



International
Labour
Organization



Good Practices on Combating Child Labor through Education

*International Programme on
the Elimination of Child Labour (IPEC)*



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In collaboration with National Action Committee for the Elimination of Worst Form ofn Child Labour, social partners, NGO's and others, ILO/IPEC has been implementing various action programs to prevent and withdraw child labourers since 2008 with the support from United States Department of Labour (USDOL). This booklet documents some of the good practices emerging from the implementation of the action programs for consideration in future programming by stakeholders. While interventions are varied, the good practices presented in this booklet are those in the area of education intervention.





Contents:

Community participation in withdrawing and preventing child labour through Community Learning Center

3

Participation of Secondary Vocational School (Sekolah Menengah Kejuruan or SMK) in providing vocational education for child domestic workers (CDWs)

7

Participation of the local business in providing vocational training and apprenticeship program for former child labourers in Tulang Bawang Tengah Sub District, Lampung

12

Provision of education services to withdraw and prevent child labourers through Community Learning Center (Pusat Kegiatan Belajar Masyarakat or PKBM) in Sipispis Sub District, Sedang Bedagai District – North Sumatra

15

Establishment of a Joint Business Group for former child labourers aged 15 to 17

19

Provision of Vocational Skills Training to Withdraw Child Domestic Workers (CDWs) in Bandung City

23

Campaigning on Prevention of Child Labour and Child Trafficking using School Radio in SMP Budi Rahayu school, in Deli Serdang District

29

Building Community Participation in Eliminating the Worst Forms of Child Labour (WFCL)

32



Community participation in withdrawing and preventing child labour through Community Learning Center

Period of action program: September 2008 – February 2010

Implementing Agency: Hotline Surabaya Foundation

Elements Good Practices:

1. Local stakeholders' participation
2. Capacity building for local stakeholders: tutors, teachers
3. Direct actions of withdrawing and preventing child labour

Objectives of the action program:

This activity is aimed at providing education for child labourers and children who dropped out of school, as a way to withdraw and prevent child labour.



Condition before the action program:

- School-aged children in Watukebo Village, Wongsorejo Sub District could not continue their studies to junior high school (SMP) since there was no SMP in or close to the village.
- School-aged children in the village had no other activity but helping their parents working in plantations or rice fields.
- Poor awareness of the importance of education among parents. As a result, the parents did not encourage their children to go to school.

Accomplished interventions:

- Hotline Surabaya Foundation's staff intensively approached local leaders by living in the village.
- Together with local leaders, who support the program, the Foundation's staff approached community members through various individuals, as well as group meetings, so as to identify members who wished to participate in the action program.
- Those interested consisted of activists of Karang Taruna (a local youth organisation), elementary school teachers, and mothers who were concerned with the local condition in Watukebo Village.

- These mothers were then encouraged by the Foundation to establish a Cooperative. Accordingly, Women Cooperative of Srikandi was established in 2009. The Foundation provided for various trainings for board members of the cooperative. For example, trainings on market mapping and establishment of micro finance agency were organised.
- In January 2010, this cooperative encouraged local Karang Taruna cadres and school teachers to establish a community learning center (Pusat Kegiatan Belajar Masyarakat = PKBM) Kedawung.
- The Foundation facilitated the establishment of this PKBM by communicating the plan to the local education office in Banyuwangi District and the Regional Technical Implementing Unit (Unit Pelaksana Teknis Daerah = UPTD) in Wongsorejo Sub District. Good collaboration between Hotline Foundation Staff and UPTD's staff smoothened the establishment of this PKBM.
- Management and tutors of PKBM Kedawung visited PKBM RejengT Licin that has been in operation since 2006



to learn on how to manage PKBM and its activities, facilitated by the Foundation. As a result, an agreement was reached between two PKBMs to collaborate in the areas of tutors development, alternative economy and health program.

- The management of PKBM Kedawung consists of 10 community members of Watukebo village. They identified children who dropped out and invited them to return to schools.



achievement, information sessions about hazardous works in plantations as well as skill training in e.g., sewing and making ribbons.

- Women Cooperative of Srikandi actively encouraged its members to keep or send their children to school or to the PKBM.

Success factors:

Achieved outcomes:

- Although it was not easy to encourage the drop outs to return to school as they have dropped out long time ago (on average one to two years), yet 25 children are now attending Package B program in the PKBM. These children became role models for other children living in Watukebo to also study in PKBM.
- The village community has a better awareness of education and encourages its children to attend the Package B education program in the PKBM. Furthermore, they are encouraged to attend other activities, such as life skill education using 3R Trainers' Kit¹, remedial program for school children who want to improve their academic
- Importantly, because the Foundation's staff in Watukebo lived in the village during the program implementation, they could build people's trust towards the Foundation and local people's involvement in the program implementation more efficiently and easily.
- Hotline Surabaya Foundation has managed to raise awareness among local people about the education situation in the local areas and to build their commitment to take actions in addressing the situation.
- Support from government officials in the village, sub district and district levels was pivotal. The support resulted from advocacy activities by the Foundation's staff and local community members who could convince the government officials on the importance of the program for the Watukebo community.

1 3R (Rights, Responsibilities and Representation) Trainers' Kit is an interactive training tool on life skills for use in communities with children, youth and families, especially those at risk of child labour and trafficking of children and women to:

- Increase their understanding of child rights, workers' rights and gender equality among children, youth and their families in at risk communities and workplaces.
- Reduce gender and social gaps by raising awareness and providing skills for life and work to children, youth and adults in these communities and workplaces.
- Empower poor and disadvantaged families, especially children and women, to make informed decisions about their lives and job choices, and to increase their voice and representation in their communities and workplaces.



- Teaching and learning process in the PKBM are more participatory and therefore more enjoyable for children. Various activities taken place in PKBM have attracted local community to join activities in the PKBM.

Encountered challenges:

- Capacities of local tutors and cadres involved in the newly established PKBM need improvement to be able to run the PKBM after the phasing out of Hotline Surabaya Foundation.
- It is necessary for PKBM to maintain and improve quality of its education services, so as not to lose the community and children's trust.

Recommendations for program replication:

- Success of this program relies on commitment of local people to get involved in this activity. Therefore, it is

important for the implementing agency to identify and select committed local cadres to be involved in the program.

- Capacity building training for local cadres such as training for community organization and leadership are important to be provided. Capacity building for local cadres can also be done through individual coaching or by engaging them in group discussions.
- Training for PKBM tutors is also important in order to improve their teaching quality. Training materials should include joyful and participatory learning on child labour, occupational safety and health, and life skills using 3R Trainers' Kit.
- PKBM management should also be trained on leadership, management of education centers, management skills, as well as financial management skills. PKBM needs to be managed in a transparent manner with high management standards. With a good management, local community would have a better trust toward PKBM.





Participation of Secondary Vocational School (Sekolah Menengah Kejuruan or SMK) in providing vocational education for child domestic workers (CDWs)

Period of action program: June 2010 - November 2010

Implementing Agency: Ibunda Foundation

Elements Good Practices:

1. Quality vocational education for CDWs
2. Participation of educational institution in withdrawing CDWs
3. Withdrawal of CDWs aged 15 to 17

Objectives of the action program:

The interventions are aimed at providing quality, standardized and professional vocational education for CDWs, to withdraw them from the worst forms of child labour and enable them to have certified working skills, as well as eventually enjoy decent work.



Condition before the action program:

- Poor motivation and willingness among 15 to 17-year-old CDWs to obtain skills education due to lack of information, fear for their employers and economic reasons. Most of the young people graduated only from elementary school (SD) or dropped out of junior high school (SMP), ,
- CDWs aged 15 to 17 years in Jember area have low bargaining power as they feel that they are unable to obtain another and a better job.
- Lack of access to skills training for CDWs.

Accomplished interventions:

- Community leaders, local youth cadres, members of local women's organisation, Koran Recitation Group, and local religious leaders were provided with information on the activities. Also, they were invited by Ibunda Foundation to participate in this program by reaching out for and monitoring CDWs in the targeted villages.
- Ibunda Foundation's staff lobbied, amongst others, the following learning centers, courses and companies to collaborate in providing relevant vocational education for CDWs: Salon Gaul (a beauty parlor, for beautician training), Government Vocational Training Center in Jember District, State Vocational School 3 (SMKN 3) in Jember (for culinary and beautician training), PT. Sari Ayu Marta Tilaar (a company for beautician training), Skill Training Center

of Prima Modes Patrang (for sewing training) and Suzuki Jember (a company for motorcycle repair training).

- Ibunda Foundation decided to collaborate with SMKN 3 to provide skills training for CDWs. SMKN 3 is a professional secondary vocational school with a national standard and has obtained ISO 9001 certificate in 2008. SMKN 3 runs a special program to provide 'on demand training' in collaboration with various parties as a way to meet community needs for vocational trainings.
- To give a strong base for collaboration, Ibunda Foundation and SMKN 3 Jember signed a collaboration agreement to deliver vocational education on culinary and beautician training. The agreement outlining the curriculum of the vocational education to be delivered, total hours and cost for the training.

- The training was based on 20% theory and 80% practices, and total training hours were as follows:
 - ◆ Beautician Training: 125 hours, including test with 75 % attendance as the minimum requirement to get the certificate.
 - ◆ Culinary training: 120 hours, including test with 75% attendance as the minimum requirement to get the certificate.





- As CDWs have limited time and cannot attend trainings flexibly, the schedule for the training should be decided based on the CDWs' availability, including on Saturdays and Sundays, and two hours for each session.
- Extra effort, patience and trust to Ibunda Foundation's facilitators were needed to obtain support from the children's employers. It was not easy to get approval from the children's employers due to their concern that

- Another stakeholder, a company, provided cosmetics and tools for practices.
- In addition to skills training, Ibunda Foundation also provided life skills training using the 3R Trainers' Kit. Topics that were covered included reproductive health, child rights, migration, smart workers etc. Teachers/tutors also provided occupational safety and health materials.
- Ibunda Foundation's staff invited parents of the CDWs living in Jember District to monitor their children's attendance in this program.



their CDWs would leave them after the training for a better job. Most CDWs that were permitted to join the training were those working for employers with high education and awareness of the importance of education.

- SMKN 3 teachers/tutors played important roles. They gave extra attention to those with poor attendance and often had to repeat their lessons.

Achieved outcomes:

- Although it was not easy to convince employers and parents to give permission to CDWs to participate in this education service, Ibunda Foundation managed to provide skills training for 47 children (25 chose culinary training) and (22 chose beautician training) in collaboration with SMKN 3.
- Based on the final test, 70% of participating CDWs passed their tests in accordance with the school standards on attendance and competence. They were entitled for a credible 120 hours training certificate to be used as a work reference. 19 children completed the skills training with satisfactory results.
- As a result of regular awareness raising for CDWs' parents and employers, their knowledge in the importance of education is now better. Such increase



in awareness also grew as they saw the CDWs have high spirit to learn.

- CDWs now have a better opportunities for their future jobs. Two CDWs who passed culinary training are now working for a restaurant, one CDW who passed the beautician training has opened a beauty salon, while some other CDWs have agreed with their employers to work till end of the months as they will join an apprenticeship program or go for better job offers. This is a good indication that CDWs can now be in the position to bargain with their employers. They keep communicating with each other, sharing their experiences and information about jobs so that they have a greater chance to leave the worst forms of child labour.



- SMKN 3 Jember has been long known as a professional learning institute with a national standard and has ISO 9001 certificate in Jember District. It improves employers' trust to let their CDWs join this education program.
- Life skill training helped these children in developing their personal characteristics, particularly in non-skill areas. CDWs have better self-confidence, courage to express their opinions, and motivation to pursue a better life.

Success factors:

- Individual approach by Ibunda Foundation's staff to stakeholders (parents, employers, the government, educational centers etc.) is very helpful in convincing them about the importance of vocational education for CDWs, so that employers and parents allow their children to join the program.
- Vocational education provided to the CDWs is of professional quality standard recognized by the market. It is proven with the fact that some of the children have found work that correspond to their skills, although they still needed to complete the training.

Encountered challenges

- Due to transportation problems, the wide distribution of CDWs in the target area made it difficult for the CDWs to access the vocational education.
- During this program, some CDWs dropped out from the training due to following factors: employers were afraid to lose CDWs, parents objected CDWs to stop working due to the family's economic situation, or because the child was to get married. However, some CDWs with low motivation took this opportunity to get free.
- Limited number of local facilitators made it more difficult to continuously improve CDWs' and parents' motivation.

Recommendations for program replication

- Success of this program relies on commitment from stakeholders, particularly parents and employers. Therefore, it is important to continuously lobby parents, employers and CDWs so as to maintain their commitment.
- More facilitators would be needed to motivate CDWs and to lobby parents and employers intensively. The fact that some children dropped out from this training program is due to employers' reluctance to let CDWs participating in this program.
- To overcome transportation problems, the *mobile vocational school program*, where tutors (from a professional learning center) could be used to visit each target area with training tools in the specially designed vehicle. Alternatively, transportation service to drive CDWs to and from the training location could be provided as a solution.
- The integration of life skill education using the 3R Trainers' Kit into this vocational education, as performed by Ibunda Foundation, should be aimed at helping CDWs to think about their future. This material may be given before or after the skill training. When time is limited, a special schedule could be set up for this purpose.
- It is also best to provide entrepreneurship material for these children as part of the skills program. By end of the training they are expected to be able to prepare a simple business plan to be subsequently developed by those who are willing to develop their own businesses.





Participation of the local business in providing vocational training and apprenticeship program for former child labourers in Tulang Bawang Tengah Sub District, Lampung

Period of action program: 15 May 2009 – 15 August 2010

Implementing Agency: Lembaga Advokasi Anak (LADA)

Elements Good Practices:

1. Direct action to withdraw child labourers
2. Participation of local entrepreneurs in vocational skills building and apprenticeship for former child labourers.

Objectives of the action program:

Stakeholders in Tulang Bawang Barat District understand, are committed and are actively involved in withdrawing child labourers, particularly those working in plantations, through education.



Condition before action program:

Location of this program is in Panumangan Village, Tulang Bawang Barat District, Lampung. This village is situated in the middle of rubber, palm and cassava plantations. There is only three Junior Secondary Schools in Tulang Bawang Tengah Sub District where the village is located, and one Secondary Vocation School with agriculture focus.

To access skills training, children between 15 and 17 years who are engaged in plantation work or have dropped out of school have to go to other sub districts such as Menggala and Gunungsugih Sub District that are around 20 km away. Due to the distance, accessing skills training is costly for the children. Moreover, the training does not offer any apprenticeship program in which the children could practice their skills gained from the training.

Accomplished intervention:

LADA organised a training on repairing motorcycles for 62 boys, as well as a beautician training for 38 children (2 boys and 36 girls) for four months, from December 2009 to April 2010. In total, the trainings included 320 study hours and was done in collaboration with local businesses. For the training on repairing motorcycles, the children were divided into three groups, while children trained to be beauticians were divided into two groups. Children attended these trainings for four hours every day from Monday through Friday.

The training on repairing motorcycles was provided by “SUGENG” motorcycle workshop, and the beautician training was provided by “RATIH” beauty salon. Both businesses are owned by local residents of Panumangan Village. After the training, eight boys did an apprenticeship program in “SUGENG”

motorcycle workshop, and eight children (one boy and seven girls) did an apprenticeship program in “RATIH” beauty salon for two months, from April to June 2010. These 16 children were children with best achievement in the training.

The trainings were monitored by LADA's staff and Kelompok Pemantau Pekerja Anak (Child Labour Monitoring Groups – CLMGs). The establishment of these groups was facilitated by LADA and it consists of various community members. These groups help to monitor the quality of the trainings and to ensure that children attend the trainings as required. LADA conducted periodic meetings and home visits to the childrens' families, to enable the parents to support and monitor their children to participate in the education and apprenticeship programs.

In addition to the training on repairing motorcycles and the beautician training, LADA also provided life skills education using the 3R Trainers' Kit.

Achieved outcomes:

- All child trainees, either those who participated in apprenticeship programs or not, are no longer working in plantations.





- Some trainees, particularly those participating in apprenticeship in motorcycle workshops are trusted by the workshop owner to serve the workshop clients. These children were then assigned by LADA to be role models for other children so as to encourage them to participate in the training.
- Some alumnus now wishes to start their own businesses. They expect and request further facilitation from LADA.

Success factors:

- The commitment of the local entrepreneurs to support this activity by delivering the training and providing apprenticeship programs for the children are pivotal. These local entrepreneurs are experienced in their fields of business.
- The community members, particularly the monitoring groups, have been able to encourage local entrepreneurs to participate in the program.
- Training materials were properly prepared and include life skills material from the 3R Trainers' Kit, particularly the modules related to hazardous works and future works.
- The trainees had high motivation to participate in the training.

- Parents were involved in monitoring the children's attendance. Also, the support of parents had enabled children to continue learning and participate in the training.

Encountered challenges:

- Limited financial resources to provide training with the number of learning hours that will allow children to learn sufficient skill.
- Difficulties to provide apprenticeship program for more children, as there are limited number of businesses in Panumangan Village.

Recommendations for program replication:

- It is important to run an apprenticeship program after the skills training. Consequently, the children, who participated in the skill training could practice their skills obtained from the trainings.
- As there are no training providers in remote areas, it is very important to engage local entrepreneurs in providing vocational and apprenticeship programs.
- Training on entrepreneurship can be provided to complement the skills training and the apprenticeship programs. This material may be provided in two phases. The first training is to provide basic entrepreneurship during the skills training. Second training is to be provided when the children participate in the apprenticeship program. By the end of the apprenticeship, children are expected to be able to prepare their own business plans.



Provision of education services to withdraw and prevent child labourers through Community Learning Center (Pusat Kegiatan Belajar Masyarakat or PKBM) in Sipispis Sub District, Sedang Bedagai District – North Sumatra

Period of action program: 1 July 2010 – 31 November 2010

Implementing Agency: Link Penguatan Rakyat (LINGKAR)

Elements Good Practices:

1. Involvement of local community in tackling local problems
2. Direct actions to withdraw and prevent child labourers in plantation

Objectives of the action program:

The intervention is aimed at involving local community in withdrawing and preventing child labour, particularly those working in plantations, through provision of education services.



Condition before action program:

- Sipispis is a sub district with large plantation and agricultural lands where distances between villages are long. As number of schools is limited, it is difficult for children to go to a school that is far from their homes.
- In addition, poor economy makes it difficult for parents to provide education for their children. Many children dropped out from schools and some could not continue their studies to a higher education level. They were generally dropped out from school in the 5th and 6th grades and in junior high school (SMP) level.
- Some children were even asked by their parents to work. Some of these children work in plantations or work as domestic workers in urban areas.
- No community learning center or PKBM is available in its vicinity to provide education for dropped out children and child labourers.

Accomplished interventions:

- Lingkar, in collaboration with ILO-IPEC, identified under 18 years old children, who were at risk to engage in child labour. These included children in schools, and out of school, as well as children working in plantations.
- Lingkar's staff approached local formal and informal leaders to seek their support for activities to be implemented in order to prevent and withdraw children from child labour through various education services.

- Lingkar's staff approached teachers and tutors in several targeted villages to involve them in providing education services (bridging course, referral to formal education/schools, referral to non formal education, vocational training and life skills education) for the identified children. These education services are part of the ILO-IPEC supported action program. Together with teachers and tutors, Lingkar staff approached the identified children and motivated the children to join the education programs.
- Discussions with teachers and tutors on the situation of children and education problems in villages targeted by Lingkar in its action program. Discussions



among Lingkar staff and local teachers and tutors concluded that without any actions, number of children who dropped out of school, who could eventually work as child workers, would increase due to current socio-economic conditions and limited learning facilities. Therefore, they agreed to develop a community learning center (PKBM) to bring the education services closer to the children.



- Involving selected local teachers and tutors for the management of the PKBM. Lingkar staff facilitated the local teachers and tutors to communicate this initiative to the local education office and to the District Head of Serdang Bedagai.
- Lingkar's staff assisted teachers and tutors in obtaining an official status for the PKBM from the education office.
- Lingkar's staff also assisted the local teachers and tutors to get government funding for non formal education program (package B and C)² for year 2010. The assistance included writing the proposals and communicating the proposals to the local education office.
- Lingkar's staff also assisted the PKBM to approach local manpower office to get support for vocational skills education for children in the PKBM.
- In addition to the education services, the PKBM also conducted a campaign against hazardous work for children, particularly regarding children in the plantation sector.

Achieved outcomes:

- Local community and stakeholders provided a space in the existing premise to be used as the learning center for PKBM activities.
- The PKBM received financial supports from the local government to conduct

package B and package C program for 25 children in year 2010.

- The PKBM is also submitting proposal for government support for year 2011.
- Local teachers and tutors are actively encouraging the inclusion of PKBM programs into the village development programs. They participated in the village's Development Planning Meeting.

Success factors:

- Supports from the Serdang Bedagai's Head of District and network with the relevant government offices, such as local education office in Serdang Bedagai District, was crucial to get the PKBM established.
- Involvement of local teachers and tutors as part of the PKBM management has helped build ownership of the PKBM among the local people.
- Lingkar also invited some youth in the targeted communities to be involved in the PKBM meetings to plan activities or discuss local issues such as education and economic problems. As such, the youth found reasons to get involved in PKBM's activities. They contributed to the



² Package B is a non formal education equivalent to junior secondary school level (run for maximum of 3 years) while package C is equivalent to senior secondary school level. Children may start at level in accordance to their capacity of learning. For example, a child who dropped out when he or she was in the third year of junior secondary school, is not required to start from the first year of package B, but could directly be placed as the third year student of package B.



PKBM activities by identifying children who have dropped out of school, or child labourers.

Encountered challenges:

- Capacity of local stakeholders, particularly those involved in managing the PKBM, in organizing education services needs to be improved. Lingkar's staff would continuously need to provide guidance to the local stakeholders in order for the stakeholders to be able to run the PKBM well.
- Due to poverty and difficult access to school, education is not priority for some families. Therefore, Lingkar's staff and PKBM's tutors periodically have to pay home visits to maintain the support of parents for their children going to school.

Recommendations for program replication:

- PKBM's success relies very much on the capacity of its management. The management is responsible in ensuring proper management of its administration and finance, including the management of tutors and learning system. Therefore, it is important to provide training for the management on leadership, management of educational

institution, including organization and financial management so that the PKBM is managed transparently. Good management will improve people's trust toward PKBM and its services so that they will support the PKBM.

- Capacity of tutors in running learning process should also be improved through training which contents may cover: joyful and participatory learning, materials on child labour, including occupational safety and health, and life skills education using the 3R Trainers' Kit.
- It is important to advocate the local government, particularly local education office, as a strategic partner to financially support activities in the PKBM.
- Success of this program very much relies on commitment of community cadres who are involved in PKBM's activities. It is important to identify and select cadres who have commitment to work for their community and they would need to be trained on community organizing, child labor and on leadership.





Establishment of a Joint Business Group for former child labourers aged 15 to 17

Period of action program: 1 October 2008 – 31 March 2010

Implementing Agency: Yayasan Pelita Ilmu (YPI)

Elements Good Practices:

- Job creation for former child labourers
- Direct action to withdraw and prevent child labour

Objectives of the action program:

This activity is aimed at removing children from hazardous locations to safer ones through a joint business group activity.



Condition before the action program:

- Children aged 15 to 17 were working in the street as street singers and street peddlers
- Children were dropped out of school

Accomplished interventions:

- YPI, in collaboration with Institut Kemandirian Dompét Dhuafa³ provided automotive training on motorcycle reparation and maintenance services for a total of 82 hours within three months. This particular training was chosen based on the needs assessment that indicated that such training was needed.
- Training was provided in two phases. The first phase emphasized the basic tune up skills covering periodic maintenance of motorcycle engines, such as checking and replacing engine oil, cleaning carburetor and sparkplugs, setting valve gaps, chains, rear brake shafts, tire air pressure and cleaning rusts on batteries. The second phase focused on major services for motorcycles aiming at restoring engine conditions. The children learnt to replace broken or worn timing chains, screw caps etc.
- After completion of the basic and advanced automotive training, YPI then provided apprenticeship programs to 9 out of 38 children joining the skills training. These apprenticeships were held in Honda and Yamaha's authorized

workshops, and also other workshops.

- YPI, in collaboration with these selected workshops, developed an apprenticeship syllabus for a 1.5 months apprenticeship, which covers *tune-up services*, *spare-part* replacement and major services or overhaul.
- In addition to these apprenticeships, children also improved their skills in repairing motorcycles by providing free motorcycle services for residents of Klender and Duren Sawit areas, where their learning center is situated.
- Evaluation by on site supervisor⁴ shows that children, on average, had high motivation and capacity to understand instructions. Only one child failed to complete his apprenticeship due to poor attendance.
- YPI provided the children with a training on small business management, including financial management, business ethics, development of business network, occupational safety and health and life skill using the 3R Trainers' Kit.
- Based on the apprenticeship and training, six children were selected to set up a joint business group which will run a motorcycle reparation workshop. These children were selected by YPI and supervisors in the apprenticeship program based on several criteria, such as knowledge and skills, attendance during training, motivation on the apprenticeship program, as well as the support from the parents. YPI facilitated



3 Institut Kemandirian Dompét Dhuafa is a non profit agency working in human resource development through provision of vocational training such as motorcycle and handphone repair and maintenance, sewing skills and entrepreneurship training. This agency is one of Dompét Dhuafa's network.

4 Supervisor were selected and appointed by companies where the children did their apprenticeship. Each company selected one supervisor who was responsible for supervising, reporting and evaluating children's progress.



discussion among the children about the motorcycle workshop to be set up. The workshop, named Bengkel YPI Jaya Motor, is providing major and minor services, including motorcycle washing services and selling of motorcycle spare-parts.

Achieved outcomes:

- Bengkel YPI Jaya Motor was officially launched on 29 March 2010. This workshop is open from 10 am to 7 pm. The children are guided by tutors with automotive backgrounds until the children are able to work independently.
- These six children are no longer working in the streets. Since the workshop is situated at the same location as YPI's learning center, the children also learn how to use computers and how to read books in their spare times.

Success factors:

- Training of 82 hours and apprenticeship of 1.5 months/108 hours have provided sufficient basic skills for the children before they start a joint business group.



- Commitment and continuous facilitation by tutors and supervisors to motivate the children play an important role for the success of this learning program. Given that some of the participants lacked motivation, and expected to have immediate earnings, it is crucial that facilitation should be provided continuously to the children.

Encountered challenges

- One of the toughest challenges which is hard to deal with is children's instable desire or motivation to work. They easily feel bored or demotivated. Therefore, continuous facilitation is necessary. The YPI's social workers often had to fetch the children to attend the trainings.
- For the joint business group, children easily gave up or felt they had failed in performing their work in the workshop, especially when there were no customers visiting them. Therefore, the program should also provide alternative activities in the learning center so that they will keep coming to the workshop that is situated next to YPI's learning center.
- To maintain the joint business group, children should have entrepreneurship thinking such as creative thinking, leadership skills etc. As these children are used to receiving support from their parents and other people, the first challenge to deal with is to develop their sense of entrepreneurship so that they will not give up easily with their business.

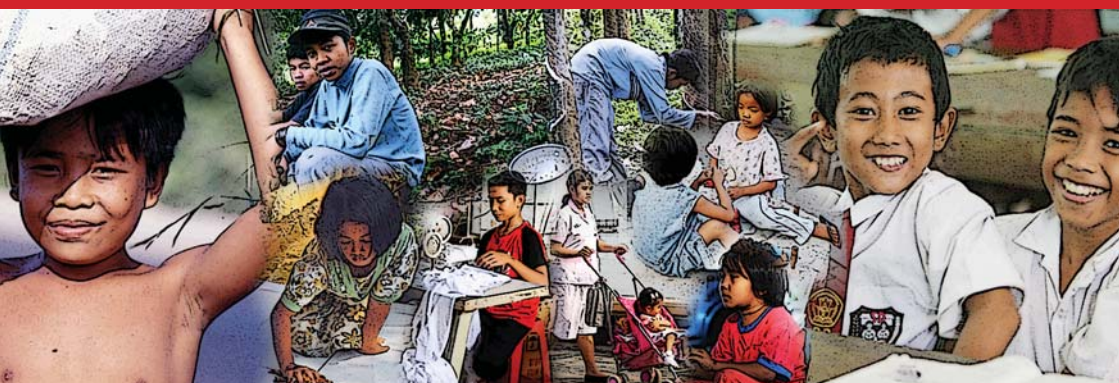


Recommendations for program replication:

- It is important to continue provide guidance to the children after the joint business group is established. Such guidance could be in the form of monitoring, periodic discussion, personal and social skill trainings e.g., in leadership, creative thinking, emotional management and work ethics. It is necessary for children to understand the difference between working in the street and working in companies (where they did the apprenticeship), particularly in terms of work ethics.
- It is also important to provide a briefing to the staff in companies where children did their apprenticeship, particularly for supervisors, on how to communicate with teenagers, child rights, and child labor. Some supervisors treat the children the same as other employees and this made the children feel uncomfortable.
- It is necessary to provide a well-structured entrepreneurship training. Basic training on entrepreneurship

should be provided at the early stage of a vocational training. Such training is aimed at improving the children's sense of entrepreneurship. An advanced entrepreneurship training can be provided for children who wish to join an apprenticeship program. Outcomes of this advanced training are a simple business plan, ability to manage fund effectively and efficiently. When a joint business group level has been set up, a more advanced entrepreneurship training may be provided by emphasizing marketing and business management skills.





Provision of Vocational Skills Training to Withdraw Child Domestic Workers (CDWs) in Bandung City

Period of action program: 23 March 2009 – 22 September 2010

Implementing Agency: Lembaga Advokasi Hak Anak (LAHA)

Elements Good Practices:

1. Establishing community support for the elimination of child domestic labour
2. Awareness raising for the elimination of child domestic labour among employers
3. Providing access to education for CDWs

Objectives of the action program:

The intervention aims at withdrawing CDWs aged 15 to 17 through an education program.



Condition before the action program:

- LAHA outreached 200 CDWs in Bandung city. Some 60% of CDWs graduated from junior high school (SMP), 30% graduated from elementary school (SD). However, 10% of these students dropped out at the SD or SMP levels. Most CDWs worked more than 40 hours a week and some 60% of them did not have any day off. Some CDWs admitted that they were exposed to chemical substances, never received any work instruction and some 10% of them were not given any freedom to socialize, or sufficient meals. Also, their salaries were withheld by employers, or not given at all. Most CDWs were paid IDR 200,000 – 300,000 per month. Around 10% of CDWs admitted to that they were physically and verbally abused by their employers, while 4% CDWs admitted to have experienced sexual harassment by their employers or employers' children. These CDWs were identified by LAHA from 8 villages in 7 sub-districts in Bandung City.
- CDWs did not know their rights, hazards and risks of their work, and did not have any other skill but to do domestic work.
- Employers of CDWs and communities did not know the risks and hazards of domestic work on children. In addition, most employers did not give any chance for CDWs to participate in the education program.
- Communities where children worked as child domestic workers were not aware of the problem of child labor, including child domestic labour, and efforts to eliminate child labour.



Accomplished intervention:

- LAHA facilitated the formation of working groups in eight identified and targeted villages. Members of these groups were individuals and representatives of agencies in these kelurahan and they were selected based on their willingness to participate in the activity and whether he or she was well accepted by the communities.
- These working groups identified CDWs in their communities and motivated them to access education services provided by LAHA under ILO-IPEC supported action programs. Their role was also to approach and persuade CDW's employers to let their CDWs participate in the education program. Once the CDWs attended the education program, the working group monitored the children's attendance. As the members of the working groups are residents of the villages they understand the situation and condition of the area and they have trust from the other residents, including those who initially employed children as their domestic workers.
- LAHA and the working groups established CDW's employer forum in four villages. At the employer forums, employers whose

CDWs have participated in the education program share their experiences in order to influence other employers to give permission for their CDWs to join the education programs provided by LAHA.

- LAHA collaborated with LPK (Lembaga Pendidikan Keterampilan/Skill Education Institution) Yani to provide trainings for child domestic workers. LPK Yani is a private training center providing sewing training such as tailoring of men's, women's and children's clothes, high speed sewing, and doll making courses. LPK Yani has more local branches than other training providers and therefore could facilitate more CDWs in accessing the training as CDWs are dispersed geographically. LPK Yani training centers spread to some localities close to the houses of the CDWs' employers, and CDWs could therefore shorten their traveling time from employers' homes to the training centers.

- Together with LPK Yani, LAHA designed the curriculum for sewing courses for the CDWs. This curriculum was aimed for basic levels with 72 hours of learning in total for three months and five additional hours for tests. The course schedule depends on employers' permission and therefore, each CDW has a different training schedule.

- CDWs who completed the trainings received certificates that were legalized by the local manpower office in Bandung City. Legalization granted by

the local manpower office is a recognition for LPK Yani's graduates who have passed the competency test set by the Office.

- In addition to the sewing course, LAHA collaborated with Pos Keadilan dan Peduli Umat (PKPU)⁵ to provide 3 day entrepreneurship training for CDWs. Outcome of this training developed an entrepreneurship mentality among CDWs. This three-day training covered the following materials:

- ◆ Problem solving
- ◆ Motivation to achieve success
- ◆ To be an entrepreneur
- ◆ Creativity and opportunity
- ◆ Learn from successful persons
- ◆ Success with good mentality
- ◆ Marketing strategy/prime services
- ◆ Success of non-capital business



5 PKPU is a national humanitarian agency and one of its programs is to develop entrepreneurship among less fortunate people. PKPU also has an entrepreneurship incubation center.



- After attending the entrepreneurship training, CDWs were given an opportunity to join an apprenticeship program in a garment factory for two months. During the training the CDWs learned about formal work conditions, production processes and practiced skills they learned from the training.
- In addition to vocational skills training, LAHA also delivered life skills education using the 3R Trainers' Kit, particularly on the topics of child rights, '*me and my work*', '*me and my employers*', self image and reproductive health, financial management, smart job seekers, trafficking and domestic abuses. LAHA also held monthly meetings with CDWs in a learning center established by LAHA aimed at creating togetherness among CDWs from various training centers. Life skills education exercises were also given in these meetings.

Achieved Outcomes:

- CDWs have sewing skills, knowledge about entrepreneurship and experiences in formal work through apprenticeship programs. These will improve CDWs self confidence and motivation to continue learning and to gain better jobs in the future.
- Life skills sessions provided by LAHA built the CDWs'



capacity to communicate and to lead, and it has improved their self confidence. CDWs are now more confident in speaking in small or big groups, more open in expressing their problems, and they are having more friends. CDWs have now a greater self confidence in applying for jobs, other than domestic work.

- Greater understanding and participation by local community in eliminating the worst forms of child labour (WFCL) by joining the working groups in eight targeted villages. These working groups play a strategic role in identifying, outreaching and getting permission from employers to allow their CDWs participate in education programs.
- Greater understanding and participation by employers in employer forums in four targeted villages. These employer forums play a strategic role in influencing other employers to give permission to their CDWs to join education programs provided by LAHA.

Success factors:

- Establishment of working groups is a strategic approach to outreach CDWs in the targeted areas. Since the working group members are local residents and many of them are community leaders, it was relatively easier for them to identify CDWs and ask permission from their employers compared to

outreach activity done by staff of LAHA who were not the local residents of the targeted areas. Through the working group, the refusal from the employers could be reduced as it is the community members themselves who come to the employers' homes.

- Employers' permission is important because CDWs are under their authority. 34 out of 234 CDWs that were approached could not participate in vocational skills education provided by

times to attend the training since employers gave different free time for the CDWs. LPK Yani have their branches in the targeted areas or have at least one branch situated nearby. LPK Yani is also flexible in terms of schedules for the courses.

- Collaboration with other relevant competent agencies is another success factor. Good collaboration with LPK Yani and PKPU, were built by taking into account the characteristics of

CDWs. PKPU has even provided access to LAHA to collaborate with a garment factory in implementing the apprenticeship program.



the action program and nine out of them could not receive the vocational skills education because they did not receive the permission from their employers.

- Location of vocational skills courses is an important factor for CDWs who have limited time to attend the course. If the location is far from their workplace, time given by the employers would be spent mainly for traveling. Therefore, it is important to identify training provided close to their employer's houses. The training course should also be able to accommodate CDWs' different available

Encountered challenges

- Support from the local government needs to be improved. While LAHA managed to mobilize collaboration with private institutions such as LPK Yani and PKPU, some challenges were faced in mobilizing supports from the City administration. Some government offices that were approached argued that they do not recognize nomenclature of child domestic workers in their tasks. Some government officials assigned to be involved in the action program were those who did not have a decision making power.
- After completing their education, CDWs would receive certificates legalized by the Local Manpower Office. Unfortunately, the legislation of the certificates took time.



- Although the working groups had performed their tasks well, some members of the working groups are not active. It is necessary therefore to improve collaboration among the working group members.

Recommendations for program replication

- CDWs' interest to join this skills education depends not only on the CDWs themselves, but also on the support to access standardized training programs from their families, employers and communities. It is therefore necessary to focus the intervention to build support from their families, employers and communities for the CDWs to participate in education programs. This can only be realized if families and communities realise that the child domestic work is a worst forms of child labor.
- Building local community participation by forming working groups at the local

level in the targeted areas. These working groups represent the community's attention and participation in tackling CDWs' issues in local areas. The role of the working groups could be extended to also develop local action plan to tackle the problems of child domestic work in addition to identification, outreach and soliciting permission from the CDWs' employers for their CDWs to attend training course.

- Training skills received by CDWs is only at the basic level. To achieve the standard required by the market, the training that is provided should be of advanced level. To complement the limited skills training, the program should provide additional services such as life skills education.
- It is necessary to ensure and obtain proper support from the government to implement future action programs, especially to build the support from families, employers and communities for CDWs to access the education programs.





Campaigning on Prevention of Child Labour and Child Trafficking using School Radio in SMP Budi Rahayu school, in Deli Serdang District

Period of action program: 18 May 2009 – 17 August 2010

Implementing Agency: Center for Information and Education on Child Rights, Yayasan KKSP

Elements Good Practices:

1. Capacity building for children (beneficiaries) to campaign the prevention of child labor and child trafficking.
2. Development of students' programs/activities in school.

Objectives of the action program:

This activity is aimed at developing a school-based model/approach for campaigning prevention of child labour and child trafficking.



Condition before action program:

- Before this activity, students of SMP Budi Rahayu generally did not know about the problem of child labour and child trafficking.
- They also had no ability to make a speech or speak publicly. Furthermore, some of the minority groups could not socialize well.
- Students of SMP Budi Rahayu considered that the extracurricular activities were not interesting.

Accomplished interventions:

- KKSP's staff approached the school management to support a radio program activity in the school and to facilitate students participating in this radio program. This was a part of the action program to prevent child labor and child trafficking in Percut Sei Tuan Sub District, Deli Serdang District.
- A reporter and a radio announcer of Kiss FM⁶ developed journalistic training modules for students to be involved in the radio program and used the module to train the students. Materials in the training included interviewing, news writing techniques for radio, developing broadcasting plan, etc.



- SMP Budi Rahayu teachers coordinated students in running radio programs. Broadcasts were performed twice a day (20 minutes before school in the morning and 15 minutes during school break).
- Those who performed this school radio program were students, particularly OSIS management and children at risk to drop out. KKSP's staff and teachers identified children at risk based on some criteria, such as high absence rate and other criterias which might result in school

drop out (e.g., poor marks, those who live far from school).

Outcomes achieved:

- This campaign was performed through school radio before school hours and during breaks.
- Issues presented were related to child trafficking, child labor, the importance of education, information on HIV/AIDS, how to say no to free sex, and about lives of teenagers.
- The radio program was not only useful to campaign against child labour and child trafficking, but also useful in developing personal and social skills of the students, especially communication and writing skills. Thus, the radio program could be a training on leadership, public speaking and developing self confidence.

6 Kiss FM is a private commercial radio in Medan City with teenagers and urban community as its market segments.

- Students indirectly learned to speak in public. According to the school teachers, some children have significantly develop their communication skills and courage to stand before the classroom.



Supporting factors for a success (e.g., tools used, environment, training provided, etc.)

- Becoming a radio presenter is a favourite profession among students. Therefore, the students liked the radio program, because so far, they only listened to the radio without knowing how it worked.
- It did not require a high investment. The initial investment included buying microphones, mixers, speakers, amplifiers and other tools that were affordable. As for operational cost, the program only needed paper and writing block notes for each student of the program.
- Children were the main actors, and it motivated children to develop themselves.

Encountered challenges:

- Teachers generally do not have skills in journalism or news writing so they could not provide as much guidance for the students in running the school radio.

Recommendations for program replication

- It is important to ensure a smooth shift in the management of the school radio from the students from the higher grades to its lower grades, through trainings so that the radio program will not stop when previous management graduates from the school.
- It is important to provide trainings for school teachers and school management in managing a school radio program, journalistic techniques and broadcasting. In addition, SCREAM⁷ training package could also be introduced so that the program could be more focused on presenting child labor issues.

⁷ SCREAM is an awareness raising package on child labor through media, arts and education. One of its modules is related with radio campaigns that it is useful to improve school radio programs.



Building Community Participation in Eliminating the Worst Forms of Child Labour (WFCL)

Period of action program: 24 June 2009 – 31 September 2010

Implementing Agency: Yayasan Solidaritas Masyarakat Desa (SEMAK)

Elements Good Practices:

1. Improving stakeholders' capacity at village level in preventing and eliminating WFCL, particularly child trafficking.
2. Policies development to prevent and eliminate WFCL at the village level.
3. Direct action to prevent child labour at village level, particularly in preventing child trafficking.

Objectives of the action program:

To improve stakeholders' commitment and participation at village level in West Bandung district so as to prevent worst forms of child labour, particularly child trafficking.

Condition before the action program

- The community was not aware of child labour issues, particularly its worst forms of child labor such as child trafficking.
- No agency, institution or organization dealt with prevention of WFCL, particularly child trafficking, at the village level.
- No policy on prevention of WFCL existed at the village levels (Cinengah and Cibitung).

Accomplished interventions:

- SEMAK advocated on the importance of preventing worst forms of child labor to the communities, religious and youth leaders, government officials at the village levels (Cinengah and Cibitung), sub district as well as district level in West Bandung. Such advocacy provided information concerning child labour and child trafficking issues to decision makers at all levels. SEMAK provided information during monthly formal meetings at the village and at sub district levels.
- In collaboration with teenagers and youth, in Cinengah and Cibitung, who were willing to work as volunteers and were interested in prevention of WFCL, SEMAK facilitated the local stakeholders to establish a community education

committee, the Komite Pendidikan Masyarakat Desa (KPMMD). Selection of teenagers and youth in Cinengah and Cibitung villages to join this committee was based on references from local stakeholders in both villages i.e., village chiefs, officials, religious and communal leaders etc.

- g To improve stakeholders' capacity at the village level (Cinengah and Cibitung), including KPMMD, SEMAK provided several trainings such as mapping exercise using the Participatory Rural Appraisal (PRA) method, which covers village mapping, mapping of their potentials/advantages, organizations, and



problem mapping and analysis. As a result of this mapping activity on village conditions, local community are able to map their problems, stakeholders, support system and potentials to be used to prevent WFCL. In addition, SEMAK provided life skills trainings using the 3R tool (in collaboration with Saudara



Sejiwa-Rongga, an ILO-IPEC's partner agency which also worked in Kecamatan Rongga).

- SEMAK encouraged the local committee (KPMMD) in Cibitung and Cinengah villages to advocate the local authority on the establishment of village regulation (Perdes) so as to prevent a migration of under 15 children for work and create a system which can prevent WFCL in both villages.
- SEMAK facilitated meetings between KPMMD, village chiefs and officials, religious and communal leaders in preparing such regulation.
- SEMAK engaged KPMMD in managing children's activities in learning centers (sanggar) established by SEMAK in Cinengah and Cibitung villages by inviting them to mobilize children and youth to participate in the activities of the centers. In addition, KPMMD's cadres were also involved as co-facilitators of children's activities in the learning centers in providing computer literacy (basic MS-office introduction), drawing and preparing children's bulletin.
- Campaign and information dissemination on prevention of WFCL, particularly child trafficking were implemented by KPMMD in Cinengah and Cibitung with ILO-IPEC support. The campaign included amongst others screening of a video on the prevention of child trafficking and its consequences (titled *Mimpi yang Terkoyak/Shredded Dream*).
- Vocational training was given for children who had dropped out of school. The training was organised in both Cinengah and Cibitung villages by KPMMD as part



of Community Action Plans developed earlier using RRA. This training was facilitated by local vocational training tutors. To provide such vocational training, KPMMD, assisted by SEMAK, in Cinengah and Cibitung villages proposed a mini program to the ILO-IPEC. KPMMD in Cinengah and Cibitung acted as implementers and responsible parties for such vocational training.

- In a meeting with the Regent of West Bandung district, SEMAK presented its activities in Rongga Sub District from 2009 to 2010, in preventing worst forms of child labour, particularly child trafficking. In the meeting, the Regent expressed his supports for all executing partners of ILO-IPEC in his region in preventing and eliminating WFCL and instructed the local executing work unit (SKPD) to support their activities.

Achieved outcomes:

- Establishment of KPMMD Cinengah through a decree of Cinengah Village Chief, No. 017/Kep/IV/DS/2010
- Establishment of KPMMD Cibitung through a decree of Cibitung Village Chief.



- KPMD is a committee established by a local community who concern with children's education in their communities. This committee involved the participation of community members, including women and youth. KPMD aimed at facilitating the development of a network, access to relevant programs (government and other programs and advocacy at the village, sub district and district levels.
- This committee was established through a decree of local village chief and therefore, this organization is officially recognized by both villages. The committee is therefore has access the village budget (ADD) every year so as to support its operation and organization.
- In 2010 KPMD Cinengah received financial support from the local government. Such local budget was used to cover its operations, coordination and development.
- Establishment of a local regulation in Cinengah under no. 4 of 2010 concerning child protection and prevention of WFCL in Cinengah.

- Establishment of a village regulation in Cibitung under no. 6 of 2009 concerning exit permit for work and entry permit.
- Both above mentioned regulations provide guidance for residents of Cinengah and Cibitung villages who are willing to work outside their villages. In addition, these regulations also govern age limit for those who are willing to work and efforts to prevent fraud or trafficking by mediators against residents of both villages.
- Residents in both villages are more aware of trafficking issues, involved in disseminating information and campaigning on prevention of WFCL, particularly child trafficking. Both villages are sending areas of migrant workers to other regions or countries.

Success factors:

- SEMAK's staff stayed in Cinengah and Cibitung villages for 15 months during the project, from June 2009 to September 2010. During the stay, the staff mapped strategic stakeholders who had an influence on the action program. Dissemination of information and campaigning on prevention of WFCL, particularly child trafficking, involved strategic stakeholders at village and sub district levels.
- During their stay, field workers managed to approach community and religious leaders, village officials, women, youth and child beneficiaries. These individuals were expected to assist SEMAK to better understand the village problems and to implement the action program in both villages.





- Mapping using the *Participatory Rural Appraisal* (PRA) method enabled the local community to make their own mapping of their issues, of stakeholders to be engaged and of *support*, and in mapping their potential as means to prevent WFCL. The mapping was held for three months.
- Establishment of KPMD as a formal community agency at the village level provides an opportunity for local residents in Cinengah and Cibitung to be directly involved in efforts to prevent and overcome WFCL in these villages.

- The KPMD in Cinengah and Cibitung are an open community organization and therefore, a turnover may occur among members of this organization. It is necessary to ensure that local people are interested to join this organization.

Recommendations for program replication:

- KPMD in Cinengah and Cibitung are role models of community members' participation in preventing child trafficking and child labour in Sub



This committee also provides a venue for local cadres to meet and discuss issues pertaining to child labour and education in Cinengah and Cibitung.



District of Rongga. This model should be used as a reference for local administration in West Bandung District in preventing child trafficking and child labour in other sub districts in the district.

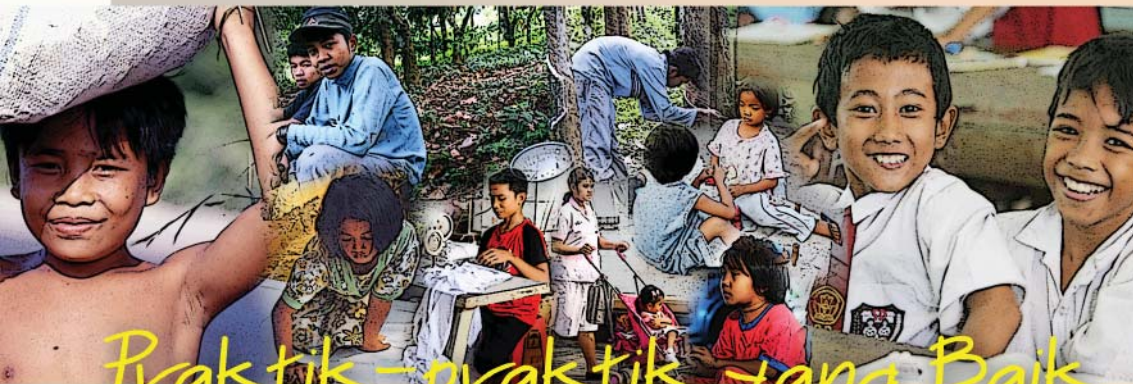
Encountered challenges

- The establishment of KPMD in Cinengah and Cibitung indicates local residents' participation in preventing child trafficking and child labour in the regions. It is necessary to improve its capacity in preparing programs, networking, campaigning, advocating and in decision making in Cinengah and Cibitung villages after SEMAK and ILO-IPEC's support programs were completed.

- Local administration in West Bandung district is required to improve the capacity of KPMD's members due to their varied education background and experiences.
- It is necessary to advocate the local administration in West Bandung District to allocate budget to support activities of KPMD.



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*International Programme on
the Elimination of Child Labour (IPEC)*

Funding for this publication was provided by the United States Department of Labor. This does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products or organizations imply endorsement by the United States Government.