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# CHILDREN BELONG IN SCHOOL

A self-learning guide for junior high school teachers committed to keeping children in school and out of child labour



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# Foreword

**The** Government of Indonesia (GoI) has invested 20 per cent of its national budget since 2006 to improve education services, with the aim of providing nine years of free and compulsory education for all children by 2015. Despite remarkable progress, a 2009 Sakernas Child Labour Survey found that an estimated 1.5 million children between the ages of 7 and 14 years were not enrolled in school and about 1.7 million children aged 5 to 17 were working as child labourers.

Poverty is the primary reason that children get involved in child labour, which reduces the benefits of an education (either because child labourers tend to drop out of school or because they are too tired to study) and harms their future prospects in the job market. Consequently, child labour acts as a major contributor to the intergenerational reproduction of poverty.

Teachers have a critical role to play in fighting child labour. They can ensure that the classroom is an inclusive environment where children vulnerable to child labour can make the most of educational opportunities offered to them. Teachers can also take an active role in identifying children who are particularly vulnerable to child labour, ensuring its prevention and overseeing the rehabilitation services offered to children who become involved in child labour.

This self-learning guide for teachers has been developed and piloted in 385 schools across six Indonesian provinces since 2008. It aims to support and complement GoI initiatives to improve the quality of education for all children and to increase access to basic education services for children who live in remote areas and are especially vulnerable to child labour.

Providing all children with equal access to education, regardless of their social and cultural backgrounds, is in line with the official Indonesian national motto “*Bhinneka Tunggal Ika*” (Unity in Diversity)<sup>1</sup>. It is hoped that this self-learning guide will help teachers to foster the values espoused by “*Bhinneka Tunggal Ika*” in the classroom, and ensure that children vulnerable to child labour will have access to quality education, in line with the goals of the GoI’s Education For All programme.

Jakarta, September 29, 2011



**Peter van Rooij**

Director  
Office for Indonesia and Timor Leste  
International Labour Organization

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<sup>1</sup> *Bhinneka Tunggal Ika* (Unity in Diversity) is the official national motto of Indonesia which guides to prioritise the integration of diverse groups and individuals under one flag. Under this motto, social and cultural backgrounds are not negated but valued and integrated within one nation.

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# Introduction

**In many** parts of Indonesia, children are working as agricultural, domestic and factory workers, as well as in offices, restaurants and other workplaces that put their welfare and safety at risk. According to the Central Bureau of Statistics (BPS), more than 4 million Indonesian children of junior secondary school age (13-15 years old) are already in the labour force.

Indonesia has made some important strides in improving education under the Education for All (EFA) programme, but some important challenges remain. The Ministry of National Education's (MoNE) new five-year plan aims to increase the programme's outreach and improve the quality of education in remote areas.

In line with the five-year plan, MoNE and the ILO Education and Skills Training for Youth Employment in Indonesia (EAST) project, funded by the Embassy of the Kingdom of the Netherlands in Jakarta, have designed this guide for junior high school teachers and tutors to support efforts to better integrate vulnerable children in the classroom.

First drafted by Agustina Hendriati, Asti Wulandari, Didik Suryadi, Dede Sudono, Agapitus Haridhanu and Snezhi Bedalli in 2008, the guide was approved for pilot testing by MoNE. An earlier version of the guide was piloted for one year (September 2008-September 2009) by about 2,000 teachers and education practitioners in 58 districts across six Indonesian provinces. These teachers were primarily working in one-roof school, open junior high schools (*SMP, Sekolah Menengah Pertama*) and Islamic schools (*madrasah*).<sup>2</sup>

A selected group of teachers and tutors who participated in the pilot has provided feedback on the guide's contents. This current version incorporates

**Definition:**

*For the purpose of this guide, the term "vulnerable children" is used for describing (a) children at risk of dropping out of school; (b) children who have dropped out of school; (c) children at risk of child labour; and (d) children already involved in child labour.*

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<sup>2</sup>See definitions on pg. 4.

their comments and suggestions and was finalized by Patrick Daru, Od Busakorn Suriyasarn and Dyah Larasati. Some new content has also been added to update the guide, while its structure has been modified to make it more user-friendly. Rachel Riviera edited the English version and Aulia Lukitasari provided the Indonesian translation. Proofreading was ensured by Dyah Larasati and Christian Wachsmuth.

### Objectives

*The objectives of this guide are:*

- **To enable teachers, tutors and education practitioners to better understand child labour and the special education needs of vulnerable children.**
- **To effectively provide education services responsive to the needs of vulnerable children.**
- **To support teachers and schools in their efforts to keep children in school and out of child labour at least until they have completed junior high school and reached the age of 15, the minimum age for employment.<sup>3</sup>**

The primary target users of this guide are teachers and tutors in junior high schools, one-roof schools, open junior high schools and tutors of equivalency education (*"Paket B"*)<sup>4</sup>. However, it should be noted that other education stakeholders also play an important role in ensuring that vulnerable children benefit from education, as explained below:

**Tabel 1: Education Stakeholders and their roles in keeping children in school**

Education Stakeholders	Main role in keeping children in school and out of labour
School Principal	School principals are in a strategic position to keep vulnerable children in school by <ol style="list-style-type: none"> <li>(a) planning and leading the school programme development;</li> <li>(b) managing and raising the capacity of teachers and staff;</li> <li>(c) accepting new students who may have been involved in child labour;</li> <li>(d) building good relationships with surrounding communities and service providers; and</li> <li>(e) mainstreaming inclusiveness in monitoring, evaluation, reporting and follow-up of the school programme.</li> </ol>

<sup>3</sup> Indonesia has ratified the ILO Convention on Minimum Age for Admission to Employment, 1973 (No.138) by Act No. 20 of 1999 that declares the minimum age for admission to employment is 15 years in Indonesia.

<sup>4</sup> See definitions on pg. 4.

Education Stakeholders	Main role in keeping children in school and out of labour
School Inspector /Superintendent	<p>Part of the main roles of the superintendent of a school/education unit is to monitor</p> <ul style="list-style-type: none"> <li>(a) the implementation of education quality standards;</li> <li>(b) the admission of new students;</li> <li>(c) the learning process and outcomes;</li> <li>(d) the implementation of the national exam;</li> <li>(e) teacher and school staff meetings;</li> <li>(f) the school's relationship with the community; and</li> <li>(g) the school's progress and development programmes.<sup>5</sup></li> </ul> <p>The school superintendent also has the authority to verify the performance of teachers and to define and conduct capacity-building programmes for teachers. This authority implies that the school superintendent has the autonomy to determine strategies within his or her supervisory roles. By exercising this authority, the school superintendent can play an important role in supporting efforts to keep at-risk children in school.</p>
Local Education Office	<p>Some of the roles of the local Education Office are:</p> <ol style="list-style-type: none"> <li>1. To develop technical policies related to the educational programme as well as to the function of public services related to education;</li> <li>2. To manage general administration of education at the provincial or local level, including serving as an educational secretariat, administering provincial/district educational programmes, educational financing and educational organization;</li> <li>3. To provide feedback to a supervisor (for example, the governor or the Head of District (Bupati)) regarding educational strategies and challenges.</li> </ol> <p>The role of the local Education Office (especially at the policy level and for budget/financing issues) is critical in ensuring educational programmes serve all school children and meet the standards of the Education for All programme and its nine-year compulsory education framework.</p>
School Committees	<p>A School/Madrasah Committee is an independent institution that provides guidance for improving the quality of education services and participates in supervising the school programme<sup>6</sup>.</p> <p>School committees together with school personnel (school principals, teachers and staff) can be actively involved in monitoring the school program, as well as in identifying and mobilizing support for vulnerable children at risk of dropping out of school.</p>

<sup>5</sup>The Ministry of National Education Decree No. 118 of 1996 concerning Functional Supervisory Positions and Credit Values, along with the Ministry of National Education Decree No. 03420/O/1996 and Head of the Administration of State Personnel Decree No. 38 of 1996 concerning the Implementation of the Functional Regulation Guidance and the Ministry of Education and Culture Decree No. 020/U/1998 concerning Technical Implementation Instructions on the Functional Duties of School Supervisors and their Credit Scores.

<sup>6</sup>Act No. 20 of 2003 concerning the National Education System

Education Stakeholders	Main role in keeping children in school and out of labour
PGRI and other teachers' trade unions	<p>The teachers' union is in a unique position to take part in ensuring that children remain in school, especially related to:</p> <ul style="list-style-type: none"> <li>● Maintaining a good network and relationships with similar educational unions/institutions;</li> <li>● Ensuring effective social and functional supervision of the education system (from the national to the local level).</li> </ul> <p>Keeping children in school requires teachers, principals and other staff to have the necessary knowledge and skills to create an active, child-centred and participatory learning experience for all children.</p> <p>The teachers' union can ensure the improvement of teachers' awareness of (a) the importance of education for all children regardless of their background and (b) the rights and responsibilities of teachers as educational practitioners.</p>

### Definitions

**One-roof schools** are elementary schools that provide classes for secondary school children, when no secondary school is located in the area.

**Open junior high schools** are formal education institutions linked to a junior school with flexible timing and/or self-learning facilities.

**Islamic schools, or Madrasah**, are public schools (under the management of the Ministry of Religious Affairs) with a curriculum that includes Islam religion courses.

**Equivalency Education** is provided in Community Learning Centres, with several "Packages" (Paket A, B, C) leading to an equivalency diploma.

This guide is a self-learning tool. Users can read through the contents of the guide at their own pace – individually or in small groups. Users are advised to read through the entire guide to understand the concepts and approaches for taking effective action. An attached CD-Rom includes exercises from another ILO manual (*Rights, Responsibilities and Representation – or the 3Rs manual*) and other sources .

As this guide will be used across a wide geographical area ranging from Aceh to Papua, the contents of the guide may need to be adjusted to adapt to local conditions. The core contents is appropriate for most localities in Indonesia, but users should bear in mind that making the learning sessions relevant to diverse communities may require using different terms and examples to make the material more accessible and understandable.

While key information and tools are included in this guide, users should view it as a *starting point* and actively seek instructional guidance from additional sources on the Internet or elsewhere. Suggested additional resources are offered throughout the guide.

This guide consists of five chapters. Chapter 1 "*What is child labour?*" provides an introduction to the concept of child labour and the lives of child labourers in Indonesia. Chapter 2 "*What are the impacts of child labour on education?*" examines the overall impact of child labour on a child's life and on her/his participation in the education process. Chapter 3 "*What is an inclusive learning environment?*" explains the concept of inclusive education, in relation to child labour. Chapter 4 "*How to implement an inclusive learning environment?*" provides step-by-step guidance on how to implement an inclusive learning environment. Chapter 5 "*How to contribute to the Child Labour Monitoring System?*" explains the role teachers can play in identifying, withdrawing and rehabilitating child labourers.

<sup>7</sup> See Annex 5 for Table of Contents of enclosed CD-Rom.

# What is Child Labour?

## 1.1 Defining and understanding Child Labour

**AS A TEACHER**, you must be informed about the legal ramifications and the reality of child labourers' lives. It is important to be aware of the life circumstances of your students, especially if they are child labourers, to help you understand their capacity to participate in the learning process. In some cases, it may be difficult to determine whether a child is merely helping out her/his parents by contributing to the household income, or if the child is doing work that would be classified as 'child labour'. This section will help you to understand the distinction.

### Objective

*The chapter aims to increase your understanding about children who are involved in child labour or at risk of it.*

## 1.2 Who are Child Labourers?

Consider the following two cases:

### Case 1: Surbakti<sup>8</sup>

*"It's difficult to find work in my village. If I could find another job, I would have left my job at the Jermal (fishing platform). Since last year, I have been waiting for someone to replace me so that I can go ashore. The foreman is very tough. He kicks and slaps us when we make mistakes. My job is very tiring and dangerous. My brother Poltak and my cousin Luhut died at sea several years ago when there was a heavy storm.*

*(...) Poltak was lifting the nets. Luhut warned him not to do that because the storm was dangerous, but Poltak refused to listen. A roller hit him and he fell into the sea. Luhut jumped in the water to help Poltak, but he, too, was sucked away by the waves. In half a minute both were gone. (...) We all cried. The foreman cried, too. We didn't know what to do because everything happened so fast."*

—Surbakti, 12 years

From the brief story above, what do you know about Surbakti? You are probably guessing that Surbakti is a 'child labourer' because he is only 12 and is working on a fishing platform in the sea. But do you know the details of the life of a child working on a fishing platform and the working conditions of that job? The following table gives a summary of the lives of children like Surbakti who work on fishing platforms.

**Table 2: Working Conditions at fishing platforms**

Working Conditions	Work on and off 12 to 13 hours a day from 04.00 am to midnight; Work in isolation at sea for 3 to 4 months at a stretch without a day off.
Tasks	Lift fishing nets with a simple lifting equipment every two hours and return the nets to the sea Sort fish, then boil, salt, dry and store the fish in container storage
Work Hazards & Risks	Falling into the sea and drowning due to fatigue or bad weather conditions. Injuries from working with heavy equipment or the catch, e.g. being bitten by sea snakes or poisonous fish.
Consequences	Long separation from family that may result in behavioural problems, including drinking, drug addiction and mental illness; Physical abuses and sexual harassment from adult co-workers; Health and hygiene problems from poor living and working conditions, lack of clean water, and severe weather conditions; Shortened study time after school due to work schedule.

<sup>8</sup> This story is not based on an actual event, but on a review of risks that children are exposed to on fishing platforms.

## Case 2: Sari

*"I work five days a week selling gado-gado at an eatery owned by my neighbour. I serve food to customers and wash dishes. I go to school in the morning and work three hours every afternoon, except on Saturdays and Sundays when I do homework and meet my friends. Working is good because I am able to earn money for my own schooling."*

**—Sari, 14 tahun**

These two children are both working but under very different conditions. The time they spend working is different, and so are the hazards they are exposed to. Can you decide which child is a child labourer? Under which conditions is the work acceptable and which is not? The next section provides the answers.

## 1.3 What is 'child labour' and what is not?

**WORK** is not always bad for children. If the work is light and does not harm their health and development, it can be healthy for children and can be good for character building. But if the type of work is inappropriate or excessive, it can seriously harm the child's health and development. This is when work for a child becomes unacceptable. To decide what work is 'acceptable' *child work* and what is 'unacceptable' and 'harmful' *child labour*, here are some guidelines based on the Indonesian Manpower Act No. 13 of 2003.

**Table 3: Child Work vs. Child Labour**

Child Work "Acceptable"	Child Labour "Unacceptable and Harmful"
<ul style="list-style-type: none"> <li>● Light work for children above 13 years of age (maximum 15 hours/week);</li> <li>● Not harmful to a child's health and development;</li> <li>● Contributing or at least not obstructing schooling / vocational training;</li> <li>● Not hazardous in nature.</li> </ul>	<ul style="list-style-type: none"> <li>● Regular work exceeding 40 hours/week for a child aged 15-17, or 15 hours/week for a child under 15;</li> <li>● Causing physical or mental harm;</li> <li>● Hinders education and mental and/or physical development;</li> <li>● Hazardous occupations.<sup>9</sup></li> </ul>

### Child Labour in Indonesia

- At least 4 million children aged 5-17 are put to work in Indonesia.
- 1.7 million children are in child labour.

Based on the yardsticks above, we can determine which of the two children is in harmful 'child labour' and which is in an acceptable form of 'child work':

**Case 1: Surbakti** is a clear-cut case of a **child labourer** because he:

- Is under the minimum age for employment admission (15 years old).
- Works very long hours, 90 hours per week, and more than double the normal working hours for adults.
- Is doing heavy and dangerous work that puts his health and life at risk (i.e., it falls under the Worst Forms of Child Labour category, or WFCL).
- Does not have access to schooling.
- Is deprived of a normal childhood, having no time to play and to socialise with children of his own age.
- Faces possible abuses at work.

**Case 2: Sari** is *not a child labourer* but is engaged in acceptable '**child work**' because:

- Although Sari is 14 years old which is under the minimum age for employment admission, her 15 hours/week of work is still considered 'light work' and within the maximum limit allowed by the Manpower Act No. 13 of 2003 for children aged 13-14 years.

<sup>9</sup> 13 sectors of Worst Forms of Child Labour (WFCL) in Indonesia have been recognized by the Government of Indonesia through Act No. 1 of 2000.



- Work in an eatery is not considered hazardous, provided she is neither using cutting instruments that can harm her, nor is she exposed to excessive heat or fumes that can affect her health.
- Sari attends school and has a social life with friends.

As you come across more working children, you will run into many whose situations are not clear-cut cases of child labour. There are many questions that you need to have answered before you can determine with more confidence whether a child is working under unacceptable and harmful conditions.

Oftentimes, children who work with their parents have work patterns that are flexible, making it difficult to draw a clear line between 'child work' and 'child labour'. Although the own family is, in most cases, the best protection a child can have, working with one's family is not a sufficient cause for ruling out child labour.

To sum it up, it is useful to measure the child's working situation against the following key parameters:

- **Age** – Even work that is considered 'light work' for adults or young adults can be harmful to young children (under the age of 13).
- **Type of work** – Is it age appropriate or hazardous work? Does it involve criminal activity, such as commercial sexual exploitation, forced labour or involvement in armed conflict?
- **Conditions of work** – Are working hours and/or work activities age-appropriate for the child?
- **Access to education and play** – Does the child's work interfere with or prevent the child from going to school?
- **Effects on the child's health, safety, freedom and development** – The work is unacceptable if the effects of work are negative on any or all of these.

The Child Labour Matrix below can help you determine whether or not a child is engaged in child labour. It reflects international and Indonesian legal standards. As you can see, children under the age of 12 should not even be involved in light work for up to 15 hours per week which is allowed for children aged 12-14. Children aged 15-17 are allowed to work up to 40 hours per week. But if the work is hazardous or is considered to be one of the Worst Forms of Child Labour (WFCL), it is prohibited for all children.

**Table 4: Child Labour Matrix**

Age Group	Forms of Work		
	Non-hazardous work (both formal and informal)		Worst Forms of Child Labour (WFCL) (see Table 5)
	Light Work: up to 15 hours/week	Regular Work: 15-40 hours/week	
5-12 years			
13-14 years	OK		
15-17 years	OK	OK	

The dark red areas represent the children in 'child labour' while the light areas marked "OK" represent children engaged in acceptable 'child work'.

## 1.4 Worst Forms of Child Labour (WFCL)

**THE ILO CONVENTION** ILO No. 182<sup>10</sup> defines Worst Forms of Child Labour as work that is especially harmful to children's health, safety and development, and should be eliminated as a matter of priority. Any work that falls in the WFCL category is prohibited for all children under the age of 18. Most countries, including Indonesia, have laws prohibiting the involvement of children in WFCL.

**Table 5: Worst Forms of Child Labour (WFCL) – prohibited for all children under the age of 18 years**

Situations of WFCL as specified in the ILO Convention No. 182	Hazardous Work as defined in Indonesian Law (Act No. 1 of 2000)
<p>(a) “all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;</p> <p>b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;</p> <p>c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;</p> <p>d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.” (Hazardous work is specified in Indonesian law as per the next column.)</p>	<ul style="list-style-type: none"> <li>● Children in prostitution</li> <li>● Children working in mines</li> <li>● Children working as pearl divers</li> <li>● Children working in construction</li> <li>● Children working on fishing platforms</li> <li>● Children working as trash scavengers</li> <li>● Children involved in production and activities involving explosives</li> <li>● Children working on the street</li> <li>● Children in domestic work</li> <li>● Children working in home-based industries</li> <li>● Children working on plantations</li> <li>● Children working in logging, wood/timber processing and transportation</li> <li>● Children working in any industry and type of activity involving hazardous chemical substances</li> </ul>

<sup>10</sup>ILO Convention No. 182 on Worst Forms of Child Labour was adopted in 1999 and has been ratified by 174 countries (as of July 2011). As one of the first countries Indonesia ratified it in 2000.



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JAKARTA

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## 1.5 Additional information on child labour

**HERE ARE** some examples of child labour situations:

- **Children work as pearl divers** in the deep sea such as Aru Sea and Maluku Sea. Child divers are given very simple equipment such as wooden goggles, making it a very dangerous job even for adults. Divers can die from being deprived of oxygen while underwater. While diving, divers may encounter poisonous jellyfish, sharks and sea snakes. Many become ill from pneumonia and develop long-term respiratory problems.
- **Long working hours and hazardous working conditions:** Many children involved in domestic work have very long working hours and no days off. Child domestic workers often work from dawn until midnight with little or no rest. Many Indonesian children work in small industries such as factories that have day and night shifts. Some children may work night shifts (which is prohibited by law). For example, children working in a factory making mosquito-repellent coils often work from 4 pm until midnight, and sometimes even until the morning. In these circumstances, children suffer physical and mental fatigue, which hampers their health and development. It also reduces their alertness and coping mechanism when faced with an occupational accident.
- **Physical and psychological impact:** Child scavengers work in very unhygienic conditions that can cause serious skin, respiratory and digestive problems. Child porters who work on construction sites or plantations often have to carry heavy loads, which can cause long-term back problems and stunted physical growth. A survey in 2004<sup>11</sup> found that there are around 700,000 child domestic workers in Indonesia, of which 43.6 per cent suffered from developmental and emotional problems such as excessive fear and sadness, lack of self confidence (being reluctant to speak), etc.
- **Slavery or labour as debt collateral:** Sometimes a child may be forced into marriage by the parents while the child is underage and/or the marriage turns out to be a front for child trafficking into forced labour or sexual exploitation. All these practices are illegal and punishable by law.
- **Specific vulnerability of girls as targets of sexual harassment and abuse, and of boys subjected to hazardous work:** While all child labourers are vulnerable, girls in particular are highly susceptible to sexual abuse and exploitation. Female domestic workers commonly face sexual harassment and rape by their employers. Girls working in restaurants, factories or on

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<sup>11</sup> ILO-IPEC, Bunga-bunga di atas Padas: fenomena pekerja rumah tangga anak di Indonesia, 2004 (pg.46-50)

plantations also often face sexual harassment, abuse and exploitation by their supervisors. The consequences of sexual abuse may include sexually transmitted diseases, such as HIV and AIDS, unwanted pregnancies, unsafe abortions and psychological damage. Boys are found to be more prone to be exploited for hazardous work. A recent ILO report found that globally “boys outnumber girls in hazardous work across all age groups. Over 60 per cent of children in hazardous work are boys, in both the 12-14 and 15-17 years age groups.”<sup>12</sup> The same report also describes a decline in the period between 2004 and 2008 among girls involved in hazardous work, while the share of boys did not change.

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<sup>12</sup> ILO, Children in hazardous work: What we know, what we need to do, 2011



# What are the impacts of child labour on education?

## 2.1 Child labour hinders education

**IT IS IMPORTANT** to understand the multiple impacts of child labour on education because:

- Children have equal rights to survive, grow and develop to their fullest potential. This means every child has the right to (a) access education; (b) enjoy time to play; and (c) be protected from all forms of violence, exploitation and from situations that put her/his health, safety and life at risk.
- Child labour prevents the child (either in or out of school) from benefitting from education and the lack of education perpetuates poverty across generations. For many child labourers working is part of a family survival strategy. While the economic reasons behind child labour are well understood, targeting the elimination of child labour as an entry point for poverty reduction and the development of social and education programmes, is a key strategy for breaking the vicious circle of poverty across generations.

### **Objective**

***The chapter aims to increase your understanding of the multiple impacts of child labour on education, in order to mitigate them and maximize children's learning potential.***

## 2.2 How do children learn?

**IF** the right conditions are provided, all children will be able to learn. All students, including children, learn better in an interactive and participatory environment. The best way to learn (with the highest chance of knowledge retention) is through action, i.e. learning by doing.

**Table 6: Learning methods<sup>13</sup>**

Approach	Method	Activities	Participation	Learning
<b>Teacher-centered</b>	Lectures	Listening	Low	<b>Passive</b>
	Demonstration through visual aids (e.g. pictures, films etc.)	Seeing and listening	Low	
	Questions & Answers	Answering and asking questions	Low to moderate depending on individual students	
	Brainstorming & Discussion	Sharing and exchanging ideas	Low in large group; moderate to high in small group	
	Analysis & Presentation (of case studies and/or problems)	Reading, analyzing, problem-solving, writing/drawing and reporting	High	
	Role play, Games & Exercises, Interviews	Using creative imagination, analytical and interpersonal skills	High to very high	
	Action-based Activities (e.g. on the job training)	Doing the real thing or applying knowledge and skills in real action	Very high	
<b>Learner-centered</b>				<b>Active</b>

<sup>13</sup>ILO Participatory Learning Methods in Empowerment for Children, Youth and Families: 3-R Trainers' Kit on Rights, Responsibilities and Representation, Book 1, User Guide, p. 7, Bangkok, 2006 (Originally adapted from: CRP TOT: Materials & Ideas about Training by Jay Wisecarver (Save the Children: Bangkok, June 2002); and A Trainer's Guide for Participatory Learning and Action, IIED Participatory Methodology Series by Pretty et al. (Sustainable Agriculture Programme and International Institute for Environment and Development: London, 1995).)



Each child is unique in character and in the way s/he absorbs and processes information. There are commonly three main types of learners:

**A. Visual learner** – Children with a visual learning style tend to:

- Learn more easily through visual aids such as pictures, charts, diagrams and videos;
- Benefit from the use of bright colours to mark important parts of information that help them to remember;
- Enjoy making visual learning materials such as drawings, paintings and diagrams to help increase their understanding, analysis and knowledge retention;
- Focus on body language and facial expression of the teachers. This helps them create mental images that facilitate understanding and retaining information.

**B. Auditory learner** – Children with this learning style tend to:

- Enjoy listening, speaking, discussing and sharing ideas;
- Learn better in a verbal environment through hearing and speaking, such as lectures, question-and-answer and brainstorming sessions, discussions, verbal presentations, analyzing or interpreting messages delivered as sounds and rhythms.

**C. Tactile-kinaesthetic learner** – Children with this learning style tend to:

- Be hyperactive or cannot sit still, e.g. you can identify them by their habit of moving or shaking their hands or legs while sitting in class;
- Benefit from learning activities that involve body movement and touching, such as dance, physical games, role plays, pantomime, drama, handicrafts and sports. (This does not necessarily mean that they cannot also do well in other less physically active subjects like physics or mathematics.)

Besides the three basic types of learners above, there are many more ways that children (and adults) gather information and process learning. Howard Gardner, a leading education specialist, demonstrated that an average person uses different learning skills simultaneously and that they can complement each other and help a person solve problems and develop skills.<sup>14</sup> Eight learning abilities are described in Table 7 below:

**Table 7: Gardner's multiple intelligences**

Intelligence modality	Examples of learning activities
<b>Spatial</b> (visual: seeing)	Drawing, painting, designing things Working with visual materials, such as photos, images, videos Making charts, diagrams, graphic presentations Working with puzzles

<sup>14</sup> See Smith, Mark K., Howard Gardner and multiple intelligences, the encyclopedia of informal education, 2002, <http://www.infed.org/thinkers/gardner.htm>

Intelligence modality	Examples of learning activities
<b>Linguistic</b> (verbal: dealing with words, written or spoken)	Listening to lectures or presentations Reading textbooks, magazine or newspaper articles, reports, etc. Brainstorming, discussions Taking notes, writing reports Telling stories Making oral presentations
<b>Logical-mathematical</b> (working with logic, abstract concepts, reasoning, numbers)	Making categories, finding patterns in details Analysis, making predictions based on data or facts gathered Solving logical problems, finding causal relations, investigation Performing mathematical calculations, using formulas Scientific experiments Making tests, assessments
<b>Bodily-kinaesthetic</b> (physical learning)	Physical exercises such as sports Making things with hands such as handicrafts, construction Physical games, role playing Performance arts such as dance, pantomime, acting Simulation or actual practice of skills, e.g. on-the-job training
<b>Musical</b> (auditory: sounds, rhythms, tones, music)	Singing Playing musical instruments Composing music, writing lyrics Learning languages, especially those that are tonal
<b>Interpersonal</b> (interaction with others)	Working or organizing activities in a group Study groups Conduct observations, interviews, surveys (esp. in a team) Games and role playing, such as charade, skits Advocacy or community mobilization type of work
<b>Intrapersonal</b> (individual learning)	Individual exercises, such as reading, library research Self-assessment exercises, such as completing a questionnaire Writing a personal diary, composing an essay
<b>Naturalistic</b> (learning in natural surroundings)	Field trips or outdoor exercises that involve nature Agricultural- or environmental-based exercises Exercises that involve people, animals, plants and natural biology, chemistry, geography

## 2.3. Multiple impacts of child labour on education

Working children tend to come from less privileged and marginalized groups in society. Poor children, street children, children of ethnic minorities, child migrants and children in domestic service or prostitution are often stigmatized because of where they come from, who they are and what they do. Many people, even those who work to help them, tend to expect less skills from working children because of their low social status and lack of education.

Many working children tend to have little or no formal education. Many may have poor literacy and academic skills and may not be accustomed to activities that children with some formal education are able to do, such as reading texts and maps. However, they can be very 'streetwise' and have other special skills. For instance, those who have been involved in the Worst Forms of Child Labour (WFCL) usually have excellent survival skills.

Teachers and tutors need to find creative methods to help these children express themselves and actively participate in the learning process. Children engaged in child labour, especially the worst forms, can also be difficult to reach because of their tough life and work situations. When involving them in activities, be aware of several challenges<sup>15</sup>:

- Child labourers often work long hours and may work around the clock, as is the case for many of those in domestic service. If they combine work with their family household duties (and sometimes schooling or other studies), they may have little time and energy to participate in anything else.
- Working children may have limited freedom, especially those living with their employers such as child domestic workers or apprentices. It can be hard to make contact with and involve these children. Even when you can reach them, they may find it hard to share their experiences and overcome the fear of their employers.
- Parents may also form obstacles to working children's involvement in education or training because they consider that these activities are a waste of valuable time and potential income.
- Working children may be illegal migrants or victims of trafficking and can live away from their families. Because of their illegal status, they are likely to live in constant fear of arrests by the authorities and may be suspicious and fearful of people they do not know. Also, they may not speak the local language.
- Some WFCL such as child prostitution, drug trafficking and forced labour involve activities that are illegal and considered shameful. This can make participatory (or any) action complicated or even dangerous. \

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<sup>15</sup> For more information on participation of children and child labourers see Regional Working Group on Child Labour (RWG-CL) Bangkok, Learning to Work Together: A Handbook for Managers on Facilitating Children's Participation in Actions to Address Child Labour, 2003; and ILO, Participatory Project Design & Monitoring Guidelines, Sections POM 4.1-A and 4.1-D, 2005.

- Children with difficult experiences related to WFCL and other types of abuses may have suffered psychological harm. Dealing with them will need extra care and attention.

Child labourers experience the negative effects of their work on their health, well-being, personality and sense of self-worth. Many of these impacts may last into their adulthood. Table 8 below details the possible characteristics of child labour and the necessary course adjustments you may want to consider to accommodate their needs and to reduce the negative impacts of their work experience on their education.

**Table 8: Potential impacts of child labour (on child labourers themselves)**

	Possible characteristics of child labourers	Possible adjustments to accommodate their characteristics
Physical	<ul style="list-style-type: none"> <li>• Poor health and possible injuries</li> <li>• Physical fatigue</li> <li>• Impaired growth</li> <li>• Possibly victims of physical and sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with local medical centres to have regular medical checks</li> <li>• Include sports, games and outings in educational programme</li> <li>• If resources are available, try to organize a meal a day or supplementary feeding during school time</li> </ul>
Cognitive / mental	<ul style="list-style-type: none"> <li>• Low creativity</li> <li>• Poor cognitive and analytical skills</li> <li>• Mental fatigue</li> <li>• Stunted cognitive development</li> <li>• Poor communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge the value of the skills the child has acquired through her/his working experience</li> <li>• Stimulate the children's creativity by providing a varied menu of teaching activities in order to offer learning options that better suit each child's unique learning needs</li> <li>• Allocate more time for group work and encourage peer support by children identified as active, friendly and attentive</li> <li>• Provide bridging course<sup>16</sup> before the children start school and provide materials and tutoring to develop communication and writing skills</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Social exclusion and lack of social skills</li> <li>• Social expectations of girls or boys to perform certain tasks</li> <li>• Exposure to anti-social activities, such as drugs, crime, age-inappropriate behaviours (e.g. drinking, sex, gambling)</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on developing life skills, including personal and social skills for the child to develop her/his teamwork skills</li> <li>• Organize awareness-raising sessions on gender equality and the equal rights of girls and boys to access education</li> <li>• Promote participation of children in activities not traditional to their gender</li> <li>• Encourage children's involvement in various social activities, such as extracurricular clubs, sports and community groups (e.g. to help communities clean the neighbourhood)</li> </ul>

<sup>16</sup> A bridging course is usually provided to children who had left school for a long time and return to school. The purpose of the course is to familiarize the children with academic subjects before they resume classes. A bridging course also provides tutoring to develop reading and writing skills to equip children with good study habits.

	Possible characteristics of child labourers	Possible adjustments to accommodate their characteristics
Emotional	<ul style="list-style-type: none"> <li>● Low self-confidence and self-esteem</li> <li>● Stress and depression</li> <li>● Sense of isolation and powerlessness</li> <li>● Adjustment problems linked to the school environment for children who have dropped out</li> <li>● Emotional instability that can lead to self-harm</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for children to get both group and individual counselling sessions between class hours with school counsellors or class teachers</li> <li>● Allocate more time for group work and encourage peer support</li> <li>● Use a variety of innovative and stimulating methods to keep up children's interest in school</li> <li>● Focus on learning activities that promote reflective thinking on their work experience and acknowledge the skills they have learned outside the classroom</li> <li>● Provide education classes that include realistic and accurate information about life issues</li> </ul>
Economic	<ul style="list-style-type: none"> <li>● Difficulties to pay for transport and school-related costs (expenses for books etc.)</li> <li>● Lack of supportive learning environment at home (e.g. lack of electricity)</li> <li>● Lack of time to do homework because of work schedule</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure learning materials are affordable for vulnerable children</li> <li>● Refer parents in need of support to the Office of Social Affairs</li> <li>● Provide additional time in school before or after class (remedial classes), if possible, to give children extra help with doing their homework</li> </ul>



# What is an inclusive learning environment?

## 3.1 Promoting inclusive learning

**AN INCLUSIVE** learning environment involves strategic planning and fostering institutional and individual support in the school and the community in order to ensure all children benefit from an education process that best fit their individual needs.

### Objective

*The chapter aims to explain the concept, definition and elements of an inclusive learning environment and to outline the benefits of inclusive learning in the classroom and in extracurricular activities.*

## 3.2 What is inclusive learning?

**TRADITIONAL** formal education assumes that students have more or less similar backgrounds and abilities, while inclusive education applies a flexible learning system that accommodates children with different backgrounds and abilities.

Different children have different learning styles. Even among children who share a similar background, there are slow learners and fast learners. There are also children with special need, for example, children with disabilities and children vulnerable to child labour.

Inclusive learning – as described in the side box – aims to make the most of the differences among these children.

**Definition:** *“Inclusive learning” is an educational approach that applies flexible learning systems and processes in order to take into account the specific needs and abilities of each student. An inclusive learning environment recognizes that:*

- *Each child is different (in terms of ability, ethnicity, language, gender, socio-economic background and health condition).*
- *All children can learn but each child learns in a different way.*
- *The learning systems and processes should be tailored to each child’s learning specificities and varied abilities.*
- *All children without exception must be accommodated in the learning process.*
- *Diversity should be celebrated as a source of enrichment and creativity.*



## 3.3 What are the essential elements of an inclusive learning environment?

**THE FUNDAMENTAL** basis of inclusive education is a **positive attitude towards diversity**. Differences are celebrated rather than used as a reason to exclude some children from the learning process. Inclusive learning can be applied in formal or non-formal education. In an inclusive learning environment, the entire community – school principal, teachers, support staff, students and parents – accepts and appreciates the diversity among children and all members do their part to support an inclusive education.

- **Supportive policies** – Both academic and administrative policies are essential in implementing an inclusive education. The first step in implementing inclusive learning is to make the strategic decision NOT to refuse any child who wants to join the school. School policies to promote capacity building and performance evaluation of teachers can also help promote inclusive learning in school. It is crucial to have in place a quality assurance system that gives incentives for inclusive education. On administrative matters, for example, the school should not have a policy to bar children who have not paid school fees from taking exams, as this type of policy excludes poor children. Likewise, no students should be expelled from school because they are living with HIV or disabilities. Schools and education stakeholders should strive to find ways to adjust the education strategies and methodologies to fit the children's needs and abilities in order to keep them in school – not as an act of charity, but because these children contribute to keeping the school a diverse and enjoyable place.
- **Flexible, diversity-friendly teaching** – Inclusive learning will not be possible if the school curriculum expects all students to be the same. The curriculum should be flexible in accommodating different levels of abilities as well as the socio-cultural diversity of children. All children, whatever their background may be, bring their own learning styles, strengths, uniqueness and prior knowledge to school. For teachers, it is important to respect and understand these differences. You also need to make sure that your learning plans are designed to take a child's prior experience and knowledge into account. You need to ensure these plans can be adjusted to accommodate each child's learning styles and to offer several activity options to maximize the child's potential.
- **Non-stigmatizing grading** – As much as possible, the evaluation of students' performance should (a) take into account each child's different learning style, (b) measure different competencies and (c) track the progress of each student's achievement over time rather than against her or his peers. Avoid excessive ranking in the class, but reward progress over time.

- **Community and student support** – Inclusive learning requires a community's active involvement in the learning process. Parental support is especially important. Support from community leaders is also often needed, for example in ensuring that facilities are made available for children and in supporting inclusiveness as a core Indonesian and religious value.
- **Student support** – The values and philosophy of inclusive education also need to be advocated among students in the school and in the classroom. For example, students who aren't child labourers need to be explained that it can be hurtful to make fun of classmates who are sometimes late because they have to wake up very early and go to work before coming to school in the morning. As a strategic component of inclusive learning, students must be encouraged to provide peer support to vulnerable children who experience difficulties in following the curriculum.

## 3.4 Benefits of inclusive learning

**THERE IS** strong evidence of the benefits of inclusive education, and especially the inclusion of children with disabilities. As noted by Judy Sebba<sup>17</sup>, “pupils with identified difficulties or disabilities appear to benefit educationally from schools developing inclusive education by making significant gains in reading, language, work (study) skills and living skills. Pupils who do not have identified difficulties or disabilities appear to attain as well or better and make the same or more progress in classrooms developing inclusive education as they do in traditional mainstream classes.”

**Table 9: Benefits of an inclusive learning environment**

Targets	Benefits
<b>For children</b>	<ul style="list-style-type: none"> <li>● Fun and stimulating learning environment that fosters self-confidence, creativity and personal fulfilment;</li> <li>● Positive socialization that promotes acceptance and appreciation for diversity</li> <li>● Sense of community and inclusiveness;</li> <li>● Diverse learning that is practical and can be applied in daily life;</li> </ul>
<b>For teachers</b>	<ul style="list-style-type: none"> <li>● Opportunity to gain new knowledge about how children learn and think and how to help them maximize their learning potential and develop positive behaviours;</li> <li>● Opportunity to share knowledge, creativity and skills with fellow teachers and educators in the teachers' task force and working group (MGMP);</li> <li>● Personal growth and creativity while developing new ways to teach that fulfil the diverse needs of students and take into account their multiple abilities;</li> </ul>
<b>For parents</b>	<ul style="list-style-type: none"> <li>● Involvement and partnership in ensuring quality education for children;</li> <li>● New knowledge and guidance on how to support children's learning at home;</li> <li>● Sharing with other parents and the community on how to solve child-related problems;</li> </ul>
<b>For community</b>	<ul style="list-style-type: none"> <li>● Close collaboration and active partnership with schools to ensure quality education services for children;</li> <li>● Pride and ownership in collective efforts to ensure quality education to increase all children's potential as active members and future leaders of their community.</li> </ul>

<sup>17</sup>Judy Sebba, What Works in Inclusive Education?, Barnado's, 1997

## 3.5 Inclusive learning environment in extracurricular activities, cross-curricular activities and School-Based Curriculum (SBC)

**AS PART** of the decentralisation process, Indonesian schools have a mandate to develop the most appropriate education system for the communities they serve. They are also encouraged to apply an inclusive education approach.

**School-Based Curriculum (SBC)** can easily be synchronized with an inclusive learning philosophy. Consider the following SBC principles<sup>18</sup>:

- Focus on the learning potential, development and needs and abilities of learners and their environment;
- Diverse, integrated, comprehensive and sustainable learning process;
- Responsiveness to the development of science, technology and arts;
- Relevance to learners' needs;
- Lifelong learning;
- Balance between global, national and local interests.

The first step in creating an inclusive learning environment as an essential element of the school-based curriculum is securing the firm commitment of the education office, the school principal, teachers, school committee members and the school inspector, all of whom have a responsibility to contribute to the creation of an inclusive learning environment.

**Cross-curricular activities** refer to learning activities that encompass more than one subject area or discipline. Sometimes these are called multi-disciplinary. They can also be seen as Competency Standard Education Unit Level (*Standar Kompetensi Kelulusan Level Pendidikan, SKL-LP*). Developing cross-curricular lessons can actually be effective in demonstrating the internal relevance of the curriculum, across subjects, and to establish professional contacts with other teachers also to ensure coherence in implementing an inclusive education framework. Here are some examples of cross-curricular activities that you can develop with your colleagues:

- Money management activity to teach students about the principles of economics (supply and demand), mathematics (accounting) and social studies (different types of products and services available in the market reflect the geographic specificities of the region).

### Strategies to develop inclusive learning in SBC

1. Promote inclusive education within and out of school;
2. Create a conducive environment for advocating the values of inclusive learning;
3. Maintain discipline;
4. Seek support and political will of school principal;
5. Develop appropriate learning/teaching resources;
6. Strengthen teachers' capacities;
7. Empower staff.

(Mulyasa, E., *School-based Curriculum: Concept, Characteristics and Implementation*, 2006)

<sup>18</sup> Mulyasa, E., *School-based Curriculum: Concept, Characteristics and Implementation*, 2006

- Teaching students about natural phenomena, such as floods, droughts or tsunamis in the context of natural science, geography and sociology/social studies.
- Lectures and discussions about child labour and child trafficking that address economic issues (e.g. “Why parents allow their child to become involved in child labour?”), sociology (e.g. “How to reach the tipping point beyond which child labour will not be acceptable?”) and civic lessons (e.g. “What are the grounds for making child labour illegal in Indonesia?”).

**Extra-curricular activities** complement the main curriculum and are usually conducted outside of the core learning timeline, for instance, after school, weekends or during school breaks. Extracurricular activities could involve or reinforce academic subjects. Carried out in a more flexible time and manner, extracurricular activities generally aim to equip children with practical knowledge and skills that are useful in life beyond school. They represent an opportunity to acknowledge the skills vulnerable children may have learnt outside school and to pilot an inclusive education approach to demonstrate impact before generalizing it in other parts of the education programme.

Below are some examples of inclusive extra-curricular activities:

- Participation in a drama club will stimulate children’s dramatic expression and provide an outlet for vulnerable children to express themselves in a creative way. Children can take part in planning the story line of the drama they want to play by writing scripts or directing their peers to play the roles in dramas they create themselves.
- Group sports encourage vulnerable children to learn about how to be a team member, how to strategize as part of a group; it can also be beneficial for improving the concentration span of children.





# How to implement an inclusive learning environment?

## 4.1 Guidelines for promoting inclusive learning

### Objective

*This chapter provides you with step-by-step guidance on how to implement an inclusive learning environment in your classroom – from designing and implementing a learning plan to monitoring and evaluating the effectiveness of your plan.*

## 4.2 Initial assessment and action plan

**THE FIRST** necessary and concrete step is to conduct an initial assessment of the student body to ensure the curriculum is meaningful, relevant and responsive to the needs of the children in your school. The initial assessment will establish children's profiles, including (a) their age, gender, ethnicity, geographical origin, (b) education and work status, (c) the economic situation at home, (d) the range of learning styles, and (e) learning goals (see format in Annex 1).

This assessment will allow you to identify any changes that need to be made in order for the curriculum to be inclusive, as exemplified in Table 10.

**Table 10: How to make your curriculum inclusive**

Scope	Purpose	Examples
The timing and pace of education sessions	<ul style="list-style-type: none"> <li>To better fit the learning pace of the child.</li> <li>To fit the learning patterns of the child.</li> </ul>	<ul style="list-style-type: none"> <li>You can create a "buddy system" that allows children who learn quicker to assist those who learn more slowly.</li> <li>Child labourers and drop-out children typically have a shorter attention span. Diversify your teaching methods to help them focus.</li> </ul>
The participation of children in the learning process	<p>To allow for children to create their own expectations that are realistic and achievable (based on their competence and skill levels)</p> <ul style="list-style-type: none"> <li>To allow for group work, debate and experience sharing.</li> <li>Participatory monitoring and evaluation of students' achievement and learning process to allow students to learn from their mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Establish individual and group goals for each subject together with the children to increase their ownership of the learning process.</li> <li>Present the semester ahead by requesting inputs and feedback on (a) how it should be organized and implemented and (b) what are the rules and responsibilities.</li> <li>Organize debates that allow students to build arguments for the positions they defend and increase understanding of the nature of democratic debate and decision-making.</li> <li>Set "buddy systems" up so that better performing children are empowered to take care and coach vulnerable ones.</li> <li>Empower the students to reflect on their progress and attitudes they need to improve. Allow students to provide feedback on the learning process and how it can be enhanced.</li> </ul>



Scope	Purpose	Examples
The curriculum	<ul style="list-style-type: none"> <li>● To better reflect the skills students have mastered and their prior knowledge or cultural background.</li> </ul>	<ul style="list-style-type: none"> <li>● Establish an inventory of the knowledge and skills students have acquired outside the class and identify where in the curriculum they can be used as a basis for reflection and critical thinking. Skills children have acquired through child labour should be acknowledged and valued.</li> </ul>
The class setting	<ul style="list-style-type: none"> <li>● To promote greater interaction among children and encourage participatory activities.</li> <li>● To allow for easy access and full participation for children with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>● As an alternative to the conventional classroom setting where children are lined up facing the teacher, you can set the chairs and tables of children in groups of four or five to foster a good atmosphere for group-based activities.</li> <li>● Children with visual impairment should sit closer to the board with enough lighting. Classroom settings should not be changed without explanations to visually impaired students. Paths around the tables and doorways should be large enough to allow children with wheelchairs to move around.</li> </ul>
The teaching methodologies	<ul style="list-style-type: none"> <li>● To integrate multiple teaching styles that reflect different learning patterns.</li> <li>● To give an opportunity for students to practice and apply knowledge or skills studied.</li> <li>● To create opportunities for every child to experience success – no matter how small – to build confidence and motivation.</li> <li>● To ensure that children with disabilities can understand the contents of the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● When preparing your lesson plan, include several different activities that you can easily use as alternatives during the lesson. You may want to have more than one exercise on the same topic to emphasize a specific point.</li> <li>● Include both in and out of classroom learning experiences.</li> <li>● Facilitate interaction and participation of outside resource persons in the learning process rather than positioning yourself as the only source of knowledge. Encourage questions and creative thinking (e.g. “what do you think?” or “what if...” should be recurrent questions).</li> <li>● Encourage forums where vulnerable children will feel confident to express themselves, from small to increasingly bigger groups.</li> <li>● Create with students a constructive reward system that encourages peer support and participation (e.g. student-of-the-week contests that reward winners with extra time to access computers).</li> <li>● Always double-check with vulnerable children whether the contents of a lesson is understood; if it is not understood, decide on practical measures to ensure the child does not lag behind.</li> </ul>

Scope	Purpose	Examples
The extra support the child may need	<ul style="list-style-type: none"> <li>● To encourage social and economic support from the District Social Office or other stakeholders and education support through peer support and/or coaching.</li> <li>● To refer vulnerable children who have been abused to a professional psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>● Check with your District Social Office if they offer a Conditional Cash Transfer programme (<i>Program Keluarga Harapan</i>) or other poverty reduction programmes that vulnerable children's families can access.</li> <li>● Contact the District Social Office to check on the availability of social workers in the area or contact local child protection NGOs if a professional psychologist is not available in the community.</li> </ul>

## 4.3 Managing an effective and inclusive learning environment

**AS A TEACHER**, you must be able to organize the classroom and ensure that students' behaviour is conducive to an effective learning environment. This effective learning environment and an inclusive environment are the two sides of the same coin and mutually reinforce each other.

**Look at the story in the box on the side** – Do you know any child like Achmad? Is Achmad a lazy student? Is it his fault that he is not learning anything at school? What do you think the problems are? What can be done to make Achmad want to come to school?

Perhaps Achmad is lazy, or perhaps there is something lacking in the learning environment. You might want to ask further, what makes Achmad feel lazy? Do you think Achmad's teacher was doing enough to strengthen his participation and motivation to learn?

From the story, it appears that the teacher may be partly responsible for not helping Achmad to feel motivated.

Achmad's lack of motivation seems to be partly due to the lack of inclusive learning, i.e Achmad's education needs are not taken into account in terms of (a) timing and pace, (b) relevance of the curriculum to his knowledge and background, (c) participation in the learning process, (d) learning style and (e) extra support.

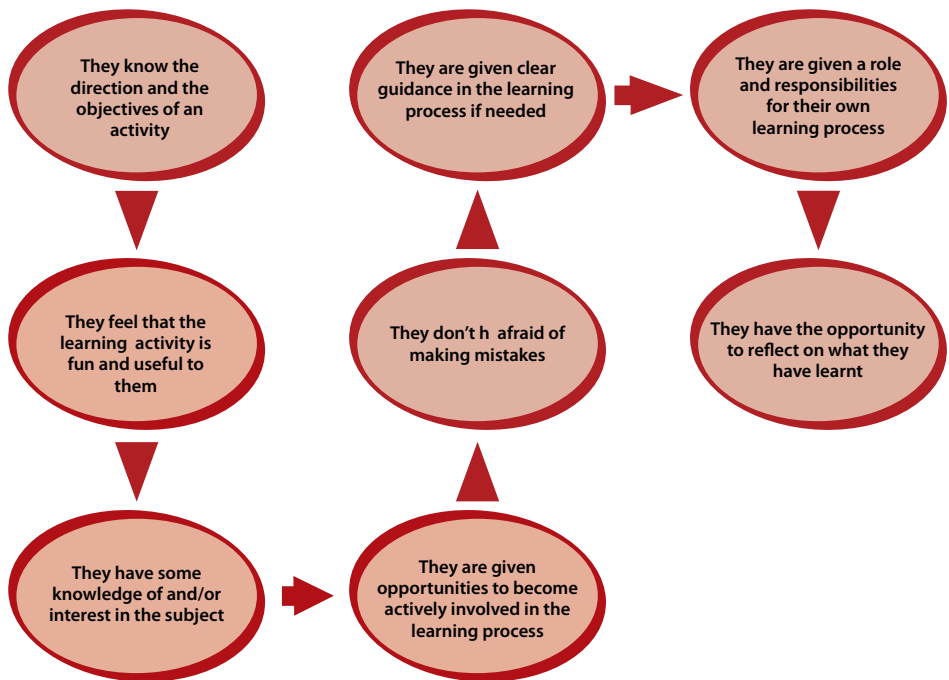
Every teacher faces a constant challenge: *"How to make students interested and motivated to learn?"* The challenge is doubled when a class is full of students with diverse backgrounds and different levels of abilities. But it is possible to motivate students in a diverse class. And when it is done effectively, the results are very rewarding!

If you ask yourself: *"What motivates a child?"*, you will probably come up with a list similar to the one below. In the right environment, children can be expected to be motivated because of the following reasons:

### **School is "a waste of time"**

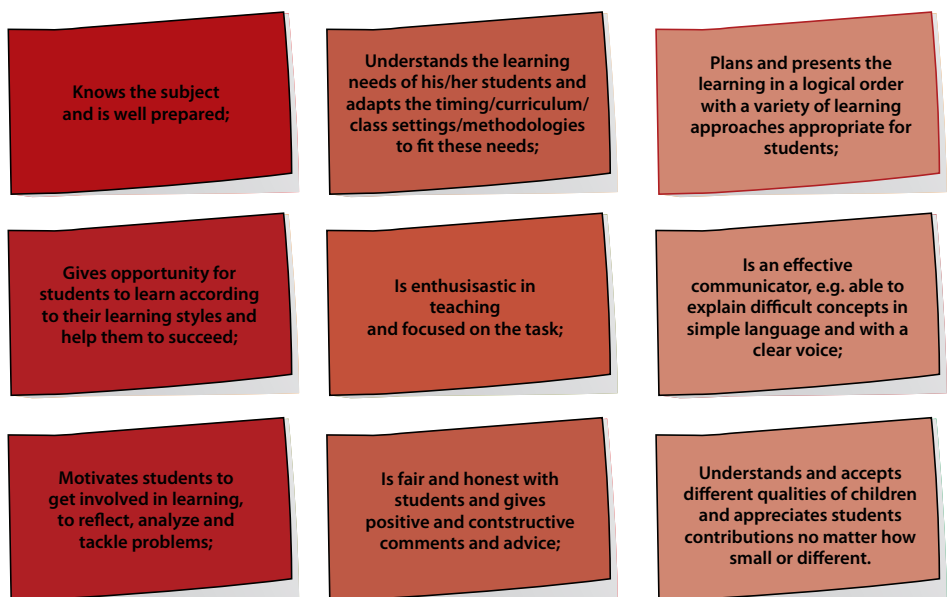
*Achmad is in the second year of junior high school. He works in a small shrimp processing factory in the morning and goes to school in the afternoon. Achmad knows that education is a good thing, but most afternoons he doesn't feel like going to school at all. Why? Because he often feels bored and useless! Achmad doesn't feel like he's learning anything. He can't understand most of what the teacher is teaching. He just copies whatever the teacher writes on the blackboard. Sometimes he wants to ask, but the teacher is often facing the blackboard and has his back to the class. Once he managed to ask a question, but the teacher scolded him for not paying attention and for missing classes. His friends laughed at him for being stupid. Now, Achmad does not dare to ask any more questions. Today is one of the many days that Achmad decides not to go to school. Achmad thinks to himself, "Why would I want to sit in class for hours if I'm not learning anything? It's just a waste of time...".*

**—Achmad, 15 years**



A motivated inclusive class in which students enjoy learning is often taught by an effective teacher. An effective teacher must know the subject content of the learning activity and must know how to teach. But apart from these basic requirements, what makes an effective teacher?

An effective teacher:



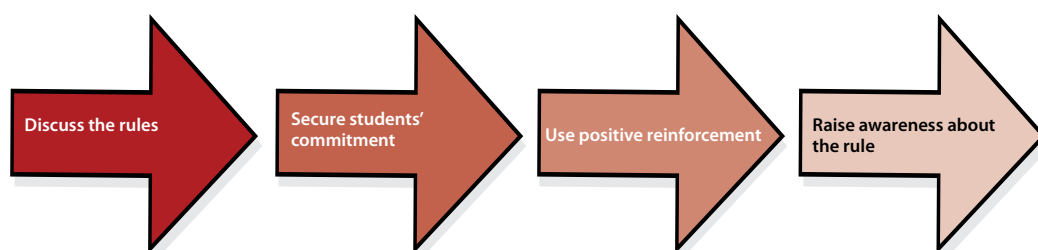
The methods that offer the most active and interactive ways for children to learn are those that focus on the students, not the teachers. While the teacher is very important as the person who facilitates the learning process and acts as a role model for the children, there is a difference between directing/facilitating through a one-way communication approach and a two-way communication exchange.

In the **child-centered learning approach**, communication is a two-way exchange. The teacher is *not the only person* with knowledge but you can also learn (from students). You facilitate and manage the process for and with the students. You serve as a resource, giving learning guidance with a variety of learning strategies and materials. You help create an atmosphere that supports, motivates and challenges students to participate fully in the learning activity in ways that best suit them. You are a role model and you teach by example, rather than by lecturing.

**Classroom management** plays a critical role in fostering an inclusive learning environment. It is the responsibility of everyone in the class, of teacher as well as students. Effective classroom management involves preventive measures that are best included in the preparation and planning of a learning activity or a programme. It anticipates problems and builds collective capacity to handle them as they arise.

A common way to create and sustain a positive and fair environment for learning and being together as a group is to create rules. However, rules are most effective when they are not created solely by the teacher but by everybody in the class.

Below are four main steps for establishing and implementing classroom rules:



First, **discuss with the class whether or not rules are necessary**: Invite opinions and feedback from students. If students agree that rules are necessary,

#### Classroom rules should:

- Be in line with the general school rules.
- Focus on regulating behaviours that are important.
- Contain only behaviours that are observable (e.g. being on time).
- Be brief, clear and easy to understand.
- Use positive statements (e.g. use "Be on time for class", instead of "Don't be late.")

#### Child-centred Learning

- The learning is interactive.
- Communication flows between teachers and children.
- Learning starts from what the child knows rather than what s/he does not know.
- The learning material is relevant to children.
- Children have opportunities to participate in the learning process in effective and meaningful ways.
- The learning activities engage children in sharing, developing, exchanging and expanding their ideas, knowledge and experience.
- Children take more responsibility for their own learning.

brainstorm for ideas; list suggested rules and ask the class to select the five to six most important ones.

Second, **secure students' commitment in enforcing the rules:** Generally, when students are involved in creating the rules, they are more likely to be committed to enforce them. However, it is still a good idea to ensure their commitment. This can be done orally (like declaring an oath together) or by signing a written statement affirming their commitment. The best way to ensure that students respect and follow classroom rules is through peer monitoring, i.e. students observe each other and remind each other if someone violates or is about to violate a rule.

Third, **use positive reinforcement to reward positive behaviour:** Set up a reward system to reward students who demonstrate exemplary behaviour in abiding by class rules. Rewarding should be fair and can be awarded as small gifts or in other ways agreed on by the class.

Fourth, **raise awareness about the rules:** Make sure all students are aware of the rules. When deciding about rules, inform students they need to be transparent so they will be shared with the school management and their parents. If the class agrees on sharing the rules, deliver a copy of these rules to the school headmaster and send it to the parents or guardians of each student. This encourages outside support in monitoring the class. Display the rules in strategic places in the classroom.

**Positive relationships and communication in the classroom** play an important role in academic achievement and student behaviour. Students naturally prefer a teacher who is warm, friendly and supportive. Students who feel loved by their teachers and friends tend to reach higher academic achievements and are more productive than those who don't. Positive relationships and communication can be built as follows.<sup>19</sup>

- A. Create a safe environment where children feel secure; physically and emotionally. Show respect to students and encourage mutual respect among the students.
- B. Use positive human relation skills to manage classroom atmosphere:
  - Be friendly, positive, listen to students and try to understand what they want or what problems they might have in learning.
  - Show open and friendly body language, keep eye contact with students and move around the classroom to establish rapport with students.
- C. Establish an open dialogue with students:
  - Hold a chat forum once a week. (This can be linked to civic education or ethics in which the class discusses issues and plans activities together.)

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<sup>19</sup>Paul R. Burden & David M. Byrd, *Methods for Effective Teaching*, Needham Heights, Allyn & Bacon, 1999

- Make time for personal discussions with individual students. (For example, talk about hobbies or other issues students might want to discuss.)
  - Always give students the opportunity to ask questions.
  - Encourage participation and exchange of ideas.
  - Respond to students' questions or comments seriously.
- D. Verbal communication:
- Use simple and clear language, rather than difficult words.
  - Speak clearly and loudly enough for all students to hear.
  - Be clear in spelling out expectations from students.
  - Be direct, not verbose, when trying to make a point.
  - Use examples and humor when explaining course material.
- E. Motivate students to learn by using verbal and non-verbal cues:
- Make conscious efforts to consistently provide positive comments.
  - Encourage children to use positive comments with one another.
  - Use positive and encouraging language and give encouraging smiles.
  - Give positive and constructive, rather than negative, comments. (For example, explain how students can do better, instead of criticizing what they are doing wrong.)
  - Point towards solving the problem rather than dwelling on the problem.
  - Reward positive behaviour, including minor successes.
- F. Act fairly and consistently. Don't play favourites with any particular students. Students who feel they are being treated fairly begin to build trust in the teacher.
- G. Be a good role model of whatever values you try to instil in your students.

## 4.4 Evaluating the inclusive learning environment

**PARTICIPATORY** evaluation is also needed to evaluate the learning progress of children to raise ownership of their achievements and commitment to improve further. The questions in a participatory evaluation resolve around three main areas (see Annex 3 for a template of participatory evaluation):

- What are the changes in the child's education and work status, economic situation at home, learning styles and learning goals over a given period?
- What progress has been made by the child towards her/his education goals in terms of new knowledge abilities or competences?
- What changes need to be made in the education system to refine its adaptation to the education needs of each child in terms of the timing and pace of education sessions, her/his participation in the learning process, the curriculum, the class setting, the teaching methodologies and the extra support the child may need?



# How to contribute to the Child Labour Monitoring System (CLMS)

## 5.1 Creating a school-based CLMS

**THE GOVERNMENT** of Indonesia (Gol) has ratified the ILO Convention on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (No.182), with the Act No. 1 of 2000. As a follow-up to this Act, the Gol has issued the Presidential Decree (Keppres) No. 12 of 2001 concerning the National Action Committee for the Elimination of the Worst Forms of Child Labour (WFCL) as an institution that has cross-sector membership with a special mandate to prevent and eliminate the worst forms of child labour in Indonesia, as detailed in the National Action Plan for the Elimination of WFCL.

In implementing the National Action Plan, the Action Committee needs support from various stakeholders at the provincial level and within districts and cities/

“Teachers hold one of the most important roles in the prevention of child labour.”

*ILO International Programme for the Elimination of Child Labour (IPEC)*

municipalities. With the Ministry of Home Affairs (MoHA) Decree No. 6 of 2009, Local Action Committees (LACs) have been created at the provincial and district levels to develop, coordinate and implement Provincial and District Action Plans for the Elimination of WFCL.

**School-based child labour monitoring** is an essential component of fighting child labour. Withdrawing children from child labour and keeping them in school requires the collaboration of teachers. In cooperation with relevant parties, the ILO has developed a child monitoring system in Indonesia, which has been tested and implemented in several districts and has been integrated within some District Action Plans for the Elimination of WFCL.

A **child labour monitoring system** helps teachers, government institutions and civil society workers to: (a) identify children in child labour, or children who are vulnerable to it; (b) assess their needs and provide an individualized package of services; (c) withdraw them from child labour and bring them back to school; and (d) monitor their progress.

#### **Objective**

*This chapter aims to provide a brief explanation of a school-based monitoring system, the roles of teachers in monitoring child labour at school and step-by-step actions that should be taken by teachers as part of the already existing Local Action Committees (LACs).*

## 5.2 What role can teachers play in the monitoring of child labour?

**TEACHERS** play a critical role in monitoring the education and work status of vulnerable children. Table 11 summarizes specific actions teachers and tutors can take to monitor a target group of vulnerable children at school.

**Table 11: Teachers' means to support child labour monitoring**

In relation to	Teachers can:
Vulnerable children	<ul style="list-style-type: none"> <li>● Re-register students;</li> <li>● Keep class attendance lists;</li> <li>● Keep a list of students who have dropped out of school;</li> <li>● Inquire regularly about the status of vulnerable children;</li> <li>● Interact with children to identify potential child labourers, e.g. children with low achievement and attendance rates;</li> <li>● Pay attention to students' attendance and their alertness and participation in the lessons;</li> <li>● Make notes of absences and keep a list of students who drop out of your class;</li> <li>● Make an "Under Observation" list of students who are often absent and sleepy or tired in class, and students who are at risk of dropping out;</li> <li>● Take follow-up action with students on your observation list by talking to them individually and to their classmates to learn more about their situation and determine whether they are child labourers or have special learning needs;</li> <li>● Review and improve your teaching approach and lesson plans to be more interactive and inclusive of all students;</li> <li>● Use more participatory teaching methods and materials and innovative ways to motivate students in learning;</li> <li>● Organise remedial classes for students who are lagging behind. The remedial classes should be responsive to students' specific learning needs. (This may be done together with other teachers);</li> <li>● Raise awareness of child labour issues and child rights among students by integrating these issues into appropriate subjects.</li> </ul>
Parents & Family	<ul style="list-style-type: none"> <li>● Make home visits to become acquainted with students' families in order to better understand the family situation of each child;</li> <li>● Help the parents/family appreciate the value of education and understand the negative impacts of child labour;</li> <li>● Provide counselling to parents and families to facilitate their understanding of the importance of establishing a supportive environment at home for their child's education;</li> <li>● Reach out to students' parents or guardians to follow up on the situation of students on the observation list.</li> </ul>

In relation to	Teachers can:
School principal and other teachers	<ul style="list-style-type: none"> <li>● Report on students' absences, especially of children in or at risk of child labour;</li> <li>● Share your findings with the school headmaster and other teachers in the school and consult with them on appropriate actions;</li> <li>● Work together with other teachers at the school to compile a database of child labour at the school;</li> <li>● Discuss child labour education issues at the teachers' and parent-teacher meetings;</li> <li>● Share child-labour teaching resources and materials with colleagues and discuss how you can work together to improve the education of the target children's group at your school;</li> <li>● Lobby school management and administrators to support the target children's group at your school.</li> </ul>
District Education and Manpower Office or Local Action Committee (if available)	<ul style="list-style-type: none"> <li>● Triangulate information about vulnerable children with information collected from the community and children's workplaces;</li> <li>● Participate in the provision of services to children and their families to contribute to the gradual withdrawal of children from child labour;</li> <li>● Cooperate and coordinate with LAC members on the integration of former child workers in education and the community;</li> <li>● If the committee is not available, encourage the school to coordinate and cooperate with the District Education Office and District Manpower Office<sup>20</sup>.</li> </ul>
Community at large	<ul style="list-style-type: none"> <li>● Network with partners who work closely with vulnerable children (NGOs, child protection agency workers, labour inspectors, youth groups, etc.) and share information and resources with them;</li> <li>● Support awareness-raising campaigns on child labour, child rights and the importance of education and vocational training for children and youth;</li> <li>● Help create a Village Education Committee that will support educational activities and help monitor the participation of your target children;</li> <li>● Work with partners to coordinate a campaign to eradicate the Worst Forms of Child Labour (WFCL) in the community and work with the community to find solutions;</li> <li>● Mobilise community support to return child workers to school;</li> <li>● Coordinate with partners on child labour education campaigns in the community;</li> <li>● Disseminate information on child labour problems and child labour education to the wider public through media and local parliament and government offices;</li> <li>● Advocate for local ordinances and programmes to support sustainable child labour education (e.g. children below a certain age must be in school, free school lunches and work-study programmes with employers).</li> </ul>

<sup>20</sup> Within the Government of Indonesia, child labour issues are the responsibility of the Ministry of Manpower and Transmigration under the Directorate of Labour Norms Inspections of Woman and Children. Therefore, it is also important to regularly update District Manpower Offices on the child labour situation in the district.

Of course, you as a teacher can do more than just monitoring child labour. Above all, you can help the targeted children by improving the quality of learning in your classroom. By offering high-quality learning opportunities which are relevant to the children's lives, you can motivate children to take part in the learning activities actively and to stay in school.

Apart from children's parents and their family members, you as a teachers have the closest daily contact with them. This gives you the great opportunity to positively influence the education and development of your students, including child labourers and children who are at risk of becoming involved in child labour.



# Conclusion: Children belong in school!

**The** current generation of Indonesian young adults is the most educated that has ever been. However, as the world becomes increasingly complex, demand for higher quality education is on the rise; thus, the need to keep children in school longer has never been so pressing. Children who have dropped out at the junior high school level seriously jeopardize their chances of having future decent work and of contributing to their families, communities and, ultimately, their country's development.

This self-learning guide for junior high school teachers was designed to provide relevant frameworks and methodological approaches that will help to keep vulnerable children in school. This practical guide is, however, simply a tool; in order for it to have a large impact, it requires the strong personal commitment of the teachers to provide quality education for all and their day-to-day dedication to ensure that the concepts of inclusive learning and the aspiration to eliminate child labour become reality.

Inclusive education also requires a supportive framework, where parents, school principals, school inspectors, local education offices, and the community as a whole have a role to play. It is hoped that further dissemination of this manual will lead to a closer review of the impact of inclusive education in the Indonesian context and to its consideration in policy decisions at the national, provincial and district levels. It is also hoped that with this manual, teachers will be able to play an active role in the activities of the Local Action Committees for the Elimination of the Worst Forms of Child Labour (WFCL) that are being established across the country.

Ultimately, the manual should play a role in making Indonesia a country free from child labour, where children are able to benefit from a relevant and enjoyable education in line with their individual learning needs.





# ANNEXES



## Annex 1: Initial Assessment – Student Profile Template<sup>21</sup>

Student Profile		
Name : .....	Educational History : .....	
Date of Birth : .....	Name of previous school : .....	
Age : .....	Grade of previous school : .....	
Gender : .....	Grade enrolled : .....	
Ethnicity : .....	Assessment date : .....	
Source of information		
<i>(Identify sources of information and assessments to be conducted. Check box and note date when a source has been reviewed or a new assessment completed)</i>		
<input type="checkbox"/> Review of current and previous report cards <input type="checkbox"/> Consultation with parents <input type="checkbox"/> Consultation with previous teachers <input type="checkbox"/> Classroom observation checklist <input type="checkbox"/> Educational assessment (e.g. pre-tests related to particular curriculum expectation)	<input type="checkbox"/> Interest and/or learning style inventory <input type="checkbox"/> Work samples, assignments, projects <input type="checkbox"/> Portfolios <input type="checkbox"/> Teacher-student conferences <input type="checkbox"/> Peer and self-assessments <input type="checkbox"/> Other (specify)	
Findings from Interviews and Observation Sources – Strengths and Areas of Need		
<i>Current achievement levels, learning skills/work habits and readiness to learn</i>	<i>Learning styles/preferences and needs, interests, social/emotional strengths and needs</i>	<i>Other relevant information</i>
Assessment and Instruction		
<i>Consideration for Instructional Strategies</i>	<i>Considerations for Assessments</i>	<i>Available Resources and Support</i>

<sup>21</sup> Adapted from [http://www.ontariodirectors.ca/L4All/L4A\\_en\\_downloads/LearningforAll%20K-12%20draft%20J.pdf](http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf).

# Annex 2: Action Plan - Class Profile Template<sup>22</sup>

Teacher \_\_\_\_\_ Grade/Course: \_\_\_\_\_ Date started: \_\_\_\_\_

Student	Learning Profile*	Strengths/Areas of Need (achievement/readiness, interests, learning needs, social/emotional strengths and needs)	Instructional strategies & resources; assessment tools; accommodation	Evidence of Improvement in Learning	Adjustment in Instruction/ other interventions, if needed	Available supports and resources	Other relevant information

\*The learning profile may include learning style, type of intelligence/s (learning preference), as well as preferences of traits related to socio-economic or cultural background

**Learning styles:** **A** – Auditory; **V** – Visual; **K** – Kinesthetic; **T** – Tactile (Dunn & Dunn, 2000)

**Learning preferences:** **VL** – Verbal/Linguistic; **LM** – Logical/Mathematical; **VS** – Visual/Spatial; **BK** – Bodily/Kinesthetic; **MR** – Musical/Rhythmic; **N** – Naturalist; **I** – Interpersonal; **In** – Intrapersonal (Gardner, 1999)

<sup>22</sup> Adapted from [http://www.ontariodirectors.ca/L4AII/L4A\\_en\\_downloads/LearningforAll%20K-12%20draft%20J.pdf](http://www.ontariodirectors.ca/L4AII/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf).

## Annex 3: Template to Evaluate the Effectiveness of the Inclusive Learning Environment

### Participatory Evaluation Form

Teacher's Name : \_\_\_\_\_

Date : \_\_\_\_\_

School Name : \_\_\_\_\_

No. of children in the classroom : \_\_\_\_\_

No. of adults in the classroom : \_\_\_\_\_

The purpose of this evaluation is to give you a better idea of the effectiveness of your classroom and its impact on your students. The questions in this participatory evaluation resolve around three main groups:

1. What has changed in the child's age, education and work status, economic situation at home, learning style and learning goals?
2. What progress has the child made towards her/his education goals in terms of new knowledge abilities or competences?
3. What changes need to be made in the education system to refine its adaptation to the education needs of the child in terms of the timing and pace of education sessions, her/his participation in the learning process, the curriculum, the class setting, the teaching methodologies and the extra support the child may need?

Listed below are a few questions to guide you in your evaluations. The questions can be adapted, as necessary, to fit the individual needs of each student.

1. How do you like your learning process now that adjustments have been made to the classroom setting and the learning approach (incl. group work, discussions, individual and group presentations, etc.)?

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2. How do you feel about the learning situation at the school, compared to your work situation?

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3. What kind of changes do you think you have made in terms of competence and acquiring knowledge and skills?

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4. In your opinion, what kind of adaptation/adjustment is needed to improve the learning situation in the classroom and in your own home?

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5. How do you like the interaction with your teachers now as compared to interactions previously?

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.....  
.....

6. How do you like the interaction with your peers now, as compared to your experiences previously?

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.....  
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7. What is/are your overall impression/s about your classroom now and the learning methodology and materials that are being used?

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.....  
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8. What do you recommend to improve the teaching and learning process (classroom setting, learning materials, etc.)

.....  
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.....  
.....

## Annex 4: Sample Child Labour Monitoring Action Plan

No	Project/ Initiative & Aim	Activities	Responsible Actors	Time frame	Outputs/Target Success indicators/	Follow-up action
1	<p><b>Child Labour Database</b></p> <p><b>Aim:</b> To have clear data on Child Labour in (a school or school district)</p>	<ul style="list-style-type: none"> <li>Form Child Labour database/monitoring team</li> <li>Identify children in or at risk of Child Labour, e.g. children frequently absent from school, children (under 18) not in school</li> <li>Collect information on the target group of children (use participatory CL monitoring tools by IPEC)</li> <li>Compile Child Labour data by sex, age and type of work (if applicable)</li> <li>Produce a summary report of the database</li> </ul>	<ul style="list-style-type: none"> <li>Teachers (lead actor)</li> <li>Community (volunteers)</li> <li>Youth leaders</li> <li>Mosque/ Church</li> </ul>	3 months	<ul style="list-style-type: none"> <li>Child Labour database</li> <li>Summary report of Child Labour data</li> </ul>	<ul style="list-style-type: none"> <li>List of school attendance with notes on frequently absent children</li> <li>Biweekly meetings with Child Labour Monitoring team</li> </ul>
2	<p><b>Village Education Committees</b></p>	<ul style="list-style-type: none"> <li>Home visits with parents of child labourers to identify potential active agents of CCL education</li> <li>Consultation with youth leaders, village leaders or religious leaders on the idea of setting up a Village Education Committee (VEC)</li> <li>Introduction of the idea of VEC at the village meeting</li> <li>Formation of a VEC with (8-10) key members: 50 per cent men and 50 per cent women</li> </ul>				
3	<p><b>Child Labour Education Campaign</b></p>					
4	<p><b>Get Child Workers Back to School</b></p>					
....						

### Notes:

- Time-frame reference: short-term (1-6 months); medium-term (6-12 months); long-term (12 months or more)
- Under each project/initiative, activities should be logical and coherent and contribute to the immediate goal of that project/initiative. Each activity must be assigned to specific actors or group of actors, the time frame and target/outputs, as well as the indicators of success, should also be clearly defined.

## Annex 5: Table of Contents of enclosed CD-Rom

Topics	Sub-topic	Remark
I. Exercise for understanding Child Labour better	A.1. Who is a Child Labourer? A.2. Teaching Preparation Checklist B. How much do you know about domestic Child Workers? C. Casual Survey of Child Labour	
II. Student-centered learning activities	<b>2.1. Academic Learning Activities</b>	
	2.1.1. Motion, Energy and Force	
	2.1.2. What I want and What I need	
	2.1.3. Let's trade with the world!	
	2.1.4. Wow, the population is Dense!	
	2.1.5. I love bingo!	
	2.1.6. How much do I know about the law?	
	2.1.7. Count your chance!	
	2.2.7. Making change around us	
	<b>2.2. Life skills Activities</b>	
	2.2.1. Looking for a Friend	See exercise 5.3.1 of the 3Rs Trainer Kit
	2.2.2. Fact or Opinion	Exercise 3.1.2 of the 3Rs Trainer Kit
	2.2.3. I keep tract of my finance?	Exercise 9.1.2 of the 3Rs Trainer Kit
	2.2.4. Migration Snake and Ladder Game	Exercise 9.3.1 of the 3Rs Trainer Kit
2.2.5. I have Rights	Exercise 2.2.1 of the 3Rs Trainer Kit	
2.2.6. Who is that Child?	Exercise 4.4.1. of the 3Rs Trainer Kit	
2.2.7. Making change around us	Unit 1.2. of the 3Rs Trainer Kit	
	<b>2.3. Games and Energizer</b>	

This guide for teachers details what child labour is and the explains the impacts of child labour on education. It also provides guidance on how to implement an inclusive learning environment and how to participate in a Child Labour Monitoring and Referral System. In addition to the printed text, the attached CD-Rom includes Student-centered Learning Activities (Academics and Life-Skills Activities) and the 3Rs-Kit (Rights, Responsibilities and Representation).