Country Report: Indonesia

Ms. Sri Wahyuningsih
Trainer/Technical Staff
Center for Development of Learning Activity(BPKB) Jayagiri, Lembang Bandung
Indonesia

I. Training Program for NFE Facilitator

A. Training on Capacity Building Team of PKBM-based NFE

1. Implementing agency

BPKB Jayagiri as Central UPT (Technical Executor Unit) has conducted integrated training for stakeholders of PKBM based NFE all over west java province. It’s intended that Pamong Belajar (PB) SKB (technical staffs in District Learning Centre).

The objectives of the training were: (1) to upgrade the managerial skills for NFE’s stakeholders that oriented of the implementation of NFE based PKBM and strengthening on mechanism of NFE technical assistances (2) to improve NFE management skills (3) to strengthen the system of partnership networking from village and sub district level.

Penilik PLS (NFE Supervisor in sub district) Managers PKBM, Managers program and Tutors should have same perception and vision on the implementation of PKBM-based NFE, as well as they could internalize their respective roles and tasks and enhance capacity building team. The frame of thinking mentioned above could be represented the below figure.

![Diagram showing the relationship between technical staff, supervisor in district, community based PKBM, and managers of PKBM]

Remarks:
- Role & Responsible
- Coordination & collaboration among them
There are some reasons which confirm this training:

- Trainers are PB SKB, Penilik PLS, Managers of PKBM, Program Managers and Tutor
- Training curriculum is designed based on learning needs and learning problems which experienced by PB, Penilik, Managers of PKBM, Program Managers and Tutor
- Teaching learning activities is conducted in the integrated learning setting where PB, Penilik, Managers of PKBM, Program Manager & Tutor join together as a teamwork to achieve the same understanding and to solve the problems deals with PKBM-based NFE program activities. For specific materials, the class is split due to the function and job description of each trainers group. Through these processes, the some understanding will be achieved as well as a solid teamwork.
- The training includes Praktek Kerja Lapangan (Field Work Experience) in which trainers from the same district are assigned to assist a lab-site-PKBM. During their process, every trainer share knowledge and experience to each other since there are only two facilitators for each group as final reference.
- At the end of the training, PB, Penilik, Managers of PKBM, PLS program managers and tutor from the same district are gather to design an RKTL (follow up program) as a reference when they start to work after the training completed.

2. Fund sources
   For running the training, regular budget from the government covered the expenditures of this training about Rp 148,672,000,-

3. Types and duration
   In service training for full-time managers of PKBM, tutors and Pamong Belajar SKB, Penilik who are distinguished to be capable of serving as facilitators in PKBM. This intended to up-grade their performance in implementing PKBM based NFE in Team for the Village and Sub-District level. The training is held for about 20 days.

4. Organizing
   BPKB Jayagiri invited representative of each district / municipality of PKBM’s Manager, PB SKB and Penilik PLS to participate the training which located on selected specific venue.

5. Contents
   Reference to the mentioned objective above, the prepared contents for the training are as follows:
   - Life Skills
   - PKBM
   - PKBM - Based NFE
   - Main tasks of PB, Penilik, Managers and Tutor in capacity building team at sub district level
   - Identification technique
• Analyzing technique

6. Training methodology and approach

In order to accommodate the contents in the learning process, the training methodology be used were an andragogy participatory learning approach through both learning model of structural experience circle and ATMAP (Analysis, Applied, Problem, Alternative and Role). The andragogy participatory learning approach means adult learning activities assistance based on participation and analytically.

Beneath are the steps to conduct learning model of structural experience circle:

• Experience and Internalization against any problem and program quality improvement needs and facilitator ability related with participant perceive.
• Expressing problem and program quality improvement needs according with participant perceive.
• Analyzing problem and program quality improvement needs administered by participant and facilitator / person in charge.
• Solving problem and improvement needs fulfilment
• Quality improvement application towards program implementation.

That learning model circle of structural experience can be representing the figure below:

While the ATMAP represent the participant analytical role. This learning method tends to become analytical ability improvement according participant consciousness towards their role in order to support PKBM in the community. The ATMAP method implements along with circle of structural experience consist of:

• Program and Task Direction. Program direction is related with objective, activities, implementation and program evaluation belong to PKBM. While Task direction connected with main task, activities in details and its process. Those
learning method suitable are Direction Study, Cases Study, Brainstorming, Explanation, question and answer and others.

- Program and Task Implementation has mean know-how to conduct some programs along with stated direction, both realized or expect only. Therefore implementation is connected with situation and local condition, venue and other supporting matter. Those learning methods suitable are Brainstorming, Explanation, Cases Study, Working Group and others.

- Program and Task Implementation Problem represent any current circumstances or expected ones both internal and external. Cases study, Group Discussion, Comparative Study, Field Study, Working group are the method sufficiently.

- Program and Task Problem Solving Alternatives consist of some kinds idea how to improve facilitator aptitude internally both nowadays or forthcoming day. The learning methods are suggested: case study, discussion, comparative study, working group and some kinds.

- Facilitator role means role and capability requirement related program implementation and problem solved nowadays or forthcoming. This learning method focus on learning, practice and working through discussion, working group and individual, simulation, role playing, and others are suitable.

7. Trainers

For running the training, BPKB Jayagiri involved Directorate of technical Personnel, Pamong Belajar BPKB Jayagiri and University who has capability and experiences in NFE

8. Participation selection

Local government has selected participant on the bases of criteria provided by BPKB Jayagiri. The criteria’s were as follows

- Manager’s of PKBM, manager’s of programs, tutors
- Penilik, PB who provides technical assistant to the PKBM in charge
- Active in PKBM
- No trained before

9. Usefulness and impact of training

a. Usefulness

- Trainee has capability professionally in conductive NFE programs
- Trainee has capability on NFE’s learning management
- Trainee has capability on mechanism of NFE implementation technique

b. Impact

The programs and activities of NFE are well organized

c. Performance of manager

Program manager, penilik, PB, improved.
II. Issues

Regarding to the strengthening of facilitators competency, the aspects below should be strengthened.

A. Mastery of Contents

- PKBM covers: philosophy, PLS roles in NFE implementation, strengthening needs
- Characteristic of CBT relating with field’s needs
- Characteristic of NFE implementation system in Village and sub district level.
- Comprehension on characteristic of task/duty, condition and problems took place in the field.

B. Technical Skills

- Development of standard training curriculum that suitable for respective characteristic in region
- Development of facilitation methodology which oriented on internalization of Capacity Building Team (CBT) values
- Going the basis of the mentioned competencies above, the facilitators shouldn’t only play their roles in teaching learning process organizing but also be able to facilitate participant in respective to applications the training result.

III. Future Plans

In drawing-up work plan BPKB as Central UPT (Technical Executor Unit) Directorate General of NFE and youth considered the national policy and regional needs. Beneath, the strategic work plan could be carried out to support some action program development and training for NFE Program Officers:
<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Objectives</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formulation on action plan of PKBM based NFE</td>
<td>To determine/decide—need and target development and training for NFE educations</td>
<td>NFE’s decision makers in BPKB areas</td>
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<tr>
<td>2</td>
<td>Workshop on curriculum development of CBT in villages sub district level</td>
<td>To development curriculum and learning methodology for CBT which oriented on: a. PKBM roles as NFE execute b. NFE system for government in village and sub district level c. Team builder competency in village and sub district</td>
<td>• manager of PKBM • local officials in village and sub district level • Pamong Belajar</td>
</tr>
<tr>
<td>3</td>
<td>Socialization on action plan and training curriculum</td>
<td>a. to acquire policy endorsement for implementation program b. to get input for development and training activities c. to bear action plan respective in BPKB zone</td>
<td>NFE’s decision makers in province district/municipality</td>
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<tr>
<td>4</td>
<td>Training of master trainers</td>
<td>To recruit facilitator training of trainers (TOT)</td>
<td>Technical staff in province level</td>
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<tr>
<td>5</td>
<td>Technical assistance for implementation of program</td>
<td>To facilitate to stakeholders on: a. technical of activities action b. development of competency improvement needs for NFE’s educator c. TOT conducting</td>
<td>NFE stakeholders in district and province level</td>
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