



International
Labour
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One Roof School Program and Its Impact On Child Labour:



A Case Study
in Sukabumi District

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Executive Summary

Background of the Study. Indonesia is one of the countries committed to achieving Education for All (EFA) and in its effort to achieve EFA, the Government of Indonesia launched the ONE ROOF SCHOOL PROGRAM in 2005. One roof schools are where junior secondary education of 3 class rooms is built on the same site as a primary school.

This strategy is employed to overcome one of the challenges for Indonesia to achieve its target in universal basic education is the problem in transition between primary school to Junior Secondary School (JSS) in which the largest falls in student participation rate are at the transitions from primary to junior secondary school and from junior to senior secondary schools due to economic reasons.

The one roof school program is meant to increase capacity to accommodate more students and therefore accelerate the achievement of nine year basic education program by making JSE facilities close to the unreached primary school graduates.

One Roof Junior Secondary School in Sukabumi. In Sukabumi District there are a total of 19 One Roof Junior Secondary School that are operated in 14 Sub-district. In 2010-2011 academic year approximately 2003 students are enrolled in One Roof Junior Secondary School.

Social Economic Conditions. The majority of the parents work as casual agriculture workers as they do not own their own farm. With the range of monthly income for the majority of the parents (those who do not own their own farm) is approximately between 150,000 to 250,000 IDR.

View towards the Importance of Education. Parents and children genuinely see the importance of education. This positive view however does not automatically translates into real action or supports as the parents' background, their lack of education, provides significant barriers for them to directly involve in their children's education.

Reasons to choose One Roof Junior Secondary School. Reasons behind parents and children's decision to continue to one roof junior secondary school are: the distance from home to school, free education, hope for a better future, and good reputation of the school

Challenges and Quality of One Roof Junior Secondary School. Challenges that are faced by One Roof Junior Secondary School are, among others related to the lack of funding, inadequate facilities, equipment and school supplies, the lack of qualified teachers, lack of community support, teachers and students' absenteeism, and a challenging location. These challenges have been perceived to decrease the quality of One Roof Junior Secondary School.

Working Children. Many children (mostly boys) are found to be involved in economic activity, mainly to help their parents. However this work does not affect their academic achievement and is not perceived to interfere with their study.

Positive contributions of One Roof Junior Secondary School. One Roof Junior Secondary School has positively contributed to: influencing parents and children's decision to continue to junior secondary education, increasing continuation rate from primary to junior secondary education, as well as increasing the net participation rates in the areas where they are built. However, the higher the numbers of One Roof Junior Secondary School built in one area does not translate into a higher increased in Nett Participation Rate. Furthermore, One Roof Junior Secondary School has proven to be significantly more effective in keeping the children in school compare to other alternative to regular Junior Secondary School. Additionally, One Roof Junior Secondary School is also perceived to provide a better job prospect for its graduates. And finally, One Roof Junior Secondary School has contributed to the efforts in eliminating child labourer by preventing them from entering a full-time work.

Recommendation. In relation to the positive impact as well as the challenges still faced by One Roof Junior Secondary School it is recommended that:

- Expanding One Roof Junior Secondary School Program
- Increasing the relevance of education in One Roof Junior Secondary School Program
- Increasing the quality of One Roof Junior Secondary School Program through:
 - ◇ Provision of school equipment and supplies
 - ◇ Renovation of current building and provision of new building
 - ◇ Increasing the quality of teachers: provision of competency training, better incentive for teachers, etc.
- Maximising One Roof Junior Secondary School in the effort to eliminate child labour through:
 - ◇ Awareness raising among the students on the importance of education and the worst forms of child labours to encourage children to stay in school (and to encourage their friends and family to go to or to stay in school) and discourage them from entering full-time work, especially in the worst forms of child labour. This can be integrated into regular program such as social studies, civic education, etc
 - ◇ Maximizing the role of School Committee especially in reaching-out to out-of-school children in the community and in raising awareness on the importance of education to increase support from wider community
- Further study on how and why some One Roof Junior Secondary School Program can contribute more effectively than others in increasing participation rates
- Supporting both the academic and non-academic activities in the One Roof Junior Secondary School.

1.

Introduction

Child labour is widely recognized as a major obstacle to reach the Education for All (EFA) goals by restricting the right of millions of children to access and benefit from education. Various studies that are conducted to examine the correlation between child labour and education show that there is a negative correlation between child labour and education in which higher levels of the former are associated with lower levels of the latter (Heady, C 2000; Guarcello, L *et.al.* 2005; ILO/IPEC-SIMPOC, 2007; Allais, F and Haggeman, F 2008). Francavilla *et.al.* (2003 in ILO/IPEC, 2007:7) for example found that children working 28 hours or more per week in economic activity attend school only about half of that of children in light work. Furthermore, Guarcello *et.al.* (2005) through study on the impact of children's work on school attendance and performance in five countries found that the children's work may have a negative impact on the ability of children to enroll and remain in school (Guarcello, L *et.al.* 2005).

Although various studies on child labour to a great extent agree that Child labour have a negative impact on children's education, the causality between the two determinants is inconclusive. Allais and Haggeman (2008) for example suggests that particularly in rural area the main driving force behind children's low attendance rate in school may not be the educational infrastructure limitations per se but the case of child labour itself. In this sense, it is child labour that restrains the children to going to school and therefore implying policy that will focus on reducing children employment. However, a study in Nepal, Peru, and Zimbabwe by Ersado (2002 in ILO/IPEC, 2007:18) found that in rural area, infrastructure and school-related community-level variables significantly affect schooling and work decisions in which a higher number of schools in the community leads to a higher enrolment rates and lower employment rates, and vice versa. In this sense, it can be argued that the lack of access to school and the lack of quality education are perceived as some of the main factors that drive children into work. Thus increasing education expense that is reflected in enhancement in school accessibility and quality can lead to less child labour and more child school enrolment.

At face value, it may be easy to accept the argument that increasing access to education will increase participation rate and thus will help eliminating child labour. However, Filmer (2004) in his study on the relationship between the school enrollment of 6 to 14 year olds and the distance to primary and

secondary schools in 21 rural areas in low-income countries shows that although the two are, statistical-wise, significantly related, the magnitudes of the associations are small. This study shows that big reduction in distance resulted only small increases in average school participation. Therefore, although school availability is increased by decreasing the average distance to schools can be a tool for increasing enrollments, the effect may not be substantial.

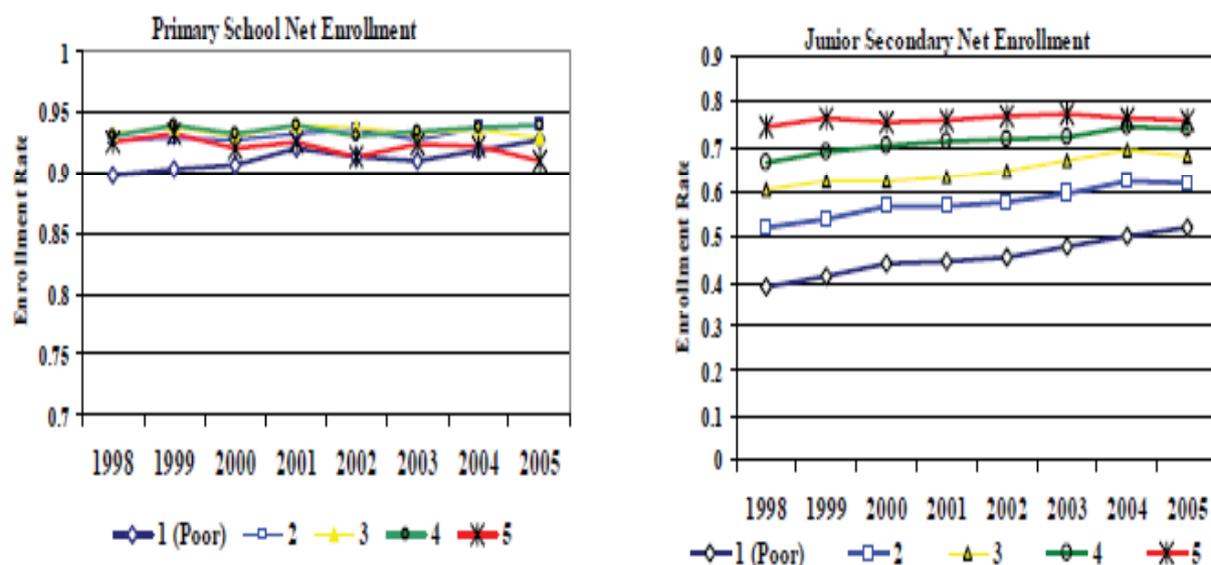
Despite the debate, universal education approach is highly adopted by many countries. This may particularly be because education is perceived as intrinsically good in which it will serve as a mean to provide a better human resources that is needed for a country to develop. However it is important to evaluate whether this effort has achieved what it is intended to achieve and this is what this case study is aiming.

Indonesia is one of the countries committed to achieving Education for All (EFA) and in its effort to achieve EFA, the Government of Indonesia, among others, launched the ONE ROOF SCHOOL PROGRAM in 2005. One roof schools are where junior secondary education (JSE) of 3 class rooms is built on the same site as a primary school. Where funding is not available to build new classrooms, one roof school function using the primary school building in the afternoon and many one roof schools are using their primary schools teachers to teach JSE students. Primary and Junior Secondary School can be managed by one management, or by two separate managements.

This strategy is employed to overcome one of the challenges for Indonesia to achieve its target in universal basic education that is the problem in transition between primary school to Junior Secondary School (JSS) in which the largest falls in student participation rate are at the transitions from primary to junior secondary school and from junior to senior secondary schools. This trend is most marked among poorer groups of the population. Granado *et.al.* (2007) found that while most of the poorest have access to primary education, they are lagging behind in secondary and tertiary education in which A child coming from a poor family is 20 percent less likely to be enrolled in a junior high than a non-poor child (see Figure 2.1). Furthermore, regional differences remain significant. As seen in Table 2.1. Although more than 90 percent of Indonesia's children have access to primary schools, some regions have been lagging for sustained periods. In 2009 net participation rates in primary education ranged from approximately 76.09 percent in the province of Papua to about 96.95 percent in Aceh. At the junior secondary level, net participation rate varied from about 49.03 percent in West Papua (Papua Barat) to approximately 77.40 percent in Aceh. However, the disparities are even greater within provinces and districts than between provinces. In Sukabumi, where the case study is conducted, for example, in 2009-2010 period, the net participation rate is ranging between as low as 39.10 percent in Cidolog Sub-district to 118.50 percent in Bojong Genteng Sub-district (Education Office Sukabumi, 2011). In addition many students drop out after entering Junior Secondary School.

Weston (2008) found that the main reasons given for failing to transition to JSE or subsequently dropping

Figure 2.1. Enrolment Rates by Income Groups – Primary and Secondary Education



Sources: World Bank Staff Calculation with Susenas 2005 core data (in Granado, et. al. 2007)

Table 2.1. Net Participation Rate (NPM) by Province, 2009

Province	2009		
	SD/MI/ Package A	SMP/Mts/ Package B	SM/MA/ Package C
Aceh	96.95	77.40	62.12
Sumatera Utara	94.46	74.21	55.30
Sumatera Barat	94.75	67.61	54.50
R i a u	95.52	70.57	51.78
Kepulauan Riau	93.92	72.53	53.42
Jambi	95.05	66.42	44.71
Sumatera Selatan	93.61	65.86	43.01
Kep Bangka Belitung	92.52	53.10	38.13
Bengkulu	94.98	69.84	48.99
Lampung	94.79	69.17	41.43
DKI Jakarta	94.07	72.02	50.43
Jawa Barat	94.56	67.91	38.59
Banten	94.07	59.69	38.77
Jawa Tengah	95.63	69.67	44.53
Dista Yogyakarta	94.38	75.34	58.69
Jawa Timur	95.27	69.90	48.26
B a l i	94.99	67.38	56.48
Nusa Tenggara Barat	94.75	71.32	48.51
Nusa Tenggara Timur	92.46	50.21	34.15
Kalimantan Barat	93.96	55.45	36.40
Kalimantan Tengah	96.14	60.59	39.27
Kalimantan Selatan	94.49	60.56	35.71
Kalimantan Timur	93.74	72.06	53.10

Province	2009		
	SD/MI/ Package A	SMP/Mts/ Package B	SM/MA/ Package C
Sulawesi Utara	91.90	66.69	50.46
Gorontalo	90.40	53.05	38.47
Sulawesi Tengah	92.98	60.22	39.52
Sulawesi Selatan	92.27	61.74	42.03
Sulawesi Barat	92.77	53.35	33.41
Sulawesi Tenggara	94.71	66.45	47.90
Maluku	94.38	71.48	59.58
Maluku Utara	93.39	65.49	51.74
Papua	76.09	49.08	35.77
Papua Barat	91.25	49.03	43.55
TOTAL	94.37	67.43	45.11

Source: Centre for Statistic Bureau, June 2011

out were economic reason (over 70% of students) that caused the families could not afford to pay the transportation cost to the Junior High Schools. This is reasonable reason given that a number of primary school graduate live in remote and isolated areas where there is no Junior High School. Weston (2008) also noted that "the need to work" is highly cited as one of the main reason for not going to school. However, only 20 percent of those stating the reason "need to work" actually did work (Weston, 2008:3)

The one roof school program is meant to increase capacity to accommodate more students and therefore accelerate the achievement of nine year basic education program by making JSE facilities close to the unreached primary school graduates. Primary and Junior Secondary One Roof School is mainly set up in remote and isolated areas in which the closest Junior Secondary Schools are not reachable due to geographical reasons and distance. Priority is given to areas with low gross participation rate but there is high interest of the communities to send their children to schools. Based on the data from year 2007, there were 2,155 one roof schools across the country.

This study will examine if, in the case of Sukabumi, children will eventually continue their studies should the obstacles related to economic be lifted through the establishment of One Roof Junior Secondary School. Furthermore, this study will also analyse if the presence of One Roof Junior Secondary School has contributed to the elimination of child labour. This study will also seek ways that can increase one roof school contribution in the reduction of child labor.

3.

Impact Assessment Methodology

3.1. Methodology

To achieve the objectives of the impact assessment, this study is mainly relied on desk-review, in-depth interview with key informants and Focus Group Discussion (FGD) with head of schools, teachers, parents, and students to collect the qualitative data and information needed.

During the study there were one FGD with nine head of One Roof Schools conducted, three FGDs in each of selected three Schools with teacher, parents, and students, and an in-depth interview with the Head of Education Office, Sukabumi. The parents and students were selected randomly from the one roof school where the FGDs were conducted. The schools were selected simply by considering its accessibility and the versatility of their quality. Additionally, six interviews were conducted with out of school children. The six interviews with out of school children were additionally designed to equally represent boys and girls. However, many girls are afraid to be interviewed and therefore out of the six interviewees only two interviewees are girls.

In order to help the children participants to explain their daily activities in detail, this study also use an exercise tool from ILO Rights, Responsibilities, and Representation (3-R) Trainers' Kit, a diagram of children 24 hour activities. Using this tool the children were asked to color their diagram according to their activity and explain to the rest of the class about their detail activity.

3.2. Data Quality

The sources of the data can be found beneath each table and chart in the study. Although the study is mainly accounted for the qualitative information from the key informants, when possible quantitative data is also provided to support the analysis. Many quantitative data comes from Sukabumi Education Office. However, there are difficulties with population data that are used to calculate enrollment rates. And therefore, as informed by the District Education Office Official, in some areas the data may be over- estimated while in other areas it may be under-estimated. This is also reflected in, for example, the Nett Participation Area in some sub-districts that recorded to more than 100 percent. This is assumed because in these sub-districts there are many people that are coming from other area and legally (based on their ID) is still not recorded in these sub-districts.

3.3. Definition

In defining child labour, this study refers to the national regulation as well as the definition of child labour provided by ILO, that is, "a work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development". Specifically, it refers to work that:

- is mentally, physically, socially or morally dangerous and harmful to children; and
- interferes with their schooling by:
 - ◊ depriving them of the opportunity to attend school;
 - ◊ obliging them to leave school prematurely; or
 - ◊ requiring them to attempt to combine school attendance with excessively long and heavy work

Furthermore, ILO also provides specific guidelines on the minimum ages at which children can start work according to the Minimum Age Convention No. 138 (see table 3.1). Additionally, through act no.13/2003 on Manpower, Government of Indonesia provide more detail regulation on child labour issue. In article 68, the act stated that no entrepreneur can employ a child under the age of 18 (in BPS and ILO: 2009). The act however provide an exception for employing a child aged 13 to 15 in a light work, for up to three hours per day with parents's consent and that the work does not interfere with child's schooling and as long as the work does not disrupt the child's physical, mental, or social development (article 26, 68,69 in BPS and ILO 2009). In the article 74, the act also prohibits anyone from employing and involving children in the worst forms of child labour, such as slavery practices or similar to slavery; jobs that use, procure, or offer a child for prostitution, pornography or gambling; jobs which use a child to procure, or involve a child for production and trade of alcoholic beverages, narcotocs, or psychotropic substances; and all kinds of jobs harmful to the health, safety, and morals of a child (in BPS and ILO 2009).

4.

One Roof Junior Secondary School in Sukabumi: an Overview

Sukabumi is one of the Districts in West Java known as a district at risk of child trafficking and of child domestic labour. Although the gross education participation rate¹ for Junior Secondary level in Sukabumi District is 107,05%, some sub districts have lower gross participation rates such as Cimanggu Sub District (65,8%) and Sukabumi sub District² (55,3%).

Typically, in Sukabumi, One Roof Junior Secondary Schools are built in an isolated area where the community are scattered and are generally in area where incidence of poverty is high but a significant need for school which is shown by the number of potential students living in the area is presence. In Sukabumi District there are a total of 19 One Roof Junior Secondary Schools that are operated in 14 Sub-district. The first One Roof Junior Secondary School was built in 2006. In 2010-2011 academic year approximately 2003 students are enrolled in One Roof Junior Secondary School. Table 4.1 below will provide a detail list of One Roof Junior Secondary Schools that are listed in Sukabumi District. In 2011, the Education Office Sukabumi District is planning to build another four One Roof Junior Secondary Schools and by the time this study is being conducted the plan is already in the verification stage. Additionally, three One Roof Junior Secondary Schools are planning to be established in 2012.

One Roof Junior Secondary School is managed by a collaboration of Junior Secondary School management and the Elementary School management that is reflected in the schools' organisation structure in which either the Head of School or the Deputy must come from the Elementary School where One Roof Junior Secondary School. Teachers who are teaching in one roof school are contract teachers and teachers from the elementary school where the One Roof Junior Secondary School is built.

During the first year, One Roof Junior Secondary School is funded by the National Budget. After the first year, the responsibility to fund One Roof Junior Secondary School is at the hand of both local government

1 Gross enrollment ratio (GER) is the ratio of students, regardless of age, who is enrolled in the school in a certain education level to total population of an age group related to specific education levels. In Indonesia, the age group related to Junior Secondary School is 12 to 15 years old. In reality many children above 15 are still enrolled in Junior Secondary School.

2 It is common in Indonesia that one of the sub districts within a district has the same name as the name of the District itself. Sukabumi District consists of some sub districts and one of these sub districts is Sukabumi Sub District.

(through local School Operational Aid (Bantuan Operasional Sekolah/BOS) who mainly provide funding for teachers provision and also at the hand of national government through national BOS. According to BOS Guidelines (MoNE, 2006), BOS Fund can be used for operational costs related to:

- The registration of new students
- Text books and reference books
- Stationary and other daily school needs
- Remedial teaching programs, sports, art
- School examination costs and student report cards
- Teacher development and training
- School repairs and maintenance
- Electricity, water, telephone
- Remuneration of honorarium teachers
- Transport costs for poor students
- Religious equipment and dormitory facilities
- BOS program operational costs
- If BOS has already been used for all of the components above, funds can be used to buy sporting equipment, study materials, furniture.

There is a special treatment for One Roof Junior Secondary School in which all of the students are entitled to receive BOS fund and therefore each school receives BOS fund according to the number of students enrolled in the school.

Table 4.1. List of One Roof Junior Secondary School in Sukabumi District

Sub-District	Name of One Roof Junior Secondary School	Year of Establishment	Number of Teachers	Class Room	Number of Students per Academic Year			
					2007-2008	2008-2009	2009-2010	2010-2011
Cibitung	Cikamarang	2008	21	4	N/A	N/A	N/A	143
Ciemas	Sanggarawa	2007	11	3	N/A	N/A	N/A	96
Cikakak	Cihangasa	2008	7	3	N/A	N/A	N/A	80
	Cihaur	2010	N/A	N/A	N/A	N/A	N/A	187
Cikembar	Sampalan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ciracap	Cigelang	2008	N/A	3	N/A	N/A	N/A	53
Cisolok	Cimapag	2008	10	3	N/A	N/A	N/A	51
Curugkembar	Babakan Mindi	2008	9	3	44	86	112	100
Jampangkulon	Karang Anyar	2006	18	6	N/A	N/A	N/A	247
Kalibunduer	Buniwangi	2008	10	4	N/A	N/A	N/A	124

Sub-District	Name of One Roof Junior Secondary School	Year of Establishment	Number of Teachers	Class Room	Number of Students per Academic Year			
					2007-2008	2008-2009	2009-2010	2010-2011
Sagaranten	Margawati	2008	12	5	N/A	N/A	N/A	161
Simpenan	Mekar Asih	2008	19	5	N/A	N/A	N/A	168
Surade	Cijambe	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Sukatani	N/A	14	3	24	74	96	120
	Pasirmalang	N/A	9	2	N/A	N/A	N/A	53
Tegalbuleud	Cikaso	2008	14	3	N/A	N/A	N/A	121
	Karang Anyar	2007	17	6	22	88	150	168
	Cikadu	N/A	N/A	N/A	N/A	N/A	N/A	100
Waluran	Cibinong	N/A	N/A	3	N/A	N/A	N/A	31

Sources: Education Office Sukabumi District, 2011

4.1. The Community

4.1.1. Social Economic Background

The majority of the parents work as casual agriculture workers as they do not own their own farm. However, some of them, aside from working as a casual agriculture worker, also own their own farm that gives them about 5 quintals per harvest. From being a casual worker they receive about 15,000 to 25,000 per day. However it is not everyday that they can find work to do, in one month it is often that they can only work ten days. On average, from the casual work they receive about 1,800,000 to 3,000,000 per year. Additionally, for those who has their own farm they receive additional income of about 2,100,000 to 2,800,000 per year. Therefore, the range of monthly income for the majority of the parents (those who do not own their own farm) is approximately between 150,000 to 250,000 IDR. Few female parents work casually as a tailor but the income earned is not significant, pretty much the same amount as the agriculture workers. This income is used to cover the needs for the whole family with the number of family members varied between four to ten persons. With the poverty line for West Java province in March 2011 is 228,401 IDR per capita per month (BPS Jawa Barat 2011 in Rachmat, Y. 2011), the majority of the family in the One Roof Junior Secondary School would fall under the category of below the poverty line.

The lack of employment opportunity for adults also resulted in the lack of employment opportunity for the children in this area. In the area where the One Roof Junior Secondary Schools are built the only potential sector for child labours is agricultural work such as working as a casual worker for other's household farm, extracting coconut, rubber, etc. However, employment opportunity in the city such as domestic work and factory work is also considered as a potential sector that can attract children.

4.1.2. View towards the Importance of Education

From the ten FGDs done during this study (One FGD with Head of One Roof Schools, three FGD with teachers, three FGDs with students, three FGDs with parents in three one roof schools) there are conflicting opinions about how the community view the importance of education is in the ORS's area. While both parents and children that are participated in the FGDs shows their strong positive view towards the importance of education, both the Head of School and the Teachers feel otherwise.

The parents for example uniformly admitted that they prefer their children to continue their education rather than working in the hope that their children can have a better future, a better job than what they have. Some parents however allow their children to work for them for example by attending their livestock three time a week, or by helping them temporarily (about 2-3 days after school or on the weekend, 2-3 times a year) in their farm when their workload is high but only to the extent that this work does not interfere with their children's education. This shows that the parents put a high priority on children's education and that they perceive education as an important factor that can shape their children's future.

The children also expressed the same opinion. They prefer to continue their education rather than to go to work because of what education has to offer for their future. They for example compare what an elementary graduate can achieve – working as a domestic worker, unemployed – and what the JSE graduate can do, such as working in a factory, and further, what a University graduate can do – becoming a doctor, pilot, businessman, etc. Even when asked whether they would take an opportunity for a part-time work, 33% of students participants do not want to take the opportunity while another 33% will consider the opportunity if it will only take 1-2 hours of their time and if it will not compromise their school related activities.

Head of Schools and the teachers however have a mix perception on this matter. In one occasion they acknowledged that parents have an important role in encouraging their children to school. However, they also acknowledge that one of the challenges they face is the lack of motivation from the children that is perceived as a result of children's negative view of the importance of education as well as the lack of support from their parents who do not perceive education as an important factor for their children's development and their future. Parent's involvement in guiding their children in their education is also minimal due to their lack of education. This situation is also admitted by parents who, although encouraging their children to continue their education, cannot do much in supporting their student's education. They, for example, do not know what their children are studying and never check their children's homework.

Considering both side of the stories, we can conclude that basically children and parents alike may share a positive view towards the importance of education. Parents and children may genuinely see the importance of education as reflected in the FGDs with parents and children. This positive view however does not automatically translates into real action or supports as the parents' background, their lack of education, provides significant barriers for them to directly involve in their children's education. Consequently, the lack of real support and supervision from parents may also bring significant impact in children's performance in school.

4.1.3 Reasons to choose One Roof Junior Secondary School

When asked about the reasons behind their decision to continue to One Roof Junior Secondary School, both students and parents alike based their decision on the reason that the One Roof School is relatively close to their home compares to other Junior Secondary School (Regular Junior Secondary School), the One Roof Junior Secondary School also offers a free education, additionally both students and parents view that junior secondary education will offer a better future for the graduate. Additionally, some participants also consider the positive reputation of the school. This especially is the case in Sagaranten Sub-District where Margawati One Roof Junior Secondary School has a good reputation in both sport as well as academic achievement.

Not only do these factors play significant role behind the parents and students decision to continue to junior secondary education, these reasons are also considered to be the most positive things of the presence of One Roof School. When asked what they like from One Roof Junior Secondary School, students and parents alike echoing their previous answer about the reasons they choose to continue One Roof Junior Secondary School.

4.2. Challenges, Quality And What To Be Done In One Roof Junior Secondary School

4.2.1. Challenges

Funding:

The lack of fund brings significant challenges to the operational of One Roof JSS. This situation among others has provided challenges in term of:

- School building and facilities: Lack of necessary building such as water and sanitation facilities, room for teachers, library, class room or field for sport activities, etc.
- Teachers' welfare and quality: due to the rule and regulation sets by the local government which limit the budget to education to 20% of National Budget, some areas, like Sukabumi, faces significant problem in financing education program. This, among others, is reflected in the cut of teacher's hourly fee. According to participants, even when they are already a civil servant, teachers income are generally lower than those of other workers and civil servants with similar education levels. Teachers income is also perceived as inadequately compensate teachers working in remote areas. For the civil servant teachers in Sukabumi for example, they only receive a compensation of 1,200,000 IDR per year to teach in isolated school. Many find this addition is not significant to challenges and additional expense that they face. Additionally, according to the education official, many teachers, even the civil servant teachers often complain about their wage in comparison to other civil servants. Although wage differentials are smaller when considering the actual hourly earnings, teachers tend to earn less than other civil servant colleagues. In addition, for one roof schools, which are dominated by contract teachers whose wages are negotiated at the district/school level based on the available budget also leads to wage disparities even between teachers. The average fee that the contract teachers in One Roof Junior Secondary Schools receive is about 5,000 to 8,000 IDR/hour. For many teachers this reduction has made it difficult for them to stay

motivated especially when their teaching fee can barely cover their transportation expense to and from the school. Many teachers are still teaching at the one roof junior secondary schools because they need the teaching experience. Many of the contract teachers are university students majoring in education who are required to teach as a part of their course. Some of the teachers are those who fail in the selection to teach at the regular junior secondary school and therefore need the teaching experience in one roof school to increase their competitiveness. Given this situation, it is rather hard to expect a long-term commitment from these teachers as many will leave the schools should they find a better opportunity.

- Lack of school equipment and supplies: due to the limited funding many ORS cannot even afford to procure the necessary books to support teaching activities at their schools. Many teachers have to personally make copies of the book. The majority of the students do not have their own book. Therefore they can only count on the materials provided by the teachers in their studying.

Management:

The fact that the establishment of OR JSS is initiated by the elementary school teachers there is a strong sense of ownership among the elementary schools teachers on the JSS built. This sometimes creates a disharmony between the new Head of School and the elementary school teachers. To minimise this challenge through the collaboration between the new head of school with the head of elementary school is highly encouraged. Coordination and the relations between teachers and head of school is considered very good. However head of school is often faced by difficult choices between supporting their teachers or allocating their limited budget to increase students' participation. This often serves as the source of conflict between teachers and school principles.

Teachers:

In term of quantity all of the OR JSS already has more than six teachers, which is the minimum teachers required by the guidelines of establishing Primary – Junior Secondary One Roof School (MoNE, 2007). In term of quality though, the qualification of the teachers are still below the requirement. This is because many teachers are the elementary school teachers that basically do not have the qualification to teach Junior Secondary Education level. Additionally, although this weakness has been encountered by recruiting contract teachers, the contract teachers themselves in many cases do not acquire the minimum certification to teach, many of them are actually still a university student. Furthermore, a mismatch between teachers' qualification and the subjects that are thought are also common. For example, a teacher whose qualification is to teach civic education may be required to teach maths. This challenge is also expressed by the District Education Official who finds it challenging to be able to recruit teachers for OR JSS due to its geographically challenging area and therefore most OR JSS rely on their elementary school teachers and contract teachers. Even when the school is finally able to recruit contract teachers, they do not have the power to discipline the teachers. This result in many case of teachers' absenteeism. Approximately out of six teachers, one teacher is frequently absent. Additionally, due to the lack of funding, up to when this study is conducted the district can only provide teachers' competency training for only 20% of all teachers that were planned to teach in OR JSS. Finally, teachers' commitment to delivering quality education as well as to continue their service in the OR JSS is also considered to be relatively low. Particularly because of the geographical factor: the school is located in an isolated area and most of the teachers are not from the OR JSS area.

Students:

Challenges that are faced by teachers and principals in ORS are among others:

- **Students Attendance:**

Although the drop-out rate in OR JSS is comparable to that of Regular JSS, the absence rates are relatively high, amounted to around 10% in one academic year, due to several reasons such as:

- ◇ Rainy seasons. During rainy seasons many students cannot come in-time because the road are muddy, some students cannot come at all because the river has closed down the road.
- ◇ The distance to and from school. Although ORS was built to shorten the distance from students home to school, many students in ORS comes from more than 3kms away from school. Therefore many students often come late or cannot come at all during the rainy seasons.
- ◇ Many students also come late because they have to help their parents by doing some household chores or helping their parents' work, such as extracting coconut, before school
- ◇ Particularly during harvest season that are around 2 -3 times a year, around 50% of students do not attend classes for about 2-3 days to help their parents by attending their little brothers/ sisters or directly involved in the agricultural works available for children during the season

- **Student's motivation:**

Teachers and principals alike expressed their concern about student's lack of motivation as well as poor attention in the class. This lack of motivation is due to various reasons such as:

- ◇ Problems at home (household chores, economic difficulties faced by the family)
- ◇ Problems with friends
- ◇ Malnutrition
- ◇ Lack of involvement and supervision from parents. Some children are living with their grandparents as their parents are working abroad (in Saudi) or working in the city. This has made the students tend to be indiscipline and do not pay attention to class learning activities.
- ◇ Lack of supporting facilities. For example: because there is no computer in the school, when students are introduced to computer subject, they can only learn the theory and imagining what computer is and how to operate it.
- ◇ Negative influences from others especially from out-of-school children or those who are already working in the city. This influence often makes the student neglect their school responsibilities.

Community Supports,

Ever since the OR JSS program is started community support is perceived to be increasing. This, among others, is shown by a change in behaviour of parents as well as community leader. At the start of the program many parents suggest that school activities are scheduled to their needs. For example, during harvest season they expect the school to start in the afternoon so that the children can help them working at the farm. This attitude is no longer shown and parents even let their children to stay at school to participate in the extracurricular activity. Additionally, in one of the sub-districts at the beginning of the program there was a resistance by the community leader. But today this resistance is no longer found and the community leader is also actively involved in encouraging parents to send their children to school.

Additionally, school committee that also represents the community is still trapped in their traditional role: attending the meeting during the student's final registration to be informed about school's regulation and activities and attending the meeting at the end of academic year to discuss about students' graduation. Out of nine head of school that participated in the FGD, there is only one school that acknowledged an active role by its school committee. This is to a great extent is due to active involvement by the head of school committee who also actively involves in encouraging children in the OR JSS to continue their education and to stay in school.

Location

Typically, the OR JSS is built in isolated area. This location creates real challenges for both teachers and students. During rainy seasons for example some schools are inaccessible. The location that is isolated has also increased the cost of transport for both children and teachers. Around 10% of the students do not continue to OR JSS because of the distance from their house to the school.

4.2.2. Quality

During the study the majority of participants expressed that the challenges they faced has affected the quality of the One Roof Junior Secondary School. Participants in the FGD admits that in term of quality, the One Roof Junior Secondary School is, in general, still far behind the regular junior secondary school. The perceived low level of quality is also reflected in the level of satisfaction expressed by children. Although parents tend to feel satisfied by the One Roof Junior Secondary School, mostly because it is free and close to their home, children still feel dissatisfaction due to the perceived low quality of education that it is delivered. Students also worry that the lessons they are learning in One Roof Junior Secondary School will not prepare them enough for a higher level of education should they want to continue to high school. Furthermore, students also feel dissatisfied due to:

- the lack of school's facilities to the extent that a class may be cancelled when it is raining,
- not enough desk are available so one desk is used by three children,
- teachers absenteeism
- lack of textbooks so that none of the students have their own textbooks
- no sport facilities or field where they can do sports or simply play with friends after school

The lack of school facilities, the lack of qualified teachers, the absence of teachers, and the lack of supporting materials have been perceived as significant factors that are lowering down the quality of One Roof Junior Secondary School. These factors have made it hard for teachers to deliver their subject in order to ensure that the children gain an in-depth understanding on the subject as demanded by the curriculum. Additionally, the lack of books and the non-existence of adequate library have limited children's opportunity to continue with independent study beyond the school hour. Practically, children's studying time and therefore their opportunity to gain an in-depth understanding on the school subjects depend on their study time at school with their teachers as their only sources of learning. Finally, the inadequacy of school building has also disturbed students' learning experience. As expressed by the participants, the students often cannot concentrate in the class especially during the rainy season as the water gets in the class.

Among the challenges though, the absence of students and the fact that many children are working are perceived to be insignificantly affect the quality of the One Roof Junior Secondary School, especially in term of academic achievement. This is because the teachers assured that those who are absence can still catching-up with courses by, for example, borrowing other students' note. Therefore, although there may be some differences in terms of "inputs" to the learning process (e.g. regular class attendance, tiredness, etc) little difference on the output (academic achievement) is found between those who are working and are regularly absence and those who are not. In other words, the qualitative finding suggests that working children perform at a level that is somewhat equal to that of their non-working counterparts despite the fact that they may encounter greater difficulty coming to class regularly and or that they may be more tired during class. This may also be because the hours spent for economic activity is still within the category of light work, those who work not more than 15 hours per week for children between 13-15 years old.

Despite its lagging in the academic achievement, in a non-academic activity, the quality of One Roof Junior Secondary School is admitted to be relatively comparable to that of regular Junior Secondary School. Many of One Roof Junior Secondary School shows good achievement in sport and art/cultural activities. Margawati One Roof Junior Secondary School, for example, is a regular winner in Volley Ball local competition and is well-known for its achievement in sport. Additionally, in term of behaviour and ethics students of One Roof Junior Secondary School shows a comparable if not better quality than their fellow regular junior secondary school students.

4.2.3. What Must Be Done

In relation to the low quality of One Roof Junior Secondary School the participants have also identified various way that can be done to improve its quality. They are:

- Increasing the relevance of education by providing life skill and pre-vocational skill. Most of One Roof Junior Secondary School students come from poor family. The majority of the students may not be able to continue to Senior Secondary School or Vocational School. Many of them will enter the world of work such as working at the factory or plantation right after they graduate from junior secondary school. One Roof Junior Secondary School will be more attractive if it provides the necessary skills that are truly needed by the students.
- Provision of school equipment and supplies such as: computer, textbooks, sports equipment, etc
- Renovation of current building and provision of new building such as toilet, library, teachers' room, etc
- A better incentives for teachers
- Increasing the quality of teachers through provision of training and recruitment of civil servants teachers who come from the One Roof Junior Secondary School area
- Awareness raising on the importance of education to increase community support

5.

The Impact of One Roof Junior Secondary School

In this section we will examine if and how One Roof School Junior Secondary School may have influenced parents and children decision to continue to junior secondary education, and how it may change the trend of continuation rate from primary to junior secondary education in the area where it is built. We will also then see if this change is also reflected in the net participation rate in its area. Furthermore we will also find out if the one roof junior secondary school has been able to keep its students in school by considering its drop-out rate. Additionally we also seek if the one roof junior secondary school is perceived to increase the job prospect of its graduate. Lastly we will examine if its presence has significantly alternated children's activity in its area.

5.1. The Significance Of One Roof Junior Secondary School In Children And Parent's Decision To Continue To Junior Secondary Education

The importance of the establishment of One Roof Junior Secondary School in children and parent's decision to continue to Junior Secondary Education is highly significant. This is shown by both children and parents' respond when asked about their reason to continue to Junior Secondary Education or, in the case of parents, to send their student to Junior Secondary Education. All of the participants mention the establishment of One Roof Junior Secondary School that is within reasonable distance from their home and is offering a free education as their main reason. Furthermore, when ask what they would do if there was no One Roof Junior Secondary School in their area. The students are somewhat more optimistic in their response, especially those from Sukatani One Roof Junior Secondary School and Karang Anyar One Roof Junior Secondary School. From 33 students that participated in the study 16 students are optimistic that they could still continue to JSE even if there was no OR JSS in their area. They would stay with their family near the regular junior secondary school, walking for about an hour, or would rent a room near the school. However there were 12 students, this include all of students

participant from Margawati One Roof Junior Secondary School, who were certain that they would not be able to continue to Junior Secondary Education if there was no One Roof Junior Secondary School in their area. For them it is not possible to go to the closest regular junior secondary school because of the distance and other expense that may occur. These children perceived that if there was no One Roof Junior Secondary School they would have worked as agricultural workers helping their parents or done nothing. The rest of the participants, five students, do not know if they would still be able to continue to JSE if there was no One Roof Junior Secondary School in their area.

The parents on the other hand were less optimistic. Out of 30 parents that were participated in the FGDs only six persons would still send their children to junior secondary school. The rest of the parents, 24 persons, admitted that it would not be possible for them to send their children to continue junior secondary education because of the distance and the expense that may occur since even if they can let their children stay with their family near the regular junior secondary school area they believe they will still have to provide allowances for their children, something they cannot afford.

Considering that decision about children's future is mostly taken by their parents it is clear that the presence of One Roof Junior Secondary School has allowed the children to continue their education to junior secondary level. Otherwise, as most parents expressed, chances for them to continue to junior secondary education is very small.

5.2. Impact of One Roof Junior Secondary School Towards The Continuation Rate from Primary to Junior Secondary Education

The establishment of One Roof Junior Secondary School has significantly increased the continuation rate from primary to junior secondary education. From the nine head of one roof junior secondary school that participated in the FGD, it is found that prior to the establishment of One Roof Junior Secondary School the continuation rate from primary to secondary education was, on average, about 13 percent. However, not all of these students continue to regular junior secondary school. Many of them continue to religious dorm school (Pesantren), enrolling to package B (non-formal education alternative for junior secondary education), or to open junior secondary school. After the establishment of One Roof Junior Secondary School, approximately 98.22 percent of primary students continue to One Roof Junior Secondary School.

This achievement is also acknowledged by Sukabumi District Education Office Official who also noted that before the One Roof Junior Secondary School was established, the continuation rate from primary education to Junior Secondary Education in One Roof Junior Secondary School area was about 5-10 percent while after the establishment of One Roof Junior Secondary School the continuation rate is increasing to about 90-100 percent.

The high continuation rate is primarily because the students are already familiar with the school, the reasonable distance from their home to school, and also because of high encouragement as well as a continuous socialization from the primary school teachers themselves.

5.3. The Significance of One Roof Junior Secondary School in Increasing Participation Rate in Junior Secondary Education in the Area

To analyse the impact of OR JSS towards participation rate of junior secondary education in the area where they are built this study will focus on analysing the Nett Participation Rate (NPR) without Package B. This approach is chosen considering that the students of OR JSS must be school-aged children. Therefore, package B, that may include those who are beyond the school-aged is not included in the analysis. Therefore by looking only at the Nett Participation Rate will provide a more relevant overview on whether the One Roof Junior Secondary School have contributed in increasing participation rate in JSE rather than by analysing Gross Participation Rate which includes those of non-school-aged children and package B participants. In order to see the significance of the changes in NPR of the area where the One Roof Junior Secondary School are built, this study will also compare it with the NPR rate in Sukabumi where there is no One Roof Junior Secondary School in the area.

Table 5.3.
Net Participation Rate (NPR) Excluding Package B in Sub District where One Roof Junior Secondary Schools are Built

No.	Sub-District	Number of One Roof Schools	NPR in % Excluding Package B in Sub District where One Roof Schools are Built				Total Enhancement of NPR within three years (%)
			2006-2007	2007-2008	2008-2009	2009-2010	
1	Cibitung	1	30.38	48.98	17.54	109.92	79.54
2	Ciemas	1	43.45	60.01	63.83	112.95	69.50
3	Cikakak	2	48.44	73.05	43.63	79.83	31.39
4	Cikembar	1	67.74	78.15	82.36	84.96	17.22
5	Ciracap	1	68.52	79.14	57.73	89.44	20.92
6	Cisolok	1	44.60	60.21	39.66	113.16	68.56
7	Curugkembar	1	38.61	63.25	65.17	92.05	53.44
8	Jampangkulon	1	47.41	61.62	50.38	129.39	81.98
9	Kalibunder	1	61.79	68.46	72.47	164.81	103.02
10	Sagaranten	1	39.27	52.40	53.83	85.70	46.43
11	Simpenan	1	49.17	61.67	57.43	99.00	49.83
12	Surade	3	63.62	81.50	68.52	104.47	40.85
13	Tegalbuleud	3	30.64	48.14	48.42	80.78	50.14
14	Waluran	1	45.87	91.57	71.52	66.25	20.38
Average NPR			48.54	66.30	56.61	100.91	52.37

Sources: Education Office Sukabumi District, 2011

Table 5.4.
Net Participation Rate Excluding Package B in Sub District where One Roof Junior Secondary Schools are not Presence

No.	Sub-District	NPR in % Without Package B in Sub District where One Roof Schools are not Presence				Total Enhancement of NPR within three years (%)
		2005-2006	2006-2007	2007-2008	2008-2009	
1	Bantargadung	42.41	76.07	36.91	91.50	49.09
2	Bojonggenteng	58.56	73.45	77.94	125.24	66.68
3	Caringin	43.42	61.32	60.47	73.83	30.41
4	Ciambar	N/A	N/A	N/A	51.45	N/A
5	Cibadak	74.03	85.91	91.31	91.32	17.29
6	Cicantayan	49.26	60.84	57.45	60.56	11.30
7	Cicurug	69.90	87.77	71.02	73.97	4.07
8	Cidadap	61.41	63.95	69.95	83.52	22.11
9	Cidahu	56.34	68.78	61.10	90.04	33.70
10	Cidolog	44.30	47.93	59.58	57.99	13.69
11	Cikidang	47.58	57.66	51.07	73.17	25.59
12	Cimanggu	N/A	N/A	N/A	55.07	N/A
13	Cireunghas	61.94	78.02	73.14	94.79	32.85
14	Cisaat	61.76	72.17	76.12	72.97	11.21
15	Gegerbitung	50.44	67.36	68.09	100.61	50.17
16	Gunungguruh	50.67	64.15	77.32	65.17	14.50
17	Jampangtengah	39.37	50.92	53.95	83.05	43.68
18	Kabandungan	34.57	55.62	50.62	59.52	24.95
19	Kadudampit	75.59	85.07	81.50	85.89	10.30
20	Kalapanunggal	71.21	85.17	71.64	155.50	84.29
21	Kebon Pedes	45.03	52.21	50.41	53.93	8.90
22	Lengkong	50.97	67.18	42.75	82.97	32.00
23	Nagrak	43.11	56.63	76.53	91.23	48.12
24	Nyalindung	58.03	68.37	81.76	69.62	11.59
25	Pabuaran	62.96	73.32	59.90	136.93	73.97
26	Parakansalak	73.56	97.67	81.94	111.93	38.37
27	Parungkuda	62.07	82.31	68.80	84.71	22.64
28	Pelabuhanratu	74.59	95.82	74.20	105.57	30.98
29	Purabaya	69.44	83.96	72.62	92.11	22.67
30	Sukabumi	38.99	45.12	43.22	41.15	2.16
31	Sukalarang	48.84	61.45	58.35	67.09	18.25
32	Sukaraja	50.98	64.98	69.74	61.43	10.45
33	Warungkiara	65.30	80.18	77.71	77.90	12.60
	Average NPR	56.02	70.04	66.04	82.48	26.46

Sources: Education Office Sukabumi District, 2011

When we compare the two tables above, it seems clear that both tables show the same rhythm which shows that NPR in Sukabumi in 2005-2009 was fluctuating but the tendency was increasing. However, among the sub-districts where One Roof Junior Secondary Schools are built the average increased rate in NPR from 2005-2009 is significantly higher than the rest of the sub-districts. While the average NPR in the sub-districts where One Roof Schools are built in 2008-2009 is higher than that of 2005-2006 by 52.37 percent, the rest of the sub-districts shows only about 26.46 percent increased rate. This means the enhancement that is occurring in the sub-districts where One Roof Junior Secondary Schools are built is almost double than that of other sub-districts.

Unfortunately though, it seems that the higher the number of One Roof Junior Secondary Schools that are built in one sub district does not automatically resulted in a higher increasing rate. In Tegalbuleud sub-district where there are three One Roof Junior Secondary Schools, the NPR from 2005-2006 to 2008-2009 only increase as high as 50.14 percent. In Cikakak sub-district where there are two One Roof Junior Secondary Schools, the NPR from 2005-2006 to 2008-2009 only increase as high as 31.39 percent. On the other hand, in Jampang Kulon and Kalibunder Sub-districts where there is only one OR JSS, NPR between 2005-2006 and 2008-2009 could increase as high as 81.98% and 103.02% respectively. This is also consistent with the number of students enrolled in the school (as shown in table 5.3 above), the average number of students per school in Jampang Kulon and Kalibunder One Roof Junior Secondary School is amounted to 185.5 students per school while the average number of students from Tegalbuleud, and Cikakak is only as many as 131.2 students per school. Further studies may need to be done to find out if and why some One Roof Junior Secondary School can perform more efficiently and effectively in attracting more students and therefore can contribute more in increasing the NPR in the sub-district.

5.4. The One Roof Junior Secondary School and the Drop-Out Rate In Junior Secondary School

In term of drop-out rate, admittedly, the drop-out rate in One Roof Junior Secondary School is comparable to that of the regular junior secondary school. The nine head of One Roof Junior Secondary School that were participated in the FGD mentioned that the dropout rate in their schools were about 0.5 percent to 10 percent with the majority, six head of one roof schools, mentioned that the drop-out rate in their school is about 0.5% to 2%. Two Head of One Roof Schools mentioned that the drop-out rate in their school is about five percent and one Head of One Roof School mentioned that the drop-out rate in his school is about ten percent. This is also acknowledged by the Sukabumi District Education Officials who admitted that the drop-out rate in One Roof Junior Secondary School is impressively relatively the same as the regular junior secondary school. This is particularly because the One Roof Junior Secondary School is almost like the Regular Junior Secondary School where children attendance is monitored closely and when children are found to often be absent the teachers or school committee member is required to conduct a home visit to investigate and to encourage the student to go back to school.

As an alternative to regular junior secondary school, One Roof Junior Secondary School is even acknowledged as the best alternative compared to package B and, particularly, open junior secondary school where the drop-out rate is high. Based on education office data as informed by Sukabumi District Education Officials, for example, in 2011 out of 281 drop-out case in Sukabumi, 178 drop-out are from open junior secondary school. This is mainly because when children are not required to attend classes

they are at a high risk of losing their motivation to education and of taking employment opportunity in the city.

The presence of One Roof Junior Secondary School is therefore proven to be more effective in keeping children to stay in school and also more effective in its contribution to reduce the drop-out incidence in their area.

5.5. The Significance of One Roof Junior Secondary School in Improving Children's Job Prospect

The participants perceive that although there are more options available for junior secondary education graduates, the options available for them are still not much. When the primary school graduates may only have the option to work as domestic worker or, mostly for the boys, as a casual agricultural worker, a junior secondary education graduate can work "legally" as factory workers because to work at the factory they must be at least have graduated from junior secondary school.

Although still acknowledging that, in theory, the opportunity for the junior secondary education graduates is wider than that of primary school graduates, the majority of participants admitted that the children are still not well prepared to grab the opportunity right after they graduate. This is because One Roof Junior Secondary School is not a skill-oriented education that prepare the students for a specific vocational skill. Hence many of them also end up working as domestic workers or casual agricultural workers. At the very least, though, junior secondary school graduates are more empowered and more mature in their thinking than that of the primary school graduates. The better way of thinking will help them in solving the problems they may encounter in their work place better. On a more optimistic note, in the long run, they may be able to lead their village since to be a village leader one must be at least a graduate from junior secondary education.

In conclusion, better job opportunities, although not much different than that of primary school graduates, are available for junior secondary education graduate to grab. However, for this opportunity to become reality the students should be supported with the skills needed. Unfortunately, this is what One Roof Junior Secondary School is currently lacking.

5.6. Impact of One Roof Junior Secondary School Towards Children Activities

All of the participants admitted that the establishment of One Roof Junior Secondary School brings significant change in children's activities. Before One Roof Junior Secondary School was established the children were mainly unemployed or helping parents at work after One Roof Junior Secondary School is built children can spend their time at school and studying. In addition, especially for girls, before the establishment of One Roof Junior Secondary School many were getting married even though they were still below the eligible age to marry according to Indonesian Government Law. It is however rarely that children were fully employed as there are not much employment opportunity in their village. When they do work they typically do what their parents do, such as working as a casual agricultural worker,

extracting coconut. But most works are not done regularly, typically only to help their parents for about three to four hours a day when the workload is high. However, few children managed to get a job as factory workers or domestic workers in the city. A few children also attending the package B program (non-formal education equivalent to Junior Secondary Education) or attending religious dorm school (Pesantren). This observation is also in line with the information received from currently out-of-school. From the six interviewees none of the two female children were working while three out of four male children were working. Among those who were working, only one was working full time (two part-time jobs).

After the One Roof Junior Secondary School is built, children spend significant amount of their time for schooling and studying (preparing home work or examination). Nonetheless, the participants also admitted that some students (around 10-20%) are also working to help their parents but the length of work is insignificant, approximately about 4 to 15 hours per week, which is still consider as light work, and mostly are done by the boys. Teachers, parents, and students alike admitted that for most of the students their work does not jeopardize their studies as the children only do some light work and those work are done as an alternative to idleness rather than to schooling or studying. During the study however, the number is greater. It is found that more than half of children participants (17 out of 33 student participants) are working with majority of work is part-time work between 4 to 15 hours per week (see Table 5.6). Among 17 student participants who are found to be working only two are female students.

It is also important to note that in line with what has previously been reported by the teachers and parents participants, there is a clear gender differentiation occurring in children activities. As can be concluded from children's explanation about their daily activity in the FGD, the only thing that is relatively the same between the two sexes is that both groups spend approximately the same hours (8 hours) for sleeping. Table 5.7 and Table 5.8 show that female children typically spend an hour more than their male counterparts in studying and an hour less in playing and recreational activities. On the other hand, compare to their female counterparts male students are typically spend more hour in working and less hour in doing household chores. Additionally, among the male students it is found that the majority of the participants are working with only three out of a total of 18 students participants^{16.67} are not working, seven participants work between 3-6 hours per week, and eight male students work between 6-15 hours per week. Among the female students on the other hand, the majority (13 out of 15 female students) are not found to be working, one student works between 6-15 hours per week and one student works between 16-18 hours per week. Furthermore, when asked the type of household chores they are doing, most female students are responsible for cooking, cleaning up the house, and taking care of their little brother or sister while most male children are responsible for picking up woods or water.

This differentiation in children's activities shows that people may have different expectation from their male and female children. Female children are still expected to stay at home, doing household chores or studying while male children are expected to be outside, to play or to help with activities that contribute to family's income.

By considering the length of works from the description of children's activities therefore none of the students are doing the work that can be considered as "child labour". However, when combine with the household chores, the length of non-schooling activities that is endured by one of the female students seems to be worrying - 18 hours per week of work and 14 hours per week of household chores - as it takes a lot of child's time. Yet, the work itself (teaching religion study for elementary students) does not fall under the category of worst form of child labour. Furthermore, for the child who does it, it is

considered as “empowering” and she takes pride in doing what she does and do not consider her work interfere her own education. Therefore, the work does not fall under the general term of child labour which means a work that “deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development” (ILO, 2011).

Table 5.6. Number of Students that are working

Number of Male Students	Not Working	Working for 3-6 hours per week	Working for 6-15 hours per week	Working for 16-18 hours per week
	3	7	8	0
Number Female Students	13	0	1	1

Table 5.7. Daily Activities of Female Students

Daily Activities of Female Students							
No.	Studying (Including religious studies)	Playing and Recreational Activities	Household Chores	Working	Sleeping	Hours per week	Type of work
1	11	4	2	0	7		
2	10	3	2	0	9		
3	13	3	1	0	7		
4	6	6	4	0	8		
5	7	3	5	0	9		
6	6	5.5	2	3	7.5	18	Teaching Religion Study for Elementary School students
7	8	6	3	0	7		
8	8	5	1	2	8	12	Cleaning up elementary school
9	7	6	3	0	8		
10	7	7	3	0	7		
11	7	5	3	0	9		
12	7	5	3	0	9		
13	9	5	2	0	8		
14	7	5	2	0	10		
15	10	4	2	0	8		
Average Hours Spent for Each Activity	8.2	4.83	2.53	0.33	8.1		

Table 5.8. Daily Activities of Male Students

Daily Activities of Male Students							
No.	Studying (Including religious studies)	Playing and Recreational Activities	Household Chores	Working	Sleeping	Hours per week	Type of work
1	8	6	3	0	7	0	
2	7	7	3	0	7	0	
3	6	5	6	0	7	0	
4	6	4	3	2	9	4	attending livestock and picking up grass for livestock
5	9.5	4	1	2	7.5	6	motorcycle driver
6	9.5	4	1	2	7.5	6	motorcycle driver
7	6	6	0	3	9	9	attending livestock and picking up grass for livestock
8	6	6	0	3	9	9	attending livestock and picking up grass for livestock
9	7	6	0	2	9	6	attending livestock and picking up grass for livestock
10	7	6	0	2	9	6	attending livestock and picking up grass for livestock
11	7	4	1	2	10	6	attending livestock and picking up grass for livestock
12	7	6	3	1	7	3	attending livestock and picking up grass for livestock
13	8	5	1	2	8	14	attending livestock and picking up grass for livestock
14	8	5	1	2	8	14	attending livestock and picking up grass for livestock
15	6	8	1	2	7	14	attending livestock and picking up grass for livestock
16	6	8	1	2	7	14	attending livestock and picking up grass for livestock
17	8	5	1	2	8	14	attending livestock and picking up grass for livestock
18	6	8	0	2	8	14	attending livestock and picking up grass for livestock
Average Hours Spent for Each Activity	8.2	4.83	2.53	0.33	8.1		

6.

Out-of-School Children

This session is aimed to provide information if despite the establishment of One Roof Junior Secondary Schools there are some children who still choose to not continue to junior secondary education. Through direct interview with out-of-school children, this study also investigates their reasons for not continuing to junior secondary education and also finds out what their activities are. This investigation is important for several reasons, among others:

- By knowing the reason why they choose not to continue to junior secondary education we can get an overview of the obstacles that this children still have to face or other factors that prevent them from going to school
- By knowing their activities from the out-of-school children themselves we can strengthen the validity of the information gathered from other sources about typical children's activities in the area, about the work they may do, etc
- By knowing their activities we can get an overview of what the student may do should there is no One Roof Junior Secondary Schools in their area and hence they cannot go to school

6.1. Reasons For Not Continuing To Junior Secondary Education

Although One Roof Junior Secondary Schools is built, among others, to reduce the distance from home to school, from the interview with the out of school children, it is found that for many of the out-of-school children the distance from their home and the school is still an obstacle. The distance to the nearest school, which is the One Roof Junior Secondary Schools is approximately about 1 to 5 km, with majority (75% of interviewee) lives within 2 km from the One Roof Junior Secondary Schools. This is also one of the main reasons that, although all of the interviewee are aware of the establishment of One Roof Junior Secondary Schools, two of the interviewees still consider this factor as one of the main factors that makes them decide not to go continue their study to One Roof Junior Secondary School in their area (see table 6.2 and 6.1).

However, the main reasons that the children do not continue to junior secondary education is mostly because of financial problems, lack of motivation, and having to work. Three out of six interviewees stated these factors as their main reasons. It is however interesting to see that out of three children who are working, only one child was doing that because he perceived that he had no other option. This child must work because he does not have parents and he must take care of his grandparents and his little brother who is still in school. The other two children, however, although they work, they do not do it because they have to work for a living. On the other hand, they go to work because they are not motivated to continue to junior secondary education. This is particularly because "school is boring", said one child in Surade Sub-district and "If I go to school I will have to wake up early in the morning", said another child in Surade Sub-district. Additionally there is also one out-of-school child who was neither working nor attending school because of the lack of motivation.

Therefore, sometimes it is not their work and neither is it the non-existence of school that makes some children opt to not going to school. Sometimes, it is the other way around. They work because they choose not to go to school due to the lack of motivation and - to some extent - due to the "unattractiveness" of school activities. For this case, a different policy approach is required.

From the interview with out-of-school children it was also found that the burden of household chores that is commonly fall under girls' responsibility can significantly prevent a child from continuing her education. During this study, one of the interviewee is found not to be able to go to school because, ever since her parents left (mother is working abroad, father is leaving), she has to help her grandparents doing household chores such as cooking, washing, taking care of her baby sister, etc. Everyday she spends approximately 13 hours to do household chores. Practically, her life revolves around household chores with only a couple of hours left to rest and play.

Table 6.1. Children's awareness on One Roof Junior Secondary School and Distance from Home to School

No.	Sex	Age (years old)	Nearest School	Distance to the nearest School (in KM)	Awareness of the presence of OR JSS	
					Aware	Not Aware
1	M	15	Sukatani	1	√	
2	M	14	Sukatani	1	√	
3	M	15	Karang Anyar - Jampang Kulon	2	√	
4	F	12	Karang Anyar - Jampang Kulon	1	√	
5	F	14	Margawati	4	√	
6	M	15	Margawati	5	√	

Sources: Out-of-School Children in three One Roof School Area, June 2011

Table 6.2. Main Reasons not to Continue to Junior Secondary Education

No.	Sex	Main Reasons not to continue to Junior Secondary Education					
		Financial related problem	The distance from house to school is too far	Having to do Household Chores	Lack of motivation	Having to work in order to help family income	Hours per day (for children who have to work or do household chores)
1	M	√	√			√	7
2	M				√	√	5
3	M				√		
4	M				√	√	4
5	F	√					
6	F	√	√	√			13

Sources: Out-of-School Children in three One Roof School Area, June 2011

6.2. Activities Of Out-Of-School Children

From table 6.3, it can be seen that three out of six of out-of-school children interviewed are working and all of them are boys. Out of four boys only one child was not working. Out of the three working children one child is working full time; two part-time jobs. When they work, they mainly do agricultural work such as; extracting coconut, attending livestock, farming, etc. Among the three working children only one was working for others, the other two children work for their own parents. On average, male out-of-school children only spend 1.04 percent of their day for studying related activities, 32.29 percent for playing and recreational activities, 8.33 percent for doing household chores, 16.67 percent for working and 41.67 percent for sleeping.

Female children however have a different path of life. None of the female children are working economically. One of the female children is attending religious school (Pesantren) and allocate significant amount of times, nine hours a day, for studying and six hours for recreational activities. One of the female interviewees however mostly spends her day doing household chores which amounted up to thirteen hours per day and has only about three hours for recreational activities. Both however have approximately the same hours for sleeping (7-8 hours). On average, female out-of-school children that were interviewed spend five hours a of their day for studying, five hours for playing and recreational activities, seven hours to do household chores, and 7.5 hours for sleeping. However, given the small number of the sample and the significantly different activities that these two children present, this finding may only best reflect the options available to girls if they not continue to junior secondary school. The options seem to be available for them are: doing household chores or attending religious study. Participating in economic activity outside home may not be expected from them.

Table 6.3. Daily Activities (in hour) of Out-of-School Children

Sex	Age (years old)	Studying (Including religious studies)	Playing and Recreational Activities	Household Chores	Working	Sleeping	Remark	
							Working Hours per week	Type of work
F	14	1	3	13	0	7		
F	12	9	6	1	0	8		
On Average		5	4.5	7	0.00	7.5		agricultural work (farming) and animal husbandry (attending livestock)
M	15	0	5	2	7	10	42	
M	15	1	6	3	5	9	30	agricultural work (farming) and animal husbandry (attending livestock)
M	15	0	12	0	0	12		
M	14	0	8	3	4	9	24	agricultural work (farming) and animal husbandry (attending livestock)
On Average		0.25	7.75	2	4.25	10		

Sources: Out-of-School Children in three One Roof School Area, June 2011

7.

One Roof Junior Secondary School and Reduction of Child Labour

When it comes to assessing the impact of One Roof Junior Secondary Schools to the elimination of Child Labour there is no clear straight-forward answer provided by the participants because the participants themselves do not consider their area as child labour area and therefore there is nothing to be reduced. When asked about the incidence of child labour, the participants uniformly stated that the incidence of child labour is very low even before the establishment of One Roof Junior Secondary Schools. This low incidence is because basically the area has no significant employment opportunity and therefore their area is basically not where child labours incidence are visible. Even when children are not going to school and therefore decide to go to work, their work is mostly a part-time work to help their parents as an alternative to their idleness. The work that they are doing is also the type of work that is normally done by the One Roof Junior Secondary Schools' students.

The lack of employment opportunity is also confirmed by out of school children's activities. When interviewed there is only one out of six children that was working two part-time jobs; doing agricultural work in the morning and attending livestock in the afternoon. Three out of six children are not working at all. And two out of school children are helping their parents' business (extracting coconut for making palm sugar) for approximately four to five hours a day, about two to three days a week.

As true as it is, however, the finding, at best, can only account for the children that do not go to school but still live in the village hence may not tell the real condition of all out of school children. But, when we consider all other information from the participants we can conclude that although three out of six out-of-school children are not found to be working, they are at high risk of becoming child labourers. As indicated from the interview with out-of-school children, one of the out-of-school children did try to work in a factory in the city for two months in 2009 (two years before this study is done). Because he did not like the job then he chose to return home and is now neither working nor attending school. Furthermore, during the FGD with teachers and parents they also acknowledge that before One Roof Junior Secondary Schools was built some students managed to secure a job in the city. Therefore it is sensible to conclude that there are out of school children who have left their home to work in the city. Given this fact, it seems that, when opportunity comes in their way, out-of-school children might as well take the opportunity to work full time in the city. Therefore, although these areas are not perceived by

the participants as a child labour area, the risk of becoming child labourer that is faced by children who are out of school is high.

If we take the risk faced by the children into account, the presence of One Roof Junior Secondary Schools seems to have a significant contribution to the effort of elimination of child labour. The presence of One Roof Junior Secondary Schools has significantly increase the continuation from primary school to junior secondary school and hence increase the net participation rate of junior secondary education by reducing children's obstacle to going to school. By attending school the children then have activities that can be a significant reason for refusing to go to work even when offers come. In addition, by continuing to ORS children are "empowered" to refuse work opportunities as they have different mindset about the importance of education as shown from the FGD with parents and children, they see education as an important way to achieve a better future and all of them would refuse an opportunity for full-time work although some children will consider taking a part-time work should an offer come. In addition, being at school has helped the children to keep their dream alive. As occurred in the FGD many children showed a high motivation to continue their education to even a higher level and to achieve their dreams of becoming a doctor, a pilot, an employer, etc. This hope for the better future and their belief towards the importance of education to achieve their dream, whatever their current condition is, will help them to staying in school and not to falling into becoming child labourer.

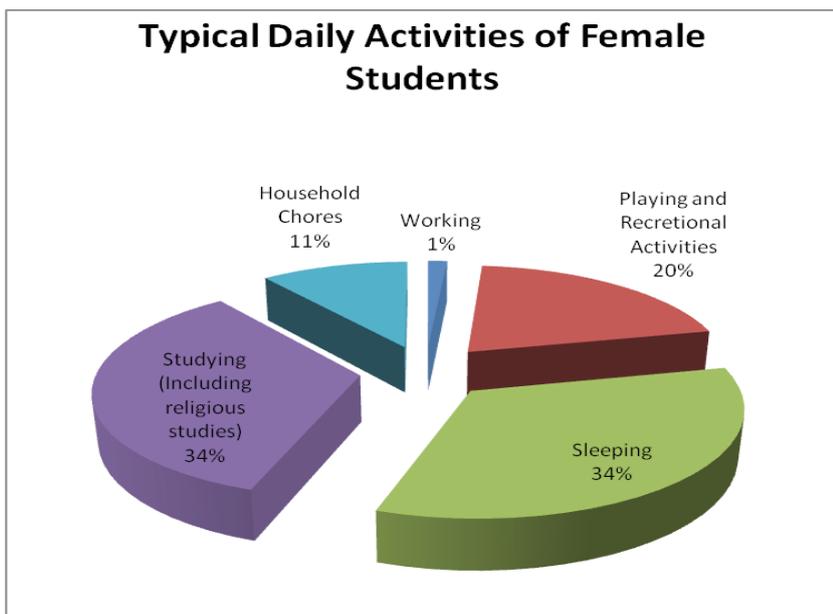
Additionally, although many students are still found to be working, when we compare their activities with their fellow out of school students - that can provide an overview of what children may do should they do not have One Roof Junior Secondary Schools in their area to continue their study - we can see that One Roof Junior Secondary Schools can contribute significantly to children's development as well as reducing the incidence of child labour by improving the quality of children's activities through providing a structured study time and by reducing children's time available to working, or for female children reducing the number of hours spend for doing household chores. From chart 7.1 and 7.2 we can see that among female children there are no significant different between those who are attending school and those who are not. Both group approximately allocate the same hours for sleeping (31-34% of the day), for playing and recreational activity (19-20% of the day), and for working (0-1% of the day). However, they significantly differ in term of the time that is allocated for doing household chores and for studying. Reasonably, children who are out of school spend less time for studying (only 21% while those who are at school allocated about 34% of the day to study) and most study are done informally (re-reading their elementary school notes or attending religious study). On the other hand, out-of-school children spend more time doing household chores. While female students typically only allocate 11% of the day to do household chores, the out-of-school female children spend a significant 29% of their day to do household chores which mean the out-of-school female children spend about 4.32 hours longer to do household chores than the in school male children.

The same is for the male children. From chart 7.3 and chart 7.4 we can see that while both in-school and out-of-school children are not expected to do household chores (they only spend approximately 6-8% of the day to do household chores), they both are expected to do some work. However, out-of-school male children spend more time at work than the in-school male children. While the typical in-school boys allocated only 7% of their day to work, the out-of-school children are typically spend 17% of their day to work. That makes the out-of-school boys work about 2.4 hours longer than their fellow in-school boys. On the other hand, the out-of-school students enjoy more time for sleeping, playing, and other recreational activities. Typically the male out-of-school children enjoy 74% of the day for these activities while the in-school male children spend only 57% of their day to play, to do recreational activity, and to

sleep, which mean the out-of-school students play and sleep about four hours longer than the in school female children. The most significant different is occurring in the study time. Typically the out of school children only spend 1% of their day for studying, mostly religious study while the in-school male children typically allocate 30% of their day for studying.

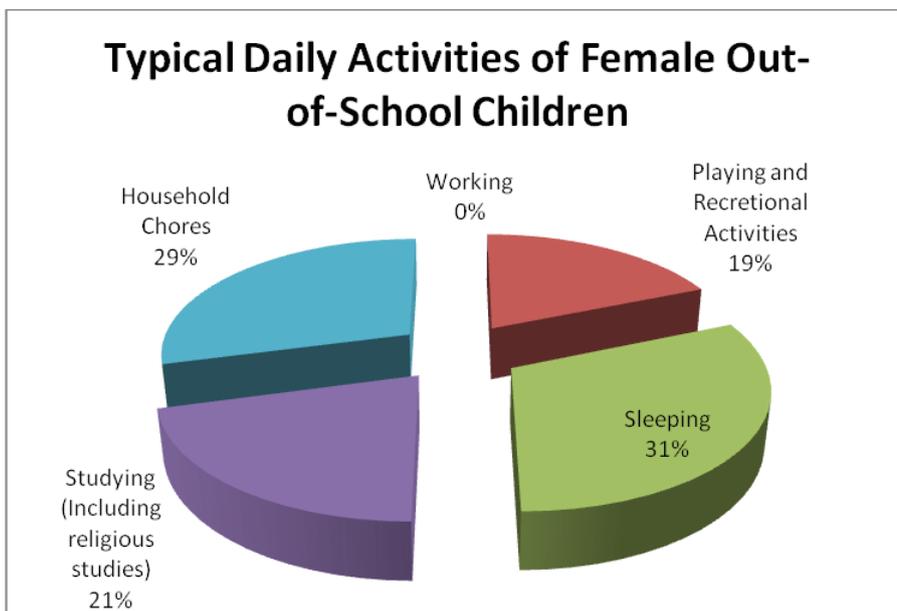
In conclusion, One Roof Junior Secondary School is significantly contribute to the effort of eliminating child labour, mainly in preventing children from entering full-time work, by keeping children in school, alternating children’s activity and therefore improving the quality of children’s activities, by raising children’s and parents’ awareness on the importance of education, reducing the hours available for children to work and by sheltering them from the offer to enter a full-time work.

Chart 7.1 Typical Daily Activities of Female Students



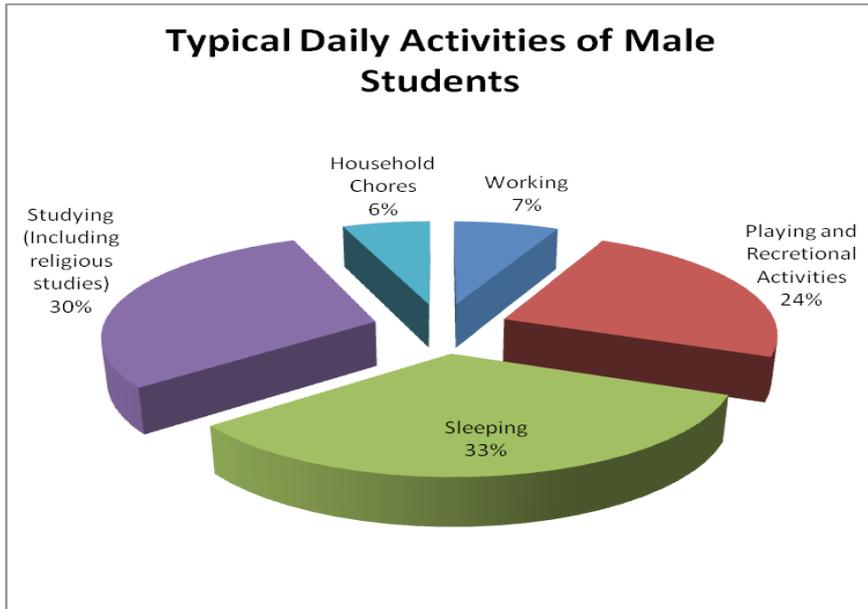
Sources: Students FGD Participants in three One Roof Schools, Sukabumi, June 2011

Chart 7.2. Typical Daily Activities of Female Out-of-School Children



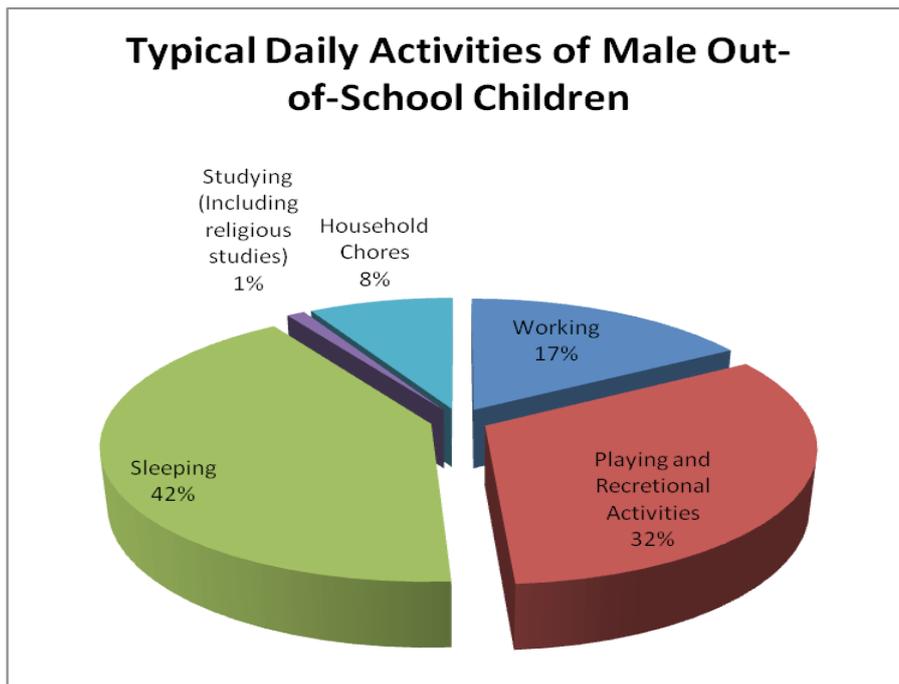
Sources: Students FGD Participants in three One Roof Schools, Sukabumi, June 2011

Chart 7.3. Typical Daily Activities of Male Students



Sources: Students FGD Participants in three One Roof Schools, Sukabumi, June 2011

Chart 7.4. Typical Daily Activities of Male Out-of-School Children



Sources: Students FGD Participants in three One Roof Schools, Sukabumi, June 2011

7.

Conclusion and Recommendation

From the discussion it can be concluded that there are many challenges faced by One Roof Junior Secondary School that have significantly reduced the quality of education that is delivered by the One Roof Junior Secondary School. This situation unfortunately is not exclusive to One Roof Junior Secondary School. Grenado *et.al.* (2007) also highlighted that the quality of schooling in Indonesia is generally low that are reflected in various issue related to the level of teacher qualification, the structure of teacher compensation, class-room quality, teacher attendance rates, class size, and deteriorating infrastructures.

Despite the challenges and the low quality it represents, the presence of One Roof Junior Secondary School has also brought positive changes in the education world in Indonesia. The presence of One Roof Junior Secondary School has positively encouraged the parents and students to continue to Junior Secondary Education. This resulted in an increased continuation rate from primary to junior secondary school. Furthermore, consistent with the increased continuation rate, it is also found that areas where One Roof Junior Secondary Schools are presence show a higher enhancement in term of Nett Participation Rate than that of other sub-districts. Additionally, One Roof Junior Secondary School has proven to be more effective in keeping children in school than that of other alternative schools (Package B or Open Junior Secondary School). Moreover, One Roof Junior Secondary School has also shown a positive impact in alternating children activities from working or the idleness into studying that will better prepare the children for their future. Lastly, it can be concluded that One Roof Junior High School has significantly contribute to the effort in eliminating child labour by preventing children from entering full-time work.

Recommendations. From the study conducted various recommendation can be drawn. Among others:

1. Expanding One Roof Junior Secondary School Program. Given the positive impact that One Roof Junior Secondary School tend to bring, it is important that this strategy is continued - especially in areas where net participation rate is still low and the risk of child employment is high - to increase school participation rate and to contribute to the elimination of child labour.
2. Increasing the relevance of education in One Roof Junior Secondary School Program. For most of One Roof Junior Secondary School Students after graduating from junior secondary education they

will highly likely to experience financial problems that may restrain them from continuing to Senior Secondary School. Most of them may have to go to work right after their graduation. Therefore, it is important that the One Roof Junior Secondary School prepares these students, for example, by providing a pre-vocational training, so that they have the skills needed to get a decent job after graduation. This in return will also increase children motivation to go to and to stay in school.

3. Increasing the quality of One Roof Junior Secondary School Program through:
 - ◇ Provision of adequate school equipment and supplies
 - ◇ Renovation of current building and provision of new building
 - ◇ Increasing the quantity and the quality of teachers: provision of competency training, better incentive for teachers, recruiting qualified teachers from the one roof junior secondary school area, etc.
4. Maximising One Roof Junior Secondary School in the effort to eliminate child labour through:
 - ◇ Awareness raising among the students on the importance of education and the worst forms of child labours to encourage children to stay in school (and to encourage their friends and family to go to or to stay in school) and discourage them from entering full-time work, especially in the worst forms of child labour. This can be integrated into regular program such as social studies, civic education, etc
 - ◇ Maximizing the role of School Committee especially in reaching-out to out-of-school children in the community and in raising awareness on the importance of education to increase support from wider community
5. Further study on how and why some One Roof Junior Secondary School Program can contribute more effectively than others in increasing participation rates. This study is important in order to maintain the efficiency of the program, especially when funding is still perceived as one of the main constrain in the implementation of one roof junior secondary school.
6. Supporting both the academic and non-academic activities in the One Roof Junior Secondary School. While the tendency of support to school is still mainly focusing on the academic quality, some one roof junior secondary schools have proven to be competitive in non-academic field such as in sport and arts and have won various local competitions. These talents and interests of the children should well be accommodated in order to make school is more attractive. After-all arts and sports are also important parts in children's development that will enable them to develop not only their cognitive skill but also their non-cognitive skill such as creativity, persistence, leadership, self confidence, sense of fairness, etc.

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