

Report of Workshop on Sharing Lessons Learnt on the SCREAM Implementation at School Level



1.

Background

SCREAM Stop Child Labour is an educational tool to help educators¹ promote the understanding and awareness of child labour among children, young people and their community. SCREAM draws much inspiration from the visual, literacy and performing arts. The programme thus promotes all forms of art, including the performing arts, as a means for children and adolescents to explore their feeling give expression to them and convey their messages to the wider community. With the help of the SCREAM manual there is the full expectation that children and young adolescent in and out of school will gain the skills and confidence to express themselves on issues of direct relevance to them using arts-based activities appropriate to their cultural and social setting and in their own language. Indonesian Teacher Association (Persatuan Guru Republik Indonesia or PGRI) with ILO-IPEC's support under the RENGO supported project has trained master trainers and teachers in three provinces (West, Central and East Java) from 21 schools in 2010 to implement SCREAM activities at school level. During the program various level of schools from Elementary School, Junior High School, Senior High School, as well as Vocational School has participated in implementing SCREAM activities in their organisation.

As follow ups of the trainings, a total of 21 schools In West Java, Central Java, and East Java have implemented SCREAM activities at the shool level. Following the SCREAM Kit, most schools implemented at least three required modules prior to the main activities such as module on Basic Information, Image and Collage. At least over 900 students involved directly in SCREAM activities and thousands students were informed on the issues of child labour as an impact of the exhibition, drama and campaign. Additionally, two confederations of trade unions, Central Java and East Java Branch of Confederation of All Trade Unions in Indonesia (Konfederasi Serikat Pekerja Seluruh Indonesia /KSPSI) and West Java, Central Java, and East Java Branch of Confederation of Indonesian Prosperity Trade Union (Konfederasi Serikat Buruh Sejahtera Indonesia/KSBSI), also participated in the implementation of SCREAM activities. A lot of lessons have also been learned on what needs to be improved for the future SCREAM implementation at the local level.

Workshops on the lessons learnt on SCREAM implementation were conducted where teachers and headmasters from the schools as well as other trade unionists that have implemented SCREAM in their organization could share and learn from each other. The workshop also invited representatives of PGRI both in national and province level and representatives of education

1 Educators here means teachers and other educators in general.

office at the district and provincial level in order to gain support on the future implementation of SCREAM activities in schools.

The objectives of the workshops are to give an opportunity for all schools to present SCREAM activities that have been implemented, to discuss the lesson learnt of SCREAM activity including the good practices, the challenges and the impact of the activities, and to find the best way to sustain SCREAM activities at school level. Furthermore, the workshop also served as a for Community of Practice (CoP) on child labour for trade unions by which teachers and other trade unionist can connect with one another, learn from each other and share experiences, insights and analysis to enhance their efforts in combating child labour in Indonesia, particularly in implementing SCREAM activities. It is expected that this workshop will be used by teachers and trade unionists alike to share tips and best practices, ask questions to their fellows, sharing the challenges they have encountered and to provide support for each other. This collective sharing will allow participants to identify the best ideas, programs and practices in the SCREAM implementation.

2.

The Workshops

The sharing knowledge workshops were conducted in three provinces; West Java, Central Java, and East Java. In each province, a one and a half day workshop consisting of plenary and small group discussions was facilitated by at least one facilitator for each workshop. Each of the participating schools was required to prepare presentation and present the SCREAM activities in their school, including challenges encountered in implementing the SCREAM at school level and lessons learnt for the future implementation of SCREAM at school level. The presentation clearly described activities implemented, supported by photos or video documentation on the activities. After the individual school presentation, participants were divided into groups to discuss about the sustainability of SCREAM activities at school level. In this session the participants were expected to discuss on how the modules can be integrated into their organization's activities and therefore can be implemented with a minimum support from other parties. In addition to assigning a facilitator to help conducting the sharing knowledge workshops, ILO-IPEC also assigned its education officer, Ms. Dede Sudono, to strengthen the workshop.

In West Java the workshop was conducted at PGRI West Java Office on 10-11 March 2011. The workshop was facilitated by Ms. Tini Suryantini and was participated by a total of 31 participants that includes:

- 28 representatives from schools
- 1 representative of PGRI Bandung Office
- 1 Representative of PGRI Bogor Office
- 1 representative of KSBSI West Java

In Central Java the workshop was conducted at Hotel Santika, Semarang on 2-3 May 2011. The workshop was facilitated by two facilitators, Mr. Ruslan and Mr. Alwi Tadjudin, and was participated by a total of 39 participants that includes:

- 21 representatives from schools
- 2 representatives of education office of Central Java
- 6 representatives of PGRI Central Java
- 1 representative of PGRI at National Level
- 3 representatives of PGRI Semarang Office
- 1 representative of PGRI Kendal Office

- 2 representatives of PGRI Demak Office
- 1 representative of KSPSI Central Java
- 2 representatives of KSBSI Central Java

In East Java the workshop was conducted at PGRI East Java Office on 5-6 May 2011. The workshop was facilitated by Mr. Mashuri and was attended by a total of 28 participants that includes:

- 13 representatives from schools
- 2 representatives from Education office of district levels (Jember and Pasuruan)
- 2 representative of education office of East Java
- 3 representatives of PGRI East Java
- 1 representative of PGRI at National Level
- 1 representative of PGRI Jember Office
- 1 representative of PGRI Pasuruan Office
- 1 representative of PGRI Sidoarjo Office
- 1 representative of PGRI Surabaya Office
- 1 representative of KSPSI East Java
- 2 representatives of KSBSI East Java

The list of participants can be found on Annex I, II, and III of this report.

3.

The Activities

3.1. Presentation by Schools

3.1.1. West Java

In this workshop nine schools and two confederations of trade unions (KSPSI and KSBSI) presented the implementation of SCREAM Activities where they share how they conducted SCREAM activities in their organizations. The schools that participated were:

- Elementary School
 - ◊ SDN Sindang Mulya
- Junior High School:
 - ◊ SMPN 36 Bandung
 - ◊ SMPN 38 Bandung
 - ◊ SMP PGRI 231 Cipatat
- Senior High School:
 - ◊ SMA PGRI Ciranjang
- Vocational School:
 - ◊ SMK PGRI Civasra
 - ◊ SMK PGRI 3 Cianjur
 - ◊ SMK Plus PGRI Cibinong
 - ◊ SMKN 13 Bandung.

Table I. List of Presentation by School, West Java

No.	School	Presenter	Presentation on SCREAM Implementation
1	SMA PGRI CIRANJANG	Mr. Yuyun Sugilar	SCREAM activities were divided into three meetings and were attended by 22 students from Grade 10 and 11 (Senior High School). During the activities various CDs and pictures were displayed to raise student's curiosity regarding the topic followed by presentation of Basic Information as well as Collage modules, and by creating wall magazine.
2	SDN Sindang Mulya	Ms. Een	SCREAM Activities were done in three days, from 15-17 of November 2010 using three modules: basic information, collage, creative writing (poetry) and art competition. The participating students were those who were attending Grade 4,5, and 6. The teachers has also integrated child labour topic into regular classes such as Indonesian and Civic Education
3	SMK PGRI CIWASRA	Mr. Ayi	SCREAM activities were conducted on 25-27 November and December 2010. 50 students were participating at this event. The participants were the members of Student's Organisation that were attending Grade 11 and 12. Those who took part in the drama performance were selected by the art teacher. The Modules that were used were: basic information, images, role play, and drama. The story line of the drama was written by the participants and the drama was performed at the result day where both students and parents could watch.
4	SMK PGRI 3 CIANJUR	Ms. Rina	SCREAM activities were attended by 30 participants who were members of the Student's Organisation. There were three modules that were exercised: basic information, collage, and image. The climax of the activities was Poster Competition where the participants created posters on child labour and exhibited the posters at school. There were also rewards given to the winners of the competition.
5	SMK PLUS PGRI Cibinong	Ms. Siti	During the SCREAM activities, three Modules were implemented, they are basic information, collage and image. Additionally, the participants also received technical assistance in photography. Participants who attended the events were those of 10th and 11th grade students who were also members of IT club. The collages and photos were then exhibited at the school and rewards were given to the winners of the competition.
6	SMKN 13 Bandung	Rani Rabiussani	SCREAM activity was conducted in the form of Poster competition. Two modules were implemented. They were basic information and art competition. 44 students attended the event.
7	SMPN 36 Bandung	Mr. Ahmad	The main activity was Cabaret performance. The modules that were exercised were basic information, creative writing, and drama. The modules were introduced to those who were members of theatre and vocal group. During the SCREAM programme, the participants wrote the storyline themselves.
8	SMPN 38 Bandung	Ms. Ade Nur	In this school, the SCREAM activities were done by involving those who are members of Junkiters (school radio). This is chosen by considering the coverage of the media in which it can reach the whole students at school. The radio campaign was conducted on 24th to 26th of January 2011 that involved 28 students. These students, students of 9th grade, were the agent that will share their knowledge learnt to others, mostly students of 8th grade. During the programme, three modules were applied: Basic Information, Images, Creative Writing
10	SMP PGRI 231 Cipatat	Ms. Nani	The SCREAM program was attended by students from the 7th to 9th grade. These students were chosen by considering that they are at high risk of being exploited as child labourer since there

No.	School	Presenter	Presentation on SCREAM Implementation
			are many factories and home industries in the surrounding area. These industries are often found employing children below 15 years of age. During the program three of SCREAM Modules were implemented. They were Basic Information, Images, and Collage. At the end of the event rewards were given to those who have created the best collage.
10	KSPSI – KSBSI	Mr. Arif (KSBSI)	In the implementation of SCREAM, KSPSI and KSBSI has worked in co-operation with Ministry of Manpower West Java Office. KSBSI and the Committee of Gender Equality and Child Protection would place their officials at companies to watch if there was child labourer employed by the company.

Apart from SCREAM activities, during the presentation, the participants also shared the good practices and challenges that they have encountered during the implementation of SCREAM activities as well as their assessment of immediate impacts that they observed.

From West Java, good practices that were identified by the participants are, among others:

- The SCREAM modules were distributed to the students before the activities were started in order to give the students enough time to read and familiarize themselves with the modules.
- Effective class management by exercising ice breaking activities
- Effective class management by dividing the class into smaller groups
- Active involvement and interaction between the students and the teachers
- Strengthening the activities by involving various professional resource persons (journalists, etc)
- Motivating the students by provision of rewards for those who participate and win the art competition
- Increasing students participation by, for example, encourage them to write the script for the drama that they will perform
- Integrating the modules into local subjects such as Sundanese Language Class
- Increasing students' involvement by appointing some of them as the agent of change. Through this appointment, the participants were encouraged to practice their new skills and to take a lead in raising the awareness of their fellow students.

However, some challenges were also faced by the participating schools during the implementation. Some of the challenges that were identified in the workshop are:

- Questions and answers section is found to be the most challenging session as the facilitators (the teachers) have only limited or inadequate knowledge regarding the issues. Especially for those that teach at the vocational schools where the students often have already worked at school age and therefore more critical about the issues as they found it closely relevant to their situation.
- The significant interval between one activity to another activity has made it rather difficult to maintain participant's focus and interest on the topic
- The high numbers of students (about 64 students)
- It was challenging to find pictures of child labourers that are relevant to the context

At the end of SCREAM activities, immediate impacts were observed by the teachers involved in the implementation. Some of the impacts that were acknowledged during the presentation by the schools were:

- The students feel more grateful about their life and stop blaming their parents
- Increased appreciation towards education that decrease the rate of student's absence
- Increased awareness on child labour issues
- Increased sympathy and solidarity towards the less fortunate children
- Increased sense of leadership among the participants

3.1.2. Central Java

In this workshop seven schools participated in the presentation session where they share how they conducted SCREAM activities in their organisations. The schools that participated in the presentation were

- Junior High School:
 - ◊ SMPN 1 Bonang
 - ◊ SMPN 2 Suruh
 - ◊ SMPN 18 Semarang
- Senior High School:
 - ◊ SMA PGRI 1 Kendal
 - ◊ SMA PGRI Demak
 - ◊ SMAN 1 Susukan
- Vocational School:
 - ◊ SMK Muhammadiyah Sumowono

Table II. List of Presentation by School, Central Java

No.	School	Presenter	Presentation on SCREAM Implementation
1	SMA PGRI 1 Kendal	Ms. Hj. Puji Hastuti	Poster and Mini drama were chosen as the main activities during the implementation of SCREAM programme. The event was attended by students that were appointed to represent their classes.
2	SMA PGRI DEMAK	Ms. Dewi Setyawati	The SCREAM program was implemented by collaborating theatre and dance club in the school. The event took place on the result days where parents were also invited to attend the event. During the program, students also actively engaged in the planning activities.
3	SMAN 1 SUSUKAN	Mr. Panut and Mr. Merta Irawan	There were four modules that were delivered during the program: basic information, images, creative writing, and drama. The activities were attended by 30 participants. The main event was a drama performance that was performed on the result day.
4	SMPN 1 BONANG	Mr. Ali Ahmadi	There were three modules that were delivered during the program: basic information, images, and creative writing. The main event was a drama performance that was performed before other students on a special event held by the school.
5	SMK Muhammadiyah Sumowono	Mr. Suryanto	The event was conducted in close co-operation with local PGRI Office. Modules that were chosen are: basic information, collage, and poster. The event was held on 2-4 November, 2010 and was attended by 50 students.
6	SMPN 2, Suruh	Mr. Sri Marjoko and Mr. Mahroni	The event was a part of boy scout activities. Modules that were implemented are: basic information and creative writing. The activity was attended by around 200 students on November 4th, 2010 and on November, 12th, 2010.
7	SMPN 18 Semarang	Mr. Erwan	The event was conducted on 2-4 December 2010 in the form of art competition. The targeted group was the more fortunate students with the expectation that the children will further socialise the information to their parents and family. The event was conducted in a close co-operation with local PGRI office.

Apart from sharing the SCREAM activities conducted in their organization, during the presentation, the participants also shared the good practices and challenges that they have encountered during the implementation of SCREAM activities as well as their assessment of immediate impacts that they observed. From the participants in Central Java province, good practices that were identified by the participants are, among others:

- Involving all of the students in the competition as well as in the socialisation of child labour
- Putting up a Poster and performing a drama to socialise child labour issue
- Performing drama on child labour during the result day. In this way parents were also reached.
- For creative writing module, it is important to choose types of writing that are age-appropriate. For children for example, funny poetry was chosen.
- Encouraging student's creativity by various means, such as: asking children to write their own drama scenario, catchphrase, etc.
- Involving participation from wider communities; the committee, community leader, students, parents, and community members.
- Motivating the students by provision of rewards for those who participate and win the art competition

- Involving the more fortunate students in order to raise their sensitivity towards their surrounding, especially to those that are less fortunate.

However, some challenges were also faced by the participating schools during the implementation. Some of the challenges that were identified in the workshop are:

- It is challenging to integrate child labour issue into dancing performance
- SCREAM Modules have not been used optimally
- The schedule of the activities were colliding with other activities
- The facilitators (the teachers) do not really understand child labour issues and some of them have not been trained on delivering the modules
- The participants did not receive the modules

At the end of SCREAM activities, immediate impacts were observed by the teachers involved in the implementation. Some of the impacts that were acknowledged during the presentation by the schools were:

- Increased awareness on child labour issues
- Increased participant's participation in socializing child labour issues and in socializing the importance of education
- Increased student's skills and confidence
- Increased motivation to education

3.1.3. East Java

In this workshop seven organizations participated in the presentation session where they share how they conducted SCREAM activities in their organizations. The organizations that participated in the presentation were:

- Elementary School:
 - ◊ SDN Glagahwero
 - ◊ SDN Gedang II Porong
- Junior High School:
 - ◊ SMPN-3 Lumbang Pasuruan
 - ◊ SMPN 29 Surabaya
- Trade Unions:
 - ◊ KSPSI
 - ◊ KSBSI

Table III. List of Presentation by School, East Java

No.	School	Presenter	Pemaparan mengenai Pelaksanaan Kegiatan SUARAKAN
1	SDN Glagahwero 01 Jember	Mr. Gazuli	The main activity of SCREAM program was art (drawing) competition. The event was attended by 108 students from grade 5th and 6th. The event was conducted on October and November 2010. During the program three modules were implemented. They are: basic information, image, and, art competition.
2	SDN Gedang II Porong	Mr. Suwarmien	The main activity chosen was art (collage) competition. The event was attended by 118 students of grade 5 and 6. The modules delivered were basic information, collage, and art competition. Furthermore, as a result of discussion with parents' organisation a drama was also performed.
3	SMK PGRI 3 Sidoarjo	Mr. Edi Suprianto	The main activity of the program was Media that was attended by 30 students who were the member of multimedia club. The program was implemented during November 2010 to January 2011. There were four modules delivered during the program. They are: basic information, images, creative writing, and media (radio).
4	SMPN-3 Lumbang Pasuruan	Warsini	The main activity of the program was a drama performance. The program was attended by around 45 students who were the member of boy scout and student's organisation. The program was implemented during November to December 2010. There were three modules delivered during the program. They are: basic information, images, and drama.
5	SMPN 29 Surabaya	Mr. Sutopo	The main activity of the program was a drama performance. The program was attended by around 30 students who were the member of boy scout and student's organisation. The program was implemented during November to December 2010. There were four modules delivered during the program. They are: basic information, images, creative writing, and drama.
6	KSPSI-KSBSI	Ms. Titik	The main activity conducted were debate and the production of "stop child labour" brochure. The main event was conducted on August 1, 2010 and was attended by trade unions, government representatives, employers' organisation and wider communities. The modules that were delivered are: basic information and debate.

Apart from sharing the SCREAM activities conducted in their organisation, during the presentation, the participants also shared the good practices and challenges that they have encountered during the implementation of SCREAM activities as well as their assessment of immediate impacts that they observed. From the participants in Central Java province, good practices that were identified by the participants are, among others:

- Involving wider communities such as school committee, parents organisation, other schools, local medias, local education office, tripartite representatives, and PGRI officials in various roles
- Motivating the students by provision of rewards for those who participate and win the art competition while also emphasizing that winning is not everything and that fairness must be uphold
- Encouraging active participation by the students in the whole program such as: participating in the competition and in the socialisation of child labour, writing the scenario for the drama that they would perform
- Inviting relevant resource persons to strengthen the program

- Maximising the use of IT
- Performing drama on child labour during the result day. In this way parents were also reached.

However, some challenges were also faced by the participating schools during the implementation. Some of the challenges that were identified in the workshop are:

- Lack of resources from school that it depended on additional resources from other parties
- Some of the modules, such as collage, has never been introduced to the students before so for some students, especially those at the elementary school, it is a quite challenging exercise
- It is challenging to find material and information concerning 'Stop Child Labour' for collage. This had made it challenging for the students to completely understand the issue.
- The students are not familiar enough with discussion as a learning method that it was hard to initiate an interactive process
- Rejection and threat from other parties during the implementation such as when trying to take a picture of child labourer, when trying to putting up a banner of "Stop Child Labour". This is particularly faced by SMK PGRI 3 Sidoarjo. During the program, SMK PGRI 3 Sidoarjo that implemented the Media Module sent its students to document the child labourers in their surrounding area. Some students targeted the street children. The rejection and the threat came from the gangster in the area where child labourers were working. The gangsters were presumably also the coordinators of the child labours in that area and therefore might feel threatened by the participants who tried to document their activities.
- Lack of support from wider communities. Although efforts to involve wider communities have been done, some schools, especially SMPN 29 Surabaya, still feel that there was a lack of support from the community due to their minimum awareness of child labour issue that makes them tend to accept the presence of child labourer as something that is common or even necessary.
- The participants were not really aware on the need to stop child labour. Most of them had accepted the phenomenon of child labour as something that "just happens" and that there is no further intervention needed.

At the end of SCREAM activities, immediate impacts were observed by the teachers involved in the implementation. Below are some of the impacts that were acknowledged during the presentation by the schools:

- Increased awareness on child labour issues
- Increased quality education within the community
- Increased participant's participation in socializing child labour issues (sharing the knowledge learnt with others, acting as a watch dog to ensure that the organisations in where the participants are working are not employing children) and in socializing the importance of education
- Increased student's skills and confidence in voicing the need to stop child labour
- Increased motivation to continue implementing SCREAM at school by integrating it to the school regular activities
- Increased participants' motivation to education

3.2 Group Discussions

During the workshop, the participants also discussed the future actions that they can do in relation to SCREAM activities. In this session, the participants were encouraged to create a plan on integrating SCREAM Modules into their organizations existing activities, to identify the targeted participants, the person in charge, the time that is suitable to implement the SCREAM Modules, as well as the support that they may need from ILO or PGRI. It is expected that through this discussion, the participants can find visible ways to integrate the modules into their existing activities that will contribute to the sustainability of SCREAM program. In this way, the effect of SCREAM program can last beyond the end of this project.

From the discussions various existing activities into which SCREAM Modules can be integrated were identified. Those activities are:

Table IV. List of Activities into which SCREAM Modules can be Integrated

No.	List of Activities			Assistances from ILO/PGRI
	Type of activities	Subjects/ Activities	SCREAM Module that can be Integrated	
1		Indonesian Language	Creative writing, Interview, Images, Role-play, drama	SCREAM Modules
2		Civic education	basic information, debate, interview, discussion on relevant regulation, images, creative writing and role-play.	Further reference on child labour issue
3	Intracurricular	Social Studies	basic information, images, creative writing and role-play.	Resource persons
4		Entrepreneurship, Garment, Automotive	The world of work	Technical Assistance
5		Vocal group	creative writing	Lyrics or songs relevant to child labour issues
6		Karawitan (Traditional art)	Basic information, Creative writing, art competition	
7	Extracurricular	Journalistic	basic information, images, interview, survey, collage	
8		Art Club	basic information, images, art competition	
9		Debate Club	Basic information, debate	
10		Theatre	Creative writing, role-play, drama, basic information	
11		Cinematography	basic information, images, radio & tv, creative writing, survey and interview	
12		School magazine	basic information, creative writing, collage	

No.	List of Activities			Assistances from ILO/PGRI
	Type of activities	Subjects/ Activities	SCREAM Module that can be Integrated	
13	Ekstrakurikuler	Boy scout	Basic information, Creative writing, Art competition	
14		Art Performance (During graduation, or other events)	Basic information, Creative writing, Interview, Images, Role-play, drama	
15	Annual/Special Events	Art competition and exhibition	Creative writing, role-play, drama, basic information, images, collage	
16		Orientation week (for new students)	basic information, images and creative writing	
17	Other	Counselling	basic information	
18		Student's Organisation	basic information, debate, collage, interview and survey, drama	
19		Leadership	basic information, images and creative writing	
20		Basic Training		
21	Trade Unions	Leadership Training	basic information, collage, images, drama	
22		Advocacy		

4.

Summary and Recommendation

From the presentation by the school and the group discussion it can be concluded that in general the SCREAM program conducted by the participating organizations went well without significant challenges that could hinder the implementation of SCREAM activities. Furthermore, during the group discussion the participants also expressed the positive impacts of the program that they witnessed occurring among the participants. This observation is also in line with what the participants feel about the program that was expressed through the evaluation form provided for them. Therefore, this acknowledgement by the participating teachers and trade unionists has confirmed that in general, SCREAM activities that were implemented at the local level had brought positive impacts to those who participated in the activities.

Further exploration on how to integrate the SCREAM Modules into the organization's existing program is particularly important task to followed up. Out of the many positive results that can be shown by the impact that the program had brought to the students/ participants of SCREAM activities, it is also important to acknowledge that one of the most important impacts was those impacts that are occurring among the participating teachers and headmasters. Their experience in delivering the activities is valuable an asset to strengthen SCREAM future activities. Not only did it increase their skills and confidence in implementing the program it also increased their commitment. During the workshop this commitment is, for example, shown by their willingness to integrate SCREAM modules into their organizations' existing program. This initiative will also help the teachers to solve the problems that often faced such as the limitation of time, budget, etc. It is understandable that the teachers may find it difficult to find times to discuss about child labour specifically as they may only have enough time to deal with the many responsibilities in relation to their current program; ensuring a good delivery of their subject, achieving certain targets set by their schools, etc.

Given this limitation, simplifying the program by integrating it into their intracurricular and extracurricular program as identified by the participants can be a more suitable alternative than having to hold a special event which require significant amount of extra effort, budget, and time for the preparation as well as for the implementation of the program. Therefore, it will be desirable that further exploration on how to integrate the modules into the program, possibly through experience sharing from those who have tried to integrate and implement the SCREAM modules into their regular program can also be included in the agenda of the future CoP.

Annexes

Annex I. List of SCREAM Sharing Knowledge Workshop Participants, West Java

No.	Name	Organization
1	Kamal MT	SMK PGRI 3 Sidoarjo
2	Rina Ambarwati	SMK PGRI 3 Sidoarjo
3	Usep	SMK PGRI 3 Sidoarjo
4	Ade Supriatna	SMK PGRI 3 Sidoarjo
5	Een Suhaenah	SDN Sindang Mulya
6	Susi Susilawati	SDN Sindang Mulya
7	Kokom Komariah	SDN Sindang Mulya
8	Yuyun Sugilar	SMA PGRI Ciranjang
9	Neneng Komariah	SMPN 36 Bandung
10	Nia Kania Dewi	SMPN 36 Bandung
11	Ahmad Sopyan	SMPN 36 Bandung
12	Komarudin	SMPN 36 Bandung
13	Depi Saepudin	SMP Terbuka
14	Dea Dralilah	SMP Terbuka
15	Eutis Suhaety	SMP Terbuka
16	Solihin Sajuri	SMP Terbuka
17	Siti Ubahiyah	SMA Plus PGRI Cibinong
18	Iwan Gunawan	SMA Plus PGRI Cibinong
19	Aries Sucipto Romansyah	SMA Plus PGRI Cibinong
20	Rino Cahyono	SMA Plus PGRI Cibinong
21	Lilis Dimah	SMPN 38 Bandung
22	Dini Nurshanti	SMPN 38 Bandung
23	Ade Nur	SMPN 38 Bandung
24	Nur Nurdjanah	SMPN 38 Bandung
25	Ayi Abdul Rozak	SMK PGRI Kota Bandung
26	Siti Nur	SMK PGRI Kota Bandung
27	Vina Indah Suryana	SMK PGRI Kota Bandung
28	Sopi Maryamah	SMK PGRI Kota Bandung
29	Moh. Rizky	KSBSI West Java Office
30	Ida Suciati	PGRI Kota Bandung
31	Ojat Sudrajat	PGRI Kab. Bogor

Annex II. List of SCREAM Sharing Knowledge Workshop Participants, Central JavaNo

No.	Name	Organization
1	Subchan	SMPN 18 Kota Semarang
2	Erwan Rachmat	SMPN 18 Kota Semarang
3	Sadilah	SMPN 18 Kota Semarang
4	Hj. Puji Hastuti	SMA PGRI 1 Kendal
5	Miftoh	SMA PGRI 1 Kendal
6	Sri Anggorowati	SMA PGRI 1 Kendal
7	Bachroni	SMPN 2 Suruh
8	Sri Marjoko	SMPN 2 Suruh
9	Sudharto	SMPN 2 Suruh
10	Merta Irawan	SMAN Susukan
11	Panut	SMAN Susukan
12	Yono	SMAN Susukan
13	Suriyanto	SMK Muhammadiyah Sumowono
14	Komiyati	SMK Muhammadiyah Sumowono
15	Sri Wahyuni Widayati	SMK Muhammadiyah Sumowono
16	Dewi Setyowati	SMA PGRI Demak
17	Erni Arsilowati	SMA PGRI Demak
18	Emi Pranesti	SMA PGRI Demak
19	Ali Ahmadi	SMPN 1 Bonang, Demak
20	Achmad Rozi	SMPN 1 Bonang, Demak
21	Warsino	SMPN 1 Bonang, Demak
22	Masrokhan	Education Office Central Java
23	Sutartimah	Education Office Central Java
24	Syariful Ipung	KSPSI Central Java
25	Niken PR	KSBSI Central Java
26	Siswanto	KSBSI Central Java
27	Sardju Maheri	PGRI Central Java Office
28	Suwarno Widodo	PGRI Central Java Office
29	Widi Utomo	PGRI Central Java Office
30	H. Hajudin Alwi	PGRI Central Java Office
31	H. Ruslan	PGRI Central Java Office
32	Muntofik	PGRI Central Java Office
33	Hj. Khomsatun	PGRI Semarang Office
34	Sarjono	PGRI Semarang Office
35	Achmadi Yusuf	PGRI Semarang Office
36	Mujiono	PGRI Kendal Office
37	Triyono	PGRI Demak Office
38	Windyaningsih	PGRI Demak Office
39	Giat Suwarno	PGRI National Office

Annex III. List of SCREAM Sharing Knowledge Workshop Participants, East Java

No.	Name	Organization
1	Samsudin	SMPN 3 Lumbang
2	Warsini	SMPN 3 Lumbang
3	Yustya Dwi Ayu	SMPN 3 Lumbang
4	Edy Suprianto	SMK PGRI 3 Sidoarjo
5	Indah Purwanti	SMK PGRI 3 Sidoarjo
6	Cicik Asri Subiarmi	SMK PGRI 3 Sidoarjo
7	Gazuli	SDN Glagahwero 1 Jember
8	Tri Suparyati	SDN Glagahwero 1 Jember
9	Roby Bastian	SDN Glagahwero 1 Jember
10	Suwarmin	SDN Gedang 2 Pasuruan
11	Alfin	SDN Gedang 2 Pasuruan
12	Maksum	SDN Gedang 2 Pasuruan
13	Sutopo	SMPN 29 Surabaya
14	Gufron	KSBSI East Java
15	Sufik	KSBSI East Java
16	Ika Dyah Avianti	KSPSI East Java
17	I Wayan Wesa Atmadja	Education Office Jember
18	Muriyat	Education Office Pasuruan
19	Herwanto	Education Office East Java
20	HM Bahri Arofah	Education Office East Java
21	Yudi Utomo	PGRI Jember Office
22	Heru Suparno	PGRI Sidoarjo Office
23	Imam Mujono	PGRI Surabaya Office
24	Sumardiarso	PGRI Pasuruan
25	Ichwan Sumadi	PGRI East Java Office
26	Mashuri	PGRI East Java Office
27	Edy Suyatno	PGRI East Java Office
28	Giat Suwarno	PGRI National Office