



**ASSESSMENT OF TAMAN POSYANDU
SUKABUMI WONOSOBO PROBOLINGGO BONE**



2008

Assesment of Taman Posyandu: Sukabumi Wonosobo Probolinggo Bone
@ 2008 Indonesian Child Welfare Foundation

Counsultant:

- Irwanto
- Ernanti Wahyurini

Researcher:

- Winarti Sukaesih
- Hamid Patilima
- Yuyun Sri Heryani
- Susan Siregar
- Setiadi Agus Anggrahito
- Anto Ikayadi
- Munifah Bahfen
- Tiara Astari Tarihoran
- Nunuk Adiarni
- Wikan Mardi Astuti
- Wiwin Winarni
- Rohayati
- Endang Pudjiwati
- Etty Karim

Abstract

In 2006 UNICEF Indonesia has developed a holistic Early Childhood Development (ECD) model in some districts, particularly in rural and poor areas in Indonesia. This model is developed by adding educational, psychosocial services for children and some guidance for parents, to Posyandu which so far provide health service, nutrition and immunization for pregnant mothers and for children aged 0 – 6 years. This model is called “Taman Posyandu (TP)” although in some regions using different name. UNICEF intended to pilot this model by assisting management and providing funds which later on can be developed and supported by national and local government.

In the preparation stage of TP program, some activities have been carried out, such as socialization and advocacy to district, sub-district and village government, socialization on activity stages, strengthening posyandu (assessing and improving posyandu strata, submission of proposal, determining location base on criteria, training of midwives, recruitment and training for Cadres, internship, distribution of block grant for indoor and outdoor educational toys and for micro finance to sustain TP program. UNICEF also provides program officer who prepares and guards the process and gives guidance during the pilot project.

The pilot project will be ended by the end of 2008. Before this project ends, UNICEF think it is necessary to conduct a research or an assessment of quality service of TP program, its appropriateness and the feasibility to be replicated. The objective of this assessment is to assess some aspects of TP program, namely the appropriateness of the service, quality of service, participation and affordability, and local capacity and sustainability of TP model.

This assessment uses qualitative approach to understand the situation and the progress of piloted TP in some villages in districts: Sukabumi, West Java; Wonosobo, Central Java; Probolinggo, East Java; and Bone, South Sulawesi. In this assessment, some respondents or informants are interviewed, namely District Planning and Development Board (BAPPEDA), District Parliament, District Education Office, Head of village, Midwife, TP manager and Cadres, Elementary School teacher and Parents. Interview to relevant sectors at center level, namely Ministry of National Education (MoNE) and UNICEF Indonesia and its program officer in every district is also conducted.

Data collecting activity is conducted through Focused Group Discussions (FGD) at the district level participated by stakeholders in PAUD field, observation of the process in TP and study on policy documents and other secondary data.

In this assessment, there are numbers of findings and conclusions in each studied aspect. In appropriateness aspect of developed program, TP program in most of

research villages, with depth variables, it is suitable with local environment and culture such as using local language in teaching despite Indonesian language, using traditional song and game, field visit activity to give exposure on surrounding environment, manual book materials that has been understood by most of Cadres. Besides that the holistic activity of this TP program is suitable with the needs of children and parents. Even so, Cadres still have some difficulties in practicing some materials of module. TP program appropriateness has not been touching child survival issue in the areas. The impact of TP program for parents, although it seems positive, it still needs further assessment to really know the effectiveness of the impact.

Quality aspect of TP program services, not all of provided services has good quality. Not all TP has toilet facility. The appropriateness of room for study and play, the ratio between the size of the room and numbers of children is not ideal yet. The availability of indoor and outdoor educational facility although have been used, but no rules and mechanism of utilization and maintenance, so that it can be used optimally.

Quality aspect of Cadres, not all training material is mastered by Cadres. Cadres still do not get the additional training that needed. Although it is lack of creativity, Cadres are able to carry on TP's service in the normal manner. Social motivation, personal commitment and volunteerism of Cadres color the service performance. Initiative to adjust training module is emerging but only in some TPs. Supervision of TP's management has been done, but not as standard. Management of TPs, even it is so simple, but it is based on a clear organizational chart, a transparent financial management and its report mechanism, availability of administration book, even not completely filled.

In community participation and program affordability aspect, most of indicators point out positive trend. Appreciation of family and community to the benefit of TP manifests in the participation of children at TP and the acknowledgment to the positive impact on child's grow and development particularly in intelligence, positive socials interaction and school readiness. Not many complaints from parents on tuition fee and other contribution to help TP activity, since it is decided by community through discussion process and the amount is not big.

Sense of belongings and support from village and community to TP is quite high since most of buildings used for TP activity belongs to the village. Other supports at community level, although it is not in all TP locations, are fundraising activities with many variations. Advocacy and communication forum of parents at TP, although conducted informally and not active, is able to raise parents' awareness to enroll their children in TP. Village Government Funds (Alokasi Dana Desa = ADD) to support operational cost of TP is available in most TP although the amount is limited and not as expected by the Management of TP.

In the aspect of sustainability and Scaling-up program, all the assessed regions has set the plan of scaling up or replication of TP program. Several regions even have replicated TP program and it becomes priority program supported by DPRD. Only that there is no guarantee the fund provided is adequate compare to the real needs and the plan of each region. The plan of scaling up TP program is varied from region to region. Some regions show ambitious number to be reached in 2015. The impression we get is TP or PAUD program is considered important enough and useful, but District Government seems needing some technical inputs so that the plan is more realistic. In general, Technical capacity and management improvement of TP program (capacity building), is part of UNICEF and local government collaboration, for example in the establishment of District supervisor team and in conducting coordination meetings and monitoring of TP activity.

From relevance, effectiveness, efficiency, impact and sustainability aspects, TP program has additional value or reliability. TP program is considered relevant with the need of child, policy and development targets in a broad sense. TP program is also well prepared and its realization runs as planned and meets its goals. Resources used are also appropriate to the needs. TP program is also relatively efficient in terms of cost saving. Although it is too early to be assessed, the impact of TP program has shown positive impact on children and parents. While sustainability of TP program is potentially able to anticipate sustainability and in fact has moving toward sustainability.

Weaknesses that are found in TP program are generally more casuistic. But, if it is not responded well, it will open the opportunity which can influence program sustainability as a whole. Numbers of weaknesses or notes that need to be paid attention is related to limited capacity of Cadres which has not been developed optimally, incentive for Cadres which is small and unscheduled. Management has also some difficulties in taking care of inventory, developing activity and raising funds from community. The realization of commitment of District government needs to be proven, because as a patron, District government also needs to pay attention to other programs other than TP, such as other Similar PAUD Unit program.

From facility aspect, we still found the conditions where TP facilities are not child friendly, for example the location of TP which is too close to the road and parking lots, bad condition and unsafe outdoor facilities for children, overcrowded rooms, lacking of toilet and other inadequate facilities, lack of story books for children and reference book for Cadres. Activity for parents which not developed yet, makes the effectiveness of this program cannot be measured yet.

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Chapter I

Introduction

1.1. Background

Every child has the right for integrated service for Early Childhood Development (EDP) which covers health, nutrition, psychosocial and early stimulation in order to sustain his/her developmental growth. However, based on the Statistics from the Ministry of National Education 2005, out of 28.166.000 children, only 27.79 % receive ECD service.

Service agents providing ECD service is *Bina Keluarga Balita* which caters for 2.830.557 children (10,07%), Elementary School Grade 1 for 2.641.262 children (9,39%), and Kindergarten 1.870.848 children (6,65%), and Preschools, Playgroups, Nursery, integrated in community health care post (Posyandu) for the remaining amount.

ECD Program is generally developed based on several reasons. Firstly, learning is a lifelong process, therefore early education is a part of the lifelong process itself¹. While some parents provide the early education at home, in some community especially the destitute community, the parents are not able to allocate the time. Therefore, the early education facilities supported by community or government have been considered an alternative. Secondly, countries which run the ECD Program has gained the benefits among others: preparing the children for school readiness, even ECD is considered essential to reduce the drop-up rate in Elementary levels². Besides, ECD Program has given opportunity for the government and community to contribute in the prevention of children malnutrition, diseases and mortality rate. Thirdly, more evidence shows that ECD Program applied in poor community results in high return of investment. Less fortunate children with limited affective, cognitive and physical development will tend to become the burden of the community. They will suffer from poverty as they are lack of adequate education as well as skills. In addition to that, they will have to suffer from nutrition, health and attitude problems which will bring about bad impact in the community. ECD intervention in USA, for example, plays the biggest role in poverty reduction, improving the quality of human resources and financially create a big amount of saving for such investment as in every US \$ 1.00 will turn US \$ 3³ in return.

The reason for the ECD Program Development is the big number of pre-school-aged children in Indonesia (over than 28 million) and most have poor access to

¹ Lynch, R.G. (2004). *Exceptional return: Economic, fiscal, and social benefits of investment in early childhood development*. Washington, DC: Economic Policy Institute.

² Lynch, R.G. (2004). *Exceptional return: Economic, fiscal, and social benefits of investment in early childhood development*. Washington, DC: Economic Policy Institute.

³ Lynch, R.G. (2004). *Exceptional return: Economic, fiscal, and social benefits of investment in early childhood development*. Washington, DC: Economic Policy Institute.

health and educational services. Moreover, in the former development program, Posyandu has been considered the most essential mechanism to enhance the nutrition improvement and toddler and baby mortality rate⁴.

In order to improve the service and coverage of ECD, especially for those less fortunate in the remote areas, UNICEF which supports the Ministry of National Education in collaboration with Provincial and District Government since 2006 has tried out ECD center (called “Taman Posyandu”) in 12 districts, in 8 provinces.

The implementation of Taman Posyandu is aimed at reaching out the pre school children from all levels of community especially the less fortunate, including those in remote or slump areas.

To find out the development of the Taman Posyandu, the Indonesian Child Welfare Foundation has conducted research in Sukabumi district, West Java and Wonosobo district, Central Java; Probolinggo district, East Java; and Bone (South Sulawesi).

1.2. Research Issues

Based on the empirical study in many countries, it shows that a child educated in a ECD program will somehow gain benefit such as nutritional supplement, illness monitoring, and many research shows a child joining ECD has lower school-drop-out rate in Primary Levels and is more ready to undergo learning process.

As one of ECD services, Taman Posyandu becomes the basic needs which have to be provided by the government and community in fulfilling the needs for the children growth. Somehow, about 72.21% preschool children has not been catered for the ECD services. This is due to the lack of ECD facilities, trained resources and budget support from the National Budget and Regional Budget.

Aside from that, the participation from the parents and community toward ECD services have not been quite adequate, as many believe that ECD is the responsibility of parents. The fact is many parent do not have the knowledge nor the skills required to care and educate children, especially regarding health, nutrition, psychosocial and early education in sustaining the children’s growth.

⁴ GOI-UNICEF Cooperation Framework, proposal on *Comprehensive Early Childhood Development and Early Learning in support of Families and Communities in poor and rural areas of Indonesia*, Jakarta August, 2007.

⁵ The allocated budget for Early Childhood Education Program is less than 1 % of total expenditure for educational sector. The Allocated budget for Primary and Secondary Education is 80 % of the total budget, in contrast to that the allocated budget for Early Childhood Education is only 0,45% or 0,05% from the Gross National Bruto.

The stakeholders in children sector have not been able to play their maximal roles in implementing and coordinating their responsibilities in providing services to the early childhood education. With the existence of the Taman Posyandu, it is expected that all the stakeholders take their roles in providing integrated, scheduled, and coordinated services to cater for the children at their maximum.

ECD services provide the children with health, nutrition, psychosocial and early education services in sustaining their growth. According to Prof. Anna Alisjahbana, (Ministry of National Education, 2002:93), “Taman Posyandu is some kind of a playgroup which is related to the activities conducted in Posyandu”. On the condition that the Taman Posyandu is organized by the complete Posyandu which run 5 programs and have at least 5 active cadres and operate in regular basis. The objective of Posyandu is to provide counseling for children of 2-6 years old through stimulated learning in order to help their growth so that they are ready to enter the next stage of development (UNICEF, 2007).

1.3. Research questions

Based on the above mentioned issues, the research questions are as followed :

1. How effective is Taman Posyandu has been upon his duty to provide ECD services?
2. How efficient has Taman Posyandu been in provding ECD services?
3. What is the impact of Taman Posyandu towards the ECD services?
4. How is the sustainability of Taman Posyandu in providing ECD services?

1.4. Objective

To assess the quality of services provided in UNICEF supported ECD centers and the capacity of Indonesian government to expand and sustain the ECD model.

The specific objective is to assess the following aspects of UNICEF supported ECD programs:

1. Appropriateness of ECD centers and services in local context
2. Quality of services provided in ECD centers
3. Community participation and affordability of the services
4. District’s capacity of scaling up and sustaining the ECD model.

1.5. Scope of the Research

The scope of the research is:

1. The achievement of Taman Posyandu in providing services, especially in terms of:
 - a. Relevance
 - b. Effectiveness
 - c. Efficiency
 - d. Impact
 - e. Sustainability

2. The focus of the research :
 - a. Appropriateness of supported service
 - b. Quality of services provided
 - c. The community participation and affordability of Taman Posyandu
 - d. Local capacity and sustainability of Taman Posyandu model

3. In order to have a comprehensive overview on the operation of Taman Posyandu focusing on the data collection and information from :
 - a. Management
 - b. Cadres
 - c. Midwives
 - d. Village government
 - e. Parents
 - f. Elementary 1 teacher
 - g. BAPPEDA
 - h. District Education Office
 - i. Women Empowerment and Family Planning Body
 - j. District Health Office
 - k. ECD Teacher Association (HIMPAUDI)
 - l. House of Regional Legislative (DPRD)
 - m. UNICEF representative
 - n. Ministry of National Education Representative

Chapter II

Library Research

2.1. Policy on *Early Childhood Development* - ECD

Education for All movement established in World Convention in 1990 in Jomitten, Thailand; Salamanca Statement in 1991; and Dakar declaration in World Education Forum in 2000 has been the framework to repond to the basic learning needs for the society which highlight that the education should cater all levels of society regardless ethnic groups, religion, or children potentials.

According Prof. Dr. Kartadinata Sunaryo, M.Ed, Professor from Universitas Pendidikan Indonesia, Bandung, *Education for All* movement rather than political and humanity movement is more phylosophical foundation for education. (Ministry of National Education, 2003:77). This movement emphasizes on the inclusive education accesible to all levels of society and the educational service become a continuum which provide opportunity to society to fully participate as the members. This implies that population target of ECD service covers all children including the less fortunate and the children with special need.

Education for all in Indonesia a cited in the National Constitution of republic Indonesia Article 28 C item(1) which says “Everyone has the rights to develop through fulfilling his/her basic needs, has the rights for education, and has the rights to receive benefits from science and technology, art and culture, and for the social welfare.

The constitution mandates in No.20 in 2003 on National Education System. In article 1 number 14, early childhood education is defined by “... the education started since zero to six years through providing stimulus to help the children’s growth and mental as well as physical development so that the children are prepared for higher eduaction. This definition refers to children education to optimize the children’s mental and physical development”. The constitution of National Education System requires the integrated services for health, nutrition, and pychosocial.

To implement Article 28, Constitution No 20 Year 2003, the government through Department of National Education has formed Strategic Plan of Department of National Education 2005-2009.

The content of strategic plan for ECD Program is aimed at all children (0-6 years), either boys and girls have the rights to grow and develop their potentials accordingly to their level of development and age. Early Childhood Education is prepatory learning prior to the Primary education. Specifically, this program is aimed at increasing the access and quality of education through formal schooling

such as Kindergaten, Playgroups (Raudhatul Athfal) or nonformal such as Day-care Center, Nursery, or other similar institution, and informal schooling such as home schooling or those carried out by the society.

2.1.1. Ministry of Health

The policy from the Ministry of Health for ECD is to improve health and nutrition through nutrition problems prevention and solution such as (BAPPENAS, 2006: 118):

1. Continous program planning, conducting, monitoring and program between the central and regional government.
2. Comprehensive approach prioritizing health prevention and improvement effort supported by medication and rehabilitation.
3. Continous coordination accross instances and social organization in regional/city level.
4. Partnership building between government, business, and community in many layers of administrative government.
5. Community empowerment and public health in decision making process.

Ministry of Health applies main strategy such as (BAPPENAS, 2006:118) such as:

1. Revitalizing the Taman Posyandu and rejuvenating community as well as family participation in monitoring, identifying, and overcoming the children growth disorders especially under two years old.
2. Improving the skills of human resources together with its network in Public Health Centers in terms of malnutrition and other nutrition problem, lactation management and nutrition counselling.
3. Overcoming nutrition problems in high risk groups as well as emergency situation through micro substance, infant supplement /MP-ASI, supplement food and special diet.
4. Creating nutrition aware family through advocacy, socialization, and balance diet.
5. Optimizing (SKD-KLB) malnutrition, and Food and Nutrition Awareness system/ *Sistem Kewaspadaan Pangan dan Gizi (SKPG)* to improve nutrition improvement management program.
6. Developing evidence-based nutrition intervention model.
7. Bulding accross sector collaboration and partnership between community and busines sector in mobilizing human resources to provide food in family level, buying power improvement and family nutrition education pattern improvement.

2.1.2. Ministry of National Education

Policy from Ministry of National Education on ECD include: (BAPPENAS, 2006:119):

1. Access extensification and distribution for Early Education Services access through community empowerment and less-fortunate children consideration.
2. Quality improvement and Program relevance by providing affordable and accessible early childhood education.
3. Administration, accountability and image improvement of the early childhood education by improving transparency, accesibility, and flexibility of the early education services to the community.

Strategies applied by Ministry of National Education are (BAPPENAS, 2006:119):

1. Planning ECD by considering community needs and condition.
2. Organizing ECD by considering principles involving available human resources. Every single personnel involved has his/her own role and function and of each is connected to one another.
3. Conducting ECD in a non-rigid way : community can establish Early Childhood Education Service before the govenment issuing the license. The government (Early Childhood Education/ Non Formal Education Supervisor) will observe, provide guidance and instruction at the latest of 6 (six) months until the license is issued, empower the existing programs by providing educational touch.
4. Coordinating all parties to take parts in children growth such as building coordination between the educators, ECD organizers, local community; between the institution, ECD organization and local officials

2.1.3. National Family Planning Coordination Board (BKKBN)

BKKBN Policy on ECD is directed to providing information, education, counsellingm and services on children nursing, education and growth, juvenile councelling and family living quality improvement. The policy covers : (BAPPENAS, 2006:119):

1. Integrated ECD services accross program and sector.
2. Desentralized management applying *community-based principle*. (community ownership).
3. Increased participation and partnership among community, non-government organization, and business sector.
4. Escalated coverage and quality of ECD service.
5. Local government as the stakeholder and facilitator.

Strategy applied by BKKBN (BAPPENAS. 2006:118):

1. Sharpening the objective segmentation for family with children and conceiving mothers in the city, rural areas as well as the less fortunate.

2. Empowering non-governmental organization and community leaders as stakeholders.
3. Making a good use of meeting forum in the community such as religious gathering, Sunday School, Boyscout, etc.
4. Improving the capacity of the ECD organizer as well as services.

2.1.4. Ministry of Social Affairs

The policy of Ministry of Social Affairs on ECD covers (BAPPENAS, 2006:120):

1. Consolidating and facilitating children basic needs; physical, cognitive, psychosocial, mental and spritual aspect.
2. Extensifying the distribution and scope of social services for under-five-year old children in the Playgroups prioritizing on the less fortunate and social-economy challenged.
3. Enhancing social protection for children.
4. Improving professionalism for the children social service.
5. Allocating and mobilizing resources.

Strategies applied by the Ministry of Social Affairs (BAPPENAS, 2006:120):

1. Developing the variety and quality of social services for children in playgroups and day-care centers.
2. Improving the allocation as well as distribution system for the learning aids prioritizing on day-care centers and play gropus for the high-risk and less-fortunate children.
3. Improving and enhancing community participation.
4. Improving coordination among stakeholders in developing social services for day-care centers and playgroups.
5. Stabilizing social service management for day-care centers and playgroups.
6. Developing data and information system on chidren problems.
7. Developing integrated ECD service as pilot project in day-care centers or certain playgroups.

2.1.5. Ministry of Religious Affair

Policy of Ministry of Religious Affair on ECD covers (BAPPENAS, 2006:120):

1. Laying the basic good characters through Islamic teaching, imagination, thinking skills, emotional, social and physical foundation.
2. Identifying religious values through self development and social adaptability skills stimulation.
3. Preparing for Islamic Primary Education (Madrasah Ibtidaiyah).

Strategies of Ministry of Religious Affair (BAPPENAS, 2006:120):

1. Enhancing program substances related to 5 basic capacity which include instinct (*Ghorizy*), intelligence (*Khasby*), spirituality (*Sarofy*), Praise of God (*Dzikir*) and *Skill* (tangkas); creating conducive environment for the children's growth including sanitation, social skills, good role models, cultural diversity, leadership, Islamic values by considering their developmental stage and adaptability skills toward environmental changes from imitation, thalopatic asimilation, aloplatic.
2. Improving program implementation through: multi-base role such as family, community, and learning institution: also strategic management application and Islamic integrated values related to the concept of downearthing Al-Qur'an to individual attitude, social community and educational action management system in non-formal education.

2.2. ECD service pattern

2.2.1. Family-base

2.2.1.1. Infant's Family Development (*Bina Keluarga Balita/BKB*)

Bina Keluarga Balita program was established in 1980 by the initiative of the State Minister for Women Empowerment role in collaboration with UNICEF and National Family Planning Coordination Board (BKKBN) as the operational coordinator.

Bina Keluarga Balita (BKB) is early education vehicle carried out by parents/family, in order to improve their awareness and family life skills to enhance the children's growth, nursery and education.

Institutionally, BKB is a group consisting parents who have children of age 0 to 6. BKB is a self-support community group organized by the *Kader*.

The role of mother in developing children's growth.

The key factor in developing children, especially those less than five-year-old is the mother. During this golden age, a child spends most his/her time with his/her mother. As a caretaker, a mother plays the most important role in the child's growth and development, because during the interaction, a mother plays the role as:

1. Supervisor and household controller.
2. Good observer.
3. Director and mother.
4. Motivator and entertainer.
5. Line keeper.
6. Friend

2.2.1.2. Developed Mother Quality Child (*Ibu Maju Anak Bermutu /IMAB*)

Based on BKB experience in 1990, a program called Developed Mother Quality Child (*Ibu Maju Anak Bermutu /IMAB*) was designed in 1990 and tried out in Bantul, Yogyakarta. The program was modified and socialized in Ambon (2000) and Madura (2001).

Developed Mother Quality Child (*Ibu Maju Anak Bermutu /IMAB*) Program is an activity which provides psychosocial assistance and trauma counselling for social workers and also socialization for refugee (mother with 0-8-year-old-children) in the form of training. Such assistance was provided by Psychology Faculty of University of Indonesia in collaboration with Ministry of National Education.

IMAB program consists of :

1. Program for mothers with 0 to 2 year old children
2. Program for mothers with 3 to 5 year old children.
3. Program for mothers with 6 to 8 year old children.

This program is designed by referring to ECD principle aiming at children development and creating conducive atmosphere in the midst of riot.

2.2.2. Community-base

2.2.2.1. The Integrated Health Service Post (Posyandu)

Posyandu is a vehicle for mother and child welfare . It serves as the community integrated service point that provides health and nutrition care, especially for conceiving ladies and children of 0 to 5 year old. Its activities are from, by and for community with the support from medical officials.

Posyandu activities include Mother and Child Health (*Kesehatan Ibu dan Anak/ KIA*), Family Planning (*Keluarga Berencana/KB*), nutrition, immunization, and diarrhea prevention. The Integrated Health Service Post is aimed at accelerating baby and children mortality rate, as well as birth rate. Beside that, it is aimed at improving the children development in order to have small happy and welfare family norm (*Norma Keluarga Kecil Bahagia Sejahtera*).

Posyandu activities is:

1. Infant (less than 1 year).
2. Children (1-4 year).
3. Pregnant, laboring and brasfeeding women
4. Women of Fertile spouse

2.2.2.2. Day Care Center/ *Tempat Penitipan Anak (TPA)*

TPA was established by the Social Ministry since 1963. It was one of the efforts to fill the gap for the children care, social guidance, and education for those left out by working parents.

TPA is social welfare vehicle functioning as temporarily family substitute for children those whose parents are not present (working, sick or other cause) thus unable to cater for the children's need. These are made possible through socialization and pre-school education for children of 3-year-old until he/she enrolls Primary education. (Ministry of Social Welfare Decision No. 47/HUK/1993).

The objective of TPA establishment :

1. Enhancing the children development stability in terms of child care, nursing, development through socialization and education maximally.
2. Providing the availability of opportunities to acquire care, guidance and education in order to sustain the child's life endurance, development, protection and participation.
3. Preventing the children from the possibility of physical abuse or other conduct which might influence the children's life or growth and also personality development.
4. Supporting the parents or family in enhancing the role of family especially in developing the children's welfare either inside or outside the family.

2.2.2.3. Playgroup

Playgroup for children are serious but fun activities. Through playing, all developmental aspect could be enhanced. Through playing, children are able to express themselves and explore to confirm about what they have learned and in turns learn new things. Through playing, children are able to develop their full potentials ; physical, mental, spiritual intelligence.

Target of playgroup:

1. 3-4 year children
2. 4-5 year children
3. 5-6 year children

The objective of playgroup is to provide children education, nutrition and health wholistically and to optimize the children development to their potentials through playing.

2.2.2.4. Early Childhood Education Post (Pos PAUD)

It is an educational services program integrated with family planning and Integrated Service Post. Pupils in this post are children 0-6 years old who are not accommodated either in day-care center, playgroup or kindergarten.

Educator in PAUD post could be called *Kader* or other local term. The number kader is adjusted to the number and age of children with the following ratio:

1. Age of 0-2 year, unlimited number of children, the responsibility of the *kader* is to support the parents/care takers.
2. Age of 2-3 year, between 5-8 children.
3. Age of 3-4 year, between 8-10 children.
4. Age of 4-6 year, between 10-15 children.

Each group is supervised by a *cadre*. For children with special needs, a special kader is needed or the parents will be involved. Children with special needs will be placed with other children of the same age group with the guidance from appointed psychologist.

It is the Cadre in Women's Association (PKK) who manages the Early Childhood Education Post and the members of community group (tim penggerak PKK, SKB/BPKB) or other social bodies run the programs.

2.2.3. Education- based

2.2.3.1. Kindergarten

Kindergarten is one of early childhood education for children of the age of four before enrolling Primary education.

Kindergarten education is aimed at laying down the foundation for attitude, character, knowledge, skills and creativity building in order to adjust with the environment and to prepare for the next stage of development.

The target group of kindergarten is the children of the age of 4-6 years, who are categorized into 2 groups: A group for those of 4-5 years old and B group for those of 5-6 years old. Each group spends 1 year of study.

2.2.3.2. Raudlatul Athfal

Raudlatul Athfal (RA) are meant for children who need educational efforts to optimize all physical and psychological development.

The roles of RA:

1. Education as inherent learning process. Children have to be given opportunity to learn for any time and at any place. The implementation is made possible through giving opportunity to the children to hear, look, observe, and touch the objects around them.
2. Education as socialization process. Education does not only to sharpen the children's skills and knowledge, but also to prepares the children to be responsible and ethical individuals. Education prepares the children to be able to face challenges in the future.
3. Education as role coordination development process.

2.2.3.3. Aisyiyah Bustanul Athfal Kindergarten

Bustanul Athfal founded in 1919 was the first kindergaten during the Dutch Collonialism. The educational vision of Aisyiyah Muhammadiyah pre school education which was covered in Bustanul Athfal is to create early education system which is conducive, democratic, islamic, is blessed by God in order to develop the children's potensials from a very young age in accordance with their level of development and growth.

The purpose of the education in Bustanul Athfal:

1. to educate children to have good characters, to be skillfiul, confident and useful for the country and society as mandated in the preambule of Constitution 1945.
2. to help to lay the foundation for attitude, knowledge, skills and creativity required for the later developmental stage.
3. to develop the whole potensials and physical, cognitive, emotional, and religious competence in the conducive, democratic, and competitive educational
4. to nurture the children's faith and belief in God as early as possible in order to enhance their physical and psychological growth to their appropriate levels of development.

Methodology used in Aisyiyah Bustanul Athfal Kindergarten is learning through playing. The program consists of thematic learning materials related to children's real life and other activities which might be modified in such a way by the teacher in order to support the children's skills.

The teaching staff are teachers specially trained to teach the young children, islamic values and Muhammadiyah organization.

2.2.3.4. Al-Quran Recital Education

It is oriented to Al Quran education.

The purpose :

1. To help developing children's potentials toward attitude, knowledge, religious competence based on Al Quran and the Prophet's Sunah.
2. To prepare the children to develop their acquired attitude, knowledge, and religious competence through intermediate educational program.

2.2.3.5. Sunday School

It is a non-formal education for the christian and catolic children. It is called Sunday school because it is conducted on Sundays after the mass in churches.

The purpose of early education in Sunday School is to introduce the christian and catolic children about their identity, environment and God as his creator.

To achieve the goal, the method used is learning through playing and story telling with learning aids such as pictures, dolls, or others to make them enjoy the learning.

2.2.3.6. Early Education in Hindu Pasraman

Hindu Pasraman runs formal education for Hindu children on 2nd, 3rd and 4th Sunday.

The materials given is aimed at introducing the children about Hindu and prepare them to be suputra children who understand their rights and obligation.

For such purpose, methodology used is learning through playing with the help of pictures, dolls and other teaching aids to make the children enjoy the learning. Story telling is also used as an alternative method in teaching.

Teachers for the program are those fresh graduat or graduate students in Hindu College.

2.3. Taman Posyandu (TP)

All parents wish to have ideal children : healthy, intelligent, happy, and has good character. Thus, children need stimulation to grow and develop at their full potentials. Basic formation for qualified life plays an important role, thus children

developmental process requires special attention. Children grow fast from time to time which is signed by developmental change as they grow .

Young children develop their senses through playing because children learn through playing. Learning through playing is the most effective way for young children as they grow.

Stimulation and development of young children need to be carried out gradually, out themselves and environment, knowledge, skills, and problemsolving. In providing stimulus, there are characteristics of young children that need to be consider: (UNICEF:2003:2):

1. Children are full of curiosity.
2. Children like to imagine about and create an object. For example: they imagine a match box to be a car.
3. Children like to imitate the adults (role play)
4. Children love to show their favorite toys or creation.
5. Children love to join many activities.

Considering the importance of playing for young children, Integrated Health Service Post is essential to provide stimulus and meaningful activities for the children's growth.

Due to difficult economic condition and low participation from the community, Taman Posyandu is aimed at reaching out all children from all levels of society, especially the less-fortunate, in remote, rural or slump areas.

In 2006, Ministry of National Education in Province and Regional level supported by UNICEF, established 197 Early Childhood Educational Centers in 12 regions and 8 provinces. It has catered for 13.500 children of the age of 6 dan 27.000 parents.

2.3.1. The objective of establishment and operation of Taman Posyandu

The general objective is to develop young children of the age of 2 to 6 through certain stimulus to prepare the children for the next stage of development (UNICEF:2003:3).

Specific objective (UNICEF:2003:3):

1. Providing indoor and outdoor playground for children of 2 – 6 years.
2. Providing playing activities to their appropriate developmental level with their peers
3. Preparing the children for formal schooling.
4. Giving practice for independence, confidence, and discipline.

2.3.2. General Principle.

The Integrated Health Service Post general principle (UNICEF, 2007:4-5):

1. Inviting the children to join activities voluntarily
2. Creating safe and comfortable environment for children to give attention, care, complements and learning facilities.
3. Teaching respect and care through tales or heroic stories, folktales, etc
4. Teaching environment and self awareness such as self hygiene and cleanliness
5. Nurturing independence, responsibility, through :
 - a. Providing opportunities for children to do things by themselves
 - b. Supervising and guiding children to do things in a correct way and providing necessary assistance
6. Inviting children to participate actively in songs and movement, tales, stories and traditional games.
7. When children encounter problems during activities, kader can offer a help. If the children turn down the favor, just give opportunities to solve their problems.
8. Applying discipline (rules or norms applied in the community) consistently with simple explanation.
9. Communicate using short and understandable sentences
10. Children play and explore objects and learning tools prepared by kader/educator for the day.
11. Integrated activities should be carried out to give preparation for the children before playing and evaluating after the process.
12. During explanation using pictures, put the pictures close to the children to their eye level.
13. Familiarizing the children with the expressions : thank you, sorry, please, excuse me, may I help you, you're welcome, may I, and other common expressions used in the community.

2.3.3. Developed Aspect

Aspect developed in Taman Posyandu is as followed (UNICEF, 2007:6-9):

1. *Gross motoric* – practising big muscles such as walking, running, throwing, pulling an object, etc.
2. *Fine motoric* - exercising fine movement such as folding, coloring, cutting which will help the students when they enroll Primary education.
3. *Observation/Knowledge* – observing and developing the knowledge through five senses : seeing, hearing, smelling, touching and tasting. Activities can include self observation, environment, nature observation, etc.
4. *Speaking /language* – developing the ability to communicate and interact with other children and adult appropriately, with good structure and sentences
5. *Social and moral* – developing their ability to interact, care for and respect others through group activities or playing with other children.

6. *Independence and discipline* – developing independence and discipline, obeying the rules and being responsible
7. *Religious values* – developing their ability to perform religious rituals, recognizing and believing in God's creation and love others.
8. *Art* – developing the sensitivity toward beat, notes, sounds, claps and appreciating creative design.

2.3.4. Component of Taman Posyandu

Component of Taman Posyandu consists of : (UNICEF, 2007:10-15):

1. Pupils – children who meet the following criteria:
 - a. Age of 2-6 year;
 - b. Registered at the Integrated Health Service Post, with health card /kartu menuju sehat (KMS) and birth certificate;
 - c. Filling out registration form;
 - d. Taken complete basic immunization in accordance with his age
 - e. Willing to pay attendance fee (this fee could be substituted by staple food or willingness to help on the condition that the parents could not afford the fee)
2. Activities for Taman Posyandu Program, among others are :
 - a. Accomodating children of 2-6 year ;
 - b. Providing facilities to play with other children of same age.
 - c. Providing developmental stage appropriate activities
 - d. Exercising gross as well as fine motoric through games and practice. Providing nutritious snacks and training children to eat by themselves
 - e. Practicing confidence and telling stories or making conversation.
 - f. Developing concern toward environment and problem solving through stories, songs, or travelling.
 - g. Developing respect, care toward other people by teaching politeness (such as saying thank you, excuse me, please, I'm sorry, May I), discipline and responsibilities.
3. Facilities.
4. Educator/ care taker.
5. Management and expenditures.

2.3.5. Community empowerment

The basic issue for the community (Ministry of National Education, 2003:92-93):

1. Health is related to social and environment issues. Community is responsible for their health. Early care children growth program (Adituka program) is

owned and organized by the community. The success depends on the community leadership.

2. Increasing community awareness and support.
3. Supporting programs for children to enhance their success in school.

2.3.6. Activities in Taman Posyandu

Activities in Taman Posyandu are divided into 3 kinds (UNICEF:2007):

1. Playgroup activities, for children of 24 month to 48 month (2-4 year).
2. Kindergarten activities, for children of 48 month to 60 month or 72 month (4-5 or 6 year).
3. Mother activities, while waiting for their children playing in Taman Posyandu, such as discussion on child home care, nutritious food cooking demo, activities in Taman Posyandu, and household issues.

As a note, on the condition that in an area where the kindergarten is available, children joining playgroups and age appropriate for kindergarten could enroll kindergarten. On the condition when the kindergarten does not exist, children could join the activities in Taman Posyandu for temporary until they are ready to enroll Primary levels.

As playground, Taman Posyandu has to be comfortable and safe for children and not as formal as school in general. Activities should be flexible and related to real-life activities and adapted to the local environment. Children need appropriate psychosocial stimulus to sustain their growth and development.

2.3.7. Nine messages for Home Care

Nine messages are modified and adapted from the program in Thailand “*Thai program of the eight message of homecare*”, UNICEF 1999 and targetted at mother and young children. Those 9 messages are :

1. Pregnancy, labor and post labor care.
2. Children and family care.
3. Healthy children care.
4. Sick children care.
5. Healthy and clean house.
6. Home accident prevention.
7. Interesting objects for play. Benda yang menarik untuk bermain.
8. Playing should be supervised. Bermain perlu diawasi.
9. Setting rules with explanation to children

2.3.8. Challenge

Challenges in applying Taman Posyandu according to Prof. Dr. Anna Alisjahbana (Department of National Education, 2003:95), that “ We are lack of community support. In our country, people are accustomed to ‘top down’ approach ”. Due to this condition, there is lack of creativity and new innovation from the community. Collaboration with the health sector is also difficult due to the high turn over of health officials and lack of commitment. This program does not merely cover health issues; there are 9 messages communicated to the mothers during pregnancy period and their 2 to 3 year old children which also need socialization. Preparing children for school are only some of the issues, although it was quite significant.

Notes:

Chapter III Methodology

3.1. Types of Methodology

This research uses qualitative method in understanding the situation and condition of the operation of Taman Posyandu tried out in several villages of Sukabumi District, West Java; Wonosobo District, Central Java; Probolinggo District, East Java; and Bone District, South Sulawesi.

Researcher becomes the main instrument of data collection. the research focuses on informant's knowledge and experiences on the operation of Taman Posyandu try out taking place in the informant's village. This research focuses on the ongoing process and the result of the Taman Posyandu try out.

The aim of this research is explained in a simple manner to the informant individually as well as in group in order for them to understand easily. Due to its benefits for the public at large and that the information therein does not jeopardize the integrity of the informant, the informant's identity is opened. Therefore, parties wanting to learn of Taman Posyandu may contact the informant from this research.

3.2. Data Collection Method

Several data collection techniques suitable for this research are employed, as follows:

3.2.1. Observation

Observation are made to find out the real condition and situation of Taman Posyandu. Researchers are equipped with checklist and camera to support the observation. The researchers also conduct unstructured interviews as part of clarifying data and information.

The object of observation is the facilities provided for Taman Posyandu namely play room, indoor and outdoor educative play tools, bathroom, and environmental sanitation.

3.2.2. Interview

Interview is made to gather data and information from experienced informant and the comprehension of the process and recent condition of the running of Taman

Posyandu . In supporting the process of interview, researchers are equipped with list of questions suited for the informant and needed information.

To guarantee the quality and accuracy of the data, all interviews are recorded using digital recorder and written down. During the process, researchers also make note of the atmosphere of the interviews and the use of local languages terms or words.

3.3.3. Focused Group Discussion

Focused group discussion is made to clarify data and information found regarding policy, program, and budget sustainability of Taman Posyandu. The discussion is held once on District level represented by D commision of DPRD, Bappeda, Education Office, National Family Planning Coordination Board (BKKBN), Health Office, Himpaudi, and Team.

The discussion is moderated by one person from the researchers, while the recording and noting down are done by a person who also one of the researchers.

The district team furnishes an appropriate place for discussion allowing participants to openly explain each question. The discussion takes 1,5 to 2 hours in average.

During the data and information collection process, moderator is guided with a list of questions and a digital recorder to record all the data and information provided by the informant.

3.3.4. Secondary Data Collection

To complete the primary data collected through observation, interviews, and focused group discussion, researchers also collect data and information related to the operation of Taman Posyandu provided in documents on policy, program, report, books, and image.

3.3. Sources of Data and Information

nformants of this research are those having the knowledge of Taman Posyandu since the process of establishment up to current state of operation as the research is taking place.

The informants are:

On Taman Posyandu level:

1. Cadre
2. Management
3. Midwives

4. Village government
5. Elementary I teacher

On District level:

1. Regional Development Body (BAPPEDA)
2. District Education Office
3. District Health Office
4. Family Planning and Women Empowerment Body
5. ECD Teacher Association (HIMPAUDI)
6. Sub-district coordinator
7. House of Regional Legislative (DPRD)
8. UNICEF representative

On Provincial level

1. Regional Development Body (BAPPEDA)/Regional Education Office

On Central Government level:

1. Ministry of National Education representative
2. UNICEF representative

3.4. Period and Location of Research

Research on Taman Posyandu is conducted from July to October 2008.

The research is carried out in four districts namely Sukabumi, Wonosobo, Probolinggo and Bone. Three Taman Posyandu are randomly selected from each district requiring that each has been established since 2006 or has been in operation for, at least, a year. In the event that the selected Taman Posyandu is not possible to be conducted a research on, the selection is made based on the recommendation of the local UNICEF representative.

The locations of the research are as follows:

Sukabumi District:

1. Taman Posyandu Hayam Wuruk, Bojong, Cikembar.
2. Taman Posyandu Melati VI, Margaluyu, Sukaraja.
3. Taman Posyandu Mandiri, Sukalarang, Sukalarang.

Wonosobo District:

1. Pos PAUD Mardi Rahay, Sempol, Sukoharjo.
2. Pos PAUD Tunas Harapan, Karanganyar, Sukoharjo.
3. Pos PAUD Seruni, Tegalombo.

Probolinggo District:

1. Taman Posyandu Flamboyan, Wonorejo, Maron.
2. Taman Posyandu Flamboyan, Maron Wetan, Maron.
3. Taman Posyandu Tunas Bangsa, Satreyan, Maron.

Bone District:

1. Taman Paditungka (other name for Taman Posyandu) Rennutta, Solo, Dua Boccoe.
2. Taman Paditungka Tuang Lewo, TawaroE, Dua Boccoe.
3. Taman Paditungka Mulamenre'e, Mappesangka 1, Ponre.

1.5. Data Analysis

Data and information analysis are analyzed in several stages.

1. Transcript – all interview recordings are transcribed in verbatim.
2. Data organisation – transcripts from each researcher are grouped according to the location of the research and informant.
3. Data verification – transcripts are read and verified to ensure that they match the recordings.
4. Coding -- transcripts from each informant are marked for appropriate grouping.

F4 version 2.1 are utilized to support data analysis process. (transcript apparatus made by Florin Kollan, Marco Proeser, Helmut Neubauer).

Chapter IV

The Findings and Discussion

4.1. Sukabumi

Sukabumi, West Java Province has the area of 4,128 km² (412799.54 ha), or 9.18 percent of its West Java (with Banten). (Sukabumi Distric Government, 2005:1).

Its administrative boundaries is in the northern bordered with the Bogor Distric, the South Indian Ocean to the borders, bordered with the West Lebak Banten and the Indian Ocean in the east and bordered with Cianjur. Until 2005, in Sukabumi, there are 45 subdistricts, 345 villages, 3 villages, 2996 *Rukun Warga* and 11,499 *Rukun Tetangga*. The capital city of Pelabuhan Ratu, ± 140 km away from the capital of West Java province, Bandung, and ± 153 km and with the city of Sukabumi 60 km.

Potential natural resources from Sukabumi, among others are potential agricultural resources in the northern river CIMANDIRI, potential geological and mining such as natural gas, gold, silver, coals, kwarsa sand, marble, sand iron, bentonit, terraces, limestone, clay and others. Potential sources of coastal and marine resources, such as fisheries, coral reefs, mangrove forests, sea grass, turtles, mines and mineral materials and tourism.

4.1.1. Appropriateness of Supported Services

4.1.1.1. Community Approach

The establishment of Taman Posyandu (TP) in Sukabumi begins with needs assessment conducted by the F2H. The study involved participation from various levels of the community. The results of the study serve as the basis in selecting the location of TP by the District and Sub-District team.

To accelerate the process of TP establishment, District Team conducted training for Sub-District team. After that, Sub-District team introduces activities to community and monitor the implementation of TP in the village.

In the process of determining the location of TP, Sub-district Team has the role to determine the criteria of program target areas, as follows: (1) the high number of children aged 0 – 6; (2) the number of active Cadres; (3) The active Taman Posyandu; (4) The commitment of village apparatus and their cooperation in supporting this activity; (5) The availability of building with the yard.

The location is determined through village consensus or workshop. This workshop is also to introduce the standard of TP's activities in providing integrated services to children aged 0-6. This workshop is attended by the representative of community, village government, and Posyandu.

There are two types of considerations in determining the location of TP. First, select one from several Posyandus, which serves children once a month to be developed to Taman Posyandu (TP), which serves an integrated activity for children for 3 to 5 days a week. Second, adjust to the offer of Kindergarten establishment plan, since there is no Kindergarten in the village.

4.1.1.2. Services Provided

Activities in TP are divided into three main activities as follows:

1. Psychosocial Activity

This activity is an educational activity through learning and playing in TP. This activity refers to UNICEF's Manual Book, but adjusted to the environment and culture, such as using Sundanese language, traditional games, and folksongs.

To facilitate the learning process, Cadres use both Sundanese as a mother tongue, and Indonesian language as a national language. Sundanese uses to describe, explain and give order to children, so that children can easily comprehend and understand the explanation from Cadres. The use of Sundane in the early age is encouraged by District Education Offices in order that children do not lose the identity of the local language. According to a Cadre, by introducing Sundanese as early as possible, language is expected to be developed and not extinct.

Sunda traditional games are introduced to children, so that the games do not extinct. Local materials are also utilized for Educational Toys (APE). The following types of traditional games are introduced to children:

- Buyung Samber - to socialize with the peers; learning about discipline and psychomotor training.
- Ucing-ucingan (hide and seek) - to train child psychomotor
- Sonda - to train psychomotor and learn counting.
- Simse - to train psychomotor

Children are also introduced to Folks Songs, which usually sung in the performance of traditional games. Some obstacles experienced by Cadres in introducing traditional games are children are more pleased with the type of game that they often see on TV and the modern game. Nevertheless, Cadres endeavor to introduce the game with patience, understanding, and give explanations to children the importance of each of these types of games. Obstacles from Cadres are the limited knowledge about the traditional type of game.

2. Health and Nutrition

This activity is carried out through Posyandu which main services are health measurement, weighing and physical health check and immunization, under Village Midwife's supervision. All the services noted in the child health card (KMS) or a Development Card.

Some obstacles in Posyandu activities, for example, the absence of parents since they have to go to the paddy fields, so that Cadres should visit the house to immunize and weigh children. In addition, there are still some parents who refuse for their children to be immunized, because they consider immunization unlawful (haram). Other obstacles, Dacin (scale) used for weighing the average age is 10 years old and above and never been calibrated. Some TP receive digital scales from UNICEF, but it was difficult to use, because it must be rubbed.

Supplementary Food is conducted (PMT) in Posyandu to improve children' nutrition, add the knowledge of parents about child nutrition. PMT is held by Cadres with the help of parents, funded from the Village Government Fund (Alokasi Dana Desa = ADD). Obstacle in PMT is the limited funds compares to the number of children. As the solution, Cadres sometimes find the donor community or using their own money.

3. Infant's Family Development (Bina Keluarga Balita/BKB)

This activity is designed for parents who have under fiver, to increase knowledge, horizon and awareness about the importance of early stimulation for children aged 0-6 years and to maintain the health and nutrition for the family. There are no significant problems for this activity, because it is supported by Sub-district Women Empowerment and Family Planning Office.

4.1.1.3. Program Coverage (2006 - 2008)

Sukabumi Distrit Government (MoNE, 2006) shows a high attention especially to PAUD in informal and non formal sector through PAUD policies which consider 3 pilars:

1. Empower all potential in the community and prioritizing poor community
2. Endeavor PAUD which qualified but affordable.
3. PAUD service which transparent, easy and flexible to community

Through those policies, District Government intended to extend PAUD service. In 2006 it reached 2, 75% and in 2007 reached 7.51% (23, 492) children aged 0 – 6 out of 312.699 children. The increased number is small compares to West Java provincial target in 2007, 26, 27%. Those services are provided by Play Group, TP, BKB, and other Similar PAUD Unit. For the purpose of this pilot project, all children aged 0-6 in local neighborhood served by TP. In 1.5 years of TP services,

the number of participants has changed, because children continue to Kindergarten and Elementary School.

4.1.1.4. Facilities and Educational Toys Equipment for Children

Facilities in TP are building and playground with outdoor equipment. Building consists of class rooms for children aged 2-3, 3-4 and 5-6. Each class room are equipped with mattress, indoor equipment made from local materials, short tables for literacy practice, storage for equipment and children's belongings. In addition to that, some space is available for PMT, washing hands and brushing teeth.

Indoor Educational Toys (APE) provided by UNICEF consists of puzzle, beams, and role play equipment. Outdoor APE consists of slide, swing, half circle teeter birds nest to climb.

To facilitate the needs of APE for children, Cadres made use of natural materials in the surroundings. Cadres have to be creative and skillful in utilizing natural resources as materials to develop education services for young children. This is relevant to the standards that have been trained in the beginning of TP program, that Cadres should be able to facilitate the needs of APE for children easily and inexpensively. Some examples are making use of the remaining powder wood shavings, which first selected a fine, clay, leaves, bark grapefruit, palani seeds, orange peel and cassava leaves. The following are the comments on the APE made from local materials:

" orange peel is very useful, we can make many things from.....We like...local APE for instance, sticking the leaves.....what kind of leaves...cassava..."
(Ida, 42, Cadre TP Melati, Sukaraja)

"Yes there is clay, leaves, sawdust, grain, seeds, palani"
(Eli, 37, Cadre TP Hayam Wuruk, Cikembar)

The observation result on facilities of TP among others: in general, the size of the rooms is too small to accommodate children, so that children could not move freely. Besides that, TP has no bathroom, toilet, electricity, and clean water to wash hands, brush teeth and drink. For outdoor APE, the design is not really safe for children, especially slide, it is not equipped by sand dunes, but gravel instead. In addition, the play location is near the edge of the hole or trench, which is very dangerous for children.

4.1.1.5. Module and Education Material

Cadre and the management join the training activities of TP. Content provided in the training manuals based on the TP' Daily Work Plan, including the practice of learning through playing, how to guide children and the administration of TP. Nevertheless, there are still difficulties encountered by Cadres in the implementation. This is because the training is too short, too much material, so,

only the general principles of materials presented. In addition, trainers do not consider the ability of the Cadre whose majority elementary and junior high school graduates. Other obstacles are the teaching aids which are limited or difficult to find.

To overcome the things associated with the training module, Cadres try to read the modules, newspapers, books; watch TV; join advance training or coordination meetings. To overcome teaching aids, the Cadres make use of natural materials. According to a Cadre, sometimes they take advantage of dried banana trees into paper substitute materials, use a tree branch, leaf, and root to make a tassel and creeping into toys or decoration.

4.1.2. Quality of Service Provided

4.1.2.1. Quality of Service

After attending activities in TP, children experienced many changes of knowledge, attitudes and practices. Children have the ability to move, speak, socialize, discipline, religious values, art, and various games. This ability made the children intelligent, so that the children can apply what they learned in TP on their daily activities, such as washing hands before eating, washing hands and feet and pray before bed, greeting other people or parents, and to thank the people who helped. Children are also able to socialize with their peers, as mentioned by one of parents:

"Eee.. my son used to be shy, and he did not see many people, so I took him here, let him join school, so he can see many people if he goes to school, coz he's shy and he can make friends, then I see, he has some progress, he is not so shy anymore now, when the teacher asks him to read or pray, he will do it"

(Yeyet, 29, Parent of TP Mandiri, Sukalarang).

Other changes are children who join the activities in TP have better adjustment to their new environment and more ready to accept the lessons given by Elementary School teachers. They can also socialize with their peers. They used to fight for toys, now they begin to understand the concept of sharing. Children who used to be silent now like to talk with their peers cheerfully, want to communicate with peers and older people. They do the religious rituals without being instructed, one child could even remind his father to pray. What children learned in TP, they practice it at home. In other cases, children easily took command of parents and behave like adults.

Testimony given by the other manager of TP, in Elementary School, children who went to TP are put in a different class from those who were not from TP, for practical reason, as mentioned by one Elementary School teacher:

"There are some prominent students, who already know how to read, and are willing to come to the board. Some others are still slow but they can already identify letters, so it makes my job easier as Grade 1 Teacher. I used to have more problems dealing with the students who never attended Early Childhood Education, coz the majority of students did not go through kindergarten here. Only 5 from kindergarten, now there are many from TP, so I don't have many problems now."

(Eni Herlina, 45, Teacher of SDN 01 Sukalarang)

Those fact findings prove that early stimulation given by Cadres in TP made children are ready to continue to the next education level, Elementary School.

4.1.2.2. Quality and Effectiveness of Training

To improve the quality of TP to children, Cadres are given various types of training, such as Teaching Practice, How to Make Indoor APE with Local Materials, How to Use Indoor and Outdoor APE, TP Activity Plan, and TP's Administration System activities. This training was organized by the District team by using the training module provided by UNICEF.

Total materials received by Cadres are 25 kinds in 50.5 hours, or on average each material is given in 2 hours.

In terms of the number of hours, the training is inadequate. As said by Imas Ratnasih, a Cadre from Cikembar, too many training materials, while the time is so short, not easy to catch up.

To overcome the problem concerning the training, Cadres rely on the general principles of the materials. Other efforts in implementing the training, Cadres make use of discussions in preparing the Daily Work Plan Daily (RKH), Weekly Work Plan (RKM), Monthly Work Plan (RKB), and Annual Work Plan (RKT). A work plan drafted in accordance with the ability of Cadres, and the availability of facilities and teaching aids.

4.1.2.3. Capacity and Commitment of Cadres

The key of success of TP program, most Cadres are willing to spend time to serve children unconditionally without adequate incentive. Despite the incentive which is around Rp 15,000 per month from ADD, Cadres work happily and proudly in TP. This is the proof that Cadres have a high commitment besides their length of service which is on average 5 years.

Although Cadres have high motivation, their limited education makes Cadres unable to implement management system which has been trained. Not only that, Cadres also experience difficulties in preparing daily, weekly and monthly work plan, and also in dealing with child psychology.

4.1.2.4. Management

Management of TP adopted from School Based Management Program. As a whole, there is uniformity in recording and format. This is also indicates that there is a previous training given on Standard Management of TP's integrated services.

The completeness of management tools such as the organizational chart of Cadres' tasks and responsibilities is quite effective in supporting the performance of the Cadre.

As there are communicating books, it is easily for children to monitor child's growth and development and that can be used as a medium of communication between parents and Cadres on the progress and child development. Then there are daily, weekly, monthly and annual program book, attendance of children, inventory book, donation (infaq) book, guest books, special cases book, and the cash book.

For financial management, there is no special team to handle but taken care by colleagues Cadres. TP financial reports publicly announced through the announcement sheets and notes book.

4.1.2.5. Quality of Supervision

To find out about the development of TP, monitoring and supervision is conducted by village figures, BAPPEDA, and from UNICEF. The frequency of monitoring and supervision at village level is carried out once a month, sub-district level twice a month, while district is quarterly.

The results of monitoring and evaluation is given to the Management of TP, Sub-District team and Village Team, as a material consideration to follow up, if any problems related to the organization of TP.

4.1.3. Community Participation and Affordability

4.1.3.1. Community Participation

In general, community is very enthusiastic with the presence of TP in the surrounding areas. This is indicated by many parents who send their children to join TP. In addition, community leaders, religious leaders, village apparatus, neighborhood leader (RT), teachers, Cadres, and village midwives are actively involved in TP program.

To facilitate community participation in TP, in each village, TP Communication Forum is formed. This forum is to provide and sharing information about TP program and to discuss problems faced by Cadre, children, parents, and the

manager to look for a solution. For example, forum discusses how to provide toilet in TP and ask for support from parents and community.

"Through TP Communication Forum, we can discuss various matters for example this building does not have MCK (toilet) and the solution is we collect some money to build toilet." Hj. Eka Sobari, 51, Management, TP Mandiri)

4.1.3.2. Capacity of the Community

To improve the competence of the parents in child rearing, Manager of TP provides guidance and assistance, which packed in the form of training and consultation. In addition, to improve the ability of TP parents in taking care children at home, TP delivers 9 messages, consists of: pregnancy, childbirth and post-childbirth; nutrition for children and families; treatment for healthy children; treatment for sick children; clean house and sanitation; prevention on accidents at home; objects of interest to play; play needs to be supervised; instill rules on children with explanations.

Training activities in TP are for example how to bake cake, how to make a rug, and other handicrafts. The objectives of the training are to improve the ability of parents and eventually they are able to produce something that can be sold and which can then increase the family income.

"I give training, how to cook, how to make snacks, health education for children of 2-3 years on Tuesday, 3-4 years on Wednesday, 5-6 years old Monday-Friday"
(Ujang Sumarna, 46 Years, Manager, Cikembar TP)

"... while waiting parents can read, listen to books on health. in addition to the books loaned, also learning from Cadre"
(Ujang Sumarna, 46 Years, Manager, Cikembar TP).

To raise parents' awareness about environmental hygiene, TP in cooperation with the Public Health Center (Puskesmas) provide information on the cleanliness of environment. Counseling on Evian Flu was conducted at the time of this study in the field.

4.1.3.3. Affordability of the Community

Affordability of the community is reflected in the form of support provided through monthly donation and monthly fees of Rp 3,000, - - Rp 8,000, -. This amount is based on volunteerism from parents who have previously agreed in the Communication Forum.

Parents do not have objections on the donation, but other expenditures which are bigger, such as snacks and school uniforms are very burdensome to parents. To overcome the problem, the management of TP and village attempted to encourage the food sellers not to be in the location. For the cost of uniforms, Manager offer installments and or create their own uniforms.

4.1.4. Local Capacity and Sustainability

4.1.4.1. Socialization and Advocacy

To accelerate the organization of ECD in the community, since 2006, Sukabumi District Government has stated early childhood programs in the Medium Term Development Plan 2006-2010. While, to expand the reach of TP, the District Government of Sukabumi allocated a budget of Rp 600 million for the 15 TPs and 15 BKBs Development (BKB Preparedness School Entrance). In addition, there are additional funds for 2008, budgeted Rp 500 million to support the development of 500 PAUD groups.

District Education Office, through the Head of District Regulation No.33 of 2007 on non-formal education manages the education of young children aged 0 to 6 in 3 types of services, as follows:

1. Day Care Center
2. Playgroup
3. Other Similar PAUD Unit

Similar PAUD Unit is developed through the cooperation that include PAUD Post or TP. Government officers who handle PAUD is a Head of Section (Kasie), in the field, assisted by some inspectors.

4.1.4.2. Policy and Financial Framework

The organization of TP or Similar PAUD Unit stated in the Sukabumi District Government Regulation (PERDA) No. 1 Year 2006 on the Medium Term Development Plan 2006-2010 Regional; RKPD (Work Plan Regional Government) in the District Education Office; RENSTRA (Strategic Planning) and Renja (Work Plan) of District Education Office. The content ranging from improving the policy and access to quality education programs to the increase of access and quality of PAUD. RENSTRA is designed for every 5 year, while RENJA is annually.

For 2008, TP get the allocation of funds of 20 million, with details of 10 million for physical development concept and building 10 million for the development of plasma/branch for training of teaching process and management of TP; expenditure for the indoor and outdoor APE and Operational Cost. Nominal amount of the budget PAUD and Similar PAUD Unit/TP in Sukabumi District:

1. Formal PAUD around Rp 1.2 billion
2. Non – Formal PAUD Rp 2.5 billion + Rp 1.17 billion
3. TP Rp 600 million.

The obstacle in the implementation of any policies:

1. The implementation policy coordinated by SKPD, but sometimes SKPD

- conduct activities in partial/alone;
2. Inconsistency against the plan, because of financial procedures and rules that change, so that hinders the planned activities. The changes of the procedure in one financial year can be two times. For example, before they use the regulation of Minister of Home Affairs (Permendagri) no. 13 about Financial Procedur, it is now No.59. Consequently, all policies is re-scheduled, because it is not allowed to have debt in activities.

4.1.4.3. Management and Technical Capacity

Working mechanisms through regular meetings at Sub-district District level are held once a month, but often reach 4 - 5 times a month. In the meeting, information/reports on the development of TP presented. Monitoring Result is analyzed by Sub-district Team whether the implementation, management and services of TP run effectively. For example, how communication between Cadres is, Cadres with the parents is, whether there are home visits to children because they are not present, whether the children were found sick/suffering from malnutrition and the home is not feasible.

For the district level BAPPEDA quarterly monitoring activities that funding comes from the APBD, provincial APBD, APBN and donors.

The process of monitoring is carried out as follows: first, before going into the field, SKPDs are invited to bring a report of activities of each quarter, and there is an exposure of how activities undertaken, how the input processed and the output; then after checking to the field, which one is considered questionable by BAPPEDA.

Report to the results of monitoring and evaluation is given to BAPPEDA as a material planning and accountability reports of Head of District. So the cycle is: from the data processed into the plan, the plan is implemented, and evaluated to be used as the data again. Follow-ups are conducted through guidance to evaluate whether the program should be upgraded or repaired from the administrative or the technical side.

4.1.4.4. Sustainability

For the next five to ten years, to meet the target of School Enrolment of Formal and Non-Formal Education, Sukabumi requires big investments considering the number children aged 0 – 6 is 312,699 children. So, there are still 289,207 children who have not completed Similar PAUD Unit, including TP.

Challenges faced by the Government of Sukabumi now and in the future are:

1. The uneven distribution of Similar PAUD Unit in all places;
2. The dependency of community to Government;
3. The low community participation;

4. The lack of availability of land for the location of TP.
5. The low educated Cadres
6. The increased number of PAUD targets.
7. The reach of PAUD service to rural areas.
8. The provision of play ground (local media) which educating children.

Referring to the challenges above and considering the importance of the presence of TP in the middle of the community, it is necessary that the Government of Sukabumi make some big efforts to continue the development of TP.

When referring to the readiness of the Government of Sukabumi to continue TP, the readiness only in budget provision of Rp 20 million per TP for 30 TPs. However, how many Cadres trained, How the status of Cadres, How the improvement of Cadres' ability How Cadres' honorarium or salary, How much honorarium for Cadres, there is no definite answer. This means that if we look at the realization of the budget in 2008, the sustainability of TP is still uncertain.

4.1.4.5. Scaling up Program

Referring to the problems faced by Sukabumi District Government in achieving the target of 100% School (PAUD) Enrolment (APK), there is no other choice but the enhancing Similar PAUD Unit including TP.

In 2008, Sukabumi District Government plans to replicate 500 TP in 24 sub-districts with through APBD of Rp 4 billion. The location determined by a team, consists of BAPPEDA, District Education Office, District Religion Office, which inaugurated by the Head of District Decree. Planning is definite in 2009 because in 2008 the focus is on the training of Cadres held by the District Education Office the team of facilitators who have been trained by UNICEF, and HIMPAUDI. Training to be prepared for 1000 Cadres, who will be assigned at 500 TPs.

For the needs of TP's replication, all the components that have been developed by UNICEF will be applied at 500 TPs.

4.2. Wonosobo

Wonosobo district is one of the districts become tourist destinations in Central Java, as has the Dieng Plateau, a tour of the area and preserve the rich cultural relics temples of the past and the fertile agricultural land. This area is located at a height of around 2,000 meters above sea level and has a beautiful natural charm. The agricultural sector and the tourism sector is the main economic activity these districts.

Wonosobo district is one of 35 district/city in Central Java Province, which connects the main point of Cilacap - Banjarnegara - Temanggung - Semarang and Purwokerto - Yogyakarta. Wonosobo district has a total area 984.68 km² where most of the region are in the high altitude mountainous and hills. With such topography and supported by soil fertility and mild climate, agriculture became the main livelihood of the population. The area reached 16,799 ha of agricultural land and 58,431 ha of rice fields and dry land.

The agricultural sector provides the largest contribution to the economic activities. Wonosobo district from year to year is the largest contributor for food crops, namely, rice and crops. Natural resources are the other prominent vegetables, such as potatoes and cabbage. In fact, potatoes have been starting to bloom in this area over the last twenty years old and able to raise the living standard of the local community and become prominent. The period of "boom" that occurred between the years 1985-1995 have been improving the welfare of local farmers. Since then, the farmers cultivating their land seem to compete with these plants.

In 2008 the population reached 820,087 people, while the population aged 4-6 years reached 110,889 people. Of that amount until February 2008 the number of early childhood services as much as 374 institutions (289 PAUD formal and 85 non-formal PAUD) with the level of dissemination is not evenly distributed and there are 61 villages in 13 sub districts, it was not getting early childhood services. Just about 18% of children aged 0 - 6 years old in Wonosobo that basic services of education.

Tegalombo, Karanganyar and Sempol as the samples in this study have one similarity, namely they are in the hills and relatively far from the city center and the limited access to public transportation to the location. Even for Tegalombo village, the road to the villages severely damaged, so access will be difficult, if entering the rainy season. While Karanganyar is next to Sempol, although access to public transportation is very limited, but the road to the village is paved very good because it is paved. Both villages are located on the edge of Serayu River, which has a fertility rate is very high. Both villages are also known as the village center for producing zalacca pondoh, which is able to lift the economy.

4.2.1. Appropriateness of Supported Services

4.2.1.1. Community Approach

Based on Central Java Province agreement, TP program is replaced by TP that is Posyandu model development. Nevertheless its activity fundamentally is not different with TP.

To establish TP program, basically community approach is used in accordance with UNICEF guidelines, or for Central Java is included in Annual Work Plan (AWP) or annual work plan, where some components in implementing TP, such as advocacy, socialization of activity stage, submitted proposal from village, training for cadre, internships, training for midwives, provision of block grants and funds for micro finance to ensure the sustainability. More details of the phase is the socialization and advocacy at sub-district level, strengthening Posyandu (posyandu strata assesment and enhancement, proposal submission, dermination of location in accordance with criteria), training for midwives, training for cadre, preliminary class teacher training, internship and workshop .

The approach is not totally accepted by manager or village officer, so they only know that TP is a command from district government. Selection of a Village as TP is based on Posyandu activity assesment in each village. From these classifications, Posyandu that would be developed into TP must already at level of independent and complete (Mandiri and Paripurna). Two lower levels are Medium (Madya) and Pratama.

Manager socialized about TP to community in order they will accept the existence of TP easier, before and after TP establishment. Village head participated in socializing through religion meeting and other village level meetings.

4.2.1.2. Services Provided

Services that provided by TP is referring to TP Implementation Manual book from UNICEF that consist three main activities, namely: psychosocial, health and BKB. Those activities in Cadres and Manager of TP perspective translated to concrete daily activities of TP, such as expressed by a Cadre on learning and playing activity for children:

“Learning by playing activity, folding paper, coloring pictures, educative tools, etc. Beside that brushing teeth, outbound, eat together, walking as well. Game can develop all aspects that needed by children”
(Efani, 40 years old, Cadre Karang Anyar village)

The activities of TP are as follows:

1. Psychosocial Activity

The activity given is in the form of learning by playing. To be more effective, teaching uses mix language, Indonesian and local language (Javanese). Indonesian language utilized to prepare children to enter Elementary School, while Javanese language to maintain local identity and preserve cultural values as courtesy or respect to parents or adults. One Cadre said:

“Using local language represents “kromo inggil”, the most polite Javaness language, and it means respect from children to their parents or their friends and in order children know their language itself”.

(Siti Rahayu, Cadre TP Mardi Rahayu)

In Karang Anyar village, children have been introduced as well with English language in order to meet modern world. Despite local content traditional games and songs are introduced to train children psychomotor and emotional mental, and culture as well. For example traditional game that colored with local song is *cublak-cublak suweng, ilir-Ilir, kling-kling brok and jaranan*.

2. Health and Nutrition Activity

For health service, service is provided both through Posyandu and or through private service, citizens visit midwife house or ask idwife to come their house. Service for children that provided by health worker or midwife relatively good, it means there is no complain from people to provided service.

“If I had problem to come to Posyandu ... they will initiative come to my house” (Yani, the midwife Taman Posyandu Tegalombo)

In health field, during TP activities in three researched villages, there is no found special case or children with special needs that require special handling, so that there is no information about how to handling and its reference system.

3. BKB Activity

This activity is addressed mainly to a group of mothers who have children aged 0-6 in the form of counseling for health, psychology and education in order to ensure the development of young children normally.

While parents awaited their children in TP sometimes they get guidance from cadre about nurturing children. For guidance of nutrition they get at Posyandu service, meanwhile for health and hygiene, infected disease they get from health office, district and village team. Usually counseling is conducted at village office and for free. Regular counseling about special for teaching a child, they have not got yet.

Benefits are felt by parents on TP activity is very positive, because it helps growth and development children, as a mother said:

“There are many changes after joining TP. My child has known about colours, consorting with their friends. His intelligence progress faster”

(Karmini, 33 years old, parents, Sempol village)

One Elementary School teacher also recognized that the school readiness of children who attended TP is better than those who did not.

4.2.1.3. Program Coverage (2006 - 2008)

Coverage of target groups of TP program in three villages that visited during years 2006 – 2008 is heterogen, some are improving and others are declining. In Tegalombo village, the enhancement of children who participate in TP is 20 % per year. Benefit of TP is shown.

“Because parents get benefit and useful of PAUD for their children intelligence, children become clever...”

(Pardiyono, 43 years, head of village, Tegalombo)

Child participation in Karang Anyar and Sempol village is experiencing to decline that caused by child population thus all children aged 0 – 6 years covered by TP.

4.2.1.4. Facilities and Educational Toys Equipment for Children

The main facilities of TP, land and buildings, are borrowed from village government and community. However, in Sempol village currently is being prepared a new building for TP. It is village head effort who successfully obtained budget from PNPM (National Community Empowerment Program) from the government.

Although large and condition are various, in general building has ventilation, children have space to play and clean water is available. The room is decorated with interesting pictures and colorful. Facilities and educational toys (APE) at TP in three researched villages are same relatively because they only accept facilities and APE packages from UNICEF.

Hope to develop other toys especially from local environment can't be made for everything. Why?

“Yeah ... maybe we have no experience with used materials ... must be creative, we may still have lack of training and materials, thus it is the obstacles...”

(Siti, 50 years old, Cadre, a Sempol Village)

In Karanganyar village, cadres are able to take advantage of dried leaves, seeds, sand, gravels and tree twigs. While traditional game is taught, as mentioned by a cadre:

“Cublak-cublak sueng, dakon, or Sundanese manda "kling-kling brog" played by group”

(Efiani, 33 years old, Cadre, a Karanganyar village)

The type of game is introduced because of:

“... to preserve (nguri-nguri) our culture, cublak-cublak sueung teaches emotional aspect because children are encouraged to win the game and kling-kling brog teaches gross motor”.

(Efiani, 33 years old, Cadre Karanganyar village)

4.2.1.5. Module and Education Material

To ensure TP activity program, there is training activity for TP cadres. Most cadres in Wonosobo have training for cadres. Training were conducted twice during 3 days, where the second training is a refresher training (upgrading). Revised material of module is intended to meet required specific of TP and to put local content that proper with Wonosobo community that religious.

About the training material, generally cadres pleaded have no difficulties but for special material cadres have some difficulties, as a cadre said:

“The most difficult is Following Action Plan (RTL = Rencana Tindak Lanjut) ... sometimes realization unplanned”
(Fatimah, Cadre, Karanganyar Village)

To overcome the problem is by asking to Cadre who is more experience or to do the RTL together.

4.2.2. Quality of Service Provided

4.2.2.1. Quality of Service

Service of TP in education is provided through the grouping children by age, namely, the age group 2 - 3 years, 3 - 4 years and 4 - 5 years. Each group has a study room apart. Meanwhile, in the field of health services, provided mainly through Posyandu, which contains the health and pregnancy, weighing, and the provision of additional food (PMT).

TP quality can be measured from the benefits or the impact that changes attitudes and behavior are also experienced by children after the TP activities, as disclosed by the mother of one of the following.

“Yes there is, he’s still embarrassed with his friends, but every day he meets his friends ... if he knows them long enough, he will get acquainted”.
(His mother Rangga, parents, Karanganyar Village)

Changes that occur in the case of intelligence also felt the parents, such as recognition of a mother following.

“Intelligence, yes,, he could not even hold a pencil ... now he can color, he sometimes ask, what is color? Many questions, while playing in what can count, this is also already know .. many questions, there are also play seed in the bay also calculated, Logical ... about my children there”
(Yuna, parents, Karanganyar Village)

Positive changes are also recognized by teachers at the elementary school where children attend school graduates Taman Posyandu. They compare between children with early childhood graduates Postal children who do not follow it. In

the case of speed writing and counting felt very different between the two groups of children. Children who do not join PAUD still have difficulty holding a pencil so that take longer to write. Likewise for writing numbers, they still often have errors that math ability is also slower. The weaknesses are not found in children who have been involved in PAUD Post. Taman Posyandu child graduates also have the courage to go to school without his mother, while children who are not PAUD graduates must still be waited on.

4.2.2.2. Quality and Effectiveness of Training

To improve the quality and effectiveness of training, training modules from UNICEF to a number of adjustments made by the team from *HIMPAUDI* specifically requested by the District Education Office . *HIMPAUDI* team also functions as coach of the Cadres. With these adjustments, the Cadres do not feel difficult to understand the training materials.

When assisting children and find the problem, the Cadres cope with the normal approach through personal messages or advice. Efforts to improve the skills and confidence in assisting the child are conducted through internship before they actually assigned Cadres as educators. Other efforts besides training that was held, it is still difficult for *HIMPAUDI* to access because of their lack of cost. Books or reading about the reference and encourage children also are not found in the TP.

4.2.2.3. Capacity and Commitment of Cadre

The ability of Cadres adjusted to the conditions of their education background. However, the ability of Cadres is good enough in making RKH, RKM, and RKB. Only in making RKM, Cadres take for granted, since the content is almost the same with RKH. If Cadres have difficulty, to fill the work plan, the consult with a senior Cadre.

About the thing that motivate Cadres to plunge as volunteers, with the unpromising and uncertain benefits is social motivation, such as the following statement:

“As a person living in the village, I would like to have social awareness socializes”
(Nani, Cadre, Sempol Village)

Cadre commitment can also be seen from the turnover of Cadres Post in early childhood. In this case, the fact that it was found a brisk, as a Manager of Taman Posyandu.

“This year I last year there was one out because of health problem”
(Nani, Cadre, Sempol Village)

In the village there are 3 Karanganyar Cadres who resign, but the reason is they join a civil servant and join Wiyata Bhakti (honorary employer)

4.2.2.4. Management

Management PAUD does not include some aspects, such as the clarity of organizational structure Taman Posyandu, financial management, which is marked with a special treasurer holding cash money of the institution and the reports of activities, such as RKH (daily work plan). In addition, there are also reporting that the annual liability of responsibility RKM (weekly work plan, and RKB (monthly plan). Of the three forms of activity plan, which is usually done only RKH and RKB, while RKM ignored because the content is almost the same with RKH.

Organizational Chart of TP usually hung on the wall or in one room, where there are in the position of treasurer who holds the cash Taman Posyandu. Thus, there is no financial management team in particular. About the structure of the organization itself, explained:

“The structure is like this ... there is a chairman and the secretary ... and then continue the health section of the treasurer ... general section continues a do so ... the education section...”

(Kartinah, Cadre, Karanganyar Village)

From management structure team found no cases, due to lack accordance with the needs, considering the very rarely found cases in which children need to be handled specially. Communication book between Cadre and parents is not available, the book records the development of children is not either. While the book is absent, the book inventory of goods and cash on the books is generally available.

There is a model of monthly reporting of activities that are submitted to the LPP (Institute Manager of India) as a charge. While financial reports are usually delivered at the end of the year.

4.2.2.5. Quality of Supervision

Supervision of early childhood programs Postal routinely use a special instrument by the parties who should play the role of overseeing such as the LPP, the Office of Education and UNICEF in the field does not occur, as recognized by the Manager of the Karang Anyar village,

“Yes none from UNICEF, none from office..”

(Sumarsih, 43 years old, Cadre Manager, Karanganyar Village)

Supervision model that occurs only through the monthly reports given to the Taman Posyandu to the LPP or the head of the village. Moment of supervision

actually appear in the Post early childhood when there is a problem that must be solved, the village heads will meet to solve them. However, if you see a report that documents created by the Office of Education, monitoring and evaluation has been done in 2007 by using a special instrument.

4.2.3. Community Participation and Affordability

4.2.3.1. Community Participation

Form of community participation in the program Taman Posyandu varies, including registering children to the Post in early childhood. The form of support is the support of other non-material form of Cadres who want to work voluntarily. Other form of participation is a loan to be use housing residents as a place for early childhood activities, such as in the village Tegal Ombo and support personnel for the development of the building that will be a place of TP.

While the form of support from the village government:

1. Legality Support for TP with rising LPP SK, SK, India and SK Taman Posyandu
2. The provision of TP building (contract, the village facilities, buildings PKK and others)
3. Guidance on TP supervision and monitoring
4. Socialization to the community about the importance of early education
5. ADD allocate funds in varies amount for each village, LPP help in leveraging funds and community self-reliance
6. Allocating " bengkok" land owned by the village.

Communication/meetings between TP and parents are not found in the three villages, the location of the study. That there is only meeting between the TP and Manager of PAUD monthly.

4.2.3.2. Capacity of the Community

The ability of the community as the ability of parents in caring for and educating children fact still remains limited because of limited supplies or counseling provided by Cadre. In this case, both the parents and Cadre have not been following the program guidance and assistance of children. Only get a cadre of trained by UNICEF and the parents only to the extension of the Cadre.

Taman Posyandu currently running with the support of UNICEF, village officials and the community. If the project ends from UNICEF, the potential for sustainability Taman Posyandu rely resources from the kerelawanan Cadre and sources of funds as follows:

1. Funds that block grants be used as a UNICEF funds eternal capital in the form of savings and loans of Rp 7,750,000,--

2. Funds of APBD budget of Rp 2,000,000,--
3. ADD Rp 500,000, -- Rp 1.5000.000, - except Tegalombo villages that do not have ADD
4. Child tuition fees ranging between Rp 5,000 -- Rp 10.000, - each month

In addition, there are funds from PNPM (National Community Empowerment Program) in the village Sempol used to make building the center for early-age education, including Taman Posyandu.

4.2.3.3. Affordability of the Community

Against various forms of spending that is intended for the children in early childhood Post, generally, parents do not feel overloaded in the sense that the cost or expenditure is still affordable by them. The average cost of tuition, which is issued by the parents in the Taman Posyandu between Rp 5000,- to 10,000,- for equipment such as pencil color, crayon, and others. In addition, there are PMT cost Rp 500,- - Rp 1,000,- per visiting, the book Rp 10,000,-/semester and uniform Rp 28,000,-. For each of these uniforms to buy their own parents. The cost is affordable by parents. One mother said:

"The cost is quite light, I can always pay each month"
(Tentrem, 28 th, parents, village Tegalombo)

4.2.4. Local Capacity and Sustainability

4.2.4.1. Socialization and Advocacy

Advocacy and activities awareness at the district level by program planners from UNICEF and the decree has BAPPEDA head of the Postal Operations Working Group PAUD and document the commitment of the Regent and the DPRD, although not specifically intended for the Postal early childhood programs, but for early childhood programs in general.

Working Group of Taman Posyandu district is a team for early childhood services in the post early childhood, consisting of BAPPEDA, the Office of Health, District Office, DKKS, DKBKS (family planning), the KPM, HIMPAUDI elements and the PKK. Each element is specialized, even to have a grip on technical matters of each element.

4.2.4.2. Policy and Financial Framework

Specific policy areas on the Taman Posyandu which has a strong position as Regent of regulation or decree has not been prepared in Wonosobo. Policies is in the form of a commitment document Wonosobo District Government in the Development of Education Early Childhood, which was signed 7 April 2008 by

the Regent and Chairman of the DPRD. Although the commitment is not a product of law or formal policy at the local level, but both parties have stated to follow up the commitment that can bring impact on the budget. Office of Education for its own commitment is used as the basis for a budget, because in it contains a commitment to develop in early childhood Post 61 villages with APBD II in 3 years into the future.

“... So when we submit the reference RASK (Plan Budget Activities Unit). So in the beginning we organized and we attached RA activities such as the MOU”
(Lily SB, the Office of Education Wonosobo)

Post budget for early childhood is recognized still very small, because the education budget for this priority is for programs that *Wajardikdas* the portion p is big enough. The local parliament already recognize it, as delivered by one of the following members.

“Yes, it is still small, yes. Still small compared with the normal dikdas program. Reasonable Dikdas global figure is still an 19. 19 percent But already approaching 20%. It is reasonable, it's elementary education. So, PAUD is still in a small percentage. The percentage is not measurable.. But we admit it, it is still small, it is”.

Although still recognize the small, but that DPRD 's will is important for there will be improvements in the future.

4.2.4.3. Management and Technical Capacity

In the case of technical and management capacity, assistance provided by UNICEF and covered in MoU with Government District, follow-up with formatted TP Operational Working Group (Poktal PAUD) through BAPPEDA Head decree where its duties are:

1. Prepare and handle activities related to PAUD in Wonosobo district
2. Monitoring and evaluation of PAUD activity in Wonosobo
3. Report activity result of point (1) and (2) to Wonosobo District Head cq BAPPEDA Head.

Decree stated that all costs for issuing a decree will be provided by UNICEF budget that allocated for TP activity in Wonosobo district.

4.2.4.4. Sustainability

The sustainability of TP program Wonosobo potentially is shown on BAPPEDA head decree and development PAUD commitment document between District Head and DPRD that has been decided 61 villages that accept fund for PAUD services in order to balance the program.

Until year 2008, in Wonosobo district there are 32 TP assisted by UNICEF with 188 educators. Their educational qualifications vary from elementary level to

university graduate. Their status is defined as educator established through Education Office head decree and they will have transportation allowance Rp 50,000 per month that collected from district budget (APBD).

Transportation allowance that will be paid quarterly, in reality must be distributed for cadres who don't have Education Office Head decree. In addition to transportation allowances, TP receive aid from ADD that amount varies depend on local village commitment. In fact, not all of ADD gives fund for TP.

4.2.4.5. Scaling up Program

As other programs that serve as a model, in the future TP will be developed both for quality and quantity. In term of quality, inexplicitly the development will be done through cooperation between district government and HIMPAUDI Wonosobo with supporting efforts from advocacy to monitoring.

In term of quantity, Government of Wonosobo district has commitment to scale up early childhood services for villages that have no TP services. In the district development plan there are some targets of number and location villages that will receive fund. Year 2009 plan will be establish PAUD institutions both for formal (TK) and informal (TP, play group, nursery, BKB or other similar in 61 villages in 13 sub district. Number of TP is not predicted yet in planning.

Improving efforts has been discussed in monthly meeting of TP Operational Working Group. Like previous TP programs, district governments will not 100 % adopt or replicate of UNICEF model but will consider Wonosobo district character that religious, with local wisdom development like intelligence/spirit.

Improving efforts is conducted by Office of Education through meeting of village leaders and and emphasizing that basis of TP establishment is independent. TP must be established by and for community. Village Office can take advantage of the opportunity from village fund allocation (ADD) that the percentage of budget is not determined yet, and from PNPM as well that are more selective and need creative proposal so fund can be accepted much bigger.

4.3. Probolinggo

Probolinggo is a district in East Province with many mountains, Semeru, Argoruro and Tengger. It has many Tourist places, for example Bromo Mountain, Water Fall Madakaripura, Giliketapang Island with its Sea Garden. Bentar beach, Ranu Segaran and Hot Water Spring in Tiris village and Jabung Temple indicates the heritage of Indonesia. Probolinggo District has also its own culture as Kerapan Sapo, Kuda Kencak, and some dances such as Glipang, Slem pang, Pangore, and specific Tengger Culture. In addition, Probolinggo also produce fruits, vegetables,

and other farming products. Geographically, Probolinggo situated near the sea. It has more or less 7 km beach, which also potential in fishery.

Probolinggo District has an area of 1,699,166 km² with a population of 1,059,322 inhabitants in 2004 and with density of 598 people/km². This district consists of 24 sub-districts and 325 villages (BPS East Java, 2006). The area that becomes a location for need assessment is Maron, precisely in Maron Wetan, Wonorejo, Satreyan and Sumber Poh.

Village Maron Wetan and Wonorejo are similar, where there are many houses with the asphalt roads that public transportations can access the village, while Satriyen village is located far from the asphalt road. It only can be reached by motorcycle. The path is narrow, dusty, bumping, with many trees and if rainy season, it is slippery. Along the road there is no house. The houses are in remote areas.

4.3.1. Appropriateness of Supported Services

4.3.1.1. Community Approach

The establishment of TP begins with needs assessment conducted by program planner/UNICEF through KAP (Knowledge Attitude Practices) in 2006 by the F2H (Frontiers for Health Foundation), provided children aged 0 – 6 years and Posyandu data base, perception of parents on child education, child education data, determine what activities that proper for TP and determine number of TP services. Primary data obtained from parents and village officers, and become term of reference for undertaking of TP.

Efforts for community involvement through Posyandu activities are intended to have support in implementing TP from Posyandu manager and cadres as holders of responsibility. These efforts are done by visiting families who have children aged 0 – 6 years and parents are invited in Posyandu meeting of discussion and they are also encouraged to bring their children to participate in TP, as mentioned by Manager of TP:

"I visited families who have children under five, and invited them in the meeting of discussion and encouraged them to bring their children to school..... and they didn't reject it, and at time being there were no obstacles."

(Mistuki, 61 years old, Manager, Manager, TP Tunas Bangsa, Satreyan Village)

Posyandu is a place that considered most effective to approach community as the target of program. Beside Posyandu activities, socialization conducted through religion meeting, such as *pengajian* and *sholawatan*. Head of *pengajian*, community leader, cadres and midwives are involved in these activities and have positive responses from community to execute TP plan.

In selecting the location for TP, community agreed directly that the location is chosen without discussion process, because in generally TP location has been visited by parents and their children aged 0 – 6 years. There are no obstacles to decide and to determine the location for Posyandu Manager as the location is in her house and it is also used as PKK building, according to TP Manager:

"At that time being pak carik and as a village leader also was my husband and I was as PKK head manages this Posyandu. I gave suggestion to use PKK's room for TP and agreed directly"

(Sulastri, 36 tahun, Pengelola, TP Flamboyan, Desa Maron Wetan).

Like the determination of TP location, recruitment of TP cadres is conducted by Posyandu manager. Voluntary and without standard criteria for a TP cadre because it is difficult to have cadre with required education level, as mentioned by a village staff:

"The main requirement is willingness as without this TP cannot work, and cadres are unpaid. Main obstacle is human resources as not all good resources want to be a cadre so we use the available human resources ..."

(Hasan, 45 years old, Secretary Village, TP Flamboyan, Wetan village of Maron).

There is no problem in the process of recruitment because of TP cadre is a Posyandu cadre who services mother and their children.

4.3.1.2. Services Provided

In principle TP activities functions as a stimulator for growth and development children under five directly or indirectly, included:

1. Psychosocial Activity

Activity carried out through learning by playing that meets with the theme of education. Most of games adapted from Handbook (Work Plan) and combined with local games such as Enggrang. Learning by playing activity is prepared for young children to enter Elementary School. As a whole, TP program is very useful for child growth and development, especially psychological development, as expressed by parent:

"I want my child smart and intelligent. Smart is not only in the field read and write. Anis, my child after playing toys will put things right in TP. Her father was surprised when knowing that Anis can tidy her toys up and I said to him that she learnt from the TP".

(Haryati, 40 years old, parents TP Flamboyan, Wetan Maron)

In communicating with children, TP Cadre more often using language Indonesian than local language as most children use Madura language, as mentioned by a cadre:

"Most children under five have accepted language Madura at their house, so that we have to speak slowly and step by step in teaching them language Indonesia if they speak with language Madura"

(Badriah, 26 years old, Cadre TP Flamboyan, Wonorejo Village).

The service for children from Cadres who meet the local culture makes the process of learning runs well.

2. Health Service Program

Health services intervention carried out through weighing activity, giving full immunization (polio, DPT, BCG and measles), and medical check-up by midwives, and nutrition services through PMT provided by Cadre in Posyandu. This health activity is in line with Posyandu activity. This health service has given significant impact on child growth and development, as said:

“Yes, healthy, never sick... if he is sick, only for a while... if we do not give immunization, if he is sick, will be long. That’s what the midwife said..”

(Sumarni, 30 years old, Parent, TP Flamboyan, Wonorejo)

In general, parents recognize that health service and PMT given every week, make children are healthier. To monitor the health status of children, parents are given KMS. TP accepted well, especially officers in TP, such as cadres and midwives are already known before children participation in TP through pregnancy check-up and immunization services.

3. Infant’s Family Development (Bina Keluarga Balita/BKB)

BKB activity is facilitated by Posyandu Cadres, Village Midwife, District Education Office, and District Health Office alternately, every month. The process of BKB activity carried out while parents waiting for their children in TP, through counseling and discussion. Materials cover childrearing, child development, cooking healthy food appropriately, etc. This activity is responded well by parents and it helps them a lot, especially in child development.

4.3.1.3. Program Coverage (2006 - 2008)

TP targets children young children (ages 0 - 4 years) in location of assessment village, while children aged 5 – 6 covered and will be served by Kindergarten. Number of children aged 0 – 6 years in the beginning of TP implementation (year 2006-2008) are 44,920 children. Early childhood education service can provide 8,340 children (18.56 %) and TP can provide 832 children (1,85 %).

Among the 4 villages, Satreyan village has the lowest education inhabitant where around 95% population has not graduated Junior High School. While Wonorejo village has the high education inhabitant, around 35% has Senior High School graduates.

Satreyan has the highest number of young children aged 0 – 6, that is 763 children, while the lowest number is in Sumber Poh (263 children). Number of

infant in Satreyan is the highest (250 babies) and the lowest is Maron Wetan (67 babies). Number of pre-school children in Satreyan is the highest (285 children) and the lowest is in Sumber Poh (102 children).

Maron Wetan with 490 young age has 5 Posyandu which manages by 18 Cadres and 3 Similar PAUD, consists of Kindergarten and Play Group. Wonorejo has 648 young children and has 6 Posyandus, run by 25 Cadres, and there are 3 Kindergartens. Sumber Poh has 263 young children, 4 Posyandus, run by 30 Cadres and 3 Similar PAUD, consist of Kindergarten and Play Group. Satreyan has 793 young children 4 Posyandus, run by 38 Cadres and 4 Similar PAUD, consist of Kindergarten and Play Group. The prevalence of young children in Probolinggo encourages institutions to support early childhood development, such as Kindergarten, TPQ, PKK, Posyandu and PAUD.

4.3.1.4. Facilities and Educational Toys Equipment for Children

Many TP locations are facilitated by TP Manager. They provide their house for TP activities. Based on observation, TP conditions are varied. In TP Flamboyan, Wonorejo village, the conditions as follow:

- Rooms are not suitable, unproportional between number of children and parents who still must accompany their children
- The lights, windows, ventilation facilities, and cushions are also unequal yet
- Provided clean water and toilet are bad conditions for children because the existing location is not built for TP

These conditions do not occur on a TP Maron Wetan that occupied a room owned by local village official, such as PKK room. The room, lighting, ventilation, cushion, and others look good and clean. Similarly, the availability of clean water and toilets are also not much different. Clean water in TP Maron Wetan comes from PAM but not functioning. The most alarming is that in the TP Satreyan get water supply from rivers that brownish color.

Other equipments condition such as book shelves, trash, indoor APE, learning facilities (washbasin or wastafel) and others is very good. There are some local APEs that very simple but can be used by children. Outdoor APEs condition are very unsafe for children, such as sliding board made from zinc has started to rust, and painted pillars have faded and began to erode, and several APEs made from the board tend to rough. Outdoor APE conditions are unequal yet for every TP even in one of villages that has limited courtyard for outdoor APE and unsafe for children as its condition very dusty.

In essentials, facility and APE that provided by UNICEF seen in good condition but contrary that provided by NGO tend to be minimal and unsafe for children.

4.3.1.5. Module and Educational Materials

Educational activity at TP begins from UNICEF module. Series of materials is given according to the ages of children and local culture condition. The ability of cadre to develop existing module is stimulated by trainings that given by District National Education Office and HIMPAUDI team.

"2006-2007 cadres were trained BCCT, and 2008 refresher of BCCT". They practiced their ability to children and no any difficulties because in the game there is a song that children love There's a theme for children to play, like a house etc..... so all for children".
(Mistuki, 61 years old, Manager, TP Tunas Bangsa, Satreyan Village).

Training, module, creativity and cooperation between cadres in making module and educational materials can be accepted by children, especially trained cadres.

4.3.2. Quality of Services Provided

4.3.2.1. Quality of Service

Educational activity in TP has standard minimum of services (SPM) and TP provides assistance for grouped children that are grouped into 2 - 3 years and 3 - 4 years. With the limitations they have, cadres are required to see situation of children and to serve both of these groups, as manager said:

"Children are grouped according to the need of children and served in turn".
(Mistuki, 61 years old, Manager, TP Tunas Bangsa, Satreyan Village).

Health services provide Posyandu standard for services, covered health check-up, weighing, and serving additional food (PMT). Additional food is given to children who have problem in malnutrition problem through Pos Gizi that formed to facilitate this condition.

With this standard service it can be guaranteed that quality service is good enough and has significant impact for the growth and development of children. The main of changing is attitude and behavior of children become more positive, as parent said:

"Used to be they can not do anything but crying, now they can sing, dancing and be good. Before going to school they will say kum (asalamualaikm) then kiss to the hand"
(Sariah, 28 years old, parents, TP Tunas Bangsa, Satreyan Village).

Changing significant also happened to the development of intelligence of children, as a parent confessed:

"used to be they hold a pencil without knowledge but now they know how to hold a pencil and how to cut, and how to coloring"

(Tulfaizah, 30 years old, parents, TP Flamboyan, Wetan village of Maron).

Elementary school teacher likewise said about their students who participated in TP and TK:

"They easy to adaptable with their older friends, there is no differences between who they are from TP and TK, they courage to play and to talk together. Before they shy when enter to level 1 but now they don't shy even talk to their teacher"

"Used to be they don't know about letter and number when enter to level 1 but now they have known about them so it is easy for me to teach the subjects of level 1".
(Elementary school teacher, TP Tunas Bangsa, Satreyan Village).

Experiences show that children who participate in TP activities when they are in elementary school have progress on attitudes and behavior changing, social interaction, independence and intellectual. TP activity is useful in preparing children ready to go to school to have further education.

4.3.2.2. Quality and Effectiveness of Training

Majority of cadres have educational background junior high school (SMP), even though some have senior school (SMA). To give same understanding of TP services process, some cadres from each TP have chance to have training that conducted by District National Education Office and HIMPAUDI team. The training materials that cadres have from training are: learning and teaching method in early childhood level, how to be a good cadre, micro teaching, process of making a plan of teaching, 9 messages, etc. These training are very helpful, immediately cadres practiced teaching to children and every month they have meeting to exchange experiences and information between cadres so they can get much of experience and knowledge of PAUD.

"We practiced of what we get from training at home, for example about fold. After learning all modules in the guidelines book that given from UNICEF at home then we practice all modules to children. Not all cadres have training.
(Agustini, the age of 32 years old, Cadre, TP Flamboyan, Wetan village of Maron).

In spite of PAUD training has been given cadres still want to have activities of capacity building through training or workshop. Beside that there are many cadres who don't have certificate from training they participated. Meanwhile cadres who haven't have training want to have the same chance, so that TP activities can be aimed effectively.

Although not all of cadres have training, yet discussion activity in making a teaching plan and exchanging experiences can give information for cadres. Training material is helpful for TP activities. Most important is spirit and high commitment of cadre for sustainability of TP.

4.3.2.3. Capacity and Commitment of Cadre

In doing their duty, cadres have no difficulties in teaching to children and in making TP learning materials. If there are any difficulties or problems will be discussed by cadres.

"Cadres who have been trained in UNICEF will not have problems. If cadre has a problem, she will ask and all cadres will discuss it".
(Mistuki, 61 years old, Manager, TP Tunas Bangsa, Satreyan Village).

Capabilities of cadres in making daily work plan (RKH) are good, but they still have difficulties in making weekly work plan (RKM) and monthly work plan (RKB). Usually for RKM and RKB made by manager and helped by experienced cadres, as most cadres still haven't understood in planning TP activities for next.

"We still can not make work plan, but we have been preparing to make.... Our human resources are lack of knowledge"
(Mistuki, 61 years old, Manager, TP Tunas Bangsa, Satreyan Village).

"If plan is made by one cadre it won't be understood. So if there's a question can't be answered so now we make RKH for tomorrow and so on"
(Agustini, 32 years old, Cadre TP Flamboyan, Wetan village of Maron).

Limited human resources didn't become obstacles in implementing of TP. Cadre motivation is high enough to improve their capacity to get "C" package in volunteering and self educating, as a cadre said:

"For example, we take model of other TP policy in having progress because the way of teaching is in the book. Just like RKH, we make administration from the book but now we can do it as we learn over and over again."
(Agustini, 32 years old, Cadre TP Flamboyan, Wetan village of Maron).

Cadre high commitment is also marked with their will to support and to rear children in TP although for free.

"Previously we get incentive Rp 5,000, - but now we get Rp 600,000,- from UNICEF. The rest of Rp 400,000 deducted for operational cost are divided by 4 is for us since 2006 to 2008 ha..ha"
(Sucianingsih, 30 years old, Cadre, TP Tunas Bangsa, Satreyan Village).

The spirit of children to participate TP activities and enthusiasm of parents to bring their children to TP is the main reasons for cadre to serve TP. Cadres feel summon and voluntarily to rear children to have the best education.

"Let us to have activities, to increase knowledge, to have experiences and reward from God ...once we have this education then by being teacher we can teach, that's blessing from Allah"
(Agustini, 32 years old, Cadre, TP Flamboyan Wetan Maron).

Some TP managers have set up policies to give some money of outstanding operational cost for cadres for several months, like a manager said:

"If there is outstanding cash that we got from contribution (SPP) I will give Rp 25,000 per cadre/month but it depend on expenses of TP. If we have a lot of expenses like today than we will have to give nothing"

(Sulastri, 36 years old, Manager, TP Flamboyan, Wetan village of Maron).

High commitment and motivation of cadres in running TP can be seen from low of cadres turn over. Three (3) cadres resigned because of opportunity and have new job, like a manager said:

"There are 3 cadres, they became kindergarten (TK) teacher as they get greater income.... and for temporarily, empty positions are replaced by other cadres buy turns"

(Humsatun, 26 years old, Cadre, TP Flamboyan, Wonerejo Village).

This condition does not cause a shortage of cadres so that new recruitment is not necessary.

4.3.2.4. Management

For TP management material cadres and manager have not been trained. According to program planner from UNICEF, materials of TP management are not specifically given, but there are on other materials. Nevertheless, each TP seem has already good management system, it can be seen from organizational structure, program activity book, child development book, child attendance book, inventory book, Posyandu and TP petty cash books, etc. Case book did not filled since the case considered normal by Cadres, although there is a child who is aggressive.

TP financial management held by TP treasurer and parents are not involved. Financial report is submitted to midwife and village officer. In the absence of some other matters, such as case management team significantly doesn't influence TP activity process. Enteriley management system looks neat, clear and transparent.

4.3.2.5. Quality of Supervision

Concerning TP implementation, monitoring and evaluation conducted by district trainer team, namely District National Education Office and HIMPAUDI District.

"Trainer team from district come down 5 days each month and Early Childhood Development (PAUD) district team come down 3 days in 2 months".

(Dwi, 30 years old, Program Planning / UNICEF, Bangkok).

Monitoring more focus on learning process meanwhile visiting is focus on supervision concerning guidance and inspection process of administration book. Monitoring and evaluation follow-up is usually expressed with training for

Posyandu cadres or discussion with TP manager and cadres. Report of monitoring and evaluation submitted to Head of Probolinggo District Education Office.

4.3.3. Community Participation and Affordability of the ECD Service

4.3.3.1. Community Participation

On community participation aspect, there is no support of fund and other facilities as well except Manager's house for TP activities. One of reasons why community participation is low, especially in providing funds for the needs of teaching process and TP sustainability, caused by limited condition of socio-economic, especially in TP Tunas Bangsa, Satreyan Village, as a parent said:

"Here mothers have limited economic and don't want..... so Mr. Mistuki doesn't force"
(Sariah, 28 years old, parents, TP Tunas Bangsa, Satreyan Village).

This condition is quite understood by manager, so by parents bringing their children to TP it can be seen as a form of participation from parents.

"By they come to here is a support from community. If they are charged they won't come to here. One day we have a meeting and we invite National Education Office, community leaders and parents. We asked parents how if there's tuition fee (SPP) for TP and they said if there's tuition fee it means they will not go to TP "
(Mistuki, 61 years old, Manager, TP Tunas Bangsa, Satreyan Village).

Parents reject to pay institution fee because compulsory study program like Elementary School (SD) and Junior High School (SMP) are for free. Nevertheless participation potential is opened, because community wants to participate knotted. It is shown when they are asked about the possibilities of institution fee in the future, they said:

"It's up to friends, I also want "
(Asiah, 35 years old, Manager, TP Tunas Bangsa, Satreyan Village).

According to the Manager, tuition fee is not intended to burdensome for parents:

"... in fact if only tuition they can afford, but they don't aware I think if for tuition they will have to pay, some parents probably can not afford it, but people are not same, although they are poor but they want their children to have school"
(Sulastri, 36 years old, Manager, TP Flamboyan, Wetan village of Maron).

Observation shows that communities actually have ability to participate in funding although not in a large numbers. This is acknowledged on parents in TP Flamboyan, Wonorejo and Maron Wetan, they don't objections to pay tuition fee for education of their children.

" it's only 3.000, I don't mind as for school children"
(Sumarni, 30 years old, parents, TP Flamboyan, Wonorejo Village).

"The important thing is intelligence so don't mind"
(Windi, 19 years old, parents, TP Flamboyan, Wetan village of Maron).

Those testimonies above are a start to encourage and increase participation of parents. There is no other parents participation besides the responsibility in paying tuition fee, donation for PMT and jimpitan of Rp. 500,- every week (TP Flamboyan at Maron Wetan).

4.3.3.2. Capacity of the Community

To increase parent capability in rearing children, TP manager serves assistance and guide program that packaged into a discussion session in TP facilitated by Posyandu/TP cadre and midwife. Benefit of this "*paguyuban*" (discussion session), as manager said:

"Yeah ma'm there is, problem has been discussed and solved there"
(Mitsuki, 61 years old, Manager, TP Tunas Bangsa, Satreyan)

The existence of *paguyuban* as a communication forum is very helpful for parents to improve knowledge and understanding in rearing children.

Meanwhile in village level, village capability to a sure of sustainability is seen at TP Flamboyan in Wonerjo through village leader commitment by providing budget of Rp. 50,000,- each month for TP activities in that village. Another support is a place for TP, and it is only for TP Flamboyan in Maron Wetan.

"It has never been discussed. Support from village government which is given to TP, especially TP Flamboyan, that is PKK building allowed for TP activities."
(Hasan, 45 years old, Secretary of Village, TP Flamboyan, Wetan Maron).

Site for TP conducted by the willingness of community member to give up the place to be used for TP.

4.3.3.3. Affordability of the Community

Confronted with tuition fee (SPP) in TP, there are two differences reaction, in one of villages, Satreyan, found objection for fee, the reason is tuition for SD and SMP are free why PAUD must pay. TP manager has been worrying if parents are encouraged to pay tuition then they won't bring their children to T, as a manager said:

"if they are asked pay tuition fee they won't come here, once I invite Education Office, community leaders and parents to discuss about tuition fee and they said if there is tuition fee they won't come to TP"
(Mitsuki, 61 years old, Manager, TP Tunas Bangsa, Satreyan"

Other villages, namely Wonorejo and Maron Wetan, usually parents are not objection for tuition fee for their children education in TP that amount from Rp.

3,000 to Rp. 4,000, as delivered by a parent who don't mind to pay for her child education:

"No, it's only 3,000. I don't mind as it is for my child education"
(Sumarni, 30 years old, parent, TP Flamboyan, Wonorejo)

4.3.4. Local Capacity and Sustainability

4.3.4.1. Socialization and Advocacy

Implementing TP is responded very well and get support from district government, accidentally Head District wife is a Forum PAUD Chairman of Probolinggo District. Previously there was a policy about PAUD that is provided through Head of Probolinggo District Decree No. 426/401/426.12/2004 on Board Formation of Forum PAUD of Probolinggo District. Characteristic of Forum is cross sectors rules, namely BKKBN, Education Office and Health Office. Following Head District Decree is creating TP model in every sub district.

Forum PAUD functions as a place of coordination for formal and informal advocacy between cross sectors or familiar called "cangkrukan". Although it is lead by Head District wife but authority is Education Office Head. Forum whose member are 33 consist of government agencies, NGOs, community leaders, and universities. Forum contribution is socializing new information that relates to TP.

The obstacle that found in Forum PAUD is no regular schedule of meeting because members are often busy. However in each meeting PAUD and its pioneering progress will be discussed.

Existing policy is hampered by decree No. 41 year 2007 on Government Structure Organization implementation that takes time for adjustment.

4.3.4.2. Policy and Financial Framework

Special policy for PAUD in the form of District Regulation (Perda) has not been ordered in Probolinggo. Existing Perda is District Education Regulation. According to Head of District House Representative (DPRD), base on unordered acts to compile District Regulation for PAUD, Education District Regulation is fine. Nevertheless, this condition is not become obstacle in implementing PAUD and its pioneers.

Although there is no special policy on TP or similar, according to local Education Office there has been a commitment and support on funding from local government that covered on APBD II, namely Rp 50,000,000 per year. Beside that, according to DPRD Chairman there might have been fund for PAUD thorough ADD (Village Fund Allocation) but amount relative small and it's depend on village agreement. This village fund allocation is in sector and the

amount around Rp 700,000,000, - in details from Rp 50,000,000 - to Rp 80,000,000 per village for PKK and TP activities. However, according to Head of District Government (BAPPEDA), socialization is often unspreaded to the bottom.

According to local Education Office, fund of ADD allocated by office is for honorarium of cadre and the amount is relative small. Not all villages will have village fund allocation (ADD). Today, APBD II budget is hold by Education Office and the amount is Rp. 150,000,000 and its realization is good. TP or similar will have fund as well from ADD through Village Community Development Directorate (PMD), namely Rp. 400,000,000 per TP for each year. For realizing is by submitting a proposal to village head, then village head submits to PMD.

Despite village funds allocation (ADD) development, Probolinggo district gets assistance from UNICEF, that is training for TP cadres and parents, BBCT stability, media for 9 messages, internships for TP cadres in province or district, APE and uniform for cadres, establishment of communication forum for village level every 6 months, and establishment of communication forum for TP every 3 months. Budget is Rp 400,000,000 and realization is good.

The assistance is helpful for TP in Probolinggo. However, level education of TP cadres is limited so that training and other activities is needed as an effort to increase knowledge and understanding for parents and Cadre.

4.3.4.3. Management and Technical Capacity

In managing, authority of Pos PAUD technical program is PLS (Informal School), Sport and Art of Education Office. Pokjnal Posyandu and Forum PAUD helps this program. Monitoring program on TP activities is conducted through sharing mechanism between DPRD and PEMDA to make up program and budget, to integrate related program and its pioneer.

Despite communication forum, TP conducts quarterly meeting to discuss TP activities. The mechanism for district level is level 1 elementary school teacher, whose task is to see readiness of TP children to school, Education Office, Health Office, PKK, and TP cadres are involved. After evaluating then make executive summary and report to be submitted to Depdiknas, BAPPEDA, and UNICEF head quarter. Usually evaluation result will be used in making a plan for next year.

4.3.4.4. Sustainability

Probolinggo district has capacity for TP sustainability by considering “swadana” training for cadres from HIMPAUDI, transport allowance from APBD, and operational cost from parents or community.

In fact TP has been replaced by all of sub districts in Probolinggo. The steps for each sub district make a model of TP is, wife of head of sub-district (Ibu Camat) asked village leader to make at least one of pos PAUD and budget will be submitted to APBN through MoNE. Number of TP or similar that have been replicated in Probolinggo district at least 20 units as many as number of sub district.

For district level, efforts that has been conducted for replicating TP is making community movement for campaigns and advocates to sectors and communities. This year there are 15 Posyandus to be replicated to be TP. In Probolinggo, there are 330 Posyandus that has been developed to be Pos PAUD. To support their activities, cadres take B and C packages in order to continue their education to S1. Among them study at PAUD faculty.

4.3.4.5. Scaling up Program

TP model program that has been developed by UNICEF is good and can be adapted to replicate TP development program. Module needs to be simplified because limited education and knowledge of cadres and their capacity must be increased comprehensively. For replacing things that must be considered are:

1. Make APE more simple and cheaper in order easy to replicate but quality must be good like UNICEFs APE.
2. Use local materials
3. Make messages more simple
4. Consider specialization for cadre
5. Conduct regular training

4.4. Bone

Bone is the most extensive district in South Sulawesi province, which consists of the 27 districts, which is divided into 372 villages and sub-villages. The total area of 4,559 km² ± reached, Bone's population currently reaches 696,712 people, with the population density reached 152 people/km² (BPS, 2007). Economic growth in 2007 reached 6.00%, which the agricultural sector contributed most in the GDP i.e. 54.58%. Facilities and road infrastructure has currently penetrated remote villages, the electricity network was reaching approximately 111,610 households, and clean water is reaching more than 59% in urban areas and 33% in the region rural areas.

In the past, Bone was a cultural center of Bugis, particularly in the areas of trade and maritime affairs, marked with the shipping lines and trade across the archipelago across continents. Now, Bone has experienced rapid development of the community structure with enough dynamic. Citizens from various ethnic backgrounds and religions live in a peaceful and harmonious cultural respect and mutual respect. Bone general population Moslems (99.32%), embraces the rest are Christian, Hindu, Catholic and Buddhist.

Education is quite well developed in Bone. Currently there are 369 kindergartens, 672 Elementary Schools, 80 Madrasah Ibtidaiyah, 73 Junior High School, 54 Madrasah Tsanawiyah, 22 Senior High School, 9 Madrasah Aliyah, and 5 Private Universities. Guidance to young children is nothing new for the people of Bone, since they recognize the service of non-formal PAUD, such as Day Care (TPA), Play Group (KB), and Similar PAUD unit (SPS) are more popular with the name PAUD Post, Taman Posyandu and Taman Paditungka. Taman Paditungka is a government program in cooperation with the Bone UNICEF, which began in 2006. The naming of this comes from the language of the Bugis from the word "Pada and Tungka." Pada means together and Tungka means maintain. So, Taman Paditungka means " a place for children aged 0 - 6 to keep together." With that basis, the early childhood development in the Bone is conducted holistically and integrated, covering psychosocial (PAUD), health and nutrition (Posyandu) and BKB.

Mappesangka, Tawaroe, and Solo, the villages in the assessment, have some similarities, such as located in remote areas with limited access of transportation. To go to Tawaroe, someone has to cross the big river by traditional small boat, "Katingting". In addition, access to the village is worst, because of the bad condition of the road, especially in rainy season. While Mappesangka and Solo, although the access of transportation is limited, the road is quite good, with asphalt.

4.4.1. Appropriateness of Supported Services

4.4.1.1. Community Approach

The establishment of Taman Paditungka began with the needs assessment conducted by F2H, continued with an assessment done by the technical team, which is part of PAUD Technical Team. This team was formed by Bone District Government. The assessment involved Sub-district, village apparatus, and community, using CBEIS approach (Community-Based Education Information System) or education system of information-based society. This system is used to obtain information about the number of target (infant/under fiver, service provider of early children, such as Kindergarten, Day Care, Posyandu) and local environment. From the system, sub-districts are defined as two target areas, namely Sub-district Dua Boccoe which has 9 Taman Paditungka, at 9 villages namely Solo, Ujung, Cabbeng, Melle, Mario, Prajamaju, Lallattang, Tawaroe, and Tocina. 6 Taman Paditungka in 6 villages in Ponre sub-district are Pattimpa, Bolli, Poleonro, Mattampae, Mappesangka and Turu Adae. The parties involved in the determination of the location of the program are PAUD team, head of sub-district, PAUD inspector, Puskesmas officer, and UPTD PLKB (District Family Planning Office).

Once the target areas are defined, the team conducted re-assessment activities to match the available data and simultaneously excavate the existing problems in these locations, particularly the response of the community to the implementation of TP program. The response of the community to the implementation of the program in general is very supportive.

4.4.1.2. Service Provided

In general, activity in TP is divided into three group namely activity of psychosocial, Health and Nutrition and Infant's Family Development (Bina Keluarga Balita/BKB).

1. Psychosocial Activity

This activity is conducted to optimize the aspects of child development, namely the morality and religious values, social and emotion, independency and discipline, psycho motor, fine motor, cognitive, language, and art aspects. The activity conducted through learning and playing. In the implementation, Cadres divide children into three age groups, namely 2-3 years, 3-4 years, and 4-6 years. This is done to adjust with the developmental stage of children.

"... learning is divided for the 3...2-3 years..., 3-4 years there,...there are 4-6 years old ..."
(Budere, 32 years old, Cadre Tuang Lewo Tawaroe)

Language used mix between Bugis language and Indonesian language. Bugis language to be used if there are children who do not understand the explanation from Cadres, as expressed by a cadre as follow:

"Teaching yes, Indonesian language and Bugis language, because there are children who do not understand if we do not use Bugis language,"
(Budere, 32 years old, Cadre TP Tuang Lewo, Tawaroe)

To overcome the limited APE, Cadres utilize the materials in the surrounding areas to make the APE. For example, dolls and ketupat from palm leaf, necklace from cassava leaf, horse and gun toys from banana stems.

"... Stem for necklace made of cassava leaves. If the banana stems ... made into horses, or gun toys. "
(Budere, 32 years old, Cadre TP Tuang Lewo, Tawaroe)

The traditional type of game which introduced are *puncung-puncung pene* which aims to train children's counting skills and *kurung-kurung ayam* that aims to recognize the voice of friends.

"... if we build on the Bone game again today maybe the next 80 years, it will become popular again. . "
(Rostang Bakri, 34 years old, Cadre TP Renutta Solo)

Songs taught are Bone songs (*Ala masea-sea, Taman Paditungka march, De lala, Andre guruta*) and Indonesian songs (balonku and Kebunku). These songs are chosen because they have value on the importance of learning and to be diligent since early age.

The learning is also conducted through story-telling to make children comprehend the message or value.

2. Health and Nutrition Activity

TP provides services for health examination, immunization, weighing and measuring early detection, counseling, and PMT, held once a month. Services provided for infants, under five, pregnant women, childbirth and breastfeeding mothers, women of fertile age (WUS) and the pair of fertile age (PUS). The types of immunization given in TP are BCG, Hepatitis, Polio, Measles and DPT. All children are ensured to receive complete immunization. If there are children who are not present at the time of immunization, Cadres with the Midwife come to the house of the children. Related to immunization, there are some parents reject immunization for their children, since they fear of the fever of their children, after immunization. To overcome this problem, Cadres assisted by village midwife give explanations to parents.

“... I give an example, my niece. I immunize her in front of everybody. If it is not good, I will never immunize my niece, my own family...”

(Musaena, 32 years old, midwife, TP Tuang Lewo, Tawaroe).

Concerning KMS, there are some parents who do not understand the importance of KMS to know the progress of child development.

For PMT, the activity is conducted every month on the third week, free of charge. This activity is supported by Puskesmas funds of 40,000 for 5 months. PMT continued to be funded by parents and Cadres through “Jimpitan” (charity) and “arisan” (gathering)¹. PMT served using glass or plastic bowl², with a menu determined and processed by Cadres.

3. Infant’s Family Development (Bina Keluarga Balita/BKB)

BKB program is intended for families who have children under five, so they are able to help their children’s growth and development optimally. The process of BKB activities is conducted through counseling and discussion. The materials covering the development of young children, the role of parents in growth and development of young children, media of interaction between parents and children, gross motor movement and psycho motor, active and passive

¹ Parent at TP Tuang Lewo Tawaroe who got arisan is obliged to donate Rp 5.000,- for PMT

² Plastic glass and bowl donated by Puskesmas.

communication, cognitive and self-help, attitude, and social development of moral values, the discussion of growth and development of children.

4.4.1.3. Program Coverage (2006 - 2008)

In Bone, there are 45 TPs³ spread in 17 sub-districts. From 3 villages visited, for in 2006-2008, coverage of target group is varied, some increased and others are decreased. As stated by Manager of TP Mulamenree, the number of children increased because parents get the benefit from TP activities and there are some children from other village joined TP. While the decreased number due to less birth rate, as the impact of family planning program. Thus, children in the three villages are served by TP.

In general, the number of young children who join the activities in TP is 784 children (175 children aged 0-2, 541 children aged 2-5, and 68 children aged 5-6) (Bone, 2007).

4.4.1.4. Facilities and Educational Toys Equipment for Children

Main facility of TP is building, which some of them are traditional types. If we observe, the size of the building can only accommodate few children and the situation is noisy, as in TP Mulamenree which room is 6 x 5 m² with 39 children in the room. This situation makes children difficult to move and play. To overcome this, Cadres have initiative to use the room in turns. For example, children ages 2-3 using the room while the children age 3-4 and 5-6 play outside.

In addition, TP building was designed with no windows and walls in order that the light will be enough to illuminate the entire room. The floor is cover with plastic carpet or mats. All of the TP visited have a bathroom except TP in Tawaroe village, because there is no clean water facility⁴.

Some of APE indoor facility are damaged and lost because of the parents borrowed it but did not return it. This hinders the process of learning and playing of children. To overcome this, Cadres assisted by the parents making a game of the natural materials available in the environment such as palm leaves, which can be used as a doll for role play.

For outdoor APE such as slide, swinging, see-saw, they have been rust (made from iron) and broken (of wood). This facility is unsafe for children. The number of APE indoor and outdoor given by UNICEF is limited and insufficient compare to the number of children, so children have to take turn to use it.

³ In Bone there are 45 TPs consist of 30 TPs supported by UNICEF in 2 Sub-districtsdi and 15 TPs supported by APBD, spreading in 15 Sub-districts.

⁴ Children use toilet next door

4.4.1.5. Module and Education Material

Almost all Cadres and management of TP have been trained. The materials given are about practice teaching, child development and TP's administration. According to Cadres, they do not any difficulties in implementing the training materials since technical team of Bone District has developed a module with material adapted from local content. This module contains advice (paseng) and the advice for children, Bugis children tales, children's traditional games, and folk song (dolanan). This module is developed by Lontara Foundation with the support from UNICEF. The objective of the development of this module is to facilitate Cadres in the process of learning and playing. In addition, children can easily understand.

4.4.2. Quality of Service Provided

4.4.2.1. Quality of Service

To find out the progress of TP in every location, Bone District has a Minimum Standards Service (SPM) for TP such as grouping children based on their age to learn in its own room. The SPM for health sector is the same as in Posyandu, such as health check including health check for pregnant women, weighing, immunization and PMT. By using SPM, the quality of service becomes better and brings significant impact to child growth and development.

From holistic service of TP there are some benefits from the presence of TP such as the improvement of knowledge, attitude, and daily practices. In addition, there are also progresses on the intelligence, health, and growth and development of the children as the testimony of a parent:

"Yes ma'am there are, good in math ... able to wear clothes on their own, willing to take a bath for this Paditungka, take their own toothbrush, able to write, good in drawing..."
(Hasmawati, 33 years old, Parent, Tuang Lewo TP, Tawaroe)

Other findings obtained from interviews with First Grade school teachers reveal that "Children attending TP are more ready than those not attending, as they have been able to interact socially, confident, able to communicate, and able to follow the process of learning."

"... many who come from Paditungka have faster ability to talk, have confidence to raise questions ... friendly with their peers, faster ability in communicating with others ... able to recognize numbers, colors and figures... have initiative to put their books in their bags, set in the cupboard..."
(Hj. Masatih, 40 years old, Elementary School teachers Tawaroe)

4.4.2.2. Quality and Effectiveness of Training

According Cadres, they are assisted by the training. However, there are some notes:

1. The length of training is quite limited while the materials are too much.
2. The materials are not tailored according to educational background and ability of Cadre.
3. The trainers have limitations in delivering the module, especially in setting up Work Plan.

As a result, some Cadre experience difficulties to understand some of the materials, for example, preparing the Work Plan. In addition, some Cadres have not had the opportunity to follow the training, so they learn from Cadres who followed the training or they learn from the Manual.

To enrich their knowledge and skills, Cadres read many books, magazines, and attend discussions held at the Sub-district or District. In addition, they obtain information about nurturing children from radio and television.

"... I read many books about health, psychology; I love reading, from newspaper TV, and magazine."

(Rostang Bakri, 34 years old, Cadre TP Renutta Solo)

However, Cadres still need the improvement of quality and knowledge through advance training to increase their self confidence in dealing with children. As happened in TP Mulamenree, where there is a child with a mental sickness, but didn't get special service due to the limited knowledge of Cadres.

4.4.2.3. Capacity and Commitment of Cadre

The module obtained from the training help Cadres to run TP. However, there are Cadres with less ability to develop their skills optimally, so that the process of learning and playing lack of variation. In addition, Cadres lack initiative to make APE. Another finding is that there are Cadres who inflexibly apply what they get in the training without considering the situation and environmental conditions. As a guidance in doing the activity, Cadres prepare Daily work plan (RKH) based on aged group. In preparing Daily Work Plan, Cadres prioritize target as in Handbook.

"... So everything sets in RKH is the same as what is set in the rest of the modules, same theme ..."

(Irdawati, 36 years old, Cadre Munlamenree TP)

Most Cadres of TP are old players. Some Cadres assigned to TP were previously posted as Cadres of Posyandu and BKB. There is almost no requirement to become TP Cadre, one is only required to provide time, willing to learn and work

voluntarily. A Cadre is appointed by consensus at the village, led by the village head. Each Cadre received a letter of appointment as Cadre TP.

Many Cadres have reason to believe that their dedications are intended to help people in the village, as well as the provision of life in the Hereafter later.

"As one who lives in this village, I want to help my fellow villager. What I can give to my village."

(Rostang Bakri, 34 years old, TP Cadre, Solo)

To appreciate the services of the Cadres, Bone district government allocated a budget for honorarium through District Education Office in 2007 for Rp 65,000,- and in 2008 Rp 75,000,- which is given once in 10 months.

During the operation of TP, some Cadres quit because they are continuing their study or getting a job in other place (private sector and civil servants). According to TP manager interviewed, "those quitting is replaced by another." There are some TP managers who do not change their Cadre, but empowering parents' representative to help with activities left out by the quit Cadre. New Cadres are included in the training held at the district level.

4.4.2.4. Management

A TP is conducted by a manager and Cadre under the supervision of the village team as set in the organizational structure of TP. Based on the finding, all TPs have Activity Book Program, Record on Children's Development, Attendance Book, Inventory Book and Contact Book and Cash Book.

When Cadres found a case as a child who loses weight and other cases, Cadres will handle first, after that refers to midwife or doctor at Puskesmas. The case usually takes a month.

" first, when a child loses weight, we consul midwife or doctor, then we refer to a doctor at Puskesmas.....at least 1 month.

(Rostang Bakri, 34, Cadre TP solo).

But after referred to Puskesmas, not all parents follow doctor's advice to take the child to the hospital.

"... the ankle and wrist are small, but the bones are big. Last month doctor from Puskesmas told to bring to the hospital in Bone, but do not want to..., they said it's hereditary...."

(Budere, 32, TP's cadre Tuang Lewo, Tawaroe)

For financial report, one person is appointed to be responsible person. TP financial report is openly publicize through the announcement board in TP. So, people can see directly the report, including how much money is from community, District Office and donors.

Basically, the process of TP development is community based. So, the participation of community in the village is more dominant than other parties, for example district team as well as sub-district team.

4.4.2.5. Quality of Supervision

TP's activity is supervised by District and Sub-district team. For District level, Supervision and monitoring conducted once a year while in Sub-district level twice a year.

Yes, there is a schedule... I have tight schedule. Sometimes before schedule, sometimes behind schedule. But all data is at ibu Icha. Sometime I go before schedule, sometimes behind schedule. together with District Health Office we monitor the program.
(Head of District Education Office).

However, according to a Cadre, monitoring and supervision conducted only at the beginning of its formation. After that, there is no supervision anymore, since TP location of TP can only be reach by a boat.

"there was a supervision in the past ... after that he (Sub-district team) rarely came here..because of fear traveling on katingting (motorboat)..."
(Budere, 32 years old, TP Cadre Tuang Lewo, Tawaroe)

The result of the supervision and monitoring report to the District to be followed up by Technical Team.

Meanwhile, the people are reluctant to do the supervision. They only give criticisms and suggestions directly to the Manager of TP if there are things that are considered unsatisfactory.

4.4.3. Community Participation and Affordability of the ECD Services

4.4.3.1. Community participation

Form of community participation in the TP program is diverse. Participation of community toward TP is in the form of lending or granting of their land, providing materials, labor and other form of donations.

Besides that, sending children to TP is one of the forms of community participation. Institutionally, village doesn't allocate operational cost to support TP's activity. However, individually, Head of village often help TP financially and other supports. Through the community meetings Head of village always remind the community to bring their children to TP.

In general, TP has parents' communication forum. This forum usually discuss about the activities of TP, for example, additional days for KBM'S activity, the

agreement of monthly tuition fee, and also the development of TP, including facility and infrastructure of TP.

4.4.3.2. Capacity of the Community

To improve the capacity of parents in childrearing and bearing, TP children, TP organize counseling and life skills training, which covered in BKB. According to parents, those programs help them in child rearing and bearing, because so far they educate children only base on their experience. The materials they received are practiced daily at home.

"... I apply what I get from TP at home ..."
(A. Raden, 31 years old, Parent, Mappesangka)

However, the guiding and counseling are not maximal, because there are some parents who do not understood about KMS and immunization. For TP sustainability, in case UNICEF stops the aids, community is ready to do everything by themselves, considering community participation in this program from the very beginning.

4.4.3.3. Affordability of the Community

Based on field observations and interviews with parents and the village team, parents do not mind paying the expenses for their children in TP. Although in average, they rely much on the yield from harvest.

"No, if all the children enter. It is for the sake of our children. For example, if a child does not have a pencil, it will be provided by the Cadre"
(Hasni, 28 years old, Parent, Mappesangka TP)

The average cost spent per child is between Rp 65,000,- up to Rp 85,000,-/month, with details as follows:

Meals @ Rp 2,000, - x 16 days	: Rp 32,000,-
Transport @ Rp 2,000, - x 16 days	: Rp 32,000,-
Snack @ Rp 1,000, - x 16 days	: Rp 16,000,-
Tuition	: <u>Rp 3,000,-</u> +
Total	: Rp 83,000,-

(for TP with a 4-day work schedule)

"the contribution is... Rp 3.000, -/month. For snack, sometimes Rp 1,000, -/day, sometimes not. "
(Raden A., 31 years old, Parent, Mappesangka)

"Transport to come here and return is Rp 2,000, - per day."
(Darmiati, 36 years old, Parent, Solo)

In addition, there are additional costs such as Rp 50,000,- for certificate after completion of the program and Rp 40.000,- up to Rp 50,000,- for uniform.

Parents buy these uniforms on their own. There are also several other costs with various amount to buy stationery, bags, equipment, food, etc.

"... for the certificate I pay... Rp 50,000, -."
(A. Raden, 31 years old, Parent, Mappesangka)

" uniforms ... we buy on our own for Rp 50,000, -."
(Darmiati, 36 years old, Parent, Solo)

"... to buy a bag, rice container, books, pencil ..."
(Kartini, 33 years old, Parent, Tuang Lewo)

From the results of field observations, TP does not charge a fee (free). However, some TPs charge Rp 3,000,-/month for additional time activities (3 days to 4 days). This decision is based on the agreement among the Manager, Cadre, parents and heads of the village.

4.4.4. Local Capacity and Sustainability

4.4.4.1. Socialization and Advocacy

In the early stages of its establishment, TP program began with the formation of the Technical Team at the Distric level who are program coordinator, supervise team, technical team and advocacy team. This team was established on May 1, 2006 and passed under the Head of District Decree No.342 of 2006. The goal of this team is to improve the performance of the PAUD and strengthen the PAUD institutionally in Distric level. The team consists of 15 people comprising BAPPEDA, District Education Office, District Health Office, District Family Planning (KB) and Family Welfare (KS) Office, PKK, NGOs, and observer of PAUD (PAUD).

Technical Team is responsible to disseminate the TP program at village level. This team is visiting the targeted villages to provide knowledge and understanding to the public on the importance of PAUD. In addition, the team also invites the entire society to take an active role in looking after the PAUD. The support of Bone District Government are expressed in a mutual Charter of Commitments between District and UNICEF Head of Representative in Makassar. The Charter of Commitment stated that by 2013, PAUD will be able to provide services to as much as 75% of children in early childhood.

4.4.4.2. Policy and Financial Framework

The development of education sector becomes priority of Bone District. This is because educational sector has a positive contribution in creating human resources quality competitive.

Bone District Government is taking efforts to improve PAUD service coverage through MDGs programs. This is done through an integrated community-based program (Taman Paditungka).

To accelerate the achievement of PAUD service coverage, since 2007, Bone District Government allocated Rp450,000,000,- to build 10 TPs in 10 sub-district and in 2008, Rp400,000,000,- was allocated to build a 5 TPs in 5 district⁵.

4.4.4.3. Management and Technical Capacity

To support the implementation of TP, UNICEF provides assistance for the District Government of Bone by mutual agreement to set up an Early Childhood Development Task Force of Bone District 2006 – 2010. The agreement is stipulated in a Decree of Head of District.

To supervise the implementation of TP, a District Government team lead by BAPPEDA with members coming from Office of District Education, Office of District Health, Office of KB and KS, PKK, NGOs, and observer of PAUD. The team is coordinating with the Sub-District team to monitor and evaluate the organization of TP in each village.

They do not have a regular meeting. If there is something urgent, they will gather to discuss it. This mean that the process is not too bureaucracy, and the invitation sent by Short Messages (SMS). As soon as the person receives SMS, he/she will ask the permission from their supervisor. So, there is no problem in bureaucracy in Bone District Government.

4.4.4.4. Sustainability

Based on interviews with representatives from the BAPPEDA, the operation of TP in Bone will continue. This is reflected by the efforts of the District Government of Bone to budget the operation of TP each year, especially in providing incentives / honorarium to Cadre through the Bone District Education Office. In 2007, Cadre and management received Rp 65,000, as honorarium and in 2008, they received up to Rp75,000,-.

4.4.4.5. Scaling up Program

Referring to District Government commitment, by the end of 2008-2013, it is expected that APK PAUD will reach 75%. This means that Bone District Government has a big home work, if we see the coverage of APK PAUD aged 0-6 in 2007, the percentage is low, around 26,23%. The increase of 8,12% per year is needed starting 2008.

⁵ Excluding sub-districts under the supervision of UNICEF

There are some problems concerning the low coverage of PAUD, among other the access of PAUD is limited due to the administrative reason (rural vs. urban), geographical (distance), demographic (number of PAUD institute is too small compares to number of young children), economy (many PAUD institute with expensive tuition fee, while parents have other priority).

However, based on interviews with BAPPEDA, the district government will expand the coverage of Bone PAUD services by replicating TP according to the needs of local communities. TP components from UNICEF are adapted with adjustments to the values believed in Bone. The adaptation is conducted by Palma Foundation with the support of UNICEF and is implemented by Distric team whose duties are, among others, training of TP. In addition, the team also supervises the quality of TP in each village.

Notes:

Chapter V

Conclusion

As mentioned in chapter 1, the general objective of TP in brief is to get the picture of the quality service of TP and capacity of government to sustain and extend TP model. While the specific objective is to assess some aspects of TP as follows:

1. Appropriateness of the developed program
2. Quality of service provided
3. Community participation and affordability of program
4. Sustainability and *scaling-up* program.

These four aspects have some specific indicators as mentioned in chapter IV. Based on the findings in Chapter IV, the key analysis aspect is in the following description:

5.1. Key Aspects Analysis

5.1.1 Appropriateness of the developed program

Terminology appropriateness used in the Term of Reference (TOR) refers to feasibility and adaptability. The appropriateness of the developed program comprises two aspects. First, the appropriateness measured based on local environment and culture aspect; second, the appropriateness measured from the relevance between activity of Taman Posyandu (TP) and local child survival issues. Apparently, Term of Reference (TOR) requires that this assessment also see whether Manual Book provided by UNICEF can be adapted to the local need. This becomes third aspect that needs to be reported.

Besides the three issues mentioned above, appropriateness related to coverage issue, the relevance with various activities, such as psychosocial, health, nutrition (holistic), and ability to raise parents' awareness on child survival, growth and development.

5.1.1.1. Local Environment and Culture

If the activities in TP measured by appropriateness with local environment and culture, it is obvious that activities are conducted using local language, particularly for children aged 3 – 4 years. Indonesian language is often used for children aged 5-6 years to deliver the general knowledge or basic skills materials that required in entering Elementary School.

Furthermore, other various activities also conducted to have children familiar with the village environment such as walking through paddy fields, recognizing agricultural equipments as well as tools utilized by fisherman, etc. Folk songs dan games other than those provided in the Manual Book are also introduced. Thus, from this aspect, TP activities have been carried out to reflect local environment and culture.

5.1.1.2. Adaptability of Child Survival in the Community

In some villages that we visited, there are some issues concerning health and child survival. TP in the three villages in Sukabumi, three villages in Probolinggo, and one in Bone were found that household and TP have no sanitation facilities (toilet). However, TP programs run according to the Manual Book but lacking special plan to take care of the sanitation problems. In many activities with children, when hygienic behaviour is introduced, issue of toilets has never been touched or discussed. This is a serious challenge, since as mention in the background, the purpose of developing Taman Poyandu program is to prevent illnesses and to reduce child mortality rate.

5.1.1.3. Adaptability of Manual Book

Interviewing Cadres in all villages, gives an impression that they are able to study and comprehend the Manual Book (modul). However, several Cadres experience difficulties in:

1. Developing proper activities that are not provided in the modul to suit local needs. We assume that educational background and experience become the factors hindering their creativity. Technical guidance and capacity building of Cadres will help solving these problems. In Bone, Cadres are assisted by local NGO (in cooperation with UNICEF) to “translate” and develop the module in order to suit local needs.
2. Arranging Monthly, Weekly, and Daily Work Plan variably depending on the needs. As a result, many Cadres tend to do the same activities from week to week and month to month with minimum variations of activities. Similar to the above, technical guidance and capacity building will be of much benefits.

5.1.1.4. Coverage

TP has covered all children aged 0-6 that live in pilot project areas, but if seen from secondary data from all distric of intervention, coverage of PAUD against local pre school children 10-15%. This percentage is far from national data covering approximately 28% of all the population of pre-school age children (PNBAI, 2005). However, all districts researched intend to increase the coverage to at least 27%.

5.1.1.5. Holistic

From all TP analyzed, shows that all activities such as psychosocial, health, and nutrition are conducted holistically. Elementary School teachers are interviewed and show positive impression that children joining TP have better psychosocial skills compared to those who do not. These children in some areas receive special treatment (in Sukabumi) as they are considered eligible to do their work independently, even without significant supervision. Parent and teachers think that they show good literacy skills, behavior, and social skills. They are also able to do religious rituals taught in TP. Other main activity of TP is giving consultation or guidance. Therefore Cadres also learn to convey 9 Messages and about Check Health Card (Kartu Menuju Sehat). Main health activities include measuring height, weighing, immunization, and Vitamin A distribution. In Sukabumi, there is also socialization of Avian Flu.

However, Cadres are still doubtful whether conveying the 9 message has to be done simultaneously or individually. In many regions, counselling by Cadres is carried out during the parents gathering. It is noted that in Probolinggo, Wonosobo, dan Bone these activities are not carried out on regular basis. Additional note shows that Cadres often are not confident to convey the 9 messages as they do not fully remember or comprehend those messages especially during the midwife and health official observation.

From general data analysis, it is found out that worms, dermatitis, dental health rarely become the topic of socialization. This brings about concerns when the problems seem to be quite relevant in this country, especially in slum areas with bad sanitation.

Nutrition counselling is conducted through Supplementary Food (*Pemberian Makanan Tambahan/PMT*) with the average budget of Rp 1.000 for each child. Menu served is simple but meet the nutrition standard as cited in Manual book. In Bone, especially in Tawaroe village, PMT is only given on the condition that the additional fund from the Integrated Public Health Center (Puskesmas) is available.

To answer the questions whether the program is carried out holistically, then we need to find out whether Cadres are able to relate the psychosocial, health and nutrition activities. Our observation shows that Cadres with higher educational level (Diploma 2) are able to provide comprehensive explanation. This case should be considered as challenges in technical assistance in TP.

5.1.1.6. The Impact of Program to Parents

TOR also questions whether parents are able to develop skills taught in TP to be practiced at home. From interview with the parents, they claim they know better how to educate and treat their children at home. Eventhough it was not clearly stated whether the parents are able to review what they have learned through

Infant's Family Development (*Bina Keluarga Balita/BKB*), they mentioned that health and nutrition issues are very useful (for example, how to cook vegetables to keep the nutrition value).

5.1.2. Quality of Service Provided

Quality of the service is measured through standard or pattern which has been implemented. Quality of the Cadres is measured based on knowledge, attitude, and their practice skills. Besides that, quality of service is measured by the quality of management in TP.

5.1.2.1. Minimum Quality Standard

Looking at quality of service facility of TP, all buildings used by TP is permanent building which is suitable with local culture. But, the status of building is varied. Some borrow from community, village facility, or donated by someone in the village. The size of building (25-35 m²)¹ compares to number of children (25 – 35), so the rooms for studying and other activities are relatively crowded or inadequate. As mentioned earlier, some TPs have no sanitation facility (toilet); therefore, physical facility of TP needs to be assessed further.

Looking at the completeness of educational toys, in general, TP already has indoor and outdoor education toys. Even some TPs are able to develop toys using available local materials, natural as well as used materials. In Probolinggo, most educational toys are still complete and in good condition (in Wonorejo village)². But, in many other places, the toys are incomplete (destroyed or lost) or in bad condition. The Management of TP is worried of not being able to replace the outdoor facility that given by UNICEF, once it is old and not in function.

5.1.2.2. Quality of Cadres

The quality of Cadres measured from the appropriateness and the quality of Cadres training, supervision, and the ability of Cadres in implementing their knowledge and skills.

1. Quality of Cadres Training

In preparing TP's Cadres, UNICEF gives assignment to PAUD team that supervised by Prof. Pia Alisyahbana from Padjadjaran University (UNPAD), Bandung (F2H). This team, later on recruited Task Force from some districts in UNICEF's pilot project areas. This Working Team was trained by F2H as

¹ Except those using village facilities (PKK building) in Karanganyar village, Wonosobo.

² Not all toys are used, as the old ones are still in good condition and usable.

Master Trainers. These Master Trainers trained Posyandu Cadres who then work in TP. In other word, Cadres are not trained directly by F2H team.

Interview with Cadres shows that not all training materials mastered by Cadres, especially those who never follow internship and whose education is less than Senior High. As mention earlier, Cadres find some difficulties in developing Monthly, Weekly and Daily Work Plan. Besides that some Cadres has difficulty to improvise the activity as described in the Manual. Therefore, technical supervision is very important. Advance training is conducted in all areas, even with some additional materials.

In Wonosobo, for example, advance training covering the revision of Manual Book, in order to be adjusted to local context. This activity involves HIMPAUDI and Cadres are to give inputs on local content. In other regions, this kind of activity is also conducted, but not all Cadres involved in the training and nobody knows the quality and consistency of training are monitored. It is important to be noted that in Psychosocial training, there is no materials on how to treat children with difficult attitude and children with special needs.

Both issues need to be considered, since TP program has to be able to accommodate types of pre-school child behavior. This is important in order that TP as part of the system which supports child growth and development not to exclude children with special needs. For example, in one of TPs in Mappesangka village, Bone, there is a deaf and mute child, but Cadres do not have adequate knowledge and skills to deal with this child.

2. Supervision

Supervision is conducted by different parties. In Bone, for example, supervision was conducted by Task Force "*Pembinaan Tumbuh Kembang Anak Usia Dini*" (Early Childhood Growth and Development Guiding Team), which consists of BAPPEDA, District Education office, District Health office, BKKBN, etc. In other areas, such as Probolinggo, supervision was done only by Education Office in District and Province level.

Other finding is that not all regions have the same frequency to be supervised. One of the reasons is the geographical condition. For example, in Tawaroe village, Bone, there is no supervision for several months, since it is difficult to reach and dangerous. The Sub District Technical Team has to take Katingting (small boat) to go there and the river has many crocodiles.

The question about the tools used for supervision cannot be answered well, since this question is not explored specifically in the assessment. There is a strong impression that supervision was done superficially, without using any specific monitoring forms.

3. Cadres Skills

As mentioned above, the ability of Cadres in implementing the knowledge and skills after training, dependent on: level of education, the opportunity of internship, participation in advance training. Cadres who are less educated often find difficulty to interpret Manual Book into the Work Plan.

5.1.2.3. Management of TP

Management of TP is measured based on the involvement of all stakeholders participatory and transparency of management. The Management of TP consists of former school principle, religious leader or community leader and Posyandu's Cadres. TP is organized transparently has organization chart. Each TP has Report Book that records daily and monthly activities, attendance, inventory, donation, cash, and case book. Although the Report Book is not completely filled, it is open for public. In some TPs Financial report is publish every month and put on the wall of TP.

5.1.3. Community Participation and Program Affordability

Community participation described in some aspects, as follows: contribution of community and District Government, appreciation and sense of belonging of parents and community.

5.1.3.1. Contribution of community and District Government

Community gives contribution for the sustain of TP in many forms. The contribution can be in by giving or landing a piece of land, buying building materials, building the place, and providing corps or food. Besides District Government contribution, community gives up their piece of land to be utilized for TP activity. In building TP, community voluntarily builds the place, giving materials, and some others provide food for supplementary food (PMT) or for meetings.

District Government contribution in the form of incentive and uniform for Cadres or other things based on proposal submitted by community. At present, all District Government in research regions provide routine funds in District Budget and disburse through ADD (Alokasi Dana Desa = Village Government Fund or District Office Fund) to support Cadres and program extension.

5.1.3.2. Appreciation and Sense of Belongings of Parents and Community Members

All parents being interviewed are very grateful to be involved in or having facility to help child development in their village. Many claim that their children now are healthier, fatter, and have many skills which unlikely they can do it by

themselves. Therefore, parents are active in fundraising activity, such as in Samenan in Sukabumi, or arisan, in other places. In Wonosobo, UNICEF provides revolving funds for Cooperation. Jimpitan is managed by the parents in Probolinggo and Bone for TP provision.

Community participation is also carried out by private sector in Cikembar, Sukabumi through the establishment of TP Hayam Wuruk. In Wonosobo, community participation is by donation from someone who wants to go to the pilgrimage (hajj) or when someone has commission from selling a piece of land or selling salak fruit. In Probolinggo and Bone, community participation given directly in building place for TP.

Although community has a sense of belongings of this program, there is a question on the community affordability to pay and continue the program independently. In many regions in many interviews we found some parents and community members questioning on the tuition fee (3 – 5 thousand per month). They compare with Elementary School which is free of charge. However, more parents think that the tuition fee is worth it considering the result they benefitted from for their children.

5.1.4. Sustainability and Scaling up Program

Program sustainability is the issue that should be answered by analyzing government policy, especially in district level. Besides that, from the capacity of relevant sectors who monitor and guiding Early Childhood Education (PAUD). Scaling-up, is an indicator of the needs that should be fulfilled by community and local government. This should be seen from the gap between the present coverage and the real need, as well as the local government's plan to filling in the gap.

5.1.4.1. Sustainability of Program

If we check, all Districts' Strategic Planning of research regions, have stated the plan to extend or replicate TP program. Some districts even already have replicated them. Besides that, it seems that TP program has become priority program supported by District Parliament. Our difficulty in the analysis is to estimate whether the funds provided in each district is adequate compare to the real need and district planning. Therefore specific assessment on this issue is needed.

5.1.4.2. Scaling up Program

Based on secondary data, we know that there is no standard in scaling-up planning of each District. Some districts show quite ambitious number to be reached in 2015. At present, the coverage of Early Childhood Education and Development (PAUD) is not more than 15% of total pre-school children population. Therefore,

the impression is that TP program is quite important and needed, but it seems that District Government needs some technical inputs to make a realistic plan.

5.2. Analysis of Relevance, Effectiveness, Efficiency, Sustainability and Impact

5.2.1. Relevance

Relevance, in this case is linked with some aspects, such as appropriateness with local need, with policy and development target in a broad sense. The existence of TP in the middle of poor community in the village is very relevant in fulfilling child's rights by the parents, community as well as government. TP program is also relevant in improving the quality of human resources since early age by benefitting the golden years.

TP program is also relevant in reducing infant and child mortality rate as well as women birth mortality rate as the target of Millennium Developmental Goal (MDGs) and will reduce children ailment rate by increasing parents' knowledge on child health. This is based on the fact that in TP program there are some Posyandu activities that indirectly also function to reduce infant and children mortality rate and women birth mortality rate.

5.2.2. Effectiveness

The objective of TP is to provide community based integrated and holistic services for children aged 0-6 in poor and rural community, which covers education and psychosocial as well as health service and nutrition. TP also aims to prepare children aged 0-6 to be ready to enter elementary school (school readiness). As a model, TP is expected or feasible to be replicated in other similar areas.

The effectiveness of TP program can be seen through the achievement of the goal, time accuracy of the service, availability of human resources and program preparation. In achieving the goal, TP is managed according to the Manual which was taught in the training. Children who attended TP are more ready to receive lessons in Elementary School compare to those who did not. Other benefit of TP is also experienced by children as well as parents. Unfortunately, parents' education was done without good plan and target. For some Cadres, making Weekly work plan is considered difficult. While for time accuracy, all activities, especially Posyandu activities is done once a month. In case parents did not show up in that particular month, Midwife will do the home visit or Parents will come to the Midwife's house.

In preparing human resources, TP program recruited Cadres who have experience and highly motivated without considering the educational background due to the

small amount of fee given to the Cadres. This amount is dependent on District Government and the commitment of Village. The most important thing in preparing human resources is the training conducted by Master Trainers using the adjusted materials to suit the educational background of Cadres. In conclusion, human resources are prepared by empowering local potentials through the training program.

The aspect of program preparation, TP is a well prepared program begins with a need assessment done in all areas of the pilot project. Some other steps also conducted to make the program run accordingly such as advocacy to local government, recruitment and training of Cadres, socialization to community, indoor and outdoor educational toys distribution and providing program officer to consult in the implementation process

5.2.3. Efficiency

Efficiency is measured from the qualitative and quantitative of TP in relations with inputs. Ideally, efficiency need to be seen by comparing similar program with the inputs and outputs. Nevertheless, that method cannot be fully applied in this assessment.

Efficiency in TP program is more to minimize the budget to make the program runs adequately. Some steps taken to minimize the budget, for example: (1) Inexpensive Tuition Fee based on the affordability of parents who most likely are poor, through the discussion process. (2) Utilizing the available building owned by community or village government which is free of charge; (3) Recruiting Cadres from local community who are willing to dedicate to community and do not demand high salary; (4) utilizing the available Posyandu equipment instead of buying new equipment; (5) Utilizing the available and used materials in local environment to make educational toys.

5.2.4. Impact

Impact measures the wide influence of Posyandu activity or program socially, economically, technically and environmentally on individual, group, community as well as organization/institution. Impact is affected particularly in mid and long term, on purpose or not, positive and negative. Nevertheless, impact needs to consider some influence factors.

Considering that the establishment of TP program is only 2 years before this assessment, the real impact of TP program cannot be seen yet. However, there are some aspects of TP that can be observed, i.e. some changes that are felt and experienced by children and parents.

In reality, TP activity has given some changes or positive “impact” toward children’s growth and development, in terms of attitude and behavior. As

described by Parents, children are used to greet their parents before leaving for and arriving from school, kiss Parents' hand to show respect, recognize numbers and alphabets, and more sociable.

According to grade 1 Elementary School Teacher, School Readiness of children who attended TP is better than those who did not.

Parents have more knowledge and start to give attention for their children's education and development since they join *BKB* activities. The benefit of TP has inspired a Head of village to submit proposal to PNPM Mandiri concerning the building for TP and the proposal has been realized.

5.2.5. Sustainability

Sustainability is in the context of program or developed project that sponsored by other party or donor in one specific time. When the program or project ends, community as target group of the program has to be able to continue the program financially and managerially without anymore intervention from donor.

Referring to the definition above, basically TP has a big capacity to sustain. From the beginning, the design of TP has already emphasis the capacity of local government and community to continue TP program after UNICEF's aid ended. It can be seen from the following aspects:

1. Advocacy to District and Village Government on the importance of ECD (PAUD), the better of Taman compares to other PAUD program and the orientation of replication program to local government. This replication orientation encourages government to provide budget continuously.
2. To involve some related sectors in implementation and monitoring program and to integrate TP program as part of sectoral program form each related sector so that there will be a sense of belonging of the sector to TP.
3. Posyandu which already exists makes community familiar with its existence and its program and recruited Cadres.
4. The minimum involvement of UNICEF staff in the implementation of the program in order not to be dependent. UNICEF empowers Cadres from local community through training program, in order that they can implement and continue the program after the project.
5. The tuition fee which relatively affordable so that Parents can enroll their children to TP. Affordability of tuition is somehow an incentive for Parents. The efforts to do fund raising from community to help the operation of TP in order that it can operate.
6. Fact findings show that the design of TP can be realized in the field.

5.3. Conclusion

Based on the fact findings as mentioned in Chapter IV and some analysis notes towards several aspects above, the conclusion are as follows:

1. The aspect of appropriateness of the developed program, in most villages of this research, TP program with some variation, is appropriate with environment and local culture as in the utilization of local language as the language to deliver the material beside Indonesian language, the utilization of folks songs and traditional games, field visit to get exposure to the environment, Manual which is known by most Cadres. Besides that, holistic program of TP is relevant to the needs of children and parents. However, some Cadres still finds difficulty in implementing some materials in the Manual. Appropriateness of TP program has not touched the local child survival issue. The impact of TP program toward parents although it seems positive, it needs more observation to see the effectiveness of the real impact.
2. The aspect of the quality service of TP program, service provided by TP is not fully qualified. The appropriate sanitation facility (toilet) is still lacking in some TP. Appropriateness of class room, the ratio of the size and the number of children is not ideal yet. The availability of indoor and outdoor educational toys, although it is utilized well, there is no rule or mechanism in using or maintaining the facilities to optimize the utilization. The aspect of Cadres, not all Cadres master the training materials. The advance training which is needed by Cadres has not been obtained. However, Cadres has the capacity to run TP although they have not been able to develop their creativity. Social motivation, individual commitment and voluntarism of Cadres color the service performance of TP. Although the efforts of adapting training module are there, it appears partially. Although supervision toward TP activity conducted, it does use any standards. TP management, although it conducted simple, it is based on the clear organizational structure, transparent in financial management and report mechanism, the availability of administration books although it is not complete.
3. The aspect of community participation and affordability of program, most indicators tend to be positive. Recognition from family and community toward the benefit of TP manifested in the participation of children in TP and some confessions toward positive impact of child development, especially in cognitive aspect, positive behavior in social environment and in school readiness. Tuition fee and other contributions to support TP activity is not a problem, since it is decided through the discussion process and moreover, the amount is not so big. Sense of belonging and support from village and community toward TP is quite high since most of buildings used for TP activity belongs to the village. Although it conducted partially, there are some fundraising activities in many variations in community level to support TP activity. Although it conducts informal and not very active, communication forum of parents in TP can raise parents awareness to bring children to TP.

Village Government Funds (Alokasi Dana Desa = ADD) to support operational cost of TP is available in most TP although the amount is very limited and not as expected by the management of Taman Posyandu.

4. The aspect of Sustainability and Scaling-up Program, all the Districts' Strategic Planning (Renstrada) have stated the extension plan or replication of TP program. Some areas even have replicated them. Besides that, this program seems become priority program which is supported by DPRD. However, we are not sure whether the fund provided by each area is enough compares to the real need and district planning. Scaling-up planning of TP program is varied in each area; some areas show an ambitious target to be achieved in 2015. The impression shows that TP program or PAUD is considered very important and useful, but District Government seems need some technical inputs to make a realistic planning. Technical capacity building and management from UNICEF in TP program in general is part of collaboration between UNICEF and local government, among other in the establishment of local guidance team and monitoring of TP implementation.
5. The aspect of relevance, effectiveness, efficiency, impact and sustainability, TP program has the strength or reliability. TP program is very relevant to the needs of children, policy and the extension of developmental targets. TP Program is also prepared well and in the realization has been done as the plan and has achieved the goal. Human resources that have been utilized in the program are suitable with the needs. TP program is relatively efficient as far as the budget concern. The impact of TP program, although too early to assess, has shown positive changes in children as well as parents. Potentially, TP program is able to sustain and factually has moved towards sustainability.
6. In general, the weakness in TP implementation is more casuistic, but it has to be responded well, since it will determine the sustainability of the overall program. Some weaknesses or notes that need to be paid attention are related to the limited capacity of Cadres and it has not been develop yet and also about small incentive for Cadres with uncertain time of distribution. Management team of TP who has some limitations in maintaining the inventory, developing the activity and collecting the funds from community. As the patron of TP, District Government's commitment towards TP is still need to be proved and it has to pay attention to Similar PAUD Unit program besides TP. From facility aspect, there are some facilities of TP which are unfriendly for children as the location of TP situated near the road and parking lot, the bad condition of outdoor facility which is unsafe and unhealthy for children, the small size of class room, the unavailability of toilet and other inappropriate facility, the unavailability or lacking of story books and other book to improve the knowledge of Cadres. Activity for parents has not been developed well, so that the effectiveness of this activity cannot be measured yet.

5.4. Recommendation

Based on the above finding, we are formulating general and specific recommendation.

5.4.1. General Recommendation

After consistently observed, Technical Supervision or Assistance still needed, especially for:

1. Cadres

Cadres need technical assistant, since most of them do not have enough education and experience in the field of ECD or ECE program. Technical Assistance need to be directed on:

- Capability to facilitate teaching and learning process with age-appropriate, including knowledge about child development.
- Capability to make and develop daily work plan to monthly work plan.
- Capability to develop local materials that meet the needs of children. If necessary, each place develops their local Manual Book.
- To develop knowledge and communication skills on health and nutrition issues to parents. Besides that, Cadres have to relate some issues of nutrition and health with child development socially and cognitively.

2. Management

There are some problems requiring technical assistance such as:

- The development of TP as dynamic body/institution which is able to adapt when required
- Advocacy and mobilization for local community including *private sector* to be able to provide decent place, maintain the assets, and give interesting incentives for *Cadres*.
- Having kaderization planning and capacity improvement to answer regeneration and scaling-up challenge.

3. District Government

For district government, there are some technical inputs :

- Analyzing the situation and condition of local community which give serious threats toward the children's growth and development. This is important to prevent the under-served community pocket and other important issues which are not integrated in the program.
- Developing strategy to encourage community participation. Government needs to build outreach skills for the local officials so that they know exactly who they serve and how to motivate people to be more responsible. Advocacy on sustainability is needed to ensure program sustainability due to the replacement of responsible personnel in the government.

- Developing *child-sensitive* or *pro-child budgeting* he needs for *scaling up* dan quality improvement of local ECD program.
- Encouraging the awareness of TP issue to allocate incentive for Cadres considering the agreement of stakeholders to avoid the jealousy among Cadres.
- Socializing the importance of TP through related sectors and realizing the commitment to replicate the program besides increasing the technical supervision
- Considering that TP is carried out in an active Posyandu with qualified human resources, District Government should make policy and investment in improving the quality of existing TP, especially in community where the number of ailment and mortality rate of children is high, so that TP can be developed. Incentive becomes an important part for poor community members who want to spend their time to develop Posyandu. So, it is essential to be done.
- Every relevant sector of TP, especially health, education, social and population sectors, must be made Local Government Regulation (Peraturan Daerah = Perda) which legally binding to collaborate to make TP successful.
- Facilitating community, especially private sector to help TP, through tax deduction, award for social voluntarism activity, or award for outstanding region.
- Preparing qualified resources (Cadres), through recruitment or training and education. Recruitment, education, training and incentive system, should be put in a whole package of Policy.

4. Provincial Government

For provincial government, there are some proposed recommendations, as follows:

- Highly prioritizing ECD (PAUD) to be included in compulsory education program.
- Intensifying the guidance to district government to support the development of TP program
- Encouraging and supporting district government in replicating policies, institutions and budget in pilot project areas and non pilot project areas of TP.
- Preparing and developing master trainers to anticipate the realizaiton of replication of TP in district areas.

5. Central Government

- Government needs to determine TP as a model of early childhood development. Therefore, government needs to appoint the Ministry of National Education (MoNE) with the support from National Planning Development Board (BAPPENAS) as a leading sector in collaboration with Ministry of Health (MoH), Ministry of Social Affairs (MoSA),

Ministry of Religion Affairs (MoRA), Ministry of Agriculture (MoA) and Family Planning Coordination Board (BKKBN).

- Developing and extending TP program, Ministry of National Education needs to develop minimum standard of service, including the mechanism and technical supervision checklist of TP and Similar PAUD Unit program.
- Increasing the percentage of PAUD budget from 1 % to 20%.
- Maintaining Posyandu as non-sectoral program managed by Ministry of Domestic Affairs c/q Provincial Government or District Government. Therefore, sectoral name as “PAUD” should be avoided.
- Assuring that education program in TP aims to maintain and promote child development optimally through playing and studying and intervention in nutrition and health. TP is not a program to make children clever by giving assignments that supposed to be for elementary school student. Therefore, supervision criteria on quality of TP which determined by government has to emphasis in child development physically, socially, mentally and emotionally. Scholastic criteria should be very minimal.
- Responsible for supporting Local Government in providing human resources and other resources needed to develop and improve the quality of TP.

6. Corporation/Private Sector

Corporation needs to support TP program through *Corporate Social Responsibility (CSR)*. This support needs to include the accountability mechanism in order not to create dependency and not only one time charity, but in the form of program which has longer term.

7. UNICEF

UNICEF is expected to continue the pilot program of TP as the following suggestions:

- Increasing and extending technical assistance to government, district and city government in the field of child’s rights.
- Including story book for children and reference book for Cadres as a component of program package in the future.
- Reviewing training module be more understandable by Cadres.
- Documenting the achievement of Taman program to become reference for other district or city in replication of TP
- Assessing the impact (cohort study) on TP program to obtain the whole picture and sustainability
- Assisting Central and Local Government to give technical assistance in development of TP program, including monitoring and evaluation system.
- Assisting Central and Local Government to prepare strategic planning in responding scaling up of TP. In this case, particularly to mobilize civil society participation in developing TP.

- Together with government make sure that the best interest of the child is not violated in TP program development. Therefore, assuring that in every UNICEF pilot project CRC (Convention on the Rights of the Child) principles are obliged and implemented.

5.4.2. Specific Recommendation

Beside general recommendation, we are forwarding some specific recommendation regarding the following issues:

1. Child survival issue

ECD UNICEF intervention has been carried out in poor areas and the high probability of low development index. People receiving services from TP are not only poor but also geographically isolated. Therefore, geographical, social culture, and economy factors which jeopardize the children's potential growth should be taken into consideration.

In some districts where research has been conducted, with no clean water sources and toilet-bath-wash available, it is likely that diseases or even death is caused by diarrhea and digestive problems, intestinal worms or dermatitis.

Therefore UNICEF together with its technical team should support the local government to identify such problems in order to integrate the ECD program. In child survival issue, immunization becomes an important aspect. The fact that there are some parents who are reluctant to immunize their children, show that it is important to intensify the socialization of immunization and to increase the knowledge and skills of parents on child bearing and child rearing.

2. Inclusive education

In any community there are always disabled or children with special needs. Indonesia has declared its inclusive education in 2004³. Susenas data (2000) has shown that less than 35% school age children and less than 6% in rural areas have the educational access. Therefore, UNICEF and regional government should support this program. Technical assistance or supervision to prepare is inclusive educational materials and introduction to the children with special needs.

³ Declaration: Indonesia toward inclusive education, 8-14 August, Bandung

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Notes:



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