



4 IN 1

Handbook For Non-Formal Training Providers

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FOREWORD

SKILLS, knowledge and innovation are important driving forces of economic growth and social development. Countries with higher levels of skills adjust more effectively to challenges and opportunities in the global economy. Skills development is central to improving productivity and determines, to a great extent, how and for whom productivity growth translates into decent work and better lives.

Skills development policies targeted at disadvantaged youth, for instance, can go a long way towards promoting their access to decent work, while poor quality training perpetuates a vicious circle of low-paid jobs and further social marginalization.

The International Labour Organization Recommendation 195 recognizes the important role education and training can have for the informal economy, asserting that Member States “should identify human resources development, education, training and lifelong learning policies which [...] address the challenge of transforming activities in the informal economy into decent work fully integrated into mainstream economic life” (ILO, 2004).

The “4 in 1 Approach” developed by the Government of Indonesia’s Ministry of National Education and the ILO seeks to address some of the key challenges faced in the skills development system for out-of-school youth by focusing on orienting skills training to market demand and by providing a comprehensive training package designed for out-of-school youth to enable them to access jobs and start their own businesses.

The four elements of the “4 in 1 Approach”, which are (a) labour market assessment, (b) competency-based vocational and entrepreneurship skills, (c)

assessment and certification, and (d) after-training support, offer solutions to challenges faced during the provision of skills development activities for out-of-school youth.

In line with making every training programme accountable for its end results, the ILO-EAST project implemented market-oriented skills training programmes for over 5,000 out-of-school youth, with a clear objective of “skills for jobs and businesses.” The present Handbook is a result of the key lessons learned from the implementation of these pilots in six provinces.

The pilots clearly demonstrated that if all four elements of the approach are meticulously implemented, the end result would be that at least forty per cent of trained youth would either have a job or start their own business. One lesson that clearly deserves to be mentioned is that when both vocational and business skills training were offered together as a modular package to out-of-school youth, the success rate was much higher than when only delivering either vocational or entrepreneurship training.

We hope that training providers will make use of this Handbook to make their training programmes more market-oriented and enable them to respond more effectively to the changing demands of the labour market.

Jakarta, June 20, 2011



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This Handbook was conceived of through team work. Parts Two and Three were based on a draft provided by Muhammad Ilyas Bayak and Dewi Eka Arini. ILO Skills Development Specialist Sandra Rothboeck, ILO-EAST Skills Development Expert Srinivas Reddy, ILO Skills Development Senior Consultant Gorm Skjaerlund and GIZ Chief Technical Advisor Kerstin Nagels provided crucial comments on the first draft. Srinivas Reddy also contributed the good practices/case studies used in the Handbook. The draft was also reviewed by the staff of the Ministry of National Education, Directorate General for Non-Formal Education, who provided crucial inputs. Patrick Daru, ILO-EAST Chief Technical Advisor, consolidated these inputs, drafted the other parts and finalized the document. Budi Maryono, ILO-EAST National Programme Officer on Entrepreneurship, and Ian Cummings, former ILO Skills Development Specialist, also provided useful inputs to the final draft of the document.

The authors also drew a lot of inspiration for this manual from the following documents: ILO Start and Improve Your Business Trainers Guides (versions

adapted for China and for Indonesia), ILO Training for Rural Economic Empowerment (especially the parts on enterprise and household surveys), ILO-EAST Guidance Note for training out-of-school youths (unpublished), ILO Colombo Operational Guide for Local Value Chain Development, INWENT Core Business Handbook, Washington State Skill Standards courses, GIZ unpublished CD-Rom on Vocational Guidance, and the Committee of Donor Agencies for Small Enterprise Development's Business Development Services for Small Enterprises: Guiding Principles for Donor Intervention. Please refer to the bibliography at the Handbook for a comprehensive overview of sources. The English version was edited by Sally Wellesley and Nicki Ferland. The Indonesian translation was provided by Agus Riyanto and proofread by Budi Maryono and Christian Wachsmuth.

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Abbreviations

ATS	After-Training Support
Bappeda	<i>Badan Perencanaan Pembangunan Daerah</i> , Regional Development Planning Agency
BDS	Business Development Services
BLKI	<i>Balai Latihan Kerja Industri</i> , TVET Centre
BNSP	<i>Badan Nasional Sertifikasi Profesi</i> , National Professional Certification Agency
BPPNFI	<i>Balai Pengembangan Pendidikan Non-Formal dan Informal</i> , Bureau of Non-Formal and Informal Education Development
BPS	<i>Badan Pusat Statistik</i> , Central Bureau of Statistics
BSNP	<i>Badan Standar Nasional Pendidikan</i> , National Education Standardization Agency
CBT	Competency-Based Training
CSR	Corporate Social Responsibility
CV	Curriculum Vitae
GRDP	Gross Regional Domestic Product
IDR	Indonesian Rupiah
ILO	International Labour Organization
ILO-EAST	ILO Education and Skills Training for Youth Employment in Indonesia project
KADIN	<i>Kamar Dagang dan Industri</i> , Chamber of Commerce and Industry
KKNI	<i>Kerangka Kualifikasi Nasional Indonesia</i> , Indonesian Job Qualification Framework
KSBSI	<i>Konfederasi Serikat Buruh Sejahtera Indonesia</i> , Confederation of Indonesian Labour Unions
KSPI	<i>Konfederasi Serikat Pekerja Indonesia</i> , Confederation of Indonesian Trade Unions
KSPSI	<i>Konfederasi Serikat Pekerja Seluruh Indonesia Kalibata</i> , Confederation of All Indonesian Trade Unions Kalibata
KSPSI	<i>Konfederasi Serikat Pekerja Seluruh Indonesia Pasar Minggu</i> , Confederation of All Indonesian Trade Unions Pasar Minggu
KUR	<i>Kredit Usaha Rakyat</i> , Credit for the People
LSK	<i>Lembaga Sertifikasi Kompetensi</i> , Competency Certification Agencies

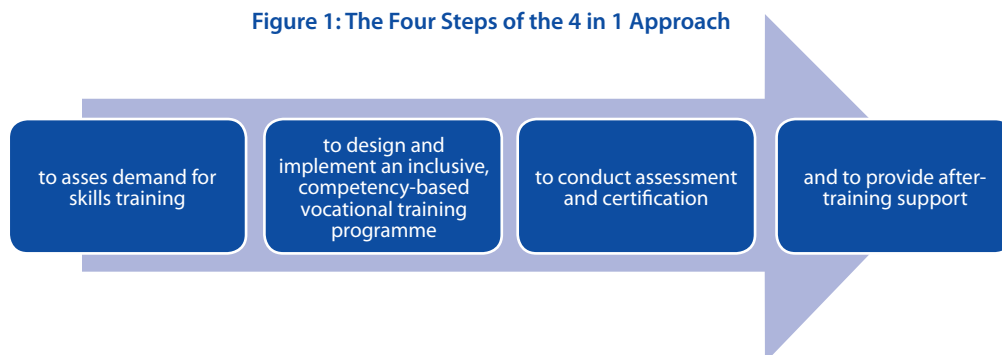
LSP	<i>Lembaga Sertifikasi Profesi</i> , Professional Certification Institution
MFI	Microfinance institution
MoNE	Ministry of National Education
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
OSH	Occupational Safety and Health
PKBM	<i>Pusat Kegiatan Belajar Masyarakat</i> , Community learning centre
RSKNNI	<i>Rancangan Standar Kompetensi Kerja Nasional Indonesia</i> , Draft national competency standards
SKB	<i>Sanggar Kegiatan Belajar</i> , Learning Centre
SKKNI	<i>Standar Kompetensi Kerja Nasional Indonesia</i> , National competency standards
SKL	<i>Standar Kompetensi Lulusan</i> , Graduation Standards
SMK	<i>Sekolah Menengah Kejuruan</i> , Vocational High School
SYB	Start Your Business
TUK	<i>Tempat Uji Kompetensi</i> , Competency Assessment Centre
TVET	Technical and Vocational Education and Training
USD	United States Dollar
VCA	Value Chain Analysis

Preface

THE 4 IN 1 Training Handbook outlines the basic concepts and some examples describing how these trainings can better lead to decent jobs and greater income security. It seeks to contribute to the implementation of the ILO Recommendation 195 on Human Resource Development, especially Art. 3, which states that governments should “facilitate lifelong learning and employability as part of a range of policy measures designed to create decent jobs, as well as to achieve sustainable economic and social development”. It also seeks to contribute to the Government of Indonesia’s goal to provide vocational training to out-of-school youths, as stated in the Regulation of the Minister of National Education No. 12 of 2010 on the Ministry’s Strategic Plan for 2010-2014. According to Part 5.7 a non-formal and informal education programme shall be implemented to ensure “[t]he availability and accessibility of sustainable adult education services that are of high quality and relevant to the needs of the people”.

Ultimately, as part of a lifelong learning framework, this Handbook will allow job seekers to improve their employability, those who have a job to adopt new skills in demand, and companies to recruit the human resources they need for their growth. The Handbook is designed to enable non-formal training providers to effectively implement Competency-Based Trainings, as per labour market requirements, leading to certification and employment. More specifically, this Handbook provides step-by-step guidance for managers and instructors in Community Learning Centres and other non-formal training providers:

Figure 1: The Four Steps of the 4 in 1 Approach



At the beginning of each part, there is an outline of the learning outcomes for that particular section and each subsection of a part responds to a question (see the Table of Contents). This way, users can quickly reference the answer to a specific question, peruse a whole part to comprehend a single step, or read the whole Handbook for a better understanding of the full approach. For instance, a training provider that has already undertaken market research and identified the relevant national competency standards may not want to read the related parts of the Handbook, other than to check whether s/he has covered all aspects of these steps. The annexes contain forms, planners and record sheets that may be photocopied for individual use.

The methodologies are presented in a succinct, hands-on approach. It is assumed that the target audience already knows how to conduct a meeting and how to undertake a survey, for which other “how to” manuals are widely available. The trainer can refer to the bibliography if s/he needs more details on a specific step or approach.

This Handbook is a self-help tool; it relies on the personal motivation of non-formal training providers to implement quality training. However, to ensure that training leads to jobs, there is a need to establish strong links with private sector companies and government agencies from the beginning of this process.

Involving stakeholders from the outset allows trust-building between them. It gives the non-formal training provider access to more information on the demand for skills and it increases the relevance of the training to the market. It also facilitates the trainee's future training-to-work transition.

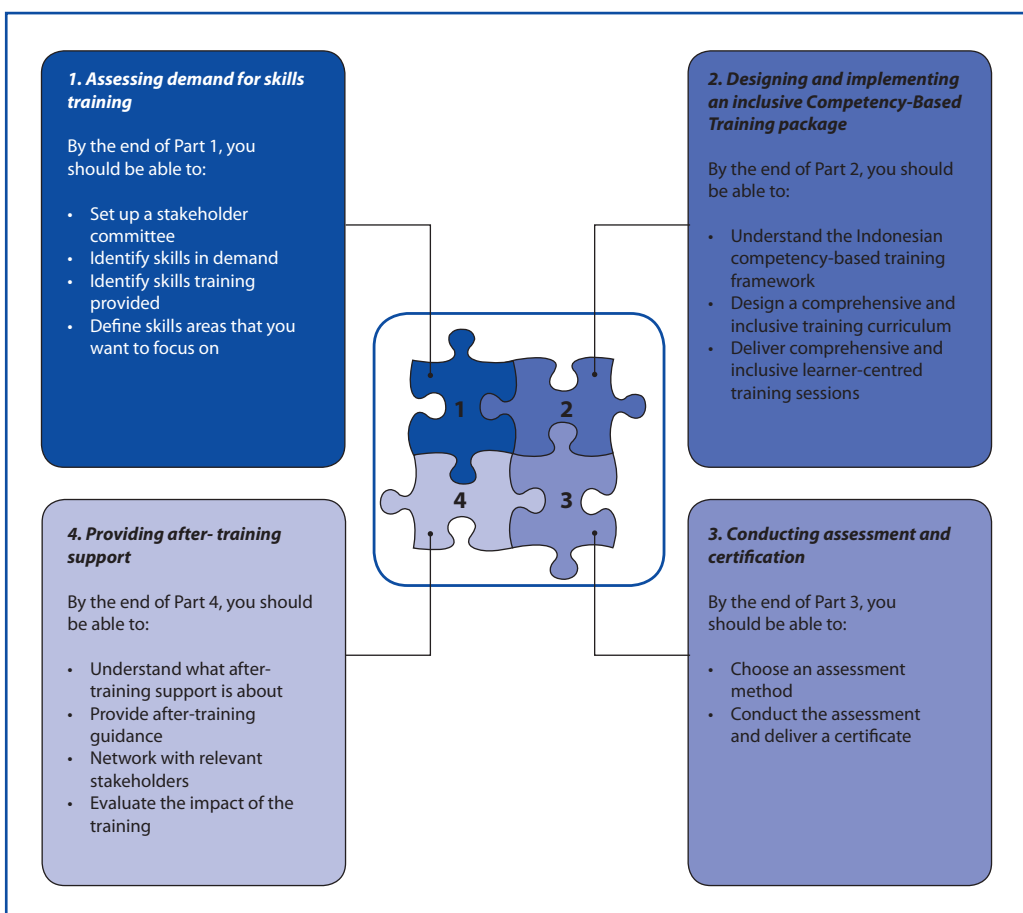
Here are some examples of possible stakeholder involvement:

Table 1: Possible Stakeholder Involvement

	Companies, professional associations, chambers of commerce	Government Agencies
Training Needs Analysis	Identification of skills in demand	Identification of existing skills provision General support
Training implementation	Resource persons in a training session Visits to business/factory sites Provision of equipment	Funding
Training certification	As assessors	Delivery of certificates Quality assurance
After-training support	On-the-job training and apprenticeships Job fairs Placement Banks/MFIs: financial support	Access to finance through Government programmes Other policy level support

This Handbook could evolve into a range of instruments linked to capacity building, quality control, tender criteria, etc. depending on the needs of the end-users. The developers of this Handbook aspire that it will foster communities of practice committed to improving its contents and its reach in order to improve the employability of young women and men across Indonesia.

Handbook Outline



PART 1

Assessing Demand for Skills Training

By the end of this part, you should be able to:

- Set up a stakeholder committee
- Identify skills in demand
- Identify skills training provided
- Define skills areas that you want to focus on

1.1 How to facilitate the set-up of a stakeholders' committee to lead the skills development process?

(see Annex 1: Contact details of the provincial Chambers of Commerce)

CONDUCT an initial mapping of the stakeholders you wish to involve in the process. Review background documents (policies, strategies) that are available and identify (a) why each potential member should get involved; (b) how his/her participation in the stakeholders' committee will contribute to his/her own declared policy/strategy; and (c) what s/he can contribute to the process. Basically, you want to ensure that the committee will be composed of members that have the mandate, the capacity and the commitment to improve skills development in your area.

Based on this review, classify the potential members according to their interest in participating in the committee work as well as their power to contribute to it (source: Mendelow grid¹):

Table 2: Mendelow's Power/Interest Matrix

A = High Power & Low Interest	B = High Power & High Interest
C = Low Power & Low Interest	D = Low Power & High Interest

C category candidates should not be considered as they lack the leverage and commitment to have an impact. Pay separate visits to each of the identified members in categories **A**, **B** and **D**, trying to see how you can leverage the low power of the potential members in the **D** category and motivate the **A** category to participate. The goal is to bring in as many stakeholders as possible in the **B** category to ensure that potential members are both committed and have the authority to make decisions in the field of skills development.

The initial meeting of the committee should be an occasion to identify (a) the actions members should undertake together regarding skills development, based on the tips and guidelines contained in this manual; (b) role distribution; and (c) procedural aspects, i.e. how often they should meet, etc. The most powerful member (Government or private agency) should chair the committee and send invitations.

Each member should have a clear understanding of his/her own interest in sitting on the committee and what is expected of him/her. Reinforce the ownership of the stakeholders' committee by widely publicizing the contributions of each member, for example. The role of the private sector, for instance, will be crucial in identifying skills and designing the curriculum.

¹ See http://en.wikipedia.org/wiki/Stakeholder_analysis.

Strive to institutionalize the group through a Memorandum of Understanding or other arrangements; sustainable forums of private sector companies and Government agencies can reach a stage where they are able to influence local policies and programmes. In practice, however, it is important to root the discussions in the declared interests of the participants (regional plans, strategies) to ensure sustainability. Institutionalizing the committee is important, but less so than the commitment of its members to keep it alive through regular consultations and contributions.

Employers' Participation in Vocational Training Programmes: A Good Practice from Maluku

100 out-of-school youth were trained as seamen in the province of Maluku as a result of a unique partnership between the ILO-EAST project and a leading fishing company in Indonesia, PT Pusaka Benjina Resources. This partnership was implemented in close collaboration with six other key stakeholders:

- Department of Manpower, Government of Aru district;
- Government Vocational School for Fisheries, Dobo, Aru district;
- Senior High School in Ambon, under the Ministry of Marine Affairs and Fisheries, Government of Indonesia;
- The Indonesian Seafarers Union;
- Lembaga Partisipasi Pembangunan Masyarakat (LPPM), an NGO in Ambon, Maluku; and
- Leer Vivin Foundation, a local NGO in Dobo.

The partnership facilitated a successful match between the job seekers and the employer. While the out-of-school youth in the Aru Islands did not have employable skills and were looking for someone to help them to get a job, PT Pusaka Benjina Resources had a large unmet demand for skilled workers to work on their fishing boats. The company had to depend mainly on overseas workers due to the shortage of trained manpower in Indonesia, particularly in Maluku province. Recognizing this market demand as part of a labour market assessment process, Leer Vivin Foundation, LPPM Maluku and the ILO-EAST project negotiated a collaboration between the employer and the fishing schools, and the decision was made to train out-of-school youth as seamen to work on the fishing trawlers.

The 100 out-of-school youth were recruited for the training programme through advertisements on local radio, posters in streets and public buildings, and bulletins in the local government manpower office. Village authorities actively participated in the process. As a result, 100 youth were selected from three villages. Discussions with stakeholders showed that the community was not ready to accept the idea of women working on these boats and, consequently, all the recruits were men. Constant dialogue is continuing with the families to ensure that women who would like to join have this opportunity in the future.

The fishing schools successfully implemented the competency-based training programme. Occupational safety and health issues were already mainstreamed in the training modules. In order to educate the young workers on their basic rights and entitlements, the ILO-EAST project also negotiated a partnership with the Indonesian Seafarers Union which agreed to conduct a training programme for the young workers.

The youth were assessed and certified by the Indonesian Academy of Fishermen, which is the body qualified to provide national certification of seamen's competencies. After completion of the training, seamen books, which are statutory documents for working as seamen, were provided by the Maluku Port Authorities. All 100 youths have been recruited by Benjina Resources and an orientation programme has been organized for their induction into the company. Thirty of the 100 young workers have already been deployed on fishing vessels and the rest are expected to sail in batches. The young workers are employed on a minimum monthly wage of IDR 1,200,000 (USD 128), which is above the legal provincial minimum wage of IDR 1,010,000 plus bonuses linked to the amount of fish caught.

1.2 How to forecast major trends in skills demand at the provincial level?

PREDICTING future skills trends is not an easy task since there are many factors that affect skills forecasting. You may not be able to implement this stage on your own and it is important that you involve members of the stakeholders' committee to this end. We propose here three main approaches that will help you understand what skills areas are likely to be in demand in the near future.

Growth sectors – First, let's look at growth trends of the main economic sectors. When an economic sector expands, the increased volume of business activities induces both additional employment and increased skills demand. If the construction sector is expanding, for instance, because many people want houses, then it is natural that construction-related skills (e.g. carpentry, plumbing, electrical engineering etc.) are increasingly in demand. The Central Bureau of Statistics (BPS, Badan Pusat Statistik) provides provincial statistics on which to base this analysis (see Table 3). Once the expanding sectors are identified, you can consult with the stakeholders' committee about (a) the reasons behind these trends, (b) whether they are likely to be sustained, and (c) the skills needed for the sector expansion.

Table 3: GRDP of Aceh province by Industrial Origin (billion IDR, constant prices, 2000)

Industrial Origin		2003	2004	2005	2006	2007	2008	Annual growth rate (2003-08, %)	Contribution rate (2003-08, %)
1	Agriculture	7609.13	8068.98	7754.98	7871.30	8262.81	8328.91	3.1	6.19
2	Mining & quarrying	16148.45	12263.94	9489.93	9243.19	7243.96	4005.91	-37.2	-104.46
3	Oil & gas industries	6831.64	6041.33	4459.39	3687.92	3069.37	2829.96	-25.5	-34.42
3	Non oil & gas industries	2179.31	1365.92	1296.06	1310.32	1422.38	1473.59	-12.2	-6.07
4	Electricity and water supply	50.51	60.38	59.2	66.30	82.06	92.48	22.3	0.36
5	Building & construction	1500.58	1514.43	1269.29	1883.63	2147.33	2128.00	12.3	5.40
6	Trade, hotel & restaurants	4997.6	4863.75	5186.54	5570.34	5665.98	5926.62	5.8	7.99
7	Transportation & communication	1462.91	1516.65	1734.88	1923.98	2136.46	2166.37	14.0	6.05
8	Banking & other financial intermediaries	408.73	488.21	441.7	493.38	523.43	550.65	10.4	1.22
9	Services	3488.3	4190.71	4595.26	4797.45	5484.32	5550.13	16.7	17.74
Industry total		44677.16	40374.3	36287.23	36847.815	36038.1	33052.619	-9.6	-100

(Source: BPS, 2009)

During the statistical review you can also collect data about the population profile (labour force, unemployment, etc.) that will give you additional arguments with which to convince local policy makers to take prompt action on skills development.

Provincial policy – Second, it is important to note that skills demand may come from regional development policies. Local government may have industrial policies or investment policies that favour certain industries. Let's say your provincial government has a plan to promote tourism and to invite domestic and foreign investors to invest in hotels. If this plan is realized, then there is likely to be a need for more hotel workers, tour operators and professional guides. You may therefore wish to provide skills training to meet the new demand arising from tourism. Regional development plans can be accessed at the Regional Development Planning Agencies (Bappeda).

Job index – If you are in an urban environment where a significant share of the jobs are advertised through newspapers, you can review the job ads for the last three years, classify them and create an index of the recurrences of advertised posts. This will give you an idea of the jobs in demand in the formal economy. In the last three years, for instance, there may have been 385 job ads for secretarial posts, 240 for salespeople, and 60 for mechanics. This gives you an idea of which skills to prioritize.

These are important approaches that are useful for the formal economy. However, the majority of jobs in Indonesia are in the informal economy. The demand for skills in the informal economy is more varied and likely to change more often. It therefore requires skills demand research methods that are more flexible and applied more frequently.

1.3 How to conduct an area-based survey to include the informal economy in skills demand analysis?

(see Annex 2: Household Survey – Instructions for Enumerators, Annex 3: Tips for facilitating focus group discussions, and Annex 4: Interview Tips)

WE propose that several types of complementary surveys are carried out that will identify (a) skills demand coming from business expansion, and (b) unmet consumer needs. These surveys are based on intense participation by the communities. Training alumni can also participate in the survey.

The enterprise survey – This instrument identifies potential employment opportunities when the owner/manager of a business agrees to expand production and create more jobs. The survey targets can be farms, small businesses, etc. If there are several businesses that are involved in a similar line of products or services, they will be surveyed together as a sector and the results will be collected and analysed in order to produce one or two relevant skills training courses. No less than eighty per cent of the enterprises should be surveyed. The survey tools are annexed (see Annexes 2, 3 and 4).

The household survey – Survey instruments are designed to identify (a) the community profile and (b) the consumers' basic needs of general goods and services. The results of the survey may determine micro business activities that can be promoted and upgraded for higher productivity through skills training interventions (including entrepreneurship skills trainings). It is suggested that 50 per cent of the households in the target communities are covered for this survey. The best respondents for this survey are housewives, as they are usually in charge of the spending, and the timing of the survey should coincide with times when they may be interviewed (see Annex 2: Household Survey – Instructions for Enumerators).

The most important element is the willingness of the trainer to change his/her training packages to fit market needs. Unless these survey exercises are implemented in good faith it is quite easy to introduce biases that will ultimately result in a justification of already existing trainings. For instance, a trainer with 10 sewing machines tends to think that training in sewing is in demand, and instead of asking open questions to housewives like "What skills are in demand in the area?", might ask instead "Do you need sewing training?" Most will answer "yes"; and supply-driven trainings will be perpetuated. This brings in the issue of quality control and governance. Whenever this Handbook is used as part of a call for proposals, or any programme not initiated by a training institution, a quality control system should be put in place to ensure the process is conducted in a genuine manner.

The market opportunities revealed by the enterprise and household surveys must be validated in focus group discussions with local residents, who will share their opinion on the ideas proposed and recommend the type of skills training suitable for the community. A list of tips on how to arrange these meetings is provided in Annex 4.

Job Order Inventory: A Case Study from SKB Ujung Padang

SKB Ujung Padang, a local learning centre, piloted an example of a good practice in conducting market assessments to develop vocational training programmes in collaboration with the ILO-EAST project. After two instructors received training on conducting community employment assessments to identify potential skills in demand and business opportunities, SKB Ujung Padang decided to develop a job order inventory before developing vocational training programmes. Accordingly, they surveyed 20 cell phone repair shops and 15 refrigeration companies, identified job offers in 18 private companies and established collaborations with them.

As a result they launched two new courses on air conditioning and refrigeration and cell phone maintenance, and successfully delivered cell phone maintenance training to one batch of 20 trainees (2 women and 18 men). As the training was based on market demand, 70 per cent of the trained graduates immediately secured gainful employment once the training was completed. Eight young men started their own business and six young people (two women and four men) found employment. In fact, these employment contracts functioned like paid internships, allowing trainees to gain sufficient confidence in the trade to request a credit and open their own businesses. SKB was also successful in facilitating linkages with the Rural Entrepreneurship Training programme (KWD, *Kursus Wirausaha Desa*), through which six youths received start-up capital to establish their own business.

1.4 What sectoral information should I look for?

ONCE you have reviewed macroeconomic trends and existing policies, and have conducted community-based enterprise surveys and household surveys, you and the stakeholders' committee should be in a position to analyse the findings and prioritize a sector. It is important to involve the committee in this crucial decision in order to reinforce its ownership over the process and secure its involvement in future steps.

Sectoral information is useful as it allows for additional clustering of the future trainings' skills focus. It is also linked to supply chain approaches (see next page) that can further refine the skills focus of the training provider.

Additional information should be gathered in your area of operation (at provincial/district/sub-district level) depending on the size of the operating area and the availability of data. This information can include:

- Sector size (in terms of numbers of businesses, contribution to income and employment);
- Enterprise size (the number of large, medium and small enterprises);
- Sector trends (growth/decline over the past few years);
- Parts of the value chain available at the local level (e.g. farming, processing, packaging etc.);
- Income level;
- Labour conditions, motivation of stakeholders, etc.;
- Small Business Associations (SBAs) and other forms of local business organizations;
- Existing support structures (business development services, etc.); and
- Sub-contracting linkages that may exist between main formal companies and the informal economy.

1.5 How to conduct a Value Chain Analysis for skills needed in specific sectors?

ONCE a sector has been identified as likely to create jobs, there is a need to focus in on the value chain of that particular sector and identify where the required skills will be. A Value Chain Analysis (VCA) is a simple analysis that identifies the various stages from production to the consumer and the added value for each of these steps.

A VCA is usually linked to the identification of support services and needed policy changes for a particular sector. For this Handbook, the analysis will focus solely on how added skills can contribute to (a) reducing costs, (b) better responding to clients' needs, (c) competing more effectively on the market, (d) complying with improved social and environmental standards, and (e) overcoming other growth challenges.

This analysis should be conducted through a series of meetings with the stakeholders involved at each step of the value chain. At each step, the stakeholders are, in turn, clients of the previous value chain level and suppliers to the next level. Examples of questions will include:

- What are the skills that you currently use in your business?
- How do you think costs for your business can be reduced? What skills/new workers do you need for this purpose?
- Do you think your product answers the needs of your clients?
- Are there ways to improve your clients' satisfaction?
- Are there any new potential clients you can think of?
- What skills would you need to ensure that your products better respond to the needs of both existing and new clients?
- How do you think your product compares on the market with competitors' products? Are there ways to improve your position in the market?
- What skills and what extra workers would you need to improve your market position?
- Are you aware of the social and environment standards that apply to your activity?
- How do you apply them? What additional skills would you need to apply them?
- Does your company need higher levels of skills that can ensure higher productivity and better quality products?

For instance, for a dairy farm's product value chain, the outcome table format will be as follows:

Table 4: Value Chain Analysis Matrix for a Dairy Farm

	Dairy products	Farm	Collection chilling	Transport	Factory	Retail
	Existing skills	Husbandry Animal care	Milk processing	Driving	Packaging	Selling
	Costs (IDR)	25	40	45	75	80
Skills Requirements for	Reducing costs	What skills are needed to reduce production costs at farm level?	What skills are needed to reduce production costs at collection/ chilling level?	What skills are needed to reduce production costs at transport level?	What skills are needed to reduce production costs at packaging level?	What skills are needed to reduce production costs at sale level?
	Better responding to client needs	What skills are needed to better respond to client needs at farm level?	What skills are needed to better respond to client needs at collection/ chilling level?	What skills are needed to better respond to client needs at transport level?	What skills are needed to better respond to client needs at packaging level?	What skills are needed to better respond to client needs at sale level?
	Improving competitiveness (first, identify how competitors do better)	What skills are needed to improve competitiveness at farm level?	What skills are needed to improve competitiveness at collection/ chilling level?	What skills are needed to improve competitiveness at transport level?	What skills are needed to improve competitiveness at packaging level?	What skills are needed to improve competitiveness at sale level?
	Complying with social and environmental standards (first, identify what standards are in use)	What skills are needed to comply with standards at farm level?	What skills are needed to comply with standards at collection/ chilling level?	What skills are needed to comply with standards at transport level?	What skills are needed to comply with standards at packaging level?	What skills are needed to comply with standards at sale level?
	Addressing other growth challenges through higher level and cross-cutting skills (management, quality control, etc.)	What management and quality control skills are needed at farm level?	What management and quality control skills are needed at collection/ chilling level?	What management and quality control skills are needed at transport level?	What management and quality control skills are needed at packaging level?	What management and quality control skills are needed at sale level?

Once the skills have been collectively identified, they can be prioritized and used to identify specific skills for the trainings.

1.6 How to map out skills trainings and identify skills gaps?

IT IS not enough to identify the skills in demand; you should also look at what skills trainings are provided in order to ensure that you will not duplicate existing trainings. In other words, you need to ensure that the particular market that you have identified is not already being serviced by another training provider. There is usually no available consolidated mapping of skills training providers at the provincial level and you will need to contact several sources to ascertain the available skills trainings. Potential sources of information include the Manpower Office, Education Office and the provincial Chambers of Commerce (KADIN). These are the issues that you should focus on:

- What is the status of the institution (senior vocational high school, community learning centre, TVET centre, private sector training providers, etc.)?
- What skills training is provided?
- How many students are there (with gender breakdown)?
- What are the required competencies for new students?
- How long is the course for each batch?
- What competency standards are used?
- What level of competencies is produced?
- Are curricula available?
- Are national certificates distributed?
- What referral links exist with other skills providers?
- Does the institution have placement arrangements with any industries?
- What is the measure of its success (per cent of trainees employed, etc.)?

If you are working on a for-profit basis, this survey will also give you an idea of the competition. While Government-owned training institutions should be willing to share this information with you, you may experience some reluctance from private sector training providers. In this case, you may find it helpful to do this research on behalf of the stakeholders' committee you have set up to guide this process.

Once you have a clear picture of the skills training provision in the province, you can compare it with what you have learnt about the skills in demand and deduct the particular market niche that you should focus on. This is the outcome of the skills identification you have been undertaking.

You then need to do a final check to ensure that the training niche you have identified leads to decent work, i.e. it prioritizes skills that are likely to allow trainees to access decent jobs with a viable income (as opposed to skills that are meant for hazardous/exploitative activities), and that resources are available from private and/or public funds (and/or from the trainee) to carry out the training.

Note that this is a qualitative analysis. The forecasting of the skills in demand will not provide you with any definite data on how many trainees should be recruited for a particular skill. At the end of the day, it will be your responsibility, and the responsibility of the stakeholders' committee, to select one or several particular skills areas and decide to invest in it.

PART 2

Designing and Implementing an Inclusive Competency-Based Training Package

By the end of this part, you should be able to:

- Understand the Indonesian Competency-Based Training framework
- Design a comprehensive and inclusive training curriculum
- Deliver comprehensive and inclusive learner-centred training sessions

2.1 What is Competency-Based Training (CBT)?

A COMPETENCY refers to an individual's ability to perform a task, job or occupation to a benchmarked level. Competency-Based Training (CBT) is, therefore, outcome-based. CBT is defined as "training which develops the skills, knowledge and attitudes required to achieve competency standards"². For instance, for the competency "communicate on the telephone" a trainee should be able to (a) use specific telephone operation systems and (b) provide courteous and friendly telephone service.

Competencies are used to design learning outcomes and benchmarks for training assessments; they are a crucial link between the training and the job. This places primary emphasis on the performance of a person as a result of the training (the outcome), rather than the process involved in the training (the inputs, such as the exercises or the allocated training time). CBT is concerned with the provision and evidence of Knowledge, Skills and Attitude to a specific level of competency rather than with an individual's achievement relative to others in the group.

For instance, in the case of a trainee learning how to communicate on the telephone, it does not matter how many times s/he tries and fails, what exercise is used to ensure that s/he performs or whether s/he is performing better than her/his classmates. What really matters is the fact that s/he is certified to communicate on the telephone after completing his/her training.

² Australia's Training Provider Gateway.

2.2 Why should a training provider use a CBT approach?

COMPETENCY-BASED training fosters greater possibilities for linking training and certification to placement as the competencies are **demand-based** and designed to fit job requirements. Hence, it is easier for you to negotiate placements with companies, as the competencies reflect their expectations. Consequently, you are likely to have greater success in terms of the percentage of trained youth employed.

CBT allows for **self-paced learning**, (rather than time-based learning): it gives time to the trainees to progress at their own pace when working towards mastering a specific competency. Some of the trainees may be quicker than others to acquire skills. Self-paced training will ensure greater success at the certification level.

CBT facilitates the process of **Recognition of Prior Learning (RPL)**: it recognizes competencies that a learner may have acquired outside the training centre or prior to the training. These competencies can be acknowledged if the individual can comply with agreed performance criteria; as a trainer, you will not waste resources by duplicating trainings that have already taken place.

CBT is **multi-entry/multi-exit**: it allows for “walk in” learners to enter and exit training programmes at different times and levels, according to their capacity. Trainees are in fact expected to join the training programmes more than once. Each time they join, they can further improve their performance, making progress in their jobs, in a lifelong approach to training. As a trainer, it helps you to increase your outreach/market.

CBT promotes training excellence, as it can be linked to an **accreditation system** of approved programmes and training providers. Getting accredited is an important milestone for a training provider and an advantage over the competition.

Because CBT is outcome-based, all training means are valid, including the **right mix of on- and off-the-job training**. It allows the training provider to be creative and resort to all relevant training methodologies to achieve the outcome. On-the-job activities will contribute to giving the trainee a clearer understanding of the value chain s/he will be working in and should ultimately allow him/her to move along it (as well as across sectors, for similar tasks).

Assessment of the trainees is based on performing the competency to the required standard. It facilitates consensus building around the results of the assessment process. Those who fail will be able to try again.

The learner can **visualize his/her own progress** through a competency board, as shown in the picture above: this has a big impact on self-motivation. It reduces the need for the trainer to use discipline and other time and resource-consuming controls.

In addition, CBT increases **national consistency, cohesion and cooperation** across public, private and industry-based training systems.

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NAMA PESERTA	MENJALANAN PERALATAN		MENGUNAKAN ALAT UKUR		MENGUNAKAN PERAKAS TANGAN		MENGUNAKAN ALAT PORTABEL		MENGUNAKAN MESIN		MENGUNAKAN KAPAL PERUMPAHAN		MENGUNAKAN FINISHING	
	Mengasah	Mengukur	Meteran	Siku	Menggunakan	Mengukur	Menggunakan	Mengukur	Mengukur	Mengukur	Mengukur	Mengukur	Mengukur	Mengukur
MAGAR	x	x	x	x	x	x	x	x	x	x	x	x	x	x
EN BANE	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SON	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SESA	x	x	x	x	x	x	x	x	x	x	x	x	x	x
M. J. ODUE	x	x	x	x	x	x	x	x	x	x	x	x	x	x
ER YOWI	x	x	x	x	x	x	x	x	x	x	x	x	x	x
RILA	x	x	x	x	x	x	x	x	x	x	x	x	x	x
RO RUMAI ASEN	x	x	x	x	x	x	x	x	x	x	x	x	x	x
ORIK AISEKOP	x	x	x	x	x	x	x	x	x	x	x	x	x	x
K CROYER	x	x	x	x	x	x	x	x	x	x	x	x	x	x
IAN RUMBELAS	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MOND RAYAR	x	x	x	x	x	x	x	x	x	x	x	x	x	x
IS BURDAM	x	x	x	x	x	x	x	x	x	x	x	x	x	x
OSIAS FIAY	x	x	x	x	x	x	x	x	x	x	x	x	x	x
BERTUS E. KAWER	x	x	x	x	x	x	x	x	x	x	x	x	x	x
AN MAYER	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Competency board of a course in a Vocational Training Centre in Jayapura.

2.3 What is the institutional set-up for Competency-Based Training?

Table 5: Institutional Set-Up for Competency-Based Training in Indonesia

	Definition	Source
National Professional Certification Authority (BNSP, Badan Nasional Sertifikasi Profesi)	As an independent body that is responsible to the President, BNSP is responsible for skills certification	Act No. 13 of 2003 on Manpower; Government Regulation No. 23 of 2004 on the National Professional Certification Authority (BNSP) Website: http://www.bnsnp.go.id/
National Education Standardization Authority (BSNP, Badan Standar Nasional Pendidikan)	As an independent and professional body, BSNP develops, monitors and evaluates the implementation of national education standards. Appointed by Minister of Education	Website: http://www.bsnp-indonesia.org/
Graduation Standards (SKL, Standar Kelulusan)	National education assessment or evaluation that determines whether students have met the minimum graduation requirements for elementary and secondary school.	Ministry of National Education Decree No. 23 of 2006 on Graduation Standards for Primary and Secondary Education Units; Ministry of National Education Decree No. 24 of 2006 on the Implementation of Decree No. 22 of 2006 and No. 23 of 2006
National Indonesian Competency Standards (SKKNI, Standar Kompetensi Kerja Nasional Indonesia)	Nationally recognized competency standards that have been developed by industry, government and other interested parties. They address the minimal knowledge, skills and attitudes required of an individual to perform a job at the required level.	Ministry of Manpower and Transmigration Decree No. PER. 21/MEN/X/2007 on Procedures to determine National Indonesian Work Competency Standards
Rancangan Standar Kompetensi Kerja Nasional Indonesia (RSKKNI)	Draft national competency standards (see above) agreed to by industry, government and other interested parties, prior to being legalized as SKKNI.	Ministry of Manpower and Transmigration Decree No. PER. 21/MEN/X/2007 on Procedures to determine National Work Competency Standards
Professional Certification Institutions (LSPs, Lembaga Sertifikasi Profesi)	Organisations licensed by BNSP that conduct competency assessment and certification	Act No. 13 of 2003 on Manpower; Act No. 20 of 2003 on a National Education System; Government Regulation No. 23 of 2004 on the National Professional Certification Agency (BNSP) Government Regulation No. 31 of 2006 on the National Vocational Training System A list of licensed LSPs can be retrieved at: http://www.bnsnp.go.id
Competency Certification Agencies (LSKs, Lembaga Sertifikasi Kompetensi)	Agencies under the authority of the Ministry of National Education that conduct competency certification in the educational system.	
Competency Assessment Centres (TUKs, Tempat Uji Kompetensi)	Assessment centres that are licensed by the BNSP to conduct competency assessments, under the control and supervision of LSPs.	BNSP Guideline, 2006

2.4 What is the structure of an Indonesian Competency Standard?

(see Annex 5: Example of an Indonesian Competency Standard; source: Ministry of Manpower and Transmigration Decree No. PER. 21/MEN/X/2007 on Procedures to determine National Indonesian Work Competency Standards)

THE Indonesian Competency Standards are structured as follows:

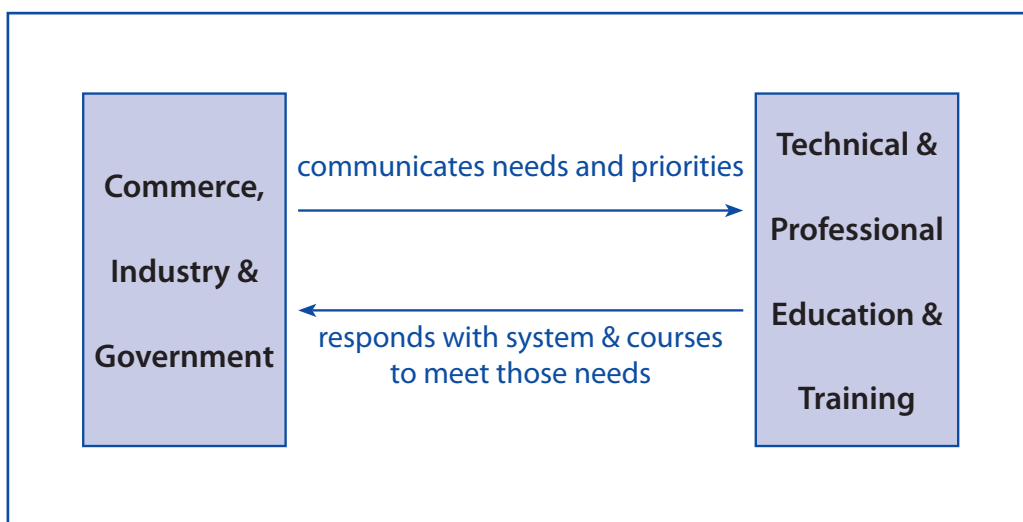
Table 6: Structure of Indonesian Competency Standards

	Definition
Unit Code	The code of the competency unit.
Unit of Competency	The unit title is a succinct statement of the outcomes of the competency unit. Each competency unit title is unique.
Unit Description	The unit description broadly communicates the content of the competency unit and the task area it addresses.
Element	The elements are basic building blocks of the unit and describe the key purpose of the unit or demonstrable outcomes. The elements are written in active sentences and each unit consists of two to five elements.
Performance Criteria	Performance criteria are evaluative statements that describe what is to be assessed and specify the required level of each element of competency performance. The performance criteria must specify the activities, knowledge, skills and attitude in the workplace.
Range of variables	Includes the critical aspects of a unit and its relationship to other units, the context for assessment, equipment, materials and the required skills and knowledge.

2.5 How are Competency Standards defined and how to use them to link with employers?

COMPETENCY STANDARDS are developed through a job analysis process and the identification of key competencies. This can be done either at the industry level (i.e. with organizations representing the companies of a specific sector) or at the level of a single enterprise. Both Toyota and Honda automotive companies have developed competency standards for their particular needs, for instance. Once the competencies are established, the related training packages (exercises, etc.) can be prepared, the trainers and the assessors trained, and the first batch of trainees assessed for their prior learning.

Figure 2: Competency Standards – Relationships between Supply and Demand



(Source: Australian National Training Authority, 1998)

When a standard already exists, it is highly recommended that you use it. Indonesian standards are available from the BNSP, and at the BNSP website: www.bnsp.go.id, but they are also available from LSPs (see the list on the BNSP website) and at the closest vocational training centre (Balai Latihan Kerja) or vocational high school (SMK).

As per Ministry of Manpower and Transmigration Decree No. PER. 21/MEN/X/2007 on Procedures to determine National Indonesian Work Competency Standards, these are the steps involved in developing competency standards in Indonesia:

Figure 3: How Competency Standards are established in Indonesia



Training Based on the CBT Approach: A Case Study of GETC AL IKHLAS

AL IKHLAS has been delivering market-driven vocational training programmes in collaboration with the ILO-EAST project in South Sulawesi. The non-formal education (NFE) provider developed a training programme on computer operations based on national competency standards (SKKNI). They developed the programme with ten units of competencies, including core work skills. Fifteen women and five men have been trained using learner-centred training methodologies. The NFE provider covered the following competencies to deliver the training in computer operations:

- Configure operating system to suit the working environment including, but not limited to, variables;
- Use operating system;
- Install, upgrade and uninstall application of software (to suit the working environment);
- Use both the graphic user interface and command line interface to perform basic tasks;
- Optimize operating system;
- Use operating system and third party utilities;
- Customize the graphical interface;
- Support input and output devices;
- Set up input and output devices and check functionality; and
- Install drivers as appropriate and check functionality.

As can be seen from the above, the training programme is delivered based on clear competencies in place of traditional time-based methods. The trainees were able to conduct a self-assessment of their achievements while the training course was in progress. Similarly, the employers were able to clearly understand and test the trainees' competencies before hiring them. As a result, 18 youths out of 20 trained were recruited (including 14 women).

2.6 What can you do when Competency Standards are not available?

MANY of the skills required within the informal economy, which absorbs most of the new entrants in the Indonesian labour market, are not yet structured within the Indonesian national competency standards. In fact, few trainees from non-formal training providers will get a job with defined competencies in the formal sector. For those who will either be employed within a small business or start a business themselves, there is still a need to define competency standards, although they will have a more limited scope than those standards recognized at the national level or by a reputable company.

If a specific unit of competency has not yet been developed by BNSP, you can either look at competency standards developed by other countries for inspiration (see the Table 7 below) or attempt to design one with private sector stakeholders.

Table 7: Selection of National Competency Standards

Countries	Name	Website
Australia	Australian Qualifications Framework (AQF)	http://www.acacia-au.com/aqf.php
Denmark	Centre for Development of Human Resources and Quality Management (SCKK)	http://www.sckk.dk
Germany	Competency Standards for Vocational Training (only German version)	http://www.bibb.de/en/wlk29205.htm
Malaysia	Malaysian Qualifications Framework (MQF)	http://www.mqa.gov.my/en/utama_mqf.cfm
Scotland	Scottish Credit and Qualifications Framework (SCQF)	http://www.scqf.org.uk/
South Africa	National Qualifications Framework (NQF) Act	http://www.saqa.org.za/
United Kingdom	Qualifications and Curriculum Authority	http://www.qca.org.uk/

The process of designing a competency standard can be enlightening, as it allows you to start a dialogue with private sector representatives. It will also give a stronger structure to the training, and in many instances elements of competencies are added and others excluded because of this participatory process. Through this dialogue you can also negotiate placement agreements that will facilitate the first steps of future graduates into the world of work.

Practically, once a skill has been identified as being in demand through a training needs assessment or a skills gap analysis, and once the training provider has double checked that the required competency standard is not available, s/he should try to link with the local office of the Chamber of Commerce (for KADINDA contact list, see Annex 1: Contact details of the provincial Chambers of Commerce, or other professional associations, or a number of individual companies to define what competencies to focus his/her training on.

Discussions should focus on filling in the following matrix:

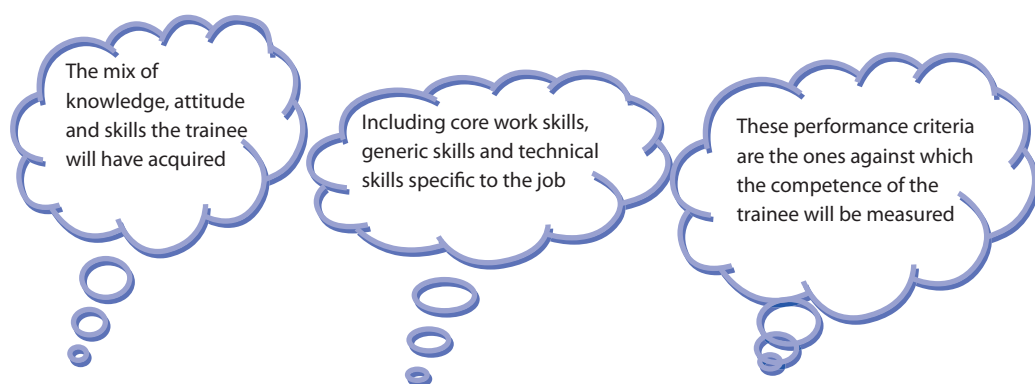


Table 8: Example of a Unit of Competency

Unit of competency	Elements of competency	Performance criteria
Communicate on the telephone.	Respond to incoming telephone calls	Calls are answered promptly, clearly and politely in accordance with enterprise standards. Friendly assistance is offered to the caller and the purpose of the call is accurately established. Details are repeated to caller to confirm understanding.
	Make telephone calls	Telephone numbers are correctly obtained. Purpose of the call is clearly established prior to calling.

(Source: Tovey, 1997)

2.7 How to use Competency Standards for the design of training modules?

(see Annex 6: Curriculum for one unit of competency)

A TRAINING provider should not re-develop a module if it is already available, since many training modules have already been developed for a number of courses by different agencies. You should first explore where such modules can be sourced. The nearest large vocational training providers like SMK and BLKI are the primary sources where modules are likely to be available. Similarly, the offices of the Ministries of Education and Manpower in your district or province can be a good source for accessing training modules.

A competency unit is the basis for the development of training modules (see example in Table 8). The competency can be taken as a course module title. Each competency element can be worded as a learning outcome (e.g. at the end of this training). Performance criteria are to be used for assessing whether the competency has been obtained.

The training modules should include the resources and methods to be used to reach the learning outcome, i.e. a collection of presentations, exercises, handouts, discussions, case studies and demonstration practices that are linked to the learning outcomes (competency element) and assessment (performance) criteria. The more varied the components of the training modules the better, as they will appeal to the different learning styles of the trainees.

There is no consensus as to whether there is a need to use a time-based session plan. Ideally, trainees should be allowed to progress at their own pace towards the acquisition of competencies and to come back to the exercises as many times as they need. In practice, training packages are often funded based on a specified time allowance per trainee. When time-based training sessions are required, a trainer should at least be prepared to adapt lesson plans according to the trainees' learning pace.

Additional tips:

- All documents shared with the students should be clear, uncluttered and user friendly.
- Handout formats need to be consistent and include, at the minimum, the name of the training course, the learning objective, an outline, required instructions and possible additional readings.
- A board with the unit of competency should be made available at the workshop so that trainees can trace their progress in the acquisition of competencies; this is an important tool for self-reflection

2.8 How to recruit training participants?

RECRUITMENT of trainees is a critical step in securing a high impact training programme and deciding on the depth of outreach for the programme. On one hand, getting the “right” trainees, who have the required entry competencies as well as the commitment to use the skills they will be trained on, is key to the success of the training package. On the other hand, the programme may be implemented with the objective of contributing to the empowerment of a special category of Indonesians (the poor, youth, women or persons with disabilities). In this case, it is crucial that entry criteria, as well as training delivery, are tailored accordingly.

Here are some examples of what should be closely reviewed when linking the training to a specific target group.

- The cost (including the transport cost and the opportunity cost) of the programme will be the critical factor for poor people;
- The time of the training may prevent women from participating if they have family tasks that husbands are unwilling to share;
- A programme based on visuals would prevent people with vision impairments from participating. Further details on this aspect are included in section 2.14: How can I ensure that the training is inclusive?

Decide on entry criteria – These criteria should fit with the overall social objective of the training (poverty reduction, women’s empowerment, mainstreaming people with disabilities, etc.). Competencies required at the start of the training will vary very much from one training to the next. If the training is linked to the future establishment of individual businesses, for instance, the minimum requirements will be (a) the ability to read and write; (b) having a business idea; and (c) a strong commitment to operating a business (i.e. running a business should not be the last resort option because no jobs are available). See below on how the initial competency assessment can be carried out. In the case of future job placement, it is also of prime importance that employers participate at the recruitment stage of the programme.

It is very important for the training provider to properly assess the interest and aptitude of each candidate before they enrol for the training. Genuine interest and aptitude on the part of the participants is crucial for the success of any training programme.

Raise awareness about the programme – Information about the vocational training programmes should be widely disseminated using a wide range of formal

and informal media. This can include announcements in mosques/churches, ads in newspapers and on the radio. A small brochure with all details of the programme should be distributed in village post offices, schools, local government offices, etc. Special attention should be paid to ensuring that the information reaches both men and women, that women are encouraged to participate, and that both genders are encouraged to take up non-traditional skills. Special mention should be made of the fact that the programme will accommodate the needs of people with disabilities. It is also important that the recruitment campaign is conducted through both visual and audio media to ensure that people with hearing and sight impairments can access the information. Additionally, organizations of disabled persons (self-help and advocacy groups as well as government and non-governmental agencies) should be contacted to raise awareness among disabled persons.

Organize intake test – Once you have defined the training required and the standard to which the learner needs to be trained, you need to review whether the candidate trainee can already perform some of the elements of the competencies. You can do so by using the worksheet below:

Worksheet (example)		
Example:		
Name of learner	(Mira)	
Competency standard(s)	(Communicate on the telephone)	
---	Elements of competencies - Skills/Knowledge/Attitude: Can the trainee...	YES/NO
1.	Find telephone numbers requested?	(Yes)
2.	Describe how the telephone system works in your enterprise?	(No)
3.	Explain the services provided by a company on the telephone?	(No)
Conclusion: Mira should focus her training on the last two competency elements.		

A typical entry test is summed up in Table 9:

Table 9: Typical Entry Test

	Possible methodology
Social targeting	Question: Does the participant fit the criteria to benefit from the programme (out-of-school, disabled, etc.)?
Commitment	Questions: Is the participant able to explain what s/he expects from the training and to agree on activities s/he will undertake afterwards as a result of having these expectations met? For instance, the participant of a business training should be able to explain what s/he hopes to get out of it (e.g. a business plan), and what s/he will do with this output (e.g.: request a loan and start a business).
Access	Discussions on what arrangements should be made to facilitate access of the potential trainee to the sessions, including financial support, changes in physical and/or communication access as well as training methodologies for persons with disabilities, etc.

Cost sharing should be calculated and the following taken into account:

- the current income situation of the candidate (e.g. Is s/he on the list of poor people in the municipality/district?); various costs can be applied according to the financial capacity of the trainees;
- the transport cost and the opportunity cost s/he would incur when s/he attends the programme (i.e. how much would s/he lose by not attending to his/her regular business while participating in the training). In other words, even if a participant does not pay for the training, the fact that s/he is attending and waiving the benefits of his/her regular informal work may be considered sufficient as a sign of his/her commitment to make future use of the skills s/he acquires. Additionally, disabled participants may face especially high transportation barriers if public means are not available to them. Thus, extra funds should be reserved for this purpose.

In line with the Ministry of Manpower and Transmigration Decree No. KEP.235/MEN/2003 on Jobs that Jeopardize the Health, Safety or Morals of Children, training programmes should not support child labour. It is important to be aware that in particular:

- As a general rule, children below 13 years of age should not be granted access to skills training other than pre-vocational training.
- Training programmes should not contribute to children below the minimum age of employment entering into the labour market, i.e. 15 years old, other than for light work.
- In addition, children between 15 and 18 years of age should not be exposed to hazardous work.
- If targeted at elder siblings of vulnerable children, for instance, skills training programmes can contribute to the elimination of child labour and the improvement of the socio-economic conditions of poor families.

As part of your social role, you are also encouraged to link poor participants with programmes that improve their income security, like conditional cash transfers (*Program Keluarga Harapan*), employment-intensive programmes run by the district office, and other means that will address the short-term needs of your client. This is an important aspect of the future success of the training itself; without it, many poor trainees will simply attend to their urgent needs and stay trapped in poverty.

2.9 What are Core Work Skills?

CORE WORK SKILLS – also called key competencies or core skills are generic skills that are crucial for an individual's employability. They are valid for more than one profession, so it is important to identify them in order to ensure that trainees will not need to be assessed twice for the same competency. These skills usually consist of: (a) basic literacy and numeracy, (b) communication and teamwork, (c) problem solving skills and a solution-oriented attitude, (d) adaptability, (e) self-motivation, (f) independent decision making, and (g) ethical competence. There are an increasing number of organizations that suggest basic computer skills be included in core skills.

For example, the Australian model of Employability Skills Framework is as follows:

Table 10: Australian Employability Skills Framework

Core Work Skill	Contributes to:
Communication	productive and harmonious relations across employees and customers
Teamwork	productive working relationships and outcomes
Problem solving	productive outcomes
Initiative and enterprise	innovative outcomes
Planning and organizing	long and short-term strategic planning
Self-management	employee satisfaction and growth
Learning	ongoing improvement and expansion in employee and company operations and outcomes
Technology	effective carrying out of tasks

It is important to include core work skills in the training standards, as it is unlikely that a trainee will remain in the same job until the end of his/her working life. Core work skills will allow him/her to shift to other posts/jobs and to adapt more easily to new work environments.

2.10 How to mainstream Occupational Safety and Health in a training programme?

(adapted from The Washington State Centre of Excellence for Careers in Education)

THE learning environment should be safe for all participants, trainee and trainer, and Occupational Safety and Health (OSH) should be mainstreamed in the curriculum. To this end, you should carry out the following measures:

Ensure a safe learning environment – Set up the equipment strictly according to the manufacturer's specifications and keep it properly maintained and secured. Take preventive maintenance measures, and in case of malfunction, repair the equipment as soon as possible. Clearly label any chemicals that are used in the training and keep them in a safe place. Ensure that the training place is kept clean of unused equipment and materials. First aid kits and fire extinguishers should be easily accessible. Identify where waste goes (for discarded equipment, chemicals etc.) and try to reduce its impact on the environment.

Identify risks and share information – Undertake an assessment of the mechanical hazards, the biological hazards, the chemical hazards and the ergonomic hazards that may be part of the training exercises (see Table 11: Types of Hazards). For a typology of risks, also see:

<http://www.ilo.org/legacy/english/protection/safework/cis/products/hdo/htm/index.htm>.

Table 11: Types of Hazards

Type of hazard	Examples
Mechanical hazards	Collisions, falls from heights, being struck by objects, confined spaces, slips, falling on a pointed object, crushing, cutting, friction, stabbing, puncture, noise, vibration, lighting, electricity, etc.
Biological hazards	Bacteria, fungi, etc.
Chemical hazards	Explosions, acid burns, heavy metals, solvents, petroleum, asbestos, etc.
Ergonomic hazards	Repetitive or dangerous motions, heavy lifting or other dangerous movements

Based on this assessment, design a checklist of preventive measures addressing hazards related to equipment, materials and ergonomics. Disseminate the checklist to the trainees and post it on the wall where the training is taking place. A comprehensive sample checklist is annexed (see Annex 7).

Ensure compliance – Provide relevant protective equipment (gloves, goggles, hearing protection, etc.), and ensure they are used by everybody at all times. Enforce a dress code that contributes to the protection of the trainees (long pants, hair tied back, no loose clothing or jewellery, etc.). Mainstream Occupational Safety and Health in the curriculum by promoting OSH for each task the trainee should accomplish. Ensure relevant OSH course elements are delivered first rather than later in the process. In order to reduce the risks s/he is exposed to, OSH is the top priority for the trainee before practical exercises start. It also gives the trainer an opportunity to monitor compliance throughout the training.

Special attention to children – Children below 18 years of age may not have been exposed to occupational risks before; consequently they may not perceive the importance of OSH and disregard means of protection because of the discomfort they may cause. In addition, many consequences of exposure to hazards may not become apparent immediately but in the distant future, beyond children's concerns; it is, therefore, crucial to ensure that children are informed about, understand, support and apply OSH protection.

2.11 How to include entrepreneurship skills?

MANY of the trainees are likely to start a small business in the informal economy, either as part of a group or on their own (or with their family members). For them, having gained technical skills is not enough. They also need to be able to run a business by themselves.

Having some experience of running a business is a requirement for all good entrepreneurship trainers. It is therefore recommended to outsource entrepreneurship skills trainings to established Business Development Service providers who run recognized courses like the ILO Start and Improve Your Business (SIYB) training package or the GTZ Competency based Economies through Formation of Enterprise (CEFE). The list of SIYB master trainers is annexed (see Annex 8). For more information about CEFE, see: <http://www.cefe.net>. The entrepreneurship package should cover the following competencies, at least:

Table 12: Units of Competency for Entrepreneurship Trainings

Competency units	Elements of competencies
Develop an entrepreneurial mindset	Understand the characteristics as well as strengths and weaknesses of an entrepreneur Adopt personal strategies to develop an entrepreneurial spirit
Generate a business idea	Understand why a feasibility study is important to start a business Design and implement a feasibility study Describe the business idea Test the business idea using a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis
Position the product/service on the market	Plan and conduct simple market research to learn about customers and competitors Use the four Ps concept (Product, Price, Place, Promotion) for the business analysis Prepare a marketing plan
Legally establish the business	Explain the advantages and shortcomings of the legal status of several businesses Select a legal status for the business
Understand risks and mitigation strategies	Describe the legal responsibilities as a business owner Understand the advantages of insuring the business
Manage the financial side of the business	Calculate the direct, indirect and total cost of the products Prepare a sales and cost plan and Cash Flow Plan Calculate the capital required to start a business Understand the various types and sources of start-up capital
Design a bankable business plan	Elaborate and evaluate the business plan Understand where to get the information to finalize it

A trainee learning business skills may realize that s/he needs specific technical skills to open his/her business; at the same time, a skills training programme can give a trainee the opportunity to generate a business idea. It is important, therefore, to keep the sequencing of the trainings flexible; what comes first – vocational skills training or entrepreneurship training – should depend on the needs of the trainee.

2.12 What is my role as a trainer?

Table 13: The role of a Trainer

A good trainer...		How do I rate myself on a scale of 1 (low) to 5 (excellent)
...uses a learner-centred approach	...allows the trainees to share experiences from outside the workshop and to learn from them.	
	...identifies “entry points” to the learning process in the trainees’ experiences and expectations and relates the training to them.	
	...establishes constant links between trainees’ experiences from out of the workshop and the subject at hand.	
	...identifies how each trainee learns best (e.g. through group discussions, reading, demonstration and practice, etc.).	
	...prepares a curriculum that clearly details a variety of ways the trainees can acquire the agreed competencies (user-friendly handouts, brainstorming, case studies, role plays, trainees’ projects and demonstrations, etc.).	
...reinforces a cognitive process	...promotes interaction with open questions (why? how? what are the strong/weak points? what is the weakest link? what are the conclusions? etc.).	
	...creates two-way communication by using active listening techniques (positive body language and approval).	
	...encourages questions, especially from trainees who do not participate much.	
	...guides trainees towards solutions rather than providing solutions him/herself.	
	...synthesizes information, provides “key points,” gives time for reflection and for applying what is discussed.	
	...constantly assesses trainees’ understanding (what do you think it means? how does it apply to this particular case? etc.), with a special focus on trainees with learning difficulties.	
	...speaks with a clear, audible voice and uses visual aids and practical experiences to appeal to all types of learners.	
	...provides frequent positive feedback and explains mistakes/possible improvements in a non threatening way.	
...structures all training towards	...seeks trainees’ inputs and feedback in order to improve the sessions.	
	...relates the training to its outcome – employment or self-employment – and to market requirements at all times.	
	...provides an organized plan for the sessions where each task and discussion is related to the objective and competencies to be acquired.	
	...promotes interaction with industries/markets (resource persons from the private sector, visits to business sites/industries etc.).	
...acts as a role model for trainees	...includes a comprehensive after-training support package to facilitate the training-to-work transition.	
	...models the attitudes/behaviours the trainees are expected to adopt.	
	...interacts closely with the trainees but keeps a professional distance (does not become a friend).	
	...is enthusiastic, confident and has high expectations for the trainees.	
	...provides comfort and reassurance whenever a trainee is faced with challenges, especially for trainees with learning difficulties.	

2.13 How can I empower future workers to defend their rights?

EMPOWERING future workers to defend their rights will have an important impact on their future access to decent work and on the sustainability of the economic return they receive from the training. The organizations best placed to conduct such a training module are trade unions. It is recommended that you contact the offices of the Indonesian Trade Union Confederations (KSBSI, KSPI, KSPSI Pasar Minggu, KSPSI Kalibata) to identify a trainer (see Annex 9 for contact details).

The training module should aim at empowering trainees to know, understand and be able to defend their rights at the workplace. Table 14 shows the learning outcomes and sub-outcomes that should be included.

Table 14: Learning Outcomes and Sub-Outcomes of a Training Module on Defending Workers' Rights

Learning Outcomes	Sub-Outcomes
Understand one's legal and contractual rights and entitlements	Understand international core labour standards Understand rights related to working time and leave Understand wage entitlements Understand social protection entitlements
Understand rights and apply principles of occupational safety and health	Understand occupational safety and health rights and responsibilities Identify risks and take initiative to minimize them
Defend rights and manage conflicts at the workplace	Manage conflict in a productive way Use collective bargaining and representation mechanisms

It is also important to establish a link between the trainee and the local trade union office to ensure s/he will have access to the benefits of collective bargaining. A beginner employee lacks leverage in a company; consequently, there is a need to ensure that his/her rights and interests will be represented by the trade unions within collective bargaining processes.

The ILO-EAST project developed a manual, "Youth Rights @ Work" that can be found with Indonesian Trade Union Confederations, and on the ILO Jakarta website: <http://www.ilo.org/jakarta/lang--en/index.htm>.

2.14 How can I ensure that the training is inclusive?

TRAINING will be inclusive when:

- At the time of recruitment, for equal qualification, preference is systematically given to guarantee an ethnic/religious balance (in places where it is important), and/or to actively promote the access of one group to skills. For instance, in Papua, the ethnic composition of a training batch is of crucial importance in a context where the human development of native Papuans lags behind those who moved there from other provinces.
- The training takes every opportunity to celebrate diversity as a national value that is enshrined in the official national motto 'Unity in Diversity' (*Bhinneka Tunggal Ika*). In some cases, training is a unique opportunity for members of separate communities to meet and learn new skills together. It should be taken as a chance to promote mutual understanding and diversity as a national value.
- The facilitation style of the trainer adapts to the learning patterns of the trainees (see Table 15).

Table 15: The Three Learning Patterns

Visual Learners	Learn through seeing. They need to see the teacher's body language and facial expressions to fully understand the content of a session.
Auditory Learners	Learn through listening and talking. They learn best through verbal lectures, discussion, talking things through and listening to what others have to say.
Kinaesthetic Learners	Learn through moving, doing and touching. They learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration (see 2.12 "What is my role as a trainer?")

(Source: Cotton, 2002)

- The trainer uses the multiplicity of community backgrounds as an entry point to the training (through exposure visits showing traditional skills, group work, etc.).
- One of the first sessions contains an open discussion on how beliefs, attitudes, gender, disability and expectations shape the trainer's and the trainees' approach to learning and how that could be best integrated in to the sessions.

2.15 How to include people with disabilities?

(see Annex 10: How to include persons with disabilities)

THE United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), signed by Indonesia, and the ILO Convention No. 159 of 1983 on Vocational Rehabilitation and Employment (Disabled Persons) as well as the ILO Recommendation No. 195 of 2004 on Human Resources Development promote the right of persons with disabilities to be included in the social and economic life of their communities. A very significant entry point for disabled persons is to be included in mainstream employment-related and vocational trainings.³

The participation of people with disabilities in training is therefore based not only on human rights principles but also on the notion of economic efficiency; training should allow persons with disabilities to access jobs, contribute to their communities and become less dependent on family or state resources. To this end, Reasonable Accommodation⁴ needs to be provided to persons with disabilities. It is especially important to ask the person about their particular accommodation requirements and not to make assumptions about what they need or do not need.

Historically, people with disabilities have too often been excluded from regular training programmes or trained in separate facilities. After years of social exclusion, they may lack confidence to participate in mainstream training or may not apply. The identification of people with disabilities may therefore require external support from the local office of the social welfare department and/or disabled persons' organizations in order to motivate potential trainees with disabilities to join trainings leading to employment.

Every attempt should be made to ensure that facilities are generally accessible by all persons, but some trainees with disabilities may still require specific adjustments or accommodations so they can fully participate and success in the programme (see Reasonable Accommodation above). When a potential trainee has been identified, a review of how the impairment will impact his/her capacity to participate needs to be undertaken jointly by the trainer and trainee and practical solutions need to be identified, as per the example below.

³ Art. 24 of UNCRPD states that persons with disabilities shall be especially supported "to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on equal basis with others", while Art. 27 also stresses that persons with disabilities need to have "effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training". Also, ILO Convention No. 159 (C159) of 1983 on Vocational Rehabilitation and Employment (Disabled Persons) and ILO Recommendation No. 195 (R195) of 2004 on Human Resources Development call for the inclusion of persons with disabilities in vocational training: Art. 7 of C159 states that "[t]he competent authorities shall take measures with a view to providing and evaluating vocational guidance, vocational training, placement, employment and other related services to enable disabled persons to secure, retain and advance in employment" and Paragraph 5(h) of R195 calls for "promot[ing] access to education, training and lifelong learning for people with nationally identified special needs, such as youth, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded".

⁴ Reasonable Accommodation is a unique adaptation or support that is provided by an employer, a training institution or other such provider that is necessary so that an individual with a disability can participate in trainings and work processes. This might include physical adaptations, changes to a job application process, modification of work schedules, or providing or modifying equipment. See UNCRPD, Art. 2 for more information.

Table 16: Accommodating a Visual Impairment

Impairment	Possible impact on learning capacity	Possible accommodations
Visual Impairment	Experiences difficulty orienting him/herself around the workshop	Keep the workshop clean and uncluttered; Do not rearrange equipment without notifying the trainee
	Cannot read handouts	Record all handouts on cassettes; Give priority to practical exercises.

If the disabled trainee and the trainer need some technical advice about how to make an appropriate accommodation, they can consider contacting the disabled persons' organization or a person who may be expert in accommodations for assistance and guidance.⁵ See Annex 10: How to include persons with disabilities for a complete table with different types of impairments, impacts and accommodations, which can serve as a basis for discussions with those affected.

If the accommodation requires the cooperation of other people or a group of people, it is important to explain what is required of them. For example, if a hearing impaired person is able to read lips, he or she may need to sit in the front of the room and all speakers will need to make sure they are facing that person when they make presentations or are part of group discussions. Instructors need to be role models of respectful behaviour toward disabled persons and underline that each trainee has unique strengths and limitations, and that both trainers and trainees should find ways to accommodate them. "Buddy systems" are another alternative, where another trainee will provide the necessary assistance to ensure the full participation of a trainee with disabilities. However, it is important not to impose a buddy and to make sure in advance that the disabled person wants this assistance.

You should take great care not to put the person with disabilities in any uncomfortable situation, e.g. by requesting a person with learning difficulties to read aloud in class. If you wish to assist individuals with a disability, it is best to ask them if they need help and how you can best offer assistance rather than assuming that they need help and overwhelm them with unneeded support. For example, many blind people are able to navigate without assistance but often people grab their arm to guide them. This can cause them to be put off balance. It is always better to ask if they need help and support them according to their wishes. Above all, you should demonstrate through your behaviour and actions that a more inclusive learning group is an opportunity for all and an enjoyable experience.

⁵ Check with the Indonesian Disabled People's Association (Persatuan Penyandang Cacat Indonesia, PPCI) for assistance; <http://www.inklusi.com/>.

2.16 What is the gender division of skills and how can I challenge it?

The gender division of skills is the prejudice according to which women and men must perform jobs that fit their perceived “natural attributes” or their “natural roles in society.” For instance, men would be given jobs that require more physical effort, based on the assumption that all men are physically stronger than all women. Women would take up skills that lead to home-based work because they are “supposed” to perform household duties. The reality, however, is that many women are stronger than many men and that many men show great talent for household activities such as cooking, for example.

The results of the gender division of skills are (a) a one-dimensional characterization of tasks in the job description that fit prejudicial perceptions of competencies that men and women can have (e.g. though traditionally thought of as a woman's occupation, being a nurse actually requires considerable physical strength), (b) a limited choice of jobs for both women and men, who may end up with jobs they do not like, and (c) a great loss of talents for the community and the country.

The gender division of skills is not a woman's problem, but should be the concern of all, for the benefit of all.

There are several simple actions that can tackle the gender division of labour:

1. Review, through focus group discussions, what is keeping women or men from attending specific training courses and identify specific solutions; see examples below:

Table 17: Tackling the Gender Division of Labour

Barriers to women's/men's participation	Practical solutions identified
Timing of the course collides with other tasks at home	Start time is postponed by one hour; Child care provision is provided during the course
There are no separate restrooms	Separate restrooms are made available
Families/communities maintain their prejudices on gender division of labour	A meeting is proposed to explain your point A gender equality campaign is conducted

2. At the recruitment stage, make sure that all training batches are composed of members of both sexes – especially in skills sectors that are usually dominated by one or the other sex, i.e. no more women-only sewing classes.
3. Ensure that the team of trainers is gender balanced (between 40-60 per cent is ideal, no less than 30 per cent), and that both women and men are represented at the decision-making level of your training organization.

4. Avoid images and words that reinforce the perception that men and women are created for specific labour roles.
5. Actively encourage trainees who have the courage to challenge gender prejudices by choosing skills not traditionally associated with their gender.
6. When reporting on training outcomes, always provide gender disaggregated data: "...as a result of this training, X women and Y men have found a job, A women and B men have started a business, C women and D men are still looking for a job."

Breaking Gender Stereotypes and Promoting Gender Equality: A Good Practice from PKBM JUKU EJAYA, Bantaeng

Gender stereotypes in occupational choices are widespread throughout Indonesia, as they are in many developing countries. A classic example is sewing being offered as a first choice occupation to women. There is a strong need to break these stereotypes to provide equal opportunities for both women and men to access skills training programmes in all sectors. BPPNFI, in collaboration with the ILO-EAST project in South Sulawesi, has been implementing a proactive approach to gender equality by promoting the participation of women in non-traditional training courses such as air conditioning and refrigeration maintenance, welding, cell phone repair and automobile repair. One such good example is from PKBM Juku Ejaya.

This PKBM, or Community Learning Centre, developed a training programme on motorcycle repair in collaboration with an SMK (vocational high school) in the small town of Pa'jukukang, a sub-district in South Sulawesi. While recruiting participants to the training in this traditionally male domain, the PKBM carried out an awareness-raising campaign to reach out to potential women applicants. They conducted informal meetings with young women's groups such as "*Kelompok Pengajian*" (Koran study groups) to explain the importance of training in high demand skills areas. They also persuaded religious and community leaders to include messages in their speeches on the positive impact of young women's inclusion in non-traditional skills training. The families of potential recruits were also approached to dissipate the fear of joblessness and community rejection for their daughters, and to inform them of the strong market potential of the skills identified. As a result, four women joined the course and successfully completed the training. Three of them have successfully established their own business and one is employed. They are now promoted as role models by the PKBM in order to recruit more women into non-traditional occupations.

PART 3

Conducting Assessment and Certification

By the end of this part, you should be able to:

- Choose an assessment method
- Conduct the assessment and deliver a certificate

3.1 How to identify relevant assessment methods?

(Source: Shea Business Consulting, 2009)

ASSESSMENT is the process of collecting evidence and confirming whether an individual can perform a competency to the standard expected for a given job. The following table provides a list of assessment methods and tools, including descriptions and examples of how to use them. For an assessor it is important to cross check performance results by agreeing on a variety of tools that complement each other and contribute to the validation of the results.

Table 18: Assessment Methods

Method	Description	Tools
Observation in workplace	Applicant undertakes real work activities at the workplace and demonstrates processes and/or the steps to produce a product. Demonstrate job specific skills (e.g. technician prepares hand tools in the workplace).	Instruction to candidates and assessors. Observation checklist. Description of competent performance.
Observation in simulated work environment	Applicant undertakes real work activities in a simulated situation and demonstrates the processes and/or steps to produce a product. Demonstrate job-specific skills off-the-job (e.g. at industry training centre, training kitchen, college workshop, etc.).	Instruction to candidates and assessors. Observation checklist. Description of competent performance.
Role play	Participants are assigned roles and scenarios to enact potential responses to specific situations (e.g. client complaints to the repair service).	Instruction to candidates and assessors. Scenario and outline of roles.
Verbal questioning	Assessor asks questions relevant to required underpinning knowledge (e.g. "Please describe the steps of engine maintenance.").	List of set questions to choose from.
Short answer tests	Questions are set that require one-paragraph answers. (e.g. Why is it critical to follow the standard operational procedure?)	Instruction to candidates and assessors. Formatted questions. Answer sheet.

Assessment tools and a Checklist for assessors are found in Annex 11 and 12, respectively, for easy reference.

3.2 What are the characteristics of a good assessment?

IT IS generally agreed that assessments should comply with four criteria: validity, reliability, flexibility and fairness. Table 19 shows a checklist of practical actions to ensure that these four principles are respected:

Table 19: Principles of Good Assessment

Principle	Explanation	Checklist of practical actions
Validity	An assessment can be considered valid when the evidence collected is sufficient to assert that the trainee has mastered a specific competency.	The assessment activities address all aspects of the competency standard. There is little possibility for cheating.
Reliability	The same criteria are applied in a consistent manner to all candidates.	Instructions are the same for all candidates. All candidates are given the same opportunities to answer or to perform assessment activities. Activities provide sufficient objective evidence so that a change of assessor would not impact the outcome.
Flexibility	The assessment must be adaptable to the particular context in which it takes place.	The proposed assessment makes the most of the available equipment and environment.
Fairness	The characteristics of the candidates (disability, for instance) are taken into account in the preparation and implementation of the assessment.	All candidates can understand the instructions. All candidates can implement the assessment activities. The time allocated for each candidate reflects her/his particular learning pattern.

(Source: Shea Business Consulting, 2009)

3.3 How to conduct an assessment and certification?

(see Annex 12: Checklist for assessors; Source: IAPSD, 2004)

DURING the individual or group based briefing session with the candidate, the assessor needs to (a) encourage participation from the candidate and put her/him at ease; (b) carefully explain the purpose, the context and the process of the assessment process; (c) explain what happens if they are assessed as competent; (d) explain that the candidate can always try again to pass the assessment if s/he fails.

Assessment decision-making is easy when the decision is clear – the candidate is clearly competent or not – but becomes more difficult when you have conflicting evidence or incomplete evidence. It is helpful to have an assessment tool that allows you to record the results from each different method of assessment and write a summary of your findings, such as the matrix tool in Annex 12.

Feedback to the candidate should be as positive as possible as well as a two-way process. Ask the candidate how they thought they performed, what they did well and how they could have improved their performance. Confirm their impressions and add your own observations. Give the result and ask for the candidate's feedback about the assessment process.

Table 20: Pros and Cons of various certification possibilities

Possible Certifications	Pros	Cons
A workplace certification conducted by a company-specific certification body.	Fits the needs of a specific company and serves as a basis for career promotion.	Does not promote mobility between companies as recognition is limited.
A professional certification conducted by a professional organization/association.	Recognized at national and possibly at international levels.	Expensive.
A training certification provided by a training organization (including a non-formal training organization).	In principle, allows for recognition of acquired competencies.	Possible biases.

PART 4

Providing After-Training Support

By the end of this part, you should be able to:

- Understand what after-training support is about
- Provide after-training guidance
- Network with relevant stakeholders
- Evaluate the impact of the training

4.1 What is after-training support?

DURING the training, the participants may have great hopes and intentions. However, the first experiences in the world of work can be distressing, as they suddenly measure the gap between what they have learnt and what is required of them. This is particularly true for groups that have had little formal education or limited exposure to the world of work and who may not feel secure about their skills.

More generally, graduates from a training are faced with some of the following issues: (a) challenges in access to capital, to supplies and to markets for those starting businesses, (b) lack of job search and presentation skills, (c) lack of negotiation power when asking for a loan or going through an interview, and (d) low capacity to focus on the vision or the long-term picture when overwhelmed with pressing daily issues.

After-training support should be an integral part of the training programmes. Services to be provided to the trainee after certification should be decided and agreed to in advance. You should focus on one or more of the following:

- Providing job-related coaching and psychological support;
- Increasing the trainee's understanding of the world of work;
- Advocating on her/his behalf with employment services, other training providers and companies;
- Increasing her/his job search skills; and
- Improving her/his access to start-up capital, suppliers and markets.

After-training support can also be provided through business incubators, i.e. a single place where small businesses can find all the resources they need to start their businesses (office/workshop, technology and equipment, training, methodological resources, etc.). This approach has proven successful in creating and sustaining new businesses, as the incubator continually assesses and responds to challenges identified during the businesses' development.

The success of incubators are dependent on the definition of (a) entry criteria, i.e. which businesses can be accepted in the incubator, (b) exit criteria, i.e. until what stage of development can businesses be supported, (c) what services the incubator will provide, (d) its governance system, and (e) if it functions on a subsidized basis and for how long funding will be provided.

LPK ARHAM: A Case Study of After-Training Support

LPK ARHAM, a non-formal education (NFE) agency in Takalar, trained 20 youths (including eight women) to establish businesses for computer-related services. The agency developed a well-defined After-Training Support (ATS) strategy from the very beginning of the training programme, establishing partnerships with key stakeholders to provide support to the young people's businesses after completing the training programmes. The partners in this collaboration were:

- PT.TELKOM, which agreed to provide free external modems, free internet for the first three months and support for extending internet access;
- MoNE BPPNFI, to provide start-up capital under the Rural Entrepreneurship Training (KWD) programme; and

Following the completion of the Start Your Business (SYB) training and vocational training programme, regular communication has been maintained between the training agency and the trainees starting their businesses.

Two weeks after the training, the agency tutor started monthly meetings with the ex-trainees to share information, exchange experiences and seek solutions to the challenges encountered. Resource persons included vocational trainers and SYB trainers, tutors and other ex-trainees. The issues discussed during these after-training support meetings were not limited to the technical aspects of business start-up/development but also included discussions on new business opportunities that ex-trainees could pursue. The NFE agency also often invited other parties relevant to the business such as financial institutions, Government institutions with start-up programmes and potential business partners.

Joint visits were also organized to the trainees' new businesses on a monthly basis in order to discuss progress, issues and possible solutions with the relevant resource persons. The joint field visits also proved useful in generating support and resources from the relevant stakeholders. As a result seven young people (including five women) found a job and nine (including three women) opened a business.

4.2 How to provide coaching and psychological support?

COACHING can be a powerful tool to facilitate the training-to-work transition. Coaching involves the on-site passing of skills, knowledge and experience from the trainer or an experienced individual to a trainee or a small group of trainees in a personalised and emphatic way. Coaching allows a trainee who is looking for a job, starting a new job or starting a small business to (a) express openly the problems s/he faces, (b) analyse them calmly and objectively with the coach, and (c) identify and implement solutions s/he feels confident about. The coach can be either the trainer her/himself or a professional recruited on a temporary basis.

The scope of the coaching will vary according to the trainees' goals for self-employment. The coaching will focus mainly on (a) finalizing a business plan, (b) facilitating access to start-up capital, suppliers and markets, and (c) providing feedback during the first six months of the business. If the trainees are involved in setting up a group-based business, the coach will also provide inputs on group formation and organization. For trainees aiming to be recruited, the coach will provide job search skills (e.g. curriculum vitae (CV), letter writing and interview skills) and constant feedback/encouragement during the recruitment process. It is important that the coach also assists during the first period of employment to ensure the ex-trainee actually keeps her/his job.

There are several conditions that make for a successful coaching experience:

- **A competent coach:** The coach should have the required technical competencies, but should also be able to build positive relationships with the trainees and practise emphatic listening skills aimed at empowering the trainees to find durable solutions. S/he helps the trainee to assess her/his own employability and interest and encourages her/him, e.g. when a job search does not immediately materialise in employment.
- **A trusting relationship:** The trainees should get involved in the coaching process on a voluntary basis and a trusting relationship should be established with the coach. Coaches should tailor their own communication style to the needs of the trainees and provide them with unbiased feedback. Detailed information of discussions can be kept confidential if it helps the trainee to feel more at ease. There is also a need to avoid potential conflicts of interest; the coach should not have, for instance, a business that will be a direct competitor of the trainee's.
- **Clarity of focus:** The focus of the coaching and the scope of the assistance provided should be clear for both parties and a cut-off point should be

agreed to upfront, i.e. when the coaching support will stop. It should also be made clear that the coach will not take action on behalf of the trainee; the coach is there to support the trainee, not to replace her/him. All actions for recruitment should be taken by the trainee. The coach simply allows for a critical joint assessment of the progress achieved and provides guidance as and when required.

- **Network availability:** A coach is expected to work within a network. S/he may not have the answers to all the trainee's questions but should be able to build bridges between the trainee and the right institutions, the right resource persons, and the right companies. To this end, the coach should constantly update her/his knowledge of the labour market.
- **Peer support:** For people with disabilities, a coach who understands the challenges and barriers disabled people may face in accessing training, and who works in the same field, can provide important support. People with a similar disability or those who have succeeded in the same field can be effective role models as well. Check with a disabled person to see if they would like a coach or mentor before assuming they do.

4.3 How to organize on-the-job training schemes?

WHETHER on-the-job training belongs to the training or after-training part is subject to discussion. Our choice to include it in the after-training part reflects the general practice in Indonesia, but does not preclude the use of assessment and certification for this part of the training/after-training.

Paid or unpaid temporary on-the-job training allows the trainees to experience firsthand the tasks and responsibilities of a certain job and to decide on what they like or dislike. For trainees coming from a non-formal education background, it is also an opportunity to realize that what they have learnt outside the classroom is an important part of their competencies. It also allows for a reduction of the turnover in the first year of employment caused by the unrealistically high expectations of the trainees, and for employers to realize the value of keeping the trainee in the company. The minimum duration of on-the-job training that should be considered is three months.

Job shadowing allows for the trainees to follow a professional for an entire day and learn by watching the work process. This can be arranged in some cases with the parents of the trainees or local businesses. It can play an important role in familiarizing young people with jobs that are not traditional to their gender or against which they have expressed prejudices (blue collar jobs, for instance).

There are several steps in developing efficient on-the-job training opportunities:

- **Identify a collaborative company** – by surveying available companies in the area (directly or through the offices of the local chamber of commerce, or KADIN). Ideally, such companies would have been identified as part of the training needs assessment and on-the-job training would be just one more step in the collaboration between the training provider and the companies concerned.
- **Agree on learning goals** – on-the-job training should be just another way for the trainees to acquire competencies that have already been prioritized with the companies. It is important that the learning goals are specified upfront to ensure that the experience will be useful for the trainees. Learning goals can be agreed as part of a Memorandum of Understanding that is signed by the training provider, the trainee and the employer.
- **Ensure availability of a training referee** – this qualified staff member will supervise the on-the-job training and will be available for questions, guidance and feedback.

- **Linkages with other parts of the training** – there should be important linkages between the contents of the on-the-job training and the rest of the training. Ideally, theoretical classes should provide the theoretical background for the experience that will be acquired by the trainee on the job. Debriefing sessions should be held to allow for reflection on the competencies acquired through on-the-job training. Report writing will also provide an opportunity for the trainee to think critically about the experience.
- **Certificate** – The skills acquired during an on-the-job training can also be assessed during the certification process or can be the subject of a joint certification by a panel involving the trainer and the employer. Even if the

Note: trainees need to be insured during their period of on-the-job training with companies.

on-the-job training does not lead to a full-time employment with the company, the certificate and a letter of recommendation, if given, will be of great help when applying to other companies.

4.4 How to prepare job search skills training?

Trainees need support and special skills to put together an individual strategy on how to (a) map out available job opportunities, (b) approach employers, (c) get invited to interviews, and (d) secure a job. These skills are very important, especially in the context of the short-term contractual status of many jobs; the trainee is likely to use job search skills more than once in her/his professional life.

Research has shown that most young Indonesians got their first jobs through family, friends and other contacts they had before starting the search (ILO, 2006). A key recommendation for the trainees is to start screening personal contacts and identify those who may lead to a first interview. Contacts and networks are, however, not a replacement for skills, and it is unlikely that a trainee will get hired if s/he has not mastered the required competencies.

In addition, job search skills will depend on the recruitment procedures of the companies/economic sector targeted. Trainees will have to adapt their written and oral presentation skills depending on the requirements. The search for a job as a secretary in a company will not be the same as it is for those aspiring to become a garage mechanic: posts will not be advertised through the same channels and written and oral presentation requirements will be different, etc.

You should therefore observe the targeted businesses and interact with the people in charge of recruitment (the human resource department) in order to gain a good understanding of the following:

- Which companies are hiring in the targeted economic sector?
- What are the recruitment channels (through radio, newspapers, direct recruitment)?
- What written communication is expected (formal CV and cover letter, certificates, etc.)?
- What is the dress code and expected oral style (formal/informal, etc.)?
- Once these have been established, the job search skills can be prioritized accordingly. They may include the following:

Table 21: Job Search Skills

Competency unit	Elements of competency
Secure a job	- Conduct research on potential employers. - Write a CV and other introductory documents (emails, cover letter, etc.). - Introduce oneself on the phone. - Take a written test – including a psychological test – according to skills requirements and recruitment practices. - Answer questions during an interview. - Dress and behave appropriately during an interview. - Establish an action plan for the application process.

Trainees with disabilities should decide at which point in the recruitment process to mention their disability, depending on whether it is visible and whether they will require specific accommodations at the workplace. When disclosing it, the emphasis should be on their skills and how they have learned to overcome barriers in the environment and to their success (e.g. “I have vision difficulties; however, I have learned to use text to speech software on the computer, which I find faster than normal reading and typing”). See Annex 13 for additional do’s and don’ts for persons with disabilities during recruitment interviews.

4.5 How to conduct training sessions on job search skills?

(See Annex 14: CV checklist and sample, Annex 15: Job Search Websites in Indonesia and Annex 16: Sample matrix of how to grade a mock interview)

ENSURE that trainees have screened their personal contacts and elicited support from all the relevant ones, including family members, neighbours and college friends, or through online social networking. With each trainee, establish and maintain a matrix of businesses and companies they want to target, which will allow you to establish a systematic follow-up:

Table 22: Job Search Matrix

Business	CV + letter	Phone interview results	Interview	Remarks
XX	Sent on 15/02	Called on 01/03		
YY	Sent on 15/02	Called on 22/02 Call for results on 01/03		
ZZ	Sent on 15/02	Called on 22/02	On 15/03	

Facilitate the research on targeted companies through KADIN (provincial Chamber of Commerce), professional associations, or through the internet. Trainees should know as much as they can about the companies they contact, especially about (a) their activities, (b) the competencies they require, and (c) their business culture and dress code, so that the trainees are able to prove that they fit the companies' needs.

Facilitate CV drafting based on commonly agreed models (see Annex 14), and explain how they can be tailored to the expressed need of the businesses. Ensure trainees develop lists of accomplishments to support their application for each post they will apply for.

Ensure that newspapers, radio and internet are screened systematically for any job offer, and CVs and letters are sent immediately.

Simulate interviews in groups; try to make it fun in order to reduce the trainees' anxiety.

Organize workshops on interview skills with professionals from the private sector to put the trainee in a "real life" situation. The professional should give individual feedback at the end, based on recognized criteria that focuses on competencies and the appearance/behaviour of the candidate (see Annex 16: Sample matrix of how to grade a mock interview). The sessions should focus on both face-to-face

and phone interviews. Review the tapes with peers and identify together what should be improved and how this can be practised.

Create a job board that contains updated job contacts and employer/career information.

Emphasize the following:

Most young unemployed Indonesians apply to fewer than four jobs. Those who are employed have sent more than five CVs. Job search is about endurance and persistence; you should help your trainees to overcome discouragement.

4.6 How to network with other training providers, employment services and BDS?

Other training providers – As part of the life-long training approach, one training on a single competency will not be sufficient for the entire professional life of an individual. Also, one training provider won't be capable of answering all the training needs of its clients. Consequently, it is important that you keep an updated mapping of other training providers in the area and of the skills training they provide and, also, to build/institutionalize bridges between complementary trainings. In this regard, the application of a competency-based approach will be an advantage, as it will allow providers and trainees to identify where training at different levels of the same competency field is delivered.

Employment services – The Ministry of Manpower and Transmigration and its provincial offices provide intermediary services to link workers with potential employers through “bursa kerja” and at “3 in 1 Kiosks” in the TVET centres (BLKs, Balai Latihan Kerja). See www.infokerja.depnakertrans.go.id and www.kios3in1.net for more information. Private employment services mainly include those with links to foreign countries for recruitment. It is your responsibility to ensure that protective safeguards are in place before sending youths to a recruitment agency.

Sector associations – They often play an important role in gathering information on jobs in demand and facilitating possible placement.

Business Development Services – BDS provide specialized services to entrepreneurs, usually for a short period during a crucial moment in the development of the business. These services may include training, design, coaching, marketing, etc. They can be provided under different types of relationships (supplier/buyer, subcontracting, franchise and licensing, business associations and informal business networks). Payment can be made either on a commission or on a fee basis. Entrepreneurs may also benefit from a subsidized price if there is a Government or a donor programme supporting the BDS. Garuda Food, for instance, provides capacity building to micro-businesses that manage its distribution. There are also BDS companies that specialize in the furniture sector in Java; they provide design and marketing support to several small businesses that pool their resources together to be able to afford these services. It is important to keep an updated list of available services and to orient the trainee/entrepreneur towards them according to her/his needs. You can also accompany the entrepreneur and advocate on her/his behalf if it is likely to bring down the cost and guarantee quality services.

4.7 How to network to facilitate access to start-up capital for trainees?

Most young Indonesians will end up working in the informal economy. The proposed training will have already included the entrepreneurship skills part, and a business plan should have been made by those intending to start a business. As part of the after-training support, it is important that the trainer attempts to link the certified trainee with the available sources of capital to allow the trainee to start her/his business.

You should keep an updated mapping of possible sources of start-up capital to allow you to orient trainees towards the most appropriate one when their business plan is completed. Recent ILO studies show that family credit/grants are the most usual source of funds for young entrepreneurs in Indonesia (ILO, 2011). Young entrepreneurs sometimes also benefit from their parents' businesses' physical capital/equipment to start with and might, for instance, sell a separate product within the same shop.

Another way to facilitate the linkage of trainees with sources of start-up capital is to invite someone from a bank or MFI to participate in the entrepreneurship skills training sessions in order to raise the trainees' awareness about the potential challenges in accessing start-up capital. It also allows the MFI/bank representative to see firsthand the quality of the training provided, which is likely to improve his/her attitude towards the trainees when they eventually apply for a loan.

Table 23: Financial Sources for Start-Up Businesses

Financial source	Requirement for start-up capital
Commercial banks	1 year of experience
LKBB (<i>Lembaga Keuangan Bukan Bank</i> ; Non-bank financial institutions)	Business plan, collateral, high interest
Micro Finance Institutions (MFI)	Business plan, collateral and/or 1 year of experience
Cooperatives	Membership
As part of Corporate Social Responsibility (CSR) programme of large companies	Business plan, no collateral, need recommendation from other organizations etc.
Family members	Flexible
Government programmes (e.g. The Credit for the People (KUR) scheme; see below)	Flexible

The Credit for the People (KUR) scheme

The Credit for the People (KUR, *Kredit Usaha Rakyat*) scheme is based on a 2007 initiative from the President of Indonesia. It is a loan scheme specifically designed for viable Micro, Small and Medium-sized Enterprises (MSMEs) and Cooperatives which do not have sufficient collateral according to Indonesian banking regulations. The scheme was launched in November 2007 and is designed to create employment opportunities and alleviate poverty in Indonesia. It is based on a Memorandum of Understanding between six ministries (Ministry for Cooperatives and SMEs, Ministry of Finance, Ministry of Agriculture, Ministry of Forestry, Ministry of Maritime Affairs and Fisheries and Ministry of Industry), two Credit Guarantee Institutions (Perum Sarana Pengembangan Usaha and PT. Asuransi Kredit Indonesia) and six public banks (Bank BRI, Bank Mandiri, Bank BNI, Bank BTN, Bank Bukopin, and Bank Syariah Mandiri).

The current KUR scheme (August 2011):

- Max. credit value of IDR 500,000,000 per debtor;
- Interest rate of up to 16 per cent per annum (effective);
- Division of risk insurance: 70 per cent with an insurance company and 30 per cent with the respective bank;
- Professional assessment of the viability of the enterprise by the respective bank;
- MSMEs and Cooperatives do not have to pay an underwriting fee.

How to access the scheme:

- Contact the nearest local branch office of a participating bank;
- Submit all required documents according to the regulations of the respective bank;
- Submit the loan application form;
- The bank will assess the viability of your enterprise/cooperative;
- The bank will approve or reject the loan application.

Source:

http://www.depkop.go.id/index.php?option=com_content&view=article&id=351

4.8 How to organize promotional exhibitions and job fairs?

(see Annex 17: Sample questions for job fair organizers)

Job fairs are events designed to provide face-to-face contacts between young people and potential future employers. Students talk with recruiters on the spot and get an overview of the job opportunities in the region. Job fairs are only an efficient after-training tool if there are enough job opportunities in the area and if you have been able to convince employers that it is a useful tool to incorporate into their recruitment strategies.

Secure funding from public or private sources – Companies, public offices and donors may be interested in funding the event; for this, a proposal will have to be drafted. If you manage a small-scale training centre, you may want to partner with other training centres to set up the event. If this is the case, ensure that your trainings and their impact are well advertised throughout the event.

Negotiate for the companies' participation – Map out between 15 and 30 companies that would be interested in participating and identify their specific interest in the event. Discuss the company's participation with the person in charge of human resources. A company's participation can be fee-based or free of charge, depending on whether the company perceives the event as an efficient way to meet with a lot of potential recruits, thereby reduce their hiring costs. The participating companies should represent a wide variety of sectors in order to provide the trainees with exposure to various jobs.

Prepare the students to make the most out of the job fair day – Students need to conduct research on the companies they will meet, including profile, products, and available jobs. They need to have their CVs ready and a list of questions they would like to ask. They also need to be trained on presentation skills (dress code, body language) prior to the event. The trainer also needs to define certain tasks they will have to accomplish during the day, such as the number of interviews to be carried out, the number of CVs to be distributed, etc.

Organize the event – The venue should be easily accessible and provide the companies with enough space to exhibit their activities. If possible, it should correspond with the recruitment process of participating companies. The fair should look attractive for both companies and graduates. National holidays and cultural/religious holidays should be avoided. A speech by a local official can and should be arranged if you can perceive a special benefit from it. The job fair may also give trainees the opportunity not only to discuss but also to try specific tasks in settings arranged by the companies themselves.

Document and evaluate – The event should be documented with pictures and videos for the organization's records. Local media may also be invited to participate. The impact of a job fair can be assessed by distributing separate questionnaires to:

- (1) Organizers (e.g. How have they managed the job fair and found suitable companies to participate?; see Annex 17 for more sample questions);
- (2) Applicants/job seekers (e.g. Did the job seeker find what s/he was looking for?); and
- (3) Employers/companies (e.g. How many job seekers could be recruited? What are the weaknesses of applicants?).

4.9 How to measure the impact of the training?

The right measure for the success of a training is not the amount of equipment used, the number of students or the level of funding, but rather the number of young women and men trained that are either employed or self-employed as a direct consequence of the training (i.e. they are using the skills they have acquired).

Information about the impact of training can be used to (a) show that you are doing good work, which can help with funding applications or other requests for assistance; (b) improve the content of training programmes; and (c) provide advice to current trainees on how the skills they are learning apply to the world of work.

The certification process, whereby only a certain percentage of trainees get certified as per agreed performance criteria, is the first measure of the impact of the training (provided that the assessment is done in a fair and transparent way). It is also important to measure the more long-term impact of the training in terms of employment outcomes. This can be done through two main approaches, explained below:

The first is by providing a ***breakdown of the trainees' employment situation after the course*** (per cent of women and men employed, self-employed, looking for a job). This can be done through a simple door-to-door survey with multiple choice questions. The information gathered can be presented in promotional leaflets and included in grant proposals. Internal promotion of previous successes posted on a board on the workshop wall will also motivate the trainees currently taking part in the training package.

Example: Between January and June 2009, 48 women and 14 men were trained in the car repair workshop. Of those trained, 32 women and 10 men were certified as competent. After six months, 28 women and eight men were employed in garages, 10 women and one man had started their own business, and 10 women and five men were still looking for work.

Another approach is to compare the trainee's employment situation ***before and after*** the course. For this approach, a questionnaire is completed when the student registers and again six months after the training. It focuses on employment status (employed/not employed/self-employed) and income level, job responsibilities, work conditions, etc.

When figures have been generated, it is important to use them for promotion (comparing them with the performance of competing institutions, for example), for career guidance with the current batch of trainees and to establish quantitative objectives for the next training period.

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ANNEXES

Annex 1: Contact details of the provincial Chambers of Commerce

KADINDA Aceh Anggroe Darussalam Jl.Perdagangan No.4 Banda Aceh Telp.62-651-22036/21811 Fax.62-651-21811	12. KADIN D.I.Yogyakarta Jl.Sultan Agung 8 Yogyakarta Telp.62-274-376591,378811 Fax.62-274-378833	23. KADIN Sulawesi Selatan Jl. A. Yani 23 Ujung Pandang Telp.62-411-321704 Fax.62-411-326553
KADIN Sumatera Utara Jl.Sekib Baru 16 Medan Telp.62-61-527799 Fax.62-61-547192 Telex.51641 inanta ia	13. KADIN Jawa Timur Jl.Kembang Jepun 25-27 Surabaya Telp.62-31-340481,22804 Fax.62-31-22804	24. KADIN Sulawesi Tengah Jl.Sulawesi 39 Palu Telp.62-451-21929,23373 Fax.62-451-27275
KADIN Sumatra Barat Jl.S.Parmar No.118 B Padang 25001 Telp.62-751-52210,58800 Fax.62-751-33572	14. Kadin Bali Bali CCI Gedung Merdeka 3rd Fl. Jl. Surapati 7 Denpasar 80232 Tel. 62-361 233053 Fax. 62-361 227020	25. KADIN Sulawesi Tenggara Jl.Drs.H.Abdullah Silonde 83 B Kendari Telp.62-401-21256 Fax.62-401-23167
KADIN RIAU Jl.Jend.Sudirman Komp.Bisnis Center No.A1 Pekanbaru Telp.62-761-31827,31687 Fax.62-461-31827	15. KADIN Nusa Tenggara Barat Jl. Tambora 2 Mataram Telp.62-364-25739 Fax.62-364-25741	26. KADIN Maluku Jl.Rijali 11-B Ambon Telp.62-911-52260 Fax.62-911-42094
KADIN JAMBI Jl.Prof.Dr.Sri Soedewi MS, SH No.E-6 Jambi Telp.62-741-64490,64436 Fax.62-741-64436	16. KADIN Nusa Tenggara Timur Jl. Flores 4 Kupang Telp.62-391-22028 Fax.62-391-22028	27. KADIN Maluku Utara Jl.Tanah Tinggi 20 Ternate Telp.62-921-21398
KADIN Sumatera Selatan Gilir Barat Permai Blok D1/27 Jl.Letkol Iskandar Palembang Telp/fax.62-711-356187	17. KADIN Kalimantan Selatan Jl.Brigjend.Katamso 17-25 Banjarmasin Telp.62-511-52075,55404 Fax.62-511-55404	28. KADIN Papua Jl.Tugu I/100A Apo Jayapura Telp.62-967-33420 Fax.62-967-33420
KADINDA Bangka Belitung Jl.DI Panjaitan Sei Liat Telp.62-717-92603, 92085 Fax.62-717-92660	18. KADIN Kalimantan Barat Jl.Zainuddin 8 Pontianak Telp.62-561-34354,33137 Fax.62-561-33137	29. KADINDA Bengkulu Gedung Remox, Lt.3 Jl.Sutoyo 33 Bengkulu Telp.62-736-20107,20108 Fax.62-736-20107
KADIN Lampung Jl.Ikan Tongkol 14 Teluk Betung Bandar Lampung Telp.62-721-488882 Fax.62-721-488883	19. KADIN Kalimantan Tengah Batang Garis Bisnis Center Jl.DI Panjaitan Lt.2 Palangkaraya 73112 Tel/fax.62-514-25308	
KADIN Jakarta Pertokoan Majapahit Permai Jl.Majapahit 18-22 Jakarta 10160 Telp.62-21-3803091,3844533 Fax.62-21-3844549	20. KADIN Kalimantan Timur Jl.Mulawarman 19 Samarinda Telp.62-541-41887 Fax.62-541-42555	
KADINDA Jawa Barat Jl.Suniaraja 3 Bandung 40111 Telp.(62-22) 4203301, 4260685 Fax.(62-22) 4201496	21. KADIN Sulawesi Utara Jl.A.Yani 37 A Manado Telp/fax.62-431-51376	
KADINDA Jawa Barat Jl.Suniaraja 3 Bandung 40111 Telp.(62-22) 4203301, 4260685 Fax.(62-22) 4201496	22. KADINDA Gorontalo c/a PD.Pedago Jl.Pertiwi 6 Gorontalo	

Annex 2: Household Survey – Instructions for Enumerators

- Introduce yourself as a survey enumerator for work assigned by an Implementing Partner.
- Explain the objective(s) of the survey, i.e. studying the profile of households concerned with regard to the consumer's basic needs for goods and services). Also explain that the main purpose is to study the need for goods and services in order to decide which skills training is relevant to local youths who have dropped out of school.
- Do not promise any remuneration or provide any guarantee that direct benefits can immediately be felt by respondents as a result of their answers to the survey.
- Formulate questions very clearly and give further explanations if needed.
- Mention the list of goods and services very clearly; explain or translate their names into local dialects or languages if necessary.
- Fill in the survey instruments very clearly in accordance with the responses of the respondent.
- When the interview is over, thank the respondent for their cooperation and inform them that their answers will be useful for planning potential local skills training for youths.

Annex 3: Tips for facilitating focus group discussions

(in order to validate the results of household surveys and enterprise surveys)

- Meeting with community members on an informal and individual basis is important for gathering information that will guide the preparation of the focus group discussions.
- The timing should be arranged to allow for women to participate; between 40 and 60 per cent of the participants should be women.
- The group should feel comfortable in the venue; the seating arrangements should be to their liking and promote participation (e.g. on the floor/on chairs, in a circle).
- Participation should be on a voluntary basis and the exercise should be fun.
- After the opening words, start with a brainstorming of ideas based on the results of the surveys; write down ALL inputs from participants, including repeated or similar ideas.
- DO NOT argue against or analyse ideas at this stage.
- Encourage and provide opportunities to participate and contribute for each participant in the meeting.
- Push for non-traditional, creative and/or innovative skills ideas.
- Ask the groups to help you organize such skills ideas; put similar ideas together and summarize them on a flip chart. Direct the groups to identify or determine temporary priorities for such ideas.
- The job of the facilitator is to get a consensus from the community on several priority skill areas. Prioritization is a difficult process because participants whose ideas are not chosen might be upset. The key to solving this issue is to make the process fun and not too serious.
- Briefly and concisely summarize all the inputs obtained from the meeting; explain the steps you will be taking to continue the analysis and propose new skills trainings.

Annex 4: Interview tips

- Establish a list of accomplishments showing competencies for the job you are interviewing for.
- Keep this list and your CV in front of you to answer questions.
- Have a pen and paper ready to take notes.
- For phone interviews, cut all sounds (radio, TV), ask other people and pets to leave the room, ensure the phone connection will be working well (if coverage is insufficient, go to a quiet place where it is better or provide a landline number).
- Smile – smiling will change the tone of your voice.
- Do not interrupt the interviewer.
- Listen carefully and ask for clarification if you don't understand the question clearly.
- Speak slowly and enunciate clearly.
- Take time to provide short and to-the-point answers based on your own experience.
- Don't smoke, chew gum, eat or drink, however casual the interview is.
- Turn off your mobile phone.
- Do not ask about salary and work conditions too early in the interview.

Annex 5: Example of an Indonesian competency standard

(source: Ministry of Manpower and Transmigration Decree No. KEP.240/MEN/X/2004 on the Establishment of Indonesian National Work Competency Standards for the Metal and Machinery Sector, Vol. 1, p. 181-184)

KODE UNIT	: LOG.OO05.002.01
JUDUL UNIT	: Menyolder dengan Kekuatan Tinggi dan Melepasnya
DESKRIPSI UNIT	: Unit ini menggambarkan kegiatan melakukan proses penyolderan kekuatan tinggi dan melepasnya, yang meliputi kegiatan memahami spesifikasi pekerjaan, persiapan menyolder termasuk pemotongan/pembentukan bahan dan pemasangan alat solder, pemasangan bahan solder serta pelaksanaan penyolderan, tes/pemeriksaan sambungan dan pengerjaan ulang/perbaikan kesalahan.
Bidang	: Fabrikasi
Bobot Unit	: 4
Unit Prasyarat	: LOG.OO05.001.01: Penyolderan/Pematrian Manual Komponen-Komponen Elektrik/Elektronik

ELEMEN KOMPETENSI		KRITERIA UNJUK KERJA	
01	Menentukan kebutuhan pekerjaan	1.1	Spesifikasi pekerjaan ditentukan menggunakan lembaran data, spesifikasi, gambar teknik atau melalui konsultasi dengan ahli teknik.
		1.2	Alat-alat perlengkapan dan bahan yang benar dan sesuai terseleksi.
02	Persiapan menyolder	2.1	Bahan/alat potong, pembentuk dan atau alat pelubang (bor) teridentifikasi.
		2.2	Bahan-bahan/alat-alat dibersihkan mengacu pada spesifikasi menggunakan bahan dan prosedur yang benar dan sesuai.
		2.3	Penyetelan dan/atau teknik memasang yang benar dan sesuai.
03	Bahan-bahan solder	3.1	Bahan/alat yang dipasang/digunakan mengacu pada spesifikasi menggunakan alat-alat dan teknik yang benar dan sesuai.
		3.2	Pelaksanaan penyolderan menggunakan teknik-teknik yang benar dan sesuai, termasuk penggunaan fluksi yang cocok.
		3.3	Teknik-teknik yang perlu dilakukan untuk menjaga bahan/alat dari kerusakan akibat panas.
		3.4	Papan sirkuit pencatat, hasil pemasangan dan komponen-komponen tertangani sehingga tercegah kerusakan mekanik atau kerusakan akibat elektrostatik.
04	Tes/pemeriksaan sambungan solder	4.1	Pemeriksaan secara visual dilakukan untuk menjamin kesesuaian dengan spesifikasi.
		4.2	Bila dibutuhkan, tes mekanik/kelistrikan dilakukan menggunakan teknik-teknik dan perlengkapan yang benar dan sesuai untuk menjamin kesesuaian dengan spesifikasi.
05	Pengerjaan ulang/perbaiki kesalahan sambungan termasuk melepaskannya	5.1	Pengerjaan ulang/perbaikan dilakukan untuk menjamin kesesuaian dengan spesifikasi.
		5.2	Hasil pengerjaan ulang/perbaikan diperiksa dan dites.

BATASAN VARIABEL

Unit ini mencakup penyolderan/melepas solder untuk instalasi dan fabrikasi kelistrikan/komponen elektronik pada tingkat lanjutan atau spesifikasi militer, atau ketahanan/kekuatan sambungan kelistrikannya sangat penting. Juga, mencakup penyolderan komponen-komponen elektronik yang memerlukan pencegahan terhadap kerusakan oleh elektrostatik atau kebutuhan lain yang sama dengan hal tersebut.

Pekerjaan dilakukan sendiri menggunakan standar mutu, keselamatan kerja dan prosedur-prosedur kerja yang telah ditetapkan sebelumnya. Unit ini mempunyai aplikasi yang terbatas dan perlu dibatasi dalam melakukan pekerjaannya sesuai perlengkapan, dimana kemampuan yang kontinyu sangat penting hal ini juga termasuk untuk mengerjakan spesifikasi militer. Unit ini dapat juga mencakup penyolderan “pelapisan permukaan alat-alat”, (surface mount devices) secara elektronik. Pekerjaan ini dilakukan di bengkel, laboratorium atau pada “situ”. Peralatan dan perlengkapan yang benar dan sesuai terdiri dari semua tipe pemanas, obeng, alat potong, sikat baja, kikir, mulut tip, penyemprotan solder, alat pengikat, dll.

Penanganan yang sesuai terdiri dari metode yang benar untuk memperkecil kerusakan oleh elektrostatik, penanganan secara manual, atau kerusakan komponen oleh panas. Lembaran kerja yang terdiri dari prosedur operasional yang standar atau melalui konsultasi dengan seorang ahli teknik. Tes dan pemeriksaan dilakukan secara visual, mekanik atau teknik-teknik kelistrikan. Semua pekerjaan dilakukan dengan mengacu pada kebutuhan peraturan dan perundang-undangan. Jika diperlukan alat ukur listrik yang presisi, diterangkan pada unit lain. Tergantung pada pekerjaan solder yang sebenarnya, peralatan tangan dan mesin-mesin dan gambar kerja mungkin diperlukan. Hal ini terdapat pada Unit LOG.OO18.01.01 (Menggunakan perkakas tangan), unit LOG.OO18.02.01 (Menggunakan perkakas bertenaga/operasi digengam) dan unit LOG.OO09.002.01 (Membaca Gambar Teknik). Solder manual pada instalasi dan fabrikasi kelistrikan/komponen elektronik yang terpadu unit LOG.OO05.001.01 hubungannya dengan unit tidak begitu penting.

PANDUAN PENILAIAN

1. Konteks Penilaian

Unit ini dimungkinkan untuk dinilai pada pekerjaan, tidak pada pekerjaan atau kombinasi antara keduanya. Kompetensi-kompetensi yang termasuk pada unit ini perlu didemonstrasikan secara individual atau kelompok kecil dari suatu grup. Lingkungan penilaian sebaiknya menyenangkan bagi peserta.

2. Kondisi Penilaian

Peserta akan disediakan semua lata, perlengkapan, bahan dan dokumen yang dibutuhkan. Peserta akanizinkan mengacau pada dokumen-dokumen:

- 2.1 Prosedur yang sesuai dengan pekerjaan.
- 2.2 Spesifikasi yang sesuai dengan produk dan manufaktur
- 2.3 Peserta akan diperlukan untuk:
 - 2.3.1 berbicara, atau berkomunikasi dengan metode yang lain
 - 2.3.2 menjawab pertanyaan-pertanyaan yang diberikan penilai
 - 2.3.3 mengenal rekan kerja yang dapat membantu dalam penguasaan kompetensi yang diinginkan
 - 2.3.4 memberikan petunjuk terhadap masalah-masalah di luar pekerjaan yang sesuai dengan unit ini, penilai harus yakin bahwa peserta dapat menguasai dan konsisten melakukan seluruh elemen dalam unit ini dengan mengacu pada kriteria, termasuk pengetahuan yang diperlukan.

3. Aspek Kritis

Unit ini dapat dinilai dalam hubungannya dengan unit-unit lain seperti keselamatan kerja, mutu, komunikasi, penanganan bahan-bahan, mencatat dan melaporkan hal-hal yang berhubungan dengan penyoldran kekuatan tinggi dan melepasnya atau kompetensi-kompetensi lain yang dibutuhkan untuk melatih keterampilan-keterampilan dan pengetahuan yang berhubungan dengan unit ini.

4. Catatan Khusus

Selama penilaian, peserta akan:

- 4.1 mendemonstrasikan praktek kerja secara man sepanjang waktu.
- 4.2 mengkomunikasikan informasi tentang proses-proses kerja, kejadian atau tugas-tugas yang dilakukan untuk memastikan bahwa hal tersebut aman dan bekerja secara efisien.
- 4.3 tanggap terhadap kualitas kerjanya.
- 4.4 merencanakan pekerjaan dalam segala situasi dan mengulang pekerjaan yang diperlukan.
- 4.5 melakukan semua pekerjaan sesuai dengan prosedur-prosedur operasional standar.
- 4.6 melakukan semua pekerjaan sesuai spesifikasi.
- 4.7 menggunakan teknik-teknik yang umum dipakai, praktisi, proses-proses dan prosedur kerja, pekerjaan-pekerjaan tersebut akan dilengkapi dengan patokan waktu yang pantas dalam kaitannya dengan aktivitas-aktivitas kerja yang khusus/khas.

5. Pedoman Penilai

- 5.1 Semua lembaran data, spesifikasi, instruksi dan gambar teknik yang relevan diperoleh dalam hubungannya dengan prosedur-prosedur kerja. Bila perlu, ahli teknik dikonsultasikan sesuai spesifikasi pekerjaan tsb.
- 5.2 Pekerjaan yang akan dilakukan dapat diidentifikasi. Spesifikasi-spesifikasi yang menyinggung pada pekerjaan yang akan dilakukan dapat dikenal/diidentifikasi.

- 5.3 Alat-alat, perlengkapan dan bahan-bahan yang sesuai untuk melakukan pekerjaan dapat diidentifikasi. Alasan dalam memilih alat-alat, perlengkapan dan bahan-bahan dapat diberikan.
- 5.4 Sebaiknya, bahan/alat yang disolder dipotong, dibentuk dan/atau dibor sesuai spesifikasi dalam hubungannya dengan prosedur operasional standar.
- 5.5 Prosedur pemotongan, pembentukan dan/atau pengeboran bahan/alat-alat untuk penyolderan dapat diberikan. Spesifikasi bahan/perlengkapan untuk memotong membentuk dan/atau mengebor dapat diidentifikasi. Alasan dalam memilih alat-alat dan perlengkapan dapat diberikan.
- 5.6 Bahan/alat yang akan disolder dibersihkan sesuai dengan spesifikasi dalam hubungannya dengan prosedur operasional yang standar.
- 5.7 Prosedur-prosedur membersihkan bahan-bahan/alat-alat sebelum dilakukan penyolderan dapat diberikan. Bahan-bahan yang digunakan untuk membersihkan bahan-bahan/alat-alat yang akan disolder dapat diidentifikasi. Tindakan pencegahan kecelakaan diperhatikan saat membersihkan bahan-bahan/alat-alat yang disolder dapat diidentifikasi.
- 5.8 Bahan-bahan/alat-alat yang disolder diatur secara benar dan/atau terpasang sesuai prosedur operasional standar.
- 5.9 Prosedur-prosedur penyetelan dan memasang bahan/alat yang disolder dapat diberikan. Alat-alat, teknik dan perlengkapan yang digunakan saat penyetelan dan pemasangan bahan/alat yang disolder dapat diidentifikasi.
- 5.10 Bahan-bahan/alat-alat yang disolder terpasang sesuai dengan spesifikasi.
- 5.11 Spesifikasi-spesifikasi tentang pemasangan bahan/alat-alat yang disolder dapat diidentifikasi.
- 5.12 Bahan-bahan/alat-alat yang disolder menggunakan teknik yang sesuai dan pemakaian fluksi mengacu pada prosedur operasional standar.
- 5.13 Prosedur-prosedur menyolder bahan/alat-alat dapat diberikan. Peralatan perlengkapan dan teknik-teknik menyolder dapat diidentifikasi. Alasan menggunakan fluksi saat menyolder dapat dijelaskan. Alasan memilih fluksi dapat diberikan.
- 5.14 Bahan-bahan/alat-alat waktu menyolder terjaga dari kerusakan akibat panas menggunakan teknik-teknik yang sesuai dengan prosedur operasional standar.
- 5.15 Prosedur-prosedur menjaga bahan/alat-alat dari kerusakan akibat panas dapat diberikan. Peralatan dan teknik-teknik yang digunakan untuk memperkecil kerusakan bahan/alat yang disolder dapat diidentifikasi. Konsekuensi bila tidak menjaga bahan/alat-alat dan kerusakan akibat panas dapat diberikan.
- 5.16 Papan sirkuit pencatat, hasil pemasangan, komponen-komponen tertangani untuk mencegah kerusakan mekanik atau akibat elektrostatik.
- 5.17 Prosedur-prosedur penanganan papan sirkuit pencatat, hasil pemasangan dan komponen-komponen untuk mencegah kerusakan akibat elektrostatik dan kerusakan mekanik dapat diberikan. Usaha pencegahan untuk mencegah kerusakan tersebut dapat diidentifikasi. Peralatan, teknik-teknik dan perlengkapan yang digunakan dapat diidentifikasi. Konsekuensi kesalahan penanganan dapat dijelaskan.

- 5.18 Semua sambungan solder diperiksa secara visual untuk menjamin kesesuaian dengan spesifikasi dengan mengacu pada prosedur operasional standar. Bila perlu, sambungan yang tidak sesuai diberi catatan untuk dikerjakan ulang atau diperbaiki dengan mengacu pada prosedur operasional standar.
- 5.19 Prosedur-prosedur pemeriksaan sambungan solder dapat diberikan. Spesifikasi sambungan solder dapat diidentifikasi. Prosedur-prosedur untuk menandai bagaian-bagian yang dikerjakan ulang atau diperbaiki dapat diberikan.
- 5.20 Sebaiknya, sambungan solder di tes secara mekanik dan/atau kelistrikan agar sesuai dengan spesifikasi, menggunakan teknik-teknik dan perlengkapan yang sesuai, mengacu pada prosedur operasional standar. Bila perlu, sambungan-sambungan yang tidak sesuai spesifikasi dicatat/ ditandai untuk dikerjakan ulang atau diperbaiki agar sesuai dengan prosedur operasional yang standar.
- 5.21 Prosedur-prosedur yang berhubungan dengan tes mekanik/kelistrikan pada sambungan solder dapat diberikan. Peralatan, teknik-teknik dan perlengkapan penting untuk melaksanakan tes dapat diidentifikasi. Usaha-usaha pencegahan kecelakaan dalam melakukan tes dapat diidentifikasi. Spesifikasi sambungan solder dapat diidentifikasi.
- 5.22 Kesalahan sambungan dikerjakan ulang/diperbaiki dengan mengacu pada spesifikasi yang sesuai dengan prosedur operasional standar.
- 5.23 Prosedur-prosedur mengerjakan ulang/memperbaiki kesalahan sambungan dapat diberikan. Usaha pencegahan kecelakaan dalam melakukan pengerjaan ulang/perbaikan kesalahan sambungan dapat diberikan.
- 5.24 Pekerjaan ulang/perbaikan tersebut diperiksa dan dites dengan memenuhi spesifikasi sesuai dengan prosedur operasional standar.
- 5.25 Prosedur-prosedur pemeriksaan/tes hasil perbaikan/pengerjaan ulang pada sambungan solder tersebut dapat diberikan. Usaha pencegahan kecelakaan dalam melakukan pemeriksaan dan pengetesan dapat diidentifikasi.

KOMPETENSI KUNCI

No	KOMPETENSI KUNCI DALAM UNIT INI	TINGKAT
1	Mengumpulkan, mengorganisir dan menganalisa informasi	2
2	Mengkomunikasikan ide-ide dan informasi	1
3	Merencanakan dan mengorganisir aktivitas-aktivitas	1
4	Bekerja dengan orang lain dan kelompok	1
5	Menggunakan ide-ide dan teknik matematika	1
6	Memecahkan masalah	2
7	Menggunakan teknologi	1

Annex 6: Curriculum for one unit of competency

Element of competency :

Unit of competency :

Reference : Manual XX

Activity Title :

Objective :

Time :

:

Learning methods : Individual task, games

Learning Aid/Materials : Copies of worksheet X and Y

Learning stages

Opening Activity :

Main activity :

Closing Activity :

Annex 7: Checklist of preventive measures

(Adapted from ILO, Work Improvements in Small Enterprises (WISE) – Package for Trainers, 2004:

http://www.ilo.org/safework/info/instr/lang--en/docName--WCMS_110322/index.htm)

CRITERIA	YES	NO	ACTION TAKEN	TO	BE
Transport ways are clear and marked.					
Transport ways are wide enough and even, with ramps of a small inclination where necessary.					
Carts, hand-trucks, rollers and other wheeled devices are used when moving materials.					
Multi-level shelves or storage racks are provided near the work area for tools, raw materials, parts and products.					
Specially designed pallets or containers of appropriate size are used to hold and move materials, semi-finished products and products.					
Mobile storage racks are used for storing and moving materials, tools and semi-products.					
Hoists, conveyers or other mechanical means are used for moving or lifting heavy materials.					
Good grips or holding points are provided for all containers and packages.					
Proper guards are attached to dangerous moving parts of machines and power transmission equipment.					
Safety devices are used that prevent operation of machines while the worker's hands are in danger.					
Mechanical devices or magazines for machine feeding are used to avoid hazards and increase production.					
Labels and signs are attached and easy to read in order to avoid mistakes.					
Machines are well maintained and have no broken or unstable parts.					
Emergency controls are clearly visible and easy to reach.					
Working height is adjusted for each worker at elbow level or slightly lower than elbow level.					
Foot platforms are used for small workers and work item holders for tall workers.					
Frequently used tools, controls and materials are put within easy reach of workers.					
Jigs, clamps, vices or other fixtures are used to hold items while work is conducted.					
Hanging tools or conveniently fixed tools are used for operations repeated at the same place.					
Each tool is provided with a conveniently placed storage spot.					
Work methods are changed so that workers can alternate standing and sitting while at work.					

CRITERIA	YES	NO	ACTION TAKEN	TO	BE
Chairs or benches of correct height (with the feet comfortably flat on the floor) are provided with a sturdy back rest.					
Skylights and windows provide sufficient light and are kept clean.					
Ceilings and walls are painted in light colours and kept clean.					
General artificial lighting provided of adequate quantity for the type of work being conducted.					
Local task-lights are provided for precision and inspection work.					
Light sources do not cause a direct glare to the workers (or they are protected from it).					
Sources of dust, hazardous chemicals, noise or heat are removed from the workplace.					
Screens, partitions, barriers, more openings, windows or open doorways are installed to reduce the harmful effects of dust, hazardous chemicals, noise or heat.					
All the hazardous chemical containers are properly labeled and stored.					
All organic solvents, paints, glues, etc. are in covered containers.					
Each area where the use of personal protective equipment must be observed is clearly indicated.					
Local exhaust ventilation is sufficient.					
Safe wiring connectors for supplying electricity to equipment and lights are in place.					
The heat protection of the building is improved by backing walls or roofs with insulating materials.					
Natural ventilation is increased by having more open windows or doorways.					
Enough fire extinguishers are provided within easy reach and workers know how to use them.					
At least two unobstructed ways out of every floor or every big room are in place and workers know how to evacuate in an emergency.					
An adequate supply of cool, safe drinking water is available in all workplaces.					
Regularly cleaned toilets and washing facilities (with soap) are available close to the work area.					
Rest areas and a separate, hygienic place for eating meals are available.					
First-aid equipment and a qualified first-aid provider are on hand.					
Tasks are combined so that each worker can perform varied and interesting work.					
A small stock of unfinished products (buffer stock) is set up between different work-stations in order to keep work flow constant while allowing self-paced work.					
Workshop layout and the order of operations ensure a smooth flow of work between different workstations.					

Annex 8: List of Indonesian SIYB master trainers

No	Name	Location	Province	Phone	Line Phone	Email Address
1	Rini Wahyu Hariani, SE, MT	Semarang	Central Java	08156514357	024-7622948 (Riwani Globe)	rini@riwaniglobe.com
2	Edwar Fitri, SE	Bandung	West Java	082134029231	(Bina Mitra Usaha)	edwarfit@gmail.com;
3	Fahmi Abdya Putra, SE, MM	Banda Aceh	Aceh	081360741295		fahmiabdya@yahoo.co.id
4	Drs. Budi Maryono, MM, Dip.SBM	Jakarta, Semarang	DKI Jakarta, Central Java	081511024119, 085711555739	ILO Jakarta Office 021 3913112 and 024-76912137	budi.maryono@gmail.com; budim@ilo.org
5	Bahrul Ulul Ilham, SE	Makasar	South Sulawesi	081342647080	0411-438439	Satu_mia@yahoo.com
6	Nelson Soemanda, SE	Makasar	South Sulawesi	08124218655		ncabdc@yahoo.com
7	Yermias R.A. Manu, STP, MM	Kupang	East Nusa Tenggara	081311099704	0380 821584	manu.yermias@yahoo.co.id
8	Drs. Andy Prajitno, MM	Jakarta	DKI Jakarta	08138940442		ipumi_ukm@yahoo.com
9	Drs. Affandi, MM	Jakarta	DKI Jakarta	081394733891		affandi_ipumi@yahoo.co.id
10	Nurul Fatmawati, S.Sos	Banda Aceh	Aceh	081519903141, 085277582984	0651-7435610	gtntntransaceh@yahoo.com
11	Iman Riswandi	Bandung	West Java	08156240964	022-2788 612	imanriswandi@yahoo.com

Annex 9: Contact Details of Indonesian Trade Union Confederations

KSBSI	<i>Konfederasi Serikat Buruh Sejahtera Indonesia (Confederation of Prosperous Indonesian Labour Unions)</i> Jl. Cipinang Muara Raya No. 33. Cipinang Muara. Jatinegara. Jakarta 13420 Phone: 021-70984671. Fax: 021-8577646. Email: sbsi@pacific.net.id President: Mr. Mudhofir / Hp.: +62 8170941350 / +62811 1113104. Email: mudhofir_fkui@yahoo.co.id Secretary General: Mr. Togar Marbun / +62 813 11498737. Email: janter_tom@yahoo.com
Federations / Affiliates	
1. F-SB HUKATAN	Federasi Kehutanan, Perkayuan & Pertanian (Federation of Forestry, Wood & Agriculture Trade Unions) President: Mr. Parulian Sianturi / +62 813 10923010
2. F-SB TA	Federasi Transport & Angkutan (Federation of Transport & Logistics Trade Unions) President: Mr. Erikson Pakpahan Secretary General: Mr. Andy William Sinaga / +62 813 17126166, Email: andyw_naga@yahoo.co.id
3. F-KAMIPARHO	F. Makanan Minuman Pariwisata Hotel Tembakau (Federation of Food, Beverage, Tourist, Hotel & Tobacco Trade Unions) President: Mr. Supardi. Hp.: +62 813 82711248. Email: morasupardi@rocketmail.com
4. F-SBUPELA	Federasi Buruh Pelabuhan Laut & Nelayan (Federation of Sea Dockers & Fishermen) President: Mr. Lundak Pakpahan
5. F-SBPE	Federasi Buruh Pertambangan & Energi (Federation of Mines & Energy Trade Unions) President: Ms. Nikasi Ginting. Hp.: +62 8128036779 / Email: nikasig2002@yahoo.com
6. F-SB LOMENIK	Federasi Buruh Logam Mesin & Elektronik (Federation of Metal, Machinery & Electronics Trade Unions) President: Mr. Eduard Marpaung. Hp.: +62 813 98289727, Email: edoindonesia@hotmail.com
7. F-SB KUI	Federasi Buruh Konstruksi Umum & Informal (Federation of Public Construction & Informal Trade Unions) President: TBC Sekjend: Rasmina Pakpahan. Hp.: +62 8129871968
8. F-SB KIKES	Federasi Serikat Buruh Kimia & Kesehatan (Federation of Chemicals & Health Sector Unions) President: Mr. Ismuntoro / +62 852 72069999
9. F-SB NIKEUBA	Federasi Niaga Informatika Keuangan & Perbankan (Federation of Commerce, Finance & Banking Trade Unions) President: Ms. Nursia Pakpahan Secretary General: Mr. Abdullah Sani / Hp.: +62 813 872555403
10. F-SB GARTEKS	Federasi Garmen Kerajinan Tekstil Kulit & Sepatu (Federation of Leather Garment, Handicrafts, Textiles & Shoe Trade Unions) President: Elly Rosita Silaban / Hp.: +62 813 72492045
11. FESDIKARI	Federasi Pendidikan & Pegawai Negeri (Federation of Education & Public Sector Trade Unions) President: Mr. Markus S. Sidauruk / Hp.: +62 812 1372548

KSPI	Konfederasi Serikat Pekerja Indonesia (Confederation of Indonesian Trade Unions) Plaza Basmar Lantai 2. Jl. Mampang Prapatan 106, Jakarta 12760 Phone & Fax.: +62 21-7989005. Email: kspi_citu@yahoo.com President: Thamrin Mosii. Hp.: +62 81584111375 / +62 21 70505293
Federations / Affiliates	
1. F-SP MI	Federasi Serikat Pekerja Metal Indonesi (Federation of Indonesian Metal Workers Unions) Jl. Pondok Gede No. 5 Dukuh, Indonesia 13550. Phone/FAX: +62 21 8413954. E-Mail: dpp@fspmi.org / said.iqbal82@yahoo.com President: Ir. H. Said Iqbal ME. Hp.: +62 / said.iqbal82@yahoo.com
2. F-SP FARKES-R	Federasi Serikat Pekerja Farmasi & Kesehatan Reformasi (Pharmaceuticals & Health Workers Reform Unions) Jl. Salemba Beluntas No.4 Jakarta 10440. Phone: +62 21-31907628. Email: d.ashary@yahoo.com
3. F-SP KEP	Federasi Serikat Pekerja Kimia Reformasi (Federation of Energy & Mining Workers Unions) Jl. Duren Tiga Raya No.19 Lt. 3. Jakarta Selatan Ketum: Syaiful D.P. (+62 81382983159 / +62 811835664) Secretary General: Bambang Surjono / bambang_surjono@yahoo.com
4. PGRI	Persatuan Guru Republik Indonesia (Indonesian Teachers Association) Jl. Tanah Abang III No. 24 Jakarta 10160 - PO Box 2405 Telepon : (021) 384 1121 - 384 9856 / Fax : (021) 344 6504 / Email: info@pgri.co.id Ketum: Dr. Sulistiyo, M.Pd (HP: +62 8156534668) Secretary General: H. Sahiri Hermawan, SH, MH (Hp.: +62 81322677002)
5. F-SP ISI	Federasi Serikat Pekerja Industri Semen Indonesia (Federation of Indonesian Cement Workers Unions) Jl. Duren Tiga Raya No.19 Lt. 3. Jakarta Selatan President: Drs. H. Tjipto Sumaroso (+62 812 9523173) Secretary General: Bambang Priyanto / bampri2010@gmail.com
6. F-SP PPMI	Federasi Serikat Percetakan Penerbitan & Media Indonesia Jl. Duren Tiga Raya No.19 Lt. 3. Jakarta Selatan President: Drs. Agus Toniman (+62 8119101120 / +62 2171127223 / agustoniman@yahoo.com)
7. F-SP KAHUTINDO	Federasi Serikat Pekerja Perakayuan dan Kehutanan Indonesia (Federation of Indonesian Forestry and Wood Workers Unions) Patra Office Tower 17th Floor, R-1702. Jl. Gatot Subroto Kav.32-34 Jakarta. President: Chairul Anam / Hp.: +628111-837535 / +62 811552122 Email: a_khoirul@yahoo.com
8. F-SP PAR Ref.	Federasi Serikat Pekerja Pariwisata Reformasi (Federation of Indonesian Tourism Trade Unions) Phone & Fax.: +6221-7989005. Plaza Basmar Lantai 2. Jl. Mampang Prapatan 106, Jakarta 12760 President: Sofyan / Hp.: +62 815 8291194 / +62 813 24560444
9. ASPEK Indonesia	Asosiasi Serikat Pekerja Indonesia (Association of Indonesian Trade Unions) Jl. Jatibaru Raya No. 60 B , Tanah Abang - Jakarta Pusat. Telp. +6221-7985567 / Fa: +6221-7902327. Email: a_s_p_e_k@yahoo.co.id President: Mr. Muhamad Hakim / +62 815 11149231 / dzu_hakim@yahoo.com

KSPSI Pasar Minggu	Konfederasi Serikat Pekerja Seluruh Indonesia Pasar Minggu (Confederation of All Indonesian Trade Unions Pasar Minggu) Address: Jl. Raya Pasar Minggu Km.17 No. 9. Jakarta Selatan Telp: +62 21 7918324 / 7971766. Fax: +62 21 3141491 Acting as General Chairman: Mr. Mathias Tambing Hp.: +62 858 8820 0000 Email: tmathius@kpiunion.co.id
Federations / Affiliates	
1. F-SP KAHUT	Federasi Serikat Pekerja Perakayuan & Perhutanan (Federation of Wood & Forestry Workers' Unions) Chairman: Ms. Diana Anwar. Hp.: +62 818679422
2. F-SP TSK	Federasi Serikat Pekerja Tekstil, Sandang dan Kulit (Federation of Textiles, Garment & Leather Workers' Unions) Chairman: Mr. H. Nurdin Singadimedja. Hp.: +62 85283180812
3. F-SP NIBA	Federasi Serikat Pekerja Bank, Asuransi dan Jasa (Federation of Commerce, Banking, Insurance and Services Workers Unions) Chairman: Mr. Andi Nenawea. Hp.: +62 821 11113123
4. F-SP LEM	Federasi Serikat Pekerja Logam, Elektronik & Mesin (Federation of Metal, Electronics & Machinery Workers' Unions) Chairman: Mr. Soewarno Sjaheri. Hp.: +62 813 80481989
5. F-SP PMI	Federasi Serikat Pekerja Percetakan, Penerbitan & Media Informasi (Federation of Printing, Publishing & Infomormation Media Workers' Unions) Chairman: Mr. Ida Ayu Mustikawati / +62 812 83304023
6. F-SP PP	Federasi Serikat Pekerja Pertanian & Perkebunan (Federation of Plantation & Agriculture Workers' Unions) Chairman: Mr. Edi Rusmadi. Hp.: +62 45637831
7. F-SP KEP	Federasi Serikat Pekerja Kimia, Energi & Pertambangan (Federation of Chemicals, Energy and Mining Workers' Unions) Chairman: Mr. R. Abdullah. Hp.: +62 815 1459 5933
8. F-SP TI	Federasi Serikat Pekerja Transportasi Indonesia (Federation of Indonesian Transportation Workers' Unions) Chairman: Mr. h. Aceng Enok Mulyono. Hp.: +62 812236136
9. F-SP PAR	Federasi Serikat Pekerja Pariwisata (Federation of Tourism Workers' Unions) Chairman: Mr. Yorrys TH Raweyae. Hp.: +62 816 915777
10. F-SP FARKES	Federasi Serikat Pekerja Farmasi & Kesehatan (Federation of Pharmaceuticals & Health Sector Workers' Unions) Chairman: Mr. Rudi Prayitno. Hp.: +62 812 3777052
11. KPI	Kesatuan Pelaut Indonesia (Association of Indonesian Seafarers) Jl. Cikini Raya No. 15, Jakarta Pusat Chairman: Hanafi Rustandi (HP: +62811810966)
11. F-SP MI	Federasi Serikat Pekerja Maritim Indonesia (Federation of Indonesian Maritime Workers' Unions) Chairman: Mr. Agus Barlianto. S.Kom. Hp.: +62 81808398398

KSPSI Kalibata	<i>Konfederasi Serikat Pekerja Seluruh Indonesia Kalibata (Confederation of All Indonesian Trade Unions Kalibata)</i> Address: Jl. Raya Kalibata No. 3C. Jakarta Selatan 12750. Telp: +6221-79191208. Fax.: +6221-7982146 / 79196196 Chairman: Mr. Sjukur Sarto Hp.: +62 811-815065 / +62 817-778533 Email: sjukurs@yahoo.com
Federations / Affiliates	
1. F-SP TSK	Federasi Serikat Pekerja Tekstil, Sandang dan Kulit (Federation of Textiles, Garment & Leather Workers' Unions) Jl. Kerajinan No.2, Gajah Mada - Jakarta Barat Chairman: Mr. Helmi Salim. Hp.: +62 87878484153, Email: helmi.salim@yahoo.co.id
2. F-SP NIBA	Federasi Serikat Pekerja Bank, Asuransi dan Jasa (Federation of Commerce, Banking, Insurance and Service Sector Workers Unions) Chairman: Mr. Zulfikar Biteh / +62 816 1102166
3. F-SP BPU	Federasi Serikat Pekerja Bangunan & Pekerjaan Umum (Federation of Building & Construction Sector Workers Unions) Chairman: Mr. Sjukur Sarto (s.d.a)
4. F-SP LEM	Federasi Serikat Pekerja Logam, Elektronik & Mesin (Federation of Metal, Electronics & Machinery Workers' Unions) Chairman: Mr. Harjono. Hp.: +62 818 971924
5. F-SP PMI	Federasi Serikat Pekerja Percetakan, Penerbitan & Media Informasi (Federation of Printing, Publishing & Information Media Workers Unions) Chairman: Mr. Isprapto. Hp.: +62 817 0862579 / +62 812 864 03698
6. F-SP PP	Federasi Serikat Pekerja Pertanian & Perkebunan (Federation of Plantation & Agriculture Workers Unions) Chairman: Mr. Sudibyo / Mr. A. Munji: +62 858 88822285
7. F-SP KEP	Federasi Serikat Pekerja Kimia, Energi & Pertambangan (Federation of Chemicals, Energy, Mining Sector Workers Unions) Chairman: Mr. Anda Muhanda (care taker) +62 813 8268 2007
8. F-SP RTMM	Federasi Serikat Pekerja Rokok Tembakau, Makanan & Minuman (Federation of Cigarette, Tobacco, Food and Beverage Workers Unions) Jl. Raya Kelapa Dua Wetan, Ciracas Jakarta Timur Chairman: Mr. H. Muhyir / Tugino: +62 813 83308522
9. F-SP TI	Federasi Serikat Pekerja Transportasi Indonesia (Federation of Indonesian Transportation Sector Workers Unions) Jl. Gunung Sahari No. 72, Jakarta Pusat Chairman: Mr. Abi Sofyan. Hp.: +62 812 9733012
10. F-SP PAR	Federasi Serikat Pekerja Pariwisata (Federation of Tourism Sector Workers Unions) Hotel Cempaka, Jl. Jend. Suprpto - Cempakla Putih Jakarta Pusat Chairman: Mr. Kasiran. Hp.: +62 818 770656
11. F-SP FARKES	Federasi Serikat Pekerja Farmasi & Kesehatan (Federation of Pharmaceuticals & Health Sector Workers Unions) Chairman: Mr. Lili Nugroho (Care taker) / +62 813 8405 2799
12. F-SP TKI LN	Federasi Serikat Pekerja Tenaga Kerja Indonesia di Luar Negeri (Federation of Indonesian Overseas Workers Unions) Chairman: Mr. M. Satya. Hp.: +62 81383651913
13. F-SP WI	Federasi Serikat Pekerja Kewartawanan Indonesia (Federation of Indonesian Journalism Workers Unions) Chairman: Mr. Maspendi. Hp.: +62 21 33455570
14. F-SP KSI	Federasi Serikat Pekerja Kependidikan Swasta Indonesia (Federation of Indonesian Maritime Workers Unions) Chairman: Mr. Abdul Hamid. Hp.: +62 8388650711

Annex 10: Chart of Impairments, Implications and Accommodation Examples

(adapted from ILO, 2009)

Type	Examples of impairment	Examples of assistive devices, interventions and disability specific training	Examples of learning and work implications	Examples of accommodations
Physical impairments: Includes a range of limitations that affect some aspect of physical functioning (walking, manual dexterity, strength, etc.)	A mobility impairment resulting from a missing limb, a spinal cord injury, back problem etc.; a manual dexterity impairment related to arthritis, muscle weakness from disease or injury; or overall weakness or respiratory problems related to a variety of illness, etc. Neurological problems could cause seizures or behavioural problems.	Wheelchair; tricycle, prosthetic limbs, medication to control seizures, etc.	Depends on nature of the physical impairment. Many have no learning implications; for others equipment or working/ learning environment may need to be adapted. Those with strength and other limitations, respiratory problems, etc. will need specific considerations in selecting types of jobs.	Raised work table; accessible toilet; removal of physical obstacles from pathways; easy to operate doors and drawer handles; foot or hand pedals instead of the reverse for those with amputations.
Sensory/ communication impairments: Include difficulty seeing, hearing or speaking	A person could have low vision, often undetected in developing countries, or be completely blind, have a hearing impairment or be completely deaf.	Braille, white cane and mobility training for the blind (so they learn to move around independently); sign language instruction for deaf; hearing aids for those with hearing impairments.	See specific learning methods; clearly some adaptations needed for most disabilities of this nature. In case of speech impairment use of writing, computer or just patience on part of listener may be needed.	Braille printing, large print materials, sign language, clear pathways for blind, special seating arrangements near instructors or speakers.
Intellectual: Refers to one's cognitive ability and capacity to learn as quickly as others and to retain information. Intellectual impairments often result from birth, brain damage, lack of nutrition in early life or a variety of factors.	Down's Syndrome	Pre-vocational and independently living training.	People with intellectual disabilities can learn but they may need to have things repeated or have tasks broken down into small steps.	Longer training periods, use of pictures, one to one on the job training or job coaching.

Type	Examples of impairment	Examples of assistive devices, interventions and disability specific training	Examples of learning and work implications	Examples of accommodations
Learning disabilities: Refers to people of normal intelligence but who process information or learn in ways that are different than others. For example, they may have difficulty processing and remembering numbers, comprehending the written word or with processing auditory information.	Dyslexia, Attention deficit disorder	Specific training provided in study skills and adaptive techniques (usually only available in more developed countries)	Different teaching methods are sometimes used with such individuals. However, in many developing countries learning disabilities are not detected or are confused with intellectual disabilities. Since all people have preferred learning styles, it is best to use a variety of training approaches	Using written or aural instruction depending on how someone learns best or processes information.
Psychosocial impairments: Refers to disabilities that could result in unusual or different behaviours, emotions or thinking patterns or that interfere with day to day functioning.	Traumatic stress disorder; depression; bipolar disorder (extreme high and low moods that have an impact on behaviour)	May undergo medical treatment or counselling to adapt to impairment and learn coping mechanisms.	Anxiety or stress could affect learning so that some adaptations may be needed on an individual basis.	Job coaching; creating more stress free environment and evaluation settings; providing additional encouragement

Note that people may have several impairments. For example, people with Albinism lack pigment in their skin colouring and have visual problems. As a result, they have restrictions in being outdoors and may need glasses or other assistive devices to read. People with cerebral palsy or certain types of brain damage may have impairments related to speech, hearing, manual dexterity or mobility.

Annex 11: Assessment tools

(Source: Shea Business Consulting, 2009)

Observation Checklist		
Candidate name:		
Assessor name:		
Unit of Competency:		
Date of assessment:		
Workplace:		
During the demonstration of skills, did the candidate	Yes	No
The candidate's demonstration was	☐	Satisfactory
	☐	Not Satisfactory
Feedback to candidate:		
Candidate's signature	Date	
Assessor's signature	Date	

Role Play (Observation Checklist)	
Candidate name:	
Assessor name:	
Unit of Competency:	
Date of assessment:	
Workplace:	
Instruction for Demonstration:	
Materials and Equipment:	
The candidate's overall performance was	☐ Satisfactory ☐ Not Satisfactory
Feedback to candidate:	
Candidate's signature.	Date
Assessor's signature.	Date

Questions to support observation checklist		
Candidate name:		
Assessor name:		
Unit of Competency:		
Date of assessment:		
Workplace:		
Questions to be answered by the candidate	Candidate response	Satisfactory Response
		Yes No
The candidate's underpinning knowledge was:	☐ Satisfactory ☐ Not Satisfactory	
Feedback to candidate:		
Candidate's signature	Date	
Assessor's signature	Date	

Example: Competency – Communicate on the Telephone

Method	Example
Observation in workplace	Assessment of practical demonstration in the workplace may include observation of the trainee: Responding to incoming calls Making telephone calls.
Observation in simulated work environment	Set up of a simulated tourism or hospitality environment/situation that allows the candidate to demonstrate telephone communication while completing other duties as required in the workplace, e.g.: completing other restaurant, kitchen, office duties
Role plays	Role play to demonstrate receiving, transferring and making of calls on a telephone system. Role play to demonstrate the promotion and sale of products and services on the phone. Role play to respond to a specified customer request on the phone.
Verbal questioning	Underpinning knowledge of: Enterprise products and services: What are your enterprise procedures for placing callers on hold, transferring calls, taking messages?
Short answer tests	Short answer tests: You are talking to one caller and another line rings, what would you do? You need to write a message and other lines are ringing, what would you do?

Annex 12: Checklist for assessors

Is the evidence that I have gathered:	YES	NO
Assessing a broad and relevant range of knowledge and skills?		
Demonstrating the workplace application of skills and knowledge?		
Sufficient, gathered on a number of occasions and in a range of contexts?		
Provided through an assessment of realistic workplace experiences?		
Demonstrating the ability of the candidate to transfer skills to other situations?		
Linked to workplace performance?		
Gathered from a number of sources?		
Gathered from clearly stated criteria, which are followed during the assessment?		

Annex 13: Do’s and Don’ts for persons with disabilities during recruitment interviews

Do	Don't
Stress your positive characteristics, interests and experience.	Try to make the employer feel sorry for you.
Focus first on your skills, abilities and life experiences as it relates to the job.	Give irrelevant life history and fail to mention work experience.
	Talk about the disability before talking about abilities, skills and experience.
Anticipate and explain concerns employers may have and describe the disability in a non-medical and factual way.	Be negative about the disability.
Talk about your previous jobs in a positive way and stress what you learned.	Be negative about a previous job and your ability to do it.

Annex 14: CV checklist and sample

A good CV:

Is based on research about the company and how the candidate fits the job requirements.	
Is presented in a simple style, focused on the information the employer is likely to require (rather than the full life history of the candidate).	
Is discussed with a friend that can help to put education and experience in a positive light.	
Includes core work skills acquired both in school and out of school, such as leadership, initiative, teamwork, reliability and creativity.	
Does not contain lies (ground for future dismissal).	
Emphasizes competencies and skills before going into details of professional history.	
Contains specific achievements with quantitative results to illustrate competencies.	
Is carefully worded and as short as possible (one to two pages is a good length).	
Does not contain time gaps where the skills were not put to use or where the candidate has not learnt from experience.	
Is spell checked, with no grammar or punctuation errors or inconsistencies, and presented on good quality paper with no printing mistakes.	

NAME:

CONTACT DETAILS

PROFESIONAL OBJECTIVE – *in three sentences describe the work you want to be doing, in line with your competencies.*

CORE COMPETENCIES – *what are your main skills and the professional commitment you want to bring to your job.*

EMPLOYMENT RECORD

2008-2011 **Company YY; position held: accountant**

Responsibilities: description of duties (an abridged version of the job description)

Achievements: (the main outputs you can be proud of)

Reasons for departure: (company closure, wanting to expand the scope of one's own competencies, etc.)

2007-2008 **Company XX; position held: cashier**

Responsibilities:

Achievements:

Reasons for departure:

EDUCATION

2009-2010 Education/training institution and course: BLKI Makassar, Accountancy course

Certificate:

2004-2007 Education/training institution and course: Junior High School

Certificate: Junior High School diploma

LANGUAGES PROFICIENCY

Bahasa Indonesia First Language

Bahasa Batak Fluent

English Fluent in spoken English, good writing capacity

Annex 15: Job Search Websites in Indonesia

Websites providing information related to employment:

<http://www.ngelamar.com/>
<http://klikkarir.com/>
<http://www.karir.com/>
<http://jobindo.com/>
<http://www.carijob.net/>
<http://www.infobursakerja.com/>
<http://www.experd.com/special-features/hr-consultant/>
<http://www.datakarir.com/>
<http://www.loker.web.id/>
<http://www.duniakarir.com/>

Website providing information on vacancies:

<http://www.carikerja.net/>
<http://www.infokerja.depnaakertrans.go.id/default.asp>
<http://id.jobsdb.com/Indonesia/>
<http://www.experd.com/>
<http://www.lowongan-pekerjaan.com/mos/Frontpage/>
<http://www.lowongan-pekerjaan.net/>
<http://lowongankerjas.com/>
<http://www.poskerja.com/>
<http://informasikarir.com/>
<http://jobs.karirlink.com/index.php?lang=ID>

How to make a resume or cover letter:

http://www.indonusa.ac.id/index.php?option=com_content&view=article&id=334:cara-membuat-resume-yang-baik&catid=114:indonusa-career-center
<http://www.docstoc.com/docs/8100991/Tips-Cara-membuat-CV/>
<http://suryosumarto.com/menulis-cover-letter-pada-email/>

Annex 16: Sample matrix of how to grade a mock interview

		Grade 1-5	Remarks
Presentation	Relevance of the presentation (clothing, behavior) to the company and the post, as well as positive assertiveness		
Core skills required by the company	e.g.: Integrity and transparency, Sensitivity to diversity, Orientation to learning & knowledge sharing, Client orientation, Communication, Orientation to change, Takes responsibility for performance, Quality orientation, Collaboration.		
Specific skills required by the job	Skills directly related to the tasks to accomplish.		
Personal motivation	Commitment of the candidate to take the post		
Education	Capacity of the candidate to explain the relevance of his/her education for the proposed job		
Readiness	Capacity of the candidate to visualize himself/herself in the post and to plan first tasks she or he will be undertaking, for instance.		
Conditions	Whether the terms of the contract (e.g. income) are agreeable to the candidate		

Annex 17: Sample questions for job fair organizers

1	How many companies participated in the job fair and how many jobs were offered (distinguish according to the required education level: High school, Diploma, Bachelor and Master Degrees)?
2	How many youths submitted a job application at the end of the job fair (distinguish according to gender and education level)?
3	How many youths were recruited at the end of the job fair (distinguish according to gender and education level)?
4	Was a data base of participants/job applicants developed at the end of the job fair?
5	Are any follow-up activities offered to those participants who were not recruited during the job fair?
6	Were companies supported to develop online application systems?
7	By how many percentage points could the local unemployment rate be reduced through the job fair?
8	In which form did government institutions contribute to the job fair and how can they contribute to job fairs in the future?
9	In which form did private sector firms contribute to the job fair and how can they contribute to job fairs in the future?
10	What is the government's strategy to ensure the sustainability of the job fair?

The handbook is a tool for community learning centres and other non-formal training providers to identify skills training needs, provide a competency-based course, organise certification and implement after- training support.