAL ACTIVITIES

Although in the plan of the project, we are focusing on mainstreaming CRC in CLCC, we had opportunities to add activities in Early Child Development (ECD) Program as well as becoming public speaker about CRC in several seminars and workshops.

G.1 Early Child Development



Picture 9 : Exercise before Starting the Class (ECD Group in Sempol Subdistrict - Wonosobo District)

In July 2006, UNICEF has assigned us to develop ECD program in two (2) districts: Banyumas and Wonosobo. Based on our experience in mainstreaming CRC in CLCC, we developed a module with CRC as the foundation of the module. The substance of the module is the same with the module for CLCC. There were only some differences in delivering the topic due to the participants' background. Some cadres were only graduated from primary schools that needed a very simple way to deliver CRC topic.

The target of this program was developing 16 ECD groups in 16 villages of both districts. Initially, there were 16 health centers in village level with cadres that have been regularly running their weekly or monthly activities. This program will add education aspects in the activities especially for

children 0 - 6 years old. Therefore a series of activities started from advocacy to monitoring as well as training were carefully planned by UNICEF and related stakeholders from GOI.



Picture 10: CRC topic in ECD training for cadres

The most closely stakeholder on this program are midwives that responsible for the village health centers, cadres, parents, and related stakeholders of government (Head of Villages, Health Office, Education Office and District Planning Board). Those stakeholders become the target of advocacy, socialization and training about CRC.

Until March 2007, we have trained about CRC to 16 midwives, 160 cadres, and 70 related stakeholders. The whole activity is reaching around 1516 children (0 - 6 years) and around 1600 parents.

During mentor visitation, we had an opportunity to visit ECD group (named Bima Sakti) in Wonokriyo sub village - Kembaran Village - Kalikajar Sub district in Wonosobo District and ECD group (named Wiji Lestari VI) in Pageraji Village, Cilongok sub district, Banyumas. Based on observation and interview, some cadres have shown a very good understanding about child right especially about the right to have education as described below by one of the cadre:

Rohmah (30 years, cadre of ECD group in Kembaran Village):

'I am dedicating my time and put a lot of effort to facilitate this ECD activity because I want to make sure that children in this village can get access to early education. I hope that they will have a better future compare to their parents nowadays'



Picture 11: Rohmah, 30 year, cadre

Rohmah - a humble house mother - is one of those 160 cadres that voluntary dedicating her times to facilitate the activities twice a week. Not only



Picture 12: Children play with cadre

dedicating time, she and her husband also dedicated most part of their house as the place of ECD activities until community build another place for the activities. Her husband is also taking actively part as cadre. He was one of those three cadre men among those 157 women.

This program is still continuing in 2007 with some more extended areas. Again, since the module has been developed, CRC as the approach will be the foundation of training for stakeholders.



Picture 13: Outdoor facilities for ECD group in the village

G.2. Public Speaker

We have some opportunities to be public speaker as well as guest lecture about CRC. Those are:

August 2007:

CRC in Child Caring and Rearing - Semarang Municipality (Seminar for Parents and Teachers - Cahaya Ilmu Playgorup)

April 2007 :

- Improving Quality of Education Through CLCC/MBE Program - Banyumas District (National Seminar on Child Rights)
- Mainstreaming CRC in School Based Management - Surakarta District (Training for Trainers of Decentralized Basic Education - USAID Project)
- CRC in Child Caring and Rearing - Semarang Municipality (Seminar for Kindergarden and Playgroup Teachers - Cahaya Ilmu Playgorup)

March 2007:

CRC Principles - Ungaran District (National Seminar on Child Rights for 300 teacher and parents in Central Java in celebrating the 50th anniversary of Mardirahayu Primary School)

December 2006: as guest lecture
Child Rights - Yogyakarta District (seminar subject for Psychology Faculty
students in Gadjah Mada University)

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Osler A., *Citizenship and Democracy in Schools*, London: Trentham Books, 2000

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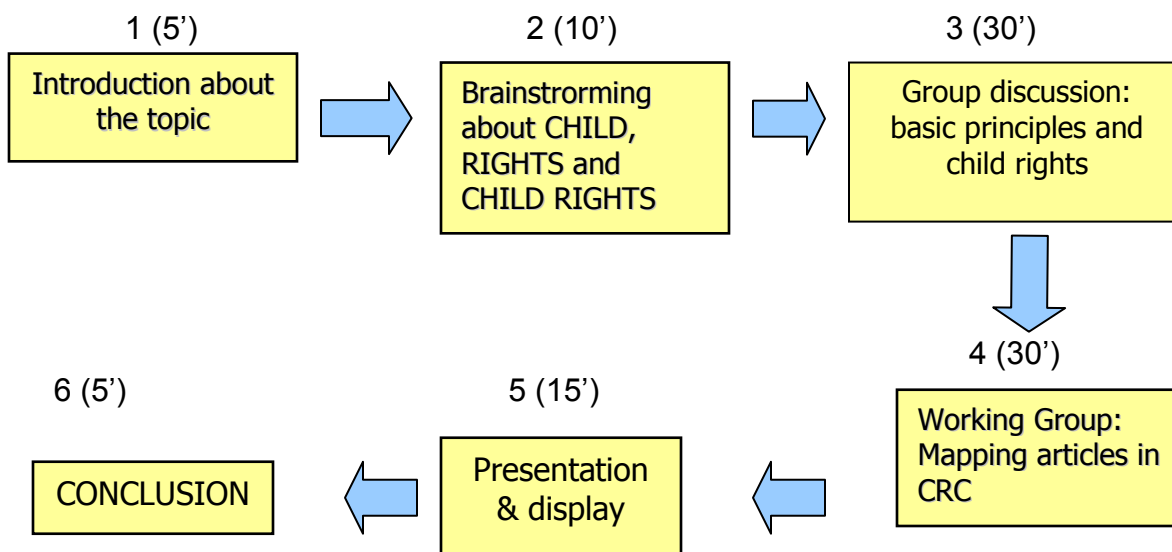
UNICEF, *A World Fit for Children*, 2005

ATTACHMENT

THE MODULE:

Sub Topic 1: What and Why CRC

Learning process:



Steps	Learning Process	Remarks
(1)	(2)	(3)
Step 1: Introduction about the topic (Max 5 minutes)	1. Ice breaking 2. Facilitator explaining about the objective of CRC mainstreaming in CLCC	Expected Output:: Participants understand about the objectives. Sitting Arrangement in class: "U" shape Equipments needed: <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen. ▪ Flip chart ▪ Plano paper ▪ Boardmarker ▪ White board double face and eraser. Product : -

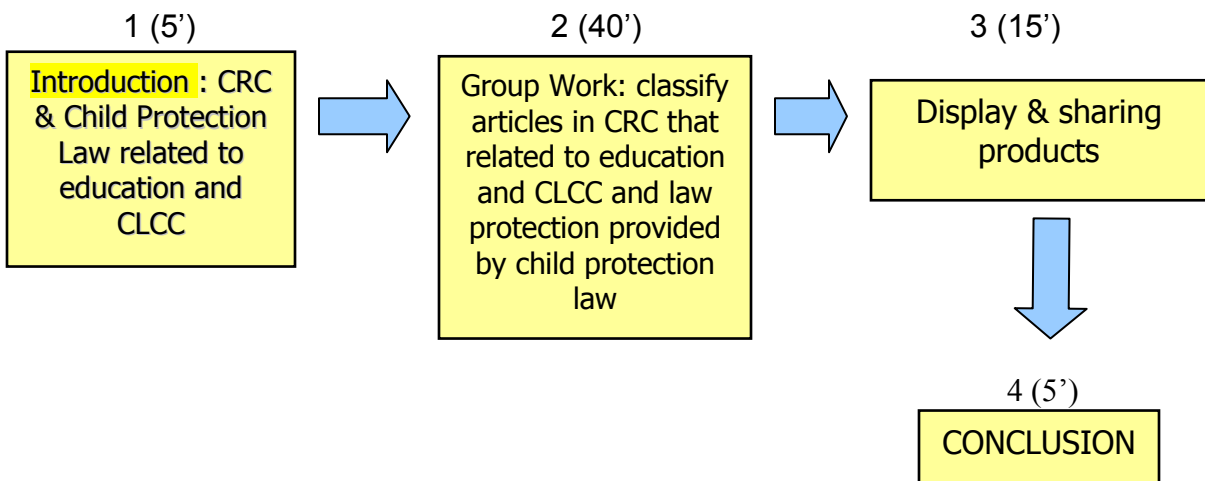
<p>Step 2: Brainstorming about CHILD, RIGHTS and CHILD RIGHTS</p> <p>(max: 10 minutes)</p>	<ol style="list-style-type: none"> 1. Facilitator leads the process of brainstorming about 'CHILD' from their perceptions and underlines some opinions related to the definition of CHILD related to CRC. 2. Participants are asked to share their opinion on 'RIGHTS' compared to 'NEEDS' and 'WANTS'. facilitator underlines opinion that related to the principle of rights. 3. Participants are asked to share about 'CHILD RIGHTS'. 4. All opinion are written down on the board or flipchart.or computer. 	<p>Expected Output :</p> <ul style="list-style-type: none"> ▪ Participants understand about the definition of CHILD, RIGHTS and CHILD RIGHTS according to CRC. <p>Sitting arrangement in class: "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen. ▪ Flip chart ▪ Spidol boardmarker ▪ White board double face and eraser. <p>Product : List opinion of CHILD, RIGHTS and CHILD RIGHTS.</p>
<p>Step 3: Group discussion: basic principles and child rights</p> <p>(Max: 45 minutes)</p>	<ol style="list-style-type: none"> 1. Participants are divided into group. 2. Material reading on 4 group core articles in CRC is distributed to each group. Each group gets the whole material. 3. Participants are asked to discuss about the title (basic principles) for each group of those articles.. 4. Then participants present their group opinion. 5. Facilitator share about principles in CRC. 6. Participants are asked to sing '4 principles' in CRC. 7. Material of all articles in CRC is distributed to each group. 8. Each group is assigned to classify those articles into 4 principles and develop 	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants actively involve in the discussion. ▪ Participants understand about child right and capable to explain it to other.. <p>Sitting arrangement in class: Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> • Material reading on basic articles and articles of CRC. • Song '4 principles of CRC' ▪ Flip chart ▪ Colouring pens ▪ Spidol boardmarker ▪ White board double face and eraser. <p>Product :</p>

	<p>material to display.</p> <p>9. Each group presents and displays the result</p>	<p>Display on presentation about principles produced by each group.</p>
<p>Step 4: Working Group: Mapping articles in CRC (Max : 40 minutes)</p>	<ol style="list-style-type: none"> 1. Material of all articles in CRC is distributed to each group. 2. Each group is assigned to classify those articles into 4 principles and develop material to display. 3. Each group prepare the display and presentation. 	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants actively discuss and classify articles in CRC into basic principles. <p>Sitting arrangement in class : Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Copy of articles in child rights.. ▪ Color paper ▪ Colouring pens/markers ▪ Glue, scissors, cutters ▪ Flip chart <p>Product:</p> <ul style="list-style-type: none"> ▪ Display result from each group
<p>Step 5: Presentation & display (Max : 15 minutes)</p>	<ol style="list-style-type: none"> 1. Each group presents the result. 2. Each group displays the result. 	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants understand and capable to explain the correlation about CRC and Child Protection Law. <p>Sitting arrangement in class : "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Flip chart ▪ Spidol boardmarker ▪ White board double face and eraser. <p>Product:</p> <ul style="list-style-type: none"> ▪ Display from each group..
<p>Step 6: CONCLUSION</p>	<p>Participants conclude about the</p>	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants capable to

	<p>topic of child rights principles, articles and child protection law.</p>	<p>conclude about basic principles on child rights and child protection law.</p> <p>Sitting arrangement in class : "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart ▪ Boardmarker ▪ White board double face and eraser. <p>Product: -</p>
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Sub Topic 2: Articles in CRC related to Education and CLCC

Learning process :



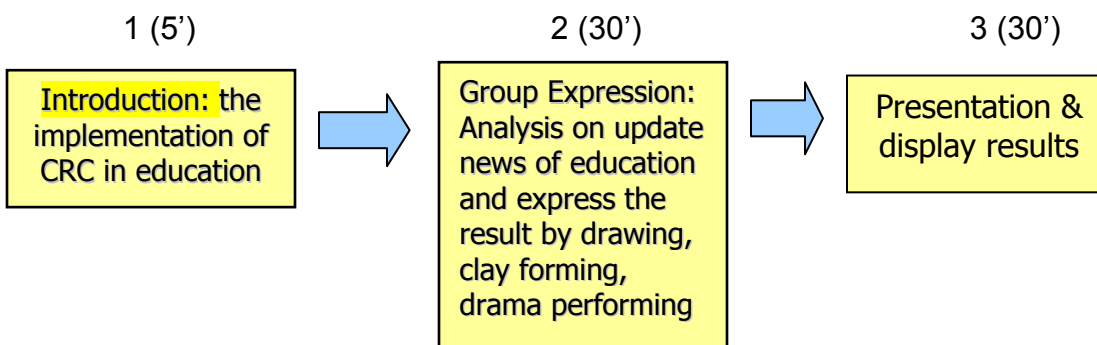
Steps	Learning Process	Notes
(1)	(2)	(3)
<p>Step 1:</p> <p>Introduction : CRC</p>	<p>1. Facilitator share about the correlation of CRC and child</p>	<p>Expected Output: Participants understand that</p>

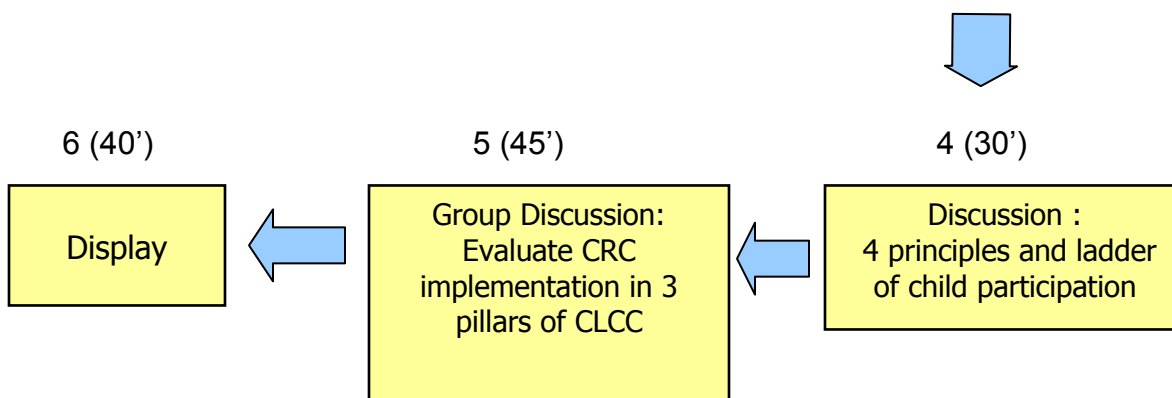
<p>& Child Protection Law related to education and CLCC</p> <p>(Max 5 minutes)</p>	<p>right protection with education and CLCC</p>	<p>there is correlation among CRC, Child Right Protection, Education and CLCC..</p> <p>Sitting arrangement in class: "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart ▪ Boardmarker ▪ White board double face and eraser. <p>Product : -</p>
<p>Step 2:</p> <p>Group Work: classify articles in CRC that related to education and CLCC and law protection provided by child protection law</p> <p>(Max: 30 minutes)</p>	<ol style="list-style-type: none"> 1. Participants are asked to classify articles in CRC that related to education and CLCC by marking their previous product. 2. Each group then gets different articles of child protection law (e.g group 1 get article number 1 to 15, group 2 get article number 26 – 16, and soon). 3. Each group discusses about the articles given that provide law protection to education and CLCC. 4. Each group prepares for the display and presentation. 	<p>Expected Output :</p> <ul style="list-style-type: none"> ▪ Participants capable to relate and explain about CRC, education, CLCC and child protection law. <p>Sitting arrangement in class: Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart ▪ Colouring pen ▪ Glue, cutter, scissors ▪ Boardmarker ▪ White board double face and eraser. <p>Product : Discussion result from each group to be presented and displayed.</p>
<p>Step 3:</p> <p>Display & sharing</p>	<ol style="list-style-type: none"> 1. Participants present and display the result. 	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants actively involve

<p>products</p> <p>(Max: 45 minutes)</p>	<p>2. Participants observe display products of all groups.</p>	<p>in the presentation process.</p> <ul style="list-style-type: none"> ▪ Participants actively observe products of all groups. <p>Sitting arrangement in class: Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Wall or board as display place. <p>Product : Display from each group.</p>
<p>Step 4:</p> <p>CONCLUSION</p> <p>(Max : 40 minutes)</p>	<p>Participants conclude the leaning process on CRC, child protection law and the correlation with education and CLCC.</p>	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants understand about the correlation and capable to explain it. <p>Sitting arrangement in class : "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart ▪ Boardmarker ▪ White board double face and eraser. <p>Product: -</p>

Sub Topic 3: Analysis update news on education using using CRC and Child Protection Law as analysis tools

Learning Process :





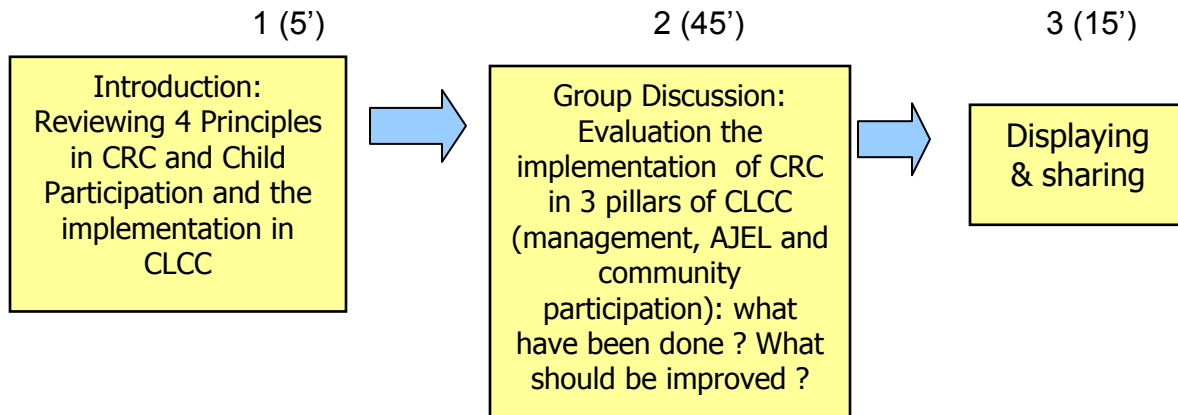
Steps	Learning Process	Notes
(1)	(2)	(3)
Step 1: Introduction: the implementation of CRC in education (Max 5 minutes)	Facilitator explains about the introduction	Expected Output: Participants understand the objective of the sub topic. Sitting arrangement in class: "U" shape Equipments needed: <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart ▪ Boardmarker ▪ White board double face and eraser. Product : -
Step 2: Group Expression: Analysis on update news of education and express the result by drawing, clay forming, drama performing	<ol style="list-style-type: none"> 1. Participants work in group. 2. Each group gets different update news on CRC fraud related to CLCC (school management, teaching-learning process/active joyful effective learning and 	Expected Output : <ul style="list-style-type: none"> ▪ Participants actively involve in the analysis process using CRC and child protection approach.. ▪ Participants capable to find out alternative solution.

<p>(Max: 45 minutes)</p>	<p>community participation)</p> <ol style="list-style-type: none"> Those articles are analyzed the case by each group and try to find out solution using CRC and child protection law approach The result is expressed by drawing, drama performance, and clay/play dough forming. 	<ul style="list-style-type: none"> Participants actively involve in the expression process. <p>Sitting arrangement in class: Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> Update news from newspaper or magazine Papers Crayon Coloring pens Clay or plasticin <p>Product :</p> <ol style="list-style-type: none"> Pictures Clay forming Drama performing
<p>Step 3:</p> <p>Presentation & display results</p> <p>(Max: 30 minutes)</p>	<ol style="list-style-type: none"> Each presents or performs the product. Then the products are displayed to be observed by all participants. 	<p>Expected Output:</p> <ul style="list-style-type: none"> Participants actively involve in the presentation. <p>Sitting arrangement in class: "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> Products from each group Media or place to display <p>Product : Display or performance from each group.</p>
<p>Step 4:</p> <p>Discussion : 4 principles and ladder of child participation</p> <p>(Max : 40 minutes)</p>	<ol style="list-style-type: none"> Facilitator presents about CRC (the concept, the history, concept of claim holder and duty barrier, CRC in Indonesia). Facilitator presents about ladder of child participation. 	<p>Expected Output:</p> <ul style="list-style-type: none"> Participants fully understand about the concept of CRC and ladder of child participation. <p>Sitting arrangement in class : "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> Lap top, infocus (LCD),

		<p>and screen or</p> <ul style="list-style-type: none"> ▪ Flip chart ▪ Boardmarker ▪ White board double face and eraser. <p>Product: -</p>
<p>Step 5: Group Discussion: Evaluate CRC implementation in 3 pillars of CLCC (Max : 40 minutes)</p>	<ol style="list-style-type: none"> 1. Participants are grouped into 3 groups. 2. Each group discusses different topic: school management, teaching-learning/active joyful effective learning, and community participation that have been done so far and what can be improved related to CRC. 3. Discussion results are written in flipchart. 4. Each product is rotated amongst groups to be discussed and improved. 	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants actively involve in the discussion to analyze CLCC implementation related to CRC. <p>Sitting arrangement in class : Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Flip chart ▪ Boardmarker <p>Product: Evaluation CRC implementation in 3 pillars of CLCC.</p>
<p>Step 6: Display (Max : 40 minutes)</p>	<ol style="list-style-type: none"> 1. Products from groups' discussion are displayed in on the board or wall. 2. Participants observe the whole result of the discussion. 	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants actively observe the products. ▪ Participants take some lesson learnt shared from the results to be implement in their respective areas. <p>Sitting arrangement in class : Free</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Products' display <p>Product: -</p>

Sub topic 4: Mapping the CRC implementation in CLCC (school and classroom)

Learning Process:

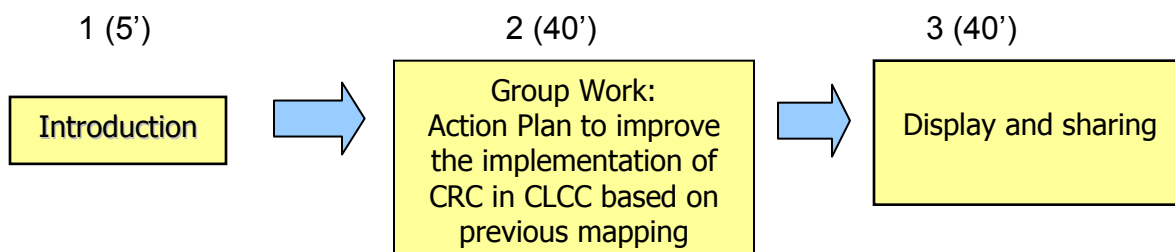


Steps	Learning Process	Notes
(1)	(2)	(3)
Step 1: Introduction: Reviewing 4 Principles in CRC and Child Participation and the implementation in CLCC (Max 5 minutes)	Facilitators review 4 principles in CRC and child participation and about CLCC.	Expected Output: Participants understand about the objective of the session. Sitting arrangement in class: "U" shape Equipments needed: <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart ▪ Kertas plano ▪ Boardmarker ▪ White board double face and eraser. Product : -
Step 2: Group Discussion:	1. Participants are grouped	Expected Output :

<p>Evaluation the implementation of CRC in 3 pillars of CLCC (management, AJEL and community participation): what have been done ? What should be improved ?</p> <p>(Max: 45 minutes)</p>	<p>based on area (school, sub district, district or province).</p> <ol style="list-style-type: none"> Based on products in previous session, each group evaluates actual condition of CLCC implementation in their areas related to CRC (what have been done ? What should be improved ?) Each group prepares the presentation and display to be shared to other groups. 	<ul style="list-style-type: none"> Participants actively involve in ythe discussion. Participants capable to analyze the actual implementation of CLCC related to CRC. <p>Sitting arrangement in class: Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> Flipchart Markers Coloring pens <p>Product : Evaluation on the actual CLCC implementation related to CRC.</p>
<p>Step 3: Presentation and display</p> <p>(Max: 30 minutes)</p>	<ol style="list-style-type: none"> Each group present their products. The products are displayed in the room. 	<p>Expected Output:</p> <ul style="list-style-type: none"> Participants fully involve during the presentation process. <p>Sitting arrangement in class: 'U' shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> Products from each group <p>Product : Display from each group.</p>

Sub Topic 5: Action Plan

Learning Process:





4 (5')

Conclusion

Steps	Learning Process	Notes
(1)	(2)	(3)
<p>Step 1: Introduction (Max 5 minutes)</p>	<ol style="list-style-type: none"> 1. Participants and facilitators review the process from sub topic 1 – 4. 2. After reviewing at a glance, facilitator mentions the last step of this topic.. 	<p>Expected Output: Participants understand about the objective of the last sub topic.</p> <p>Sitting arrangement in class: Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart ▪ Boardmarker ▪ White board double face and eraser. <p>Product : -</p>
<p>Step 2: Group Work: Action Plan to improve the implementation of CRC in CLCC based on previous mapping (Max: 10 minutes)</p>	<ol style="list-style-type: none"> 1. Participants work in group of school, sub district or district. 2. Each group discusses about previous mapping result and the strategy to maintain or to improve the implementation of CLCC related to CRC. 	<p>Expected Output :</p> <ul style="list-style-type: none"> ▪ Participants actively involve in the discussion. <p>Sitting arrangement in class: Grouping</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Mapping on actual implementation. ▪ Flip chart

		<ul style="list-style-type: none"> ▪ Boardmarker <p>Product : Action Plan from each group</p>
<p>Step 3: Display and sharing (Max: 45 minutes)</p>	<ol style="list-style-type: none"> 1. Each group displays its action plan. 2. Other groups observe and learn about all displays. 	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants actively observe on all displays ▪ Participants learn about product from other groups. <p>Sitting arrangement in class: Freely moving</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Product from each group <p>Product : Display results</p>
<p>Step 4: Conclusion (Max : 40 minutes)</p>	<p>Participants and facilitator conclude the learning process on mainstreaming CRC in CLCC and commit to implement their action plans.</p>	<p>Expected Output:</p> <ul style="list-style-type: none"> ▪ Participants capable to conclude the learning process. ▪ Participants commit to implement their action plans.. <p>Sitting arrangement in class : "U" shape</p> <p>Equipments needed:</p> <ul style="list-style-type: none"> ▪ Lap top, infocus (LCD), and screen or ▪ Flip chart / Kertas plano ▪ Boardmarker ▪ White board double face and eraser. <p>Product: -</p>