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# Technology-based Vocational Skills Training for Marginalized Girls and Young Women



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# FOREWORD

Girls and young women in poor societies are often deprived of various learning and income-earning opportunities that could improve their social status and living conditions. Vocational skills training is considered to be an effective way to help empower such marginalized populations. Yet, existing technical and vocational education institutions often do not cater to the needs of those girls and women with limited basic educational qualifications. Various non-formal educational training programmes targeting women exist, but they can fail to consider specific needs of the target population and potential decent income-earning opportunities available. Such programmes, thus, result in having a limited or even negative impact on the trainees' lives that only reinforces female biases associated with their secondary position in families and society.

In 2002, UNESCO launched its regional "Technology-based Training for Marginalized Girls" project to challenge gender-biased perceptions of technical and vocational training, and to develop integrated training approaches using formal and non-formal education that would contribute to national poverty alleviation efforts. The programme also demonstrated strategies towards achieving the third EFA Goal: "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes." Pilot projects were implemented in Cambodia, Indonesia and Nepal, which subsequently generated lessons for better programme and policy formulation.

This publication is an outcome of the pilot experiences in Indonesia under the programme entitled "Scientific, Technical and Vocational Education for Out-of-School Girls: Schools and Learning Centres as Community Catalysts for Poverty Reduction and Empowerment of Girls (STVE)" implemented by UNESCO Jakarta. The guideline was initially prepared by UNESCO to serve as a manual for Indonesia to replicate the successful model developed in the pilot projects under the strong support of the country's Minister of Education, H.E. Prof. Bambang Sudibyo.

The Indonesian experience was successful in demonstrating how formal and non-formal education can be integrated to equip out-of-school girls (15-20 years of age) from poor marginalized families with practical, occupation-oriented, technology-based vocational skills training. The strength of this manual is that it is based on 'hands-on' concrete experiences that involve a wide range of stakeholders. The central and local government, NGOs, vocational schools, partners and local companies have all contributed their efforts, time and resources to achieve the common goal of empowering poor, out-of-school girls so that they can achieve better employment to improve their lives.

In response to the growing interest in pro-poor technical education and skills training, UNESCO's offices in Paris, Bangkok and Jakarta jointly decided to publish the English version of the guideline to share with other countries. Although the context differs from one country to another, we believe that this guideline will be of interest and use to those working in the fields of gender and development, technical and vocational education, community learning, and poverty reduction in other countries. We very much hope that this publication will inspire them to set up similar initiatives or to re-visit existing ones.



Sheldon Shaeffer  
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*Bureau for Education*

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UNESCO is especially grateful to Indonesian Minister of Education H.E. Prof. Bambang Sudibyo and the Indonesian National Commission for UNESCO for their support.

Special thanks go to those responsible for the success of the project and to those who helped to develop the guidelines:

- officials of the Directorate of Technical and Vocational Education (Dikmenjur);
- headmasters, project coordinators and training staff at the SMKN 1 Kuripan, SMKN 3 Mataram, SMKN 5 Mataram and SMKN 1 Keruak Schools in Lombok;
- staff of KSU Annisa Mataram;
- researchers from the Atma Jaya and Mataram universities;
- various district and city education offices in Lombok; and
- participants of the 23-24 January 2006 workshop in Jakarta that reviewed and improved the draft guidelines. These participants represented all the institutions and organizations listed above, plus others from the National Youth Organization, the Ministry of Women's Empowerment, the International Labour Organization, the Family Welfare Education Office, Muhammadiyah University in Jakarta, and seven Jakarta SMK upper secondary schools (numbers 1, 3, 5, 26, 36, 57 and 58).

The overall project was coordinated by the following UNESCO staff: Julia Heiss and Yuto Kitamura at UNESCO Headquarters; Miki Nozawa at UNESCO Bangkok; and Cecilia Barbieri, Yoshiya Nishibata, Alisher Umarov, Celine Sage, and Nurhajati Sugianto at UNESCO Jakarta.



# ACRONYMS

ADB	Asian Development Bank	
ILO	International Labour Organization	
NER	Net Enrollment Ratio	
STVE	Scientific, Technical and Vocational Education	
TVE	Technical and Vocational Education	
UNESCO	United Nations Educational, Scientific and Cultural Organization	
UNICEF	United Nations International Children's Fund	
Deperindag	Departemen Perindustrian dan Perdagangan	Department of Commerce and Industry
Dikmas	Direktorat Pendidikan Masyarakat	Directorate of Community Education
Dikmenjur	Direktorat Pendidikan Sekolah Menengah dan Kejuruan (sekarang bernama Direktorat Pembinaan Sekolah Menengah Kejuruan)	Directorate of Technical and Vocational Education
Depdiknas	Departemen Pendidikan Nasional	Department of National Education
LSM	Lembaga Swadaya Masyarakat	Non-governmental Organization
PSW	Pusat Studi Wanita	Women's Study Centre, Mataram University
SD	Sekolah Dasar	Primary School
SMP	Sekolah Menengah Pertama	Lower Secondary School
SMA	Sekolah Menengah Atas	Upper Secondary School
SMK	Sekolah Menengah Kejuruan	Upper Secondary Vocational School

# INTRODUCTION



# Purpose of the Manual

From 2002 to 2005, pilot scientific, technical and vocational education (STVE) skills development activities for impoverished, out-of-school girls and young women were undertaken at four upper secondary vocational schools (SMK) in West Nusa Tenggara Province. The programme was implemented in close cooperation with KSU Annisa (a women's development non-governmental organization), the Women's Study Centre at Mataram University (PSW), the local district and city education offices, and the home communities of the girls and young women. Local businesses also participated in the programme by offering apprenticeships, teaching and material assistance.

The Ministry of National Education and participating organizers found that the pilot programme was an effective model for expanding the role of technical and vocational schools to include shorter-term, non-formal vocational and technical skills development for marginalized out-of-school girls and young women. The Ministry, therefore, has decided to expand the programme to other locations.

The overall purpose of this manual is to facilitate this process of expansion. The primary target audience of this manual is, thus, fourfold:

- Officials of the Directorate of Technical and Vocational Education (Dikmenjur)
- Motivated and committed headmasters and teachers of upper secondary technical and vocational schools who want to broaden their mission to serve as TVE learning centres for marginalized members of local communities by embracing both formal and non-formal education activities in cooperation with NGOs and local businesses
- Provincial, district and city government officials who wish to broaden their educational mission in local communities to encourage and support SMK schools, non-governmental organizations (NGOs) and local businesses to provide skills development opportunities for marginalized out-of-school girls and young women
- Existing and potential local NGO and research partner staff and institutions

## Rationale

### Poverty Reduction

The number of Indonesian people living below the poverty level fell steadily from 1976 (54.2 million) to 1996 (15.3 million). However in 1998, due to a sudden and unexpected economic crisis, there was a sharp jump in the number of people living in poverty (31.9 million). Since then, the number has remained stubbornly high (over 35 million in 2008, representing 16 percent of the population<sup>1</sup>).

Most of the poor lack assets. The majority are either landless labourers / marginal farmers in the rural areas or casual / temporary workers in the urban areas. There are also significant correlations between levels of poverty and family size, with numerous studies reporting that the poorest families are larger than those above the poverty level.

In recent years, poverty reduction has moved center-stage to become the primary over-riding development objective. A World Bank research report entitled *Engendering Development – Through Gender Equality in Rights, Resources and Voices* (2001)<sup>2</sup> emphasizes that societies which discriminate by gender pay a high price because their ability to reduce poverty is impaired. The report states that eradicating poverty depends on improving the situation for women and increasing the efficiency of their work. Furthermore, countries with smaller gaps between women and men in areas such as education, employment and property rights

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1 As reported in the National Development Planning Board's Education Sector Assessment Concept Note, May 2008.

2 Mason, A. and King, E. (2001) *Engendering Development – Through Gender Equality in Rights, Resources and Voices*, New York: Oxford University Press

not only have lower child malnutrition and mortality, they also have more transparent business and government, and faster economic growth.

In Indonesia, for example, unpaid (primarily domestic) work by females 15 years of age and older was 37.8 percent of the labour force in 2002, as compared to less than 10 percent for males.<sup>3</sup> In 2006, the Asian Development Bank reported that women receive approximately 70 percent of the average male level of wages.<sup>4</sup>

In concrete terms, it is widely recognized that poverty reduction measures must translate into increased incomes for the poor, reinforced by access to education and skills training opportunities that increase employability and other prospects for generating sustainable livelihoods. Education and skills training are especially needed for the most vulnerable groups, including young women, in order to reduce their risk of falling deeper into the poverty trap and to increase their chances of climbing out of it.

It should also be noted that the majority of layoffs in Indonesia (and, hence, unemployment) has occurred in large labour-intensive companies such as those in forestry and manufacturing. Many economists are, thus, encouraging the development of small-scale enterprises as the most important growth sector.

### **General Status of Education for Girls in Indonesia**

The Center for Societal and Development Studies at the Atma Jaya Catholic University was selected by the Directorate of Technical and Vocational Education and UNESCO to undertake the original situation assessment for the pilot STVE project for marginalized girls in Indonesia. In its January 2004 report, the general status of education for girls (using 1999-2000 data) was briefly described as follows:

- The national Net Enrollment Ratio (NER) was 95.2 percent at the primary level, but the intake rate for girls at this level was lower than that for boys in every province, with a 7.8 percent average national gap.
- The national transition rate from primary to junior secondary school was 74.1 percent for boys and only 67.6 percent for girls. This transition differential continues through upper-secondary studies.
- In upper secondary vocational and technical schools (the primary focus of the study), 67.8 percent of the students were male and only 32.2 percent were female.
- There was also a noticeable sex differential in the various upper secondary technical and vocational study programmes.
  - Technology and industry was 80.7 percent male and 19.3 percent female
  - Agriculture and forestry was 69.5 percent male and 30.5 percent female
  - Only in business and management (66.6 percent) and arts and crafts (56.8 percent) did females have a higher percentage of participation.
  - Ratios were nearly equal for social/public welfare and tourism programmes.

### **A Focus on Girls and Young Women**

The underlying gender dimensions of unequal access to educational opportunities (as indicated in the above statistics) are now recognized and better understood, especially in terms of how gender bias contributes to raising levels of inequality and hindering development.

At a local level, for example, community or family beliefs and assumptions concerning the role of women in Indonesian society heavily influences the participation of girls and young women in schooling, employment and business opportunities, as well as in the assignment of household and community roles. For instance, the role of girls and young women may be seen as confined to homemaking and childcare and, therefore, their prospects for receiving education can be slim.

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3 BPS Statistics Indonesia ([www.bps.go.id/index.shtml](http://www.bps.go.id/index.shtml)).

4 ADB, et al. Indonesia: Country Gender Assessment 2006. Refer to [www.adb.org/gender.cga.asp](http://www.adb.org/gender.cga.asp)

When limited financial resources are available, fathers may prefer their sons to continue their schooling because they are expected to be family bread-winners. Girls are also withdrawn from school prematurely for a variety of reported reasons, such as the inability to pay schools fees, early marriage, household chores, distance from school and generally low motivation. Low motivation can be related to gender role assumptions, gender-biased school curriculum and other factors.

At the same time, even though women may constitute the majority of micro-entrepreneurs in the Indonesian informal economy and a significant percentage in the formal sector, their contribution to income and community welfare often goes unrecognized. They also learn from an early age that boys and men are usually the leaders in the community. In paid employment, the participation of women tends to be confined mostly to “feminine” types of work in normally lower paid and less visible jobs.

The result is marginalization from the mainstream of society, vulnerability and poverty. There is a particularly stubborn problem in the remoter rural and mountainous areas, where agriculture is often the principal income-earning activity. Since agriculture is largely a seasonal activity, many young women are without an income for extended periods of time, and many have little option but to migrate to urban areas in search of low-paying, unskilled jobs.

### **Participation of Girls and Young Women in STVE**

It is necessary to design innovative education and skills development activities that allow young women to stay in their communities. Part of the solution is skills development activities that are capable of engaging and challenging those whose access to formal learning has been limited. They are held back by their level of basic education or are unable to access technical and vocational training institutions, while others drop out of school before mastering their skills. The training should enable participants to capitalize on their innate local knowledge, experience and community assets to generate decent work and sustainable livelihoods at a local level.

In general, girls tend to be oriented towards fields traditionally seen as suitable for women, such as tailoring, dressmaking, weaving, and cooking. In urban areas, this orientation may veer towards low-skilled, low-status manufacturing (notably in the garment and food processing industries) or export sectors that have brought considerable economic growth to the country.

Entry to more male-oriented technical and vocational courses can be difficult if girls do not have the necessary basic educational qualifications. Also, in spite of growing participation in areas traditionally considered as male, there is still a general reluctance by technical and vocational educational institutions to expand or encourage such courses for women.

Even when young women do succeed in entering such courses, they continue to face obstacles. Female learners can be de-motivated by textbooks and the learning environment because of gender-bias portrayed in learning materials or communicated by teachers. Moreover, once the training is completed, female vocational school graduates usually experience difficulties in finding employment and, when they do have jobs, they tend to have lower status and salaries than their male counterparts.

As a result of all these factors, women tend to have low aspirations and lack self-confidence. Their problems are linked to the wider economic, social and cultural phenomena of workforce discrimination, poverty, unemployment and unequal social status.

### **Potential Role of Technical and Vocational Skills Training to Reduce Poverty**

In most impoverished communities, there has long been a heavy reliance on self-help mechanisms and micro-enterprise development (especially among women) in the informal economy for household and community survival and local income-generation.

The introduction of practical, competency-based skills development for marginalized girls and young women is very likely to improve access to increased earning opportunities, as well as further training and learning for those who have previously had a limited connection with formal education. Such skills

development opportunities can be particularly powerful for girls and young women, helping them play a more pro-active role in improving personal and community prosperity.

## **General Strategy**

### **Legal Framework**

The programme for poor out-of-school girls and young women operates under the overall legal framework of the Act of the Republic of Indonesia on National Education, Act Number 20, 2003. Responsibility for the project is vested in the Minister of National Education, with the Directorate of Technical Vocational Education (Dikmenjur) providing overall management and guidance.

The 2003 Act on National Education, inter-alia, states that every citizen has equal rights to receive a good quality education. It empowers decentralized local community participation in the planning, implementation, monitoring and evaluation of education programmes. It provides for a multi-faceted and flexible system of formal, non-formal and informal (self-learning) education. Outcomes of non-formal and informal education programmes are recognized as being equal to outcomes of formal education programmes.

Basic education is composed of primary (SD or equivalent) and junior secondary (SMP or equivalent) levels. It is considered compulsory and should be provided free of cost. Provision for senior secondary education (general SMA, vocational SMK or equivalent) is also prescribed.

Overall policy and standards are determined at a national level. Curriculum development, relevant to the local situation, is considered as a cooperative process between the Ministry of National Education at the provincial or district/city level (depending upon the level and type of education involved) and the specific education institution and community involved. Community participation in education is encouraged and described as consisting of individuals, groups, families, professional associations, private companies and community organizations.

### **Overall Goals**

In this programme, STVE is understood as practical, occupation-oriented, technology-based vocational skills training for marginalized, out-of-school girls and young women. The programme model sets out to assist them to become self-reliant by sharpening their current skills and developing new ones, as well as by increasing their self-confidence.

The overall goals of the programme are:

- To increase marginalized girls and young women's access to relevant technology-based vocational, entrepreneurial and life skills development opportunities, including occupations or skills from which women have been traditionally excluded.
- To help broaden the mission of technical and vocational schools towards becoming local community technical and vocational education learning centres, embracing gender empowerment, as well as both formal and non-formal education activities, in collaboration with local NGOs, businesses and other relevant partners.

Such skills development opens up the potential for improvements in how girls and young women contribute to the basic needs of their families and communities. Of particular interest is the integration of gender and empowerment perspectives. The participants develop positive attitudes about themselves and their roles in the community, and explore the potential for meaningful employment and/or starting their own small business enterprise as a viable route out of poverty. This also helps raise their status in society and, in addition to improving their economic position, raises their potential for lifelong learning. In so doing, they gain access to other rights and make improvements in their quality of life.

## Target Groups

The **primary target group** comprises poor, out-of-school girls and young women (normally within the range of 16 to 23 years of age) who possess only primary or lower secondary schooling and live in marginalized, impoverished communities within easy transport range of the participating vocational secondary school.

The **secondary target group** comprises the parents and families of the trainees, community leaders, vocational school administrators and teachers, local businesses, NGOs and provincial/district/city education officers who are involved in the processes of planning and implementing programme activities.

## Strategic Values

Six key strategic values have been identified and tested to ensure the success and sustainability of the training outcomes:

- A participatory approach must be applied with a wide range of governmental, non-governmental, community and business partners involved in all stages.
- All skills development activities must be tailored to the specific geographical, social, cultural and economic context of the relevant community and participants.
- The programme approach must integrate gender, empowerment and reproductive health perspectives into course content and methodology.
- The training methodology needs to be learner-centred, participatory, and flexible, and focus on building trainees' self-confidence.
- Curriculum content should focus on technical, entrepreneurial and life skills development (critical thinking, problem-solving, risk-taking, etc.) and also be competency-based and incorporate on-the-job internships or production learning opportunities.
- Monitoring and evaluation, as well as tracking of graduates and follow-up support and networking, are integral in order to ensure periodic assessments of progress and achievements by measuring impact on graduates, as well as to ensure on-going support to them through local networks and institutions that provide further education and business services.

# Programme Outline

## Building a Partnership

As mentioned above, it is critical to apply a participatory approach to all stages of the programme, from planning and research through to evaluation and follow-up support. Based on experience in the pilot locations, a successful partnership includes full participation and commitment from:

- the relevant vocational secondary school by becoming more of a local community TVE learning centre, embracing gender empowerment as well as using non-formal education methods in addition to their formal education activities
- the relevant district and/or city education office
- local or regional NGOs with experience in activities related to the programme
- community leaders
- members of the business community
- an external researcher

The criteria for selecting appropriate NGOs and the external researcher might include expertise and experience in two or more areas, such as women's empowerment, community development, non-formal or vocational education, micro-business development and other related activities.

Local business participation should include those offering internships, employment or micro-business support (e.g. marketing) and business organizations such as the Chamber of Commerce or a Lions or Rotary Club.

Pilot training activities undertaken on Lombok Island (West Nusa Tenggara Province) were conducted by four local vocational upper secondary schools, a specialized women's cooperative development NGO (KSU Annisa), the Women's Study Centre at Mataram University (PSW), the relevant local district or city education office and, at some locations, internships, teaching and material assistance from local businesses.

Each of the four locations had a different "mix" of partners. The Woman's Study Centre played a dual role, providing gender-sensitization support to some schools and acting as the external researcher/monitor for all four locations. KSU Annisa provided curriculum development (both technical and entrepreneurial content) and gender and reproductive health socialization assistance to some schools, as well as follow-up support for those who have completed the training to find employment or set up micro-businesses.

The importance of partnering with an experienced local NGO, such as Annisa, cannot be over-emphasized. Additionally, the involvement of local businesses is critical, and companies such as Suzuki Lombok, Lanus Jaya Motor, Mangga Electronics, PT Bisi and UD Sumber Gizi should all be mentioned as exemplary local business partners and supporters.

### **Roles of the Partners**

Although the situation will vary from location to location depending upon the skills and experience of the various institutional partners, some general roles can be identified, as well as advantages and constraints.

**Vocational upper secondary schools (SMK) :** These schools are well established. They have extensive facilities, skilled and experienced trainers, technical equipment and other teaching resources, as well as a large network of sister institutions under the Directorate for Technical and Vocational Education. They have well-established links with provincial, district and city educational authorities, and are well-known to the surrounding communities. Many have begun to establish links with those local businesses that utilize skills which are taught at the schools. Some have also begun to develop small production units to raise income to supplement limited government budgets. They are also part of a long-term TVE commitment by the government and, therefore, have a structure for long-term continuity and sustainability.

The constraints they face include being part of a large bureaucracy with the inevitable rigidity of rules, regulations, slow planning processes, budget limitations and cash-flow problems. Their "formal" curriculum, for example, is traditionally rather rigid with a lot of emphasis on underlying theory. They tend towards a "supply-driven" approach, with traditional categories of TVE training based upon a national assessment of overall needs rather than one based upon an analysis of local needs. Although they are well-known in the nearby communities, they seldom have close links with those communities because they are structured to respond to their own bureaucracy, rather than to community needs.

**Local non-governmental organizations:** These organizations tend to be rich in links with communities because their overall purpose is usually to respond to and influence local community needs. They tend to be flexible in their approach because they are "needs-focused" and normally report to their own local governing structure, rather than to a large bureaucracy. Their interactions with people are nearly always community and learner-centred, and use participatory "community development" and "non-formal education" methodologies. They often have extensive experience in developing and providing practical, short-term training activities, whether linked to health, education, agriculture, micro-business development and many other training objectives.

The constraints faced by NGOs tend to include a lack of financial security, which can affect continuity and sustainability. They normally lack sophisticated training facilities and equipment (although there are certainly exceptions). They also tend towards mobilization of existing community and local resources for training events, rather than creating physical and staffing infrastructure. NGOs also tend to reflect the values of their leadership (a strength), but can face problems or even disintegrate if the leadership changes or departs.



**Local businesses:** Businesses exist within a near total market, consumer-demand and profit-driven environment, although most recognize the “marketing” value of philanthropic activities in the communities of their consumers. They also understand the importance of linkages with their sources of labour. Above all, they understand the economic needs and opportunities in their area better than anyone else. Businesses, by their very structure and purpose, are founded upon self-interest, and must be convinced that there is some “valued-added” for them when asked to participate in community and educational activities.

### **Community Analysis and Needs Assessment**

The second key strategic value focuses on the need for all training activities to respond to a specific geographical (local), social, cultural and economic context and needs. In order to design a relevant and appropriate training programme, in-depth research and consultations with all stakeholders and an analysis of the economic situation, employment and business prospects within the community or nearby surrounding areas must be undertaken.

These will form a basis to identify appropriate technological and vocational skills that meet the needs of the individuals in the specific target communities and enable them to find decent work or establish viable micro-businesses which, at the same time, benefit development of the community.

The community analysis and needs assessment process should, of course, also reflect other strategic values, such as using a partnership approach. It is also an opportunity to raise community awareness about overall programme and gender issues.

### **Socialization Process**

The third strategic value is the integration of gender, empowerment and reproductive health perspectives into all aspects of the programme. Throughout, special attention must be paid to raising awareness of the gender, empowerment and reproductive health dimensions of poverty and vulnerability. This requires gender-sensitive education and training opportunities for education planners, administrators, teachers, parents, community leaders and potential employers. All parties must be involved in various phases of planning and implementation. Offering targeted workshops or structured focus group discussions for them would provide important platforms for the exchange of experience, assumptions and ideas. It is also necessary to raise awareness among educators about using the participatory, experiential, non-formal training methodology outlined below.

### **Training Methodology**

The fourth strategic value is the training methodology, which must be learner-centred, flexible, participatory and experiential. Trainee self-confidence should be built, as well as general life skills such as critical thinking, problem-solving and risk-taking. Education planners, administrators and teachers (mostly coming from the formal education sector) must be trained to use this non-formal education methodology with the girls and young women. Formal pedagogical processes that focus on theory and rote learning will not be effective with this target group.

### **Training Curriculum**

The fifth strategic value focuses on the development and implementation of an effective training curriculum that is competency-based, incorporates practical on-the-job internships or production learning opportunities and focuses on technical, entrepreneurial and life skills.

The curriculum development process should, of course, also reflect all the strategic values. It should be participatory, involving many of the stakeholders, especially the vocational school, the NGOs and the business partners. The curriculum and learning activities must also be based on an analysis of the specific context and needs of the relevant community and nearby areas, which leads to skills for which employment and/or micro-business opportunities are in demand. It must also use content, materials and teaching methods that integrate gender, empowerment and reproductive health perspectives, as well as a non-

formal training methodology that focuses on building of trainee self-confidence and general life skills.

### **Monitoring, Follow-up and Evaluation**

The last of the six key strategic values focuses on the importance of monitoring and evaluation, as well as tracking of graduates and follow-up support. Each local partnership team must have an internal capacity to monitor their on-going activities, identify and solve problems, and track graduates to ensure that training has the intended impact in terms of employment or operation of a micro-business and the resultant income. The external researcher must also monitor the project(s) closely and provide periodic critical analysis as well as overall evaluation of the project(s). This should include an assessment of the relevance and appropriateness of the training and the impact in terms of employment and micro-business operation.

## **Implementing Expansion of the Training Programme**

Expansion of the STVE training programme, based upon the pilot experience at the four locations in Lombok and as reflected in this guideline, will be facilitated by the Directorate of Technical and Vocational Education (Dikmenjur). Interested upper secondary vocational schools (or similar educational institutions) should begin the process by establishing a task force composed of potential local partners. The formation of a task force requires the school to undertake a survey of the community to identify one or more potential NGO and private sector partners.

An NGO partner should be experienced and well established in the community or a nearby area. The NGO should have expertise in one or more functions such as community development, non-formal vocational or health education, micro-business development, cooperatives development, women's empowerment or other related activities. The most critical function is significant experience in working with local communities and a willingness to work with the school and the private sector (businesses).

The competence, commitment and capacity of potential NGO partners must be assessed by examining their past performance and their general "reputation." In terms of capacity, NGOs must have the ability to undertake the required programme functions. Do they have adequate staff? Is the staff able to undertake the functions of community socialization, community participant selection, effective working relations with governmental agencies and the private sector, etc.? Is their management structure financially stable?

The task force should also have one or more socially responsible and respected members of the business community. The person(s) could represent a business organization or service club such as the Chamber of Commerce, a Rotary or Lions Club. They could also be well-respected businesspersons from the community, preferably female or a man who has a number of women at the management level in his business.

Once the task force assesses the general interest and potential for an STVE programme that targets marginalized girls and young women in the area, a facilitator from Dikmenjur can help in establishing an appropriate programme using these guidelines.



# MODULE ONE: COMMUNITY ANALYSIS AND NEEDS ASSESSMENT



## Overview

As mentioned in the Introduction, it is critical that all training activities be focused on the **specific geographical, social, cultural and economic context** of the targeted local communities. This ensures identification of relevant and appropriate skills training as well as real employment and micro-business opportunities. In order to focus skills development activities on the needs of the target communities, as well as on local demand for products and services, the project team must undertake a community and economic analysis and identify skills training needs.

The analysis includes an overview of general geographic, demographic, cultural and economic information, as well as a survey of infrastructure (physical, education, public health, etc.), local places of interest (if any), organizations working in the community and community problems. It should look at existing access to education and training opportunities, time constraints on the girls and young women with regard to agriculture, childcare duties, etc., as well as material constraints such as living conditions, nutrition and transport. The analysis must also consider traditional livelihoods in the community and neighbouring areas, and identify potential areas for employment and entrepreneurial activities.

Overall, the analysis provides a true context for creating specific and relevant technical and vocational skills training activities that are based on **real economic needs and opportunities** in the area, rather than what courses of study are currently available at existing vocational institutions. In other words, training must be “**demand-driven**” and defined by the needs of the community and market.

## General Data and Information about the Community

To understand a community's needs, the survey needs to include data and information about all aspects of the community. A critical first step in obtaining accurate information involves explaining the purpose of the survey. This is also an opportunity to raise awareness among community members about the purpose of the programme. It's also very important to involve the community in the data collection process. Essential data gathering includes:

- **Geographic data and information:** Describe the general location. Develop two maps. The first should illustrate the general area, showing access roads and distances to nearby communities and towns; bodies of water; hills/mountains, forestation; agricultural areas; nearby places of interest (e.g. places visited by local or other tourists), etc. The second map should be a more specific layout of the community, and include roads, schools, mosques, churches, public health centres, childcare centres, shops and businesses, etc.
- **Demographic data and information:** Include statistics such as: total population, broken down by sex (male/female) and target age group (i.e. girls and young women 16 to 23); school attendance rates among the target group(s); family/household numbers; average family size; occupational profile of the community (e.g. % in agriculture and type of crops grown, % in other occupations); ethnic/religious/language profiles; literacy rates; and gender divisions of labour.
- **Cultural data and information:** Address local languages, religions, community habits, cultural activities, general beliefs, etc.
- **General economic data and information:** (See below under the “Economic and Market Survey”)
- **Data and information about infrastructure:** Consider road access, water supply, electricity, sewage, etc.
- **Organizations in the village:** This area should cover: government offices, farmers groups, youth groups, women's groups, village committees, NGOs working in the community, external government services that periodically support the community, etc.
- **Community problems:** These might include phenomena such as a low literacy level, seasonal water-supply, lack of road access, distance from schooling, unemployment/under-employment rates, common health problems such as malnutrition or endemic malaria; low agricultural productivity, migration of labour to the cities, no access to micro-credit facilities, early marriage and divorce.

## Economic and Market Survey

The next step in assessing a community's needs is to conduct a more specific economic survey. In order to build on the overall occupational and economic profile of the target community, this survey should:

- Identify micro-economic information about the community, including the number and type of local markets and shops. Also identify any larger businesses in the community that hire locally.
- Identify the number and type of locally-produced goods and services being bought and sold in the community, the consumers of these goods/services, and the number and type of household-based industries/small businesses. Include any mobile community vendors who move from place to place in the community (market, schools, health centre, outside meetings, etc.) and what goods or services they sell.
- Identify which of the sales/goods are of a basic, essential nature and which are “discretionary” goods.
- Identify those goods which have come from outside the community (i.e. are not produced in the community) for resale.
- Identify which of the goods seem to be the most popular and how many people are selling such goods.
- Identify external salespersons who regularly visit the community; describe the goods or services they sell or buy.

**Expanded survey of nearby communities, towns and cities:** The expanded survey should broaden the information gathering and analysis beyond the target community to survey the overall economic features of nearby communities and towns (i.e. those within easy commuting distance from the community). It should:

- Identify major industries in the area (agriculture, tourism, manufacturing, food processing, banks, etc.)
- Identify the range of types of medium- and small-sized businesses (both products and services). Identify “growth” businesses (i.e. those which seem to be constantly expanding their business and/or have lots of new competitors offering similar goods or services).
- Gather information concerning employment and micro-business opportunities from vocational schools and other education and training institutions (both public and private). Include interviews with business organizations, businesses and government labour, trade and manpower offices, as well as NGOs.

- Through this process, analyze the information and identify occupational profiles of employment (for example, those businesses which are constantly seeking skilled staff such as hotels, vehicle repair shops, electronic shops, etc) and the nature of the skills they require. Also, look for patterns of micro-business opportunities (for instance, existing small entrepreneurs who are doing a “good” business). Through this process, it may become evident that some vocational training already exists within the community and, thus, need not be duplicated by a newly created programme

## How Do We Collect This Information?

The basic procedure includes:

1. **Build a team:** At a minimum, this should include the external researcher, the participating vocational institution and NGO(s), as well as the community leader or another representative. Also refer to the next section on “Team Roles.”
2. **Develop an action plan:** Confirm your objectives and clarify timing, roles/responsibilities, logistics, etc.
3. **Decide on techniques:** Approaches may encompass surveys, observations, interviews and focus group discussions with community leaders/parents/businesspeople, etc.
4. **Compose instruments:** Surveys, observations, interviews and focus group discussions all need pre-developed instruments or guidelines. The tools attached to this module can be used to help develop such instruments.
5. **Prepare personnel:** Those involved may need some briefing, training or practice.
6. **Collect the data and information:** Following your plan, and using the instruments, undertake **primary** collection of data and information in the community. Collecting **secondary data** is also important (i.e. obtaining already existing data from reports, magazines, books, newspapers, statistical bureaus, universities, NGOs, school records, and various ministries and local government offices that deal with education, trade and industry, manpower and labour, etc.).
7. **Analyze the data and information:** (See “Analysis” section below.)

## Team Roles

The most effective data collection processes are “team efforts” that involve all project members: the vocational schools, the local NGO partners, and the community. It is equally important, however, to have available the necessary expertise (and perhaps leadership) of a designated external researcher. Such an individual helps to ensure a professional approach and objectivity. It also helps avoid the pitfall of data collection and analysis being “supply-driven” (i.e. being biased by what courses are already available at the vocational school), rather than it taking a real analytical and creative approach based on the needs of the community and the market (i.e. “demand-driven”).

The role of the external researcher will, of course, depend upon that individual’s area of expertise and experience, but significant research experience and access to sources of secondary data beyond the other team members should figure among his/her qualifications. Additionally, it is critical for the external researcher to be involved at the very beginning of the process in order to provide effective monitoring and evaluation of the programme during its later stages.

## Skills Development Needs Analysis

### Analysis of Data

Analysis of the data must include in-depth consultations with the various stakeholders, including:

- girls and young women in the community (i.e. members of the target group)
- parents
- community leaders
- local education authorities
- local government officials
- vocational schools and other schools/institutions related to the project
- members of the business community
- local NGOs

The objective of the analysis is to identify potential technical and vocational skills for which there is a need in the community or nearby areas, whereby the participants can continue to live in and benefit their own community. The skills must also be relevant and appropriate for marginalized out-of-school girls and young women who possess a limited formal educational background.

As part of the process of deciding which skills training should be provided, the information collection and analysis must also be seen as an opportunity to start **building a partnership with the community** and as an opportunity to begin **raising awareness** in the community and among other stakeholders to the goals of the programme. This will lead to a shared sense of ownership.

### Assess Competence, Capacity and Commitment of the Training Institution

When a list of potentially relevant skills is identified, the project team must also assess the **competence, capacity and commitment** of the relevant vocational school (or other training institution) to provide the various proposed skills development training.

- “Competence” basically refers to assessing whether the training institution has, or has access to, experienced trainers in the required skills.
- “Capacity” refers to whether there are enough available trainers and administrators, and to whether they have sufficient time to devote to the programme. It is also important to assess whether there are adequate facilities, equipment, materials and financial resources available for the programme.
- “Commitment” refers to a rather subjective assessment of whether the headmaster and staff really want to undertake this programme; have a real concern for marginalized girls and young women; and are willing to work closely with NGOs, businesses and the communities.

### Identifying Resource Persons

As mentioned above, through the process of collecting and analyzing data, as well as assessing the competence, capacity and commitment of the education institution(s), it is also important to identify resource persons. This list should not only include those within the training institutions, but also those who exist outside these institutions (such as those in the local community and nearby businesses who have the relevant expertise and skills). These resource persons should be incorporated into the training programme, not only as trainers, but also as a means to build solid linkages with the business and local communities. Once the team has assessed the institution(s) and other available resources, a concrete decision can be taken about the various skills to be taught.

## What Have You Learned?

(a self-learning tool)

Why must we undertake a community analysis and needs assessment?

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What five general kinds of data and information do we need about the community?

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Give some real examples of social, cultural, economic and market information in your local communities about which you already know:

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## **Tool #1: Field Checklist – Information about the Community**

Use this checklist as a model to develop your own instrument for data and information collection about the community.

### **The Process:**

- Organize the team (including community members), plan and prepare to collect data, information and draw maps.
- Explain the purpose of the programme to the community and why it's necessary to collect the data and information.

### **Geographic Information:**

- Describe the general location of the community.
- Develop a map of the general area showing access roads and distances to nearby communities and towns; bodies of water; hills/mountains, forestation; agricultural areas; nearby places of interest (e.g. places visited by local or other tourists).
- Develop a second map showing the community layout; internal roads and paths; schools; mosques; churches; public health centres; childcare centres; shops and businesses; etc.

### **Demographic Information:**

- What's the total population?
- What's the female/male sex breakdown?
- How many girls/young women are in the targeted age group (16 – 23 years of age)?
- How many of this target group are in school?
- How many of those who are out of school have not completed higher secondary education?
- How many families/households are in the community and what is their average size?
- What is the occupation profile of the community?
- Describe the ethnic, religious, linguistic profile of the community.
- Describe the gender division of labour.
- What is the functional literacy rate?

### **Information about Infrastructure:**

- Describe the road access and road links to nearby communities and towns.
- Describe the agricultural and potable water supply.
- Is there public electricity or a community generator?
- Describe the sewage disposal system.

### **Organizations in the Village:**

- Describe any local government offices in the community.
- Describe local group institutions (e.g. farmers, youth, women, village committee).
- Describe NGOs working in the community.
- Describe external government services which periodically visit and support the community.

### **Community Problems:**

- Organize a focus group discussion with community leaders and others to identify general community problems (e.g. low literacy levels, seasonal water-supply, unemployment, productivity, migration of labour to the cities, no access to credit facilities, early marriage, etc.).

## **Tool #2: Field Checklist – A Community Economic and Market Survey**

Use this checklist as a model to develop your own instrument for data and information about the community's economy and market.

### **The Process:**

- Organize partner organizations and the community to assist in collecting the data.
- Explain to the community the purpose of the survey and why it's necessary to collect the information.

### **Local Community Survey:**

- Identify what products and services are being sold at the local market.
- How many days/half-days does the local market operate?
- Identify all the local shops and what goods and services they sell.
- Identify any larger businesses in the community which hire labour from the community.
- Identify any mobile vendors and the products or services they sell.
- Identify any goods or services being produced locally (including at homes) and to whom they are sold (either inside or outside the community).
- Identify which of the sales products and services are of a basic, essential nature and which are "discretionary."
- Identify those products which originate from outside the community for resale (i.e. are not produced in the community).
- Identify which of the products or services seem to be the most popular and how many people are selling such goods.
- Identify external salespersons who regularly visit the community and describe the goods or services they sell or buy.

### **Expanded Survey of Nearby Communities, Towns and Cities:**

- Identify other communities, towns and cities which are within easy work-commuting distance from the community.
- Identify major industries in this broader area (agriculture, tourism, manufacturing, food processing, etc.).
- Identify the various types of medium and small-sized businesses (both products and services).
- Identify "growth" businesses (i.e. those which seem to be constantly expanding their business and/or have lots of new competitors offering similar goods or services).
- Gather data, information and analysis concerning employment and micro-business opportunities from vocational schools and other learning institutions.
- Interview business organizations, businesses and local government labour, trade and manpower offices as well as NGOs to gather information and analysis concerning employment and micro-business opportunities.
- Identify those businesses which are constantly seeking skilled or semi-skilled staff (perhaps hotels, vehicle repair shops, electronic shops, etc) and the nature of the skills they require.
- Identify micro-businesses and small entrepreneurs who seem to be doing a "good" business.

## Tool #3: Skills Development Needs Analysis Guideline

### The Process:

1. Organize a series of consultations or a meeting between the key partner organizations (the school, the NGO and the external researcher must all be involved).
2. **Objective:** The objective of the consultations or meeting is to select skills development courses to be offered to the target group of impoverished girls and young women by the vocational training school.
3. **Background:** Everyone should study the output of the two community surveys:
  - General information about the community
  - Community economic and market survey
4. **First task - Creative Brainstorming:** The first task is to “brainstorm” a list of potential skills development ideas. The objective of “brainstorming” is to stimulate creativity. The rules of brainstorming are as follows:
  - Choose one person as a **facilitator** or chairperson (who can give ideas, but should not dominate the meeting) who can also write down **all ideas** on a flip-chart, white board or black board.
  - All people must participate actively.
  - The more ideas, the better.
  - No idea should be blocked or criticized.
  - Everyone gives one idea in turn, for the first round, and then anyone can put forth additional ideas.
  - The group continues until there are no more ideas (usually not more than 5 or 6 minutes).
  - All ideas are welcome, even if they seem absurd or foolish.
  - All ideas will be respected and not reviewed or analyzed at this stage.
  - Ideas should not be complicated or detailed. Just one word or a short phrase is sufficient. Do **not** tell stories or give a background.
  - Have fun and laugh.
5. **Second task - Analysis and Short-listing:** The second task is to take the brainstorming list and begin a process of: reducing the number of ideas; analyzing the options; and then creating a short-list of three or four core skills development ideas. Remember that we are focusing on skills that can lead either to employment or establishment of a micro-business and meet real market needs in or near the community.
  - **Grouping ideas:** Using the brainstorming list, group ideas that seem similar or might possibly go together. Further reducing the list, have everyone select what they intuitively regard as their top three preferences. Remember that the list must not be restricted to courses already available at training institutions.
  - **Analysis:** Analyze and discuss each remaining option, using the following three criteria:
    1. **Demand:** There must be a clear market demand for the product or service skills.
    2. **Appropriateness of the skills:** The skills required can be learned in six months and are appropriate for someone with a background of only formal primary education.
    3. **Resources:** Human training resources (e.g. trainers in the school, community or businesses) and potential training facilities exist.

4. Do not talk about financial resources at this stage.

- **Short-listing:** Based on your analysis, select three or four of the most likely skills development options.

1. **Further research and selection of the skills development courses to be offered:** Based on the three or four short-listed options, have the team do some additional checking and confirm that:

- A real demand for the skill exists in the community or nearby areas.
- Trainers and business practicum/apprenticeship opportunities are available.
- Assess the competence, capacity and commitment of the vocational school.
- Undertake a budgeting exercise for each option.
- Meet again to decide upon which options will be selected.





**MODULE TWO:  
SOCIALIZATION PROCESS AND  
PARTICIPANT SELECTION**



## Overview

Another key strategic value mentioned in the Introduction is the integration of **gender, empowerment and reproductive health perspectives** into all aspects of this skills development programme. Special attention must be paid to raising awareness about the gender, empowerment and reproductive health dimensions of poverty, vulnerability and the need for gender-sensitive education, in addition to creating employment and business opportunities for marginalized girls and young women.

The overall aim of the programme is to reduce poverty through expanding decent work and income-earning opportunities for marginalized girls and young women. It must enable young low-income women and their families to shift from marginal income-generation to decent and profitable employment or business development. In order to achieve this aim, particular attention must be given to the social and economic empowerment of these marginalized girls and young women, including information about reproductive health.

Education administrators, teachers, parents and community leaders must all be targeted for awareness-raising about the gender, empowerment and reproductive health dimensions of poverty, vulnerability and the need for gender-sensitive education. This can be achieved by involving them in the overall planning and implementation process, as well as by holding targeted workshops or focus group discussions with them.

These awareness-raising activities are critical because parents, community leaders and school staff are the most influential - albeit unconscious - sources of gender-biased assumptions and values affecting the provision of technical and vocational educational opportunities for marginalized girls and young women. Their gender assumptions, and consequently their behaviour (again mostly unconscious), also seriously influences the self-confidence of the girls and young women. Self-confidence is a critical factor in the empowerment of girls and young women. It directly relates to their ability to effectively learn skills and apply them to meaningful employment and business. Support and understanding from the family, community and school is very important.

## Empowerment and Gender

An effective training programme must promote the economic and social empowerment of girls and young women alongside men in employment and enterprises. **Economic empowerment** is necessary because marginalized girls and young women engaged in income-earning usually have had few opportunities for education and training. They often have a double or triple workload that combines economic activities with helping to look after the household and provide family care to younger siblings. They need technical, management and other skills to transform their survival activities into more productive and profitable employment or enterprises.

**Social empowerment** is also necessary because most girls and young women have a lower status as compared to boys or men. Many stay close to the home, lack contact with the outside world, and face mobility and networking constraints. They need confidence-building and networking skills in order to be able to trust their own judgment and rely on their own strengths and skills.

**Gender:** It is necessary to briefly describe the term "gender." "Sex" refers to the universal biological differences between women and men; "gender" and "gender roles" refer to what women and men actually do and the nature of **social differences** and relations between the sexes which:

- are learned and reinforced from birth
- change over time, and
- have wide variations within a society and between societies.

"Gender" refers to societal and personal values, norms and stereotypes of what women and men "should" be like and what they are capable of doing. Gender roles are reinforced by the gender values, norms and stereotypes that exist in each society and community. However, they can and do change. In fact, practices often change faster than expected. Gender equality, or equality between women and men, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men both in work and in daily life.

Looking at technical and vocational education through "gender glasses" ensures that women and men have equal chances to succeed in life, employment and business. All people need to be treated with dignity and encouraged to develop their full potential, which leads to a higher quality

of life for all. It does not mean that women and men need to become exactly the same. Women and men can be and are different, but should have equal rights, responsibilities, and opportunities. They should be treated and valued in a fair way.

For example, most conventional vocational and business training does not address the gender-specific constraints on marginalized girls and young women because it mainly looks at knowledge and skill gaps from a “male perspective” and reinforces stereotyped images of men and women in the labour market. Educators, business interests and community partners involved in the programme must become aware of these **gender biases** through specifically-structured and targeted awareness-raising workshops or focus group discussions.

Specific gender, empowerment and reproductive health training materials to be used or adapted for the programme are not the subject of this guideline. However, there are many sources for such materials available from various government ministries. Many such training resources have been adapted from materials developed by various

United Nations agencies such as UNICEF, UNESCO and the International Labour Organization (ILO). Many NGOs have also developed such materials.<sup>5</sup>

## Reproductive Health

As mentioned in the Introduction, there are significant correlations between levels of poverty and the number of family members. Numerous studies report that the poorest families are larger than those above the poverty level. The reproductive health dimensions of poverty are, therefore, an important element in the awareness-raising process.

## Participatory, Non-formal Education Methodology

Facilitators of the socialization process described in this study must become skilled in using a participatory, non-formal methodology of raising awareness when holding workshops or focus group

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<sup>5</sup> Such as those created by KSU Annisa for the pilot projects mentioned within this report.

### A Conversation

The following conversation was reported to a socialization facilitator in Kuripan District. Dende, a 16 year-old girl, ran to her house after receiving some information about STVE. As she arrived, she met her father, who was leaving to work in the field.

Father: Where have you been? Pick up your tools and come to the field.

Dende: But Amaq, can I be excused today?

Father: What... to play again?

Dende: No, No, Amaq. I've heard about this education programme for girls. It's great, Amaq. I can go back to...

Father: School? What for? You don't need school. You need food! Come on, you've got to help cultivate the land to eat.

Dende: It's not school, Amaq. It's a kinda short course where I will learn to make money.

Father: Make money in the field! We need to eat now, not later. Come on. Your mother's already there.

Dende: Amaq, please. I just want to go to the village chief's office. I'll run and be back soon and help in the field. Please!

Father: Well, Okay, what are you waiting for?

Dende: Thanks, Amaq!

Dende ran quickly and, out of breath, met the village chief.

Chief: Come in, Dende. Why are you running? Is there a ghost behind you?

Dende: No, Chief. As-salamu alaykum. I need to know about this girls training programme. Can I join it?

Chief: Wa'alaykum salam. Of course, you can. What do you have in mind? What do you want to be?

Dende: I don't know, Chief. I just want to make money for my family.



discussions. This methodology is detailed in the training implementation module (which requires training of community socialization facilitators as well as education administrators and teachers). The pilot projects demonstrated that it is critical to introduce the methodology early during community needs assessment and socialization activities. This is necessary because the participatory, non-formal methodology has a critical role in encouraging ownership of the programme, as well as in building the participants' self-confidence. It is not only the most effective methodology to use with these groups of adults (whether in a community or at a school), but also provides a good opportunity for school administrators and teachers to learn to use the methodology in preparation for their own teaching of the target group.

Briefly, the participatory, non-formal education methodology focuses on the well-established fact that **adults learn best "by-doing" and by using their own experience**. Formal lectures on gender, empowerment and health reproduction should be kept to a minimum because most adults don't like lectures unless they are very entertaining and humorous. The "rule-of-thumb" for introductory presentations is a maximum of 15 minutes. You want people to **participate**, not listen. **Ownership** of a concept or a skill comes from having been involved in the process by sharing your own experience and thoughts, not from having listened to a lecture. Any analysis and theory must follow, not precede, practical exercises and experiences. Practical exercises and discussions must come first, which enables participants to reflect, analyze and learn from their own and each other's experiences, rather than from a lecturer.

## **Targeted Workshops and Focus Group Discussions**

**Education staff:** Awareness-raising workshops or focus group discussions should be organized for staff of the district and/or city education offices, vocational school and other relevant institutional partners. The purpose is to raise awareness and familiarize staff with key underlying issues of concern to the programme, such as poverty reduction, gender-sensitive and inclusive education (including the learning of skills normally considered to be male-oriented), and equal access to employment and business opportunities.

**Parents and community leaders:** Awareness-raising workshops or focus group discussions should also be organized for parents of potential participants and community leaders. In the pilot project, when parental and community socialization and awareness-raising was carried out, resistance to the girls attending the programme was much less and, when some members of the first graduating class found employment (and additional income) as technicians, a large number of parents and community members were reported to have become much more positive.

These awareness-raising "socialization" activities should be conducted by a team of facilitators (often from an NGO or a women's study centre at a university), preferably with both women and men, but it should include at least one qualified strong woman who can serve as the leader and, hence, as a role model. Common gender stereotypes should be avoided (such as the male being the leader of the team). If at all possible, the team should include a successful woman professional or entrepreneur with a strong sense of social responsibility.

The difference between a "workshop" and a "focus group discussion" is really mostly a question of the formality and duration of the activity. "Focus group discussions" are more informal and somewhat less structured. Focus group discussions are the preferred methodology for sensitizing parents, community leaders and other members of the community. As mentioned, this approach is less formal than a workshop and fits with the normal life of a community, where community and committee meetings are a common occurrence.

It is important, however, to realize that focus group discussions must be clearly planned and structured by the facilitator. They are not open-ended discussions. They must have clear objectives, content and methodology and, frequently, even some visual aids. However, the facilitator must be very careful not to turn these discussions into one-way presentations. The focus group approach is a structured discussion format where the facilitator encourages participation around a series of clearly-defined issues (such as poverty reduction, gender roles analysis, female skills development opportunities, employment in the formal and informal economy, etc).

It should be emphasized that these gender and empowerment issues should also be raised at every available opportunity, from the earliest stages of community needs assessment and participant selection. For example, the most difficult obstacle reported during the early stages of the pilot project was parental objections to sending their daughters to school, in particular for skills training in areas traditionally considered male.

## Selection of Participants

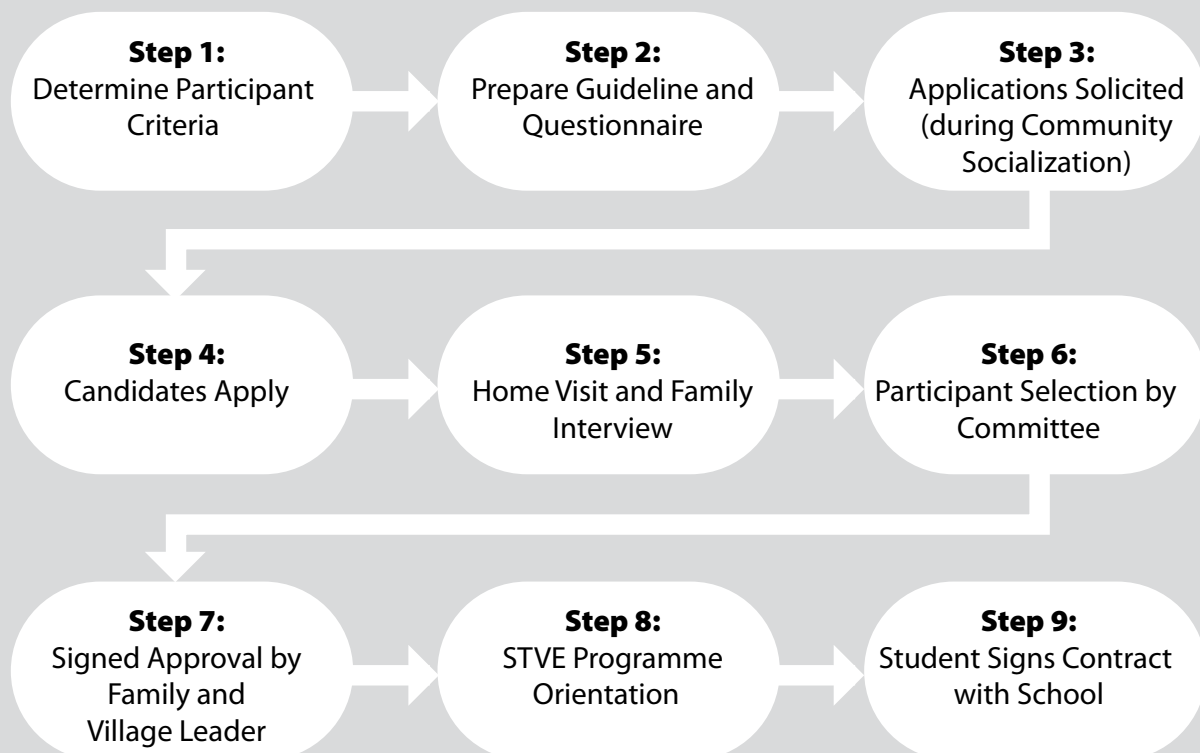
The participant recruitment and selection process is inter-linked with the community socialization and awareness-raising activities. In the pilot project, it was found that student recruitment and selection emerged from the overall process of working with the various communities. During the needs assessment exercise, the programme and its goals were introduced. Subsequently, during the socialization process, information about the recruitment and selection process for students was introduced, and candidates were encouraged to apply. The basic process has nine steps or components:

**Selection criteria:** Although selection criteria varied somewhat from location to location, there were eight common elements:

- Girls and young women aged 16 to 23 years of age
- Single, married, divorced or widowed
- A graduate of primary or lower secondary education
- A strong commitment to learning and self-discipline to complete the training
- From an impoverished family
- Good physical and psychological health
- Resident within five kilometers from the training institution
- Committed to technical and vocational training and micro-enterprise

**Guideline and questionnaire:** It is necessary to agree on a general procedure for participant selection among the partner agencies and for involving the community (i.e. a common guideline). There will also be a need to develop a general questionnaire for the application and interviewing process. An example (adapted from KSU Annisa) is attached as Tool #5 (see page 37).

Figure 1: Participant Selection 9-Step Process



**Applications solicited:** Applications should be solicited during the community socialization process, in other words, as awareness-raising is conducted about the issues of poverty, gender and empowerment. This communicates to the community and the parents that marginalized girls and young women in the community should be encouraged to apply for training.

**Candidate applications:** This process should be as simple and easy as possible in order to avoid the imposition of barriers because the young women will probably not have a high level of self-confidence. The first section of the questionnaire (Tool #5) should be sufficient for the application process. The other information can be collected during the home visit and family interview.

**Home visit and family interview:** This visit and interview is actually a continuation of the socialization process, whereby the parents and family members may need to be influenced to allow their daughter to attend the training. The benefits of the training to the family should be stressed (e.g. additional income). Additional needed information can be collected through the interview process.

**Participant selection:** Once all the family interviews are completed, the participating agencies can meet to select the participants. It is also important to assess the extent to which the community can be involved in the selection process. This is a sensitive issue because the selection process must be objective (i.e. not an issue of favoritism and community "politics") but, ideally, community members should be involved. Each project team will need to decide what to do in their specific situation.

**Signed approval:** The process of informing the successful candidates also involves gaining formal commitments from the parents and the community by having the parents and community leader sign an approval form.

**STVE programme orientation:** The next step is a formal introduction of the young women to the training institution, where the rationale and details of the programme are explained to them.

**Contract signing:** The selection process is completed when the young women are requested to sign a contract in which they agree to be fully committed to completing the training with the training institution.

## What Have You Learned?

(a self-learning tool)

What do we mean by the concept of “empowerment”?

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What is the difference between “sex” and “gender”?

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How is “gender” learned?

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Give some examples of “gender bias” in your local communities:

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Give some examples of “gender bias” in your school or agency:

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## **Tool #4: Sensitization Workshop / Focus Group Discussion Guideline Gender and Empowerment Workshop Process**

In a sensitization workshop about gender and empowerment for educators and other agency staff or a focus group discussion with community members, it is very important for the facilitator to **structure the learning process using a non-formal, experiential education methodology** as follows:

- At the beginning of the session, the facilitator must present the learning **objective(s)** in a **clear and brief** manner. S/he must also explain **why** the objectives are important (i.e. explain the purpose of the session).
- Next, the facilitator explains **what the participants will be doing** in the session (i.e. the process or steps). The facilitator must not give any theory or lecture about the topic at the beginning.
- The trainer then leads the participants through an exercise, which must involve the participants in doing something (such as having small group or paired discussion or playing a learning “game” or doing an exercise).
- At the end of the exercise, game or small group discussion, the facilitator asks the trainees to **report on what happened** in their group(s).
- The facilitator then requests the full group to **reflect** and discuss what they have learned about the topic (i.e. encouraging their analysis).
- At the end of the session, the facilitator **summarizes** all the main learning points brought out by the participants, and can add any personal thoughts if they have not been covered. This final step takes the place of a traditional lecture on “theory.”
- This experiential learning sequence may be repeated several times during the workshop or focus group discussion depending upon how many topics are included (e.g. not only on gender and empowerment but perhaps poverty reduction and other key issues).

**Non-formal education methodology** (to normally be used only in a workshop with educators and NGOs): After the various sessions on gender and empowerment and other topics are finished, the facilitator should ask the participants to reflect upon the learning process that the participants have just experienced. They should be asked to identify the steps used in the session (e.g., statement objectives and purpose, concrete group experience, reporting on what happened, reflection/analysis and summarization of what was learned). The facilitator should stress that this is the same basic learning process that they should use when developing curriculum and train their STVE students.

## **Tool #5: Sample Form for Candidate Applications and Family Interviews**

### **Personal candidate information** (for application process):

- Name
- Age or date of birth
- Sex
- Education level completed
- Marital status
- Address

### **Family basic information** (requested as part of application process or gathered during interview):

- Father's name
- Father's age or date of birth
- Father's level of completed education
- Father's occupation
- Father's address
- Mother's name
- Mother's age or date of birth
- Mother's level of completed education
- Mother's occupation
- Mother's address
- Number of family members (sons/daughters)

### **Additional family and candidate information** (gathered during interview):

- Family income (daily/monthly/annually)
- Average daily expenditure
- Kinds of electrical and electronic equipment in the house (fridge, TV, CD player, etc.)
- Value of assets (land, motorcycle, gold, etc.)
- Where did you get the information about the STVE programme?
- What do you know about the training programme?
- What do you expect from the training programme?
- Which of the available skills most interests you?
- What work/job experience do you have?

### **If you are selected for the programme:**

- Would you follow all the rules of the programme?
- Would you follow the general rules of the training institution?
- If you drop out of the programme, will you re-pay all the costs which have been spent on you?





## **MODULE THREE: CURRICULUM DEVELOPMENT**





## Overview

One of the key goals of this training programme is to broaden the mission of SMK schools to act as local community TVE learning centres. In addition to operating their existing formal education programmes, these centres also embrace gender, empowerment and non-formal education activities through important collaboration with local NGOs, businesses and communities. The aim is to create real employment and/or micro-business opportunities for the young women.

Curriculum development is basically a process that focuses on both content and methodology, and includes:

- Setting overall goals and establishing learning objectives based on needs assessments
- Identifying indicators of learning results
- Setting up a feedback system to evaluate and check what is being learned
- Developing relevant training activities (covered in Module Four)
- Developing appropriate training and learning materials (covered in Module Four)

The curriculum must embrace the strategic values of the programme, specifically:

- Curriculum development and implementation should be a **participatory** process.
- The curriculum must be based on an **analysis of the specific context and needs** of the local area in order that the skills being learned lead directly to real employment and/or micro-business opportunities.
- The curriculum must include content and materials that integrate **gender, empowerment and reproductive health** perspectives.
- The curriculum must be practical and **competency-based**, which incorporates on-the-job internships or production learning opportunities. It must also be a multi-track curriculum that includes **technical, entrepreneurial, gender empowerment and life skills development**.
- The curriculum must have a system for **monitoring and evaluating** the training process and flexibly incorporating any changes that are necessary.

## Curriculum Development Team

As an important first step, a curriculum development team needs to be formed. The core of the team will be found among the potential teaching and resource persons from the vocational training institution, industry and business, as well as those experienced in gender empowerment and reproductive health. These people will be the skills **content** specialists. The team, however, must also include at least one person skilled in the experiential learning processes of a non-formal training **methodology** (covered in Module Four). This team will become a curriculum development task-force.

## General Approach

During the community analysis and needs assessment phase, appropriate vocational skills and potential employment and micro-business opportunities will have been identified. The competence, capacity and commitment of the training institution (usually a vocational secondary school) will also have been verified, and potential resource persons identified from the school, the business community, NGOs and the community.

Given that many of the target participants will not have been in contact with a formal learning environment for several years (most with only a primary or lower secondary education), the training/learning experience must be based on a structured but non-formal curriculum that focuses on learning practical skills for which there is high immediate potential for employment and micro-business opportunities. Typically, the curriculum is 75 percent practical experience and only 25 percent underlying "theory."

On a day-to-day basis, the trainer-facilitator must encourage and guide the trainees to identify and work from their present competency levels. They must be challenged to progress to higher skill levels. In this way, trainees begin to hold themselves responsible for their own learning and their own standards of excellence which, in turn, helps them to develop self-confidence and pride in their achievements.

## Setting Overall Learning Goals

The output of the needs assessment process should be re-formulated as appropriate to ensure its relevance to the overall learning goal(s). An "overall goal" for the purposes of the programme is a general

statement of vision and intent. For example, an overall goal could be established for each of the skills development courses undertaken at the pilot schools in Lombok. The courses of study at the four vocational schools included:

- motorcycle mechanics
- electronics
- seed production
- agro-industry processes
- sewing/tailoring
- handicrafts
- maritime product processing
- seaweed cultivation

It must be again stressed, however, that the skills being learned depend upon an analysis of the local needs and market demand. Skills relating to the tourism sector (food and beverages, guiding, foreign languages, etc.) as well as general office administrative support (such as English language and basic computer skills), could also be among the overall goals of a programme.

**General timeframe:** Although the timeframe of a course would, in theory, be a function of the skills being learned, the pilot project experience in Lombok showed that, on average, it took approximately six months for the young women to learn a set of skills that allowed them to find employment and/or set up a viable micro-enterprise.

Additionally, the participating vocational schools also use their facilities to operate a dual-track system of three-year formal education programmes as well as the shorter-term, non-formal programme. Realistically, therefore, a standard **six-month timeframe** has become the practice for planning purposes. In most courses, this six-month timeframe includes a practical group project or an internship with a private sector business. In other courses, however, an apprenticeship occurs subsequent to the training and, thereby, the total training timeframe is longer than six months.

## Establishing Learning Objectives

Taking the overall goal(s) for a given course of study, the next step is to break down the overall goal(s) into specific learning objectives that the trainees need to achieve and demonstrate. Objectives provide a sense of direction for the attainment of expected outcomes. These learning objectives should be stated clearly in order to match the expected competencies that will be developed by participants.

Each learning objective must be “SMART”:

- **Specific** (clearly defined)
- **Measurable** (or observable)
- **Achievable** (within the capacity of the participant and the timeframe)
- **Results-oriented** (there is a real need or demand for the knowledge/skill), and
- **Time-bound** (within a stated timeframe)

For motorcycle maintenance and repair, for example, learning objectives could be developed around specific competencies such as:

- changing oil
- changing tires
- using and maintaining an air compressor
- replacing headlight bulbs
- checking and replacing fuses

For entrepreneurship skills, learning objectives could also be developed about competencies such as:

- business mapping
- developing marketing strategies
- sales skills
- business planning (including costing, pricing, writing proposals, lobbying and planning business groups)
- book-keeping
- business networking

### Learning New Skills and Self-confidence

Having completed their motorcycle repair studies for the day, ten female STVE trainees in Mataram gathered and chatted with their instructor. One of the trainees said, “It’s odd that we’re learning to become motorcycle mechanics, but only one of us can actually drive a motorcycle.” After some discussion, the instructor and students agreed that they should learn to drive a motorcycle in the schoolyard.

After several sessions, one girl began to feel confident in her driving skills. One day, she decided to drive the bike on her own without the teacher being present. With her friend watching, she started up and went around the schoolyard. After a while, she became tired and wanted to stop, but couldn’t remember how to stop and turn off the engine. She yelled to her friend and asked her how to stop the motorbike. The reply was, “Just go round and round until the gasoline is finished.”

## A Simple Curriculum Format

A “curriculum” is not a list of how many hours the students will be studying each topic.

Instead, for each six-month course of study, the easiest and most effective curriculum format is to develop an overall “course plan.” This will provide a structure for the totality of the sessions or lessons that will be required to learn and demonstrate each skill and sub-skill concerned.

- **Step one:** Identify the **overall learning goals** for the whole course. There will undoubtedly be a minimum of three overall goals, one or more focusing on the technical or vocational skill(s) to be learned; one focused on the entrepreneurial skills to be learned; and one or more focused on gender awareness, empowerment (including self-confidence) and reproductive health knowledge and skills. The “life skills” component is usually inter-woven into the content and methodology of learning objectives and activities (critical analysis, problem-solving, risk-taking, etc.).
- **Note:** Remember that you must be very careful not to get caught thinking in terms of traditional “academic subjects” (mathematics, science, etc.). For example, if the students need some additional mathematical skills in order to learn a vocational or technical skill effectively, then the mathematics should be taught as a learning objective to attain the vocational or technical goal.
- For each overall goal, list the primary component **learning objectives** (see the motorcycle maintenance and entrepreneurial example of competencies listed above, each of which can be formulated as a learning objective). These competencies also give you a basis for identifying **achievement indicators**. Ensure that each learning objective is “SMART.”
- Summarize the component **learning activities** for each learning objective and the estimated **timeframe** for each activity. (See Module Four for more information about methodology and developing learning activities and lesson plans).

## Setting up a Feedback System and Assessing Learning

Another necessary tool is a **feedback mechanism** for soliciting periodic input from both trainers and trainees. Such a process works best by using periodic confidential questionnaires - one filled out

by trainees and the other filled out by trainers. The results are summarized by a supervisor or external NGO staff member without attribution. The output is shared, usually verbally, with the concerned group. More about this process is described in Module Six.

Based upon the project’s learning objective(s) and indicators of achievement, the training staff must periodically monitor and evaluate to what extent learning has occurred. Tools can be observation; practical (not academic) tests requiring trainee demonstration of skills; and trainee feedback on how much they have learned and any difficulties they have experienced (i.e. what needs more time, instruction and practice to learn).

## Miscellaneous Curriculum-related Issues

**Safety:** The programme must ensure adequate safety for the trainees while they are learning their new skills. Examples include proper safety clothes and equipment (safety glasses (for working with machinery), mouth/nose air filters (when working with chemicals and poultry), hair covers (for food processing), gloves, rubber boots and hats for agricultural field work, etc. You may also wish to consider including first aid skills as a part of the curriculum. Another safety issue is to avoid heavy lifting and teach correct skills for lifting larger objects.

**Gender-sensitive facilities:** If they do not yet exist, there should be designated toilets and changing rooms for female trainees.

## What Have You Learned?

(a self-learning tool)

Draft an overall learning goal for marginalized girls and young women to learn to establish a micro-business (i.e. entrepreneurial):

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What are "SMART" objectives?

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Draft five "SMART" learning objectives for marginalized girls and young women who are learning to establish a micro-business (i.e. various entrepreneurial skills):

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Draft five specific achievement indicators for the five learning objectives you have already developed:

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# MODULE FOUR: TRAINING METHODOLOGY AND LEARNING ACTIVITIES



## Overview

The key strategic value related to this module concerns the **training methodology**, which must be **participatory and learner-centred** in order to focus on the building of trainee self-confidence and psychological well-being.

Out-of-school girls and young women, like adults, have grown accustomed to learning from experience. They are no longer used to listening to theoretical concepts and long lectures. They may also have had negative experiences with their past formal schooling (usually focused on blind rote learning) and, thereby, lack confidence in a classroom learning situation. For these reasons, this skills development programme uses a non-formal, participatory and learner-centred methodology.

## General Methodology

We have already emphasized that traditional lectures are not normally an effective learning method, nor is it appropriate to give theory at the beginning of a learning activity. The most effective learning methodology is based upon an analysis of how people actually learn. In simple terms, all the research indicates that adults (and these young women are “adults”) learn best by **using their own**

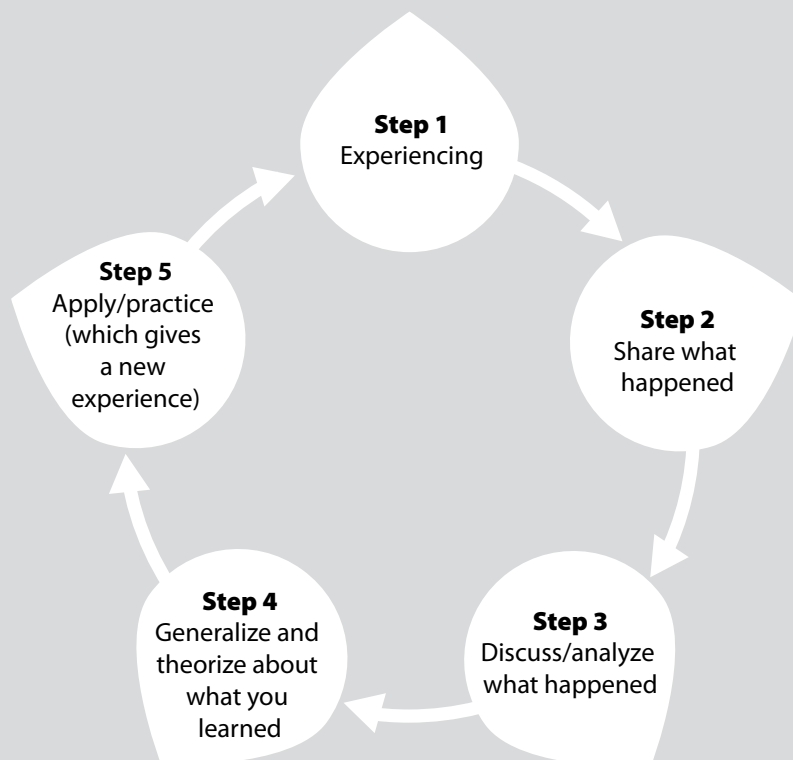
**experience as a starting point** and then by “**doing**” or practicing what they need to learn. There are a few more intermediate steps in the learning process, which is outlined below.

The **experiential learning cycle** forms the true methodological heart for developing non-formal learning activities. It is the most effective way to structure learning technical, vocational entrepreneurial skills. It also requires learners to do critical analysis, problems-solving, and risk-taking - all of which are key life skills. Additionally, this type of learning builds trainee self-confidence, which is a key goal of the programme. The five-step model is illustrated in Figure 2.

Every time you apply or practice what you have learned, the learning cycle gives you a new “experience” from which you continue to learn. It’s rather like the idea of “practice makes perfect.” Every time we practice something, we learn something new and (hopefully) get better at the skill. We also “learn from our mistakes” by trying a new way of doing what we wanted to learn.

Learning, therefore, must be **participatory** by involving trainees actively in the process of acquiring new knowledge and skills. Structured exercises must be designed, using the above model,

Figure 2: Experiential Learning Cycle Model



to encourage a maximum of **creativity** and **risk-taking** (when trainees practice, the trainer should ensure that they are not afraid of making mistakes). We learn from our mistakes by using critical analysis and problem-solving to learn how to do it "right." Learning also happens because participants get excited and motivated through practical exercises in which they gradually transform both their past and present experiences into tangible knowledge and skills.

Learning best takes place in a **supportive, positive environment** where risk-taking, critical analysis and active problem-solving are encouraged. Trainers should avoid negative statements or criticism and focus, instead, on assisting the students to acquire knowledge and skills no matter how many "mistakes" they make.

The learning environment should, for the most part, also be **cooperative**, rather than competitive. This helps reinforce the values and attitudes of teamwork and networking as paths out of poverty.

It is also a very **flexible** approach because the situation is always changing and trainees have different learning speeds and styles of learning. **Peer** teaching is a great way to respond to different learning speeds, whereby those who are quicker act as mentors for those who are slower. Both trainees benefit from this approach. Peer teaching also helps trainees sustain their interest in the course until completion, whereby the "quicker" students are not waiting and bored when they are assisting others.

Participatory, experiential methodology also encourages **respect for others** and allows for **diversity of views and opinions** among the participants and trainers - all of whom bring their own cultural, social, personal and educational experience to the learning process. As mentioned above, it also builds **self-confidence**, as well as risk-taking, critical analysis and problem-solving life skills.

The trainer must act primarily as a facilitator of learning. It may help trainers to think of themselves as an older brother or sister or a helpful mentor, rather than as a traditional classroom teacher. They must make learning practical, relevant and fun. This approach also builds mutual trust and respect, and forms a basis for follow-up support networks between trainers and trainees after completion of the training.

## Trainee Motivation

The first day of STVE training at the SMK, the instructor asked the trainees, "Why do you want to be in the training?" Several of the trainees replied that they wanted to learn the skills so that they could work and earn money, but several others answered honestly and said they joined because they wanted the transport allowance.

A couple of months later, the same question was asked and the response was almost universal that they were enjoying the learning of skills and feeling much more self-confident about future employment, but "still liked the transport allowance."

## A Second Story...

When asked about their motivation on the first day of training, one woman answered, "I want to look after my son. He studies at the school across the street, but I often receive a report from the teacher that he is frequently absent from school."

## Developing Learning Activities

In its simplest form, a learning activity includes one or more "activity" objectives, which reflect the knowledge or skills "content" of the activity; an outline of the content; the methodology or process you will use; and the timeframe. The "content" is basically determined by **what** skill, or portion thereof, you want the trainee to learn. The "process" or "methodology" is **how** the trainee will learn the skill.

The trainer's role is to structure the many learning activities for each learning objective, using the above model. In concrete terms, the trainer will use the following process for each activity:

### 1. Introducing the learning activity

- At the beginning of the activity, the trainer must present the objective(s) of the activity in a clear and brief manner. She must also explain why the objective is important (i.e. explain the purpose of the activity).
- Next, the trainer explains what the participants will be doing in the session (i.e. the process or steps). The trainer must avoid a temptation to give theory or a long lecture about the topic at the beginning.



## 2. Conducting the learning activity

- **Step One:** The trainer then leads the participants through an exercise, which must involve participants in doing something (such as having a paired-discussion, doing an exercise, or having the students watch a brief demonstration which the students will then attempt).
- **Step Two:** At the end of the exercise, the trainer asks the trainees to report on what happened, including any problems or difficulties they encountered.
- **Step Three:** The trainer then requests the group to reflect upon and discuss what happened (i.e. encouraging their analysis).
- **Step Four:** The trainer then requests the group to generalize about what they have learned. At this point, after the group has given their ideas, the trainer should summarize all the main learning points brought out by the students. She can add any additional important points if they have not been raised by the students (i.e. this is the point when the “theory” is summarized by the trainer, based on the students’ concrete experience and reflection).
- **Step Five:** The students apply or practice their new knowledge or skill. In other words, the experiential learning “cycle” has now come full-circle, i.e. back to the first step, whereby the students now have a new experience, based upon which further learning can occur.
- **Note:** You’ll notice that the model doesn’t specify any timeframe for a learning activity. A learning activity could be as short as 30-45 minutes, or it could take a full day or many days depending upon the learning activity objective and how much practice is needed.

### Different Types of Learning Activities

Within the overall “experiential learning” model, there are many different kinds of learning activities. Use a wide variety of different activities throughout the course. Some examples include:

- Trainer/resource person demonstration followed by trainee practice
- Brief trainer/resource person presentation, followed by group discussion and final summarization by the trainer
- Field visit to a business or industry or agricultural site, followed by group discussion about what

they’ve seen, the lessons they have learned and final summarization by the trainer

- Role plays (excellent for entrepreneurship training)
- Group experiments (with a trainer introduction about the experiment they’re going to do, the experiment, a group discussion about what they’ve seen and the lessons they’ve learned, and a final summarization by the trainer)
- Case study (of a real event or situation) with participant critique and discussion (including any problems they had understanding it); students then share what they learned from the case study; and the trainer provides a summary of the students’ analysis (plus any of her/his own thoughts)
- Audio-visual presentations and group discussion/practice and a final summarization by the trainer
- There are many group discussion formats, depending upon the number of students and the activity:
  - A whole group can have an effective discussion if there are no more than six to eight persons.
  - If it’s a larger group, you can break into small groups with each reporting back to the larger group.
  - If you want students to have a short introductory discussion, you can use “paired-discussions” for five or ten minutes with a quick “around-the-room” report back from the pairs.

### Developing Instructional Materials

When developing instructional materials, here are a few ideas:

- Ensure that they are gender sensitive.
- Use language appropriate to the literacy level of the trainees.
- Use illustrations and pictures, not just text.
- Make visual aids large and clear enough for all to see easily.
- Overhead transparencies or PowerPoint Presentations should use large text, with not more than 2 to 6 lines of text, and no more than 5 to 7 words on a single line.



## Tool #7: A Simple Learning Activity/Lesson Plan Format

(Title of Activity)

### Activity Objective:

To \_\_\_\_\_ (make it "SMART")

### Resources/Materials Needed:

*List required tools and equipment, instructional materials, overhead transparencies, flip-chart, handouts, etc.*

### Lesson Process/Plan:

*Describe the learning method and content in detail, step-by-step.*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

*Remember that this is a guideline for the trainer to have and use in the classroom or field. This are the trainer's instructional note. It is not a theoretical "plan" which is put on the shelf and forgotten.*

### Timing:

*Indicate the total estimated time required.*

# MODULE FIVE: POST-TRAINING FOLLOW-UP AND PROVISION OF SUPPORT



## Overview

It is critical to develop a “**tracking**” system for following graduates in order to provide assistance and support that helps them find employment and/or establish a micro-business. As indicated in Module Six on monitoring and evaluation, a tracking system also assesses the programme’s progress and impact.

The technical and vocational, entrepreneurial and general life skills learned and reinforced during the training course will quickly deteriorate if there is no meaningful employment or work immediately forthcoming after the training. Employment also reinforces the learned skills and provides relevant rewards such as income, a sense of self-reliance, satisfaction and increased self-confidence.

Graduates must also be encouraged to develop and/or join **networks** for subsequent support and assistance in order to ensure a reasonable chance of longer-term sustainability. The networks are also a critical component in continuing **lifelong learning** activities.

The importance of this post-training support and networking cannot be over-emphasized. These girls and young women come from impoverished families with little in the way of a family “safety-net” if they fail to quickly secure meaningful work. We must always keep in mind that the overall aim of the programme is to reduce poverty.

## Tracking Graduates

The relevant vocational training school or institution must develop and update a participant database that tracks graduates and records their residence and place of employment. This database should be developed in cooperation with the agency responsible for post-training follow-up and support (usually an NGO) because this agency can provide the information to keep the database up-to-date. Each project team will need to decide how long to keep up-to-date data on former graduates, but it should be at least a minimum of twelve months after graduation and preferably longer. The database should also provide for the insertion of additional data about the graduates, such as average income earned and additional learning undertaken (such as Package B or C in the “equivalency” programme of the Directorate of Community Education).

## Assisting Graduates to Find Employment

In the pilot projects, the most effective way of securing employment for graduates was through contacts made during internships and other linkages with local business partners. This is an extremely important reason for including local businesses in the project partnership. Many graduates were either directly hired by the company with which they interned or the company was able to refer them to associated businesses that needed skilled staff. It might even be possible to eventually establish a system whereby a Memorandum-of-Understanding (MoU) is established between the training institution, the business and, perhaps, the local government for graduates’ work assignments.

The second key factor identified in the pilot projects was the local NGO partner (KSU Annisa). The NGO played a very important role in the placement process, in terms of assisting graduates as well as liaising with the business partners concerned. This is a critical role for participating NGOs because vocational institutions are often not structured or experienced in helping graduates find employment (even for graduates from their formal education programmes). This is another important reason for **partnering with experienced local NGOs** that already have a network of government, community and business contacts in the area.

## Assisting Graduates to Establish a Micro-business

In a similar manner, support for the establishment of micro-businesses in the pilot projects was facilitated primarily by KSU Annisa (the NGO), although the vocational institutions provided support in some cases. Nearly all participating vocational institutions are trying to incorporate entrepreneurial activities into the curriculum of both their formal and non-formal programmes, but they lack structure and experience in providing appropriate support to graduates when setting up micro-businesses.

The governmental education authorities must be praised for providing a supportive grant to each graduate of the programme in order to buy necessary equipment or establish a micro-enterprise, but they could not provide the expertise and on-the-spot support necessary to actually establish and operate a successful micro-business using the grant. This role was played primarily by KSU

## A Cooperative Enterprise

Three of the motorcycle mechanic graduates in Mataram, using their Dikmenjur grants and advised by KSU Annisa, have set up a motorcycle maintenance shop in front of the KSU Annisa office.

Their net income so far is approximately 300,000 rupiah per month (100,000 each), but they expect business to increase as more people learn about their shop.

When asked about the future, they all responded that they wanted to study more mechanical skills so that they could open a larger and more sophisticated shop.

Annisa, which was also experienced in operating a micro-credit scheme for small entrepreneurs.

It should also be emphasized that, although graduates have studied the principles and procedures for establishing a micro-business (included in the curriculum), this is usually not sufficient preparation for actually running a micro-business (except for the simplest type of activity such as home production of agro-products for sale in the local community).

**Marketing analysis and support**, for example, is arguably the most important and difficult business process, and works best if a new entrepreneur is receiving support from established businesses or an experienced entrepreneurially-oriented NGO. For example, graduates of a sewing course may have received the basic equipment for home production (sewing machine, scissors, etc.), funded by the governmental grant, and have the skills to sew several types of quality products, but there are critical choices to be made about which products are needed by the market and where they can best be marketed. **Most graduates do not have sufficient experience to undertake this marketing role and need on-going expert support for at least the first year.**

## Networking and On-going Support

Eventually, perhaps after a minimum of one year of post-graduation support, each graduate (whether employed or operating a micro-business by themselves or in partnership with other graduates)

must become responsible for their own life and livelihood. Girls and young women (indeed, all human beings) are social “animals,” and we all need **personal and professional networks** to succeed in life.

These networks provide us with critical support, whether it is the family, the community, fellow graduates, former teachers or membership in institutions such as a KSU cooperative. As mentioned several times, the beneficiaries of this project have the additionally difficult task of pulling themselves out of poverty and it will be their networks, in addition to their skills and self-confidence, which will be critical to this process.

Networking and group formation to cooperate for a common purpose has several general conditions for establishing a successful relationship in order to meet a joint economic or social goal. Some of these are:

- **A common interest and potential for a relationship**, such as working in the same locality or sector; knowing each other from before; or becoming friends during training

## Real Entrepreneurs

Several of the agro-business graduates in Kuripan have expanded their businesses beyond what they had learned during the STVE training. The original training focused on two groups of skills:

- seed production and growing of cucumbers, long beans, sweet corn and regular corn
- food processing (e.g. salted eggs, palm sugar drink, sweet potato chips and coconut juice)

One of the vegetable growing graduates has expanded into raising tomatoes and goats in preparation for the “end-of-haj” festival season when the prices of both increase substantially.

A food processing graduate discovered that her salted eggs are the most popular in the community. She has now begun to individually label her eggs, but has found it difficult to process enough eggs for the market.

Another graduate has increased the range of her products, and is also making and selling popular “moon-cakes.”

- A **shared joint goal**, for example, to earn money; to get access to information; to obtain childcare; to meet transport needs
- A **concrete reason or occasion**, such as grasping an economic opportunity that cannot be met by one single person; providing goods or services for a large social event; or utilizing a new social and economic fund for local development initiatives

Networks can take different forms, ranging from informal social networks to more formal business networks based on membership (e.g. the KSU Cooperative) or a partnership contract. Some professional networks focus on economic activities only, while others have a mainly social function. For example, many women's business networks and associations do not undertake any joint economic activities, but have a strong social and lobbying function. It essentially means school and NGO staff actively promote a "self-help" attitude during both the training and follow-up support phases.

## **Lifelong Learning**

Learning does not end with this programme. Indeed, life is a process of constant learning. Additionally, in today's global economy, most people will have several vocations and types of work during their lives. Even when they stay in the same general vocation, they are constantly challenged with

learning new information and skills in order to meet the needs of a fast-changing world, society and economy. This is one of the values that must be incorporated into the curriculum and reinforced by the agencies supporting graduates in their post-training activities.

For example, some employment opportunities are limited if the applicant doesn't have junior or senior secondary certification (even when they have the necessary "technical" skills required for the job). The Directorate of Community Education in the Ministry of National Education, however, manages part-time, non-formal "equivalency" education programmes, which girls and young women could attend while working in their new jobs. The "Package B" (equivalent to junior secondary) and "Package C" (equivalent to senior secondary) may, therefore, be an appropriate learning activity for some of the graduates.

Many other learning opportunities are frequently sponsored by various governmental, NGO, community and religious agencies. Most such learning "courses" are offered on a group basis for community farmers, youth, women or occupational groups. Again, this highlights the importance of graduates developing or joining formal and informal networks so they have opportunities to access different continuing learning opportunities.

## What Have You Learned?

(a self-learning tool)

Why is it critical to have post-training follow-up and provision of support for graduates?

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What may happen if graduates do not quickly find meaningful work?

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What are some concrete support measures you can provide to graduates?

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What networks currently exist in your area that may be useful to graduates of your programme?

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## **Tool #8: Field Checklist – Post-training Follow-up and Support**

### **General:**

- Which organization(s) are responsible for follow-up and support of graduates?
- What kind of support will be provided by the organization(s)?
- Do you have a database of where the graduates are living and working?
- When did you last visit the graduates at their home or place of work?

### **Employment:**

- List the contacts you have made with business partner/internship companies to enlist their support in either providing employment or identifying employment for graduates.
- Which business organizations and service clubs have you contacted to get their support?
- Which contacts have you established with local government labour and manpower offices to enlist their support?
- List the proposed places of employment you have checked to ensure they are safe and appropriate for girls and young women.

### **Establishment of micro-businesses:**

- How will you ensure that grants are being utilized effectively?
- Which micro-business/credit institutions for small entrepreneurs have you approached to support the graduates (if your own organization is not experienced in this function)?
- How will you assist graduates to check their market survey?
- How will you assist graduates to check their business plan, including risk-analysis?
- How will you check that they are doing their book-keeping correctly?
- How will you encourage graduates to jointly establish micro-businesses with other graduates?

### **Networking:**

- List all the formal or semi-formal networks or associations or institutions (business, governmental, school or university, non-governmental, etc.) which you have contacted to accept graduates for membership.
- How have you encouraged graduates to join such networks, associations, institutions?
- How have you assisted graduates to form their own informal network(s)?
- How have you encouraged graduates to join local community networks such as women's groups?

### **Lifelong learning:**

- List all the well-established institutions offering regular non-formal learning opportunities in your area.
- How will you introduce the graduates to these opportunities?
- How have you encouraged the graduates to regularly check their local communities for governmental or non-governmental events such as public lectures/presentations by health, education, or other experts?



**MODULE SIX:  
MONITORING AND EVALUATION**



## Overview

**Monitoring and evaluation** is essential for the programme at each project stage.

**Monitoring** is the process through which implementers of the project ensure that activities conform to planned objectives and standards. It is a systematic effort to compare performance with objectives in order to determine whether progress is in line with them. It also includes remedial action to correct any problems and, if necessary, re-adjust activities. Its main features are:

- It's a *continuous* process that should be going on all the time.
- It's a *dynamic* process because details and situations are always changing.
- It's a *forward-looking* process because you seek to anticipate problems before they happen.
- It's a *corrective* process, taking action to correct small problems before they get larger.
- It's a *participatory* process because feedback is actively sought from all active stakeholders.

**Evaluation** is the systematic process of collecting and analyzing information in order to determine whether and to what extent the overall goals and objectives of the programme have been reached. Evaluation is primarily about assessing the programme's *impact* on graduates.

The evaluation should be led by an **external researcher** who must be contracted to fulfill three key functions. As mentioned in the introduction, the background of an appropriate external researcher might include expertise and experience such as women's empowerment, community development, non-formal or vocational education, micro-business development or other related activities. The three key roles of the researcher are:

- Active involvement in (or perhaps lead) the initial community analysis and needs assessment (as described in Module One)
- Periodic monitoring
- Final evaluation

The advantages of using an external evaluator are many: mitigation against bias, the perceived objectivity is more acceptable to funding agencies and other external stakeholders, experience and professionalism, and a broader vision is imparted

into the process because the consultant brings experience with similar programmes and projects in other locations.

The process of monitoring and evaluation will, of course, involve many people with different areas of expertise depending upon the external researcher's own area of expertise and experience.

In general terms, the consultant reviews the programme's activities and impact they relate to her/his area of expertise, and actively seeks information, critical analysis and recommendations from others in their areas of expertise. The individual then summarizes the collective analysis and recommendations in a report.

## Internal Monitoring of the Training Process

Each project team must have an **internal** project team capacity (probably led by the project coordinator) to monitor on-going training activities in order to assess progress as well as identify and solve problems.

Essentially, such a process asks the major questions:

- To what extent are the trainees learning the knowledge and skills defined in the curriculum?
- Are the trainees learning in the most effective and efficient manner, using the prescribed non-formal, experiential learning process?
- What actual percentage of the training activities are "practical" (rather than theory)?
- Is trainee motivation to continue learning and self-confidence high?
- What's going well and what needs to be changed or adjusted?

One tool is to periodically **measure and appraise both trainer and trainee performance**. Trainee performance can best be done by testing technical knowledge and skills, as well as observation of participation in classroom and field activities (which will give an indication of trainees' behavioural attitudes and values).

Trainer performance assessment can best be undertaken through classroom observation by supervisory or NGO staff skilled in non-formal education processes. In all cases, the information and observations thus collected should be provided

back to trainees and trainers in a positive manner, such as “You are doing very well at a, b and c, but you need to work on x, y and z.”

As mentioned in the curriculum development module, another useful mechanism is a **feedback mechanism** for soliciting periodic input from both trainers and trainees. This will supplement the performance assessment process outlined above. Such a process works best through periodic confidential questionnaires, one filled out by trainees and the other filled out by trainers. The results are summarized by a supervisor or external NGO staff member without attribution. The output is shared, usually verbally, with the concerned group (i.e. trainer feedback is summarized and given to the trainees, and trainee feedback is summarized and given to the trainers).

The output from these two processes provides information for identifying existing or potential problems and taking **corrective action**, probably through a periodic review and discussion meeting (including decision-making) between the concerned partners.

Other tools for monitoring the internal training process include:

- Regular staff and partner meetings
- Simple, clearly-defined and measurable or observable learning objectives defined during the curriculum development process
- Prompt reporting of problems and exceptionally good performance
- Periodic observation “field” visits by stakeholders external to the day-to-day training process and interviews with administrators, trainers and trainees
- On-the-job observations at apprenticeship sites and interviews with the company apprenticeship managers, as well as the trainees

## External Monitoring of Graduates

The **external researcher**, working with other team members such as the vocational institution, NGOs and business partners, is responsible for regular monitoring of the training process as well as post-training follow-up and provision of support by the agency/agencies responsible for these components of the programme.

Monitoring reports by the external researcher are based on regular reporting by teachers, project coordinators and other participating institutions, in addition to direct observations and interviews with staff, trainers, trainees and graduates. Tools used for gathering information for the periodic monitoring exercise include: interviews and conversations with the staff and trainers at participating governmental and non-governmental institutions, questionnaires, observations and documentation.

The relevant vocational institution is responsible for having two internal monitoring systems:

- an internal system for monitoring the on-going training process (as described above), and
- an up-to-date database for tracking a graduate’s name, residence and place of employment (for at least one year after graduation).

The external researcher monitors to what extent these two vocational institution systems are operating effectively. Additionally, the agency/agencies responsible for post-training follow-up and provision of support to graduates must be monitored by the external researcher, again in order to ascertain the extent to which their system is operating effectively.

## Evaluation

As mentioned above, evaluation is the systematic process of collecting and analyzing information in order to determine whether and to what extent the overall goals of the programme are being met. Evaluation is basically about assessing **impact on graduates**, as well as **impact on the vocational school** in terms of its wider role as a community TVE centre.

Essentially, the evaluation process asks the major questions:

- To what extent have the graduates of training found decent, meaningful employment and/or are operating successful micro-businesses?
- In what ways are their new skills and employment and/or business affecting their lives, their family and the community?
- Do the graduates have further needs that can be met by information, advice or networking?
- Based on the situation of graduates, what needs to be changed or adjusted in the current or subsequent cycle of the programme?

- To what extent has the vocational school established closer relations with local communities and is continuing to offer both formal and non-formal learning activities for the communities?
- To what extent has the vocational school established an effective on-going working relationship with NGOs, business enterprises and other local partners?

Indicative data about graduates should also include information such as:

- What is the graduates' average net income?
- What was their record of course attendance?
- What was their degree of satisfaction about the course?
- Did they learn enough skills for their current employment/business?
- What is their felt level of confidence about their employment/business?
- What else would they like to learn?

The external researcher is the leader of the evaluation process and must periodically survey graduates in

the field to ascertain impact in terms of income, life, family, community and support networks. Based on this information, the researcher will analyze the extent to which the project needs to be changed or adjusted and make relevant recommendations.

As mentioned in earlier modules, the relevant vocational school must have a system to track graduates and record their residence and place of employment, in cooperation with the agency responsible for post-training follow-up and support.

As in the case of monitoring reports, the evaluation report by the external researcher is based on regular reporting by teachers, project coordinators and other participating institutions such as NGOs, in addition to direct observations and interviews with staff, trainers, graduates, parents, employers and community leaders. This provides a comprehensive overview of the achievements (in terms of resultant employment, business activity, earned income, etc.), the level of gender-awareness and felt-empowerment, problems encountered and lessons learned.

## **What Have You Learned?**

(a self-learning tool)

How will you monitor your internal training process?

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How will you monitor the external provision of follow-up support to graduates?

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How will you evaluate the impact of the programme on graduates?

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In your area, where might you find a good external researcher and who might be the likely candidates?

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## **Tool #9: Field Checklist – Monitoring the Programme**

### **Internal monitoring of the training process:**

- To what extent have the trainees (thusfar) learned the knowledge and skills defined in the curriculum/course plan?
- To what extent are the trainers using the prescribed non-formal, experiential learning processes?
- How are the trainees accepted by the regular formal-system students?
- To what extent have the learning materials been made gender-sensitive?
- To what extent has the instruction and attitudes of the teachers and administrators been gender-sensitive?
- To what extent is trainee motivation to continue learning and self-confidence high?
- Are the trainees actively participating in the learning activities?
- What feedback have the trainers and trainees provided about the training?
- To what extent are there regular trainer and supervisor meetings to coordinate the training?
- What problems are being experienced (by both trainers and trainees)?
- What corrective action has been/is being taken to solve the problems?

### **External monitoring of the training process and post-training support to graduates:**

- What is the institution's system for on-going monitoring of the training process?
- To what extent is the school adapting their training programme in line with their monitoring and feedback practices?
- Does the school have an effective database for tracking the name, residence and place of employment of graduates?
- To what extent is the agency responsible for post-training follow-up and provision of support to graduates performing effectively?

## **Tool #10: Field Checklist – Evaluating the Programme**

### **General:**

- To what extent have the graduates found meaningful employment and/or are operating successful micro-businesses? (provide numbers and percentages)
- What is each person's average net income?
- Describe in what ways their new employment and/or business is affecting their lives, their family and the community.
- Describe the graduates' needs for further information, advice and networking which are currently not being met?
- To what extent are the graduates participating actively in personal and professional networks?
- To what extent are graduates expressing self-confidence in their present life and prospects for the future?
- To what extent do you see attitude changes towards gender roles and female vocations, as evidenced by interviews with parents and community members and leaders?
- Based on the situation of graduates, what needs to be changed or adjusted in the current or subsequent cycle of the programme?

# MODULE SEVEN: MOBILIZING RESOURCES





## Overview

After you have formulated a plan for your programme, you are faced with the need for resources to put the plan into action. It is necessary to identify, prioritize and find the best available resources.

The first step is to identify resources which are needed and those already available to the project. These include:

- **material resources**, such as the facilities of a vocational school, and community resources, such as land, seeds, fresh water and the ocean
- **human resources** include teachers, local community and business expertise
- **financial resources**, often seen as the most difficult, although some basic government funding is usually available for programmes.

## Indonesian Government Resources

Significant human and material resources are available from the Indonesian government. In addition to the educational facilities and teachers, there are many available instructional materials that can be used or adapted for your project. For example, the International Labour Office (ILO) has worked with the Directorate of Technical and Vocational Education to develop a full range of entrepreneurial development teaching and learning materials in Bahasa Indonesia. UNESCO has developed many technical and vocational training modules and materials in cooperation with the Ministry of National Education as well as partially funded the STVE pilot projects through the government and NGOs.

Available government operational budget funds currently include:

- Budgets from the Directorate of Technical and Vocational Education, which funds entrepreneurial grants for graduates of this programme
- Budgets from the Directorate of Community Education (DikMas) for training programmes
- Budget funds from provincial or local district/city education offices (Dismas Dikpora/Kepala Dinas), such as those which have supported some operational costs of the pilot projects in Lombok
- Budgets from the Ministry of Trade and Industry (DiPerInDag) for post-training business development

- Some vocational institutions have also contributed funds from their own budgets

When seeking Indonesian governmental funding assistance, it's useful to do some research and find out which ministries/departments are implementing agencies for large education sector and/or gender-linked loans or grants such as those from the World Bank or Asian Development Bank (ADB). This STVE programme may qualify as an indirect recipient of such funding (i.e. through the relevant ministry concerned) but you need to **actively seek funding**. Budgets will not drop on you out of the sky!

## Business Community Resources

Significant human resources are available from the business community to act as trainers, apprenticeship supervisors and business advisors. Sometimes, material assistance can also be sourced from the business community, such as new or used equipment and production materials. Other businesses are willing to act as **marketing points for goods and services** (hotels are a good example in the tourism sector). They can also be a source of **apprenticeship or employment opportunities** (most frequently for those who apprenticed with the company concerned). Additionally, local business-oriented service organizations such as the Lions and Rotary Club are often willing to provide scholarship-type assistance. Aging you must actively seek such support!

## Institution Profit-making Ventures

Many vocational colleges have already begun to operate profit-making entrepreneurial activities, such as direct production and sales of goods or services, which are raising funds for their formal programmes. Perhaps the same can be done for the STVE non-formal programme. The schools can also do direct fund-raising from the more affluent members of the local community and religious institutions.

## Mobilizing External Donor Support

There are basically two major sources of external donor support. First, there are "multi-lateral" agencies (such as the World Bank, the Asian Development Bank, the Red Cross/Red Crescent Society and the United Nations specialist organizations, including the ILO, UNESCO, UNICEF and FAO). Second, there are the bi-lateral agencies

(i.e. government development assistance from Japan, Australia, the European Union, Canada, the Netherlands, Sweden, the United States, etc). There are also some NGO donors, but the vast majority of NGO funding comes from the same bi-lateral sources as mentioned above. To access these kinds of funds, government agencies and NGOs must normally make national contacts at the Jakarta and embassy level. Indonesian governmental authorities normally restrict formal donor contacts to the central level, but **local institutions can still do a lot to raise awareness of potential multi-lateral and bi-lateral donors.**

For example, foreign embassies and the staff of the World Bank and the Asian Development Bank frequently undertake visits to various provinces and districts to monitor existing development projects and to seek new opportunities for assistance. Build a local information network and, the next time you hear that an ambassador or another international development agency is coming to visit your area, arrange with the local authorities to have them visit your project. You should also play a pro-active role to ensure that your project is included in the local or regional development plan.

You can also create information sheets or brochures about the project and send them to foreign embassies, national NGOs and international institutions which have offices in Jakarta. Remember that an existing successful project probably has a greater chance of raising funds, when compared to a new idea which has not yet been tested, because you can actually document "success" in terms of specific girls and young women who have found employment or are operating micro-businesses. **This is another reason why tracking of graduates and follow-up support is so critical!**

## **Budgeting**

**General:** In order to request funding support, the project will need to **budget effectively**. Governments and NGOs are usually very experienced and skilled at budgeting, but they all have different requirements and systems for budgeting. It is unlikely that the programme can establish a common budgeting format. In some cases, however, it may be necessary to establish a comprehensive common budget, such as when a foreign donor is interested in funding a total percentage of the budget (for both governmental and non-governmental implementing partners), and requires that each partner agency clearly shows their financial input to the project.

It is also always important that the various partner agencies have a process (such as a meeting) to jointly establish the overall requirements so that there are no unexpected gaps or overlaps in the budgets, even if it results in separate budgets. For example, based on the pilot experience, there needs to be a provision for transport and mid-day food for the impoverished participants, and you need to decide which budget will include this component. Also, there are usually a number of separate donors/contributors (which includes various government ministries and directorates) as well as external donors and, thus, there must be a clear overall picture of the budgetary "income" to meet the needs of all partners.

**Budget support for local NGOs and an external researcher:** As emphasized many times, the participation of active local development NGOs and a professional external researcher is critical to the success of the programme. The government must not forget to take their financial needs into serious consideration when they are mobilizing resources. The same is true for the NGOs. In other words, unless governmental agencies are able to raise sufficient funds to support the project costs of the NGO(s) and external researcher, the responsible government agency must also include NGO and external researcher financial needs in the process of fund-raising.

If a single donor is willing to fund all aspects of the project, including NGO and external researcher participation, then this is not a concern, but such arrangements seldom happen. The government agencies cannot assume that NGOs and the external researcher will raise their own funds. Their needs must be included in the overall financial requirement.

## **What Have You Learned?**

(a self-learning tool)

How do you plan to pro-actively seek governmental financial resources?

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How do you plan to pro-actively seek business community resources?

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How do you plan to pro-actively mobilize external donor support?

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## **Tool #11: Checklist for Mobilizing Resources**

### General:

- List the human, equipment, material and financial resources available at the vocational training institution.
- List the human, equipment, material and financial resources available from NGOs, businesses and other local sources.
- List the national, regional, provincial and local education and other governmental authorities who may have available resources.
- Have you completed the research, project formulation and budgeting necessary to solicit funding from various sources?
- Have you identified a potential external researcher?





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