



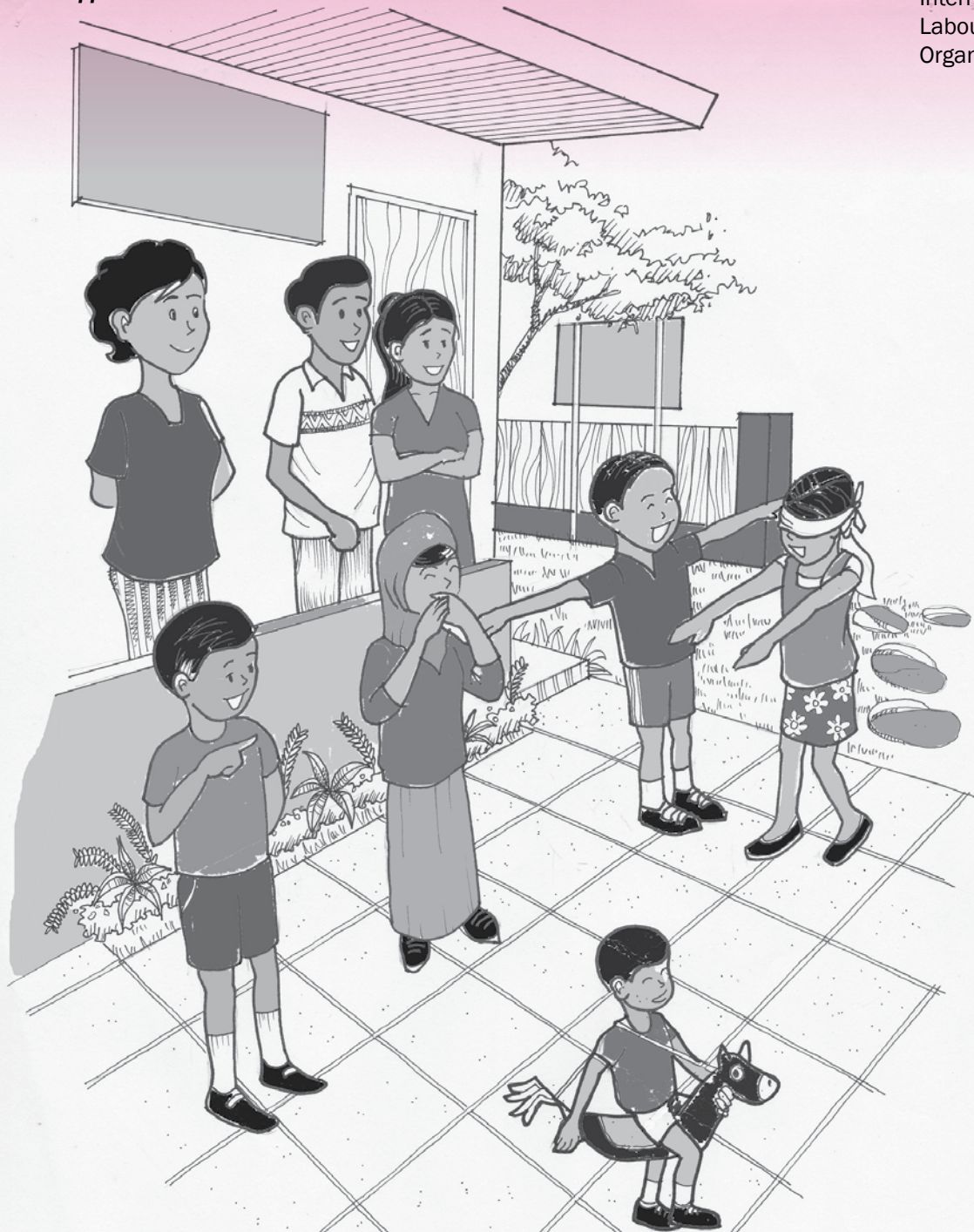
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MAMPU
Maju Perempuan Indonesia
untuk Penanggulangan Kemiskinan

**Australian
Aid** 



International
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COMMUNITY CHILDCARE TRAINING MANUAL

Community childcare



TRAINING MANUAL

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Acronyms and glossary of terms

BAPPENAS	Ministry of National Development Planning, Indonesia
BKB	Bina Keluarga Balita (Parents programme on child-rearing for children under 5 years of age)
Break-even point	The minimum amount of income needed to cover all costs
CBO	Community-Based Organization
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
Collateral	Something of value that a borrower promises to give a lender in case the loan cannot be repaid
CRC	Convention on the Rights of the Child
CSR	Corporate Social Responsibility
CSO	Civil Society Organization
Depreciation	The cost of something divided by the number of months that it can be used
DFAT	Department of Foreign Affairs and Trade, Australia
ECCE	Early childhood care and education
ECEC	Early Childhood Education Centres
Grant	An amount of money given for a particular purpose, which generally does not have to be repaid
IDR	Indonesian rupiahs
ILO	International Labour Organization
Interest	A fee that is paid in exchange for being able to borrow money
Kelompok Bermain	Play groups
Loan	A thing that is borrowed, especially a sum of money that is expected to be paid back (often with interest)
MAMPU	Maju Perempuan Indonesia untuk Penanggulangan Kemiskinan Programme 'Empowering Indonesian Women for Poverty Reduction'
Musrenbang	Annual development planning meeting in communities
MFI	Micro-finance institution. An organization that provides financial services to the low income market
NGO	Non-Governmental Organization

PAUD	Pendidikan Anak Usia Dini, or Early Childhood Education and Development
PAUDNI	Direktorat jeneral Pendidikan Anak Usia Dini (directorate general of ECCE, Non-formal and Informal Education)
PKK	Pemberdayaan Kesejahteraan Keluarga (a government-led mothers' organization)
PNPM	Indonesia's National Programme for Community Empowerment
Posyandu	Child and maternal health posts
Puskesmas	Community health clinics
RKPD	Rencana Kerja Pemerintah Daerah (Local Government Work Plan)
RPJMD	Rencana Pembangunan Jangka Menengah Daerah (Regional Mid-term Development Plan)
RPJMN	Rencana Pembangunan Jangka Menengah Nasional (National Medium Term Development Plan)
RT	Rakun Tetangga (A neighbourhood unit)
RW	Rakun Warga (A community unit consisting of 3-5 RTs)
SKPD	Satuan Kerja Pemerintah Daerah (Local government work unit)
TBAA	Taman Bina Asuh Anak (ECEC)
TPA	Taman Penitipan Anak (daycare centres)
VAT	Value Added Tax

Foreword

The need for quality affordable early childhood care and education has been growing in Indonesia, as in many other countries, because women are increasingly entering the paid workforce and families require out-of-home care for their children. The Government of Indonesia has responded to this need by investing in early childcare programmes as a way to lift future generations out of poverty. The International Labour Organization (ILO) also recognizes that access to childcare helps to prevent the perpetuation of social and economic disadvantage, by improving learning outcomes for vulnerable children, and by increasing opportunities for poor and marginalized women to participate in the labour force.

At the international level, the ILO Convention on Workers with Family Responsibilities, 1981 (No. 156) calls for measures: "... to develop or promote community services, public or private, such as childcare and family services and facilities" (Article 5(b)). Measures to support workers with family responsibilities have also been acknowledged as essential to promote gender equality under the ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111), which has been ratified by Indonesia.¹ The United Nations (UN) Convention on the Rights of the Child (CRC) recognizes children's right to an education (Article 28) and explicitly gives children of working parents the right to benefit from childcare services and facilities for which they are eligible (Article 18). Similarly the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) notes: "States Parties shall take appropriate measures to ... enable parents to combine family obligations with work responsibilities ... through promoting the establishment and development of a network of childcare facilities" (Article 11 2(c)).

In 2012-2013, the Government of Indonesia's Ministry of National Development Planning (BAPPENAS) and the Australia's Department of Foreign Affairs and Trade (DFAT), partnered with the ILO to increase employment opportunities and decent work for women through the "Programme Empowering Indonesian Women for Poverty Reduction" (Maju Perempuan Indonesia untuk Penanggulangan Kemiskinan – MAMPU). Through research and needs assessments in East Java and North Sumatra, it was found that there was an unmet demand for childcare in many lower-income communities and women and women's groups were interested in better running or starting childcare centres but insufficient guidance was available on how to provide affordable, quality childcare for working parents.

The objective of this training manual therefore is to provide practical information and guidance on how to establish and manage a childcare centre to community members already engaged in providing childcare services, and those interested in doing so, such as women's groups and entrepreneurs in communities, as well as community extension workers with expertise in child,

1 ILO: *General survey on the fundamental Conventions* (Geneva, 2012), para. 785.

gender, equality, business and cooperative development, facilitators, trainers and leaders. It is hoped that the manual will: promote affordable and quality childcare that contributes to optimum growth and development of children; increase the availability of decent jobs for men and women in the childcare sector; and ensure that women have more equitable access to paid employment outside of the home, thereby reducing household poverty.

September 2015

Signed by:



Michiko Miyamoto

Officer-in-charge, ILO Jakarta

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The training manual is the result of multi-sectoral cooperation bringing together numerous international and national ILO experts, consultants and staff with legal, childcare, gender, equality, employment, and enterprise and cooperative development expertise.

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Introduction

The manual is a training tool and technical reference guide to support the development of community-based childcare centres that offer high quality and affordable childcare, and provide decent employment opportunities for childcare givers in communities, be they women or men, working as entrepreneurs or in business groups including in more formal jointly owned enterprises such as cooperatives. The manual is intended for community members who are already engaged in providing childcare services or want to start setting up such services in their communities; as well as community extension workers with expertise in child, gender, equality, business and cooperative development, facilitators, trainers and leaders who want to help community members provide affordable, quality childcare among disadvantaged and marginalized groups in Indonesia for the economic empowerment of women, their families and communities.

The introduction sets out the rationale for public policy and investment in early childcare and education. It provides a summary of the legal and institutional framework for providing childcare in Indonesia and describes the reasons for the development of the manual. It lays down the principles on which every childcare centre needs to be built. It concludes by summarizing the content of the three modules in this manual.

Benefits of early childcare and education

Childcare plays an important role in providing educational and social benefits for poor and vulnerable children. It is widely recognized that basic education for all children should begin well before primary school and that early childhood care and education (ECCE) is an important way to address inequality and social disadvantage. Findings show the many benefits ECCE can bring to girls and boys, and how ECCE can help reduce sex-based and other types of discrimination for children and families. For example:²

- ♦ Research on brain development shows that it develops more rapidly in the first three years of life. The brain can be stimulated to develop – and boys and girls who do not have a stimulating environment have smaller than normal brains for their age.
- ♦ Socially disadvantaged boys and girls who attend preschool are more ready for primary school, perform better in school and are less likely to drop out than their peers who do not

2 UNESCO: *Strong foundations for gender equality in early childhood care and education* (Bangkok, 2007), p.3.

attend preschool. Thus, there is less of a gap between what children from low-income and higher-income families achieve in primary school if they attend preschool. ECCE can also help bring more equality and opportunity for girls as it frees older sisters of the burden of childcare responsibilities which result in them being pulled out of school. In addition, early childhood programmes that provide children with snacks or meals increase the chance that those living in poverty will receive adequate nutrition.

- ♦ As women are often the parent with major responsibility for children, lack of access to affordable, reliable childcare contributes to gender inequality, undermining women's ability to work and their opportunities for employment. Evidence shows that where governments support the cost of widely available childcare, these countries tend to have higher rates of women's labour force participation. This benefits everybody in the family as it increases the household income.³

Childcare contributes to the national economy

"More people may work when countries offer public services that directly make working easier, such as subsidized care for children . . . [these type of] policies and subsidies create flexibility such that a person on the fence between taking a job versus staying at home to care for children or parents may be more likely to take a job."⁴ According to a report from the Organization for Economic Co-operation and Development (OECD), well-structured childcare support policies pay for themselves in the long run because without such support, parents face a more difficult time participating in the labour force, which can lead to "higher welfare expenditure, lost tax revenues, inhibited growth and wasted human capital."⁵ "Childcare not only improves mothers' and fathers' access to paid work, but also contributes to job creation in the childcare service sector, replacing unpaid household work such as cleaning and food preparation for children. One estimate of the job creation effects of women's employment is that 10 jobs are created for every 100 additional women in work."⁶ Quality childcare jobs may also provide an opportunity for women to move from 'survival' income generating activities and informal work to jobs in the formal labour market, which are governed by legislation on minimum wages, overtime, maternity and family leave, workplace safety and other employee rights.

The cost of not improving access to childcare can also be significant. Because family responsibilities mainly fall on women, many who do not have childcare "choose part-time work or settle for vulnerable and informal economic activities that allow some flexibility, and often proximity to the home. In addition to lower incomes, these choices diminish long-term earnings potential, skills development, career opportunities, and access to social protection including an adequate pension

3 C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), p. 8; Y. Kinoshita and F. Guo: *What can boost female labor force participation in Asia* (International Monetary Fund, 2015), Working paper 15/56, p.17 and further.

4 N. Irwin: "A big safety net and strong job market can coexist, Just ask Scandinavia" in *New York Times*, 17 Dec. 2014), http://www.nytimes.com/2014/12/18/upshot/nordic-nations-show-that-big-safety-net-can-allow-for-leap-in-employment-rate-.html?_r=2&abt=0002&abg=1 (accessed 1 Jan. 2014).

5 H. Immervoll and D. Barber: *Can parents afford to work? Childcare costs, tax-benefit policies and work incentives* (Paris, OECD, 2005).

6 C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), p. 10.

in old age. Inequalities based on income are also reinforced or widened since families with the financial means can afford private child or elder care, while those without must resort to low-quality care or forego earnings. The State's investment in women's education is undermined as limited use of their skills not only impedes growth and development but sabotages national policies that aim to increase women's labour force participation.”⁷

Need for public policy and programmes on childcare

Despite the fact that the benefits of childcare are well known, paying a reliable nanny or child-minder, or putting a toddler into quality childcare, can be expensive. Often only the more well-off parents can afford to pay someone to look after their child while they work.⁸ Women's decision to become employed after having a child, and the decision to use out-of-home care, are affected in large part by the price and availability of quality childcare services. When the price of care is high, low and middle income parents are often faced with the difficult choice of either: reducing the amount of time one of the parents, usually the woman, works outside of the home and consequently reducing the household's income; leaving the child with poor-quality care; or leaving the child with no care at all. Whatever their choice, both the child and parents will likely suffer.

Childcare in Indonesia

The Government of Indonesia has increasingly realized the problems many families face in ensuring that children are well looked after while their parents work, and that lack of childcare is leading to the inefficient functioning of labour markets, under-utilization of public investments in human resources and insufficient care of the next generation. Thus, it is in the public interest for the government to support and facilitate access to childcare.

In 2001, the Government of Indonesia created the Direktorat Pendidikan Anak Usia Dini (PAUD: Directorate of Early Childhood Education) in the non-formal section of the Ministry of National Education. Since that time the number of non-formal ECCE services has flourished.⁹ However, quality and access remain a challenge, particularly for poor and vulnerable groups in the country's rural areas.¹⁰ In order to increase access to quality and affordable childcare services, Law no. 20 (2003) on National Education states that PAUD can be organized as formal, non-formal and informal education programmes, such as Kelompok Bermain (playgroups) or Taman Penitipan Anak (TPA) (daycare centres), which should offer early stimulation to help young children aged 3 months to 6 years old to develop basic knowledge and positive habits (Article 28). In order to improve the

7 A. Cruz: *Good practices and challenges on Convention No. 183 and Convention No. 156: A comparative study* (Geneva, ILO, 2012), p.18.

8 Id. at p.8.

9 H. Ulindrasare: *ECCE Indonesia: Policy and challenges* – Part 1 (Bandung, Indonesia University of Education, 2012).

10 H. Ulindrasare: *ECCE Indonesia: Policy and challenges* – Part 2 (Bandung, Indonesia University of Education, 2012).

quality of TPA management and services, the Government of Indonesia has published a technical guideline on how to operate daycare centres as a reference for the TPA programme.¹¹

Another good example of efforts in Indonesia to provide women with better access to paid work is the establishment of the Taman Bina Asuh Anak (TBAA) or Early Childhood Education Centres (ECEC) in Pakpak Dairi District of North Sumatra, facilitated by PESADA, a local NGO. PESADA believes that childcare is critical in order to fulfill women's economic rights and promote equality. Since the formation of ECECs in Pakpak Dairi District, the idea has spread to six other Pakpak communities.

Box 1. PESADA

Papak as ethnic minority was marginalized from development and lived in poverty. PESADA observed and concluded that one of the root causes of poverty was gender inequality. Women's position was subordinate to men, they had limited mobility, and were responsible for looking after children. Although they were also economically active, their work was invisible and not recognized. While women worked, their children did not have a safe place to play and access to healthy food.

This led to the establishment of a Taman Bina Asuh Anak (TBAA) or Early Childhood Education Center (ECEC) that became a Tempat Penitipan Anak (TPA) or Day Care Center (DCC) in the 2000s. Since then PESADA continues its work for women's empowerment and advocacy for pre-school children, as well as addressing gender-based violence. PESADA believes that women's empowerment, that is, advocacy for women's rights will contribute to achieve just redistribution of roles and responsibilities between women and men in the household especially on childcare.

The users of ECEC are women running small business outside the house while there are a few women working as civil servants. The ages of children in ECEC generally range between 2 and 6 years. But children under the age of 2 years or even 3 months are in ECEC also as both of their parents are working and they believe children are safer in ECEC. The fee for service depends on the income level of the parents and those with better income (e.g. civil servants) pay higher service fees than those with less income (farmers, vegetable sellers, etc).

With ECEC, the women could focus more on work knowing that their children are in good hands, and gained some time to meet with other women to exchange experience and information, which contributed to increase their self awareness and confidence.

¹¹ Indonesia Ministry of Education: *Petunjuk teknis penyelenggaraan taman penitipan anak (Technical guidance on childcare centres)* (Jakarta, 2011). This document must also be used during the validation workshop and a national consultant should check for in/consistency between the Govt guidance document and this CCC Manual.

MAMPU

The PESADA experience in North Sumatra shows how community childcare centres can address the real barriers facing women who wish to work outside of the home. To build on these good practices, the Government of Indonesia's Ministry of National Development Planning (BAPPENAS), and Australia's Department of Foreign Affairs and Trade (DFAT) engaged the ILO and its partner organizations in the "Programme Empowering Indonesian Women for Poverty Reduction" (Maju Perempuan Indonesia untuk Penanggulangan Kemiskinan – MAMPU) to increase low income women's access to employment and decent work. In 2012-2013 the ILO MAMPU Project worked with the Indonesian Government's National Programme for Community Empowerment (PNPM) to strengthen the impact of PNPM's livelihoods component on vulnerable, poor and marginalized women.

This partnership involved a series of pilots designed to support women home-based workers to earn income through decent job creation, and one initiative involved the development of community-based childcare services that cater to the poor, so as to enable women to remain in employment or return to employment after childbirth. It was found that there was insufficient guidance on how to provide quality affordable childcare for poor and vulnerable working parents and how to support the set-up of childcare centres by individual women and women's groups in communities.

Aims and users of the community childcare training manual

There is an unmet need for affordable quality childcare in Indonesia. This is due to a lack of public services in this area, and because the private sector has not filled this gap, due to issues, such as traditional norms and values on men's and women's roles and responsibilities, preference for kinship networks; cultural suspicion; affordability issues, and a lack of assistance to communities in starting up such a business.

Thus, this manual aims to:

- ♦ Promote childcare based on a business model that balances community values, entrepreneurship, gender equality, and child well-being and development.
- ♦ Enable community members who are already providing childcare services or want to start setting up such services, such as women's groups and entrepreneurs, to develop sustainable community-based childcare centres.
- ♦ Provide working mothers and fathers with accessible and affordable childcare services.
- ♦ Create decent jobs and incomes for women and men in childcare, a female-dominated sector where remuneration and working conditions are generally low.

The manual provides guidance on:

- ♦ How to plan the set-up of a community childcare centre as an individual or as a group.
- ♦ How to provide high quality childcare and decent work to childcare workers.
- ♦ How to develop and run a childcare centre as an individual or group business.

The manual is intended for use by:

- ♦ Community women's groups who are already engaged in providing childcare services.
- ♦ Potential entrepreneurs who want to set up childcare services in communities where there is an unmet demand.
- ♦ Community extension workers with expertise in child, gender, equality, business and cooperative development, facilitators, trainers and leaders who will train community women's groups already engaged in providing childcare services or those who want to start doing so.

Content of the manual

The manual consists of three modules. Each contains basic knowledge to stimulate learning and increase participants' skills through interactive, participatory exercises that promote discussion and reflection. The modules' sessions build on one another, from introducing broad subjects of interest, to exploring certain topics in more detail.

Modules include:

- ♦ **Module I: Planning for a childcare centre.** This module introduces basic information needed for any person or group considering opening a childcare centre. It is designed to help participants better understand how to gather information from communities, parents and children and assess the needs for different types of childcare services. It includes exercises that help participants explore how to provide childcare through various individual or group business models, administrative requirements, available resources and financing options. The module provides information about the physical infrastructure and programming needs and includes exercises to help participants develop a business plan and a step-by-step action plan for developing a childcare centre.
- ♦ **Module II: Rights to development of children, women and working parents.** This module focuses on children's rights as outlined in the UN Convention on the Rights of the Child (CRC) and the ILO Convention on Workers with Family Responsibilities, 1981 (No. 156). It is designed to help participants understand the important role that childcare givers play in promoting and protecting the rights of children. Specific topics covered in the exercises include: the role of various stakeholders in promoting gender equality and work-life balance

through increasing access to childcare; what is meant by the 'right to development' and how to support children's physical, mental and emotional growth; understanding the damaging effects of bias and discrimination and how to promote inclusion, diversity and equality; children's privacy rights and right to participation; how to identify, prevent and address child abuse, neglect and exploitation; and encouraging community and parental involvement in childcare.

- ♦ **Module III: Childcare centre development and management.** This module introduces important management and financial skills needed when opening a childcare centre and the critical skills needed in managing day-to-day operations. The focus is on planning for and ensuring sustainability, and providing a decent workplace for childcare centre staff. Exercises cover topics such as how to cost and price services, book-keeping, marketing, recruitment and hiring, and human resource and personnel policies that promote and protect workers' and employers' rights and responsibilities.

Structure of the manual

Every module is divided into sessions. Every session sets out the aims, expected time allocation, materials and preparation for the session, followed by a session plan for the trainer and handouts for participants. The session plan provides a step-by-step guide to the trainer to facilitate the session. The handouts for participants consist of exercises, responses to exercises, key content information for participants and model or example forms for use in a childcare centre. The handouts need to be distributed to all participants during the session for their use after the training. The handouts can also be compiled in a separate participant work book or guide for participants.

Every module will take 3-5 working days to deliver, depending on the level of education, work experience and learning needs of participants, based on four sessions of around 90 minutes per day. Most exercises can be presented on their own and can be used as part of an evening or weekend training, depending on the needs and interests of participants. The sessions in each module are designed to be flexible, so that trainers can select the sessions that are most relevant to their audience.

Childcare centre development principles

The manual is based on evidence that children benefit most from early childhood care and education that is high quality and works to develop each child's social, language and communication skills as well as their fine and gross motor skills. This is best done in a structured environment that stirs their imagination and is both joyful and fun. Young children are very sensitive to their physical, psychological and social environments. Boys and girls should find their childcare centre to be:¹²

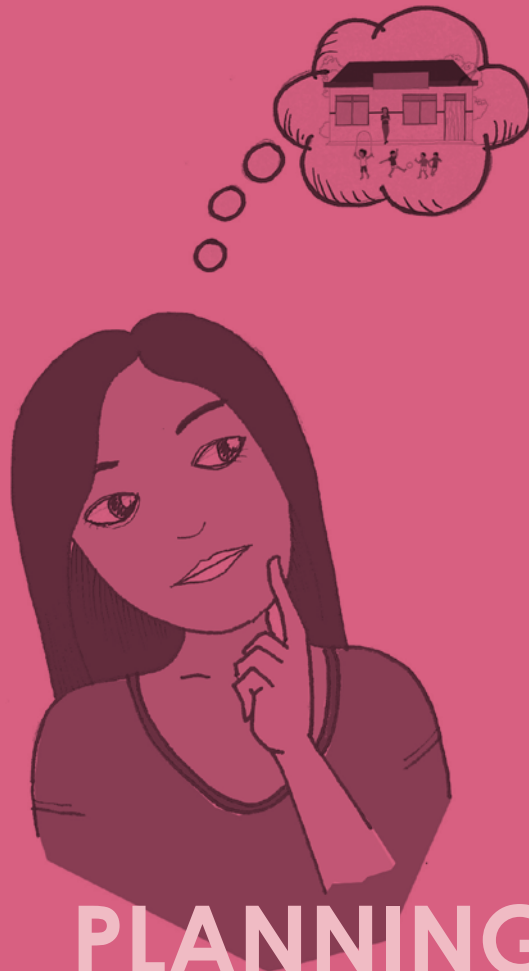
12 Adapted from UNESCO: *Strong foundations for gender equality in early childhood care and education* (Bangkok, 2007), p.5.

- ♦ **Safe** – where they will not be beaten or hurt physically or emotionally.
- ♦ **Child-friendly** – where they are able to play and be active in ways that they enjoy.
- ♦ **Supportive** – where adults are there to support, protect and involve them in approaches and activities that help them develop their minds, bodies, social skills and behaviours.
- ♦ **Nurturing of self-esteem** – where they are taught to feel good about who they are and are encouraged to learn, gain communication skills and participate in a variety of ways.
- ♦ **Equality-friendly and gender-sensitive** – where girls and boys from all walks of life receive equal attention and respect, so they learn to value themselves and others.
- ♦ **Well-managed** – where the childcare centre provides a structured environment with quality care for children that is affordable for the working parents, and ensures decent jobs for its workers or members.
- ♦ **Sustainable** – where the centre operates on sound business practices, the centre's management and workers have social responsibility, and the local community cares and supports the programme.

While there are many challenges to providing quality and affordable care and education for young children, the benefits to children, parents and society are great. It is hoped that this manual will convey the importance and benefits of childcare, and encourage women and men in communities to establish or support childcare centres that provide safe and stimulating learning environments for children, enable parents to work out of the home, and give decent employment opportunities to the workers who provide childcare services.

**Community childcare:
Training manual**

Module 1



**PLANNING FOR A
CHILDCARE CENTRE**

Session 1.

The 'whats' and 'whys' of childcare



Objectives:

- To learn about the benefits of affordable, quality childcare to working parents and children.
- To understand how childcare contributes to gender equality in the labour market.
- To introduce participants to different types of childcare services and the main steps in setting up a childcare centre.



Time: 90 minutes.



Materials and preparation: 'Post-it' or sticky notes, cards or pieces of paper (A4 cut in two or three parts); tape; markers; flipcharts; handouts 1.1: Case studies on different models of childcare services and 1.2: Main steps in setting up a childcare centre.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Distribute post-it notes, cards or pieces of paper to each participant and ask them to write down three different benefits of childcare (one benefit on each piece of paper) – *10 minutes*.
3. Collect the papers, group them according to similarities, and stick them on different flipcharts at the front of the room. For example, put together those answers that reflect the benefits of childcare to women who want to work; put together other answers that reflect how childcare contributes to educating children and preparing them for primary school, etc. Read out the different responses and ask participants for questions or comments. Once finished ask if there are any other benefits that participants can

think of that have not already been named. If so, add them to the flipcharts. Guide the discussion as needed by noting that benefits include the following:¹³ - 20 minutes.

- ♦ **Promoting gender equality in life and at work:** Because women are often the parent with the most responsibility for taking care of children, the lack of affordable, reliable childcare undermines their ability to work. When women are forced to resign after having a baby, and are out of work for long periods of time, this makes it difficult for them to re-enter the workforce. Thus, a lack of childcare can be a major factor contributing to gender inequality in the labour market. Also, in many places girls are taken out of school to care for their younger siblings, which can result in unequal education outcomes.
 - ♦ **Promoting the rights and development of children:** Improving access to early childhood care and education is important for all boys and girls. Especially children from vulnerable and disadvantaged groups are known to benefit from early childhood care and education services as it helps them begin primary school on a more equal footing with more privileged children.
 - ♦ **Contributing to the national economy:** Childcare services contribute to the national economy by producing employment, and associated personal income, for childcare workers and suppliers of goods to childcare centres. Childcare also enables both parents to participate in the workforce and generate income. Families' purchasing power thus increases, and the taxes they pay contribute to the public purse.
 - ♦ **Helping to break the vicious cycle of inter-generational poverty:** For disadvantaged families, access to childcare can help to prevent the perpetuation of social and economic disadvantage by increasing family income and fostering the physical, social and cognitive development of children.
4. Explain that childcare services come in many different shapes and sizes and are operated by many different actors. For example, some workplaces offer childcare for staff. Some universities offer childcare for their students who are parents of young children. In some communities, women and women's groups organize childcare services together. Organizations such as trade unions, government departments, non-governmental organizations (NGOs), and individual and cooperative enterprises may operate different types of childcare programmes.
 5. Divide participants into several small groups. Ask them to brainstorm and write down on a flipchart as many different community and workplace childcare models as they are familiar with and/or can think of, such as: full-time services that are open during normal business hours; weekend care; night shifts; etc. Ask participants to note the different hours and services that might be offered at the centre, who might best operate the different types of programmes, and how the services would be funded. For example, childcare for nightshift workers might best be operated at the workplace with support

13 C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), pp. 8-10.

of employers and the trade unions, while the government might be in a better position to support care to students during school holiday breaks – *20 minutes*.

6. Reconvene and ask each group to share their results, inviting comments and questions. When the groups are finished the facilitator can contribute some further examples, such as: nurseries for very young children; pre-school programmes for children about to enter primary school; after school programmes for school age children; on-site work based centres; and home-based centres. This is to illustrate that there are many different types of childcare programmes and many different approaches - *15 minutes*.
7. Ask for three volunteers to each read out loud one of the casestudies in handout 1.1: Casestudies on different models of childcare services – which illustrate some of the different ways in which childcare can be structured, depending on the needs of the local community. Start a discussion on whether they are familiar with the childcare solutions in the case studies and ask participants to further share their experience. Also, explain that there are many different steps to opening and operating a childcare centre. Disseminate handout 1.2 and go through the main steps. Each of these steps will be more fully covered as the training progresses – *15 minutes*.
8. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key Messages:

- Childcare is a universal concern for parents who want to work outside of the home.
- The availability of childcare makes it possible for both parents, especially mothers, to find paid employment, thereby increasing family income and decreasing social disadvantage and the cycle of poverty.
- Childcare promotes gender equality by allowing women to enter the labour force and maintain a career, and by helping girls stay in school who might otherwise be asked to stay home with younger siblings.
- Quality childcare and early childhood education helps to prepare boys and girls for primary school and contributes to better educational outcomes, especially for children from disadvantaged groups.
- Access to childcare contributes to the economy by increasing employment, household income and expenditure, and the tax base.
- It is important that childcare services are flexible with respect to services offered, times of operation and location, so as to meet the diverse needs of the community.



Handout 1.1: Case studies on different models of childcare services

Case study 1: Bolivia¹⁴

Bolivia has undertaken a large-scale home-based early childhood development and nutrition programme that provides daycare, nutrition and educational services to children who live in poor, predominantly urban areas. Under the programme, children from 6 months to 6 years of age are cared for in groups of 15 homes in their own neighbourhood. The community selects local women to become home daycare mothers. These non-formal, home-based daycare centres, with two or three caregivers, provide integrated child development services (play, nutrition, growth screening and health referrals). The women receive child development training prior to becoming educators but are usually not highly trained. Research shows that the impacts were almost always positive for children who had participated in the programme for at least 13 months.

Case study 2: Singapore¹⁵

Following an informal discussion, SP Consulting, which has eight employees, chose to convert office space into a family room, allowing staff to bring their young children to the office when home care is not available. Older children can also use the room for before- or after-school activities, where parents can supervise their homework. Employees feel good that senior management showed a keen interest in the well-being of their children. As a result, SP Consulting saw a 12 per cent improvement in their quota-based revenue generation in 2005.

Case study 3: India¹⁶

Mobile Crèches is an NGO founded to help the millions of children who live on construction sites in India. The construction industry employs about 30 million workers, of which 30 per cent are women. Construction workers are migrants, often young couples who come to the city with their children to escape extreme rural poverty. With their children, they move from one construction site to the next, often living in makeshift homes. Usually both parents work so the children are left to play in dangerous and unhealthy conditions, and often primary-age children do not attend school. Initially the centres were intended for infants. But it was realized that older children on the construction sites also suffer from lack of access to care and education so the centres now also include preschool and non-formal education for children up to 12 years of age, and support for school admission. Health is integrated into the programme through nutrition, hygiene, immunization and regular visits by doctors.

14 C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), p. 47.

15 Id. at p. 105.

16 Id. at p. 281.



Handout 1.2: Main steps in setting up a childcare centre

You are on your way to establishing a **SUCCESSFUL** childcare centre!



START PLANNING!

Conduct a needs assessment and stakeholder analysis

You have an

IDEA

to improve the current childcare options in the community



WHAT WILL BE DONE?

Develop the vision and goals for the childcare centre



WHO WILL DO IT?

Decide on the business model



WHAT IS NEEDED?

Find a location, rent or buy a building, secure financing



HOW TO DO IT?

Business and work planning



Take measures to promote gender equality and diversity!



Understand childrens rights as defined by the UN Convention on the Rights of the Child



Engage in financial planning, formalizing the business and human resources development



Engage in marketing, advocacy and lobbying for government support



Undertake training and promote professionalism of staff



Understand the unique needs of working parents in the community

Session 2.

What are the childcare needs in your community?



Objectives:

- To learn how to analyze the childcare needs in a community.
- To understand possible childcare solutions.



Time: 120 minutes.



Materials and preparation: Post-it or other sticky notes or cards; markers; tape; handouts 2.1: Blank 'problem tree' for analysis of lack of childcare, 2.2: Problem tree with example responses for analysis of children without proper care, 2.3: Sample needs assessment questionnaire for children, parents and the community and finding out about competitors and 2.4: Basic do's and don'ts of interviewing. Prepare a drawing of a 'problem tree' on flipchart or board (see handout 2.1 as an example).



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Start a group discussion using the 'problem tree' method:
 - ♦ Distribute several cards or post-it notes to every participant.
 - ♦ Ask participants to write on the first card a problem they (or others they know) face in taking care of children while working or doing business outside of the home. When participants finish, ask them to stick their answers on the roots of the tree drawn on a flipchart (using handout 2.1 as a reference).¹⁷ Assist the participants by exploring their opinions and clarifying answers where necessary. Once everyone has finished, group all of the similar answers together - *10 minutes*.

¹⁷ If paper and tape are not available, participants can write their answers directly onto the drawing of the tree.

- ♦ On the second piece of paper ask participants to write down the effect, result or impact of the problem on children and then stick the answer on the leaves of the tree. Again, assist participants in clarifying their answers and group similar answers together (use handout 2.2 for examples of problems and their impact) - *10 minutes*.
3. Ask participants to propose solutions to overcome the identified problems. If necessary, guide the conversation by proposing one or two solutions, or some clues. Write down the proposed solutions on the left and right sides of the tree - *15 minutes*.
 4. Discuss with participants how conducting a 'needs assessment' can be an effective tool in identifying unmet needs for childcare in the community. Ask them to make a list of things that one needs to know in order to find out whether there is a need for childcare services. After a few minutes, list the participants' points on the board. Good assessments explore not only needs and current arrangements, but also preferences for various childcare options with respect to fees, location, opening hours, and services¹⁸ – *5 minutes*.
 5. Supplement participants' responses in step 4 as needed, to highlight the importance of exploring:
 - ♦ Childcare arrangements that families currently use. Parents' current working arrangements, such as what they do (or can do if not employed), where they work, how far away their job is and their work schedule.
 - ♦ Preferences for childcare.
 - ♦ Where and how boys and girls spend their time.
 - ♦ Problems parents have with care arrangements.
 - ♦ Age at which parents feel children can be left home alone.
 - ♦ Educational needs of children.
 - ♦ How often, and for what time periods, families need childcare.
 - ♦ Families' financial situation.
 - ♦ Would families use a childcare centre if the cost was reasonable and affordable, and the location was convenient?
 - ♦ Who are potential competitors that provide childcare and what services do they offer?
 - *10 minutes*.
 6. Ask participants from whom they would collect this information and how they would do that? Guide the discussion by noting that this kind of information can be gathered through focus group discussions or individual interviews with children, parents, teachers, community leaders, and other stakeholders – *5 minutes*.

18 C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), p. 140.

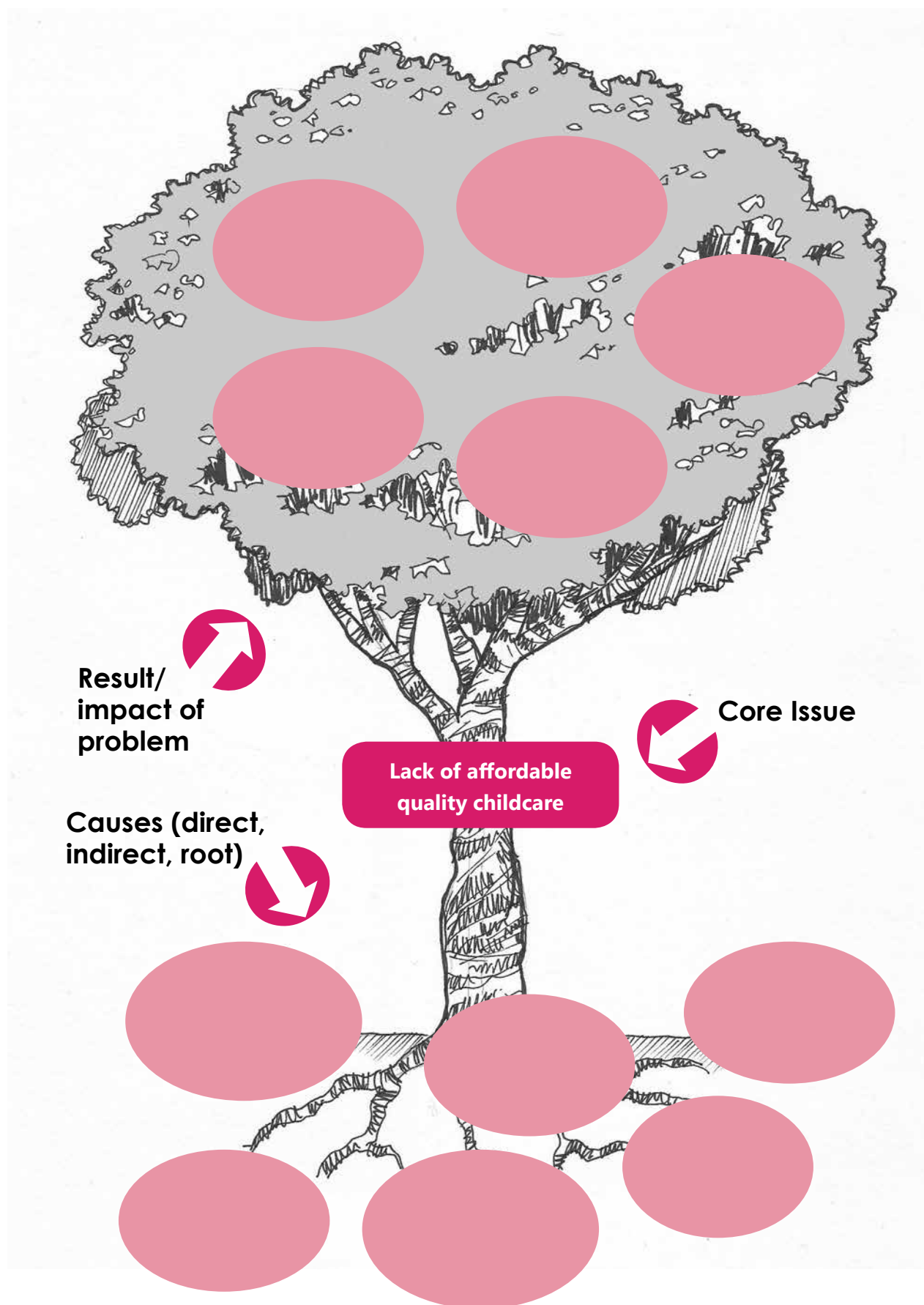
7. Distribute handout 2.3: Sample questionnaire for parents and community for needs assessment. Ask different participants to read aloud the questions in each section of the handout (for example, have one person read the 'questions for children,' and others read the other sections). At the end of each section ask participants if they would feel comfortable asking these questions, and ask what changes they would make or what questions they want to add. Explain that this questionnaire is an example to give some ideas, but it can be modified to suit local contexts - *25 – 35 minutes*.
8. Ask participants to interview each other in pairs using the questions for parents (handout 2.3) for 5 minutes each. Then start a group discussion on what they found easy and what they found difficult, either in asking or responding to questions. Encourage participants to come up with tips on how to interview people using handout 2.4: Basic do's and don'ts of interviewing – *30-60 minutes*.
9. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.

**Key messages:**

- In order for both parents to be able to work outside of the home after childbirth, it is important that high quality and affordable childcare services are available.
- All children need a supportive caring environment that stimulates growth, learning and socialization.
- In order for any childcare initiative to succeed, it must take into account the needs and constraints of working parents, community members, and government agencies that are responsible for child welfare and community empowerment. Surveys, questionnaires, focus group discussions and individual interviews are good ways to gather information from both women and men about problems in accessing childcare, and the possible solutions and resources available for overcoming these obstacles.

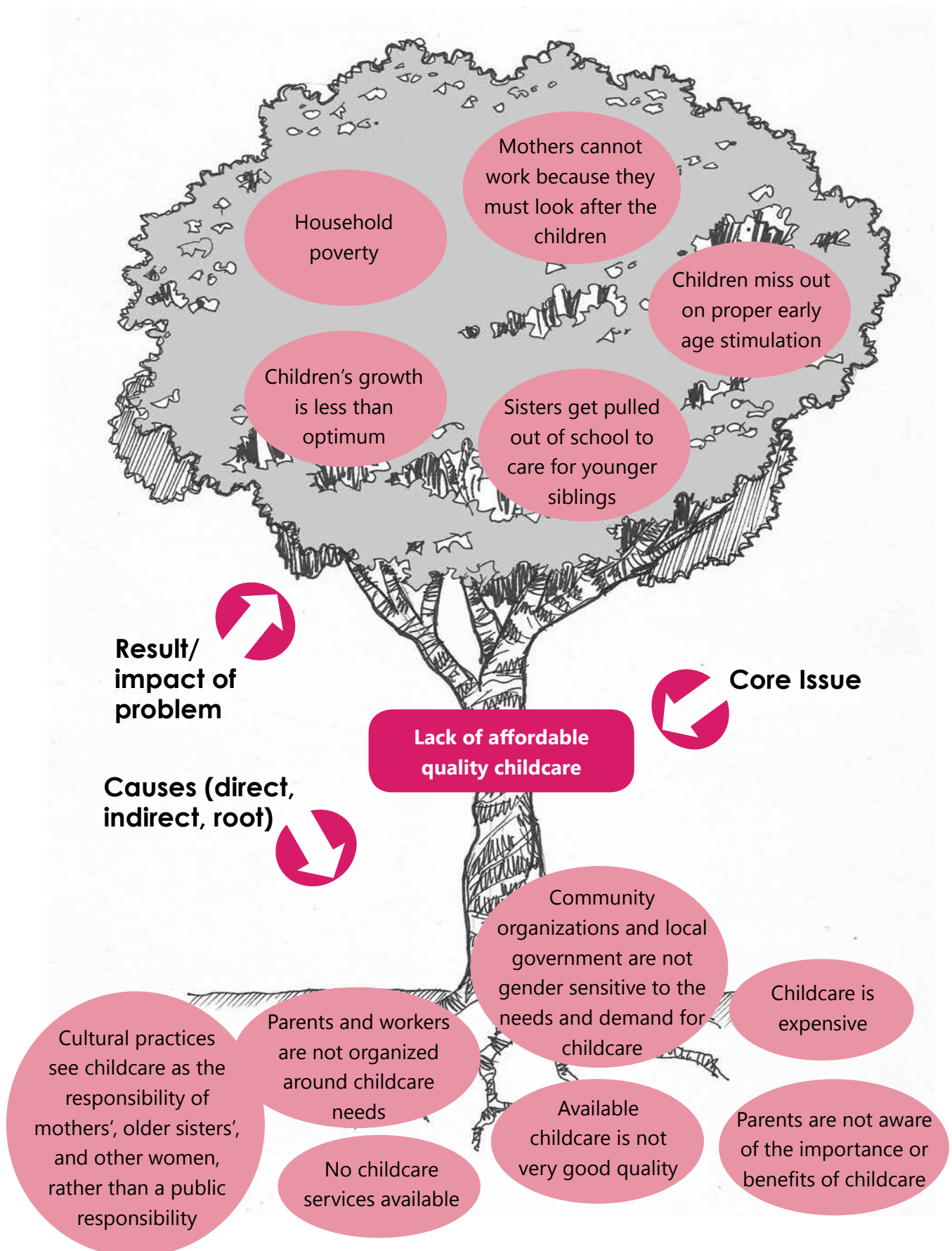


Handout 2.1: Blank 'problem tree' for analysis of lack of childcare





Handout 2.2: Problem tree with example responses for analysis of lack of childcare





Handout 2.3: Sample needs assessment questionnaire for children, parents and the community and finding out about competitors

1. Questions for children (4-6 years old)

Collect some basic information about the child being interviewed			
Age of child			
Sex of child			
Number of siblings and ages			
No.	Questions	Yes/No	Open answer
1	Do you have a chance to play with your friends?		
2	Where do you play with your friends?		
3	Where do you like to play most?		
4	What do you do if there is no place for you and your friends to play together?		
5	Are you often alone in your house? For how long?		
6	When your mother and father go out, does someone usually stay with you? Who?		
7	What do you do when you are alone in your house or when someone other than your parents is taking care of you?		
8	When you are alone in the house, what do you do if you feel hungry?		
9	What does your mother/father do when you are feeling sick?		
10	Are you ever asked to care for a sibling when your parents leave the house?		

2. Questions for parents

Who is responding? Mother _____ Father _____

No.	Questions	Yes/No	Open answer
1	How many children do you have in the following age groups and what is their sex? • 0-4. Male Female • 5-8. Male Female • 9-12. Male Female • 13-15. Male Female		
2	Are you working for pay?		
3	If you are not working for pay, why?		
4	If you are working, who cares for your children while you are busy with work? For each child could you tell me what type of care arrangement that you are using (example answers: none; my child takes care of him/herself; my spouse, care by older sibling; other family member; childcare or daycare centre; after school care; care in another person's home – who?)		
5	Are you satisfied with your current childcare arrangements? Why or why not?		
6	Do you need childcare?		
7	If there were services available that could help take care of your child(ren) when you're working, what arrangements would be most helpful? Please answer for each child the type of care services that you need. For example, indicate whether you need full-time help (5 or more days per week), half-day or part-time help (less than 5 days per week), childcare after school or in the evening – and specify what days of the week and hours of the day that care is needed.		
8	If you do not use childcare arrangements outside of the home, why not? (e.g. don't want to/happy with current situation; concerns about quality of care, safety; cost; availability; location; hours of operation).		
9	Who lives in your house?		
10	Do you ever leave your children at home alone? Which children? How often? Under what conditions (e.g. with a sibling)? Do you have any		

No.	Questions	Yes/No	Open answer
	concerns about your children when they are on their own?		
11	Who do you trust to take care of your children when you go out for a long time?		
12	What do you do when your children are naughty?		
13	Do your children have a chance to play with their friends?		
14	When you have questions about parenting, where do you go to get information or help?		
15	To help assess funding needs, please give an estimate of your monthly household income.		
16	Are there resources in your community to help parents with care for their children?		
17	Are there places in the community that can be used for parenting activities?		
18	Do you see any benefits to having a childcare centre in the community?		
19	Would you use a childcare centre if one were available? If not, why not and what are your concerns?		

3. Questions for members of the community (for example, PKK (Family Empowerment and Welfare Movement organization)/women's groups, Posyandu (child and maternal health posts), Puskesmas (community health clinics) and village officials)

No.	Questions	Yes/No	Open answer
1	What is the role of the community in helping parents to care for their children?		
2	Approximately what percentage of parents in your community work outside of the house (in factories, shops, markets, streets, on the land, at sea, etc.)?		
3	How do parents provide care for their children when they go to work?		
4	Do you feel there are enough community services to help parents with care? What services are there? What else, if anything, could be provided?		
5	What obstacles do families face in accessing childcare in the community?		

No.	Questions	Yes/No	Open answer
6	Is there a need for a childcare centre in the community?		
7	Approximately how many children in the community need childcare?		
8	Is there a building or a space that can be used to establish a childcare centre?		
9	What programmes organized by women's groups, trade unions, Posyandu, Puskesmas, educational or religious institutions are, or could be, available to support childcare or parenting programmes?		
10	Is the government involved in promoting and supporting services to help working parents with children's care outside of regular schooling? If so, how?		
11	What kind of support do working parents need to organize parenting or childcare programmes?		

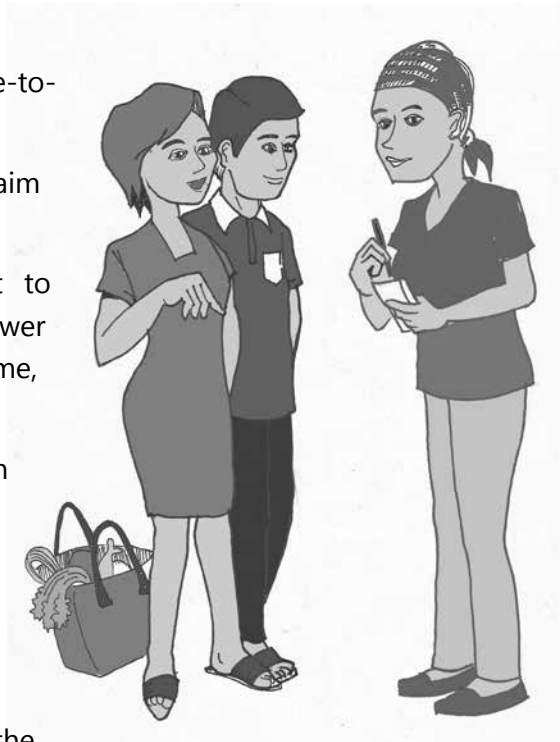
4. Questions for market analysis of competitors

No.	Questions	Answers
1	What childcare services exist in the area?	
2	For each service, what are their hours, location, and fees? What age range do they accept? What kind of care services do they offer for the children?	
3	Who are the competitors' customers?	
4	How do they market their services to attract customers?	
5	What advantages does each childcare centre have (e.g. location, support of local businesses, connections with donors)?	
6	What can your childcare offer that others cannot, what market gaps can you fill that are known needs of working parents in your area? Think about pricing, location, hours, ages of children served, reputation, quality of services, etc.	
7	How can you spread the word about your childcare centre to ensure that potential customers are aware of your service?	
8	Are you aware of other childcare operations that you could collaborate with to improve access to childcare in the community?	



Handout 2.4: Basic do's and don'ts in interviewing

- ♦ Interviews are best done on a one-to-one basis.
- ♦ Briefly introduce yourself and the aim of the interview.
- ♦ Ask each person who you want to interview if he or she has time to answer some questions (select a quiet time, when it is not busy).
- ♦ Explain that the person can remain anonymous if they do not wish to have their name and address recorded.
- ♦ Start with some friendly remarks, and easy questions, because you need to establish contact with the person you interview and 'break the ice'.
- ♦ Ask open questions when possible: What do you think about ...? Why did you select this childcare centre for your child?
- ♦ Avoid closed questions: questions that people can only answer by saying 'yes' or 'no.'
- ♦ Avoid suggestive questions that may lead the responding person's answer in a certain direction.
- ♦ Ask only questions about what you really must know to reach the aims of the market research.
- ♦ Speak clearly in a language that your respondents easily understand.
- ♦ Keep track of a logical sequence in your questions and do not 'jump' from one subject to another.
- ♦ Thank the respondent at the end of the interview.



Session 3.

Stakeholder mapping: who is interested in improvin childcare services in the community?¹⁹



Objectives:

- To identify key people and organizations who can assist individuals who are interested in creating, running and growing their own childcare business.
- To build and/or improve the relationships with such actors and agencies in the community.



Time: 90 minutes.



Materials and preparation: Flipcharts; cards or post-it notes; markers in different colours; handout 3.1: Sources of information on childcare.



Session plan:

- 1 Explain the objectives of the session - *5 minutes*.
2. Explain to participants that it is important to have an understanding of who in the community are valuable sources of information about childcare, and who may have an interest in contributing to childcare services. Divide the participants in four small groups and give each group one flipchart. Ask the groups to brainstorm about the different people and organizations in the community that might have an influence on a potential childcare business by writing down the names of these actors on different cards (one card per actor) - *15 minutes*.
3. Draw a circle in the middle of a flipchart at the front of the room. Explain that the circle stands for the owner(s) of the childcare centre. Ask the groups to also draw a circle on each of their flipcharts. Explain that their task is to position the various actors (cards) around the circle, according to their relative importance to the opening and

¹⁹ Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), pp. 109-112

operation of the childcare centre. The closer a card is to the centre of the circle, the more important the actor on the card is. The greater the distance of a card from the centre of the circle, the less important the actor on the card is – *10 minutes*.

4. Next ask the participants to think about the relationships that exist between themselves and the various persons or actors on the cards. Are some of the business relationships easier than others? Discuss similarities and differences in their relations with men and women in their business environment. For example, is it easy or difficult for business women to obtain support from male leaders or organizations dominated by men? Then ask participants to draw lines between the centre and the various actors using the following guidelines:

- ♦ Red lines for relations between women; blue lines for relations between men; and green line for relations between women and men.
- ♦ Thick lines to reflect relationships that are very important; thin lines to reflect relationships of average importance; dotted lines to reflect relationships of marginal importance.
- ♦ Put a smiling, indifferent or sad face above the lines to characterize the ease or difficulty in these relationships.

Before participants begin, the facilitator should illustrate an example on the flipchart at the front of the room – *15 minutes*.

5. Reconvene and ask the groups to briefly present their findings – encouraging questions and comments from others. Make sure that clients, suppliers and competitors are mentioned as important actors in the groups' presentations – *20 minutes*.
6. Explain that stakeholders who are interested in improving childcare arrangements for working parents are generally the working parents themselves, especially women, their employers and a range of government and non-government organizations. Key stakeholders include:
 - ♦ **Working parents:** Parents, especially mothers, may be the initiators of improving childcare services in the community. Or, they may want to play an active role in organizing quality childcare for themselves and others in their community and earn an income by doing so.
 - ♦ **Employers of workers with family responsibilities:** Employers have an interest in promoting accessible, quality childcare because it supports the ability of parents to participate in their workforce, be economically self-sufficient, and balance work and family needs. Employers who provide support for childcare centers that are on or near their worksites can realize substantial benefits in higher productivity and reduced turnover and absenteeism among their employees, and fewer training and recruitment costs, project delays, and employee stress and inefficiencies.
 - ♦ **Leaders and other members of the community:** Community leaders and other related stakeholders such as teachers and health workers are also valuable and important sources of information. Before establishing a childcare centre in the

community, they should be consulted about the need for childcare, and ways to organize it.

Distribute handout 3.1 “Sources of information on childcare” and discuss with participants the various government and NGO resources available that can be helpful when opening and operating a childcare centre in Indonesia – *20 minutes*.

7. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- Investment in quality childcare benefits all stakeholders – particular businesses. Without affordable childcare, many parents can’t go to work. A healthy childcare industry ensures that the current labour force can access jobs and career advancement opportunities. It also helps businesses attract and retain their best employees. In the same way that local government and the private sector collaborate to attract new industry and a skilled workforce, private and governmental partners benefit from investing together in community childcare infrastructure.
- Networking is critical for anyone establishing a new enterprise. However, although seeking contacts with influential people and organizations is important, sometimes women business owners are shy or feel insecure about making such contacts for the first time. It’s important to remember that it is the responsibility of officials and leaders to serve and deal with women entrepreneurs – as their clients, customers and target groups. Therefore, both women and men have a right to be served and welcomed by officials and government agencies.
- Family support, family tolerance, or in the worst case family resistance – can be very decisive factors for a woman, especially when deciding to start a business.
- Clients are one of the most important stakeholders in a childcare operation: No clients means no business. For childcare business owners, it’s important to maintain regular communication with the working parents who use the service. Ask about their habits, their likes and their wishes and give high priority to their needs and demands.
- Knowing your competitors is also critical. If they become stronger, your position may weaken! Or, it may be useful to cooperate and provide complementary services. Any information that can be obtained about competitors will help you in developing your future marketing strategy.



Handout 3.1: Sources of information on childcare

Government resources:

- **The Ministry of Education:** The General Directorate of ECCE called PAUDNI direktorat jenderal Pendidikan Anak Usia Dini, Non Formal, Informal (PAUDNI) at the national, provincial and district levels. The PAUD programme is structured under Bidang PLS (Pendidikan Luar Sekolah) or Non-Formal Education Section.
- **The Ministry of Social Affairs:** The Bidang Pelayanan Anak (Child Service Section) at the provincial and district levels. Certification of childcare centres is handled under the Badan Pelayanan dan Perijinan Terpadu (Integrated Service and License Body).
- **The Ministry of Health:** The Bidang Promosi Kesehatan (Health Promotion Section) at the provincial and district levels that supports Pusat Pelayanan Terpadu (Posyandu), including child growth and development.
- **The Ministry of Internal Affairs:** The Bidang Ketahanan Masyarakat Desa (Village Survival Body) supports forming a Pokjanal Posyandu (working group for Posyandu) to support the implementation of early childhood care and development projects for the children who attend Posyandu. This revitalization programme is to support routine activities (three times a week) to promote early stimulation for toddlers.

Contact information on organizations relevant to childcare programmes:

No.	Institution/ Organization	Section	Phone/Fax	Email/Web	Remark
1	Ministry of Education	Directorate of Early Childhood Education (ECE), Non-Formal and Informal	62-21-5725506/ 5725495, Fax: 62-21- 570 3151/ 579 00244	www.paud.kemdiknas.go.id	ECE and Childcare Centre programmes
	Provincial level	Non Formal, Informal and Early Childhood Education Section, at provincial and district levels.			
	District level				
2	Ministry of Social Welfare	Directorate of Child Social Welfare, General Directorate of Social Rehabilitation	62-21-3103591 ext 2632, Fax: 62-21- 3103124	http://yanrehsos.depsos.go.id/	Focus on childcare/ alternative care, and support for the development of TAS-Child Welfare Centres
	Provincial level	Child Social Welfare Programme Unit, or Children and Senior Citizenship section, at provincial and district levels.			
	District level				

No.	Institution/ Organization	Section	Phone/Fax	Email/Web	Remark
3	Ministry of Health	General Directorate of Nutrition and Child Health	62-21-5273422	www.gizikia.depkes.go.id/	Focus on child health and development
	Provincial level	Health Promotion Section, at provincial and district levels.			
	District level				
4	Internal Affairs Ministry	General Directorate of Regional Development	62-021-3450038, Fax (021) 3851193, 3830261, 3846430	http://www.kemendagri.go.id, pusdatinkomtel@kemendagri.go.id	Coordination of Posyandu working groups at all levels (Pokjanal)
	Provincial level	Community Surveillance, and Posyandu Working Group, Regional Development Office at provincial and district levels.			
	District level				
5	Ministry of Women Empowerment and Child Protection (KPPPA)	Child growth and Development Section, under Deputy Assistant for Education, Health, Child Participation, Character, and Child Friendly City	62-021-3842638, or 3805563	www.menegpp.go.id	Focus on childcare and protection
	Provincial level	Under Child Protection Section, Women’s Empowerment and Child Protection Body/ Bureau at provincial and district levels.			
	District level				
6	National Population and Family Planning Board (BKKBN)	Directorate of Under 5 Family Programme	62-021-800 4981	www. Bkkbn.go.id /humas@bkkbn.go.id	Focus on under-5 child development with five programme stages based on age
	Provincial level	Under 5 Family Programme at BKKBN provincial and district level			
	District level				
7	ILO	ILO/MAMPU Project	62-21-391-3112	www.ilo.org/jakarta/lang--en/index.htm	Initiative under the ILO/MAMPU Project to remove barriers of women to access employment and decent work
8	UNICEF	Education Section	62-21-5711084/ 570333/ 5705398	www.unicef.org/indonesia	Focus on integrated early childhood care and development (ECCD)
9	Plan International Indonesia	Early Childhood and Care Development Programme	62-21-5229566, ext.842, Fax.62-21-5229571	Indonesia.CO@plan-international.org, www.plan-international.org	Focus on ECCD

No.	Institution/ Organization	Section	Phone/Fax	Email/Web	Remark
10	Save the Children Indonesia	Under Education Section	62-21 – 72799570/ 7883 5556, Fax.62-21 7883 5665	id.savechildren@ savechildren. org , www. savethechildren. net	Focus on ECCD and pre-school
11	Child Fund Indonesia	Life Stage-1 Programme (0-6 years)	62-21-78842282. Fax: 62-21- 78842269		Focus on ECCD and parenting
12	World Vision Indonesia	Child Sponsorship Programme	62-21-31927467, 3907818 Fax. 62- 21-3107846	www. wviindonesia.org, sponsoranak@wvi. org	Focus on ECCD and child well- being
13	APINDO (The Employers’ Association of Indonesia)		62 - 21- 8378 - 0824		
14	Trade Unions K-SPSI: Confederation of All Indonesian Trade Union (rekonsiliasi) Jalan Imam Bonjol no. 44, Menteng, Jakarta Pusat			dppkspis.sekjen@ gmail.com	Inquire to check availability of childcare facilities/ initiative.
	K-SPSI: Confederation of All Indonesian Trade Union (Kongres Jakarta) Jalan R.S. Fatmawati no. 38D, Jakarta Selatan		62-21 75910002	dpp.kspis@yahoo. com; happytrie@ yahoo.com; kspis. one@gmail.com	
	K-SPI: Confederation of Indonesian Trade Unions (CITU) Jl. Raya Condet No. 9, Masjid Al-Hawi Cililitan, Jakarta Timur 13640.		62 21 8087-7277	kspi_citu@yahoo. com; kspi_citu@ cbn.net.id	
	K-SBSI: Confederation of Indonesian Prosperity Trade Union Jl.Cipinang Muara Raya No. 33, Jatinegara - Jakarta Timur 13420		Tel: (6221) 7098 4671 Fax: (6221) 857 7646		
13	PESADA (Perkumpulan Sada Ahmo) – Sikalang, Dairi District – North Sumatra	Early Childhood Education Centre Programme	0627 – 23304, 081396648718	sinaga_ramida@ yahoo.com, solindinta@yahoo. co.id	Community based childcare centre

Session 4.

Childcare programmes and services



Objectives:

- To learn about different types of childcare programmes.
- To identify different services that may be offered in a childcare centre.



Time: 90 minutes (longer if guest speakers are included in the session, or a field trip is organized).



Materials and preparation: Projector, video, sample photos of childcare services printed out and stuck on flipcharts or board, or projected in a slide presentation (for example, YouTube video file: “Tumbuh kembang anak dari usia 1 hari hingga 5 tahun”); handout 4.1: Examples of services that can be provided in a childcare centre.

Optional: For this session, training facilitators can bring in childcare professionals as guest speakers to give brief introductions and answer participants’ questions about the centre where they work, their approaches to early childhood development, the lessons they have learned and the challenges they face. Alternatively, facilitators can arrange for participants to take a field trip and visit childcare centres in the surrounding areas.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Review with participants some of the different types of childcare programmes that were discussed in Session 1, and remind them that there are many different approaches to providing childcare. Encourage participants to think about childcare from a working parent’s perspective and what would be important to parents, as well as what would be important for child education and development - *5 minutes*.

3. If outside childcare professionals have been invited to the session, ask each to give a short 5-10 minute presentation about their centre's approach and the services it provides to children and parents. If no outside resource persons have been invited, videos and photos can be used to illustrate different types of facilities and programmes - *25 minutes*.
4. Distribute handout 4.1 to each participant and divide them into small groups. Assign each group one example of a type of service that can be offered in a childcare setting (for example group 1 should read section 1 on 'health and nutrition services'; group 2 should read section 2 on 'early childhood stimulation;' etc.). Ask the groups to (1) discuss if they believe it is important to offer this type of service, and (2) give examples of other ways of providing such a service. One person in each group should take notes and prepare to present the information to the larger group - *20 minutes*.
5. Reconvene and have each group present information from their discussion, allowing for questions and inputs after each presentation - *30 minutes*.
6. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- There are many different types and models of childcare programmes. Once adequate information is collected from parents and other key informants and leaders in the community, this information should be used to determine which type of programme would best meet the needs of the children and their working parents.
- It is important to consider what types of services the childcare centre should offer to both children and parents. This will depend on the local context and needs. However, it is important that all childcare centres have services in place to ensure that children are safe, well cared for, and stimulated so that they can develop a variety of skills. It is also important that working parents have services that meet their needs in terms of ages of children, work schedules and shifts, location, quality and affordability. Childcare centres can also be important places to bring parents and community members together, share experiences and teach good parenting techniques.



Handout 4.1: Examples of services that can be provided in a childcare centre

1. Health and nutrition

A. Health services: Both preventative and curative health care services can be offered at a childcare centre.

Preventative health services include: providing a clean environment; ensuring adequate lighting and ventilation; ensuring the availability of clean water; providing toilet training to promote prevention of transmitted diseases; and providing enough time for children to rest. Children's brain growth is nurtured by learning and playing, but also by sleep. Thus, caregivers must ensure that children have adequate time to rest while at the childcare centre. Most children need to sleep as much as:²⁰

- Age 0 - 3 months: 15 - 16 hours per day.
- Age 4 - 12 months: 14 - 15 hours per day.
- Age 1 - 3 years: 12 - 14 hours per day.
- Age 4 - 6 years: 10.5 - 11.5 hours per day.

Curative health services include: regular checkups with doctors and/or nurses including: dental exams, Vitamin A screening, weighing, immunization, and emergency treatment. For this kind of service, the centre can work together with Posyandu (child and maternal health posts) or the nearby Puskesmas (community health centres).

B. Nutrition services can help ensure balanced nutrition intake for the children. Food served at the centre should be healthy and nutritious, and take into account the needs and food sensitivities or allergies of each child. Management should consult with health practitioners at the nearby Posyandu/Puskesmas centres on how to provide a balanced and nutritious menu for children.

2. Early childhood stimulation: Early childhood stimulation services are holistic programmes for children aged 0 to 5 years old that can be integrated with services on Posyandu (child and maternal health) and BKB (Parents programme on child-rearing for children under 5 years of age). Singing, massaging, and teaching to walk, sit, paint

20 National Health Services (NHS): *Choices website* (U.K., 2014), <http://www.nhs.uk/Livewell/Childrenssleep/Pages/howmuchsleep.aspx> (accessed 11 Nov. 2014).

or draw are some of the techniques used to stimulate children's physical, psychological and social growth. Improving children's well being at the earliest ages must be an integral and systematic component of education and poverty reduction policies.²¹

3. **Support for good parenting:** Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting is usually done by the biological parents, however children can receive parental care from non-parent blood relations or from adoptive or foster parents, or caretakers at group homes. Promoting and supporting good parenting is one of the important services that a childcare centre can provide. Childcare centres can support good parenting by encouraging parents to teach their young children new words and other physical, social and intellectual skills like: identifying objects, listening, paying attention, following directions, reading and drawing. Childcare centres can stimulate parents to: develop their children's motoric skills; encourage their kids to stay healthy and active by jumping, running and dancing; promote social skills like sharing, playing and talking with others; learn how to take decisions; help kids identify and express feelings; encourage children to make new things and be creative; and most importantly help kids to feel good about themselves.²²
4. **Support breastfeeding and lactation:** Breastfeeding promotes the health of both mother and infant and helps to prevent disease. Breastfeeding for at least six months has also been associated with better mental health through childhood and into adolescence. Experts who agree that breastfeeding is beneficial, have serious concerns about the effects of artificial formulas. These have been associated with deaths from diarrhea in infants in both developing and developed countries. Exclusive breastfeeding is recommended for the first six months of a baby's life.²³ Complimentary foods along with breastmilk are recommended for children up to two years of age or beyond.²⁴ Mothers who have recently given birth and are working outside the home should be encouraged to come to the childcare centre and breastfeed the baby during breaks, or if that is not possible, express their milk into a bottle, store it in a refrigerator and give it later.

21 Egea, E.: *The Importance of early childhood stimulation* (quoting Matsuura, K. Director-General of UNESCO), (Spain, Intervida News, 2010), <http://www.intervida.org/en/publications/intervida-news/the-importance-of-early-childhood-stimulation> (accessed 11 November 2014).

22 ILO: *Maternity protection resource package*, From aspiration to reality for all (Geneva, 2012), p. 41.

23 However mothers who are HIV+ should consult with their doctor to assess whether it is safer to provide formula to their baby. "The longer a child is breastfed by an HIV-positive mother the higher the risk of HIV infection. Breastfeeding for 6 months has about one third of the risk of breastfeeding for 2 years." See UNICEF Breastfeeding Exchange available at <http://www.unicef.org/programme/breastfeeding/hiv.htm> (accessed 9 January 2015).

24 55th World Health Assembly, Resolution 55.25 Infant and young child nutrition, 18 May 2002.

Session 5.

Developing the vision and goals for a childcare centre



Objective:

- To learn how to develop, articulate and communicate a childcare centre's vision and goals and objectives.



Time: 90 minutes.



Materials and preparation: Flipcharts; markers and other art supplies such as paints and paint brushes; post-it notes as votes; small prizes for winners of the poster competition (e.g. sweets, 'winner' ribbons, etc.); handout 5.1: Examples of statements that reflect visions and goals and illustrations for childcare centres.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Explain that every childcare centre should have a 'vision statement' that describes its role in providing quality childcare. The statement should reflect the values and beliefs of the centre, as well as its main goals, expected clients and strategies, including: what the childcare centre wants to achieve; whom the centre will serve; and how the centre will achieve its goals. Divide participants into small groups and ask them to invent a name for a childcare centre, write a vision statement for that centre, and design a poster that can be used to attract new families to the centre. The poster should clearly convey the centre's name and vision statement using drawings and words. Tell participants that a prize will be awarded to the group with the most creative poster and well-written statement – *30 minutes*.
3. Reconvene and ask each group to hang their posters with the vision and goals for their centres on a wall. Ask each group to briefly share their main messages and participants encourage questions and comments - *30 minutes*.

4. Distribute one sticky note to each participant and ask them to vote by placing their sticky note next to their favorite poster. Tell participants that they are not allowed to vote for their own poster. Once all votes are in, count them and give the prizes to the participants in the winning group – *10 minutes*.
5. Distribute handout 5.1: Examples of vision statements and illustrations for childcare centres to each participant. Explain that there are many ways to write a vision statement. The handout provides examples from real life vision statements written by childcare centres, as well as some illustrations that have been used to market childcare services. Ask participants to volunteer to read the different vision statements out loud. Explain that participants who plan to open a centre in the future can use these for inspiration – *10 minutes*.
6. Conclude the session by discussing key messages and addressing any questions – *5 minutes*.



Key messages:

- It is important for a childcare centre to have a clear vision statement that reflects its goals and objectives. The vision statement tells the community and the wider world what the centre wants to achieve and how it will achieve it.
- The vision statement can be reviewed regularly and updated as the centre grows, changes course or reinvents itself.
- A well thought-out vision statement will be very helpful in attracting families and children to the centre, in getting support from the community and in securing financial assistance from government, banks and other donors.



Handout 5.1: **Examples of vision statements and illustrations for childcare centres**

The Busy **Bee Childcare Centre** exists to provide a safe, developmentally appropriate environment for preschool and school age children. Our focus is to provide a stimulating early care and education experience that promotes each child's social, emotional, physical and cognitive development. Our goal is to support children's desire to be life-long learners.

The Viking Childcare Centre's vision

is to provide safe, affordable, high quality childcare for university students with children. In doing so, we support families in their efforts to reach their goals. The Viking Childcare Centre provides a cognitively based programme for children ages six weeks to five years. We provide a home like environment where children are encouraged to develop at their own pace. The Viking staff is committed to the families we serve, providing support and encouragement to the children and their parents.

The mission of the **Helping Hands Childcare Centre** is to provide quality early childhood care for the children of parents working at the hospital. We offer both full and part-time programmes. Our programme is designed to meet the special needs of infant, toddler and preschool children in a safe and nurturing environment. Our goal is to strengthen the bridge between work and family life by creating a special place that supports the children and their parents.



Session 6.

Finding the right building and location



Objectives:

- To learn about the infrastructure requirements for childcare centres.
- To learn how to identify potential locations and sites for a childcare centre.



Time: 90 minutes.



Materials and preparation: Flipchart paper; different coloured markers; handout 6.1: Infrastructure requirements for childcare centres and 6.2: Sample of a community map on childcare. Draw a sample community map on a flipchart using handout 6.2 as a guide.



Session plan:

1. Explain the objectives of this session - *5 minutes*.
2. Ask participants to think about the physical, material or infrastructure requirements that are needed to start or improve their existing childcare centre. Make a list with participants by writing their answers on a board or flipchart. Given local conditions, ask them to decide what is essential from the start versus what is desirable and may also be done later when the centre expands. Distribute handout 6.1 regarding the infrastructure requirements for childcare centres. Discuss important considerations including: safety, hygiene, sufficient space, convenience, etc. When finished, ask participants whether they have any additional input on what are important things to consider when choosing a site and furnishing the centre, and add these to the list. - *20 minutes*.
3. Introduce the community mapping method as a tool to determine a good location for the childcare centre. Show the sample map drawn on the flipchart (using handout 6.2). Explain that community mapping entails drawing a picture of key buildings, roads and other services in the community in which the childcare centre will operate. Divide participants into groups (if there are participants who come from the same community, town or neighbourhood, group them together). Ask each group to draw a map of the community/town/neighbourhood they come from, and locate the most suitable

locations for a childcare centre in their community. If there are participants in the group who don't come from that area, they can help by asking questions about the community and ensuring that important areas are included in the map such as:

- ♦ Houses and workplaces of families in need of childcare, and their main means of transportation (walk, cycle, bus, train, etc.).
- ♦ Important local places, organizations and companies where many people work, including: factories, plantations or agricultural plots, markets, offices, schools, healthcare facilities, banks, post offices, government offices, city or village councils, places of worship, residential areas, jails/prisons.
 - Childcare centres already in existence.
 - Parks or other places where children can safely play outside under supervision.
 - Places that must be avoided because they are harmful to children, like waste disposal sites, agricultural plots where chemicals are used, etc.
 - Main roads and connections to other cities/towns, rivers, waterways, rail tracks.
 - Means of transportation such as bus and train stations, taxi and cycle stands.
 - Meeting points of women, men and children, water wells, washing areas, teahouses, foodstalls, community halls, women's associations, trade union halls.
 - Any other factors likely to influence the location of a potential childcare centre.

– 30 minutes

4. When the maps are ready, ask participants to walk around and look at each other's map and the location of their childcare centre. Reconvene and ask the group whether they consider that the childcare centres are located in the right places on the map. Ask a few volunteers to explain why their groups considered these locations suitable and why. Factors to consider are: the most populated areas and convenience for parents in need of childcare, locations of workplaces, location of competing and complementary childcare services, locations of schools, adequate roads and transportation networks, distance from hazards, etc. - 30 minutes.
5. Conclude the session by discussing key messages and addressing any questions - 5 minutes.



Key messages:

- There are many important things to consider when opening a childcare centre, however the safety and health of the children must take top priority. In order to ensure children's physical well-being, the handout on "Infrastructure requirements for childcare centres" should be used as a guide when investigating spaces for the centre.
- Community mapping is good way to think about the physical, social and economic context in which the childcare centre will operate. Mapping can illustrate the different options that exist for locating a childcare centre in a particular community and can be a helpful way to analyze the benefits and constraints of different locations.



Handout 6.1: Infrastructure requirements for childcare centres²⁵

- The environment of the childcare centre should be **clean and safe** for children. There should be: materials for hand washing and brushing teeth; plates/spoons/bowls for eating; materials for sweeping and cleaning up after activities and meals; sufficient toilet facilities with clean water, soap and towels; and measures for pest control.

If possible, the centre should include **indoor and outdoor spaces** for children to play that are equipped with materials, games and equipment to build children's motoric, social-emotional, language, art, science, literacy and numeracy skills. Materials may include natural sources such as stones, shells, leaves, simple musical instruments, and traditional/customary games. Outdoor play equipment should promote children's motoric skills, balance, muscle strength, and flexibility of movement. Equipment may include: tubs, slides, bridge planks and swings. When choosing equipment and toys it is important to check that they support children's learning activities at different stages of child development, including physical, intellectual, emotional and social and:

- ♦ Are adjusted and safe for different age groups.
- ♦ Do not contain hazardous materials.
- ♦ Are easy to clean, and have no sharp surfaces.
- ♦ Promote exploration and creativity such as role-plays.
- ♦ Are strong, sturdy and durable so that they are not easily broken.
- ♦ Ensure that books and visuals such as posters do not contain stereotyped images or text.
- The centre should be equipped with **furnishings that create a comfortable environment for children and childcare workers**. This may include: tables, mats, bookcases, chairs, cupboards, shelves, boxes, child-size beds, mattresses, pillows and blankets, a telephone, administrative supplies, TV, radio and computer.
- The centre should have **lockable doors and windows** that can only be opened by the caregivers, in order to prevent children going outside by themselves.
- The centre should have a **good security** system.
- The location of the childcare centre should be convenient, close and **easily accessible** by parents and students.
- Buildings should be relatively **quiet and located away from any potentially toxic or hazardous sites** (e.g. polluting factories, waste disposal sites, etc.).

²⁵ Indonesia Ministry of Education: *NSPK, Petunjuk Teknis Penyelenggaraan Taman Penitipan Anak (Norm, standard, procedure, criteria for technical guideline on childcare centre)* (Jakarta, 2013).

- Rooms in the centre should be equipped with **adequate lighting and ventilation**.
- Ideally the space should have the following facilities:
 - ♦ Class rooms for different age groups.
 - ♦ Space for an office and administration.
 - ♦ Kitchen.
 - ♦ Toilet/bathrooms for children and adults.
 - ♦ Washing area.
 - ♦ Space to rest for children who do not feel well.
 - ♦ Adequate space at points of entry and exit to allow students and parents to move freely.
 - ♦ Playground.

Note: At the beginning, if only a small number of children are enrolled, a simple building will be sufficient, with one big room hall, one bedroom, one kitchen and one toilet.

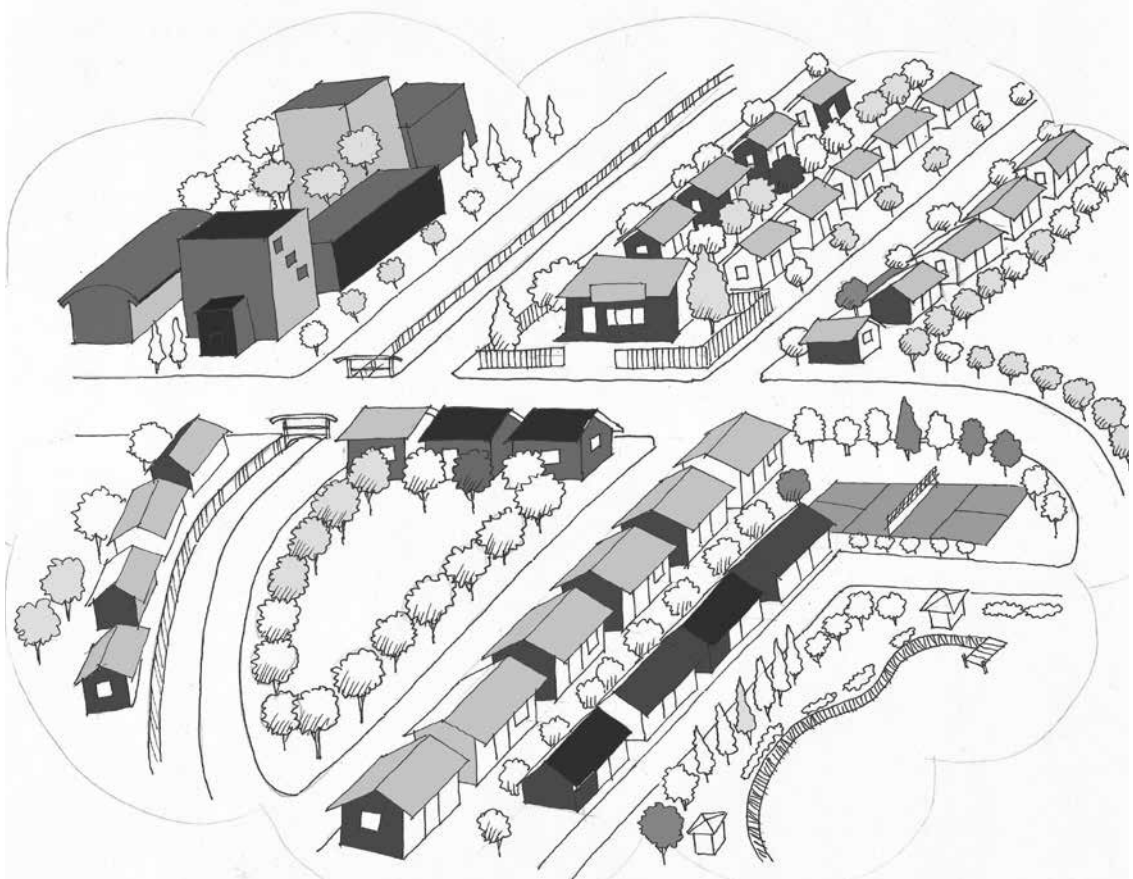
- Sufficient **storage space** for food and play equipment:
 - a. Soaps, detergents, cleaning compounds or similar substances should be kept away from food supplies in order to prevent accidental poisoning, potential leakage problems, and contamination. Always keep these substances away from children.
 - b. Pesticides and other toxic substances should never be stored where cooking or preparation of food takes place, or where kitchen equipment or utensils are stored. Always keep these substances away from children.
 - c. Perishable foods given by parents or provided by the centre should be stored in a refrigerator. Refrigerator temperatures should be kept at 5°C or less, and freezers at -18°C, in order to slow the growth of bacteria. If the centre does not have a refrigerator, do not store fresh or cooked foods. It is better to give away, at the end of the day, any unfinished food to parents or needy community members.
 - d. All food stored in a cupboard, refrigerator and freezer should be covered, wrapped, stored in airtight containers, and protected from contamination.
 - e. Fresh poultry, fish, ground meat, and mixed meats should be cooked or frozen within two days after purchase. Beef, veal, lamb or pork should be cooked or frozen within three to five days.
 - f. All raw meat, poultry, and seafood should be securely wrapped and stored in the meat drawer or coldest section of the refrigerator or freezer, in order to prevent raw juices from contaminating other foods.
 - g. Perishable foods, such as eggs, should not be stored in the refrigerator door. The temperature of storage bins in the door fluctuates more than the temperature in the cabinet.
 - h. Food that does not need refrigeration should be stored in a way to keep insects and rodents from entering the food. For example, storage containers should be kept off the floor.

- i. Dry bulk foods that are not in their original, unopened containers should be stored off the floor in clean metal, glass, or food grade plastic containers with tight fitting covers. Containers with food should be labeled and dated.
- j. Storerooms, if any, should be kept clean, dry, well ventilated, and cool (about 16°C).
- k. When not being used, all toys and play equipment should be stored in shelves, boxes, cabinets, or hung from the ceilings. Bedding, toys and play equipment should be washed and dried regularly to avoid the accumulation of dust, bacteria and fungus.

Note: It is best to have a storage room in the centre, but if that is not possible, due to safety or limited facilities, the storage can be set up in a house/building in the community that is close to the centre.



Handout 6.2: **Sample of a community map on childcare**



Session 7.

Choosing a business model



Objectives:

- To learn about different business models for childcare centres.
- To enable the selection of a business model that best suits the needs and circumstances of the various participants.



Time: 90 - 120 minutes.



Materials and preparation: Flipcharts; markers; handouts 7.1: Business models for childcare centres and 7.2: Examples of different business models for childcare services. Prepare five flipchart papers each with one of the titles: for-profit enterprise, not-for-profit organization, social enterprise, cooperative enterprise, and association/Community-Based Organization (CBO), and hang them on five different flipcharts at the front of the room.



Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Introduce the titles of the initiate a discussion on five main possible business models. Ask participants to provide examples of business models that they may know in their community and record examples on the appropriate flipchart. For example, ask participants if there is a grocery in their community? Similarly, do women's groups, NGO's, cooperatives, associations and childcare centres operate in the community and what model would they fit in? – *15 minutes*.
3. Initiate a discussion on five main possible business models for childcare centres. Distribute handout 7.1: Business models for childcare centres and ask five volunteers to each read a description of one of the five business models. Ask what would be the advantages and the disadvantages of the different models for a childcare centre in their community – *15-30 minutes*.

4. Explain to participants the importance of considering what type of business model they would want to choose before making a business plan, as that will determine the organizational and financial structure of the centre. Participants should consider if they would want to operate and run a childcare centre by themselves and by employing workers or whether they want to do it in a collective way. Many volunteer groups, such as a women's group start small as a CBO. All personal and community assets should be considered when choosing a business model. For example, if substantial human and natural resources and company commitments to community childcare can be harnessed, it may be appropriate to run a childcare centre as a social enterprise. In other cases, a cooperative enterprise model, where all members pitch in to help, may be more appropriate – *5-15 minutes*.
5. Tell participants they will discuss one of the five business models in small groups. Ask each participant to select the business model that they are most interested in or assign them randomly to the five groups as appropriate.
 - ♦ Ask each group to design a childcare programme based on one of the five models. Group 1 should design a 'for-profit' childcare business, group 2 a 'not-for-profit' organization, group 3 a 'socialenterprise', group 4 a 'cooperative enterprise' and group 5 an 'association/CBO'.
 - ♦ Ask all groups to discuss how the centre will (1) be structured, governed and operated, (2) be financed so as to ensure sustainability, and (3) ensure that poor and disadvantaged families are able to access the services.
 - ♦ Each group should select a presenter to share the group work outcome in plenary for five minutes.

– *25 minutes*.
6. Reconvene and ask the groups to share with each other the results of their discussion, encouraging questions and comments from other groups – *20 minutes*.
7. Distribute handout 7.2: Examples of different business models for childcare services. Explain that the handout gives real life examples of different childcare centres that operate under some of the different types of business models that have been discussed – briefly review the examples with the participants – *5 minutes*.
8. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- Many women entrepreneurs and women's groups who want to start a childcare business start small. It is sound business practice to gain experience and sound out the interest of the working parents in the centre's childcare services.
- But it is also important to think about the main goals and directions that you and/or your group have for the childcare centre from the start. In deciding on a business

model one should consider what local human and natural resources can be mobilized to improve access to childcare for families in the community, and what you, as individual or group, can and want to do by yourself, and what cooperation you need from others.

- One of the most important things to consider when choosing a suitable business model is how the childcare business will earn sufficient income to cover the costs, make a profit and generate adequate income to meet the economic and/or social goals in a sustainable manner.
- If choosing a model that relies on external funding such as donations, subsidies and grants, make sure to consider how reliable these forms of financing will be over the long term.
- Collect information from reliable and diverse people and organizations. Registration and licensing requirements, tax breaks and government incentives are different for each business model and should be fully researched (see Module I Session 9 on creating a plan of action).
- It is important that the model chosen ensures access to the childcare services for poor children.



Handout 7.1: Business models for childcare centres

"Before you start your business, you need to select a legal form for your business. The choice of legal form is important and can make a difference in:

- The cost of starting and registering the business.
- The simplicity of starting and administering the business.
- The financial risk for the owner of the business.
- The possibility of having partners.
- The way decisions are made in the business.
- The taxation of business profits, Value Added Tax (VAT), income tax."²⁶

The rules and regulations for different forms of business vary. Find out exactly what rules and regulations apply before you decide what form of business you will choose. Seek information and assistance from knowledgeable and trust worthy experts or organizations to choose the legal status and type of registration for your childcare centre that is in your best interest. Often government or other organisations supporting small business, such as business development, microfinance or legal aid institutions, can assist."²⁷

- **'For-profit enterprise'** - A for-profit enterprise is one where the owner(s) of a business keeps the income made from selling a good or service, after paying the businesses costs and expenses. In order to make a profit, the income from the business must be greater than the cost. One of the main goals of for-profit businesses it to make money for the owners. There are different types of for-profit enterprises including:
 - ♦ **"Sole proprietorship** - As a sole proprietor, your business will be owned by you alone and you will have authority to make all decisions about the business. The procedures of starting the business are simple and the cost is low. You might need a license to operate a business as a sole proprietor. You might need to register for Value Added Tax (VAT), and if you have employees, you probably need to register for income tax and labour law purposes. A sole proprietorship is an easy and cheap form of business to start. But it is also the most risky, because you as the owner are personally responsible for all the debts of the business. If the business fails to pay its debts, the creditors can make you pay with your private money or even make you sell your personal belongings to pay off the debts. The profit of the business is considered as your income and you as owner must pay the tax on the business profit. All businesses need a business permit. Find out from you local authority or government office the kind of permits you might need."²⁸

26 ILO: *Start your business manual – A step-by-step guide to starting your business* (Geneva, 2011), p. 36.

27 Id.

28 Id.

Many small sole proprietor enterprises are actually family or household businesses where either the wife or the husband runs the business, and other family members often help as unpaid family workers.

- ♦ **“Partnership** – If two or more people decide to run a business together they can form a partnership. The procedures for starting and running a partnership are similar to those for a sole proprietor. If your business has employees, you are required to register for income tax and if you qualify to charge VAT you should register with the national revenue authority. The procedures of starting a partnership are quite simple and the cost is relatively low. To start a partnership the partners enter into a partnership agreement. The partnership agreement does not have to be in writing to be valid, but to avoid future misunderstandings, you should always make sure that it is. The partnership agreement should, for example, cover:
 - ✓ What line of business the partners are going to be active in.
 - ✓ How the profit or loss is going to be divided among the partners.
 - ✓ Duties of each partner.

The partners are the owners of the business and they make all decisions about the business together, unless they have agreed otherwise in the partnership agreement. Note that if one partner has made an agreement on behalf of the other partners, the agreement is normally binding for all partners. Partnership can be an advantage if the business needs skills and experience which you do not have. Partners can be one way of finding enough capital to start the business. All partners share the responsibility for the debts of the business. If you have one or more partners your own risk is reduced because all the partners share the risk. But if the other partners have no private capital available, you might have to pay all the business' debts yourself. The business profits are divided between the partners according to the partnership agreement and each partner is individually taxed on his or her share of the profits.”²⁹

- **‘Not-for-profit organization’** – The goal of most not-for-profit organizations is to help people in the community in some way. Other similar types of organizations include: NGOs (non-governmental organizations), which are not-for-profit groups, independent from government, that are organized on a local, national or international level to address issues in support of the public good; CBO (community-based organizations) which are groups of individuals organized by and for a particular community of people based on shared interests, like women's groups; and foundations, which are nonprofit organizations that typically donate funds and support to other organizations, or provide the source of funding for their own charitable purposes. These organizations are not geared at making profit but they are often run like a business because the aim often is to make enough money to keep the organization running, and to reinvest any additional income made (after costs and expenses are paid) in a way that serves the vision and mission of the organization. An example of a not-for-profit organization would be a literacy programme that uses donations from the community to teach members of the community to read and write. Many not-for-profits are subsidized by government grants and/or private persons or companies who believe in their mission.

²⁹ Id. at p. 37.

- **‘Social enterprise’** – A social enterprise is a business that seeks business solutions to solve social problems and improve communities, people’s life chances, and/or the environment. A social enterprise is involved in selling a good or service for the combined purpose of generating a profit and achieving a social aim.³⁰ In other words, profits from the ‘for profit or commercial’ side of the enterprise are used to support the ‘not-for-profit or charitable’ side of the organization. Social enterprises are driven by their social aim but use commercial activity to achieve these aims. The vision and mission of social enterprises can range from ‘clean and fair’ production, fair trade and value chains, provision of fair business services and environmental sustainability, to social inclusion, increasing the employability and labour force participation rates of vulnerable population groups, or new ways to provide care to families and communities. In order to be independent, childcare social enterprises have to achieve financial sustainability by adopting trading or commercial activities through the sale of childcare and related activities. Social enterprises come in all shapes and sizes. However, a social enterprise will always reinvest its profits back into the company or use them to further the organisation’s social goals, rather than deliver a return to investors. For example, a social enterprise providing affordable childcare could use its surplus profits to open a new centre in another town. Social enterprises may be run by an individual, or a group of individuals but they are not necessarily collectively owned.
- **‘Cooperative enterprises’** – A cooperative or cooperative enterprise is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise. Cooperatives are owned and supervised by their members, who democratically (based on the ‘one member, one vote principle’) elect representatives to a board of directors that looks after the cooperative, hires staff, etc. Usually, the members of a cooperative share the benefits as well as the risks related to the enterprise. Cooperatives also make profit but the profit is not always distributed to the members in cash. Depending on the decision of the members, the profits can be reinvested in the business to make it grow or are used to increase social benefits to the members. Cooperatives often require some level of volunteer activity to support their operations, which can reduce costs. In childcare cooperatives, members are often the parents of the children attending the centre and, thus they can represent their opinions on how to run the childcare centre more effectively compared to other types of business. In addition to tuition or fees for the childcare services, volunteer involvement by parents in the affairs of the cooperative is highly encouraged and often required. Parental participation in the classroom supports the ability of the cooperative to provide a high adult-to-child ratio, and volunteer labour for housekeeping and administrative duties aids in reducing operating costs.³¹ Women’s and other groups often choose a cooperative as organizational form though they may give some time to operate and strengthen their operation before they register legally.
- **‘Associations and community-based organizations’** – Countless associations, voluntary organizations, community-based organizations (CBOs) and economic interest groups form a heterogeneous group and operate in every possible field. Whether ‘modern, community-

30 International Training Centre of the ILO: The reader 2010: Social and solidarity economy: Our common road towards decent work (Turin, 2011), 2nd edition, http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_166301.pdf (accessed 18 March 2015); see also: <http://www.socialenterprise.org.uk/about/about-social-enterprise> (accessed 14 November 2014).

31 See the ILO Promotion of Cooperatives Recommendation, 2002 (No. 193) at http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R193 (accessed 18 March 2015).

based or traditional', they all operate on the same basis, that is, negotiated rules and reciprocity guaranteed in particular by social control and they pursue the interests and the economic and/or social goals agreed by the group.³² Examples are sports clubs, women, and youth groups but also employers organizations, and associations of certain professions or occupations. Many CBOs are not registered, especially at the beginning, but if the organization grows, there is often a need to select a business or registration model.

32 Adapted from: International Training Centre of the ILO: *The reader 2010: Social and solidarity economy: Our common road towards decent work* (Turin, 2011), 2nd edition, p.3



Handout 7.2: Examples of different business models for childcare services

Donor partnership for enterprise childcare in Kenya³³

The Gitothua Children and Community Centre was built and run by Red Lands Roses and Pollen Syngenta in the framework of a partnership initiative co-funded by DEG, a German development bank, under its Public Private Partnership (PPP) programme. Its co-funding mechanism provided an initial investment (Euro 150,000) to build a community-run project and the companies involved committed to finance the corresponding amount of the initial investment to run the project.

NGO operated childcare service at 401 Richmond Inc., Toronto, Canada³⁴

When the owner of this warehouse in downtown Toronto converted it into a leased cultural and commercial centre, she included a childcare centre. Most of the 130 tenants were self-employed women, mainly in the arts and culture fields, who did not qualify for employment insurance when they took maternity leave and faced the challenge of having to return to work within a few months after childbirth. The centre was set up and run by an NGO, the Canadian Mothercraft Society (CMS).

Oswaldo Cruz Foundation, Brazil³⁵

The Foundation operates a crèche for children of workers at the headquarters of Brazil's Public Health Institute in Rio de Janeiro. The crèche is fully funded and maintained by the Foundation and the company's investment in this benefit is approximately US\$625 per child, per month. Its management is under the Department of Human Resources and is supervised by a Parents' Advisory Council, which participates in discussions about the crèche. Both the Department of Human Resources and the trade union actively participate in the maintenance of the crèche.

So Big Co-operative Pre-school, California, USA³⁶

So Big is a non-profit, non-sectarian, parent cooperative preschool with approximately 48 member families. The school is run by an all volunteer board of directors under the guidance of a paid teacher/director. So Big strives to keep tuition as low as possible by requiring parents to work as classroom assistants and/or perform administrative tasks as well as routine maintenance at the preschool. Parents serve as teaching assistants under the direction of a paid professional teacher/director. To facilitate parental involvement, So Big offers parent education at monthly parent meetings and in the classroom.

33 C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), p. 89.

34 Id. at p. 107.

35 Id. at pp. 159-161.

36 See <http://sobigpreschool.org/> (accessed 20 January 2015).

Session 8.

Creating a business plan³⁷



Objective:

- To understand what business planning is and why it is important for all types of childcare centres.



Time: 75 - 90 minutes.

Note for the trainer: If participants are not familiar with business planning, carry out the session plan as it is. If participants have experience with running a childcare centre and business planning, spend less time on steps 3 and 4 but let them complete the business plan in handout 8.2 in small groups, and discuss the groupwork outcomes in plenary.



Materials and preparation: Flipcharts; markers; tape; handouts 8.1: The business plan and 8.2: Template for a simple business plan. Prepare nine cards with the following key elements of a business plan written on them (one card per element): (1) the business idea, (2) the marketing plan, (3) the form of business, (4) staff, (5) legal responsibilities and insurance, (6) costing, (7) financial planning, (8) required start-up capital and (9) sources of start-up capital.



Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Initiate a discussion on the importance of planning in life. Ask the participants what they would need to plan if they wanted to, for instance, build a house. Summarise that they would need to think of who will do what, when, what raw materials are needed,

³⁷ Adapted from ILO: *Start your business (SYB) manual* (Geneva, 2011), Session 5.

what the design will look like, etc. Explain that the same planning process needs to be applied to starting or improving a business – *10 minutes*.

3. Ask the participants what the main elements of a business plan are. Gather a few ideas and write them on a board or flipchart. Tell participants that it is important to know how to develop a business plan for a childcare centre and they will learn how to do this. Divide participants into nine small groups and give each group one of the nine cards with the key business elements. Give the groups 15 minutes to consider their card, and try to come up with a brief explanation of what would be included in the business plan with regard to the element on their card. Tell them their descriptions can be general at this stage, as some of the elements will be covered in detail in the next sessions – *20 minutes*.
4. When the groups are ready, ask the participants to stick their card on a wall one by one and ask each group to explain briefly what information they think the business plan would need to contain for their card. Ask the remaining participants whether they agree, and clarify any questions. Ask a volunteer to place the cards in the order they would normally appear in a business plan. Invite the other participants to comment on whether they think the order is correct and adjust the order as necessary so it corresponds to a standard business plan. Guide and supplement the discussion as necessary using the information in handout 8.1: The business plan – *20-30 minutes*.
5. In plenary, ask the participants what they think are the main advantages of preparing such business plans, and hold a brief discussion about why entrepreneurs should do business planning. Distribute handout 8.2 to each participant. Ask volunteers to read out loud the different sections of the business plan template. Explain that the template is a good way to ensure that important information is considered before moving forward with a business idea – *15-20 minutes*.
6. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- Business planning is like planning in general: it involves looking ahead, thinking of a goal to pursue, and the steps involved in reaching that goal.
- Key elements of a business plan are: the business idea, the marketing plan; the form of business; staff; legal responsibilities and insurance; costing; financial planning; required start-up capital; sources of start-up capital.³⁸
- Business planning can be used in the following situations:³⁹

38 ILO: *Start your business (SYB) manual* (Geneva, 2006), session 5.

39 ILO: *GET Ahead for women in enterprise. Training package and resource kit* (Bangkok and Geneva, 2004), pp.293-295.

- An entrepreneur or group of entrepreneurs is serious about starting or improving her/their business and wants to make a plan, so that she/they can systematically check on progress.
- The bank needs a forecast on sales and cash flow before giving a loan.
- The business partner or a potential donor needs to know the number of clients that the entrepreneur is able to attract.
- Different labour inputs and peak efforts occur in all businesses at certain times, and the off-season is likely to mean fewer clients and thereby less work and less income. So it is important to plan for busy times and off-season activities as much as possible.



Handout 8.1: The business plan⁴⁰

Before starting a business, the entrepreneur will need to collect and use a lot of information. Putting ideas and the information collected together is called making a business plan. The process of preparing a business plan enables the entrepreneur to carefully study and consider all aspects relating to the business idea before starting the enterprise. A business plan helps to:

- **Decide** whether to start a business or not. Starting a business will change the entrepreneur's life completely. The business plan will help to make the right judgement.
- **Organize** ideas so as to be able to know how to start and run a business in the best way.
- **Present** the business plan to investors or a lending institution such as a bank or a microfinance institution for obtaining a loan for the business.

Content of the business plan

A business plan should cover all the important aspects to be considered before starting a business. The business plan includes the following sections:

- **The business idea**
All business plans are based on an idea. The business idea section of the business plan gives a brief description of what the business will do. It is about which needs the products or services will satisfy, what product will be produced, what service will be provided or what goods will be sold, who they will be sold to and how they will be sold.
- **The marketing plan**
The marketing plan describes the products and services that will be marketed. The marketing plan specifies in detail what products or services will be sold, at what price, where the business is going to be located, how the products or services will be provided and how the business and its products and services will be promoted.
- **Form of business**
There are different legal forms of business. The form of business chosen depends on the characteristics of the business, the ownership structure the entrepreneur wishes to pursue and the amount of capital available for investment in the beginning. The different forms include

⁴⁰ Adapted from ILO: *Start your business (SYB) manual* (Geneva, 2006), session 5.

a sole proprietor enterprise or family or household business, partnership, limited company, private company, joint stock company and cooperative.

- **Staff**

The entrepreneur needs to think about the number of people that are needed to operate the business. What skills and experience are needed? How many workers are needed? Who will manage the business? How much will need to be paid in terms of salaries and salary costs? Is it possible to attract volunteers? How will the staff and the volunteers be trained?

- **Legal responsibilities and insurance**

The legal responsibilities and insurance section of the business plan details the entrepreneur's legal responsibilities.

- **Costing**

To be able to set your prices and make financial plans, the entrepreneur needs to calculate the cost of the products or services.

- **Financial planning**

All businesses need to plan for the future. The goal of the business is to generate income to reach economic and/or social goals. At minimum a business should break-even. It is therefore important to calculate sales and costs and projected profit.

- **Required start-up capital and sources of start up capital**

Start-up capital is the amount of money needed to start a business. Money is needed for equipment, materials, rent, wages, etc. Money is also needed to cover expenses during the first two or three months after the business has started, as very little money will be coming in at that point.



Handout 8.2: Template for a simple business plan⁴¹

- Individual's name or group's name (include names of members):

.....

- My/our proposed business is:

.....

- Our business location is:

.....

- We have these skills:

.....

- We have to learn these skills:

.....

- We have these assets (building, good location, equipment, skills):

.....

- We need these assets:

.....

Market:

- I/we will sell to:

- Competitors:

(who, where, why)

⁴¹ Adapted from ILO: *GET Ahead for women in enterprise. Training package and resource kit, 2d edition* (Bangkok and Geneva, 2008), p. 299.

- I/we will promote our services like this:
.....

Business Operation:

- Service plan for one year (total number of children at the centre):
Each day
Each week
Each month
- The people who will work are (who, how many):
.....
- I/we will divide the work like this:
.....
- The people responsible for managing my/our business are (director, treasurer, sales manager, etc.) all the management positions and what they do:

Business Expenses:

- | Start-up expenses: | Operating expenses (for one year) | |
|--------------------|-----------------------------------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Subtotal..... | Subtotal..... | Total |

Total cost per year divided by the number of children at the centre every day during the year is: Cost per child per year

Sales income

- The price of the childcare service is: IDR.... per day IDR.... per week, IDR.... per month
IDR.... per year
- Number of children (quantity): per day IDR..... per week IDR.....
- Number of children (quantity): per month IDR..... per year IDR.....

Competitor's price per child per day/week/month/year: IDR.....

Business opportunities and challenges

- The business opportunities and benefits (positive factors) are:
.....
- The business risks and challenges (negative factors) are:
.....

Session 9.

Creating a plan of action



Objectives:

- To understand the utility and importance of creating a step-by-step plan of action.
- To learn about the type of information that is needed in a plan of action for a childcare centre.
- To enable participants to create a plan of action.



Time: 150 minutes (part 1: 90 minutes; part 2: 60 minutes).



Methods and preparation: Cards or sticky notes; flipcharts and markers; the following handouts:

- Handout 9.1: To-do list when creating a plan of action for a childcare centre
- Handout 9.2: Plan of action for opening a childcare centre
- Handout 9.3: Administrative requirements of a childcare centre
- Handout 9.4: Sample notarial letter on establishing a childcare centre
- Handout 9.5: Registration form for children entering a childcare centre
- Handout 9.6: Consultation book - communication between childcare centre and parents
- Handout 9.7: Sample endorsement from village head on lending community land for a childcare centre.

Prepare eight flipcharts and write one of the headings from handout 9.1 on one flipchart (1. Planning phase; 2. Financial considerations; etc). Hang them on the wall or put them on the floor. Make sure that participants can easily see and walk around them.



Session plan:

Part 1

1. Explain the objectives of the session - *5 minutes*.
2. Tell participants that they will brainstorm to make a 'to-do' list for the start-up of a childcare centre. Distribute around 10 cards or sticky notes to each participant. Ask them to take a look at the eight different headings on the flipcharts on the wall or on the ground, and write down on the cards what they think must be done under each heading, then stick the cards on the appropriate flip-chart. Participants do not have to write a card for every heading, and can use several of their cards for one heading if they wish. After 10 minutes ask everyone to sit down and distribute handout 9.1 to each participant. Go through the groupwork outcomes by asking volunteers to read out loud what has been written on the cards. For each subject heading, add points from handout 9.1 that were not yet mentioned and ask for comments of the groups – *30 minutes*.
3. Divide participants into groups and distribute one copy of handout 9.2: Plan of action for opening a childcare centre to each group. Explain: When thinking about opening a childcare centre it is helpful to create a step-by-step plan of action as a way to organize what needs to be accomplished within a particular timeframe. Ask participants to consider the different aspects of running a childcare centre that have already been discussed such as: conducting needs assessments, seeking community inputs, determining location, determining the business model, making a business plan, seeking permits, procuring equipment and materials, hiring staff, etc. All of these should be incorporated into a 'plan of action.' Ask groups to draw a table on a flipchart that is similar to the one on handout 9.2, discuss the steps and complete a plan of action for opening a centre. Ask each group to brainstorm with each other and include all the steps that would be necessary in the communities, where participants come from. For example, during the **planning** phase, one objective would be to conduct a needs assessment. An activity to meet that objective might be 'interview local community leaders' and the time frame might be 'one week.' An objective during the **development** phase might be to 'rent a building.' An activity and timeframe to meet that objective would be to 'visit different locations over the next month. Tell the groups to be as comprehensive and detailed as possible. Tell them also that they do not need to complete the budget for now as it will be done later in the session - *30 minutes*.
4. Reconvene and ask each group to share their plan of action - *25 minutes*.

- Break -

Part 2

5. Start with discussing the importance of making the budget that will be required to implement the various activities in the action plan, both in the planning phase as well

as in the development and operational phases. Ask participants to estimate a budget for each activity in the same small working groups. Explain that they can use rough estimates. In Module III more specific guidance will be given on how to develop a budget. When the groups are ready, ask participants to walk around and check the budgets of the other groups. Reconvene and discuss any noteworthy outcomes of the group work, like pointing out possible examples of under- budgeting or over-budgeting) – *40 minutes*.

6. Distribute handouts 9.3 - 9.7. Briefly discuss the different types of administrative and financial documents, letters, forms and books that may be required when operating a childcare centre – using the handouts as illustrations - *15 minutes*.
7. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- The more planning, preparation and organization that goes into how best to set up the centre, the more likely it is to be a sustainable enterprise.
- A step-by-step plan of action helps to organize the many things that must be done before opening a centre. The plan helps to keep organizers on track, ensure that work gets done on time, deadlines are met and that important milestones and details are not forgotten.
- There are administrative requirements that must be taken into consideration when developing a plan of action. Plans should include organizing the registration of the childcare centre as well as securing permits, endorsements and notarial letters. Essential documents to prepare and have in place before the opening of the centre include: required permits and certifications; key information related to the childcare centre's workers and students; records to track children's progress and parents' inputs; and financial planning and book-keeping tools. This will help to operate the centre in a smooth and efficient way and is essential for successful fundraising efforts.
- A detailed plan of action can be helpful in gaining the trust and support of community leaders, and will be helpful in convincing donors and lenders to support the enterprise.



Handout 9.1: To-do list when creating a plan of action for a childcare centre

1. The **planning phase** – may include:
 - Conducting a childcare needs assessment.
 - Conducting marketing/feasibility studies.
 - Seeking input from the community and other leaders.
 - Deciding on the childcare centre's vision and goals.
 - Selecting the business model.
 - Making a business plan and a step-by-step action plan.
 - Researching government regulations and requirements for setting up a childcare centre.
 - Determining capacity of the centre and target groups (e.g. age range of children).
 - Determining staffing needs.
 - Developing a budget (for start-up costs as well as for daily operations).

2. The **development phase** –may include:
 - a. **Financial considerations**
 - Securing financing (researching funding opportunities; government assistance).
 - Developing grant proposals; discussing financing options with banks and small business lenders; seeking corporate contributions.
 - Determining the fee structure/tuition (ensuring that low income children are not excluded).
 - Establishing accounting, financial management and auditing systems.
 - Opening a bank account.

 - b. **Physical infrastructure/supplies**
 - Finding a location for the centre.
 - Refurbishing space if necessary.
 - Locating suppliers.
 - Purchasing equipment and materials.

c. Administrative requirements

- Establishing operating hours.
- Establishing inventory control and loss prevention systems.
- Creating a filing system to keep track of important documents.

d. Safety requirements

- Securing needed permits.
- Calling for safety inspections.
- Developing a regular inspection schedule.
- Developing emergency procedures (fire, earthquake, poisoning, etc.).

e. Human resources

- Establishing human resource policies and personnel systems (job descriptions, employee contracts, staff evaluation systems).
- Conducting background checks and hiring staff.
- Training, monitoring, guiding and evaluating staff.

f. Curriculum and learning

- Deciding on curriculum and developing plans for children's daily activities.
- Establishing systems for evaluating children's development and progress.

g. Communication with families and community

- Establishing rules for children/families attending the childcare centre.
- Establishing a policy or system for providing feedback to parents and seeking their input.
- Creating a marketing plan, and advertising the childcare centre's services (through word of mouth, employers' and workers' organizations, women's organizations, community organizations, flyers, posters, media attention, etc.).
- Inviting community members, families and children to an 'open house' at the opening of the centre and regularly thereafter.



Handout 9.2: Plan of action for opening a childcare centre

Name of proposed childcare centre: _____

Address/location: _____

Name/contact information of owners: _____

I. Planning phase

Objective	Outputs	Who will do it?	Completion date	Budget
1.	1.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
	2.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
	3.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
2.	1.			
	Activity 1:			
	Activity 2:			
	Activity 3:			

Objective	Outputs	Who will do it?	Completion date	Budget
	2. Activity 1: Activity 2: Activity 3:			
	3. Activity 1: Activity 2: Activity 3:			
3.	1. Activity 1: Activity 2: Activity 3:			
	2. Activity 1: Activity 2: Activity 3:			
	3. Activity 1: Activity 2: Activity 3:			

II. Development and operation phase

Objective	Outputs	Who will do it?	Completion date	Budget
1.	1.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
	2.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
	3.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
2.	1.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
	2.			
	Activity 1:			
	Activity 2:			
	Activity 3:			
	3.			
	Activity 1:			
	Activity 2:			
	Activity 3:			



Handout 9.3: Administrative requirements of a childcare centre⁴²

Note: At the beginning the centre does not have to have all of these components. Decide what is needed at the start and add items as the centre grows and becomes more established.

Administration

Clear goal setting as well as sound people and financial management and administrative support are important for any childcare centre from the start.

1) Institutional administration

- a) A defined organizational vision and goals prepared by the management and the owners or members of the centre.
- b) A defined management and organizational structure.
- c) Essential documents such as: license for establishment from competent officials, deed of ownership, partnership deed, building use permit, operating permit, etc. In Indonesia, every daycare/childcare centre is obliged to register with the Education Ministry/Office, Non-Formal Education Sector in the region. It is important to secure a notarial letter to show that the childcare centre is a legitimate enterprise (see handout 9.4). However, at the beginning a childcare centre can be established based on an agreement among parents and an endorsement by the head of the village or head of the sub-district (if the centre covers several villages) (see handout 9.7). The operational permit and notarial letter are needed when submitting proposals to government, non-governmental agencies or enterprises.

2) Administration of staff

Staff includes the manager or management team, the caregivers, those providing financial, administrative and secretarial support, cleaners, cooks, and any other people working at the centre. Administrative information for each staff member should include: name of staff member, place/date of birth, address, sex, education and training received, work history, position hired for, starting date of duty, and if relevant, which group of children the staff member is assigned to.

⁴² Indonesia Ministry of Education: *NSPK, Petunjuk teknis penyelenggaraan taman penitipan anak (Norm, standard, procedure, criteria for technical guideline on childcare centres)* (Jakarta, 2013).

3) Administration of children

Every childcare centre should have a progress book for each child documenting each child's development/performance at the centre.

4) Financial administration:

- a) Cash/bank book.
- b) Daily transaction book.
- c) Financial transaction card for each child.
- d) Financial reports detailing income and expenditures.
- e) Budget.
- f) Proposal to request financial support

5) Programme administration:

- a) Registration form for children (see handout 9.5).
- b) Parents' agreement acknowledging parents' and children's rights and responsibilities.
- c) Daily attendance book for children and caregivers/teachers.
- d) Daily, weekly, monthly and annual schedules.
- e) Consultation book between caregivers and parents (see handout 9.6).
- f) Play activity time schedule.
- g) Guest book.
- h) Inventory book.
- i) Record of incoming and outgoing correspondence.



Handout 9.4: Sample notarial letter on establishing a childcare centre

LEMBAGA PENDIDIKAN
“ PKBM ARKEMO ”
Nomor : 11.-

Hari ini, Kamis, tanggal lima belas Juli tahun duaribu sepuluh.-----
 Jam 14.00 Waktu Indonesia Bagian Barat.-----
 Hadir dihadapan saya, TOMMY TAMBUNAN SARJANA HUKUM, Notaris di Sidikalang,
 menurut KEPUTUSAN MENTERI KEHAKIMAN REPUBLIK INDONESIA tertanggal dua
 Januari seribu sembilanratus sembilanpuluh lima nomor: C-1.HT.03.01-Th.1995, berkantor di Jalan
 Sisingamangaraja Nomor 356, Kelurahan Sidikalang, Kecamatan Sidikalang, Kabupaten Dairi,
 dengan saksi-saksi yang namanya akan disebut diakhir akte ini dan saya, n o t a r i s, kenal :-----
 ---Nyonya RELLY SIMBOLON, Wiraswasta, Warga Negara Indonesia, Desa Tinada, Kecamatan
 Tinada, Kabupaten Pakpak Bharat.-----
 ---menurut keterangannya bertindak dalam hal ini :-----
 a. untuk diri sendiri, dan;-----
 b. sebagai kuasa lisan dari dan oleh karena itu untuk dan atas nama serta menjamin dan
 bertanggung jawab bagi :-----
 1. Nyonya HOTMARIA SILABAN, Wiraswasta, Guru, Warga Negara-----
 Indonesia, bertempat tinggal di Desa Tinada, Kecamatan Tinada,-----
 Kabupaten Pakpak Bharat.-----
 2. Nyonya LIDIA ROSMEILINA PANJAITAN, Wiraswasta, Warga Negara Indonesia,
 bertempat tinggal di Desa Tinada, Kecamatan Tinada, Kabupaten Pakpak Bharat.-----
 ---Yang hadir saya, n o t a r i s, kenal.-----
 ---Yang hadir tersebut diatas menerangkan dengan ini bahwa yang hadir beserta yang
 diwakilinya telah memisahkan dari kekayaan mereka masing-masing uang Rp.1.000.000.-(satu
 juta rupiah). Yang hadir beserta yang diwakilinya dengan ini mendirikan suatu Lembaga Pusat
 Kegiatan Belajar Masyarakat (PKBM) Dan Taman Penitipan Anak (TPA) dengan syarat-syarat
 dan ketentuan-ketentuan sebagai berikut :-----

-NAMA DAN TEMPAT KEDUDUKAN-
-PASAL 1.-
---Lembaga ini bernama : “ **PKBM ARKEMO** ” yang berkedudukan di Desa Tinada, Kecamatan
 Tinada, Kabupaten Pakpak Bharat.-----

-WAKTU DAN LAMANYA BERDIRI-
-PASAL 2.-
---Lembaga ini mulai berdiri sejak hari dan tanggalnya akte ini dan dilangsungkan untuk jangka
 waktu yang tidak ditentukan lamanya.-----



Translation of handout 9.4 "Sample notarial letter on establishing a childcare centre"

EDUCATIONAL INSTITUTIONS
"CLC ARKEMO"
Number: 11

—On this day, Thursday, the fifteenth day of July of two thousand and ten.-----

—At 14.00 on Western Indonesia Time.-----

—Appeared before me, TOMMY TAMBUNAN BACHELOR OF LAW, Notary in Sidikalang as established by the decision of the MINISTER OF JUSTICE OF THE REPUBLIC OF INDONESIA on the second day of January in one thousand and nine hundred and ninety five, decision number: C - 1.HT.03.01 - Th.1995, domiciled in Jalan Sisingamangaraja number 356, Sidikalang Village of Sidikalang Subdistrict, Dairi District, and witnesses whose names will be stated at the end of this certificate and known to me, the notary: -----

—Mrs. RELLY SIMBOLON, self-employed, an Indonesian citizen, domiciled in Tinada village, Tinada Subdistrict of West Pakpak District.-----

—who, in accordance to the statement of the aforementioned, acts: -----

a. On behalf of herself, and; -----

b. As the bearer of the power of attorney and therefore acts for and on behalf and warrant and is responsible for: -----

1. Mrs. HOTMARIA SILABAN, self-employed, teacher, an Indonesian citizen, domiciled in Tinada Village of Tinada Subdistrict, West Pakpak District. -----
2. Mrs. LIDIA ROSMEILINA PANJAITAN, self-employed, an Indonesian citizen, domiciled in Tinada Village of Tinada Subdistrict, West Pakpak District.-----

—Those who are present are known to me, the notary. -----

—The appearing party aforementioned hereby states that she and the parties represented thereby have removed from their respective wealth money in the amount of Rp. 1,000,000 -(one million rupiahs). The parties present and represented hereby establish an institution of Community Learning Centre (CLC) and Childcare Centre (TPA) with terms and conditions as follow: -----

- NAME AND DOMICILE -

- ARTICLE 1 -

—This institute is named: " CLC ARKEMO " located in the village of Tinada, Tinada Sub-District, West PakpakDistrict. -----

- DATE AND LENGTH OF ESTABLISHMENT-

- ARTICLE 2 -

—This institution is established on the day and the date of this deed and shall be valid for a period of unspecified length of time. -----

—This deed is signed by the appearing party, witnesses, and me, the notary, following the reading/explanation of the content of this deed performed by me, the notary. -----

—Issued without changes. -----

—This original copy of this deed is signed accordingly. -----

Issued as a copy. -----



Handout 9.5: Sample registration form for children entering a childcare centre

Registration Form

Name of Childcare Centre: _____

Address: _____

Name of parent: _____

Age: _____

Address: _____

Occupation: _____

Name of child: _____

Sex: (Female) _____ (Male) _____

Place/Date of birth: _____

Birth certificate number and date: (if available, and not mandatory) _____

Reasons for enrolling the child in childcare centre: _____

If the child is accepted in this centre, then I agree to comply with all applicable regulations.

Place:.....

Date:.....

Name of childcare centre staff

Name of Applicant

(Name)

(Name)



Handout 9.6: Consultation book - communication between childcare centre and parents

Child's name: _____

Age: _____

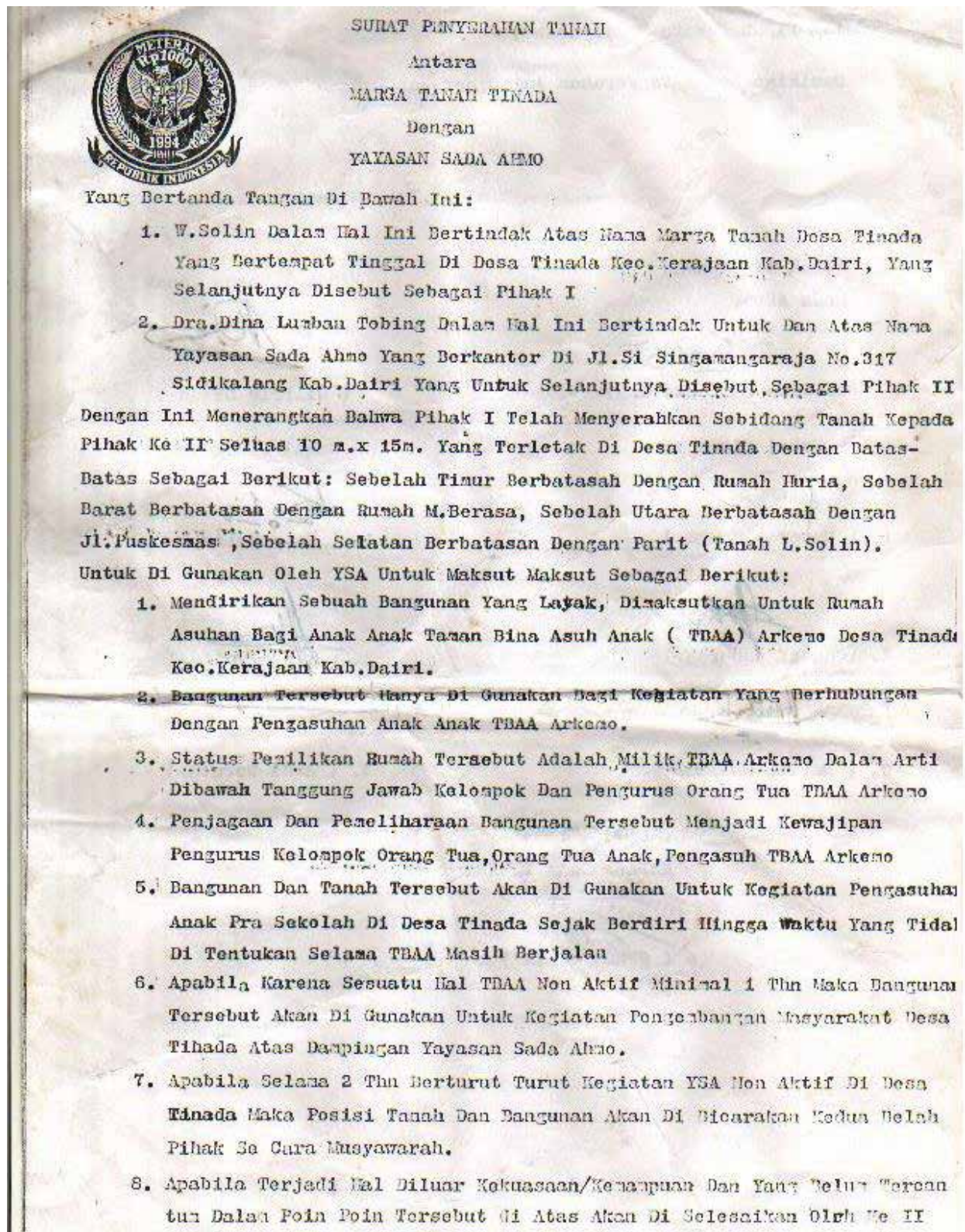
Group: _____

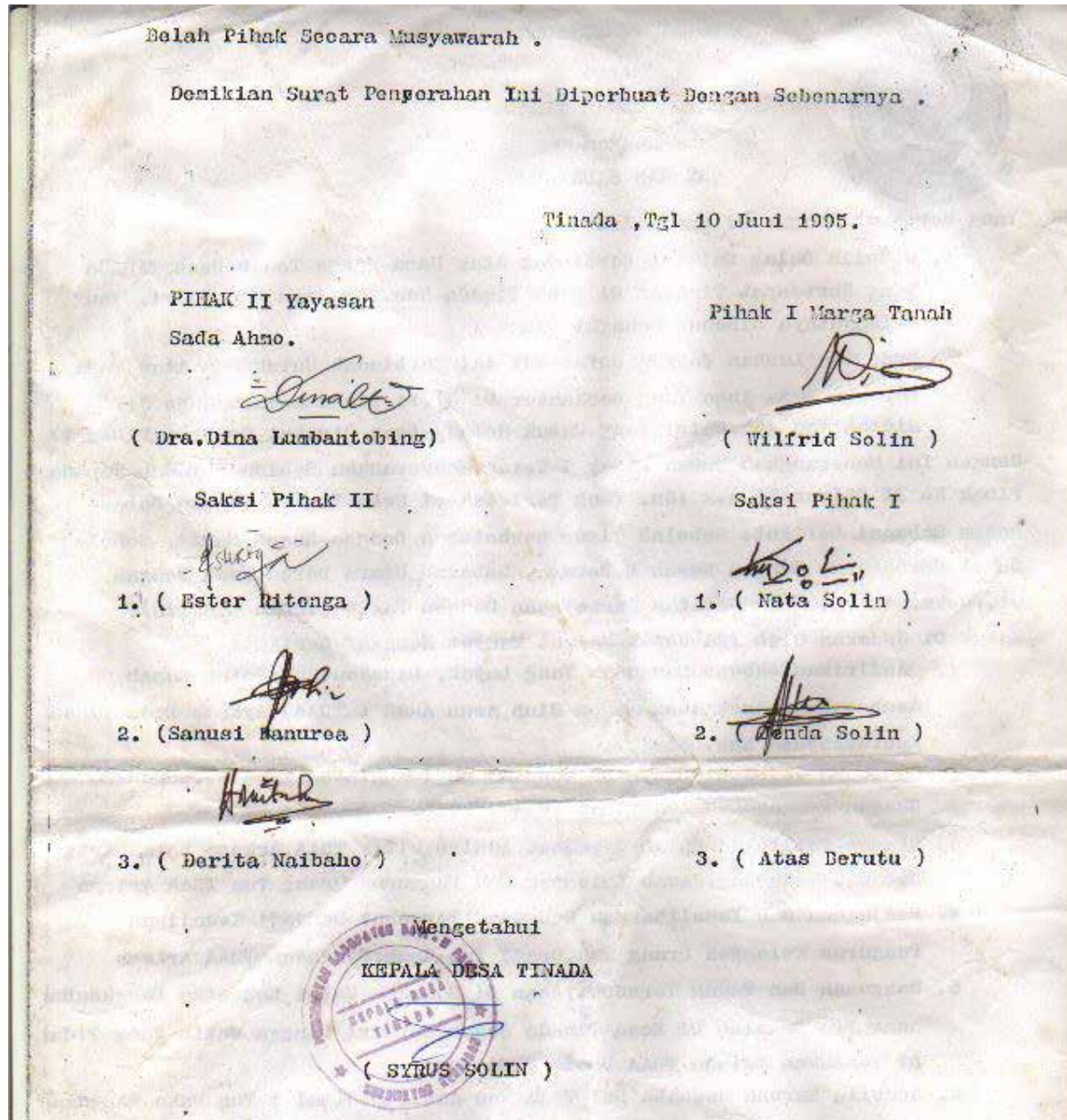
Parents' names: _____

Date	Notes on child's development and behaviour	Suggestion for parents	Response of parents



Handout 9.7: Sample endorsement from village head on lending community land for a childcare centre





Translation of handout 9.7: Sample endorsement from village head on lending community land for a childcare centre

**LETTER OF LAND HANDOVER
BETWEEN
TINADA LAND OWNER
AND
SADA AHMO FOUNDATION**

The undersigned:

1. W. Solin, acting on behalf of the village of Tinada Land Clan, residing in Tinada village of Kerajaan Subdistrict, Dairi District, hereinafter referred to as the First Party.

2. Dra. Dina Lumban Tobing acting for, and on behalf of, the foundation of Sada Ahmodomiciled at Jl. Si Singamangaraja no 371, Sidikalang, Dairi District, hereinafter referred to as the Second Party.

Hereby state that the First Party has handed a parcel of land of 10mx15m to the Second Party. The land is located in Tinada village and borders with the following: House of Iluria in the East, House of M.Berasa in the West, Jl . Puskesmas in the North, and trenches in the South (of a land belonged to L. Solin). The parcel of land is handed to the Sada Ahmo Foundation, for the following purposes:

1. The establishment of a building adequate and intended for the care of children in Arkemo Childcare Center ("Taman Bina Asuh Anak/TBAA Arkemo") in Tinada Village of Kerajaan Subdistrict, Dairi District.
2. The building shall be utilized solely for activities related with the care of children under Arkemo Childcare Center (TBAA).
3. The building shall be under the ownership of Arkemo Childcare Center (TBAA) in which it means that the building is under the responsibility of Arkemo Childcare Center (TBAA) management and parents group.
4. The care and maintenance of the building is the duty of the management of Arkemo Childcare Center (TBAA), parents of the children, and caregivers in Arkemo Childcare Center (TBAA).
5. The building and the land shall be used for the care of children of pre-school age in Tinada village from the time of its establishment until an unspecified length of time as long as the Arkemo Childcare Center (TBAA) is still in operation.
6. Should, for any reason, Arkemo Childcare Center ("TBAA"), performs no activities for at least 1 year, the building shall be used for activities to develop the community of Tinada Village under the assistance of Sada Ahmo Foundation.
7. Should Sada Ahmo Foundation performs no activities for two consecutive years in Tinada Village, the parties shall discuss amicably the ownership and operations of the land and building.
8. In the event of force majeure, or should events that have not been addressed by the provisions above occur, both parties shall resort to amicable resolution.

This handover letter is truthfully made

Tinada, June 10, 1995

Second Party

Sada Ahmo Foundation
(Dra. Dina Lumbantobing)

The Witness of Second Party

1. (Ester Ritonga)
2. (Sanusi Sanuroa)
3. (Derita Naibaho)

Acknowledged/ Endorsed by Tinada village head

First Party

Land Owner
(Wilfrid Solin)

The Witness of First Party

1. (Nata Solin)
2. (Enda Solin)
3. (Atas Derutu)

(Syrus Solin)

Session 10.

Methods of financing



Objective:

- To know the difference between a loan and a grant and how to calculate interest.
- To understand different ways of financing the start-up and operation of a childcare centre.



Time: 120 minutes.



Materials and preparation: Flipcharts; markers; handouts 10.1: Types and sources for financing a childcare centre and 10.2: Template of project proposal.



Session plan:

1. Explain the objective of the session – *5 minutes*.
2. Explain to participants that there are multiple ways of financing a childcare centre. As discussed in the previous session, centres can be run as for-profit enterprises or not-for-profit organizations, social enterprises, women's group businesses, jointly owned cooperative enterprises or as community-based organizations. However, irrespective of the business model chosen, it is critical to research and pursue all possible options for funding, including loans and grants. Explain the main differences between a loan and a grant, using handout 10.1. Explain what interest is, and how it is calculated. Write the first example of interest payment in handout 10.1 on a board or flipchart and ask participants to calculate how much interest must be paid in total over the loan. Ask a few volunteers to write down the calculation in front of the class, and check and correct as needed. Do the same for the second example. Check the answers and ensure everybody is able to do the calculation - *15 minutes*.
3. Ask participants to brainstorm as many different funding sources as possible that may be available to start-up and operate a childcare centre. Write down participants' ideas

on a flipchart. Then distribute handout 10.1 and review the different types and sources of financing with participants. Ask participants to identify any funding sources from the handout that are not written on the flipchart, and include them on the list on the flipchart. - *15 minutes*.

4. Explain to participants that the amount of resources needed for a childcare centre will depend on the initial start-up costs and the regular operating costs of the centre. It is likely that a community-based childcare centre will make use of multiple sources of funding. Divide participants into small groups and ask them to brainstorm about a plan for financing the opening and operation of a childcare centre. Ask them to think creatively about how they may make use of various resources to ensure that the centre can become financially sustainable. Have participants note down: (1) how much money or other inputs will be requested and for what specific purpose; (2) the possible sources from whom the childcare centre will solicit funds and support for the start-up (government, banks, NGOs, local businesses, etc.); (3) what contributions will be paid by families with children at the centre and (4) what kinds of donations will be solicited and from whom – *30 minutes*.
5. Reconvene and ask groups to share their plan, inviting questions and comments – *30 minutes*.
6. Explain that it is important to have a good project proposal that explains clearly what the money will be used for when seeking funding support. Distribute handout 10.2 to each participant. Ask several volunteers to read out loud the different sections of the project proposal template. When finished, ask if any of the participants have ever written a project proposal before? If so, ask them to share their experience about the process. Encourage questions and suggestions on how the template might be adapted or used – *20 minutes*.
6. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- Many excellent ideas that could develop into a successful enterprise fail because of inadequate expertise and funding to start the business.
- Developing a solid project proposal with a well-thought through business plan and budget is critical to gaining the confidence of investors, lenders and donors.
- Both start-up and operational costs must be considered when developing a budget for running the overall operation of a childcare centre.
- Those interested in starting a childcare centre should research and take advantage of multiple sources of financing available. Consider to seek funding to subsidize the childcare services fees that will allow poor and underprivileged children to attend.

- A successful grant proposal is well prepared, thoughtfully planned, and concisely packaged. Each grant-making entity may have different application procedures, forms and requirements. When applying for a grant it is critical to take time to understand the application process and to provide all the information that is required.
- Prior to providing a loan or a grant a donor may ask and/or offer to fund the undertaking of a feasibility study to identify what would be the preconditions for running the childcare centre in a sustainable manner.



Handout 10.1: Types and sources for financing a childcare centre

- **Tuition payments/fees:** Monthly fees from parents who use the childcare services, and/or their employers, are important sources of financing to consider. Care should always be taken to ensure that children from low income families are able to attend the centre by: having subsidized tuition levels for children from low-income families or with special needs; a sliding scale for fees based on income; scholarships; etc.
- **Owner contributions:** Depending on the business model, the owner of a childcare business may be an individual, partners, a group of people, or in the case of the cooperative model, the members who use and/or provide the service. Regardless of the model, owner contributions are an important source of financing to consider. Owners who contribute their own money to the start-up of a business risk losing that money if the business fails. However, owner contributions may make getting a bank loan easier, as it reassures creditors that the owners believe in the business enough to invest their own savings.
- **Bank loans for start-up capital:** Banks are an important source of loans for people and businesses. Some banks have small business units that are familiar with the special conditions that small businesses work under. Banks generally have strict lending requirements and it is not always easy to get a loan from them. Before giving a loan to a business, banks usually require (1) a viable business idea presented in a well thought out business plan; and (2) **collateral** – which is something of value that the borrower promises to give the lender in case the loan cannot be repaid. Payments on bank loans usually must be paid in installments on a set date every month. Many banks also charge interest on their loans. **Interest** is an amount of money paid in exchange for being able to borrow money. Different lenders charge different amounts of interest (interest rates).

To calculate the amount of interest that must be paid, multiply the amount of money borrowed (also called the “principle”) by the interest rate, and by the number of months (or other time period) until the loan is paid back. For example:

- If someone borrows IDR 1,000,000 at a 3% monthly interest rate for 10 months, she will be charged IDR 30,000 in interest every month ($1,000,000 \times .03$). After 10 months, the amount of interest owed will be IDR 300,000 ($\text{IDR } 30,000 \times 10 \text{ months}$). When the borrower pays back the loan they must pay the principle (original amount owed) plus the interest. In this example, after 10 months the borrower would pay back a total of IDR 1,000,000 (principle) + IDR 300,000 (interest) for a total of IDR 1,300,000.
- However, if someone borrows IDR 1,000,000 at a 3% interest rate in total to be paid after 10 months, she will be charged IDR 30,000 in interest at the end of the 10 months

(1,000,000 X .03). In this example, after 10 months the borrower would pay back a total of IDR 1,000,000 (principle) + IDR 30,000 (interest) for a total of IDR 1,030,000.

- The important thing to remember is that when a borrower takes a loan with interest, she will have to pay back more money than she borrowed, therefore, the lower the interest rate, the better it is for the borrower.
- **Micro-finance institutions (MFIs):** MFIs come in many different forms, but in general they are “financial institutions, such as banks, cooperatives (for example, cooperative bank, savings and credit cooperative or an insurance cooperative), credit unions and NGOs that provide financial services, including loans and savings plans, to the low-income market. The main purpose of most micro-finance institutions is to help small businesses grow and better cope with risk,”⁴³ thus their terms are often favourable to the poor.
- **Community fund allocation:** People who want to set up a childcare centre can seek information on village budgetary allocations. Some provinces in Indonesia allocate village budgets that have components supporting early childhood education through the government’s Directorate of Early Childhood Education (PAUD).
- **Government support:** Several ministries may provide childcare subsidies or grants. Each technical ministry has its own format for proposals and requirements for this type of assistance. In Indonesia, financial support for childcare centres is mostly provided by the Ministry of Education.
- **Grants:** A **grant** is an amount of money given for a particular purpose, and generally does not have to be repaid. However, the person or organization giving the grant will usually want assurance that the money is being used for the purpose it was given. Therefore it is important to keep track of how the grant money is spent and follow the grantor’s reporting requirements.
- **Donations from employers and private companies through corporate social responsibility (CSR) or other programmes or foundations:** Many companies (banks, mining companies, factories, etc.) allocate up to five per cent of their income for corporate social responsibility programmes. These programmes often support the development of the local community where these companies operate, including childcare and education sector for the children of their workers. Working parents and their organizations, such as trade unions can negotiate with employers to obtain in cash or in kind support for the development of childcare services that will help their workers balance work and family demands.
- **Donations and support from trade unions.** Sometimes trade unions contribute space, funds or other resources to support the provision of childcare services for working parents. “Trade unions have found various ways of helping working parents access quality childcare, including: advocacy and participation in policy dialogue on childcare; negotiation of collective bargaining agreements that include childcare support; collaboration with an employer to help set up childcare support; setting up childcare facilities for workers; organization of childcare workers to improve their conditions of work and training opportunities.”⁴⁴

43 C. Frankiewicz and C. Churchill: *Making microfinance work – Managing product diversification* (Geneva, ILO, 2011), p. 8.

44 C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), p. 77.

- **Donations from supporting agencies/NGOs:** Some NGOs (local, national, international) may be interested in contributing to early childhood care and development through grants or other means of support. For example, PESADA, a local NGO in the Dairi District of North Sumatra, provided support for a local childcare centre through a credit union programme. People who want to establish a childcare centre should research possible NGO funding mechanisms and submit proposals with well-developed business plans.
- **Donations from people in the community:** Childcare centre management and/or members and board should actively seek in-cash and in-kind donations from the public to help support the centre.
- **Government-supported credit schemes:** Many governments have introduced credit schemes for entrepreneurs who want to start small businesses. Collateral, which is something of value that the borrower promises to give the lender in case she cannot repay the loan, may or may not be needed for these government loans. However, the requirements for a sound business plan are just as strict as with the banks. Many organizations that run credit schemes or other business development service agencies can assist small businesses in completing a business plan, and may provide business training or other services.
- **Non-government (NGO) credit schemes:** A number of non-governmental organizations run their own credit schemes for small businesses - which often are restricted to certain groups of entrepreneurs, such as women or returning refugees. NGO credit schemes will also expect a business plan and may also require the borrower to complete a loan application.
- **Loans from family and friends:** Loan from friends and family can be a good alternative to bank loans, however if the business fails and there are difficulties in paying back the loan, relationships can suffer. Sometimes small businesses get private loans from someone other than family or friends, however, these loans tend to have very high interest rates.
- **Private money lenders:** Often business owners who are unable to secure a loan from a bank or other formal lending institution turn to private individuals for loans. This method of financing is risky however, and should be approached with extreme caution. Private lenders often charge very high interest rates that will negatively affect the business or even threaten the livelihood of the borrower and his or her family. For this reason everybody should avoid this type of loan when at all possible.



Handout 10.2: Template of project proposal to request support for childcare centre

Title

1. **Background:** Describe the rationale for establishing a childcare centre, the problems identified, results of the needs assessment, the challenges and opportunities, and the vision/goals of the centre.
2. **Objectives:** Describe specifically what this proposal is for (e.g. funding construction of a new building, purchasing play equipment, subsidizing tuition fees for children from disadvantaged families, etc.). Provide as many details as possible.
3. **Introduction of childcare centre and programmes:** Describe current and future activities, results and plans for the centre.
4. **Resources:** Describe organizational, financial and human resource assets.
5. **Projected number of students/children:** Provide information about the current number of children enrolled (if any) and projections for the future.
6. **Inputs and budget:** Describe the kind of inputs needed in line with the objectives and programme plans. Provide a detailed budget, specifying the goods and types of services required, and indicate the source of financing (fees from parents, subsidies, gifts, grants, etc.).
7. **Closure:** Conclude the proposal and express appreciation.
8. **Attachment:** Provide documents showing the organizational structure, operational permits, notarial letter, endorsement letter from local authority (village head or sub-district head) and recommendations from various parties (if any).

The proposal is submitted with an official letter signed by the management or owners of the childcare centre.

**Community childcare:
Training manual**

Module 2



**RIGHT TO
DEVELOPMENT OF
CHILDREN, WOMEN
AND WORKERS**

Session 1.

Supporting workers with family responsibilities⁴⁵



Objectives:

- To identify key challenges working parents face in accessing childcare that meets their work demands and their child's needs.
- To explore various options for addressing these concerns.



Time: 90 minutes.



Materials and preparation: Flipcharts; markers; tape; sticky notes or cards in five different colours (e.g. yellow, green, blue, pink and purple); handout 2.1: What can stakeholders do? Measures for promoting work-family reconciliation. Prepare two flipchart papers, one titled 'challenges for business' and the other 'challenges for working parents.'



Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Distribute two yellow sticky notes or cards to each participant. Ask them to take a few minutes to think about one challenge facing businesses and one challenge facing workers in reconciling work and childcare, write each challenge on a separate sticky note, and stick their notes on the appropriate flipchart at the front of the room. When finished, the facilitator should try to group similar challenges together. For example, on the 'working parents' flipchart, group together those papers indicating 'high cost' as a challenge. On the 'business' flipchart, group together papers indicating 'absenteeism' as a challenge. Once the similar challenges are grouped together, draw a circle around them and next to the circle write a word or phrase that summarizes the challenges in that group, such as 'high cost' – *20 minutes*.

⁴⁵ Adapted from ILO: *Maternity protection resource package, From aspiration to reality for all, Part 2 Module 11 Beyond maternity and back to work: Coping with childcare* (Geneva, 2012), pp. 43-44.

3. Write the words or phrases that summarize the groups of challenges, one each as a heading on the top of a new flipchart. For example, if lack of time was identified as a challenge, write 'lack of time' as heading on one flip chart; "absenteeism" on another flipchart, etc. Explain to participants that there are many different ways to address these challenges, and that different stakeholders in the community all have a role to play, including employers, trade unions, the government and civil society. Distribute one sticky note in each colour (other than yellow) to each participant. Explain that each colour represents a different stakeholder – for example, green for employers, blue for trade unions, pink for the government and purple for civil society. Ask participants to write down on the green note one thing that employers can do to address one of the challenges identified (such as 'high cost of childcare'). Similarly, participants should write on the blue note something that trade unions can do to address one of the challenges; on the pink note something the government can do; and on the purple note something that civil society organizations can do. When finished, ask participants to hang their different coloured papers on the appropriate flipchart (i.e. if a participant wrote on their green note 'the government should allocate funding to subsidize childcare' – this should be hung on the flipchart with the challenge heading 'high cost') – *20 minutes*.
4. Once participants have hung all of their notes on the various flipcharts, review the responses with the entire group, encouraging questions and comments – *20 minutes*.
5. Introduce participants to the **ILO Workers with Family Responsibilities Convention, 1981 (No. 156) and its accompanying Recommendation No. 165**. Explain that these international labour instruments give guidance on policies and measures that are needed to help workers with such responsibilities and promote greater gender equality at work and at home. Convention No. 156 takes a broad perspective and seeks to promote policies and practical measures to harmonize paid work and unpaid family activities and to tackle labour market inequality resulting from family responsibilities. Explain to participants the core of Convention No. 156 which reads as follows:
 - ♦ "With a view to creating effective equality of opportunity and treatment for men and women workers, each member [State] shall make it an aim of national policy to enable persons with family responsibilities who are engaged or wish to engage in employment to exercise their right to do so without being subject to discrimination and, to the extent possible, without conflict between their employment and family responsibilities." (Article 3, Paragraph 1).
 - ♦ "All measures compatible with national conditions and possibilities shall further be taken--(a) to take account of the needs of workers with family responsibilities in community planning; and (b) to develop or promote community services, public or private, such as child-care and family services and facilities." (Article 5).

The Indonesian government has not ratified Convention No. 156, but the guidance provided in the Convention and Recommendation can be used to inspire government, companies, workers, families and communities to help working parents to reconcile work-family conflicts – *10 minutes*.

6. Distribute handout 1.1: What can stakeholders do? Measures for promoting work-family reconciliation and review the information about the roles that various stakeholders can play in supporting working families with childcare needs. Relate some of the examples given by participants in steps 3 and 4 above to the examples given in the handout which were inspired by Convention No. 156 – *10 minutes*.
7. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- Measures that enable parents to provide the unpaid care that their families require, while still providing economic security to their families, are absolutely vital to the health of children of all ages.
- Access to quality childcare is also beneficial to families, especially the most vulnerable, as well as to workplaces, companies and societies, and contributes to gender equality and decent work for all women and men.
- Reconciling paid work and the unpaid care work that stems from family responsibilities is a major concern for many adults throughout the world. More women than ever work for pay, but their share of family responsibilities has not diminished significantly and there continues to be low participation in unpaid family care work by men in most regions.
- Policies and measures by governments, and employers' workers' and other civil society organizations to help workers reconcile work and family responsibilities are crucial to address these challenges.
- In 1981, ILO member States adopted the Workers with Family Responsibilities Convention, 1981 (No. 156) and its accompanying Recommendation (No. 165). These two instruments firmly place equality of opportunity and treatment for both women and men workers with family responsibilities, within the wider framework of measures to promote gender equality.



Handout 1.1: **What can stakeholders do? Measures for promoting work-family reconciliation⁴⁶**

Government

- Government has a leadership role to play in designing **legislation**, setting **policy** and creating a **social climate that is conducive to dialogue and change** for improving work–family reconciliation.
- Government supported **social security benefits** can play a key role in providing support for the costs of family care responsibilities, with some countries using means as diverse as conditional or unconditional cash transfers, insurance mechanisms and tax policies.
- In order to promote greater gender equality, governments should establish working conditions that take into account the work–family needs of all workers. For example, **part-time, temporary and home work, which is often done by women in order to accommodate family responsibilities, should be adequately regulated**, as called for in ILO Recommendation No. 165 (Paragraph 21). This would help to ensure that workers with family responsibilities do not find themselves in vulnerable situations and that these working arrangements can become equally attractive to men and women.

Employers

- **Adequate wages and incomes** are important for establishing minimum standards of living that enable workers to provide for care and basic needs of their dependents.
- Policies and practices promoting **equal pay for work of equal value** help to reduce the gender pay gap, which undermines women's bargaining power in the household and often causes women to reduce their paid work due to the demands of unpaid care work at home.
- **Reasonable working time and leave policies** are key areas influencing the ability of workers to reconcile work with family responsibilities.

⁴⁶ Adapted from ILO: *Maternity protection resource package, From aspiration to reality for all, Part 2 Module 11 Beyond maternity and back to work: Coping with childcare* (Geneva, 2012), pp. 22.

- **Promoting greater acceptance of the caring role of men in the family**, at the workplace and in society, is also important for challenging gender inequality at work and at home. Workplace culture often plays a role in discouraging men from assuming family responsibilities. For example, managers and co-workers may be less understanding of a father who needs to get a sick child from school than of a mother. Fathers may fear that giving some priority to family responsibilities means that they will be seen as less committed to their work.

Trade unions⁴⁷

- In some countries, trade unions have successfully engaged in **advocacy and policy dialogue** in order to promote government measures that will improve the availability of childcare support for working parents.

Example: The Women Workers' Unity Group (WWUG) in Thailand has demanded that government set up childcare centres in industrial communities and also that state-run daycare centres prolong their opening hours in order to accommodate the needs of workers. The WWUG's pressures for greater coordination among ministries with responsibilities linked to childcare were instrumental in the signing of a Memorandum of Understanding among five ministries.

- Negotiation of **collective bargaining agreements that include childcare support**. A major way in which unions have been involved in improving childcare access for workers is by making the request for childcare to the employer, sometimes as part of a collective bargaining process.
- **Collaboration with an employer** to help set up childcare support. Union leaders have joined with employers at the workplace to help find childcare solutions, and in some cases are on the management committee for childcare.
- **Setting up childcare facilities** for workers.

Example: A well-known example of a trade union which has become heavily involved in childcare services is the National Trade Union Confederation (NTUC) of Singapore. NTUC Childcare has been a cooperative since 1992, and today, it is a large provider of childcare in Singapore with 39 centres and a total intake of almost 4,000 children. In Singapore, part of the finance for childcare comes from a state subsidy to children under age 7 whose mothers are working; this is paid through the registered childcare provider.

- **Organization of childcare workers** to improve their conditions of work and training opportunities and to improve the quality of childcare and the conditions of work of the childcare workers. Childcare workers are predominantly women in most countries.

⁴⁷ C. Hein and N. Cassirer: *Workplace solutions for childcare* (Geneva, ILO, 2010), pp. 76-82.

The work is undervalued and childcare workers often work for long hours but low pay. Unions have pushed for strategies that develop the skills of the entire early childhood workforce and create the career paths needed to stop the often high rates of turnover in the sector. Unions have also fought for better worker-child ratios and working conditions, for recognition of childcare professionals' skills, improvements in pay, and financial support for the training and development of childcare workers.

Civil society

- Civil Society Organizations (CSOs) play an important role in providing **education, information and advocacy** that improves awareness and understanding of the problems facing workers and employers in addressing work–family conflict, and the implications of such conflict for personal, family and societal goals such as gender equality, business productivity and child education and development.
- **Policy research** is critical for understanding the challenges that workers and employers are facing in relation to balancing work and family responsibilities and their preferences for addressing those challenges, and is a key means to identifying and setting priorities.

Session 2.

The Convention on the Rights of the Child



Objectives:

- To understand the meaning of child rights as defined in the Convention on the Rights of the Child (CRC).
- To understand the difference between 'rights' and 'wants.'



Time: 90 minutes.



Materials and preparation: Markers; laptop; flipcharts; handout 2.1: Summary of the UN Convention on the Rights of the Child and handout 2.2: Rights versus wants. Prepare two flipcharts paper with 'rights' written on one and 'wants' written on the other. Photocopy the cards from Handout 2.2, one set for each small working group and cut out the cards.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Divide participants into six small groups and distribute a copy of handout 2.1 with the summary of the UN Convention on the Rights of the Child to each participant. Ask group 1 to read articles 1-6; group 2 to read articles 7-12; group 3 to read articles 13-19; group 4 to read articles 20-26; group 5 to read articles 27-33 and group 6 to read articles 34-40. Ask every group to draw three pictures that illustrate three different rights from the articles assigned to them. Instruct them not to use any words to describe the rights – only drawings - *15 minutes*.
3. Reconvene all participants and ask them to identify what rights are being portrayed in the different groups' sketches. Once a right is identified, write it on a flipchart at the front of the room - *15 minutes*.
4. Brainstorm with participants what is meant by children's rights? Ask participants to identify some other rights that are not yet written on the flipchart. Get as many examples as possible - *10 minutes*.

5. Give a short introduction to the UN Convention on the Rights of the Child (CRC) highlighting the following points:
 - ♦ The CRC was adopted in 1989 and ratified by Indonesia in 1990. It is the most widely accepted human rights treaty in history. Almost every country in the world has ratified it. When a country ratifies a Convention it is obligated to ensure that it is implemented and enforced.
 - ♦ The CRC recognizes that children are not possessions, but people who have human rights. It also recognizes the important role that parents and families play in providing the best environment for children to grow.
 - ♦ The Convention is based on four basic principles:
 - Children should be free from discrimination.
 - Government policies should be based on the best interests of the child.
 - Children should survive and develop to their full potential.
 - Children's views and perspectives are important and need to be heard.

Ask participants to give their opinion about what the four principles mean. Write these on a flipchart at the front of the room and invite others to comment - *10 minutes*.

6. Divide participants into three small groups and equally distribute the cards cut out from handout 2.2: Rights versus wants to each group. Ask each group to discuss the terms on each card and decide whether it reflects a 'right' that is reflected in the CRC, or whether it reflects a 'want.' Once there is agreement among the group, stick the cards on the appropriate flipchart at the front of the room - *15 minutes*.
7. Reconvene and read out loud all of the cards on each flipchart – asking who agrees or disagrees with the placement of each card and why. Explain that certain items can be a need or want depending on the situation, for example, a bicycle may be a want if used for fun only or it may be a need if the school is too far to walk – *15 minutes*.
8. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- Children's rights are human rights – and by ratifying the Convention on the Rights of the Child, Indonesia's government has shown that it is committed to recognizing and upholding these rights.
- Rights defined in the CRC are all about making sure children are treated well and get a fair deal. The rights in the CRC apply to all children, no matter who they are, whether they are a boy or a girl, what their religion is or what type of family or income class they come from.

- Childhood is a time of evolving capabilities, vulnerability to abuse and exploitation, and a critical time for survival and development. The CRC recognizes children's unique developmental needs and addresses the whole child – emphasizing that both girls and boys must have access to all of their rights if they are to survive and develop fully.
- Childcare workers must know what rights children have, and make sure to enforce them. Everyone in society has a responsibility to make sure that all children's rights are respected.
- Childcare workers should encourage parents, the community, the government and others to work together to make sure that children's needs are met and their rights respected.



Handout 2.1: **Summary of the Convention on the Rights of the Child**

Article 1 *Definition of a child.* A child is recognized as a person under 18, unless national laws recognize an earlier age of majority.

Article 2 *Non-discrimination.* All rights apply to all children without exception. It is the State's obligation to protect children from all forms of discrimination and to take positive action to promote their rights.

Article 3 *Best interests of the child.* All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with parental responsibility, fail to do so.

Article 4 *Implementation of rights.* The State must do all it can to implement the rights contained in the Convention.

Article 5 *Parental guidance and the child's evolving capacities.* The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child that is appropriate to her or his evolving capacities.

Article 6 *Life, survival and development.* Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Article 7 *Name and nationality.* The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.

Article 8 *Preservation of identity.* The State has an obligation to protect and, if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.

Article 9 *Separation from parents.* The child has a right to live with his or her parents unless this is deemed incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Article 10 *Family reunification.* Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

Article 11 *Illicit transfer and non-return.* The State has an obligation to prevent and remedy the kidnapping or retention abroad of children by a parent or third party.

Article 12 *Respect for the child's views.* The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Article 13 *Freedom of expression.* The child has the right to express his or her views, obtain information and make ideas or information known, regardless of frontiers.

Article 14 *Freedom of thought, conscience and religion.* The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15 *Freedom of association.* Children have a right to meet with others, and to join or form associations.

Article 16 *Protection of privacy.* Children have the right to protection from interference with their privacy, family, home and correspondence, and to protection from libel or slander.

Article 17 *Access to appropriate information.* The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information that is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

Article 18 *Parental responsibilities.* Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide parents with appropriate child raising assistance.

Article 19 *Protection from abuse and neglect.* The State shall protect the child from all forms of maltreatment by parents or others responsible for the child's care and shall establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Article 20 *Protection of a child without family.* The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Article 21 *Adoption.* In countries where adoption is recognized and/or allowed, it shall be carried out only in the best interests of the child, and then only with the authorization of competent authorities and safeguards for the child.

Article 22 *Refugee children.* Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to cooperate with competent organizations that provide such protection and assistance.

Article 23 *Disabled children.* A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Article 24 Health and health services. The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the reduction of infant and child mortality and on the provision of primary and preventive health care and of public health education. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Article 25 Periodic review of placement. A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Article 26 Social security. The child has the right to benefit from social security, including social insurance.

Article 27 Standard of living. Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be, and is, fulfilled. State responsibility can include material assistance to parents and their children.

Article 28 Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child, to make higher education available to all on the basis of capacity and to ensure that school discipline is consistent with children's rights and dignity. The State shall engage in international cooperation to implement the right to education.

Article 29 Aims of education. Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her own cultural identity, language and values, and for the cultural background and values of others.

Article 30 Children of minorities or indigenous populations. Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Article 31 Leisure, recreation and cultural activities. The child has the right to leisure, play and participation in cultural and artistic activities.

Article 32 Child labour. The child has the right to be protected from work that threatens his or her health, education or development. The State shall set a minimum age for employment and shall regulate working conditions.

Article 33 Drug abuse. Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Article 34 Sexual exploitation. The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35 Sale, trafficking and abduction. It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Article 36 Other forms of exploitation. The child has the right to protection from all forms of exploitation prejudicial to any aspects of the child's welfare not covered in articles 32–35.

Article 37 Torture and deprivation of liberty. No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility for release are prohibited for offences committed by persons below age 18. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Article 38 Armed conflicts. States shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Article 39 Rehabilitative care. The State has an obligation to ensure that child victims of armed conflicts, torture, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

Article 40 Administration of juvenile justice. A child in conflict with the law has the right to treatment that promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her defense. Judicial proceedings and institutional placements shall be avoided wherever possible.

Article 41 Respect for higher standards. Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention, the higher standards shall always apply.

**Handout 2.2: 'Rights' versus 'wants'**

Clean water	Family reunification	Medicine
Toys	New clothes	Books
Fresh air	Education	Food
Shelter	Sports equipment	Radio
To join a club	Family	Reading glasses
Love	Telephone	Bicycle

Session 3.

Definitions and difference between sex and gender⁴⁸



Objectives:

- To learn about the difference between sex and gender and to define what gender equality is.
- To better understand how gender roles in society are developed, how this may result in gender biases, and how these can be overcome.



Time: 60 minutes.



Materials and preparation: Handout 3.1: Key terms: Sex, gender and equality between men and women and handout 3.2: Statements about men and women. Hang a sign on one side of the room that says 'SEX' and one on the other side of the room that says 'GENDER.' Copy the handout so that there is at least one statement per participant. Cut up the handout so that there is one statement per strip of paper. Place all strips in a box.



Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Ask participants what they think the difference is between 'sex' and 'gender'? After a few responses, explain the difference, using handout 3.1 – *10 minutes*.
3. Ask participants to each pick a strip from the box, read it silently, decide whether the characteristic/behaviour in the statement is gender or sex, and go and stand near the GENDER or the SEX sign in the room. If they do not know or think a statement can be both gender or sex, they can stand in the middle between the two signs. Participants should decide for themselves without discussing it with others – *5 minutes*.

⁴⁸ Adapted from: ILO: *Gender mainstreaming strategies in decent work promotion: Programming tools, GEMS toolkit* (Bangkok, 2010); Rwandan Ministry of Gender and Family Promotion: *Gender training module* (Kigali, 2011).

4. Once all participants have moved to either the GENDER or SEX signs side, ask each to read aloud their statement and explain why they believe the behaviour/characteristic in the statement is determined by the biological or social differences between men and women. If participants stand at the wrong sign (e.g. people with the statement 'men are rational' stand at the SEX sign), ask whether everybody agrees, and ask participants to explain why they think a certain characteristic or behaviour is a sex or a gender difference. Allow people to change place, if they want to, but do not insist. Encourage questions, comments and discussion between all participants – *10 minutes*.
5. Ask participants to sit down and start a discussion with the following questions:
 - ♦ Why do many people think that social differences between men and women are biological differences? (because they have been socialized to think so).
 - ♦ What are biological differences that cannot change?
 - ♦ How does society promote images of men and women? What institutions promote stereotypes and reinforce certain behaviours? (family, media, education, economic, legal and political institutions).
 - ♦ Have there been any changes in gender roles over the past 50 years? (For example, working outside the home is increasingly done by both men and women).
 - ♦ What are the consequences giving different roles and opportunities to girls/women and boys/men in society? Are they equal or unequal? Which group is most disadvantaged? Is this fair?
 - ♦ What needs to change to create gender equal relations in the family, workplace and society?

– *25 minutes*.
6. Conclude the session, using handout 3.1 as needed by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- The important biological differences between men and women relate to the sexual and reproductive organs, and these differences are universal and do not change. Any other characteristics can belong to both men and women, e.g. both men and women can be strong or weak, rational and emotional. However, in many societies these social characteristics are considered to be either male or female and this often leads to gender stereotyping.
- Gender norms about roles, capacities and expectations of women and men vary between and within countries, communities and families. Ideas and expectations about the gender characteristics, abilities and roles of women and men, girls and boys, and about femininity and masculinity – may be flexible or rigid, and equal or unequal. Rigid gender norms and inequalities limit the opportunities and potential of both sexes, most often for women.

- If women and men want to promote fairness, justice and equality, they **can change** their ideas and the gender norms, if they want to.
- Gender equality does not mean that women and men are the same or have to become the same. It means that their rights, responsibilities, social status and access to resources and benefits do not depend on whether they are born male or female.
- Gender equality is about fair, just and equal relations between all in the family, the workplace, the community and in society. Gender equality at work and at school is about equal opportunities and treatment.



Handout 3.1: **Key terms: Sex, gender and equality between men and women**



Sex is about biological differences between men and women. Women and men are born with a few different biological attributes, such as the sexual organs and hormones that determine their reproductive functions, for example, men produce sperms, and women get pregnant and give birth. These biological differences between men and women are universal and do not change. (Nowadays, some people undergo on operation to change sex, a man changing to look like a woman. However, the man can not gain biological function of woman, e.g. getting pregnant).

Besides the reproductive functions, the differences between the two sexes in most other areas in life (such as roles, skills, capacities, behaviours, attitudes) are largely influenced by the material environment, social norms and socialization in the family and in society. For example, where younger men generally are stronger physically than women of the same age, women involved in manual labour will generally be stronger than men in office jobs.

Gender refers to the social norms about roles and relations between men and women. Boys and girls learn about gender norms, rules, roles and relations while they are growing up. These rules vary widely between and within societies, and change over time, from one generation to another.

- ♦ Gender roles refer to the activities that men and women actually do. Gender roles can be flexible or rigid. They vary according to the individual characteristics of people and over time.
- ♦ Gender norms on femininity and masculinity refer to ideas and expectations that people have on the characteristics, ability and likely behaviour of women and men.
- ♦ Gender stereotypes are the ideas that people have on what boys, girls, women and men are capable of doing. While stereotypes may sometimes be true, they are often false.

Gender equality, or equality between men and women is about fair, just and equal relations between all in the family, the workplace, the community and in society. Gender equality refers to the enjoyment of equal rights, opportunities and treatment of both sexes of all ages in all spheres of life and work.

Gender equality does not mean that men and women are the same or have to become the same. It means that their rights, responsibilities, social status and access to resources and benefits do not depend on whether they are born male or female. It means that differences and contributions of men and women are valued equally and that both women and men are given the chance to reach their full potential in life and at work.



Handout 3.2: **Statements about men and women**

Women and girls are gentle	Men and boys are tough	Women give birth to babies
Women are better caretakers of families and children than men	Only women can breastfeed babies	Men have moustaches
Women are emotional	Men are rational	Men are better at science than women
Men's hands are usually bigger than women's hands	Cooking comes naturally to women	Women are bad drivers
Most women are shorter than most men	Women menstruate	Men are strong
Women are weak	Men can develop prostate cancer	Men are better leaders
Girls are better at helping out around the house	Girls develop breasts	Boys are better at repairing things like cars and motorcycles.

Session 4.

Right to equality and non-discrimination



Objectives:

- To understand the meaning and benefits of equality and diversity in the childcare setting.
- To understand the damaging effects of bias and discrimination based on gender, ethnicity or health conditions.
- To understand how a childcare centre can promote inclusion and equality.



Time: 120 minutes.



Materials and preparation: Flipcharts; markers (red and green colour); handouts 4.1: Catalogue of toys, 4.2: Key terms: Discrimination, equality, diversity and social inclusion, 4.3: Identifying and resisting bias and discrimination: Case studies and 4.4: Responses to case studies.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Divide participants into several groups. Ask participants to imagine that they are just about to open a new childcare centre and have been given a grant to purchase toys for the children. Distribute handout 4.1: Catalogue of toys to each group and ask them to place their order by circling in red three types of toys that they want to order for girls, and circling in green three types of toys they want to order for boys. Explain that they can choose the same toys for boys and girls or different toys – *15 minutes*.
3. Reconvene and have groups share with the others what they plan to order for the girls and boys, and why. Encourage questions and comments from the other groups. Note where participants are making decisions based on common gender stereotypes about what 'girls are like' and what 'boys are like.' Ask participants:

- ♦ Why did you decide to order certain toys for boys and others for girls?
- ♦ In making your decisions what assumptions did you make about boys and girls?
- ♦ If some participants decided to order the same toy for both boys and girls, ask them why?
- ♦ Why do we classify certain characteristics, or capacities as belonging to, or possessed by, only girls or boys, or both?
- ♦ What is the basis for these classifications?
- ♦ Are these classifications valid?
- ♦ Do you know any girls who like to play with 'boy's toys' and boys who like to play with 'girl's toys'?
- ♦ Why is it important to assess ourselves and see where we stand on these issues?

- 20 minutes.

4. Explain to participants the damaging effect of stereotypes and how it leads to gender discrimination. Ask participants what they can do as childcare workers to abolish stereotypes and ensure children are treated as individuals and encouraged to develop all of their talents and skills – 15 minutes.
5. Brainstorm with participants about the meaning of the terms 'discrimination,' 'equality,' 'diversity' and 'social inclusion'. Guide the discussion and supplement as needed with the definitions given in handout 4.2 – 10 minutes.
6. Provide a copy of handout 4.3 to each participant and divide them into three groups. Ask groups to read each of the case studies and answer the following:
 - ♦ Is the scenario discriminatory? If so, how?
 - ♦ What negative effect could it have on the children?
 - ♦ What changes would you suggest to make the situation more inclusive?
 - 25 minutes.
7. Reconvene and ask each group to share their responses, inviting questions and comments. Use the information in handout 4.4 to guide the discussions - 25 minutes.
8. Conclude the session by discussing the key messages and addressing any questions - 5 minutes.



Key messages:⁴⁹

- All human beings make assumptions and have biases or prejudices. Having bias is natural, as it enables human beings to quickly jump to conclusions when faced with new information. Biases become problematic when we allow them to influence our thinking so that we negatively judge persons not on their actual abilities but on preconceived ideas about the group they belong to.
- Promoting non-discrimination, equality and diversity in childcare is about validating and cherishing all children. This is equally important for boys and girls and children from the majority and minority groups, and children with different health conditions.
- Caregivers must be alert to the ways that ideas about sex and gender can create inequality. They must work to identify inequalities between boys and girls, and between children with a different race, ethnicity or religious background or health condition and overcome these through an ongoing process of self-reflection, observation, and discussions with others to solve any equality concerns when they come up.
- From a very young age, children are influenced by societal attitudes and behaviours. Research reveals that children as young as three years old display signs of prejudice and negative attitudes towards difference. From the earliest years of their interaction with the wider world, children need to learn that difference has value. Childcare centres should be places where children learn about mutual respect and understanding.⁵⁰
- Childcare professionals need to explore their own attitudes and practices, to ensure that they are able to provide each child with an inclusive environment and fair treatment.
- Childcare centres should aim at providing a wide range of positive role models in a variety of positions. This helps build confidence and a sense of possibilities for the future. Seeing negative images or no images of people with similar backgrounds or ability can send a harmful message to children and even cause some children to reject their identity.
- It is important to observe children's peer group interaction to see how well children accept each other as playmates. For instance, watch for incidents where children are included or excluded. When this happens, explore feelings with all the children and help them understand that words and deeds can hurt. It is vital to deal with incidents when they happen and, if appropriate, follow up with a later activity to reinforce the message.

⁴⁹ ILO: *Equality and non-discrimination at work in East and South-East Asia: Guide* (Bangkok, 2011).

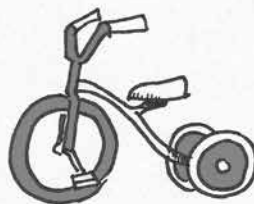
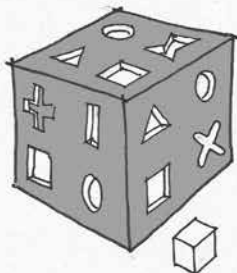
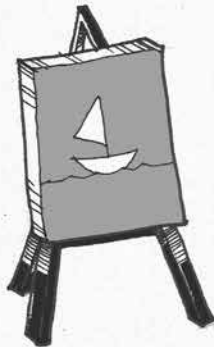
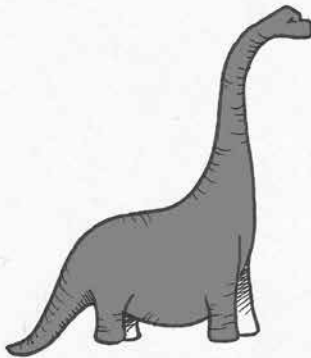
⁵⁰ Republic of Ireland, Office for the Minister for Children: *Diversity and equality guidelines for childcare providers* (Dublin, 2006), p. viii.

**Handout 4.1: Catalogue of toys**

Circle in **red** 3 toys that you would like to order for girls

Circle in **green** 3 toys you would like to order for boys

You may choose the same toys for boys and girls or different toys – it's up to you!







Handout 4.2: Key terms: discrimination, equality, diversity and social inclusion



Discrimination

The unjust, prejudicial and harmful treatment of different categories of people, based on their sex, colour, ethnicity, religion, health condition, age or other characteristic.

Equality

Recognizing different individual needs and ensuring equal and fair opportunities and treatment in terms of access, participation and benefits for all children and their families. Equality is not necessarily about treating all people the 'same' but ensuring that everybody has equal and fair chances to reaching their full potential.

Diversity

Diversity is about understanding each other and moving beyond simple tolerance to embracing differences in ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, and political ideologies. It is about celebrating the uniqueness of each person and valuing the contribution of everybody based on merit and not based on the group they belong to.

Social inclusion

Social inclusion means creating an environment where all people feel valued, where their differences are respected and their basic needs are met so they can live in dignity.



Handout 4.3: Identifying and resisting bias and discrimination: Case studies

After reading the case study, consider the following questions:

1. Is the scenario discriminatory? If so, how?
2. What negative effect will it have on the children?
3. What changes would you suggest to make the situation more inclusive?

Case study 1

The five and six year olds at the childcare centre are working to put on a theater performance for their parents and other children in the community. The play is meant to show the importance of having strong families in the community. In the performance, the girls play the role of mothers who watch over babies and take good care of the house. The boys play the role of responsible fathers who work each day outside of the house to earn money for the family. During the rehearsals the boys order the girls around and tell them how to behave.



Case study 2



A group of girls and boys are playing in the yard when a boy asks to play with them. The boy comes from an ethnic minority group. He recently arrived from a faraway island and does not speak Bahasa fluently. They say no because they do not want to explain the rules to him and think he is too stupid to understand the game. They say he should leave them alone and go play with younger children who are more like him.

Case study 3

The childcare centre is hiring and the director is interviewing candidates for caregiver positions. A few men have applied for the job. However the director does not want to hire any men because she believes that women are more naturally gifted at taking care of children.





Handout 4.4: Responses to case studies

Response to case study 1

Children learn to recognize and understand about gender difference at an early age, including what is expected of boys and girls, for example, girls are often told to be quiet and obedient and boys are told not to cry. Children can limit their vision of themselves and others, and the way they act for themselves and with others, on the basis of their sex. If we want children to believe that boys/girls and men/women can be different but need to be valued and treated equally and fairly, childcare practitioners must be aware of gender bias and challenge stereotypes. Good practices include:

- Recognizing gender discrimination (also known as sexism) in children's play and interaction and challenging sexist attitudes and behaviour. For example when caregivers hear boys making comments about 'how girls play' or girls talking about 'what boys think' they should challenge these statements by helping children to understand that these views may be wrong, and that the ways girls and boys play and think will differ depending on the individual.
- Promoting gender equality by ensuring that children's books, photos and other learning material are gender-neutral and challenge stereotypes. For example, show images of women in traditionally male occupations (carpenter, police, etc.) or invite guests to speak to the children about their occupations, such as a male nurse and a female police officer.

Response to case study 2

When one child says or does something hurtful to another child who is perceived as different, the caregiver must ask the former child about what was said, explain what is wrong about it and ensure that the child understands the hurt caused to the other child. This interaction should be sensitive to the feelings of both children. Telling a child that it is not nice to say a particular thing without giving an explanation will not change the child's attitude, and could reinforce the notion that there is something wrong with difference.

The child who was hurt must also be supported and taught to stand up for him/herself. Children need to know how to say, 'That's not fair', or 'I don't like what you are doing/saying' when they are the target of prejudice or discrimination or when another child is being targeted. Children can actively learn the skills of standing up against bias if caregivers

show and teach them appropriate responses and provide opportunities for children to build on their experiences.

Being inclusive requires identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about ensuring that children, whatever their background or situation, are able to participate fully in all aspects of the life in the childcare centre. Inclusive practices will ensure that everyone feels valued and has a sense of belonging. Inclusion is not about viewing everyone as the same, but is about recognition, acceptance and celebration of differences and similarities.

Response to case study 3

Not only is gender discrimination in hiring wrong and illegal, it also contributes to stereotypes that are harmful to both men and women in society. Hiring only women as caregivers reinforces the stereotype that caring for children is a woman's job. This perpetuates the belief that men should not, or cannot, help with childcare in the home or at work. This stereotype is harmful as it contributes to the double workload of women who have jobs outside of the house and are also expected to carry the full load of childcare at home.

The Director in the case study should consider hiring both women and men as caregivers because having both female and male childcare professionals to build trusting partnerships with children and their families can be a valuable resource to a childcare centre by:⁵¹

- Promoting respectful, harmonious relationships between men and women.
- Initiating play and learning experiences which acknowledge the similarities and differences between men and women.
- Showing that childcare is a task and responsibility that both men and women are capable of doing.
- Providing male and female rolemodels that challenge stereotypes by promoting alternative images of men as loving and caring and of women as strong and authoritative.
- Encouraging male caregivers to support the role of fathers as important contributors to children's lives.
- Advocating childcare and education as a valued and worthwhile career path for both men and women.

51 Australia National Childcare Accreditation Council (NCAC): *Valuing male childcare professionals*, extract from Putting Children First, Issue 24 (Sydney, 2007), pp. 14-16.

Session 5.

Child protection from violence and abuse



Objectives:

- To understand what constitutes child abuse and domestic violence.
- To understand the important role childcare centres can play in child protection.



Time: 90 minutes.



Materials and preparation: Markers; flipchart; handout 5.1: Types and signs of abuse, and handout 5.2: Childcare centre strategies to prevent and address child abuse and domestic violence.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Divide participants into five small groups and ask them to discuss and record on their flipchart:
 - ♦ Situations/actions that they believe constitute child abuse, including: physical abuse, sexual abuse, emotional abuse, neglect and exploitation
 - ♦ Strategies that childcare centres should put in place in order to (i) prevent abuse from happening and (ii) address abuse if it occurs.

- *30 minutes*.
3. Reconvene and have each group present their responses on one type of abuse and strategies for preventing and addressing it. Encourage other groups to comment or ask questions. Add any points listed in handout 5.1 that are not mentioned and come to an agreement with participants on what constitutes child abuse - *30 minutes*.

4. Start a discussion on the important role childcare centres and caregivers can play in preventing and addressing abuse, neglect and exploitation. Young children are often powerless to resist or protect themselves from abusive behaviour and domestic violence, and may find it very difficult to reveal the abuse to someone outside of the family. It is critical that caregivers know the signs of abuse and have a policy or strategy in place for dealing with this issue when it occurs.
 - ♦ Ask what are some important strategies for **preventing abuse** and write the answers on a flipchart. Add points not mentioned from handout 5.2.
 - ♦ Ask what are important strategies for **handling potential cases of abuse** and write the answers on a flipchart. Add points not mentioned from handout 5.2.

Tell participants to keep in mind that gaining an accurate picture of child abuse and domestic violence and ensuring appropriate protection for the child is often very difficult. For example, mothers are sometimes unwilling to side with a child against their husbands out of fear for their own safety, or out of economic dependence. A sense of shame may also stop mothers from taking action. If the mother is the abuser, fathers may not take action because they fear having to cope with the children on their own. Some people also view domestic violence as a private matter that should not involve outsiders. Such attitudes may also be found among community leaders, the police and other officials - *20 minutes*.

5. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- Abuse, neglect and exploitation have devastating effects on the physical and mental health of children, including their ability to learn and communicate. There may also be a profound impact on the family and community.
- Cases of abuse within the family are particularly difficult to deal with as children and adults may be reluctant to reveal incidents of abuse, especially in cultures where the raising of children and treatment of family members is seen as a private matter.
- The role that childcare workers have in the lives of children and their families means that they are uniquely placed to recognize when there are concerns about the safety, welfare or well-being of a child. Childcare workers and services have a responsibility for safeguarding the children in their care through their workplace policies, procedures and practices.
- Skilled and sensitive measures are required when cases of abuse or exploitation are reported or suspected. Inappropriate or insensitive intervention can cause further distress to the child. Different situations call for different strategies of intervention, and there may be an important role for the childcare centre staff, local authorities and the community.



Handout 5.1: Types and signs of abuse

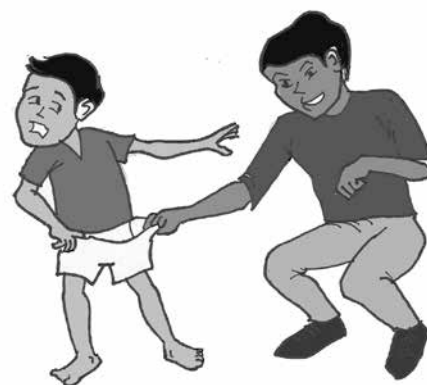
Physical abuse: The non-accidental trauma or physical injury caused by punching, beating, kicking, biting, burning or otherwise harming a child. Physical abuse is the most visible form of child maltreatment and is indicated by the presence of injuries where there usually aren't with children (repeated injuries to head and abdomen).



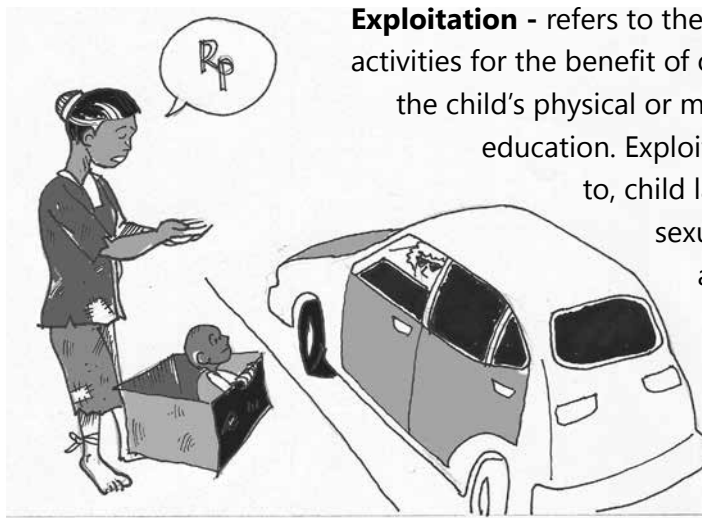
Emotional abuse: The persistent emotional maltreatment that affects the child's emotional development. It may involve conveying to children that they are worthless, unloved or inadequate, or frequently causing them to feel frightened or in danger. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age,

gender or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of other persons.

Sexual abuse - The sexual abuse of children is more than just physical sexual contact and can include: sexual touching of any part of the body, clothed or unclothed; encouraging a child to engage in sexual activity, including sexual acts with someone else; intentionally engaging in sexual activity in front of a child; showing a child images of sexual activity including photographs or videos; or making, showing or distributing child pornography.



Neglect: A deficit in meeting a child's basic needs including the failure to provide basic physical, health care, supervision, nutrition, emotional, education and/or safe housing needs.



Exploitation - refers to the use of the child in work or other activities for the benefit of others and to the detriment of the child's physical or mental health, development, and education. Exploitation includes, but is not limited to, child labour, child prostitution and other sexual exploitation. In each case, advantage is being taken of the child's lack of power and status. Poverty is frequently the root cause of exploitative child work and sexual exploitation.

The following signs may signal a child who is abused or neglected:

- Shows sudden changes in behaviour.
- Has not received help for physical or medical problems brought to the parents' attention.
- Has learning problems or difficulty concentrating that cannot be attributed to specific physical or psychological causes.
- Is always watchful, as though preparing for something bad to happen.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, and does not want to go home.
- Rarely looks at their parent(s) or says they don't like their parent(s).
- Routinely hungry, unwashed or improperly clothed.

The following signs may signal abusive parents:

- Beats one or more of their sons or daughters, their spouse or other family members.
- Shows little concern for the child.
- Denies the existence of — or blames the child for — the child's or the parent's problems.
- Asks caregivers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome; states they don't like their child.
- Demands a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of their own emotional needs.



Handout 5.2: Childcare centre strategies to prevent and address child abuse and domestic violence

Strategies for preventing abuse

- Raise children's awareness of their rights and safe behaviour (using child friendly age-appropriate discussions, posters, books, stories, etc.).
- Raise awareness among childcare centre staff and parents about children's rights and what constitutes unacceptable and abusive behaviour.
- Prepare a list of community resources available to help children who are at risk of abuse, and parents who are at risk of abusing their children or each other (counselors, health professionals, community leaders, women's groups, etc.).
- When hiring staff, conduct thorough background checks and contact references to ensure there has been no history of abusive behaviour against children or adults in the past.
- Ensure the childcare centre has strong clear policies and protocols in place to prevent abuse from happening in the centre.

Strategies for handling potential cases of abuse

The childcare centre should have strong child protection policies and protocols in place to address abuse when it is suspected or reported. Strategies should include the following components:

- All measures must be guided by what is in the best interests of the child.
- Be sensitive, discreet, friendly and compassionate when dealing with any potential victim.
- Care must always be taken to avoid jumping to conclusions too quickly. Where abuse is suspected, it is important to carefully and sensitively look for further evidence before concluding that abuse has occurred.
- Ensure the provision of sensitive and skilled medical examination and care when required.
- Elicit support from mediators, community service officers, and government social welfare workers when necessary.

- Investigations should result in the formulation of a protection plan for the child that ensures their physical safety and prevents any further suffering.
- Strict confidentiality is essential. Wherever possible, a victim's anonymity should be maintained. Written information on the victim must be kept locked and secure from others. If confidentiality is breached it could bring grave consequences for the victim, particularly if adequate protection is not in place, and it may discourage others from coming forward. Arrange for appropriate follow-up to ensure the continued well-being of the child and other members of the household.
- Develop a close relationships with local police and authorities who are charged with: formal investigation of allegations; initiating child protection plans for children; and possibly initiating criminal proceedings against perpetrators.

Session 6.

Right to development⁵²



Objectives:

- To understand what 'children's right to development' means.
- To understand how childcare centres can help guarantee children's right to development.
- To understand how childcare centres can work with communities and service institutions (like Posyandu/Puskesmas, educational and skill institutions) to ensure children's right to development.



Time: 120 minutes.



Materials and preparation: Markers; flipcharts; handouts 6.1: The right to development includes the right to nutritious food, 6.2: The right to development includes the right to health and 6.3 The right to development includes the right to an identity.



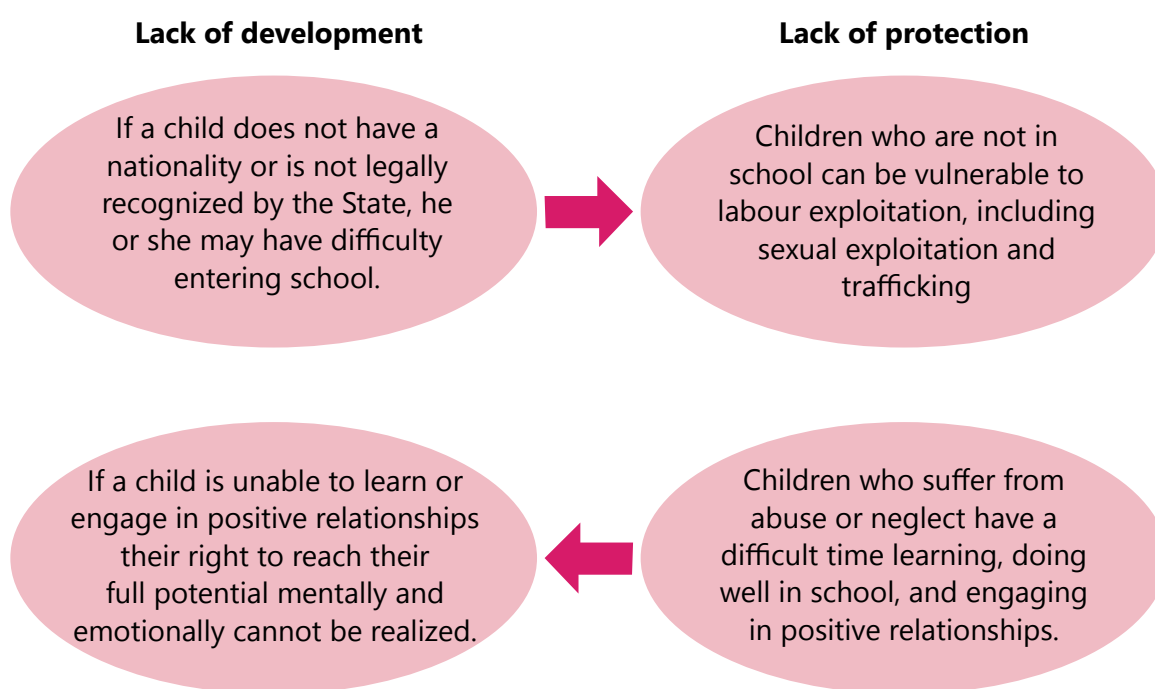
Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Remind participants about the Convention on the Rights of the Child, and in particular, Article 6(2) which states: "States Parties shall ensure to the maximum extent possible the survival and development of the child." Explain to participants that the 'right to development' means that all children have the right to live in an environment where they can grow and reach their full potential emotionally, mentally and physically – *5 minutes*.
3. Brainstorm with participants on what things are necessary in order to fulfill this right. The facilitator should record answers on a flipchart at the front of the room. Guide

⁵² See http://www.unicef.org/crc/files/Survival_Development.pdf (accessed 14 November 2014).

the discussion as needed by pointing out some examples such as: love and affection, shelter and clothing, good quality health care, safe drinking water, nutritious food, a clean and safe environment, a good education, and time to play - *5 minutes*.

4. Divide participants into three groups. Distribute handouts 6.1, 6.2 and 6.3 about children's rights . Assign group 1 to read handout 6.1, group 2 to read handout 6.2 and group 3 to read handout 6.3. Ask each group to create a skit (role play) about the topic covered in their handout – *45 minutes*.
5. Reconvene and have each group perform their skit. After each performance, summarize to ensure that the audience has understood the main points about children's right to nutrition, health and an identity – *45 minutes*.
6. Explain to participants that there is a close relation between the 'right to protection' and the 'right to development' using the graphic below. Ensuring children's right to development, can help protect them from abuse and exploitation, and conversely, protecting children from abuse, helps children to develop and reach their full potential.



– *10 minutes*.

7. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.

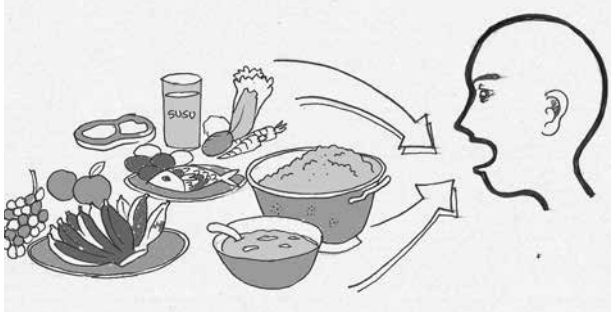


Key messages:

- Children have the right to all forms of development that enable them to reach their fullest potential, including:
 - ♦ *Physical development* through nutritious food and clean water, good hygiene, access to health care, and recreation.
 - ♦ *Emotional development* - through proper care, love, support and positive social interaction with others.
 - ♦ *Mental development* through education and learning, cultural activities, access to information and freedom of thought, conscience and religion.
- Childcare centres have an important role to play in promoting these rights. For example:
 - ♦ The centre should promote the right to health by serving nutritious food, teaching parents and children about the dangers of eating too much fast food, sweets and soda, and ensuring that parents have information about how to prepare healthy meals and drinks at home.
 - ♦ The centre should provide a clean and hygienic environment for children, encourage healthy habits, and develop relationships with local health care agencies to provide health care services to children in the centre – like vaccines and checkups, and ensure children and families have information on how to prevent and treat illness and disease.
 - ♦ The centre can ensure that the children have a legally recognized identity by providing information to parents about the law and process for registering births, and by working with local officials and community members to register children whose parents are unknown.



Handout 6.1: The right to development includes the right to nutritious food



Every child has the right to nutritious food and clean drinking water.⁵³ Childcare centres should always endeavour to serve healthy snacks and meals to the children, and should make efforts to teach children and their parents about the negative consequences of eating fast food, sweets and soda, and the benefits of eating fresh healthy food.

To the extent possible, the childcare centre should encourage mothers to breastfeed their babies when they are young and provide nutritious food at home. This can be done by sending flyers sent to the home and in parent workshops that teach parents about balanced nutrition for health.⁵⁴

- Limit sugar, salt and oil (4 table spoons of sugar, 1 tea spoon of salt, and 5 table spoons of oil).
- 3-4 portions of carbohydrates (rice, cassava, tubers, wheat, sago, corn, potatoes, and some fruits) which are needed to provide energy to our body.
- 2-4 portions of protein (fish, meat, milk, cheese, beans and eggs), which is essential for growth and repair of body tissues and calcium and phosphates (milk, cheese, meat, broccoli), which are important minerals that help the formation of bones, teeth and strong muscles.
- Vitamins (green leafy vegetables, fruits, dairy, meat and fish), minerals and water, which are beneficial for the body's metabolism, new cell growth, and healthy skin, hair and eyes (3-4 portions of vegetables and 2-3 portions of fruits).
- Drink 8 glasses of water.



Instruction for group work

Develop a skit (role play) that illustrates the following:

- Childcare centre staff sharing information about healthy eating **with children**.
- Childcare centre staff providing information **to parents** that encourages them to feed their children healthy and nutritious food.

⁵³ See UN Convention on the Rights of the Child, Article 24, and Indonesia Law no. 23 on Child Protection, articles 8, and 44-47 (2002).

⁵⁴ Ministry of Health, Indonesia; *Balanced nutrition guidelines* (Jakarta, 2014)



Handout 6.2: The right to development includes the right to health



Health is a state of physical, mental and social well-being and *does not only mean an absence of illness or disease*. For children, the right to health is vital because they are vulnerable beings, more at risk to illness and health complications. It is difficult for children in bad health to develop to the fullest. The right to health is closely linked to other fundamental human rights, such as access to clean water and adequate hygiene.



The right to health also includes access to health services and essential medicine. One of the most efficient ways to realize the right to health is through prevention and awareness campaigns. Prevention, which includes health education and vaccinations, plays an essential role in maintaining children's health by protecting children against the risk of death and handicaps caused by the most common children's diseases, such as tuberculosis, diphtheria, tetanus, leprosy, polio, whooping cough and measles.

Childcare centres should share information with children and parents about hygiene, nutrition, vaccines, and how to access health care services. They should also try to establish good relationships with health centres that can provide services including: Posyandu visits; education materials; immunizations; monitoring the physical and mental development of children; and food menus for foster children through consultation with an expert nutritional health centre/Puskesmas.

Instruction for group work

Develop a skit (role play) that illustrates the following:

- Childcare workers sharing information **with children** about the importance of hygiene in maintaining good health.
- Childcare workers discussing **with a local health centre** the ways in which they can cooperate to ensure that children at the centre remain healthy.



Handout 6.3: The right to development includes the right to an identity

Article 8 of the Convention on the Right of the Child states that each child has the right to an identity – an official record of who they are that includes the family name, surname, date of birth, sex and nationality. In this way, the State officially recognizes children's existence and legally formalizes their status. It allows the child to establish a link to his or her father and mother. An identity also provides a child with rights and obligations and grants access to different services that are essential to his or

her development, such as health care and school. An official identity also allows children to benefit from judicial protection in the case of maltreatment or exploitation.



Steps childcare centres can take to ensure every child in their care possess identity:

- Disseminate information to parents about the importance of a child's right to identity. Note that Indonesian Law no. 23 (2006) provides the legal basis for birth registration including adoption.
- If there is a child in the centre who does not know his or her parents, caregivers and management of the centre should work with child's relatives and village officials to obtain information on the status or existence of the parents.
- Work with the family, village officials, midwife or other competent parties in the area to obtain a birth certificate for the child. The process requires:
 - ♦ Copy of marriage certificate/ book of the parents. If divorced, use divorce certificate/ letter. Note: if one fails to present this paper, the child uses mother's name only.
 - ♦ For children with no known parents or genealogy, a letter from the police (to confirm the child's genealogy) and from a doctor (to confirm the child's age).
 - ♦ Copy of family card; copy of father/mother's ID card; if over 17 child uses own ID card.
 - ♦ Copy of ID card of witness/ reporter.
 - ♦ Letter of birth from village head and from hospital endorsed by village head.
 - ♦ Complete the appropriate government forms requesting a birth certificate.

- All documents must be submitted to the office of Administration, Population and Civil Registration. Upon approval the birth certificate will be endorsed by the head of the Office, stamped and given to the child or family. The process normally takes two days. Services are provided free of charge, except where regulations stipulate minimum administrative charges.

Instruction for group work

Develop a skit (role play) that illustrates the following:

- The implications for children who do not have a birth certificate.
- What a childcare centre should do if they find that one of the children at the centre does not have a birth certificate.

Session 7.

Right to privacy



Objectives:

- To understand what the meaning of children's right to privacy.
- To understand the steps childcare centres must take to respect children's privacy.



Time: 90 minutes.



Materials and preparation: Markers; flipcharts; handouts 7.1: Children's privacy at the Little Flower Centre for Childcare: Case study and 7.2: Responses to case study.



Session plan:

1. Explain the objectives of the session - 5 minutes.
2. Remind participants about Article 16 of the Convention on the Rights of the Child:

"No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honor and reputation."

Brainstorm with participants what they think Article 16 means and how it applies to the childcare setting. Record answers on a flipchart. Where necessary, guide the discussion and conclude with the key provisions of Article 16:

- ♦ The child's privacy is to be protected in all situations, including within the family, alternative care, and in all institutions, facilities and services.
- ♦ Children have a right to privacy with respect to his or her relationships and communications with others, including rights to confidential advice and counselling.
- ♦ The right to privacy includes control of access to information stored about the child in records or files. This means that childcare centres must treat all information about

children carefully, keeping it safe and sharing it only with those people who need to know. It also means never discussing personal information about one child in the presence of another child or with other parents.

- 20 minutes.

3. Divide participants into small groups and distribute handout 7.1 with the case study. Ask participants to identify those instances where the Little Flower Centre for Childcare violated the children's right to privacy. Discuss how the Centre could have done things in a way so as to respect the children's privacy rights. Ask groups to write their responses on a flipchart - 30 minutes.
4. Reconvene and ask each group to share their responses to the case study. Guide the discussion using handout 7.2 with the responses to the case study - 30 minutes.
5. Conclude the session by discussing the key messages and addressing any questions - 5 minutes.



Key messages:⁵⁵

- Respecting children's right to privacy is fundamental to offering good quality childcare.
- Even young children have their own ideas, preferences and opinions about privacy, and these should be respected.
- Children's privacy rights in a childcare setting include:
 - ♦ The right to not have their problems or mistakes discussed in the open in front of others.
 - ♦ The right not to be picked up or held if they don't want to.
 - ♦ The right to privacy when undressing or using the toilet.
 - ♦ The right to know if others are recording or observing them, and how the information will be used.
 - ♦ The right to have a say when their work is displayed or used by the centre for promotional purposes.
 - ♦ The right to have their personal information, including developmental and health records, kept confidential.

⁵⁵ A. Stonehouse: *A matter of respect: Recognising young children's right to privacy*, Extract from Putting Children First, Issue 35 (Sydney, 2010), pp. 16-17.



Handout 7.1: Children's privacy at the Little Flower Centre for Childcare

1. The Little Flower Centre for Childcare (LFCC) serves children ages 1-6. Ms Surapto is the Director of LFCC. One child, Joko, who is six years old, has been coming to LFCC for two years. The caregivers at the centre have noticed that Joko doesn't talk much and his vocabulary is very limited compared with other children his age. Joko's caregivers documented their observations about Joko and put them in his file. Joko will enter the local primary school soon, so Ms Surapto gives Joko's file to the primary school principal hoping he can help Joko with his verbal skills.



2. LFCC's 'healthy child' policy requires that children taking medication at school bring it clearly marked with the child's name and health condition written on the bottle. All medication is stored on an open shelf in Ms Surapto's office – where she dispenses it to children as needed. One day Yuni, the mother of Susilo, meets with Ms Surapto in her office and notices a bottle of pills with 'Marty' written on it, for epilepsy. That night Yuni asks Susilo if he knew Marty has epilepsy? She explains that epilepsy causes seizures and tells Susilo to try and help Marty if he gets sick. LFCC's 'healthy child' policy also states that parents will be notified of any health issues at the Centre. One day Max comes to school itching his head due to head lice. Ms Surapto calls Max's mother to pick him up, and sends a letter home with each child, notifying their parents that Max has head lice, and asking them to check their children's hair before sending them to school.
3. Gema, who is five years old is a very good artist. LFCC recognizes her talent, and enters her paintings in an art show. A journalist at the show is impressed with Gema's art and asks to interview her for the local paper. Gema, who did not know that her paintings were in the art show, is very shy and does not want to be interviewed. Ms Surapto insists however, explaining that it will be good publicity for LFCC to have Gema quoted in the paper. Ms Surapto also encouraged Wulandari, a caregiver who enjoys writing, to create a book of children's stories which incorporates real conversations she overheard between children at LFCC. The book is being published using the children's real names. Wulandari hopes this will help to make both her and the children she writes about famous!

4. In the classroom for six year olds, all children are learning to read. A chart on the wall tracks children's progress. Each time a child completes a higher level of reading, a new star is put next to their name. In another class two year olds are learning about toilet training. Each day before going out to play they are taken to the toilet. There is one toilet for boys and one for girls, however neither has a door. Most children are doing well with the training but Tari refuses to use the toilet. Each day her caregiver announces in front of the class that, because Tari hasn't learned to use the toilet, she will have to change her nappy while the rest of the children go out to play.



Handout 7.2: Responses to case studies

Response to paragraph 1

Respecting children's privacy means maintaining confidentiality of personal information and keeping development records private, unless the family concerned allows the information to be shared. While Ms Surapto was trying to promote Joko's well-being, she compromised his and his family's right to privacy by sharing his file with the primary school without their permission.

Response to paragraph 2

Having medication out in the open with names clearly displayed denies children their right to keep their medical information private. Ms Surapto should keep the medication in a closed cabinet so that others cannot see it.

By notifying all of the parents that Max has head lice, Ms Surapto has violated his right to privacy and likely caused him and his parents a lot of embarrassment. Ms Surapto should have written the letter notifying parents about the lice problem without naming Max.

Response to paragraph 3

It is important to respect children's wishes or requests about displaying their work. Educators should ask children's permission and allow them to make the decision. Also, some children are not comfortable being singled out for positive public attention and this should be respected. Ms Surapto should not have entered Gema's paintings into the art show without asking her, and should not have forced her to interview with the journalist.

Educators should consult with children about information being collected, explain why their conversations are being recorded and get their permission to use the material. Wulandari should have asked the children and their parents if she could use their names and conversations in her book.

Response to paragraph 4

The children with few stars on the chart may not want other children to know that they are not as advanced in reading. The centre should keep track of children's development but

should avoid sharing this information with other children. Instead of having a chart on the wall for everyone to see, the caregivers should meet with the children individually and give them private feedback.

LFCC should install doors on the toilets so that children have privacy when using the toilet or changing clothes. Also, no one likes to have mistakes or problems identified in front of other people. Tari's caregiver should not announce to the whole class that she does not want to use the toilet and blame it on her lack of toilet training. Instead she should work with Tari individually to encourage her to use the toilet.

Session 8.

Right to participation



Objectives:

- To reach a common understanding of what is meant by child participation.
- To understand the importance of child participation, and the negative impacts of ignoring children's right to participate in matters that affect their lives.
- To develop the capacity of caregivers to facilitate children's participation.



Time: 90 minutes.



Materials and preparation: Flipcharts; markers; handouts 8.1: Respecting children's views, 8.2: Case studies: The nap, the parade and the zoo and 8.3: Levels of children's participation in decision making. Prepare a flipchart paper with the heading 'Respect for the child's view' and write the text of Article 12.1 of the UN Convention on the Rights of the Child (see step 2 below); prepare another flipchart drawing the ladder of young people's participation, using handout 8.3.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Hang the flipchart paper with Article 12.1 of the UN Convention on the Rights of the Child in the front of the room. Article 12.1 states:

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

Ask one of the participants to read Article 12.1 out loud. Brainstorm with participants what they think it means and record participants' opinions on a flipchart. Explain to participants what respecting children's views means, using handout 8.1 - *15 minutes*.

3. Divide participants into three groups and distribute handout 8.2 to each participant. Assign one of the case studies to each group. Ask them to read and discuss the facts and answer the questions - *20 minutes*.
4. Reconvene and ask groups to share their case studies and responses to questions. Invite comments and questions from other groups - *20 minutes*.
5. Distribute handout 8.3: Levels of children's participation in decision making. Introduce the ladder of child participation on the flipchart in the front of the room. Explain each rung of the ladder, beginning with the lowest and moving to the highest. Provide real life examples to illustrate each rung, such as:
 - ♦ **Level 1 – Manipulation:** Children are given T-shirts with the name of a political candidate on them and brought to a demonstration, even though they know nothing about the candidate.
 - ♦ **Level 2 – Decoration:** Children are asked to sing and dance at an event but have little idea what it is all about.
 - ♦ **Level 3 – Tokenism:** Children are selected to sit in on a discussion with adults as a 'token' of involvement, however their views are not really taken into consideration.
 - ♦ **Level 4 – Assigned and informed:** Children are organized to do an activity and told its purpose – such as a class trip to improve the community by picking up trash.
 - ♦ **Level 5 – Consulted and informed:** Children are asked to share their thoughts about a particular problem, like trash in the community, and asked if they have any ideas for solutions.
 - ♦ **Level 6 – Adult initiated, shared decisions with children:** Children are asked to plan a project that addresses an issue or solves a problem. For example, children may be asked to help plan their new playground or keep the community clean.
 - ♦ **Level 7 - Child initiated and led:** Children come up with an idea and take action on their own, like starting their own club or band.
 - ♦ **Level 8 - Child initiated, shared decision making with adults:** Children identify a problem, initiate a project to solve it and convince adults to help run it.

- *15 minutes*.
6. Brainstorm with participants some potential obstacles and difficulties in ensuring children's participation. Guide the responses with the following:
 - ♦ Some adults feel that child participation is a burden and it is just easier to make decisions for children. Some feel that children do not have the ability to meaningfully participate in decision making.

- ♦ Many adults worry that 'child participation' can be easily manipulated and exploited by adults to achieve their own interests. For example, some adults may burden children with tasks or responsibilities that are inappropriate for their age. Manipulation of children's views is sometimes done in a very subtle way, in which adults state that what they are doing is in the best interests of the child, but in reality it is for their own interest.
- ♦ Children's participation can be difficult because most adults have strong opinions and do not like to give up control to children.

- 10 minutes.

7. Conclude the session by discussing the key messages and addressing any questions - 5 minutes.



Key messages:

- Children have the right to have their perspectives heard as specified in Article 12 of the UN Convention on the Rights of the Child.
- If adults neglect to take into account children's voices, they have an incomplete picture of their needs and desires.
- Children are creative and innovative and can be an inspiration as active participants in the development process.
- Encouraging children to participate in the decisions that affect their lives builds self-esteem and confidence and helps them to become future leaders.
- Children can participate in decision making at almost every age. However levels of participation must take into account the age and maturity of the children concerned in every situation and children should never be put at risk in the name of 'participation.'



Handout 8.1: Respecting children's views

Respecting children's views means:

- Treating children as partners in decisions that affect their lives.
- Giving children information, listening to them and taking their opinions seriously.
- Asking children what they need, rather than getting them to accept adults' views of what they need.
- Providing ample opportunity for children to express themselves, and give their views and opinions freely.
- Being flexible enough to be able to respond to different children's ideas and expectations – keeping in mind differences based on age, sex and gender, ethnicity, health condition, income class, etc.
- When working with the poorest or marginalized groups, it is particularly important to listen to the child's view, as these groups are often invisible and excluded from decisions regarding the social and economic development of the community.
- The level of participation should grow with the child's age and maturity. Participation does not mean that children should always get what they want. Caregivers have an important role to play in teaching appropriate behaviour and in ensuring that children are healthy and safe. Participation should never put children at risk, but should provide a safe space for them to express their views and be heard.



Handout 8.2: Case studies: The nap, the parade and the zoo

Case study 1: The nap

Saripin, (4 years old) still wants to play in the yard, even though it is 14.00 and the other children are going inside and preparing to take a nap. The caregiver tells Saripin to follow his friends inside, but Saripin says he is not sleepy and wants to play a little longer. The caregiver picks Saripin up and brings him inside, puts him on his mat and tells him to go to sleep.

Answer the following questions:

1. Since Saripin is only four, is it appropriate for him to make any decisions about naptime?
2. (2How can the caregiver allow Saripin's views to be heard, give him some control over the situation but also ensure that he gets the rest he needs?

Case study 2: The parade

In Dukuh village the leaders are planning a parade to commemorate the anniversary of Independence Day. The local childcare centre wants to advertise its services so it gives all of the children flags with the centre's logo and enters them into the parade. Some of the older children are asked to come to a planning meeting. At the meeting the children ask if they can sing a song in the parade. The staff says no because they have already decided o everybody's role. One child says she does not want to be in the parade but the staff requires her to go anyway because they want to have as many children as possible in order to catch the attention of new families.

Answer the following questions:

1. How can the children be more meaningfully involved?
2. What are some possible negative consequences of not involving the children in the decisions made about the parade?

Case study 3: The zoo

The toys and games in the class for the 6-7 year olds are becoming quite worn out. Their room also needs a new paint job. The teachers and administrators get together to decide on a new theme for the classroom. The school hires someone to come in during the holidays and paint pictures of animals on the walls. The teachers also give the classroom a new name 'The Zoo.' When children arrive they see all the changes to their new class. The furniture has been moved and there are new seating arrangements. They also notice that some of their beloved toys and games are gone and have been replaced by shiny new ones.

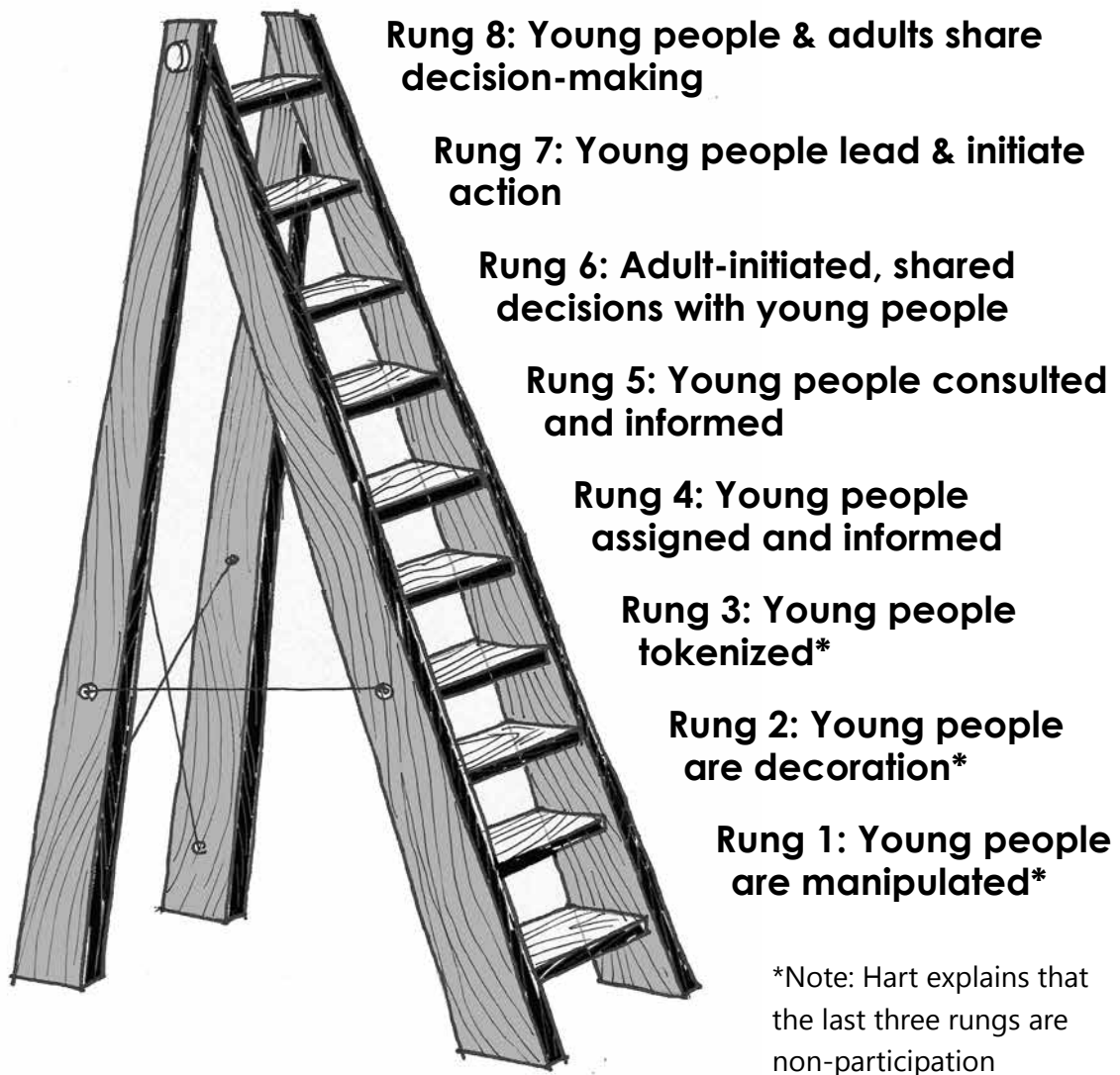
Answer the following questions:

1. How could improvements to the classroom been made in a more participatory way?
2. What are the benefits of involving the children in decisions about the new classroom?



Handout 8.3: Ladder of young people's participation⁵⁶

Roger Hart's Ladder of Young People's Participation



56 Adapted from R. Hart: *Children's participation, From tokenism to citizenship* (Florence, UNICEF Innocenti Research Centre, 1992), see The Free Child Project, <http://www.freechild.org> (accessed 18 March 2015).

Session 9.

Rules and discipline in the childcare setting



Objectives:

- To understand how to set rules that contribute to a respectful and safe environment for everyone at the childcare centre.
- To understand how to enforce rules and discipline children with authority but without violence, and in a way that respects their dignity.



Time: 120 minutes.



Materials and preparation: Markers; tape; flipchart paper; handout 9.1: Rules for children, parents and childcare centre staff; 9.2: Rules, disciplinary styles and tips for positive communication and 9.3: Case studies on different disciplinary styles. Prepare three flipcharts with the headings 'Rules for children,' 'Rules for parents,' and 'Rules for childcare centre staff' and hang them in the front of the room; Make a copy of handout 9.1 and cut out the cards (36).



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Place the cut-out 'rule cards' from handout 9.1 in a pile on a table. Ask all participants to come to the table, pick a card and tape it to the appropriate flip chart. If there are cards leftover, ask participants who are ready to pick another card, until all cards are taped on one of the flipcharts. Explain that some rules may apply to two or all three of the flipcharts, but ask participants to just tape each card to the one that seems most appropriate. Once all cards are hung, review the rules for children, parents and childcare centre staff and ask participants: (1) if there are other rules they can think of that should be added, (2) if there are any rules that should be moved to another chart or removed all together and (3) which rules apply to more than one category - *20 minutes*.

3. Ask participants why it is important to have rules for children, parents and staff in a childcare centre? Guide the discussion and make sure all points listed in handout 9.2 are included – *15 minutes*.
4. Divide into small groups and distribute a copy of handout 9.3: Case studies on different discipline styles to each participant. Ask the groups to read each case study and (a) identify the style of discipline used in each study; (b) discuss the possible positive and negative outcomes on the children and (c) consider how things could be done differently to obtain a better result. Record the answers on a flipchart - *20 minutes*.
5. Reconvene and ask the groups to share the results of their discussions. Invite comments and questions – *20 minutes*.
6. Using handout 9.2 introduce participants to the three main disciplinary styles: authoritarian, permissive and authoritative. Ask participants to identify which of these styles of discipline match the styles in the four different case studies. Guide the discussion by noting that case study 1 shows a permissive style; case study 2 an authoritarian style; case study 3 an authoritative style; and case study 4 a permissive style. Explain that the authoritative style is more effective than the others in achieving positive outcomes for children - *15 minutes*.
7. Ask the group why positive interactions and communication between childcare staff and children are essential to learning and social development. After some discussion, conclude that young children who experience warm and respectful relationships are more likely to develop positive relationships with peers and teachers later when they enter elementary school. It is critical that all staff at the childcare centre know how to communicate and interact with young children in a way that positively influences their social/emotional development and behaviour. Ask participants to share tips for positive communication between caregivers and children and ensure to include the tips from handout 9.2⁵⁷ - *20 minutes*.
8. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- Clear and consistent rules help children and adults understand expectations and navigate difficult situations.
- Children should be allowed to take part in setting the rules that apply to them.
- Discipline, rather than punishment, helps kids develop life skills, build self-esteem and gain confidence that allows them to accept criticism and learn from mistakes. In order to teach children self-discipline, there should be consistent consequences for misbehaviour. For example, if a child cuts in front of other children who are standing in

57 V. Vincell: *Winning ways to talk with young children* (Tacoma, Washington State Department of Social and Health Services, 1992).

line waiting for lunch, he or she should be sent to the back of the line. This rule should apply to all of the children, and be regularly enforced.

- Children need help practicing new social skills and learning how to share in order to help them develop healthy relationships.
- Guiding children without making all of their decisions for them is an important part of helping them learn to make good decisions. When it is safe to do so, allow kids to face the consequences of their action that teach them to learn from their mistakes. For example, when a child refuses to help clean up after playtime, they shouldn't be allowed to play in the next session and must sit quietly. If this rule is consistently enforced, children will understand that there are consequences to their actions. Caregivers should always reward children for good behaviour like praise for behaving responsibly or helping another child.
- When kids can't express themselves verbally, they often throw temper tantrums or become aggressive. Teach 'feeling' words to help them improve their ability to express their needs and wants.



Handout 9.1: Rules for children, parents and childcare centre staff

Do not hit others	Children should arrive by 8:00	Share with others
Do not throw food	Children should be picked up no later than 18:00	Be polite and say please and thank you
Wash hands after using the toilet	Take turns when playing on outdoor equipment	Wash hands before eating snacks and lunch
Put toys, books and art supplies back in their place when you are finished using them	Treat each other respectfully	Rest quietly during nap time and do not disturb others
Attend regular meetings with childcare staff to learn about your child's progress	Let the childcare centre know if you will be late picking up your child	No teasing, name calling, harassing or bullying
Be tolerant and patient with children in your care	No yelling inside	Listen when others are speaking and don't interrupt
Ensure that enough activities and materials are available to prevent conflict among the children in the classroom	Listen to children when they speak to you	Encourage and assist children in identifying problems and developing solutions

Celebrate the uniqueness in each child	Keep parents updated on the progress of their child	Monitor classroom activities at all times. Never leave children unattended
Keep children home if they are sick	Support your child's learning and development	Let childcare staff know if there are any concerns about your child
Allow children to have input into decisions made in the classroom	Encourage children to ask questions and express their opinions	Provide positive re-enforcement in the classroom
Make sure your contact information is up to date at all times in case there is an emergency with your child	Let the childcare centre staff know if your child has any allergies or is taking any medication	Pay your bill on time
Do not share personal information about a child without the permission of the child or the child's parents	Avoid gender stereotyping in the classroom	Do not shout at others – use 'feeling' words to express yourself.



Handout 9.2: Rules, disciplinary styles and tips for positive communication

- Children do best in predictable and consistent settings where they understand what is expected of them.
- Clear and simple rules help reduce the frequency of behaviour problems and make sure that the centre is a safe place where children can learn and thrive.
- Children will make mistakes and need practice as they learn to abide by rules.
- Instead of only punishing rule breakers, staff should concentrate on helping children gradually assume more and more responsibility for their own behaviour.
- Children should be encouraged to take part in setting rules, to encourage ownership and understanding.
- Having clearly established rules and expectations will help to minimize conflict between all parties including children, childcare staff and management, and parents.

Three common styles of discipline⁵⁸

- **Authoritarian:**

- ♦ Inflexible.
- ♦ Highly directive and controlling of children's activities.
- ♦ Does not ask for input.
- ♦ Communication and interaction is not done in a nurturing manner.

Result: Children who are cared for by authoritarian teachers tend to be irritable and look for ways to obtain control in the classroom.

- **Permissive:**

- ♦ Warm and accepting of the children but does not expect them to act in an age-appropriate manner.
- ♦ Allows children to regulate their own behaviour.
- ♦ Uses little discipline.
- ♦ Avoids confronting problem behaviours.

Result: Children who are in this type of setting tend to be less assertive, less cognitively competent, show less self-regulation and less social responsibility.

⁵⁸ Arizona Childcare Association: *Employee orientation*, Module 5b, (Tempe, 2008), p. 3, <http://azcca.org/wp-content/uploads/2011/05/Module-5-B-Communication-and-Interactions-with-Children.pdf> (accessed 14 November 2014).

- **Authoritative:**

- ♦ Restrictive and sets expectations, while providing children with positive communication and warmth.
- ♦ Flexible but firm.
- ♦ Maintains control and discipline.
- ♦ Uses positive reinforcement and rewards good behaviour.
- ♦ Provides clear expectations for behaviour that is monitored.

Result: Children who are raised by authoritative parents and teachers are more likely to develop responsibility, cooperation, and self-regulation.

Tips for positive communication with children

- Use positive words that communicate acceptance for each child.
- Listen attentively.
- Use 'you' messages to reflect children's ideas and feelings.
- Say 'do' instead of 'don't.'
- Talk with and to children - not AT them.
- Use 'I' messages to talk about your thoughts and feelings.
- Make sure you have children's attention before you talk.
- Keep requests simple and make important requests firmly.
- Talk at the child's eye-level.
- Be courteous.
- Let children tell their stories.
- Speak kindly.



Handout 9.3: Case studies on different disciplinary styles

Read each case study and answer the following questions:

- (1) What style of discipline is being used: authoritarian, permissive or authoritative?
- (2) What are some possible outcomes of the caregiver's actions?
- (3) What is a better approach?

Case study 1:

Maimunah and Teddy both like to play on the swing. Every day they both race to be the first one on the swing during the break. They often push and shove each other and sometimes they run into other children, knocking them over. The caregivers do not say anything because they believe it is best for children to work things out for themselves.

Case study 2:

Irham and Robby are both 4 years old. They are playing together on the playground, when Benny gets angry and suddenly hits Robby. The punch is not hard but Robby cries. The caregiver grabs Irham by the arm and drags him forcefully to the corner of the yard while yelling loudly at him. When Irham tries to explain what happened he is told to be quiet and sit in the corner for an hour.

Case study 3:

Every morning the children at the centre participate in an art activity. When it is time to clean up Noni exclaims, "I hate cleaning up!" and refuses to help. The teacher explains that it is important for everyone to take part in cleaning up and help each other – that way it will get done quicker and then everyone will get a snack. The teacher let's Noni decide if she would rather wash the paint brushes, sweep or wipe off the tables.

Case study 4:

Anwar loves to play ball with other boys his age. Legi also likes to play ball and one day she asks Anwar if she can join him and his friends. Anwar says that girls are not good at sports and tells her she should go play with other girls and stop bothering him and his friends. The caregiver overhears the conversation and tells Anwar "that is not nice." The caregiver then tells Legi that "this is just how boys are" and suggests that Legi go play with the girls.

Session 10.

Applying the principles of early childhood care and development



Objectives:

- To gain understanding about the basic principles of early childhood care and development (ECCD).
- To learn how to apply ECCD principles in a childcare centre.



Time: 90 minutes.



Materials and preparation: Flipchart; markers and the following handouts:

- Handout 10.1: Early detection card for child's growth and development (EDCGD), Indonesia
- Handout 10.2: Guideline for completing the EDCGD card
- Handout 10.3: Milestones of early childhood development ages 0-6 years
- Handout 10.4: Principles of early childhood care and development
- Handout 10.5: Case study: The Bright Future Childcare Centre
- Handout 10.6: Response to case study: The Bright Future Childcare Centre



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Ask participants to give some examples of the things children can do at certain ages, for example, when do children usually start to laugh, walk run, etc. After a few examples, explain the stages of growth and development for children 0-6 years of age, using handouts 10.1, 10.2 and 10.3 – *5 minutes*.

3. Start a discussion about the 'principles of early childhood care and development, using handout 10.4 as a guide. The principles include:
 - ♦ Children need to have their basic needs met in order to learn.
 - ♦ Learning and care should be in accordance with each stage of a child's development.
 - ♦ Learning and care should be in accordance with the uniqueness of each child.
 - ♦ Learning is done through play.
 - ♦ Children learn from the concrete to the abstract, from simple to complex, from movement to verbal, and from self to social.
 - ♦ Children are active learners.
 - ♦ Children learn through social interaction.
 - ♦ The environment should support the learning process.
 - ♦ Caregivers should stimulate creativity and innovation.
 - ♦ Caregivers should help all girls and boys develop to their full potential in life.
 - ♦ Caregivers should use a variety of sources, methods and media to support learning.
 - ♦ Children learn in accordance with their socio-cultural and economic background.
 - ♦ Caregivers should communicate and collaborate with parents.
 - ♦ Holistic education includes all aspects of development.

- 15 minutes.
4. Divide participants into small groups. Distribute handout 10.5 to each participant. Ask them to read the case study and then discuss within each group: (1) what 'principles of early childhood care and development' are being applied at the Bright Future Childcare Centre, (2) what principles are being neglected, and (3) what changes should be made so that the Centre better reflects the ECCD principles. Tell participants that they can use handouts 10.1 to 10.4 when analyzing the case study - 30 minutes.
5. Reconvene and ask each group to present some of their findings, making sure that all groups provide input and the three questions are answered fully. The facilitator can use handout 10.6 to guide the discussion and provide feedback to the group - 30 minutes.
6. Conclude the session by discussing the key messages and addressing any questions - 5 minutes.



Key messages:

- ♦ It is important for childcare workers to understand the different ways in which learning takes place among small children.
- ♦ Childcare workers should always try to apply the principles of early childhood care and development in their work. The principles are an effective guide and reminder that in order for children to thrive, they need a safe, clean, supportive and stimulating environment where their unique qualities as individuals and social beings are appreciated.
- ♦ Efforts should be made to hire both qualified women AND men as childcare workers, so that role models are available for both boys and girls and children perceive both sexes as capable of providing childcare.



Handout 10.2: Guideline for completing the EDCGD card

General instructions:

1. Observation of children is done by the end of months: 4, 8, 12, 18, 24, 36, 48 and 60.
2. A child must be in a good condition and without any problems when the observation is done.
3. The observation must be done as natural as possible, so the child will not be aware that he/she is being tested.
4. The observation is done for every development aspect, starting from gross movement to socializing.
5. The graphic line of development starts from red point in observation of age, next it's connected to the points in development aspects columns, in accordance with the ability of the child during the observation.
6. Make sure that the ability of the child doesn't happen by accident when filling in the point in the accomplished development column.
7. Early Detection of Child Development should be done by the child's parent and helped by staff for children under 2 years old.

Age of 4 months:

- 1.1 Child lies facing downward, put toys in front of him/her. The child is able to lift his/her head.
- 1.2 Child is stretched. Child is able to play around with both hands.
- 1.3 Child is stretched, put a toy above him/her. Child is able to observe the toy.
- 1.4 Child is stretched. Child is able to hear sounds, the paper crumpled and play with lip as he/she pulls out saliva.
- 1.5 Child is picked up by his/her parent. Child is able to smile at his/her parent when teased.

Age of 24 months:

- 5.1 A child is asked to jump over the line. Child is able to jump with two legs at once.
- 5.2 Child is asked to open a bottle with a twist cap. Child is able to open the bottle.
- 5.3 Child is asked to say body parts. Child can name 6 body parts (eyes, nose, mouth, head, hands, ears, etc.).
- 5.4 Parent asks a simple question, "what do you want?" Child is able to answer with two words.
- 5.5 Parent invites the child to wash. Child is able to imitate adult activity.

Age of 8 months: 2.1 A child is seated with a toy. Child is able to sit alone unsupported with his/her back straight and hold it for a moment. 2.2 Toy blocks are placed in front of the child. The child is able to grasp the toy with the whole surface of his/her hand. 2.3 Toys are placed on the table in front of the child and the toy is moved / rolled to the ground. The child is able to pay attention and search for toys that fall. 2.4 Parent gives attention and listens to the chatter of the child. The child can make a sound of: ma .. ma_ ma_, da ... da_da_, ta ... ta_ ta_. 2.5 Parent sits in front of the child face to face. The child is able to play peek-a-boo.	Age of 36 months: 6.1 Child is asked to walk down the stairs. Child is able to go down the stairs with alternating feet without holding. 6.2 Child is asked to draw lines and circles. Child is able to imitate the vertical line, horizontal line and circle. 6.3 Child is asked to indicate the color of vegetables and fruits. Child is able to say the three colors. 6.4 Mother / father invites child to see pictures. Child is able to ask by using the words "what," "who" and "where?" 6.5 Child is asked to join his/her friends. Child is able to play together with friends.
Age of 12 months: 3.1 Toys are put in front of the child. The child is able to stand alone and walk by holding on to something. 3.2 Small objects are placed in front of the child. Child is able to take small objects with thumb and fingertips. 3.3 Car toys or dolls are placed in front of the child. Child is able to appoint wheels of cars or eyes of a doll. 3.4 A mother / father pays attention and listens to the speech of child. Child is able to utter one word or more and know what it means. 3.5 When a child is busy with his/her toys and parent asks for it - child is able to give toys to the mother / father.	Age of 48 months: 7.1 Child is asked to jump on one leg. Child is able to jump with one leg in place. 7.2 Child is given a pencil and paper to draw. Child is able to hold a pencil with a fingertip. 7.3 Child is asked to count the three blocks of toys in front of him/her. Child is able to calculate the three toys by pointing. 7.4 A parent asks and listens to the child during playing, for example: "what is that?" Child is able to use complete sentences (more than two words). 7.5 Child is invited to join their friends in the game. Child is able to play with his/her friends in one game.

Age of 18 Months:

- 4.1 Child is asked to approach the parent quickly. Child can run without falling.
- 4.2 Parent pays attention to the child's speech. Child is able to say ten words or more and know what they mean.
- 4.3 When parent asks: "what's your name?" the child is able to say his/her name.
- 4.4 Child is able to say several single words and points to show someone what he/she wants.
- 4.5 Child shows affection to familiar people.

Age of 60 months:

- 8.1 Child is asked to jump with one leg forward. Child is able to jump with one leg forward.
- 8.2 Give an example of drawing a symbol of (+). Child is able to imitate the symbol of (+).
- 8.3 Child is asked to draw a person. Child is able to draw people.
- 8.4 Parent listens to what a child tells to his/her friends. Child is able to speak in an understandable way.
- 8.5 Parent asks the child to join his friends in consecutive games. Child is able to play with friends by following the order and rules of the game.



Handout 10.3: Milestones of early childhood development ages 0-6 years⁵⁹

Age	Social/ emotional	Language/ communication	Cognitive (learning, thinking, problem- solving)	Movement/ physical development
2 months	• Begins to smile at people. • Can briefly calm self (may bring hands to mouth and suck on hand). • Tries to look at parent.	• Coos, makes gurgling sounds. • Turns head toward sounds.	• Pays attention to faces. • Begins to follow things with eyes and recognize people at distance. • Begins to act bored (cries, fussy) if activity doesn't change.	• Can hold head up and begins to push up when lying on tummy. • Makes smoother movements with arms and legs.
4 months	• Smiles spontaneously, especially at people. • Likes to play with people and might cry when play stops. • Copies some movements and facial expressions, like smiling or frowning.	• Begins to babble with expression and copies sounds. • Cries in different ways to show hunger, pain, or being tired.	• Lets one know if happy or sad. • Responds to affection. • Reaches for toy with one hand. • Uses hands and eyes together, such as seeing a toy and reaching for it. • Follows moving things with eyes from side to side. • Watches faces closely. • Recognizes familiar people and things at a distance.	• Holds head steady, unsupported. • Pushes down on legs when feet are on a hard surface. • May be able to roll over from tummy to back. • Can hold a toy and shake it and swing at dangling toys. • Brings hands to mouth. • When lying on stomach, pushes up to elbows.
6 months	• Knows familiar faces and begins to know if someone is a stranger. • Likes to play with others, especially parents. • Responds to other people's emotions and often seems happy. • Likes to look at self in a mirror.	• Responds to sounds by making sounds. • Strings sounds together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds. • Responds to own name. • Makes sounds to show joy and displeasure. • Begins to say consonant sounds (jabbering with "m," "b").	• Looks around at things nearby. • Brings things to mouth. • Shows curiosity about things and tries to get things that are out of reach. • Begins to pass things from one hand to the other.	• Rolls over in both directions (front to back, back to front). • Begins to sit without support. • When standing, supports weight on legs and might bounce. • Rocks back and forth, sometimes crawling backward before moving forward.

⁵⁹ Adapted from US Center for Disease Control and Prevention (CDC): *Learn the signs – Act early* (Atlanta, undated), <http://www.cdc.gov/ncbddd/actearly/milestones/> (accessed 14 November 2014); and UNICEF and Macedonia Ministry of Labour and Social Policy: *Early learning and development standards for children from 0-6 years* (Skopje, not dated).

Age	Social/ emotional	Language/ communication	Cognitive (learning, thinking, problem- solving)	Movement/ physical development
9 months	- May be afraid of strangers. - May be clingy with familiar adults. - Has favourite toys.	- Understands "no." - Makes a lot of different sounds like "mamamama" and "bababababa." - Copies sounds and gestures of others. - Uses fingers to point at things.	- Watches the path of something as it falls. - Looks for things he or she sees someone hide. - Plays peek-a-boo. - Puts things in mouth. - Moves things smoothly from one hand to the other. - Picks up small things between thumb and index finger.	- Stands, holding on. - Can get into sitting position. - Sits without support. - Pulls to stand. - Crawls.
12 months	- Is shy or nervous with strangers. - Cries when parent leaves. - Has favorite things and people. - Shows fear in some situations. - Hands someone a book when wants to hear a story. - Repeats sounds or actions to get attention. - Puts out arm or leg to help with dressing. - Plays games such as "peek-a-boo" and "pat-a-cake."	- Responds to simple spoken requests. - Uses simple gestures, like shaking head "no" or waving "bye-bye." - Makes sounds with changes in tone (sounds more like speech). - Says "mama" and "dada" and exclamations like "uh-oh!" - Tries to say words others say.	- Explores things in different ways, like shaking, banging, throwing. - Finds hidden things easily. - Looks at the right picture or thing when it's named. - Copies gestures. - Starts to use things correctly; for example, drinks from a cup, brushes hair. - Bangs two things together. - Puts things in a container, takes things out of a container. - Lets things go without help. - Pokes with index (pointer) finger. - Follows simple directions like "pick up the toy."	- Gets to a sitting position without help. - Pulls up to stand, walks holding on to furniture. - May take a few steps without holding on. - May stand alone.
18 months	- Likes to hand things to others as play. - May have temper tantrums. - May be afraid of strangers. - Shows affection to familiar people. - Plays simple pretend, such as feeding a doll.	- Says several single words. - Says and shakes head "no." - Points to show someone what he or she wants.	- Knows the purpose and use of ordinary things; for example, telephone, brush, spoon. - Points to get the attention of others. - Shows interest in a doll or stuffed animal by pretending to feed. - Points to one body part. - Scribbles with crayon or pencil on own. - Can follow 1-step	- Walks alone. - May walk up steps and run. - Pulls toys while walking. - Can help undress him or herself. - Drinks from a cup - Eats with a spoon.

Age	Social/ emotional	Language/ communication	Cognitive (learning, thinking, problem- solving)	Movement/ physical development
	• May cling to caregivers in new situations. • Points to show others something interesting. • Explores alone but with parent close by.		verbal commands without any gestures; for example, sits when told "sit down."	
2 years	• Copies others, especially adults and older children. • Gets excited when with other children. • Shows more and more independence. • Shows defiant behaviour (doing things after being told not to). • Plays mainly beside other children, but is beginning to include other children, such as in chase games.	• Points to things or pictures when they are named. • Knows names of familiar people and body parts. • Says sentences with 2 to 4 words. • Follows simple instructions. • Repeats words overheard in conversation. • Points to things in a book.	• Finds things even when hidden under two or three covers. • Begins to sort shapes and colors. • Completes sentences and rhymes in familiar books. • Plays simple make-believe games. • Builds towers of 4 or more blocks. • Might use one hand more than the other. • Follows two-step instructions such as "Pick up your shoes and put them in the closet." • Names items in a picture book such as a cat, bird, or dog.	• Stands on tiptoe. • Kicks a ball. • Begins to run. • Climbs onto and down from furniture without help. • Walks up and down stairs holding on. • Throws ball overhand. • Makes or copies straight lines and circles.
3 years	• Copies adults and friends. • Shows affection for friends without prompting. • Takes turns in games. • Shows concern for a crying friend. • Understands the idea of "mine" and "his" or "hers." • Shows a wide range of emotions. • Separates easily from mom and dad. • May get upset	• Follows instructions with 2 or 3 steps. • Can name most familiar things. • Understands words like "in," "on," and "under." • Says first name, age, and sex. • Names a friend. • Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats). • Talks well enough for strangers to understand most of the time. • Carries on a conversation using 2 to 3 sentences.	• Can work toys with buttons, levers, and moving parts. • Plays make-believe with dolls, animals, and people. • Does a puzzle with 3 or 4 pieces. • Understands what "two" means. • Copies a circle with pencil or crayon. • Turns book pages one at a time. • Builds towers of more than 6 blocks. • Screws and unscrews jar lids or turns door handle.	• Climbs well. • Runs easily. • Pedals a tricycle (3-wheel bike). • Walks up and down stairs, one foot on each step.

Age	Social/ emotional	Language/ communication	Cognitive (learning, thinking, problem- solving)	Movement/ physical development
	with major changes in routine. Dresses and undresses self.			
4 years	- Enjoys doing new things. - Plays "Mom" and "Dad." - Is more and more creative with make-believe play. - Would rather play with other children than by self. - Cooperates with other children. - Often can't tell what's real and what's make-believe. - Talks about what he or she likes and is interested in.	- Knows some basic rules of grammar, such as correctly using "he" and "she." - Sings a song or says a poem from memory. - Tells stories. - Can say first and last name.	- Names some colors and some numbers. - Understands the idea of counting. - Starts to understand time. - Remembers parts of a story. - Understands the idea of "same" and "different." - Draws a person with 2 to 4 body parts. - Uses scissors. - Starts to copy some capital letters. - Plays board or card games. - Tells what he or she thinks is going to happen next in a book.	- Hops and stands on one foot up to 2 seconds. - Catches a bounced ball most of the time. - Pours, cuts with supervision, and mashes own food.
5 years	- Wants to please friends. - Wants to be like friends. - More likely to agree with rules. - Likes to sing, dance, and act. - Is aware of gender differences. - Can tell what's real and what's make-believe. - Shows more independence. - Is sometimes demanding and sometimes very cooperative.	- Speaks very clearly. - Tells a simple story using full sentences. - Uses future tense; for example, "Grandma will be here." - Says name and address.	- Counts 10 or more things. - Can draw a person with at least 6 body parts. - Can print some letters or numbers. - Copies a triangle and other geometric shapes. - Knows about things used every day, like money and food.	- Stands on one foot for 10 seconds or longer. - Hops; may be able to skip. - Can do a somersault. - Uses a fork and spoon and sometimes a table knife. - Can use the toilet independently. - Swings and climbs.
6 years	- Names familiar people in photos. - Connects easily	Becomes involved in conversations, comprehends what is heard and responds	Sits over a longer time and looks at picture books or other printed	- Runs fast and steadily, rarely falling down. - Jumps backwards on

Age	Social/ emotional	Language/ communication	Cognitive (learning, thinking, problem- solving)	Movement/ physical development
	with familiar persons (neighbours, family doctor, friends, and relatives). - Asks for help when facing a problem. - Asks questions about a people seen for the first time (who is that? what is their name?). - Confides in a close person. - Shows loyalty towards friends, but also chooses to play with new friends. - Cooperates when playing games. - Greets familiar people when entering a room. - Able to describe own appearance and compare it to others. - Shares information about self with other children. - Becomes aware of cultural identity, different languages dress, etc. - Expresses emotion through play and talks about reason for emotions. - Expresses anger and sadness appropriately and is able to calm down negative emotions.	appropriately. - Knows the meaning of several specialized words. - Retells a story or an event with ease. - Shows ideas in different ways. - Has a conversation with peers about events. - Uses different intonations when telling a story or reciting a poem. - Recognizes words from other languages. - Knows the opposite of given words (light/dark, big/small).	material – holding book in correct position. - Tells a story following pictures seen. - Uses books to gain information. - Knows that books have a title, author and illustrations. - Relates a voice to a specific letter. - Spells letters in a written text. - Recognizes first name when written on paper. - Spells two to three letters connecting them in a sequence. - Copies letters – or uses scribbles that resemble letters. - Disassembles and reassembles toys. - Can predict what will happen based on observation and investigation. - Stacks blocks to see at what height they will crash. - Tells the number in a given text. - Tells which numbers come after the other. - Recognizes numbers 1-10. - Links quantities with numbers. - Experiments with objects and materials from surroundings.	one foot. - Shows high level of balance control when running, climbing, hopping and jumping. - Climbs easily up and down various exercise devices in the garden or in the room. - Takes part in games with obstacles (under and over the obstacle). - Uses dominant hand in everyday activities (holding a spoon or pencil). - Uses eating utensils correctly and independently. - Ties shoes. - Uses the toilet independently. - Cleans up the room or space after playing. - Looks both ways before crossing the street. - Recognizes dangerous and harmful habits to health. - Draws given shapes with precision. - Builds creative constructions with various materials.



Handout 10.4: Principles of early childhood care and development (ECCD)⁶⁰

1. Children need to have their basic needs met in order to learn.

Every boy and girl has the same basic need for food, shelter, security, respect, socializing, and the need to be recognized. Children cannot learn well when they are hungry, insecure, fearful, unhealthy, unappreciated or ignored by caregivers or friends.

2. Learning and care should be in accordance with the child's stage of development.

Every age is characterized by different developmental capabilities. For example, at the age of four months most children lay down on their stomach; by six months many children can sit; most can stand up at ten months, and many can walk at one year of age. The pattern of most children's development is also generally predictable, even if many variations exist. For example, children walk after first learning to stand up. Caregivers should monitor children's development and carry out appropriate activities to support the achievement of each higher stage. Caregivers should also be sensitive to possible developmental disorders and learn to detect problems by using early growth and development detection mechanisms (DDTK) (see handouts 10.1: EDCGD card, 10.2: Guideline for filling the card and 10.3 Milestones of early childhood development ages 0-6 years).

3. Learning and care should be in accordance with the uniqueness of each child.

Children are unique individuals, and have different learning styles. One may learn better by listening (auditory), the other by sight (visual) and others may need to move around (kinesthetic). Children also differ in their interests in equipment/materials, in temperaments, languages, habits, and how they respond to their environment. Caregivers should consider children's individual differences to be an advantage and support gender, cultural and ethnic diversity by using a variety of games, toys and teaching approaches that respond to children's different learning styles.

4. Learning is done through play.

Learning is best done in a fun way. Through play, children learn about math concepts, science, art and creativity, language, socializing and negotiation, and other important life skills such as discipline, empathy and courtesy.

5. Children learn from the concrete to the abstract, from simple to complex, from movement to verbal, and from self to social.

- ♦ Children learn from the most concrete things that can be perceived by the senses (seen, touched, kissed, tasted, heard) to things that are of the imagination.

⁶⁰ Indonesia Ministry of Education: NSPK, *Petunjuk teknis penyelenggaraan taman penitipan anak (Norm, standard, procedure, Criteria for technical guideline on childcare centre)* (Jakarta, 2013).

- ♦ Children learn from the simplest concepts to more complex concepts. For example, a child may first decide that the pineapple is his or her favorite fruit, and then later understand that the pineapple is a useful fruit for health.
- ♦ Children's communication skills begin with the use of body language and then develop by using spoken language.
- ♦ To understand their environment children begin to associate things related to him/herself, then to the surroundings and the people closest to them, and later to the wider environment.

6. Children are active learners.

In the learning process, the child is the subject and actor, and the caregiver is the facilitator of activities. Many children are very curious, have ideas, and cannot keep silent for long periods. Therefore caregivers should provide a variety of tools for play, and allow time for children to get to know the environment in their own way. Caregivers also should not force a child to sit down without doing any activities for long periods of time.

7. Children learn through social interaction.

Children learn through social interaction with adults and peers by observing, performing and imitating the adults and friends close to them. In this way, they learn how to behave, communicate, empathize, appreciate, and build knowledge. For example, children learn about toilet training through social interaction. Caregivers should be aware that they are role models and children around them will emulate the way they act, communicate and respond to others.

8. The environment should support the learning process.

The environment is a source of learning for children. The learning environment includes: rooms, play instruments, objects, non-physical environments like people's habits, and the general atmosphere including the hospitality of caregivers. Caregivers should organize an exciting environment, and create an atmosphere of warm relations among caregivers, between caregivers and children, and between the children themselves.

9. Caregivers should stimulate creativity and innovation.

Every child has a high potential for creativity. Giving children the opportunity to use a variety of materials in games and activities will promote innovation and creativity.

10. Caregivers should help boys and girls to reach their full potential in life.

Caregivers should make sure to give equal chances and opportunities to boys and girls. People often make assumptions about what a child is capable of doing, or should do and not do based on whether the child is a boy or a girl. This is called gender stereotyping and can be very harmful as it may limit the opportunities of girls and boys. Instead, caregivers should promote skills that help every child become independent, diligent, hardworking, disciplined, honest, confident, and adept at building relationships with others. It is especially important to challenge common gender stereotypes by allowing boys to cry and play with dolls or stuffed animals, and allowing girls to run around and play with cars, as they wish. Learning programmes and activities should challenge gender

and ethnic stereotypes and allow every boy and girl to develop at their own pace and follow their interests irrespective of their sex, race, class or social background. Hiring both qualified women AND men as caregivers will also help to abolish stereotypes. For more information on gender stereotyping, see Module II sessions 3 and 4.

11. Caregivers should use a variety of sources, methods and media to promote learning.

Sources and learning materials for early childhood education should not be limited to manufactured tools and equipment. Materials that are available in the neighbouring environment such as: water, clay loam, sand, rocks, shells, leaves, twigs, cardboard, bottles, rags, can be used as mediums for learning, as long as they are safe for children. By using materials and objects found in nature and their local environment, children learn the importance of conservation. Learning instruction can also come from people other than caregivers such as farmers, nurses, doctors, police, firefighters, etc.

12. Children learn in accordance with their socio-cultural and economic background.

Programmes at childcare centres should include learning about cultures, religions and customs in the community. This can be done through games, dress, songs in local languages, musical instruments, and typical food that brings children closer to the cultural, social and economic conditions around them.

13. Caregivers should communicate and collaborate with parents.

There should be some continuity between what children are learning in the childcare centre and what they are learning at home. The childcare centre should regularly schedule meetings with parents to share information and strengthen parents' knowledge about what and how the children are learning at the centre. In this way, the stimulation that children receive in the centre can be aligned and built upon at home.

14. Holistic education includes all aspects of development.

Children develop various aspects of themselves through everyday activities. For example, when children eat, they are developing their knowledge of foods, fine motor skills (holding spoon, bringing food to the mouth), cognitive ability (to distinguish the amount and quality of food), and social and emotional skills (sitting and eating properly, sharing with each other and respecting the wishes of others).



Handout 10.5: Case study: The Bright Future Childcare Centre

1. The 'Bright Future Childcare Centre' (BFCC) opened last year in a town where many families have two working parents. The Centre is open Monday through Friday from 7:00 to 18:00 hours, and accepts children from three months to six years of age. BFCC offers three different programmes depending on the age of the child. The 'Nursery' programme is for children 3-24 months; the 'Good Beginnings' programme is for children between two and four years of age; and the 'Young Learners' programme is for children between four and six years old.
2. Many of the children who come to BFCC are from poor families. Their parents work long hours in local factories, and consequently a lot of the children spend all day at the Centre. BFCC funds its services through a combination of government grants and fees paid by parents. In an attempt to make childcare affordable and accessible, BFCC has kept its tuition rates low. However, recent cuts in the government budget have meant less money for childcare centres. Consequently, BFCC's budget is limited and it has not been able to hire as many caregivers as it would like. Current staffing levels are as follows: two caregivers work in the Nursery which has 15 babies; two caregivers work with 20 children in the Good Beginnings programme; and one caregiver works with 25 young learners. The Centre provides all children with lunch as well as an afternoon snack (young babies are fed by bottle on a separate schedule appropriate to their needs).
3. The caregivers are each responsible for organizing activities for the children in their programme. In the Nursery programme, the caregivers are kept quite busy tending to the younger babies and therefore generally allow the 12-24 month old children to engage in free play all day, and watch videos when they are tired of playing. There are very few toys in the nursery.
4. In the Good Beginnings programme, caregivers have implemented the following schedule: 7.00-9:00 free play; 9.00-10:00 creative arts; 10:00-12:00 storytelling 12:-12:30 lunch; 12:30-2:30 nap time; 2:30-4:30 exercise/walk/run outside; 4:30-6:00 snack and free play. If children in the Good Beginnings programme are not interested in going outside to play, they are allowed to watch videos instead.
5. The Young Learners programme follows the same schedule as the Good Beginnings programme except that between 10:00-12:00, instead of storytelling, children are being taught how to read and write. Unfortunately there are only a few books available. The children in the Young Learners and Good Beginnings programmes engage in the same creative arts lessons and share supplies. If children in the Young Learners programme

are not interested in going outside to play, they are also allowed to watch videos instead.

6. Ade (two and a half years old) and his sister Sonny (four years old) are dropped off at BFCC each morning at 7:00 in the morning. They are both very social and love to play, however the caregivers notice that by mid-morning the children often run out of energy and become irritable. They complain that they are hungry but the caregivers tell them they will have to wait until lunchtime to eat.
7. Ida is almost two years old and very active for her age. She loves to run around and laugh and shout. However because she is in the same programme with smaller children who are often sleeping, the caregivers always tell her to sit down and play quietly with the few toys that are there.
8. Bona (five years old) is very bright. He already knows how to read and is curious about many things. His caregiver has many children to tend to and discourages him from asking so many questions. He hates taking naps but has been told that he must follow the same rules as everyone else and sleep during the afternoon.
9. Dita (Bona's mother) has some concerns about the quality of care her son is receiving at the centre. She tried to make an appointment to speak with his caregiver, but was told that the caregivers are very busy and do not have time to meet with individual parents.
10. Habib is a shy and sensitive boy. One afternoon when a caregiver was reading a story about a baby tiger who lost its mother, Habib began to cry. The caregiver took him aside and said he was becoming a big boy now and 'big boys don't cry.'

Instructions for group work

1. Read through handout 10.4: Principles of early childhood care and development.
2. Discuss the case study with your group and identify areas where the Bright Futures Childcare Centre:
 - ♦ IS complying with the good practices outlined in handout 10.4.
 - ♦ IS NOT complying with the good practices outlined in handout 10.4.
3. Discuss what specific changes could be made to provide better care for the children at BFCC.



Handout 10.6: Responses to case study: The Bright Future Childcare Centre

Paragraph 1. These age groupings may not be appropriate as young babies have very different needs than children 12-24 months old. As noted in the handouts on the principles of early childhood care and development, every age has different developmental needs. While it is not always feasible to have a classroom for each individual year, it may be appropriate to move children who are 12-24 months into a different setting to ensure they receive adequate attention and are developmentally stimulated.

Paragraph 2. When staff are overburdened with watching over too many children they will not be able to give them proper attention and learning support. BFCC should ensure that they follow good practices and comply with the Indonesian Ministry of Education standards regarding child/teacher ratios, which are:

Ratio number of children and adults⁶¹

Age group 0 - < 1 year: 1 teacher/caregiver for 4 children

Age group 1 - < 2 years: 1 teacher/caregiver for 6 children

Age group 2 - < 3 years: 1 teacher/caregiver for 8 children

Age group 3 - < 4 years; 1 teacher/caregiver for 10 children

Age group 4 - < 5 years: 1 teacher/caregiver for 12 children

Age group 5 - 6 years: 1 teacher/caregiver for 15 children

If a group exceeds the ratio of the number of children, the number of teachers is multiplied. For example, if the number of children aged 1 - < 2 years adds up to 9, the number of teachers should be 2, as the ratio of teacher and children is 1:6.

Paragraph 3. It is good that BFCC allows children time for free play and to socialize with their peers. Through such play children develop their language, learn to share and develop other important social skills. However, children also need attention and structure in their daily lives. They should not be left to watch videos all day. BFCC needs to ensure that it has appropriate staff and materials to offer a stimulating environment for children 12-24 months. Caregivers should provide concrete tools for young children to learn and help them to develop through play activities.

61 Indonesia Ministry of Education: NSPK, *Petunjuk teknis penyelenggaraan taman penitipan anak (Norm, standard, procedure, Criteria for technical guideline on childcare centre)* (Jakarta, 2013).

Paragraph 4. Teaching through creative arts is encouraged. Every child has a high potential for creativity. When children are given the opportunity to use a variety of materials in games and activities they will be able to create new products with new innovations. Children also need exercise and should be encouraged to play outdoors in the fresh air whenever possible, rather than remain inside all day.

Paragraph 5. Teaching materials should be age appropriate. Children in the Young Learners Programme have different capabilities and learning needs than the younger children in the Good Beginnings programme. Caregivers should endeavour to use teaching materials that stimulate and challenge the creativity of the older children. If the budget does not allow for the purchase of more books and art supplies, perhaps the centre can seek donations from the factories where many of the parents work, local businesses or non-profit organizations. Also, as stated above, children need exercise and should be encouraged to play outdoors in the fresh air whenever possible, rather than remain inside all day.

Paragraph 6. The principles of early childhood care and development note that children cannot learn well when they are hungry. Given that BFCC serves many poor children who are dropped off early in the morning, it should provide children with breakfast or a morning snack so that they have the energy to participate fully in activities. If funds cannot be allocated for this, parents should be requested to send a snack with their child.

Paragraph 7. Ida may be too old and too active to be in a programme all day with young babies. The principles of early childhood care and development state that children are active learners and cannot keep silent for long periods of time.

Paragraph 8. The principles of early childhood care and development state that each child is a unique individual and has different learning styles. Caregivers should recognize and respond to children's individual differences. Since Bona knows how to read, in order to avoid becoming bored, perhaps he can be the 'teacher's helper' and assist others who are learning. The principles also note that children have a great curiosity and should be encouraged to express their thoughts and ideas. Although Bona does not like to take naps, it is important that children learn to follow rules and be courteous to others. Perhaps he can be given a book and allowed to lie quietly and read while the others are resting.

Paragraph 9. The principles of early childhood care and development emphasize that caregivers should communicate and collaborate with parents and involve them in their children's learning. Although caregivers at BFCC are very busy, it is important to schedule time to meet with parents to get their input and discuss their concerns.

Paragraph 10. The principles of early childhood care and development note the importance of challenging common gender stereotypes. Caregivers should consider children's individual differences to be an advantage and support gender, cultural and economic diversity. The caregiver should not discourage Habib from expressing his feelings and crying just because he is a boy. Instead caregivers should send the message to boys that it's ok to cry if they need to and that it can be a good, healthy and important way of expressing ones feelings.

Session 11.

Planning the schedule and learning activities for children



Objective:

- To enable participants to plan daily schedules and appropriate activities for children at a childcare centre.



Time: 90 minutes.



Materials and preparation: Flipchart paper; markers.



Session plan:

1. Explain the objective of the session - discussing the importance of ensuring that activities and programmes at the childcare centre are age-appropriate and designed to develop social skills, stimulate learning, promote good health, and create a fun atmosphere. Depending on the age range of the children at the centre this may require separate physical spaces for play and learning, different schedules, different types of activities and different materials and equipment - *5 minutes*.
2. Start a discussion with participants by asking them to recall the different stages of development of children from ages 0 to 6 years, referring participants back to handouts 10.1: Early card for child's growth and development, 10.2 Guideline for completing the ECCGD card and 10.3 Milestones of early childhood development ages 0-6 years - *10 minutes*.
3. Divide participants into four groups and ask each group to design a daily schedule and programme of activities for children in a specific age category – and write the schedule and programme on a flipchart.
 - ♦ Assign group 1 to design a schedule and programme of activities for children ages 0-12 months.

- ♦ Assign group 2 to design a schedule and programme of activities for children ages 1-2 years.
- ♦ Assign group 3 to design a schedule and programme of activities for children ages 3-4 years;
- ♦ Assign group 4 to design a schedule and programme of activities for children 5-6 years.

Tell participants that the children will be at the childcare centre from 7:00 – 18:00, therefore activities must fit within that timeframe. Groups should refer to the stages of development in the handouts when designing their programme and when planning activities. Keep in mind the important role childcare centres can play in promoting the development and growth of the whole child, including: fine and gross motor skills; basic knowledge of language, math, art and science; creativity and use of imagination; physical health through active play and rest; good hygiene; independence, good social skills and respect for diversity and equality. Don't forget to build in time for children to eat, rest, play and learn. Each group should write its schedule on a flipchart - *40 minutes*.

4. Reconvene and ask each group to share the highlights of the schedule and programme – invite comments and feedback from others - *30 minutes*.
5. Conclude the session by discussing the key messages and addressing any questions - *10 minutes*.



Key messages:

- While every child is unique and develops at his or her own pace, the stages of development are somewhat predictable, and thus it is important to design age appropriate activities that keep children engaged and stimulated.
- At the same time however, individual variations are quite common and expectations of children's behaviour and abilities should be realistic and flexible. The developmental stages identified in this session should only be used as a guide so you have an idea of what to expect. Some children may not 'progress' as quickly as others, so it is important to be patient and build confidence in each child. At all ages and stages children need love and support to help them along the way.

Session 12.

Encouraging community and parental involvement



Objective:

- To understand how best to involve parents and the wider community in supporting children's development in the childcare centre.



Time: 120 minutes.



Materials and preparation: Flipchart and markers; handouts 12.1: Involving parents in the childcare centre, 12.2: Questionnaire for management and caregivers to assess parents' involvement in the childcare centre and 12.3: Methods for gaining community support for a childcare centre.



Session plan:

1. Explain the objective of the session. Note that childcare centre leaders and professionals must work to establish a true partnership with parents and the community based on trust and respect. It is important to encourage parents and the community to be partners in children's educational and social progress - *5 minutes*.
2. Divide participants into small groups and ask them to discuss the following questions:
 - (1) Why is it important for parents to play an active role in their child's development while in childcare? What are the benefits to the child, parents and childcare practitioners?
 - (2) What are some of the barriers to parental involvement?
 - (3) What are some ways that childcare professionals can promote involvement of both mothers and fathers?

Ask the groups to write answers on their flipchart and prepare to share with the other groups - *30 minutes*.

- 3 Reconvene and ask each group to briefly present their findings. The facilitator should use the information in handout 12.1: Involving parents in the childcare centre to guide and supplement group responses as necessary – *20 minutes*.
- 4 Present participants with handout 12.2: Questionnaire for management and caregivers to assess parents' involvement in the childcare centre.⁶² Ask participants to take turns reading the different questions out loud. Discuss how to use the questionnaire to improve parental involvement – *10 minutes*.
- 5 Divide participants into small groups and distribute handout 12.3: Methods for gaining support from the community to each participant. Ask each group to create a 5-minute skit that illustrates the concepts in the handout. Some participants will play the role of childcare centre staff who are trying to get support from the community, and other participants will play the role of the village heads and other members of the community. Once the groups are ready, have participants reconvene and perform the skits for each other. Following each skit, clarify points and answer any questions that arise – *50 minutes (20 minutes to prepare skits; 20 minutes for performances, and 10 minutes for questions and clarification)*.
- 6 Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- Parental involvement means engaged participation by parents in consistent, organized and meaningful ways in the consultation, planning, implementation and evaluation of programmes and activities that assist in their child's development.
- Parental involvement includes regular two-way communication between parents and childcare providers, and involving parents in decision-making.
- Both fathers and mothers should be encouraged to engage with the childcare centre and play an active role in their child's development and education.
- Caregivers should be flexible and allow for the level of involvement that each parent is comfortable with. Caregivers should strive to create an environment that is welcoming for both mothers and fathers and encourages them to question, challenge and make choices concerning their child.
- Community support is important for any childcare centre. Parents, village heads, and members in the wider community should be consulted and involved from the start, and thereafter should be given periodic opportunities to provide advice and make recommendations for improvement. This will help to promote ownership and ensure the community has a stake in the survival of the centre.

⁶² Adapted from: Barnardos' National Children's Resource Centre: *Parental involvement – A handbook for childcare providers* (Dublin, 2006), p.14, http://www.barnardos.ie/assets/files/publications/free/parental_involvement.pdf (accessed 14 November 2014).

- Caregivers need training and guidance in how to relate to, and communicate with, parents and the community.
- Building partnerships with parents and the community is a daily process based on ongoing communications, and takes commitment, patience and time.



Handout 12.1: Involving parents in the childcare centre

1) Why is it important for parents to play an active role in their child's development in the childcare centre?

Parents should be encouraged to be full partners in their child's educational and social progress. Parental involvement at the centre will help build their knowledge about child development and support them in their parenting skills. It will also encourage and enable them to provide a rich learning environment at home with activities that compliment those in the childcare centre.

- ♦ **Benefits to the child** - When there is continuity between the home and the childcare centre, and the relationship between the parents and the caregivers is characterized by respect and a positive approach, children have a more positive attitude to childcare and to learning itself and are more cooperative and self-controlled both at home and in the childcare centre.
- ♦ **Benefits to parents** - Many parents go through a period of anxiety and uneasiness when their child enters a childcare centre. Interaction with caregivers can ease some of these concerns, as parents will have a better understanding of the centre's policies, procedures and daily activities. Parental involvement in their child's development at the childcare centre builds their knowledge and supports their parenting skills. Also, when parents have a positive experience with childcare professionals in the early years, they will be more confident about getting involved in their child's education in primary school.
- ♦ **Benefits to childcare practitioners** - Through regular communication with parents, childcare workers gain a better understanding of the child's needs, build a positive reputation in the community and gain higher levels of support from families.

2) What are some of the barriers to parental involvement?

- ♦ Lack of time.
- ♦ Lack of opportunities for involvement.
- ♦ Lack of understanding on the importance of parental involvement.
- ♦ Childcare staff's fear of being scrutinized.
- ♦ Parent's fear of being judged.
- ♦ Lack of resources or space.
- ♦ Lack of staff training on how best to involve parents.

- ♦ Fathers are often absent due to beliefs and stereotypes that childcare duties are the sole responsibility of the mother, or other women in the family or community.

3) What are some ways that childcare professionals can promote involvement of both mothers and fathers?

- ♦ Practitioners must make a commitment to engage parents. Encouraging and supporting parental involvement should be an explicit policy and rule of the centre.
- ♦ Give parents information on how to become involved – and ensure two-way communication.
- ♦ Train staff on the importance of parental engagement by mothers and fathers and build up their confidence in interacting with parents.
- ♦ Schedule regular parent/caregiver meetings and encourage both parents to attend.
- ♦ Host open houses, social gatherings or parenting classes for parents and other members of the community.
- ♦ Encourage parents to do voluntary or paid work at the centre to support staff, for example with reading, story telling, activities, as well as facility maintenance, cleaning etc. It is important however, that adults are supervised in first instance when volunteering directly with children). Qualified parents can be asked to apply if there are vacancies in the centre.
- ♦ Encourage parents to become involved in fundraising.
- ♦ Make special efforts to reach out to fathers and find ways to encourage them to participate in the centre and in their child's development. Children are more likely to achieve when both their mother and father take an active role in their education. The involvement of fathers in the childcare centre will also help children to develop less stereotypical views about the roles of men and women in society.
- ♦ Pay home visits to better understand children's home situation.
- ♦ Send parents reports that highlight their child's achievements as well as areas for improvement, and encourage parents to comment and provide feedback.
- ♦ Ensure that parents are able to take part in the development of the centre's policies.
- ♦ Where possible, integrate resources from the community into the childcare centre, such as literacy programmes, health services, etc. or if possible try and locate the childcare centre in a community centre that provides some of these services.
- ♦ Create a childcare centre leaflet or handbook for use with parents and others in the community, with simple, easy to understand language that provides information about the centre's vision, goals, policies, consultation and complaints mechanism, staff, management board, curriculum and schedules, etc.



Handout 12.2: Questionnaire for management and caregivers to assess parents' involvement in the childcare centre⁶³

1. As a provider of childcare, what benefits are there to having active and involved parents?
2. When a child is enrolled at the childcare centre, are the mother and father introduced to all staff, from the manager to caregiver/kitchen employees?
3. Who or what is parents' first point of contact when they enter the centre?
4. Are parents and children greeted in a friendly manner?
5. Is the building physically accessible for everyone, including parents and children with disabilities?
6. Are the hours of the childcare and/or the parent meetings friendly to working parents' schedules, allowing them to visit at times that do not conflict with their work or other family responsibilities?
7. Are the ethnicities, cultures and religions that exist in the community equally depicted, valued, respected and celebrated at the centre?
8. Have families been consulted on how ethnic, cultural and religious diversity is depicted and promoted at the centre?
9. How are parents contacted about events?
10. Does the centre reach out to both mothers and fathers, and does it invite them both to contribute to the successful operation of the centre?
11. Are mothers and fathers involved in decision-making on the operations of the centre?
12. Do parents feel that the childcare centre management and workers respect them?
13. What can the centre do to promote more parental participation (of mothers and fathers) in their child's development?
14. What can management/caregivers do to promote parents' participation at the centre?
15. Does the centre find it hard to recruit mothers and fathers as volunteers?
16. Do parents believe that in working with, and contributing to, the childcare centre they can make a difference?

⁶³ Adapted from: Barnardos' National Children's Resource Centre: *Parental involvement – A handbook for childcare providers* (Dublin, 2006), p.15, http://www.barnardos.ie/assets/files/publications/free/parental_involvement.pdf (accessed 14 November 2014).



Handout 12.3: **Methods for gaining community support for the childcare centre**

Identify whether there is a need and interest for a childcare centre in the community by talking to the members and leaders in the community including working parents and women's groups, finding out about current childcare arrangements in the community, and how the community would like to improve on the existing childcare arrangements.

Promote the childcare centre through socialization: Caregivers and management should regularly attend community meetings and present information to the head of villages and other relevant community members about the need for, and the importance of the childcare centre.

Get recommendations from the head of the village and other local authorities: Written endorsements may be needed for utilizing lands and buildings for the purpose of opening and operating a childcare centre in the village (see Module I, Session 9, handout 9.7).

Plan the programme together with parents and other key stakeholders in the community: As a way of building ownership, management and caregivers should always involve parents and community members in discussions about the plans for setting up and running a childcare centre.

Conduct monitoring and evaluation: Monitoring can be done regularly (for example every three months) and an evaluation should be conducted every year to see if the childcare centre is reaching its goals. All stakeholders should be invited to participate and provide feedback and suggestions for improvement to the centre. Monitoring and evaluation activities can be discussed during parental and community meetings/ gatherings.

**Community childcare:
Training manual**

Module 3



**CHILDCARE CENTRE
DEVELOPMENT AND
MANAGEMENT**

Session 1.

Starting a childcare centre business: Can I do it?



Objectives:

- To identify entrepreneurial qualities that are important for starting and operating a childcare centre.
- To learn how to set goals and objectives that are SMART (specific, measurable, achievable, realistic and time-bound).



Time: 90 minutes.



Materials and preparation: Flipcharts; handouts 1.1: The top 10 traits of a successful entrepreneur, 1.2: S-M-A-R-T goal setting and Handout 1.3: The case of Liani; small prize for the winner of the game, such as sweets, 'winner' button or ribbon. Ask a co-trainer or a participant to help in step 5 either with reading the case study or scoring the answers of participants.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Brainstorm with participants about the qualities needed to be a successful entrepreneur and business woman. Ask participants to give suggestions and write them down on a flipchart at the front of the room. Explain that all ideas are welcome and encourage inputs from all participants. Once everyone has had a chance to contribute, provide participants with a copy of handout 1.1: Top 10 traits of a successful entrepreneur. Briefly ask participants what are the traits necessary to achieve, manage and plan a new business or enterprise, write their points on a flipchart and briefly introduce the following traits:⁶⁴

64 Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), p. 72.

- ♦ **Information seeking** is an important part of running a business. The same applies to **opportunity seeking**. Entrepreneurs should always search for information and opportunities in their environment that can help their childcare business grow, such as companies in the area that can donate goods or equipment; government grants available for childcare services; training opportunities to learn more about early childhood education.
- ♦ **Quality assurance** is critical to any successful business. If the quality of service at a childcare centre is low, parents will not want to bring their children there. However, if the quality of childcare is high, then the business will likely thrive.
- ♦ **Goal setting, planning and monitoring** are important for measuring progress. 'If you don't know where you want to go to, you can't be sure if you are on the right track!'
- ♦ **Risk-taking** - Some people view risk-taking as dangerous and even unwise. But, while some risks may not pay off, it's important to remember that some do. Try to think of risk-taking as an opportunity to succeed rather than as a path to failure. It's an opportunity to stand out and present yourself as a leader.
- ♦ **Self-confidence** – Studies have shown that a lack of confidence is one of the biggest barriers to professional success, particularly for women, because their work is undervalued. Yet self-confidence is critical when starting a new business. If you don't believe in yourself, it will be hard for others to believe in you. Some ways to build confidence include: taking responsibility for yourself, experimenting with new things, finding a mentor, and behaving as if what you want to happen is going to happen.
- ♦ **Networking** is the lifeblood to most businesses, including those that offer childcare services. One should always be asking: Who do I need to connect with to be successful? What groups, individuals or companies could be most beneficial to my business? How can I connect with them?
- ♦ **Persistence and commitment** plays a major role in running an enterprise. Entrepreneurs without these qualities will tend to withdraw physically and mentally when problems arise and will have a difficult time overcoming hurdles.

- 15 minutes.

3. Introduce a brief goal setting exercise: Ask participants to take a few moments to reflect on a time when they set a goal for themselves. Did they achieve the goal or not? Ask participants to write down what the goal was and what steps they took to achieve it. If they did not achieve their goal, ask them to write down what they would do differently next time. After a few minutes, ask a few volunteers to share their answers with the group - 10 minutes.
4. Distribute copies of handout 1.2: S-M-A-R-T goal setting. Summarize that a goal is something that we want to achieve. Goals ought to be 'SMART,' and we may need to gather more information when setting them. The key elements in defining goals are:

- ♦ Specific.
- ♦ Measurable.
- ♦ Achievable.
- ♦ Realistic.
- ♦ Timely and time-bound.

Emphasize that the activities to achieve a goal are often misunderstood as goals themselves. For example, buying a bicycle is an activity to help reach a goal of having better transportation. Goals can be set for the short term and the long term, and many short term goals lead to larger ones - *10 minutes*.

5. Tell participants that they are going to hear a story of a woman who exhibits some of the top 10 traits of a successful entrepreneur. Tell them to put handout 1.1 in front of them for easy reference. While the story is being read, if they hear one of the traits being exhibited, they should call it out. For example, if they hear that the woman in the story is facing a problem and spends some time trying to find a solution, they should call out 'persistence.' Tell them there will be a small prize for the person who correctly identifies and calls out the most traits. Read the story of Liani (handout 1.3) out loud to participants. Keep track of participants' answers, and when someone correctly recognizes and calls out one of the top 10 traits, award them a point. At the end give a prize to the person with the most points - *30 minutes*.
6. Ask if in reality every person displays all of these traits. Explain that everyone has strong points and weak points. It is up to each person to build on and expand their strong points and to overcome or minimize their weak points – *5 minutes*.
7. Discuss gender stereotypes: What are the perceived or expected positive or negative characteristics of women and men who want to start a childcare centr. (for example, it is often thought that women are especially good in communication, social relations and financial management, and that men are especially good in leadership, and taking decisions and risks). What do participants think? Do they know men who are good in finances and women who are good leaders? When no new points are being introduced, round up the discussion as follows: Research indicates that both men and women can exhibit such 'male' and 'female' characteristics, depending on their biological make-up and socialization. Individual differences are usually more important than gender differences. In general, all the above skills are needed for running a successful business, so both men and women should find out what they are good at and what they need to improve - *10 minutes*.
8. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- Not everyone is born an entrepreneur. Discovering one's own personal entrepreneurial characteristics means taking a look at oneself at present, forming ideas about the future, and fixing a long-term goal for life.
- When thinking about opening a business, one must be able to identify potential obstacles that stand in the way of reaching goals, and find ways to overcome these obstacles.
- Society teaches us that men are better in some traits and women are better in others. For example, men are perceived as better risk takers, and women are considered to be good communicators. However, these differences mainly exist because of societies' influences. In every society, men and women are taught to behave a certain way. Regardless of this however, all people need to develop each of the top 10 traits if they want to be successful entrepreneurs.
- It is good to develop one's own skills and to seek cooperation with others who have complementary skills.



Handout 1.1: The top 10 traits of a successful entrepreneur





Handout 1.2: S-M-A-R-T goal setting



SPECIFIC

MEASURABLE

ACHIEVABLE

REALISTIC

TIME-BOUND



Handout 1.3: **The case of Liani**

Liani is originally from a rural area where she grew up in poverty. When she met her husband, Thom, she could not imagine that in the future she would become a successful entrepreneur, and the main income earner in the family. Shortly after getting married, Liani and Thom had their first child, a girl named Yulia. Thom had a successful business selling



bread but when a big bakery opened nearby that sold much cheaper products, Thom's business suffered. Eventually things got so bad that Thom stopped selling bread and went back to working on his parents' farm. Liani knew she would have to work to support the family but did not know who would take care of Yulia if she would be working full time. She knew many women who faced the same problem, and suddenly she had the idea of opening a childcare centre, as a way of running her own business, providing care for children in the community, and allowing more women to work outside the home. Liani's business idea eventually turned into a successful enterprise. How did she do it?

Throughout her life, Liani wanted to achieve something. Although she was not able to complete secondary school, she was clever. She knew that there were many women just like her in the community who wanted to work but were afraid to leave their children alone or with other family members who may not provide good care. Although Yulia was only two years old, Liani knew she needed stimulation, opportunities to socialize with other children and quality care that would prepare her to enter primary school in a few years. Liani wanted only the best care for her child and she knew others felt the same way **(demand for quality)**. Although Liani had never had a formal job, she had helped Thom with his business and knew that she was a quick learner. She also knew that she was a good mother and would be a good caretaker for other children **(self-confidence)**.

So when Thom's bread business closed, Liani spoke to several families in the neighbourhood and offered to watch their children for a small fee, while the adults went to work during the day. At first it was difficult for Liani to convince the families to agree, but she explained how she would organize the children's day, and promised to provide a warm, welcoming and safe place for their kids. Two families agreed to try it out because the women wanted to work in a nearby factory, and Liani had her first customers **(persuasion and networking)**.

With three new children coming to the house Liani figured out how much extra food she would need to purchase so that they could have a nutritious lunch. She also made a plan to buy some new toys and inexpensive sleeping mats for the children after she received the first payment from their parents **(systematic planning)**.

Liani enjoyed the work and having some extra money. The parents also seemed very satisfied with the care she gave their children. After a few months, Liani started dreaming of expanding, but because her house was small she knew she could not take in many more children. Each week Liani set aside a little bit of money so that she could eventually rent a bigger space and convince more families to use her service (**goal setting**). She began to look around for buildings in the community that were close by and would be appropriate for a childcare centre. Some factories had recently opened nearby and the community was growing steadily (this was why the big bakery had come to town!). Liani realized that many of the new families in town probably needed help with childcare so this was her chance to expand – before someone else came in and filled the need (**opportunity seeking**).

Liani went to a nearby school to ask if they had any available space on the campus that could be used for a small childcare centre. The school administrator said they no longer used the old library, therefore that space could be rented for a fee. The rental fee however, was more than Liani could afford, given that she was only paid to watch three children. If she had more customers however, she could do it. However she couldn't get more customers until she had the space! Liani was determined to make this work so she began inquiring about the possibility of securing a small loan to get the business running (**information seeking**). She eventually found a local bank that offered small business loans to women entrepreneurs. However, the bank required collateral before lending the money. Liani spoke with Thom about using their house for collateral. They both knew it was a risk because if the childcare business failed, they could lose everything. After giving it some thought however, they decided to take the chance and applied for the loan (**risk taking**).

Liani told the school administrator that she had secured a loan and wanted to rent the building, however she needed the school to make some repairs to ensure that it was safe for small children. She also asked that they donate some equipment that small children could use for outdoor play time. The administrator first said that the school did not have the funds to make the repairs or buy play equipment, however Liani continued to negotiate, explaining that it was in the school's best interest to have the childcare centre on campus, as it would provide income to the school. She also noted that, after spending time at the childcare centre, the young children would be better prepared to enter the primary school once they were old enough. The administrator finally agreed to Liani's demands (**persistence**).

Liani hoped to eventually have 20 children at the centre. However, before she could open for business she had to secure all of the required permits and hire two helpers. She and her husband also had to spend a lot of time trying to attract new customers by speaking to families in the community and letting them know about the new centre. They worked long hours, seven days a week trying to get everything in place (**commitment to work**). In the end, Liani was able to open the centre with 15 children. It was a big success and after a few months she had reached her goal of 20 children. Things are going well and Liani has a new idea – to open another centre on the other side of town for children whose parents work at the big bakery.

Session 2.

Separating the private purse and the business purse⁶⁵



Objective:

- To understand the importance of keeping family expenses separate from business expenses.



Time: 60 minutes.



Materials and preparation: Flipchart paper; markers; sticky notes; prepare two pieces of flipchart paper with the headings 'Personal and family purse' and 'Business purse.'



Session plan:

1. Explain the objective of the session – *5 minutes*.
2. Start by asking participants: What are all of the different things that individuals, families and business owners need money for? Participants will come up with answers that relate to private expenses (buying food for the family, school fees, etc.) and business expenses (buying supplies for the childcare centre, payment of caregivers, etc.) Write the answers on sticky notes and stick them randomly on a board at the front of the room. Once everyone has contributed, ask participants to think about which expenses are for the individual or family, and which are for the business? Ask one or two volunteers to come to the front and rearrange the sticky notes onto either the 'personal/family purse' or the 'business Purse' flipchart. Supplement answers as needed with the following:

⁶⁵ Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), p. 209-219.

Personal and family purse	Business purse
• Money used for food and personal items • Money used for needs and obligations of one's family, children and friends (e.g. hospital, school fees, close friend's personal expenses, etc.) • Money used for recreation, buying a TV, etc. • Cash kept in safe place at home or bank account in your personal name.	• Money used to buy materials, supplies, record books, equipment, etc. • Money needed to pay salaries and other labour expenses. • Money used to pay bills such as electricity and water. • Cash kept in business drawer, savings scheme, or business bank account

– 10 minutes

3. Ask participants if they think that it is important to make a distinction between the money needed for themselves and their family and the money needed for their business? If so, why? Explain that many men and women who start a business do not make a clear distinction between their personal purse and their business purse. This can lead to 'leakages' when looking closer at how money is spent – 5 minutes.
4. Relate the discussion to gender equality by asking participants who in the family (husband or wife) manages the household income? Who does it better? Why? Is one person in charge of keeping the money and making decisions about small expenses, while the other has control over big financial decisions? What sort of changes would you like to make in your household in relation to who makes decisions about finances? – 10 minutes.
5. Ask participants if any of them or anyone in their family has ever owned a business (including selling small items, farm, etc.)? Ask participants to share their examples and then ask how they controlled the cash that went in and out of their business? Try to obtain a range of experiences. Note that some people keep track using their memory only, but this can be done only if the business is very small. Others will keep receipts but not put them in a record keeping system. Owners of small shops may keep a record of all things sold, and/or they may keep a record of the amounts bought and sold on credit. Some experienced business owners may have an elaborate book-keeping system already. Brainstorm with participants on the advantages and benefits of keeping good business records including being able to:
 - Know how much money goes in and out of the business.
 - Check expenses regularly.
 - Have better control your cash, plan ahead and make a budget.
 - Monitor how much has been sold.
 - Manage profit and loss.
 - Make comparisons (estimated number of children in the centre against actual number of childcare services provided over a given time period, childcare service prices of competitors, etc.).

- ♦ Keep track of who owes you money.
- ♦ Check if any money has been lost or stolen.

Round-up by agreeing with participants that a childcare centre must keep up-to-date financial records, because the manager and the caregivers have to keep track of which parents have paid and for how long and which parents haven't; which staff have been paid and which ones not yet; and whether the childcare centre is running at a profit or a loss or breaking even (no profit, no loss). This is even more important if the childcare centre is run by a group - *15 minutes*.

6. Continue with further discussing labour costs, and ensure that participants understand that 'TIME IS MONEY!' Explain why it is necessary for a business woman to separately keep track of the time she puts into her business and the time she spends working in the household on family matters. Women often mix the two and do not get compensated for either. Ask participants to share any examples from real life where they know of business woman or men who have worked without compensation? Not only should women in business keep track of their time, they should also decide if they want to pay themselves a regular salary (and treat this as a cost to their business) or whether they pay themselves only if they know how much profit they are making. All business women and men need to check regularly if their business brings in enough money or not. It does not make sense to work very hard for many hours and earn very little – *10 minutes*.
7. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- Most small business owners say that 'finance' is their main problem. However, this is often due to 'holes' or 'leakages' between personal and business finances which makes it difficult to keep track of business expenses and income.
- Remember that TIME IS MONEY and entrepreneurs should compensate themselves for the time they spend working on their business.
- People often don't keep track of their business finances because they: think they do not have the skills; find it boring; have no time; or have no money to hire someone to do it for them. However, if you do not learn to manage your finances then your business is much more likely to fail.
- YOU CAN DO IT! Financial skills can be learned and developed by anyone, man or woman. Don't worry - there are simple ways to keep track of one's business transactions without being an accountant.

Session 3.

Financial management⁶⁶



Objective:

- To understand the different types of inputs and costs associated with operating a childcare centre.



Time: 90 minutes.



Materials and preparation: Flipchart paper; markers; sticky notes or cards in three colours; handouts 3.1: Materials/supplies list, 3.2: Labour time list, 3.3: Tools/equipment list and 3.4: Types of costs. Prepare three flipcharts with the headings of the handouts for use in step 3. Prepare three flipcharts with the headings 'start-up costs', 'fixed costs' and 'variable costs' for use in step 5.

Session plan:

1. Explain the objective of the session – 5 minutes.



2. Remind participants of Module I, Session 6, Handout 6.1: Infrastructure requirements for running a childcare centre, and ask participants what are the different inputs and costs associated with operating a childcare business. Remind participants that inputs can be divided into three main categories: materials/supplies, labour and tools/equipment. Divide participants into three small groups, distribute handouts 3.1, 3.2 and 3.3. Ask participants to brainstorm and make a list of all the main inputs that are needed for providing a childcare service and to write these down one card per item for each of the three categories on cards of a different colour, for example, materials/supplies on yellow cards, labour inputs on green cards, and the tools and equipment on pink cards. Ask what are needed for 'play area', 'kitchen', 'bathroom', and 'office', etc to facilitate brainstorming – 20 minutes.

3. Reconvene and ask the first group to present their list of materials and supplies and stick their yellow cards on the flipchart. Ask the other groups to add items not yet mentioned by the first group and add these yellow cards on the flipchart. Ask the

⁶⁶ Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), pp. 191-197.

second group to report on labour inputs and the third group on their list of tools and equipment, with the other groups adding any missing items so that by the end, all inputs from all of the groups are recorded on the three flipchart lists. Once finished ask if there is anything missing. Check, discuss and correct any mistakes and ensure that the following are included on the lists: construction, purchase or rental of a building; equipment such as a cooking stove, toys and play equipment; teaching supplies such as arts and craft materials; books; stationery supplies; and operational costs such as staff salaries, electricity, telephone, water, registration fees, insurance, rent, water, food, etc. - *20 minutes*.

4. Carry out a brief refresher game (e.g. physical exercise, singing a song with hand clapping) – *5 minutes*
5. Explain to participants that it is important to find out which costs are required only at the start, and which are needed to run the business and explain the difference between fixed and variable costs, using handout 3.4. Divide participants in the same three working groups, ask group 1 to review all the yellow cards, group 2 all the green cards and group 3 all the pink cards. Instruct each group to discuss and decide what type of costs these are: start-up costs, fixed cost or variable cost, and stick the cards on the appropriate flipchart. People can add items by writing new cards, if they wish - *25 minutes*.
6. When all cards are placed, ask each group to present one of the flipcharts followed by add-ons by the other groups. Agree with the groups that all items are in the right place, clarifying any misunderstandings as needed – *10 minutes*
7. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- There are different types of costs to consider when opening a childcare centre. Some costs stay the same every month no matter how many children the centre serves. Other costs change every month depending on the number of children. Some costs only need to be paid one time, or only once per year.
- It is also important to consider how costs might change over time and plan for these changes. For example, costs may change due to differences in prices for buying materials in bulk or in small quantities; inflation; competition that drives prices down; changes in demand and supply of certain items; theft; etc.
- All costs must be carefully considered during the planning phase so that enough money can be budgeted to set up and run the centre in a sustainable manner.

[illegible]

Sample

ITEMS	QUANTITY
Play Area (Indoor and Outdoor)	
Story books	50
Puzzle	5 sets
Building blocks	5 sets
Balls	5
Crayons	5 sets
Glue	5
Miniatures	5 sets
Paints	5 sets
Play doh	10 packs
Drawing paper	2 dozens
Bathroom and toilet	
Body soap	1
Toothpaste	1
Shampoo	1
Hand towels	4
Hand wash	2
Toilet tissue	2 rolls
Office	
Pen	1 dozen
Pencil	1 dozen
Administration books	1 set



Handout 3.2: Labour time list

Blank list

ITEMS	QUANTITY

Sample

ITEMS	QUANTITY
Principle	1 person
Teacher/Caregiver	5 persons
Administration	1 person
Cleaning service	1 person
Cook	1 person

Sample

ITEMS	QUANTITY
Play Area (Indoor and Outdoor)	
Kids chair (medium size)	20
Table for kids	5
Toy shelves	1
Toy rack	3
Board	1
Scissors for kids	20
Floor mattress	1
Shoe rack	2
Sandbox	1
Swing	2
Slides	1
Kitchen	
Food cabinet	1
Dispenser	1
Refrigerator	1
Cooking stove	1
Pantry	
Spoon for kids	2 dozens
Fork for kids	2 dozens
Spoon for adults	1 dozen
Fork for adults	1 dozen
Glasses for kids	2 dozens
Plastic plates for kids	2 dozens
Knife	1
Shelves for pantry items	1
Toilet	
Bucket	2
Shower bailer water scoop	2

ITEMS	QUANTITY
Bedroom	
Sleeping mattress (1m x 1.5 m)	20
Pillow for kids	20
Blanket for kids	20
Shelves for bedroom kit	1
Office	
Front desk table	1
Chair for adults	10
Shelves for files	1
Scissors	4
Report book for parents	20
Binder	2
Other areas	
Doormat	1
Cleaning equipment (clothes, mop, broom)	2 sets
Laundry drying rack	1
Trash bin	5
Clock	3
Fan	2



Handout 3.4: Types of costs

Start-up costs

Costs that are only incurred once to start the business (for example, registration fees, fees to open a bank account or cost of purchasing land). Besides the one-time start-up expenditures, start-up costs usually also include the costs necessary to keep the operation running for the first 60-90 days, while the enterprise is getting established. Start-up costs may include: down payments on the purchase of a building (or a rent deposit if renting a building); registration and legal fees; initial supplies, food and salaries for the first few months; and tools and equipment (e.g. mattresses, desks, chairs, plates, spoons, shelves, toys, outdoor play structures etc.).

Operating costs

Costs that incur regularly every month, including materials (e.g. food, cleaning supplies, art supplies, paper); labour costs (e.g. teaching, cooking, cleaning, administrative staff); and overhead (e.g. water, electricity, rent, bank loans).

- ♦ **Fixed costs** (also called overhead costs or indirect costs): Costs that must be paid no matter how many children are enrolled in the centre such as utilities, rent/mortgage, insurance, etc. Staff salaries are generally fixed because teachers, administrative personnel and cooking/cleaning staff still must be paid even if some of the children don't show up for class. Fixed costs however can change overtime, for example, a staff member may get a pay raise, or the price of rent might increase after a year.
- ♦ **Variable costs** (also called direct costs): Costs that change with the number of children served, such as food and supplies. Some staff salaries can be considered variable costs. For example extra teachers or helpers may sometimes be required to do special projects or contract labour may be hired on an irregular basis.

Session 4.

Costing and pricing⁶⁷



Objectives:

- To develop a budget for a childcare centre that includes start-up costs and monthly operating costs.
- To know how to calculate cost/per child and set prices to ensure costs are covered.



Time: 120 minutes.



Materials and preparation: Flipchart paper; markers; tape; handouts 4.1: Chart for calculating start-up costs and 4.2: Chart for calculating monthly operating costs; and a calculator for each group.



Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Discuss the importance of estimating the amount of the start-up costs and monthly fixed and variable operating costs associated with a childcare centre. This exercise will help participants anticipate what the costs of operating a childcare centre will be, depending on how many children are enrolled in the centre. Ask participants to recall the main differences between and examples of start-up and operating costs from Session 3 (handout 3.4):
 - ♦ **Start-up** costs generally refer to one-time expenditures, as well as those costs necessary to keep the operation running for the first 60-90 days, while the enterprise is getting established. Start-up costs may include: down payments on the purchase of a building (or a rent deposit if renting a building); registration and legal fees; initial supplies, food and salaries for the first few months; and tools and equipment

⁶⁷ Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), pp. 217-223.

(e.g. mattresses, desks, chairs, plates, spoons, shelves, toys, outdoor play structures etc.).

- **Operating costs** are those costs that incur regularly every month, including materials (e.g. food, cleaning supplies, art supplies, paper); labour costs (e.g. teaching, cooking, cleaning, administrative staff); and overhead (e.g. water, electricity, rent, bank loans).

Recall that some operating costs are **fixed** in that they will not change from month to month (e.g. rent, salaries) while others are **variable** and will depend on how many children are in attendance (e.g. food, supplies). Also, when calculating the cost of tools and equipment, the rate of depreciation must be considered. For example, the monthly **depreciation** cost of a mattress is the cost of mattress divided by the number of months that it can be used – *15 minutes*.

3. Divide participants into small groups and distribute a copy of handout 4.1: Chart for calculating start-up costs and 4.2 Chart for calculating monthly operating costs to each person. Ask each group to replicate the blank charts from the handouts onto their flipcharts. Instruct them to fill in the charts by transferring the information from the cards completed in previous session 3 onto the proper budget lines. If unclear, demonstrate for the participants using one of the groups' flipchart. Tell participants to assume that there are 20 children who attend the centre. The facilitators should check in with each group as they are working to ensure they understand the exercise and are on the right track – *30 minutes*.
4. Reconvene and have the groups share their results. Ensure that groups have put inputs in the correct category and calculated costs correctly – *30 minutes*.
5. Explain that in order to accurately set tuition fees, apply for grant money or solicit government assistance that will allow the centre to remain financially sustainable - it is important to know the cost of taking care of each child per month. This is calculated by dividing the total monthly operating cost by the number of children. Once the cost per child is known, then the childcare centre can determine how much income it needs to collect each month (either through tuition/fees, government grants, employer subsidies, etc.) to meet its overall costs. Invite each group to calculate the cost per child at their childcare centre, using the following formula:

$$\text{Monthly cost per child} = \frac{\text{Total operating cost per month}}{\text{Number of children per month}}$$

Ask groups to share their costs – *20 minutes*.

6. Explain that once the cost per child is known, the centre can then determine the price it must charge to break even or make a profit. There are several different ways to set the price, including:
 - Cost-based pricing: real product/service costs, including labour costs + x% profit to meet economic and social goals.

- ♦ Competitor-based pricing: what does the competitor charge?
- ♦ Market-based pricing: what is the client willing or able to pay?
- 10 minutes.

7. Conclude the session by discussing the key messages and addressing any questions – 5 minutes.



Key messages:

- Before deciding how much to charge for a service, the individual or group business owners must take into consideration the start-up and monthly operating costs of providing the service.
- In determining what price to charge, business owners and business group members must decide about their economic and social goals, irrespective of their business model (that is, a for profit enterprise, a not-for-profit organization, a social enterprise, a cooperative, or an association/CBO, see Module 1, Session 7. Choosing a business model), they still need to 'break even' so that they do not lose money. The break-even point is the minimum amount of income needed to cover all costs.
- Every type of business must decide how much profit they want to make above the break-even point (the money left over for owners after paying all of the costs) to realize their economic and social goals and then price their service accordingly (remembering that the higher the price, the more likely it is that customers will buy from competitors who offer a similar service).
- In a for-profit business, the money left over after the break-even point goes to the owner(s). In a not-for-profit organization the money left over is reinvested into the business. In a social enterprise the profit goes into supporting a social cause as agreed among its owners. In a cooperative, or a group business run on cooperative principles the members decide how much profit will be made and how the profit will be spent or invested, for example, they may decide to offer subsidized childcare services which their members can afford.



Handout 4.1: Chart for calculating start-up costs

Calculate for providing childcare to 20 children at the centre

Expenses	Price	Quantity	# of months it can be used	Total cost
Personnel (e.g. labour costs prior to opening, salaries for first 60 days, etc.)				
Building (e.g. rent deposit, down payment on building purchase, remodeling, utilities deposit)				
Equipment (e.g. educational, kitchen, cleaning, office, play, etc.)				
Initial stock of supplies (e.g. educational, kitchen, cleaning, office, food, etc.)				

Expenses	Price	Quantity	# of months it can be used	Total cost
Fees (e.g. legal, registration, advertising, insurance, etc.)				
Miscellaneous				
Total startup costs				

Sample

Expenses	Price	Quantity	# of months it can be used	Total cost
Personnel (e.g. labour costs prior to opening, salaries for first 60 days, etc.)				
Principle	4,000,000	1	2 months	8,000,000
Teachers	3,000,000	2		12,000,000
Caregivers	2,500,000	3		15,000,000
Administration	2,000,000	1		4,000,000
Cleaning service	2,000,000	1		4,000,000
Cook	2,000,000	1		4,000,000
Building (e.g. rent deposit, down payment on building purchase, remodeling, utilities deposit)				
House rent	18,000,000	1 year	2 months	18,000,000
Water	100,000	1		200,000
Telephone	100,000	1		200,000
Security	200,000	1		400,000
Electricity	200,000	1		400,000
Equipment (e.g. educational, kitchen, cleaning, office, play, etc.)				
Playarea (indoor and outdoor)	12,250,000	1		12,250,000
Bathroom and toilet	120,000	1		120,000
Bedroom	6,150,000	1		6,150,000
Office	8,290,000	1		8,290,000
Kitchen and pantry	4,350,000	1		4,350,000
Cleaning	395,000	1		395,000
Clocks and fans	650,000	1		650,000
Initial stock of supplies (e.g. educational, kitchen, cleaning, office, food, etc.)				
Playarea (indoor and outdoor)	12,250,000	1		12,250,000
Bathroom and toilet	120,000	1		120,000
Bedroom	6,150,000	1		6,150,000
Office	8,290,000	1		8,290,000
Kitchen and pantry	4,350,000	1		4,350,000
Cleaning	395,000	1		395,000
Clocks and fans	650,000	1		650,000
Fees (e.g. legal, registration, advertising, insurance, etc.)				
Legal notary	500,000	1 time only		500,000
Administration books	150,000	1		150,000
Advertising	500,000	1		500,000
Curriculum material/books	6,000,000	1		6,000,000
Fees (e.g. legal, registration, advertising, insurance, etc.)				
Fees (e.g. legal, registration, advertising, insurance, etc.)				115,215,000



Handout 4.2: **Chart for calculating monthly operating costs**

Calculate for providing childcare to 20 children at the centre

Expenses	Quantity	Price per Unit	Cost
Supplies (e.g. educational, kitchen, cleaning, office, food, etc.)			
Personnel/labour (e.g. administrative, management, teaching, cooking, cleaning, etc.)			
Overhead costs (e.g. electricity, water, rent, insurance, etc.)			
Miscellaneous			
Total costs per month			

Sample

Expenses	Quantity	Price per Unit	Cost
Supplies (e.g. educational, kitchen, cleaning, office, food, etc.)			
Food	20	200,000	4,000,000
Drinking water	20	4	80,000
Office supplies	1	200,000	200,000
Bathroom and toilet supplies	1	150,000	150,000
Cleaning supplies	1	100,000	100,000
Class/children curriculum supplies	1	300,000	300,000
Personnel/labour (e.g. administrative, management, teaching, cooking, cleaning, etc.)			
Principle	1	4,000,000	4,000,000
Teachers	2	3,000,000	6,000,000
Caregivers	3	2,500,000	7,500,000
Administration	1	2,000,000	2,000,000
Cleaning service	1	2,000,000	2,000,000
Cook	1	2,000,000	2,000,000
Overhead costs (e.g. electricity, water, rent, insurance, etc.)			
Rent	1	1,500,000	1,500,000
Water	1	100,000	100,000
Telephone	1	100,000	100,000
Security fee	1	200,000	200,000
Electricity	1	200,000	200,000
Miscellaneous			
Transportation	1	200,000	200,000
Training, health, and education	1	2,000,000	2,000,000
Advertising	1	200,000	200,000
Repairs and maintenance	1	300,000	300,000
Total costs per month			33,130,000

Session 5.

Book-keeping tools⁶⁸



Objectives:

- To become aware of the importance of record-keeping for successfully managing an enterprise.
- To learn about basic financial records and calculation tools for managing an enterprise.



Time: 90 minutes.



Materials and preparation: Flipcharts; markers; tape; handouts: 5.1: Why record keeping is important, 5.2: Sample cashbook (blank), 5.3: Sample customer account record (blank), 5.4 Record-keeping of Ms Surapto's Happy Childcare Centre, 5.5: Sample cashbook in IDR (completed) and 5.6: Sample customer account record in IDR (completed). Prepare a blank cashbook and a customer account record on two flipcharts (see handouts 5.2 and 5.3).



Session plan:

1. Explain the objectives of the session – *5 minutes*.
 2. Introduce the topic by asking what the participants know about book-keeping, and ask if they currently keep records or have done so before? Encourage participants to share even the most rudimentary methods of 'keeping track' of where the money goes. Summarize for participants that record keeping basically means writing down:
 - ♦ How much money your business receives.
 - ♦ How much money your business pays out.
 - ♦ How much money different people owe you.
 - ♦ How much you owe to other people.
- *10 minutes*.

68 Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), pp. 225-236.

3. Ask participants why record keeping is important? Supplement answers as necessary with the information in handout 5.1: Why record keeping is important. Remind participants that the record-keeping system should be as simple as possible and should only include the information needed for financial planning and management – *10 minutes*.
4. For low-literacy groups, discuss whether there is somebody who could help with filling in records for their business after completion of the training (husband, relative, friend, business partner, etc). Encourage them to learn how to read, write and calculate. For those with experience in family businesses relate the discussion to gender equality by asking the participants: **Who usually does record keeping, you or your spouse? Why?** They may answer that husbands usually do it because some women cannot read or write (no equal access to education) or they are very busy with household activities (unequal division of workload). Point out that if only the husband does the record keeping, it may lead to problems. For example, women may not have all the necessary information about the transactions that have taken place and will not be able to participate fully in decision making about the business. Discuss what can be done to encourage/enable women to also participate in record keeping. Another problem is that women may do all the record keeping but have no role in decision making. They will have to learn to negotiate to have a role in decision making. Discuss possible ways of encouraging husbands and wives to make financial decisions together or agree that women can decide how to spend the income that they have earned – *10 minutes*.
5. Explain to the participants that they are going to learn how to make entries in the cashbook and the customer account record. Distribute handouts 5.2: Sample cashbook (blank) and 5.3: Sample customer account record (blank) and refer to the cashbook and customer account record on flipcharts at the front of the room. Explain the meaning of each column. Give some examples as follows:
 - ♦ On Monday a childcare centre receives a grant for Indonesian Rupiahs (IDR) 1,000,000 cash.
 - ♦ On the same day the centre pays IDR 20,000 for supplies.
 - ♦ The next day the centre receives tuition for two students at IDR 250,000.
 - ♦ On Saturday the centre pays IDR 80,000 for food.

Demonstrate on the flipchart how to record these transactions. Explain to the participants that at any moment in time, the business woman can see how much cash she should have in hand. Give more examples and invite a participant to make the entries. Make corrections as needed – *20 minutes*.

6. Discuss with participants the difference between paying in cash and on credit, for example a childcare centre may admit a new child with a promise from the parent that they will pay the tuition fee at the end of the week. Credit transactions like these must be carefully recorded just like sales transactions. Both cash and credit transactions should be recorded in a customer account record. Refer participants to handout 5.3 as well as the illustration of a customer account record drawn on a flipchart at the front of the room. Divide participants into small groups and distribute handout 5.4: Record-keeping

of Ms Surapto's Childcare Centre. Ask participants to record in handouts 5.2 and 5.3 the various transactions at Ms Surapto's Childcare Centre, as described in handout 5.4 – 20 minutes.

7. Ask the groups to walk around and compare the group work results. Invite questions and feedback from others. Guide the discussion as needed using handouts 5.5: Sample cash book (completed) and 5.6: Sample customer account records (completed) – 10 minutes.
8. Conclude the session by discussing the key messages and addressing any questions – 5 minutes.



Key messages:

A good book-keeping system is essential for any successful enterprise:

- Book-keeping records should be checked regularly to see whether the enterprise is breaking even or making a profit, and whether there will be enough cash or bank account balance available for the coming weeks or months.
- Individual/group business owners and managers should regularly check both the amount of cash on hand and the amount in the record books to ensure that they match. This will highlight whether the business is on track, that is, it earns more income than it spends on costs. Regular book-keeping and checking the books means business owners and managers can identify at an early stage whether the business is on track or whether anything is going wrong and this can help to resolve problems related to lack of profit, loss or theft, before it is too late.
- Good records can be very helpful when applying for a loan, grant or other form of financial assistance.
- Good records also help enterprise owners to keep track of their own debt and ensure that creditors are paid.



Handout 5.1: Why record keeping is important

Records help you control your cash

Your records show how much money the business should have at any point. Use the records to make sure that income is higher than expenditure and money does not disappear or is unaccounted for.

Records show YOU how your business is doing

Your records help you find problems before it is too late. Use your records to find out if something is going wrong, if costs are too high, if sales are falling, if there is a leakage point (yourself or another person misusing the money), and so on.

Records show OTHERS how your business is doing

You need proper records when you apply for a loan and pay your taxes. Use your records to show that everything is in order and that you are in control of your business.

Records help you plan for the future

Records show how well your business did in the past and how well it is doing now. When you know your business strengths and weaknesses, you can make adjustments and properly plan for the future.

Records help you to remember debtors and creditors

Your records help you to know the total amount of money that you should receive from your customers as well as their names. They also help you to remember the amount of money you still have to pay to others (your suppliers for example).





Handout 5.3: Sample customer account record (blank)

Customer: _____

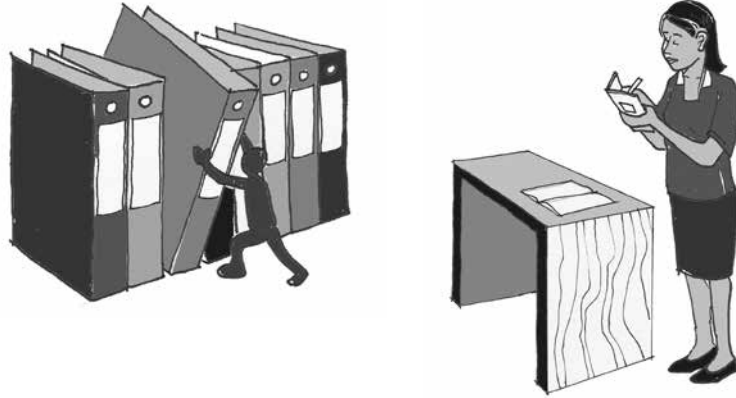
Date	Details	Quantity	Credit sales	Amount paid	Balance	Signature

Customer: _____

Date	Details	Quantity	Credit sales	Amount paid	Balance	Signature



Handout 5.4: Record-keeping of Ms Surapto's Childcare Centre



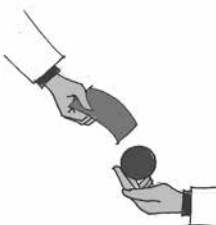
Early in the morning of 1/9 Ms Surapto has IDR 3,000,000 in the locked safe at the childcare centre.

- 1/9: Ms Surapto admitted a new child named Suti into the centre. Ms Surapto told Suti's mother, Ms Alatas, that the tuition fee was IDR 300,000 for the month. Ms Alatas paid 75,000 RP in cash and said that she would pay another IDR 225,000 to Ms Surapto at the end of the week.
- 2/9: Ms Surapto paid IDR 150,000 for 300 kg of soybeans for children's lunches at the centre.
- 2/9: Ms Surapto received a IDR 1,500,000 community grant to support the centre.
- 3/9: Ms Surapto admitted another child named Farah into the centre, for whom the full monthly tuition fee of IDR 300,000 was paid.
- 4/9: Ms Alatas paid Ms Surapto IDR 225,000, the balance she owed for Suti's tuition.
- 5/9: Ms Surapto paid the electricity bill which was IDR 2,000,000.
- 6/9: Ms Surapto paid IDR 1,000,000 for new desks for the class of 5 year olds.
- 7/9: Ms Surapto admitted a new student Jeri whose mother made a partial tuition payment of IDR 150,000 and plans to pay the balance of IDR 150,000 in one week.

Record the business transactions in Ms Surapto's record-keeping system using the cash book and the customer record book.



Handout 5.5: Sample cashbook in IDR (completed)

 Date	 Operation/ transaction	 Money out	 Money in	 Balance
1/9				3,000,000
1/9	New student "Suti" (partial payment) Still owes 225,000		75,000	3,075,000
2/9	Purchased soybeans for children's lunches	150,000		2,925,000
2/9	Received community grant!		1,500,000	4,425,000
3/9	Received tuition from new student Farah		300,000	4,725,000
4/9	Balance of tuition for Suti paid		225,000	4,950,000
5/9	Paid electricity bill	2,000,000		2,950,000
6/9	Paid for new desks	1,000,000		1,950,000
7/9	Admitted new student Jeri Partial payment – still owes 150,000		150,000	2,100,000



Handout 5.6: **Sample customer account record in IDR (completed)**

Customer: Suti

Date	Details	Quantity	Credit sales	Amount paid	Balance	Signature
1/9	Partial payment tuition	1 month	300,000	75,000	225,000	
4/9	Paid balance of tuition	1 month		225,000	0	

Customer: Jeri

Date	Details	Quantity	Credit sales	Amount paid	Balance	Signature
7/9	Partial payment tuition	1 month	300,000	150,000	150,000	

Session 6.

Developing a marketing plan⁶⁹



Objectives:

- To introduce marketing concepts and terms.
- To help participants understand the importance of marketing.



Time: 90 minutes.



Materials and preparation: Flipchart paper; markers; handouts 6.1: PRODUCT or SERVICE - What do you sell?, 6.2: PRICE - Setting your price to make a profit, 6.3: PLACE - Finding the best place to provide your service, 6.4: PROMOTION - Creating ways to persuade customers to buy your service and 6.5: PERSON - Relations, attitudes and reputation.”



Session plan:

1. Explain the objectives of the session – 5 *minutes*.
2. Briefly explain that marketing is everything you do to find out who your customers are and what they need and want. It is a way of providing the products or services they need; setting prices that they are willing to pay; informing and attracting them to buy your products and services; and getting your products or services to them. Specifically, marketing involves questions of demand, supply, purchasing power and competitiveness. Ask participants about the meaning of the following terms, and after some answers, explain these terms briefly:

Demand

- ♦ Customers have a need for certain products or services, however, some of those needs can be met by the household itself. For example, sometimes grandparents are able to take care of children whose parents work outside of the home. In that case, those families will not express a need for childcare in the market.

⁶⁹ Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), pp. 139-142.

- ♦ The needs that cannot be satisfied by the household are expressed as demand on the market. Needs are different from demand, because lack of money can make it impossible for a person or household to purchase the goods or services available in the market. In other words, clients would like to buy, but cannot do so.
- ♦ When a client is ready and able to purchase the product or service at the price demanded, there is actual or effective market demand.

Purchasing power of customers

- ♦ Purchasing power refers to the capacity (financial means) of the customer to buy the goods or services at the price stated. This capacity is determined by the income of the client or customer and by the price level of the good or service being offered. When a person's income remains the same over a period of time but prices for goods and services increase considerably (for example, due to inflation), the purchasing power of that customer diminishes. With the same income as before, she or he is no longer capable of purchasing the same amount or quality of goods and services.

Supply

- ♦ Supply refers to all of the same or similar goods and services available at the same time in the same place. For an entrepreneur, this means that her product or service is going to be compared with those of her competitors. The competitiveness of her product or service in relation to others offering the same or similar service, is likely to determine her share in the market.

Competitiveness

- ♦ The market is shared with competitors who offer the same (or similar) products and services at the same time and in the same place.
- ♦ Competitiveness is about the advantages that one product or service has over the ones offered by the competitors, for example, in terms of price, quality of product or service, usefulness, outer appearance, or after-sales services.

- *20 minutes.*

3. Explain to participants that they are going to teach each other about the five Ps of marketing: product; price; promotion; place and person. Divide into five groups and distribute one of the handout to each group. Ask each group to discuss their understanding of the marketing element assigned to their group and the questions. Instruct each group to prepare a five minute presentation or skit to explain the concept to the other groups in plenary – *30 minutes.*
4. Reconvene and ask each group to give their presentation or skit, encouraging questions and comments from others – *30 minutes.*
5. Conclude the session by discussing the key messages and addressing any questions – *5 minutes.*



Key messages:

- When thinking about starting a new business, it is critical to learn about customers and competitors through market exploration. The more you know, the better!
- Marketing is about identifying the needs and wants of customers and satisfying them at a profit or at least breaking even.
- Marketing is about getting to know the demand side of the market (customers' needs and income level) and the supply side (competitors' offerings and their sales strategies).
- There are different ways to learn about customers and competitors including:
 - ♦ Talking to potential customers and asking: What products or services they want? What quality they expect from those products or services? What they think about competitors?
 - ♦ Studying the competitors' businesses by looking at: What types of products or services they provide? What prices they charge? How do they attract customers to buy their product or service?
 - ♦ Asking suppliers and friends: What they think of your business idea? What do they think of your competitors' products or services?
- The aim of marketing is to capture part of the market by developing and implementing an appropriate and effective marketing strategy.



Handout 6.1: **PRODUCT or SERVICE - What do you sell?**



What kinds of service are you going to offer to your customers? Remember, customers buy services that will satisfy their needs and wants. You must consider the range of services you offer, the uses of the service, the quality and also the way it is packaged or presented. When developing a marketing strategy you should highlight all the unique features of your service and how these will respond to the needs of the client(s). In a childcare business, the clients are primarily the parents but also the children who will attend the centre. In other words, if the children are not happy, then the parents won't be happy. Questions to ask include:

- Which service will attract parents and will ensure that the children are happy, healthy and stimulated?
- Are similar services sold and if so, how are they delivered?
- What do parents like or dislike about the similar services that are currently being offered?
- Can parents afford the service at the price you want to sell it?
- How many children can the centre serve at any given time?
- How many hours per day can the centre provide the childcare services?
- How can the quality of your service be improved?
- How can you make your service more attractive? How do you 'package' or present it?
- Are there other services you can provide to go with your core service of offering childcare?



Handout 6.2: PRICE - Setting your price to make a profit



When deciding on what price to charge for a particular service, the entrepreneur must consider:

- What price is affordable for potential customers?
- Should the service be sold at a reduced price (for example: if parents want to send two of their children to the centre)?
- Is it possible to fix different prices for different income levels of the parents?

Specifically, entrepreneurs must:

- Calculate the costs of selling the service.
- Take prices of competitors' services into account.
- Consider special prices or discounts to attract parents and children to the centre for quick sales (for example if customers register their children before a certain deadline they may be entitled to a discount).
- Consider and decide whether you will give credit to customers, and under what conditions.
- Find out if customers' purchases are based on price, quality or both.
- For cooperatives: The members of a childcare centre cooperative can decide whether the centre will provide the childcare services only to members, or whether members will pay lower prices than other clients of the centre.

Consider that demand can change at different seasons of the year, in different locations or by type of customers. For example there may be more demand for childcare services when the local schools are on a break. If so, when demand changes, consider whether different prices should be set.



Handout 6.3: PLACE - Finding the best place to provide your service



In deciding on where the service is located, entrepreneurs must think about whether the location is easily accessible and will attract customers. For a childcare centre, proximity to the homes of the parents, the community, workplaces, schools, and other government services should be considered. This is why community mapping is an important part of business planning. Questions to ask include:

- Where will you provide your service?
- What are the characteristics of a suitable building and direct environment of a childcare centre?
- If your business is not located where your customers are, how will you get your customers to your location?



Handout 6.4: **PROMOTION - Creating ways to persuade customers to buy your service**



Entrepreneurs who open a childcare centre must consider ways to advertise their service through promotional activities or publicity in order to attract parents. Promotional activities should highlight the advantages of sending their child there. Promotional activities might include advertising, distributing flyers house-to-house and organizing specific activities like an open house. The best promotion for a childcare centre is 'word of mouth.' Happy children mean happy parents who will recommend the childcare centre to their friends. Key tips for promoting a business include:

- Consider your target group and design your promotional activities with them in mind.
- Display your service in an attractive way.
- Provide signs stating the price of your service.
- Provide signs, posters or pamphlets with information that explains how the service meets the needs of the parents and children.
- Check the service and business behaviour of yourself and your staff: Always address customers in a friendly and efficient manner.
- Ensure cleanliness and neat appearance of yourself and the people who sell your service.
- Decorate your place of business in order to entice parents to visit your centre.
- Consider ways of getting free publicity – such as a good story about your business on the radio.



Handout 6.5: **PERSON - Relations, attitudes and reputation**



Business women who want to open a childcare centre should ask themselves: To whom would I entrust my own child? Consider what are the characteristics that caregivers and managers of a childcare centre must have. Also think about the traits that you need to make your business a success. Questions to ask include:

- What are the personal skills and capacity needed to be successful business women? What are you (and your group) good in already and what do you need to learn?
- What is the relationship between the entrepreneur and her clients, suppliers and other persons important to the business?
- What is the attitude of the entrepreneur? She should be friendly, hospitable, capable and efficient?
- What is the personal reputation of the manager, the caregivers and other centre staff in the location (area, village) – are they known in the area, village or town? What is their reputation?

Session 7.

Conducting effective advocacy⁷⁰



Objectives:

- To improve the capacity of childcare centre management and caregivers to form advocacy networks.
- To learn how to provide input into the strategic plans and conduct advocacy with relevant government departments.



Time: 90 minutes.



Materials and preparation: Flipcharts; markers; handouts 7.1: Elements for forming and maintaining networks and 7.2: Governmental development and budget planning at the district, provincial and national levels.



Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Divide participants into small groups. Ask each group to label one flipchart 'networks' and another flipchart 'advocacy.' Ask groups to reflect on each word and discuss the definition and purpose of each of the terms. Once there is agreement among members about the meaning of the words, they should record their answer on the appropriate flipchart – *10 minutes*.
3. Reconvene and ask each group to share their definitions. Once all groups have contributed, ask what common words or themes run throughout the different definitions and record these on another flipchart at the front of the room. Do any of the definitions differ markedly from the others or do they all express similar ideas? Continue the discussion until there is a clear and consistent understanding among everyone. Write

⁷⁰ Adapted from The policy project: *Networking for policy change: An advocacy training manual* (Washington DC, 1999).

the definitions for networks and advocacy on a board or flipchart. Guide the discussion with the following definitions:

- ♦ **Networks** - formal or informal groups organized around professional, political or social interests, religious activities, family life, recreational interests, etc.
- ♦ **Advocacy** - a set of targeted actions directed at decision-makers in support of a specific policy issue.

- 15 minutes.

4. Explain to participants that networks are universal. Everyone belongs to networks. For example, people routinely use their personal and professional networks for things like looking for a job, raising funds for a school or community centre, campaigning for a politician, or urging leaders to expand services in the community. Ask participants to share examples of the informal and formal networks that they belong to – 5 minutes.
5. Explain that certain networks such as 'advocacy networks' have an additional purpose—to work together to achieve changes in policies, laws, or programmes with respect to a particular issue. Networks are helpful when conducting advocacy because they create a supportive group for organizations and individuals who share common goals. Ask participants to brainstorm who could be helpful to have in their network when conducting advocacy on childcare issues? (if necessary, give guidance by suggesting: NGOs, women's groups, community organizations, professional associations, teachers, doctors, nurses, village leaders, local government health clinics, etc.) – 5 minutes.
6. Distribute handout 7.1: Elements for forming and maintaining networks and ask different participants to read out loud the four different sections on 'formation,' 'organization,' 'leadership' and 'meetings/documentation.' Ask participants if they have any questions or if there is anything they would add to the list - 10 minutes.
7. Explain to participants that the government is generally responsible for promoting social and economic development and growth in a country. Thus advocacy networks must know how to target the various government departments that are relevant to their cause, whether at the national level where discussions are focused on broad policy issues and official national policies, or at the local, operational level where specific resource allocation and service delivery guidelines are formulated. To be able to identify opportunities, the network first needs to understand the formal rules and procedures that the government uses to make policy decisions. Distribute handout 7.2: Governmental development and budget planning at the district, provincial and national levels in Indonesia. Divide participants into four groups. Assign group 1 to read and answer questions about the Musrenbang - community planning mechanism; assign group 2 to read and answer questions regarding the Rencana Pembangunan Jangka Menengah Daerah (RPJMD) – the Province/District Mid-term Development Plan; assign group 3 to read and answer the questions regarding annual budget planning; and assign group 4 to read and answer questions about engaging with members of Parliament – 20 minutes.

8. Reconvene groups and ask them to share with the others the topic they were assigned and their answers to the questions - *15 minutes*.
9. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.



Key messages:

- A network's success in advocacy may depend upon local political realities and the opportunities for change that exist, as well as the specific interests and relations of network members.
- To be successful it is important that advocacy networks frame their issue, set an advocacy goal and measurable objectives, identify sources of support and opposition, research the policy audience, develop compelling messages, mobilize necessary funds, collect data and monitor their plan of action.
- Successful advocates have a keen sense of timing and are able to recognize and act as different opportunities present themselves. They are skilled negotiators and consensus builders who look for opportunities to win modest but strategic gains, while creating further opportunities for larger victories.
- Successful advocates are also able to articulate issues in ways that inspire others and motivate them to take action. They incorporate creativity, style, and even humor in their advocacy events in order to draw public and media attention to their cause.



Handout 7.1: Elements for forming and maintaining networks

Formation

- Establish a clear purpose or mission.
- Involve individuals and organizations that share the mission.
- Build a commitment to participatory processes and collaboration.

Organization

- Define clear, specialized roles for members.
- Establish a loose or fluid organizational structure. Vertical, hierarchical structures generally do not build strong networks.
- Compile a skills inventory, including the skills/expertise of individual members and institutional resources (fax, Internet, meeting space, etc.).
- Prepare to fill expertise gaps by recruiting new members.
- Establish a communication system (i.e., telephone tree).
- Create a member database (name, address, organization mission, type and focus of organization, etc.).

Leadership

- Share leadership functions (e.g. a rotating coordinating committee).
- Set realistic goals and objectives.
- Divide into subgroups/task forces to take on specific tasks according to expertise.
- Spread responsibilities across all members to reduce workload and avoid burnout.
- Promote participatory planning and decision making.
- Foster trust and collaboration among members.
- Keep members motivated by acknowledging their contributions.

Meetings/documentation

- Meet only when necessary.
- Set specific agenda and circulate it ahead of time. Follow the agenda and keep meetings brief. Finish meetings on time. Rotate meeting facilitation role.
- Keep attendance lists and record meeting minutes for dissemination after the meeting.
- Use members' facilitation skills to help the network reach consensus and resolve conflict.
- Discuss difficult issues openly during meetings.
- Maintain a network notebook to document network activities, decisions, etc.



Handout 7.2: Governmental development and budget planning at the district, provincial and national levels in Indonesia

1. Musrenbang - Community planning mechanism

The Development Planning Meeting (Musrenbang) is an annual development and discussion forum for stakeholders at every level of society in Indonesia, ranging from the Rukun Tetangga (RT)/Rukun Warga (RW) (Neighbourhood/ Community groups to the village, sub-district, district, provincial and national level. The meetings aim to set priorities and establish proposed development activities as the basis of the lowest level district work plans and the work plans of various governmental departments and ministries in the next year.

Participants of Musrenbang at the village level include the village officials, village representatives as head of RT/RW components, religious/community leaders, representatives of women/youth/village level community organizations, business groups in the village, representatives of village level professional organizations, representatives of farmers' organizations, Posyandu cadres, and others deemed necessary according to the needs and competencies. Childcare centre management and caregivers can take part in these formal discussions to ensure that early childhood education and childcare programmes are prioritized.

The schedule of this annual Musrenbang starts from RT/RW level at the beginning of the year, projected for the development plan of the coming year.

Questions for group discussion:

1. What steps can childcare centre advocates take to ensure their involvement in Musrenbang?
2. What issues should childcare centre managers and workers bring to the Musrenbang process?

2. Rencana Pembangunan Jangka Menengah Daerah (RPJMD) - Province/District Mid-term Development Plan

RPJMD is designed for every five years, broken down from the Long-term Development Plan – or RPJPD (for 25 years). At the national level, it is referred to as RPJMN (National Mid-term Development Plan). The goal of RPJMD is to provide direction and guidance in utilizing all of the resources in the implementation of regional governance and over five years of regional development in a province or district. The RPJMD is then used as the basis for the preparation of the Local government work plan (RKPD - Rencana Kerja Pemerintah Daerah), as part of the execution of the RPJMD annually, and becomes

a reference and guide for the preparation of the 5-year Strategic plan for technical departments (eg. Strategic plan on education).

The process of composing the RPJMD is conducted one year before the existing RPJMD expires, and the document is developed in phases. Relevant stakeholders are involved during certain stages, thus childcare centre management could take part in the processes. The RPJMD document is developed as follows:

- ♦ **Preparation:** Establishment of the drafting team of RPJMD; orientation on RPJMD; agenda preparation for RPJMD teamwork; and data collection and information.
- ♦ **Compilation of early draft of RPJMD:** Childcare centre management and community members can be involved in this early stage during a public consultation on the education sector.
- ♦ **Developing the RPJMD:** RPJMD drafting is done in a series of stages, including:
 - Preparation of the draft Strategic Plan by Satuan Kerja Pemerintah Daerah (SKPD) (local government work units)
 - Verification and integration of the draft strategic plan of SKPD into RPJMD, and
 - Presentation of the draft RPJMD.
- ♦ **Implementation** of Musrenbang on RPJMD.
- ♦ **Formulation of final draft of RPJMD:** The RPJMD final draft is formulated based on agreements in RPJMD Musrenbang, including the following stages:
 - Consultation on final draft of RPJMD.
 - Completion of final draft based on consultation results.
 - Completion of RPJMD final draft to become RPJMD.
- ♦ **RPJMD is approved** through Parliament in the form of a regulation, and is signed by the Governor.

Questions for group discussion:

1. What steps can childcare advocacy networks take to ensure their involvement in programming strategy during the RPJMD process?
2. What issues should childcare advocacy networks bring to RPJMD process?

3. Annual budget planning

The annual budget plan is composed by each department and compiled at every government level (district, province, and national). For the district level, the RPJMD is the basis for the preparation of the Local government work plan (RKPD), as part of the execution of RPJMD annually. During the development of the annual budget, each technical department will refer to the previous annual budget and the result from the Musrenbang process.

In order to ensure that the programme or project proposal on early childhood care and development programme is counted into the annual budget of concerned departments/offices (Education, Health, Social, BKKBN-National Family Planning Coordination Body) childcare centre management and other supporters or networks can visit relevant departments and engage in consultations to convince those sectors about the importance of having adequate budget allocations to support the programme implementation of early childcare education.

Questions for group discussion:

1. What steps can childcare advocacy networks take to ensure their involvement in the budget planning process?
 2. What issues should childcare advocacy networks bring to the budget planning process?
-

4. Consultations with Parliament

Consultation with Parliament members can be conducted in two ways, by visiting the Parliament or by requesting a consultation session with a commission that is responsible for handling the education budget. The particular commission on education varies among provinces and districts, but it is usually Commission A or D. At the national level, Commission X (10) is the one taking care of the education budget allocation.

Questions for group discussion:

1. What steps can childcare advocacy networks take to build their capacity and relations to engage with Parliament?
2. What issues should childcare advocacy networks bring to Parliament?

Session 8.

Management in an individual or group business⁷¹



Objectives:

- To make participants aware of the advantages and disadvantages of starting or running an individually owned or group owned childcare business.
- To help participants reflect and decide on their management styles.
- To understand how to improve the organization and management in an individual or group business.



Time: 120 minutes (two 60 minute sessions).



Materials and preparation: Flipcharts; markers; handouts 8.1: Model constitution format and 8.2: List of key management skills. Prepare two flipcharts, one with the heading 'individually owned business' and the other with the heading 'group owned business'. Under the heading of each flipchart create two columns with the subheadings 'advantages' and 'disadvantages' and hang all flipcharts at the front of the room.



Session plan:

Part 1

1. Explain the objectives of the session – *5 minutes*.
2. Brainstorm with participants on the advantages and disadvantages of working in an individually owned childcare business or a group owned childcare business. Write down participants' answers in the appropriate columns of the two flipcharts entitled 'individually owned business' and 'group owned business' at the front of the room. Guide the discussion and add missing information to the discussion from the boxes below as needed.

⁷¹ Adapted from ILO: *GET Ahead for women in enterprise: Training package and resource kit* (Bangkok, 2008), pp. 249-258 and 285-290.

Individually owned childcare centre

Advantages	Disadvantages
• Owner can control the business herself. • Can take quick decisions. • Has the freedom to do what she wants. • Can keep all of the profits she earns and decide how profits are spent.	• Difficulties coping with all of the work, e.g. organizing, managing and supervision, training staff, quality control of services. • No one to debate ideas with, get second opinions and provide support. • The burden of all costs is on the owner.

Group owned childcare centre

Advantages	Disadvantages
• There is strength in numbers. • More people can do more. • Everyone can contribute. • More bargaining power and better negotiation position than when alone. • Access to more expensive or otherwise difficult to obtain equipment or other resources through sharing with group members. • Each owner can work part-time because they share responsibility for activities. • Shared financial costs. • Can draw on a variety of skills and experience. • Shared ideas, creative and collaborative problem solving. • Members can learn from each other. • Members look beyond their personal gain and contribute to the common interest of the group.	• Decisions may take too long or not be accepted by other members of the group. • Must share profits and share in decision making about how profits will be spent or reinvested. • If some people do more work than others but the payment is the same, this can cause tension in the group. • Must deal with personality conflicts and conflicting priorities. • Must rely on good intention, honesty and ethical behaviour of others in the group. • Some members may work harder than others or contribute more. • Group liability for bad decision making. • Strong members can take advantage of weak members.

Clarify that there are opportunities and challenges for each type of business. It is important to make sure that the advantages of the business model chosen outweigh the disadvantages, or ensure that the disadvantages can eventually be overcome - 25 minutes.

3. Introduce the subject of **group formation** – deciding on goals, duties and rules. Explain that a necessary condition for the successful operation of any group's business is that all members are clear and agree on goals, duties and rules on the division of work and decision making, and the distribution of income. Divide participants into small groups and ask them to create a 'draft constitution' for a group owned childcare centre. The constitution should explain the objectives of the centre; the conditions of membership; any committees to be formed or regular meetings to be held; how decisions will be made (e.g. hiring, marketing, purchasing, finances, etc.); the contributions required from members (money, time, etc.); conditions for entry, suspension or expulsion from group; what will happen upon dissolution; and anything else the group thinks would be important to include – 30 minutes.

Break

Part 2

4. Reconvene and ask groups to share their constitutions with each other, inviting comments and questions. Distribute handout 8.1: Model constitution format and explain that it can be used as a guide by groups wishing to formalize the rules and duties of members – *30 minutes*.
5. **Management styles.** Explain that regardless of whether the childcare centre is individually or group owned, it will require an adept manager. Women are often good at doing many things at the same time and often make good managers. Ask participants to describe all of the duties and tasks that they 'manage' during the day, from waking up in the morning to going to bed at night, including all of the household and productive activities. Explain that the same skills they use to manage their household can also be used to manage a business. Ask participants to brainstorm on what qualities make up a good manager? Write their ideas on a flipchart paper at the front of the room. Then distribute handout 8.2: List of key management skills and discuss those skills on the handout that were not listed by the participants – and add those to the flipchart list. Point out that there are generally two different types of management styles:
 - ♦ Traditional/hierarchical – which puts emphasis on reaching the goal – no matter what! Leaders tend to make hierarchical decisions and dictate work methods from 'above.'
 - ♦ People-centred – which puts emphasis on motivating people, teamwork, creativity and involving the group in decision making.

Ask participants if they have ever worked for a boss who exhibits one of these styles. Explain that there are advantages and disadvantages to both styles. For example, people centred management can be a good way to motivate staff; however the traditional or hierarchical style may sometimes be needed in order to get things done – *25 minutes*.

6. Conclude the session by discussing the key messages and addressing any questions – *5 minutes*.

**Key messages:**

- Responsibility by all group members in a group owned business and by the manager and staff in an individually owned business, and good leadership are all vital for successful team work and the achievement of goals.
- The question is not to adopt one right or wrong management style, but rather to become aware of and consider different management styles and find what suits the business best in each situation.
- Regardless of the management style – in every case, being a successful manager requires the ability to: focus on the delivery of tasks to reach a goal; act as a team player; share the overall work but also divide up tasks according to individual strengths; contribute to the success of the whole team; and adequately supervise the work flow.



Handout 8.1: Model constitution format

Name of Association/Group/Network: _____

Physical address: _____

Postal address: _____

Type of Business Activity: _____

Objectives (e.g. joint income generation project; savings group; other purpose): _____

1) Conditions of membership

1. Membership is open to _____
2. The joining fee for each member is _____
3. Each member will contribute _____ (amount) as share capital upon joining.
4. At any time, there will be no more than _____ members.
5. Working hours for each member are from _____ to _____ on every _____ of each week/month).
6. Each member can take _____ days leave each month/year.
7. A member cannot take more than _____ days sick leave in one month/year without proof of illness.
8. Any member who is absent without leave will pay a fine of _____ for that day.
9. A member can be suspended for not more than _____ days/week/months at the general meeting if the majority agree by vote that she is not keeping to the rules of the group.
10. A member can be expelled from the group if the majority of members agree by vote, at a (general) meeting, that she is not meeting the rules of the group.

11. If a member is expelled, she will receive _____ of the share capital she contributed.
12. A new member can join the group if the majority of members agree by vote, at a general meeting, to accept her application.
13. If a member resigns, she will receive ____ of the share capital she contributed.

2) Committee

1. The group will have an elected management committee of: _____ chairperson, vice chairperson, secretary, treasurer _____ and _____ committee members.
2. Members of the management committee will be elected if they receive a majority of members' votes at the Annual General Meeting.
3. Official agreements and contracts made by the group must be signed by the chairperson/secretary/treasurer/_____.

3) Meetings

1. The group will hold an annual general meeting (AGM) at least once a year.
2. There must be at least _____ per cent of members present to make the decisions of the AGM binding (a quorum).
3. The chairperson must announce the date of the AGM at least __days before the meeting.
4. The Management Committee will meet at least _____each month.

4) Surplus

1. The group will put aside at least ____ per cent of surplus earnings every ____ month(s) into a reserve fund in _____ (savings bank, bank account, other_____) Branch _____ Account No _____.
2. The group will decide at the AGM how to share the surplus earnings of the last 12 months among the members.

5) Equipment

1. The management committee will be responsible for the maintenance, repairs and safekeeping of the group's equipment.
2. _____

6) Liability

1. Members are liable (responsible) for loans that they took as well as for loans that the group guaranteed for other members. The share capital of the group cannot be used for the repayment of loans taken by individual members.
2. _____

7) Dissolution

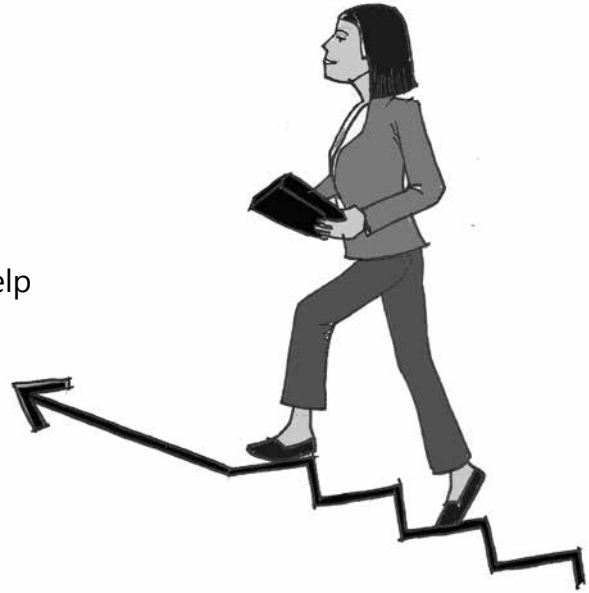
1. If the group has outstanding debts, the group can only dissolve itself if it has repaid the debt in full.
2. If the group dissolves itself, it will sell its equipment to pay any debts. Any money left over after all debts have been paid will be _____.



Handout 8.2: List of key management skills

As a manager you need to:

- Take initiative.
- Have a vision.
- Work toward achieving results to help reach your goals.
- Be practical about things and get them done.
- Take calculated risks: collect information and select the best alternative.
- Be flexible and grasp opportunities when they arise.
- Involve others in accomplishing tasks: think 'cooperation,' 'coordination,' 'delegation,' 'trust.'
- Be honest and accountable.
- Create solidarity between different groups and interests in the business, the family, the community and the society.



Session 9.

Important considerations when recruiting and hiring childcare workers



Objectives:

- To identify the different types of staff needed to operate a childcare centre.
- To identify the qualifications necessary for different positions.
- To discuss recruitment and selection of staff.



Time: 90 minutes.



Materials and preparation: Flipchart and markers; handout 9.1: Standards and criteria for staffing a childcare centre.



Session plan:

1. Explain the objectives of the session - *5 minutes*.
2. Start a brainstorming discussion by asking participants to state the different staff positions that are necessary for operating a childcare centre. Ask participants to name the various positions and record them on a flipchart. Answers may include: cook, cleaner, caregivers, teachers, bookkeeper/accountant, manager, etc. For a childcare centre with 20 children, ask how many staff should be recruited into each position (e.g. how many cooks, cleaners, caregivers, etc.?) - *10 minutes*.
3. Next, divide participants into small groups. Assign each group one of the positions mentioned and ask them to write a recruitment announcement that explains the job duties and minimum qualifications necessary for the position, including experience, education and background - *20 minutes*.
4. Reconvene when finished, ask each group to present their work, and encourage other groups to provide comments - *20 minutes*.

5. Distribute handout 9.1 and review the caregiver or teacher/student ratios, job duties and minimum qualifications for certain positions, as required by the Ministry of Education. Highlight the importance of carefully selecting childcare workers who can develop warm and trusting relationships with the children. Attention must be paid to adequate staffing levels (staff to child ratios) and working conditions that promote continuity in employment - *15 minutes*.
6. Discuss with participants some possibilities for recruiting staff.

Recruiting caregivers, teachers and volunteers:

- ♦ Mothers and fathers or cooperative members in the community who are qualified and willing to work at the childcare centre should be considered.
- ♦ Candidates should be interviewed, background checks undertaken and references sought.
- ♦ Caregivers should be given a one year contract with a three month probation period.
- ♦ The salary rate should be decided together by the management team, owners, business group members, the members of the childcare centre, or the cooperative board in consultation with the heads of the village and parents, taking into consideration the regional, provincial and city minimum wages (UMR, UMP, and UMK respectively) applied in the area.

Recruiting management team members:

- ♦ The composition of the centre's management depends on the selected business model and the scale of operations. Positions may include a manager/coordinator, supported by financial and secretarial staff and any others deemed necessary by the owners of the childcare centre and their board or advisers. In a group-owned business, managerial or board positions may include manager, treasurer and secretary.
- ♦ When possible, candidates should include parents of children who attend the childcare centre, as long as they are qualified and willing and able to dedicate their time to working in and managing the childcare centre.
- ♦ Paid and unpaid management team or board members should be given a one-year contract or agreement, including a three months probation period for new managers or members. Salary discussions should be held with the community. In some instances management and/or the board may work without salary.

- *15 minutes*.

7. Conclude the session by discussing the key messages and addressing any questions - *5 minutes*.



Key messages:

- Childcare centres should meet the Ministry of Education's staffing requirements, including sufficient numbers of staff with minimal qualifications and experience.
- Caregiver and teaching staff should have experience working with children, especially the age group that they will be assigned to work with at the centre. Ideally, staff should also have child development or educational training. Keep in mind that the skills, knowledge and attitude of the staff will determine the quality of the childcare services provided.
- To the extent possible, management and staff should reflect the ethnic, cultural and religious diversity of the community, and efforts should be made to recruit both men and women into management, caregiver and other staff positions.



Handout 9.1: Standards and criteria for staffing a childcare centre

1. Ratio number of children and adults⁷²

Age group 0 - < 1 year: 1 teacher/caregiver for 4 children

Age group 1 - < 2 years: 1 teacher/caregiver for 6 children

Age group 2 - < 3 years: 1 teacher/caregiver for 8 children

Age group 3 - < 4 years: 1 teacher/caregiver for 10 children

Age group 4 - < 5 years: 1 teacher/caregiver for 12 children

Age group 5 - 6 years: 1 teacher/caregiver for 15 children

If a group exceeds the ratio of the number of children, the number of teachers is multiplied. For example, if the number of children aged 1 - < 2 years adds up to 9, the number of teachers should be 2, as the ratio of teacher and children is 1:6.

2. Qualification of educators, caregivers and management in childcare centres⁷³

a. Teachers:

- 1) S1 or Diploma 4 qualifications from Education Programme Study/Child Psychology (Permendiknas No. 58 Year 2009).
- 2) Competency: having professional, pedagogic, social, personality competence.
- 3) Obligations:
 - a) Being a positive role model for children.
 - b) Develop lesson plans in accordance with the child development stages.
 - c) Manage play activities based on children's development stages and interests.
 - d) Carry out assessments of children's achievements.

b. Caregivers:

- 1) High school or equivalent, and have a certificate or training certificate for childcare.
- 2) Competency: Understand the basics of childcare, possess basic childcare skills and an understanding of the psychological needs of children.
- 3) Obligations:

⁷² Indonesia Ministry of Education: *Petunjuk teknis penyelenggaraan taman penitipan anak (Technical guideline on childcare centres)* (Jakarta, 2011).

⁷³ Indonesia Ministry of Education: NSPK, *Petunjuk teknis penyelenggaraan taman penitipan anak (Norm, standard, procedure, criteria for technical guideline on childcare centres)* (Jakarta, 2013).

- a) Assist the teacher and teacher assistant as needed.
- b) Maintain good personal hygiene and cleanliness of the facilities and environment while caring for children.
- c) Maintain nutritional standards for children.
- d) Act and behave in accordance with the psychological needs of the child.
- e) Be a positive role model for the children.

c. Manager or management team:

- 1) Must be a high school graduate and have a certificate of training in early childhood education or institutional management/childcare centre, and a minimum of two years of experience as an early childhood teacher.
- 2) Competency: having professional, pedagogic, social, personality competences.
- 3) Obligations:
 - a) Develop and maintain an operational budget for the childcare centre.
 - b) Develop and promote good policies and practices on education, care, and protection of children.
 - c) Coordinate and support educators in carrying out their duties in the centre.
 - d) Manage facilities and infrastructure owned by childcare centre.
 - e) Build working relationships with other relevant agencies.

Note: The above qualifications are the standards released by the Education Ministry in the 'Technical guideline on implementation of daycare centre. However, if there are difficulties in finding personnel that fit all of the criteria mentioned above, the management or owners can formulate a simpler set of criteria to start with.

Session 10.

Decent work policies on staffing and management



Objectives:

- To learn about fair employment policies and practices for childcare centre workers regarding: recruitment and hiring; employment contracts; discipline and termination; working hours; leave; pay and benefits; health and safety; and insurance.



Time: 90 minutes.



Materials and preparation: Flipcharts; markers; handouts 10.1: List of policies on decent work for childcare workers, 10.2: Casestudy: Happy Hearts Childcare Centre, 10.3: Response to casestudy: Happy Hearts Childcare Centre, and 10.4 Policies that promote decent work for childcare personnel.



Session plan:

1. Explain the objectives of the session – *5 minutes*.
2. Tell participants that qualified and dedicated workers are needed to provide high quality childcare. Workers who do not feel valued, are not treated fairly or are paid too little are less likely to perform well on the job. Childcare centres should therefore strive to promote decent work for their workers. Introduce the ILO Policy guidelines on the promotion of decent work for early childhood education personnel and handout 10.1, going through the list of policies from the guidelines. Ask participants to comment on the list and give some examples of the content of the policies (see handout 10.4) but keep it brief – *15 minutes*.
2. Distribute handout 10.2: Happy Hearts Childcare Centre to all participants and divide them into 6 small groups. Ask each group to read through the case study and write down on a flipchart (1) those areas where the director Ms Sinaga is not following good employment practices, (2) which decent work policies for childcare centre staff she

might be violating (Tell participants to use handout 10.1) and (3) what they would do differently if they were the director of Happy Hearts – *40 minutes*.

3. Reconvene and ask each group to present their findings to the others (e.g. group 1 answers questions 1-3 for paragraph 1, group 2 does the same for paragraph 2, etc.). For each paragraph invite points not mentioned, questions and comments from the other groups, using handout 10.3 with the response to the casestudy. Point out the relevant sections of handout 10.4 providing some highlights of its content as relevant. Do not explain the substance of handout 10.4 in full as participants can read it later – *25 minutes*.
4. Conclude the session by discussing the key messages and answering any questions – *5 minutes*.



Key messages:

- Personnel policies are the rules that govern how to deal with human resources or personnel related situations.
- Personnel policies should be based on international labour rights standards as well as national laws and workplace policies governing employment and human resources. Policies should strive to ensure a productive, fair and unbiased workplace and decent conditions for all employees.
- It is important that all employees fully understand the personnel policies that are put in place in a childcare centre. Make sure that everyone knows what is expected of them and how their subordinates or co-workers should be treated in certain situations, including discipline and awards.



Handout 10.1: List of policies on decent work for childcare centre workers

RECRUITMENT AND HIRING

1. Qualifications
2. Equality and non-discrimination
3. Diversity
4. Background checks

TERMS AND CONDITIONS OF WORK

5. Employment contracts
6. Remuneration
7. Working hours
8. Part-time work
9. Leave
10. Maternity or paternity protection
11. Childcare workers with family responsibilities
12. Childcare personnel with disabilities and those living with HIV/AIDS
13. Health and safety
14. Violence-free workplace
15. Career development
16. Retention incentives
17. Evaluating childcare personnel to support quality practice
18. Employee appraisal
19. Disciplinary procedures
20. Insurance



Handout 10.2: Happy Hearts Childcare Centre

1. The Happy Hearts Childcare Centre opened five years ago and serves 30 children ages six months to six years old. Happy Hearts employs one director, one secretary, four caretakers, two cooks and two cleaners. Not long ago one of the caretakers, Judith, informed the director, Ms Sinaga, that she was four months pregnant and would need to take maternity leave once she had the baby. Ms Sinaga became angry and fired Judith stating that she cannot afford to have one of her caretakers on leave. After firing Judith, Ms Sinaga was forced to hire a new caretaker quickly, so she phoned her niece, Kiki, and asked if she would be willing to come work at Happy Hearts and replace Judith. Kiki doesn't particularly like children, but because she was recently fired from her position at a factory, she needed a job, so she agreed to work at Happy Hearts with her aunt.
2. Soon after Judith was fired the secretary quit! Ms Sinaga did not know anyone with secretarial skills so she advertised the job in the local newspaper stating that 'only unmarried women with secretarial skills should apply.' She interviewed several candidates. During the interviews she asked each candidate whether they were HIV+, because if so, they could not work with children. Dina was eventually hired for the job, but when she asked to see the employment contract, Ms Sinaga said she did not have time to put anything in writing. She told Dina not to worry because none of the other employees had written contracts either.
3. The four caretakers and the secretary are all paid the minimum wage. However, because the cooks and cleaners are migrant workers, who are not legally authorized to work in the country, Ms Sinaga pays them less than minimum wage, because she knows they will not complain to the authorities.
4. Happy Hearts is open from 8:00 – 17:00 Monday through Saturday. Caretakers are required to be at the centre 30 minutes before opening, and remain 30 minutes after closing. They are given a 30 minute break for lunch which must be eaten at the centre together with the children. The cooks work part time from 10:00-14:00 and the cleaners from 18:00-21:00.
5. One of the cleaners is a woman named Gita, and the other is a man named Rio. Gita does not like working with Rio because he often touches her and makes comments about her 'sexy looks.' She asked him to stop but it only made things worse. Gita complained about Rio to Ms Sinaga but was told to just ignore him.
6. Nadira, a caretaker, was preparing to teach the children a dance. While plugging the radio into a faulty electrical outlet she suffered a severe shock and burned her hand. When she asked Ms Sinaga to pay the costs of her visit to the doctor, she was told that Happy Hearts could not afford employers' liability insurance to cover occupational

accidents and diseases, so there was no money to pay for medical care. However, Ms Sinaga did offer to buy burn cream for Nadira and let her take the day off.

Instructions for group work

Read through the case study and write down on a flipchart:

- (1) The areas where the director Ms Sinaga is not following good employment practices.
- (2) Which decent work policies for childcare centre staff might be violated by Ms Sinaga's actions (use handout 10.1 with the list of decent work policies).
- (3) What the group would do differently if they were the director of Happy Hearts.



Handout 10.3: Responses to case study Happy Hearts Childcare Centre

- Paragraph 1 of the case study:** Ms Sinaga fires Judith for becoming pregnant. As stated in section 9 of handout 10.2, employers should provide maternity and paternity leave to workers. Additionally section 10 notes that employers should not discriminate against pregnant workers and should guarantee their right to return to the same or equivalent position after returning from maternity leave.
- Paragraph 1 of the case study:** Ms Sinaga hires her niece Kiki to replace Judith even though she does not like children and apparently has no experience working with them. Section 1 of handout 10.2 discusses the importance of ensuring that staff recruited to work at childcare facilities are knowledgeable about child development and empathetic towards children. Additionally, section 4 discusses the importance of conducting background checks on candidates to ensure they do not have a criminal history or other problems that make them unsuitable for childcare work. Ms Sinaga should ensure that the reason Kiki was fired from her previous job does not disqualify her from working with children.
- Paragraph 2 of the case study:** In the job advertisement, Ms Sinaga noted that she would only consider hiring unmarried women for the secretary position. Section 2 of handout 10.2 states that employers should not make hiring decisions based on personal characteristics that are not job-related. Marital status and sex are not related to the secretary job, and thus are not valid selection criteria. Employers are also prohibited from discriminating against HIV+ individuals. Section 12 of handout 10.2 discusses the importance of not discriminating against childcare personnel living with HIV/AIDS.
- Paragraph 2 of the case study:** When Dina was hired she was told that the Centre does not use employment contracts. Section 5 of handout 10.2 states that personnel should receive employment contracts that comply with national law and practice and provide for decent work.
- Paragraph 3 of the case study:** As a way to cut costs, Ms Sinaga is exploiting the illegal status of the centre's cooks and cleaners by paying them less than the minimum wage. Childcare workers and the secretary are paid the minimum wage. As noted in section 6 of handout 10.2 wages should be set at a level that provides a decent standard of living in the area of work concerned. Also, base salaries for caretakers should reflect the importance of the job and should be set at the same level as other jobs that require similar qualifications and competences.
- Paragraph 4 of the case study:** Caretakers at Happy Hearts must work 10 hours a day, six days a week with only a 30 minute break each day for lunch. Evidence shows that

employees who work excessive hours lose concentration and can be expected to make mistakes more often. This not only undermines the quality of their work, but may lead to accidents. Section 7 of handout 10.2 states that working hours should not exceed 40 hours per week, but when they do, workers should be compensated with overtime pay or given compensatory time off. Pursuant to section 8 of handout 10.2, even though the cooks and cleaners are part-time, they should be given the same rights at work as the full-time staff.

- **Paragraph 5 of the case study:** Gita complained to Ms Sinaga about Rio sexually harassing her, however she was told to just ignore him. Section 14 of handout 10.2 states that a safe and healthy environment implies a violence free workplace, including the absence of verbal and sexual harassment. Thus Ms Sinaga should immediately investigate Gita's allegations of harassment and have a discussion with Rio. She should tell him to stop the behaviour that Gita finds offensive. Should the offensive behaviour continue in practice, then Ms Sinaga should take further steps to discipline Rio. Section 19 of handout 10.2 notes that disciplinary procedures should be in place to deal with misconduct on the part of any personnel based on clearly defined grounds and procedures.
- **Paragraph 6 of the case study:** Nadira was injured at work due to a faulty electrical outlet. Because Happy Hearts does not have liability insurance it is not able to pay for medical treatment for Nadira. Section 20 of handout 10.2 states that employers' liability insurance is a legal requirement for any business with one or more employees and employers who fail to purchase insurance can be fined. Ms Sinaga did tell Nadira to take some time off – which, as stated in section 9 of handout 10.2, is a good policy when employees become ill or are injured.



Handout 10.4: Policies that promote decent work for childcare personnel⁷⁴

Personnel policies define the treatment, rights, obligations, and relations of people in an organization. They are the blueprints by which the organization runs--the rules and procedures that protect workers (and the organization) from being abused, put them in control of their jobs, and keep them from making errors that will hurt the organization or one another.

Personnel policies should be written in clear, understandable language, so that everyone knows exactly what they mean, and as little as possible is left open to interpretation. In many organizations employees are either given their own copy, or are encouraged to read the policies in some easily available form (e.g., online at the organization's website, printed and kept in an easily accessible location). It is extremely important that everyone in the organization is reasonably familiar with these policies, and that they are always readily available to any employee.

The following are guidelines for what should be included in a childcare centre's personnel policies, to ensure a productive, fair and safe workplace:

RECRUITMENT AND HIRING

1. Qualifications

Childcare centres should aim to recruit both men and women caregivers with the necessary professional knowledge and skills to respond to the learning needs and challenges of children - including:

- ♦ Knowledge of child development, learning, play, pedagogy and well-being.
- ♦ Knowledge of maternal and infant health and safety, basic first aid, optimal infant and young child feeding and nutrition.
- ♦ Communication and empathy (responsiveness) with children, parents and the community.
- ♦ Creative, innovative and self-reflective capacities to engage in holistic learning practices, and to learn from and adapt practice to improve the learning environment and meet unexpected teaching and learning challenges.
- ♦ Awareness of, and skills to impart, values, knowledge and skills necessary for peace, gender equality, tolerance and respect for diversity.

⁷⁴ Adapted from ILO: *Policy guidelines on the promotion of decent work for early childhood education personnel*, MEECE/2013/8 (Geneva, 2014).

- ♦ Where appropriate, the development of competencies and skills needed to work with children who are at risk; who have disabilities or special education needs; who live with HIV/AIDS; who are disadvantaged by poverty, geographical location (remote areas) or social exclusion; or who are from minorities or ethnic groups whose predominant language is indigenous or vernacular.

Candidates with such experience may include:

- ♦ Teaching assistants or paraprofessionals without the requisite formal qualifications but with experience in childcare.
- ♦ Practitioners with family responsibilities, and former childcare personnel who have left their jobs prior to retirement age and who could be encouraged to return.
- ♦ Retired personnel recalled to assist in part-time teaching, mentoring or other roles to address acute shortages.
- ♦ Primary or secondary teachers, where there is an oversupply.

2. Equality and non-discrimination

Childcare centres should recruit and select candidates who have the skills and qualifications required for a job and avoid making hiring decisions based on personal characteristics that are not job related. The following guidelines should be adhered to when recruiting and hiring staff:

- ♦ Advertisements should not indicate a preference for applicants of a particular group or sex unless the preference is clearly justified as job-related and necessary.
- ♦ Selection criteria should be objective, genuine, related to the inherent requirements of the job and consistently applied to all applicants irrespective of their group or sex.
- ♦ The scope of job interviews should be job-related and the interview should cover each applicant's relevant qualifications.
- ♦ Potential applicants from all groups should be encouraged to apply for positions.
- ♦ Criteria which should **not** be in job advertisements include: age; race; ethnicity; sex/gender; marital status or religion.

3. Diversity

When recruiting for caregiver positions childcare centres should be aware of gender disparities in staffing. Traditionally, childcare jobs have mainly been filled by women, thus efforts should be made to bring more men into the profession to ensure diversity and combat stereotypes that 'only women are capable of taking care of children.' Additionally, to ensure diversity, managers should aim to recruit childcare personnel from diverse ethnic backgrounds including members of minority groups, migrants and people from indigenous populations.

4. Background checks

Given the sensitive nature of work with young children, as part of due diligence, childcare employers should establish requirements and procedures for background checks or vetting of all personnel before employment in relation to child and gender-based abuse and violence, sexual or other criminal or professional violations that make candidates unsuitable to work with children.

TERMS AND CONDITIONS OF WORK

5. Employment contracts

Personnel should receive employment contracts that comply with national law and practice and provide decent work.

6. Remuneration

- ♦ Remuneration (wages and work-related other benefits) should be adjusted as needed to a level that provides a decent standard of living in the area of work concerned.
- ♦ Remuneration levels should correspond to the responsibilities of the job (competencies and skills required) as set out in job descriptions objectively defined through systematic evaluation or appraisals of the work to be performed.
- ♦ Equal remuneration should be paid to men and women doing work of equal value.
- ♦ Contracts for childcare personnel should clearly set out wages.

7. Working hours

When fixing total hours of work, account should be taken of the multiple components of work required of childcare personnel, including:

- ♦ Instructional (contact) time according to the agreed learning programme.
- ♦ Numbers of children by age that a staff member is responsible for educating or supervising per day or week.
- ♦ Preparation and planning time for instruction or managerial responsibilities, including teamwork.
- ♦ Assessment of individual learning progress and of the overall learning programme of the childcare institution, including reflections on individual and team practice.
- ♦ Supervision of children in activities other than core learning activities.
- ♦ Centre-based and off-site professional development time.
- ♦ Consultation time with parents and community representatives.

Working hours, including evening or weekend shifts, in excess of the normal working week should be compensated by overtime pay, which should be set according to

prevailing regulations or practices concerning overtime remuneration. In the case of work performed on a weekly rest day, or excessive overtime hours, a compensatory rest period should be provided.

Required hours of work should normally not exceed 40 hours per week, or the equivalent per month, in the interests of childcare personnel with family responsibilities, in order to have a healthy work–life balance and to avoid excessive workload leading to staff stress and reduced learning quality. Where overtime or night work is necessary to meet service needs, it should be regulated and compensated at overtime rates or in the form of compensatory leave in accordance with national law and practice or the outcomes of social dialogue mechanisms, including collective agreements where they exist.

8. Part-time work

Part-time work should be offered as an incentive for childcare personnel looking for such work. It should not be used as a means of achieving cost savings and denying full-time entitlements and benefits. Employers may provide part-time work opportunities based on:

- ♦ The same stable employment provisions as for full-time staff with similar qualifications.
- ♦ The same remuneration on a proportionate basis and the same basic employment conditions as those of full-time staff, including opportunities for career progression (promotions), working time (planning, preparation, assessment and non-teaching duties), and safety and health.
- ♦ Leave conditions that correspond to those of full-time staff, subject to the same eligibility requirements on a proportionate basis.
- ♦ Social security benefits, where they exist, including pensions, equivalent to those of comparable full-time workers; and determined in proportion to hours of work, contributions or earnings.
- ♦ The same rights at work as full-time staff.

9. Leave

Paid leave is an important component of decent working conditions to ensure professional development and job satisfaction and to meet individual and service needs. Employers should be encouraged to provide leave arrangements to all childcare personnel for the following purposes:

- ♦ Annual leave (holidays).
- ♦ Sickness or injury.
- ♦ Maternity and paternity leave.
- ♦ Parental leave.
- ♦ Emergency leave.
- ♦ Professional or career development (or study leave).

To ensure effective leave arrangements while meeting service requirements, employers should ensure adequate overall staffing and a roster of qualified replacement staff.

10. Maternity or paternity protection

Employers should provide, as part of decent work provisions and good human resource policies, maternity and paternity protection. Such provisions could include:

- ♦ Discrimination-free terms of employment and working environment, including access to employment, rights of return to the same or equivalent positions paid at the same rate and consideration of maternity, paternity and parental leave as periods of service for the determination of childcare personnel's employment rights, including protection of career advancement opportunities following maternity leave.
- ♦ Leave with adequate cash and medical benefits.
- ♦ Health protection at work for pregnant and nursing staff, including breastfeeding arrangements.
- ♦ Family-friendly working arrangements to accommodate family responsibilities.

11. Childcare workers with family responsibilities

Family-friendly working arrangements should be put in place at childcare facilities including, as appropriate:

- ♦ Flexible working schedules, rest periods and holidays, provision of annual leave, short leave for emergencies, part time, flextime, breastfeeding breaks, reduction of daily hours of work and of overtime and night work.
- ♦ Maternity, paternity and parental leave, with employment protection and maintenance of seniority credits for career progression, pension benefits and the determination of any other employment rights.
- ♦ Childcare provisions for staff.
- ♦ Family allowances or other financial benefits not otherwise provided for by national schemes.

12. Childcare personnel with disabilities and those living with HIV/AIDS

Personnel policies should ensure equal opportunity for disabled childcare personnel and those living with HIV/AIDS. Terms and conditions should be aimed at creating:

- ♦ A caring and supportive environment guaranteeing physical access to facilities and flexible working arrangements where necessary for disabled staff.
- ♦ Care and support for staff living with HIV/AIDS, including reasonable accommodation (meaning any modification or adjustment to a job or to the workplace that is reasonably practicable and enables a disabled person or a person living with HIV or AIDS to have access to, or participate or advance in, employment), flexible working arrangements and reduced working hours, prevention programmes and universal precautions to reduce the risk of transmission, access to the necessary medical treatment and social protection, and confidentiality in workplace matters relating to their HIV/AIDS status.

13. Health and safety

To ensure a safe and healthy childcare environment, employers should put in place safe and healthy conditions, such as:

- ♦ An occupational safety and health framework that addresses preventative measures to avoid exposure to communicable diseases, biohazards linked to childcare, and hazards related to ergonomic injury and use of chemicals such as cleaning agents. Such a framework should include occupational safety and health monitoring procedures and reporting mechanisms for problems; and should be subject to regular review and evaluation.
- ♦ Provisions for general health management for childcare personnel, including maternal health care, and access to basic medical examinations and care.
- ♦ Health coverage of childcare personnel for activities and injuries suffered during teaching or supervision of children when engaged in school activities within or away from the school premises.
- ♦ Regular training for all childcare personnel on good practices regarding disease control and management and awareness of the needs of vulnerable groups such as HIV/AIDS-infected and affected children and personnel.

14. Violence-free workplace

Creating a safe and healthy teaching and learning environment implies a violence-free workplace, including the absence of verbal harassment, bullying and sexual harassment.

- ♦ Anti-sexual harassment policies are a critical tool for ensuring a violence free workplace and protecting employees from being exposed to a hostile working environment. These policies generally outline what the organization considers to be appropriate and inappropriate behaviour and what it considers sexual or other (racial, personal, etc.) harassment. They should explain the procedures for reporting harassment, the courses of action to be taken by both accuser and accused, and the way the organization will deal with the problem. The policy should also cover appeals and other recourse if one of the parties feels unfairly treated in the resolution process.
- ♦ Employers should also develop and implement appropriate policies and procedures to minimize the risk of violence for personnel and children from external sources, and as necessary, cooperate with outside experts, such as law enforcement, social or psychological workers to this end.

15. Career development

- ♦ Policies should include transparent, equitable and merit-based criteria and procedures for career changes that avoid direct or indirect discrimination and favour desired childcare competencies and skills; particular attention should be paid to criteria and procedures that permit more gender balance in practitioner, management and leadership posts.

- ♦ A professional career in childcare should normally commence with a probationary period, which provides an opportunity for initiation of the entrant into work requirements, assessing aptitudes for the job, meeting and maintaining professional standards and ethics, and assistance in developing professional proficiency.

16. Retention incentives

- ♦ Where appropriate, special non-monetary awards or recognition of outstanding performance in childcare work can be developed by education authorities and employers as a means of encouraging and rewarding professional competency and dedication.
- ♦ Beyond individual incentives, the development and retention of a qualified childcare workforce require the cultivation of a professional identity and respect from other practitioners, parents and the community for childcare workers. Support for professional organizations and development of professional standards is one step in this direction. Proactive publicity campaigns highlighting the importance of childcare work and measures to reinforce a positive image of childcare workers could also be considered.

17. Evaluating childcare personnel to support quality practice

Evaluation or appraisal of childcare practitioners, managers and other personnel is a key component of quality childcare provision, accountability to parents and guardians who use such services, career development and basic job satisfaction as part of decent work conditions. Evaluation of performance with a view to encouraging performance improvements that lead to better child development in line with overall childcare objectives is particularly important.

18. Employee appraisal

Childcare employers should ensure that a transparent and fair staff appraisal system is in place that operates according to the following concepts and principles:

- ♦ Identify staff strengths and weaknesses and professional development needs so as to develop better skills and competencies and encourage performance improvements to meet high professional standards, of which care and concern for the education and protection of children in their charge are the most important.
- ♦ Be fair, objective, constructive and holistic in their approach, based on all variables in a childcare setting that affect the learning environment.
- ♦ Conduct performance appraisals regularly throughout childcare personnel employment.
- ♦ Offer opportunities and incentives for individual career progress linked with successful professional development.
- ♦ Function so as not to diminish the freedom, initiative, creativity and responsibility of childcare personnel.

- ♦ Serve to enhance teamwork and cohesion, collegiality, and leadership.
- ♦ Base appraisals on multiple sources of information, including such sources as self-appraisal, teacher portfolio, peer review, direct classroom observation, or video evidence. Where feasible, multiple evaluators, including independent evaluators, should be used to ensure objectivity.
- ♦ Design appraisals in consultation with childcare personnel and, if requested, with their organizations, and with employers and their organizations.

After multiple evaluations of consistently poor or negative work with children, accompanied by the necessary professional development to address competency or skill weaknesses, an employer should have the authority to transfer staff to other tasks or even dismiss them in the interests of children's education. Sanctions of these kinds should only take place in accordance with national law and practice.

19. Disciplinary procedures

- ♦ Disciplinary procedures should be in place to deal with misconduct on the part of any childcare personnel, based on clearly defined grounds and procedures, and involving the authorities competent to decide on sanctions. These will include provision to dismiss in accordance with national law and practice.
- ♦ Childcare personnel should be adequately protected against arbitrary or biased action affecting their employment relationship, notably through transparent and equitable disciplinary procedures.

20. Insurance

- ♦ If you have employees, there is a chance that they may become injured at work or become ill as a result of working for you. If employees are injured or become ill as a result of working at the childcare centre, they might be entitled to claim compensation. Employers' liability insurance covers this cost. It also covers claims for employee illnesses that manifest after the employee has stopped working at the centre.
- ♦ Employers' liability claims can be very expensive. As such, the standard level of cover given as part of business insurance policies is 100 million rupiah.
- ♦ It is important to put down the correct number and type of staff employed.
- ♦ Immediate members of a business owner's family who work for them do not count as employees for employers' liability insurance, however casual workers, part-time workers and temporary staff do count.
- ♦ If a childcare business adheres to the relevant health and safety regulations and carries out regular risk assessments, it can reduce the likelihood of employee accidents and illnesses and will be less likely to need to make a claim.

Example training programmes

Three day training programme for Module I: Planning for a childcare centre

Time	Content
DAY 1	
8:00-8:30	Welcome and opening ceremony
8:30-10:00	Session 1. The 'whats' and 'whys' of childcare
10:00-10:30	Break
10:30-12:30	Session 2. What are the childcare needs in your community?
12:30-14:00	Lunch
14:00-15:30	Session 3. Stakeholder mapping: who is interested in improving childcare services in the community?
15:30-16:00	Break
16:00-16:30	Round-up and evaluation of day 1
DAY 2	
8:30-10:00	Session 4. Childcare programmes and services
10:00-10:30	Break
10:30-12:00	Session 5. Developing the vision and goals for a childcare centre
12:00-13:00	Lunch
13:00-14:30	Session 6. Finding the right building and location
14:30-15:00	Break
15:00-16:30	Session 7. Choosing a business model
16:30-17:00	Round-up and evaluation of day 2
DAY 3	
8:30-10:00	Session 8. Creating a business plan
10:00-10:30	Break
10:30-12:00	Session 9 (part 1). Creating a plan of action
12:00-13:30	Lunch
13:30-14:30	Session 9 (part 2). Creating a plan of action
14:30-15:00	Break
15:00-17:00	Session 10. Methods of financing
17:00-18:00	Round-up, evaluation of day 3 and closing ceremony

Three day training programme for Module II: Right to development of children, women and workers

Time	Content
DAY 1	
8:00-8:30	Welcome and opening ceremony
8:30-10:00	Session 1. Supporting workers with family responsibilities
10:00-10:30	Break
10:30-12:00	Session 2. The Convention on the Rights of the Child
12:00-13:30	Lunch
13:30-14:30	Session 3. Definitions and difference between sex and gender
14:30-15:00	Break
15:00-17:00	Session 4. Right to equality and non-discrimination
17:00-17:30	Round-up and evaluation of day 1
DAY 2	
8:00-9:30	Session 5. Child protection from violence and abuse
9:30-10:00	Break
10:00-12:00	Session 6. Right to development
12:00-13:00	Lunch
13:30-15:00	Session 7. Right to privacy
15:00-15:30	Break
15:30-17:00	Session 8. Right to participation
17:00-17:30	Round-up and evaluation of day 2
DAY 3	
8:00-10:00	Session 9. Rules and discipline in the childcare setting
10:00-10:30	Break
10:30-12:00	Session 10. Applying the principles of early childhood care and development
12:00-13:00	Lunch
13:00-14:30	Session 11. Planning the schedule and learning activities for children
14:30-15:00	Break
15:00-17:00	Session 12. Encouraging community and parental involvement
17:00-18:00	Round-up, evaluation of day 3 and closing ceremony

Three day training programme for Module III: Childcare centre development and management

Time	Content
DAY 1	
8:30-9:00	Welcome and opening ceremony
9:00-10:30	Session 1. Starting a childcare centre business: Can I do it?
10:30-11:00	Break
11:00-12:00	Session 2. Separating the private purse and the business purse
12:00-13:00	Lunch
13:00-14:30	Session 3. Financial management
14:30-15:00	Break
15:00-17:00	Session 4. Costing and pricing
17:00-17:30	Round-up and evaluation of day 1
DAY 2	
8:30-10:30	Session 5. Book-keeping tools
10:30-11:00	Break
11:00-12:30	Session 6. Developing a marketing plan
12:30-14:00	Lunch
14:00-15:30	Session 7. Conducting effective advocacy
15:30-16:00	Break
16:00-16:30	Round-up and evaluation of day 2
DAY 3	
9:00-10:00	Session 8. (part 1) Management in an individual or group business
10:00-10:30	Break
10:30-11:30	Session 8. (part 2) Management in an individual or group business
11:30-13:00	Lunch
13:00-14:30	Session 9. Important considerations when recruiting and hiring childcare workers
14:30-15:00	Break
15:00-16:30	Session 10. Decent work policies on staffing and management
16:30-17:30	Round-up, evaluation of day 3 and closing ceremony

Training evaluation

Please answer the questions below.

1. Overall, how do you rate this Workshop? (Check (✓) in the box that applies.)

😊😊	😊	😐	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

2. Which three (3) subjects were the most useful to you?

.....

.....

3. Which three (3) subjects were the least useful to you?

.....

.....

4. What additional topics would you like to include in this training?

.....

.....

5. Do you think the workshop was: ☐ Too long
- ☐ Too short
- ☐ Right length

6. Which training methods used in the programme would you like more of (e.g., trainers' presentations, handouts, energizers, games, role-play, case studies, group work)?

.....

.....

7. Which training methods used in the programme (as mentioned in No. 6 above) would you like less of?

.....

.....

8. How would you rate the trainers' overall performance?

😊😊	😊	😐	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

9. How would you rate the overall organization of this workshop (e.g., accommodation, breaks for refreshments, interpretation, administrative and logistical support, etc.)?

😊😊	😊	😐	😞	😞😞
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

10. Do you feel adequately equipped to use the knowledge acquired through the workshop to develop childcare services in your community?

☐ Yes ☐ No

11. How would you like to modify/adapt the training for your target groups?

.....

12. Any other suggestions you may wish to make:

.....

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