



Asia-Pacific
Economic Cooperation

**Tsunami Recovery:
Vocational Training and Consultancy
For MSME Development**

APEC Small and Medium Enterprise Working Group

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1.1 Background of Project

Tsunami that destroyed Aceh in particular last year created all people in the world sympathy to Indonesia. The sympathy had also given to the people in southern Thailand and Malaysia. Many institutions and NGOs kept helping the three economies to redevelop their region after Tsunami. People from other countries came to these areas and helping the victims in various sectors such as; medical, education, psychology, etc.

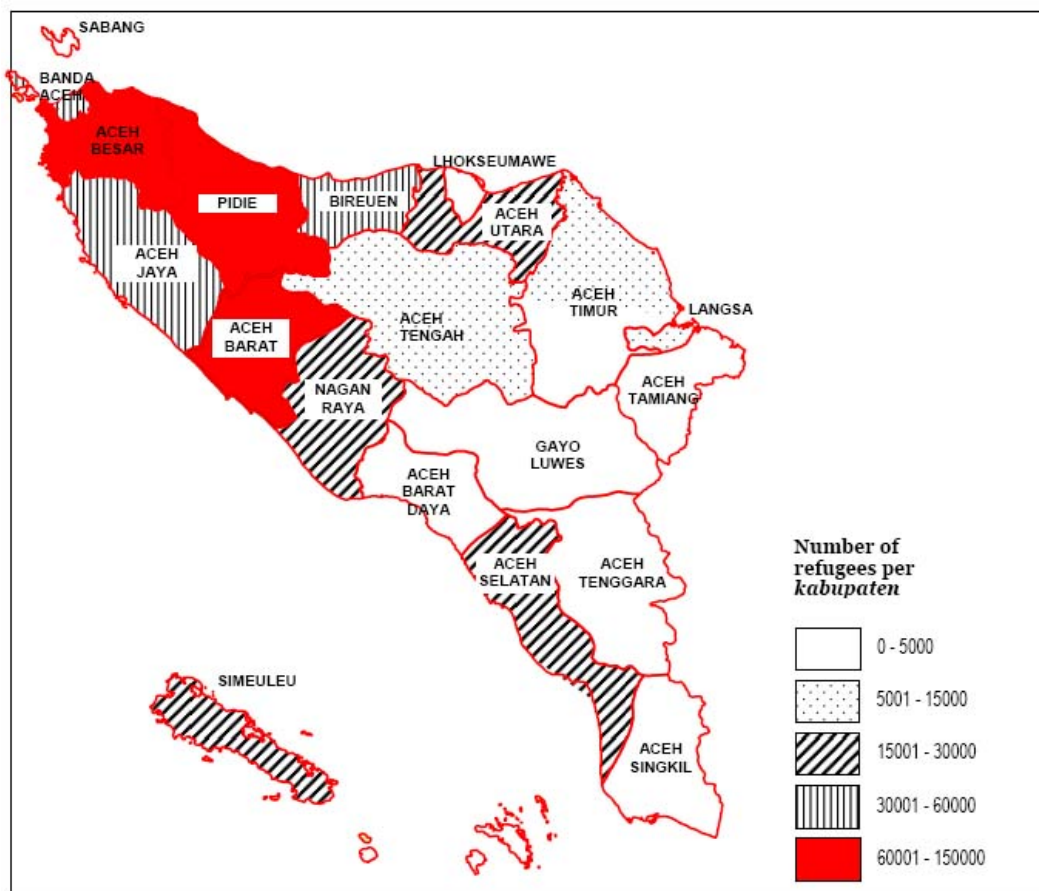
Thousands of people were being homeless and jobless. Economic recovery was one of the government's programs to rebuild and place special emphases on micro and small enterprises. Small and medium sized enterprises (MSME) and micro enterprises are recognized to be very important as an engine of economic growth. For this reason, therefore, this program was very important to bring good multi-level effect in three economies community.

Now, a year after Tsunami, people still need effort to survive.

After the rescue period has phased down the activities, the relief program enters the rehabilitation period that provide the victims with proper shelters and continued support for their lives. Many of the survivors stay in the temporary shelters built by the government and international relief organizations. For several weeks to come, after escaped from difficult condition, the survivors will begin as be bored. Losing privacy, mixed with others while still overwhelmed with the trauma causing the survivors hindered in beginning their live activities. This condition must be discontinued.

Based on our observation in Indonesia case, many victims need house and job. They need effort for their live to build their destroyed houses. In this phase, the government should create a work field especially Small and Micro enterprises. Increasing MSME after Tsunami in Aceh and part of Thailand and Malaysia not only will recover victims suffer from losing their family and jobs but also creating new entrepreneurs.

Participatory program in rehabilitation activities must involve community. Therefore the vocational program in agriculture, farming, services, fishing, etc. should be the priority to develop these three areas.



Number of Refugees per 21 Maret 2005 (Data Source: Bakornas PBP)

1.2 Objectives

In general, the project objectives are:

- a. To recover and improve economic activities through MSME development
- b. To generate income earning of the people in the Tsunami disaster areas.

This program will give information to the related government, which set policies and programs for micro and small enterprises development. In the longer term, it hopes that micro and small enterprises in the three economies can be increased, developed well, sustainable, and can widen accessibility to financial sources.

1.3 Project Output

Literate Study out Coming Models in taking in Hand MSME after the Disaster

1.4 Definition

- a. Distinction of Vocational Training and Business Course
Wikipedia said Vocational education or *Vocational Education and Training* (VET), now called *Career and Technical Education* (CTE) prepares learners for careers that are traditionally non-academic and directly related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to

as *technical education*, as the learner directly specializes in a particular narrow technique of using technology.

Generally, vocation and career are used interchangeably. Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education is in most cases a form of secondary or post-secondary education. In some cases, vocational education can contribute towards a tertiary education at a university as academic credit however, it is rarely considered in its own form to fall under the traditional definition of a higher education.

Up until the end of the twentieth century, vocational education focused on specific trades such as for example, an automobile mechanic or welder, and was therefore associated with the activities of lower social classes. As a consequence, it attracted a level of stigma. Vocational education is related to the age-old apprenticeship system of learning.

However, as the labor market becomes more specialized and economies are demanding more skills, governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, or by a local community college.

Vocational education has diversified over the 20th century and now exists in industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industry.

b. Types of Vocational Training

c. Gender oriented in Vocational Training

This project involved more than 400 people and 99% of them are women and selected 200 women to join vocational training participants. Most of their motivations are to effort the family after earth quake and Tsunami disaster.

1.5 Project Implementation

At the beginning, this project would be implemented in 3 countries, like Indonesia, Malaysia, and Thailand. However, since in the beginning Malaysia wanted that this project was applied in Indonesia. Meanwhile for Thailand regions, it would be applied in Southern Thailand. Nevertheless, there were a lot of problems and communication gap and coordination with the local consultant. It had taken some approaches, but it still did not work out. Finally, through Project Overseer, we decided that APEC SME 04/2005: Tsunami Recovery Project applied in Aceh and Nias.

After through the previous survey, consultant and project overseer determined four location that becomes implementation program regions, like Banda Aceh, Aceh Besar Regency, Pidie Regency (Three of those in Nangroe Aceh Darussalam Province), and Nias regency, in North Sumatera Province.

In the following step was need assessment survey. Through this survey, we could know exactly what kinds of program that MSME-Tsunami victims need. Survey was taken in those four regions.

The result of need assessment survey was taken in an action by action program, like vocational training and consultation. Based on the survey result, the kinds of vocational training required by MSME-Tsunami victims in Aceh and Nias were: Sewing Vocational Training; Cake Making Vocational Training; and Handicraft Vocational Training.

The consultants took an action of the findings by designing training, starting from syllabus; methodology; training material preparation; training infrastructure preparation; and training accommodation preparation. One thing that was concerned was a fact that MSME who would be supported by this training now are physically and traumatically suffering because of Tsunami. Therefore, the kinds and training implementation must be suitable with their condition.

Training activity followed by consultation. Its aim was to implement what they got in training activity as well as possible. The kinds of consultation required by MSME-Tsunami victims were: Business Start Up; Book Keeping; Entrepreneurship and Business management; Access to Market; and Access to Finance.

The last part of this implementation project was monitoring activity. By monitoring, what the project did could be reported well. Furthermore, if there are a lack and a mistake, the reparation can be taken based on the condition and need.

GOVERNMENT, DONORS AND NGOs INTERVENTION

On 26 December 2004, there was an earthquake about more than 150 kilometers from Aceh seashore. The earthquake was the strongest earthquake that ever occurs during a century in the world. Forty five minutes later, Tsunami wave attacked Nanggroe Aceh Darussalam and it took only few minutes to sweep 800 kilometers along seashore areas in Nanggroe Aceh Darussalam. 130.000 people were killed and 37.000 people were lost.

An earthquake occurred on 28 March made the number of victims in Nias, Simeulue and Southern Aceh increased. The destruction of the earthquake was out of logic. This natural disaster had not only caused destructions in social, economics and environment in the areas that had been poor before, but also had caused the arrival of great emergency aids that had never occurred before. Before this Tsunami occurred, more than a third of Aceh and Nias people had lived poor; now, almost a half of them live poor or depend on food aids. It will take years to recover it. This disaster, moreover, also caused the arrival of emergency aids in national and international scale that had never occurred before. Indonesia's National Army and other military armies from other countries led investigation and rescue efforts, distributing aids and doing primary cleaning activity. UNO released a requirement of emergency donations about US\$800 millions to countries that becomes Tsunami victims. Afterwards, more than 124 international NGOs, 430 national NGOs, dozens of donor institutions and UNO institutions, some government institutions, military institutions and others did reconstruction together.

Some new and innovative mechanism for donating recovery efforts had given certainty that the resources were available. Fifteen donor countries had made an agreement to collect their entire donation together in the form of Multi Donor Donation for Nanggroe Aceh Darussalam and Nias for about US\$525 millions, led by European Union (EU) as a big donor, World Bank and BRR. Asian Development Bank released an earthquake's emergency aid project with its donation about US\$300 millions. Moreover, donation programs and bilateral easy loans were offered by Australia-Indonesia Partnership for Reconstruction and Development, Japan and Germany Government, and USAID together with other countries around the world. International NGOs and organizations such as Red-cross/Red-crescent, CARE, CARDI, Catholic Relief Services, Mercy-Corps, Oxfam, Save the Children, and World Vision have collected a great donation to support recovery effort that had occurred. Those donations gave a wish that "rebuilding Aceh and Nias to be better" was still possible to be done.

The biggest wish of sustainable recovery efforts had been supported by an peaceful treaty between RI and Aceh Separatist Movement (GAM) on 15 August 2005 in Helsinki as a sign of the end of the thirty years conflict that killed 15.000 people. The previous treaties were not success, but some points had been figured out to make this new treaty success. So far, the peace still occurs. The ex-GAM' armies could reintegrate into Aceh people, the armament had been given up based on the schedule, Indonesia's National Army in Aceh had been reduced based on the agreement, and all local institutions – either state institutions or others – welcomed the ASM's leaders to take positions as decision makers. This Tsunami disaster had

given an opportunity for peace, and reconstruction efforts had given an opportunity to encourage the peace by reuniting the people to plan their future.

Recovery efforts had been impeded by complex challenges. The plan could not hide away from these problems, such as:

- The land must be cleaned from million tons of ruins and dug up before using it again—either for farming or building a house; and before building a house, must be determined first who is the owner of the land.
- Most of the land now was not suitable again for housing because water stagnant in it as the result of the tectonic movement of earth's flat that had caused the decreasing of most land surface along seashores for about 1.5 meters.
- Pure water, dirty water linkage, electricity, public transportation, other facilities must be planned first before building houses in order to make assure whether the people could resettle again.
- The only way to reach west coast had been destroyed in some areas, similar with some ports. Even though there was an emergency way built by Indonesia's National Army, it could only be passed by trucks with their capacity only about 5 tons in dry condition. It meant that how difficult to carry thousand tons of construction material for reconstructing.
- The islands, especially Nias and Simeulue, had lost most of their ports and their infrastructure conditions had not been valuable to manage goods transportation that would be used, because there had never a reconstruction in the big scale like this before.
- Since the reconstruction begun, there had been some following earthquakes (including the biggest one occurred in March), big flood, landslide and typhoon. Avian influenza and polio had also occurred in Aceh.

Reconstruction Strategy

The main government plan for rehabilitation and reconstruction covers two important decisions that for the first time made the reconstruction become slow, but it also gives a strong foundation for sustainable development as the recovery effort in long term. The first decision is forming Rehabilitation and Reconstruction Agent (RRA) ministry level leading the recovery effort; even though it took few months for making this agent operate fully. The second decision is making the people to take control in planning their own recovery efforts; participative process is always slower than top-down process but it more effective in the long term because its plans get full supports from the people. Indonesia's strategy choosing has taken different determination from the one chosen by other victim countries. However, considering with how complex the social politic condition in the area where Tsunami occurred, those choosing become logic. Of course, the formation of the agent that is credible and independent for supervising and concerning with the processes that people control, has given contribution for peace process.

Lively-hood Recovery

Tsunami had caused the loss about US\$1.2 billions in productive sectors. More than a half of the loss occurred in fisheries sector and the rest occurred in plantation and manufacture sectors. Cash-for-work programs, donated by many donor countries and NGO, had played an important role in providing defense network and removing the economy. These programs were now reduced step by step, because many house building programs and regular labors placement activities were releasing. The explosion of building project offered a lot of job, but they might trap. The increasing number of jobless before Tsunami had been solved by jobs in construction project; however this explosion would be subsided. Even though there were many temptation to keep the jobs concerning with local people recovery, it could cause an inflation of

income and price in those areas that could give bad effect to Aceh and Nias in long term. The region could not exchange the economic concern that was determined by construction project if the labors had determined their own income more than the standard one that was determined by Indonesia government and the rate of income flexibly tended to increase. The balance of the certainty that reconstruction jobs helped the refugee and the open of the flexible opportunity for migration labors must be kept.

Farming as one of recovery aspects could be recovered more easily than what had been thought before. The placement scheme of temporary emergency labors for cleaning up ruins and sediment, as well as fixing sewages and irrigation had helped 40.000 families to re-cultivate (two third of housings attacked by Tsunami). Rain in most areas had swapped away things that could reduce the fertility of soil; in fact some areas had given good reports – because of the nutrition from mud sediment. In other areas, big infestations for sewages were required in order to recover the productive rate of the soil like before Tsunami occurred.

Many entrepreneurs in small and middle scales had difficulties to restart their existing business. The number of NGOs had given donation for their initial step or micro finance facilities for small and medium enterprises (SME). Unfortunately, there were no formal banking system provides normal services for businesses in Aceh and Nias because there were a lot of stagnant credits as a result of Tsunami, that made them not want to take a risk. The loss of asset, the lack of access to capital and the abnormal market had made them loose their entrepreneurship spirit.

2.1 Government Intervention

For quick reconstruction of Nanggroe Aceh Darussalam (NAD) and Nias Islands, North Sumatra, which were affected by the earthquake and Tsunami, it was necessary to apply an expeditious, systematic, directed, integrated and comprehensive special approach by involving stakeholders, and by taking into account the aspirations and the priority of needs of the communities concerned.

In order to implement the NAD and Nias Islands-North Sumatra rehabilitation and reconstruction process in an effective and efficient manner, it was necessary to establish a rehabilitation and reconstruction agency with comprehensive, centralized, coordinated duties, authority and responsibilities to plan, implement, control and evaluate such process based on the principle of good, effective, transparent and accountable governance. In conducting rehabilitation and reconstruction activities, the aforementioned Agency was to refer to the stipulated Master Plan, translating it into operational and detailed details corresponding to local conditions and the priority of needs of the local communities concerned.

2.1.1 Institutional/Organizational Structure

The NAD and Nias Islands-North Sumatra Rehabilitation and Reconstruction Agency is formed under and is reporting directly to the President. Functionally, there are three organizational instruments within the structure of the rehabilitation and reconstruction agency, namely: (a) Advisory Board, (b) Supervisory Board, and (c) Implementing Agency.

a. Advisory Board

The Advisory Board is an organizational instrument within the structure of the rehabilitation and reconstruction agency having the advisory function of providing

direction in the formulation, planning and implementation of the rehabilitation and reconstruction process.

Members of the Advisory Board are the representatives of various stakeholders, such as the elements of the communities concerned, academicians/universities, government –both at the central and regional levels, and other elements supporting the advisory function. Members of the Advisory Board are responsible to ensure that the aspirations of various parties represented by them are used as a reference in the rehabilitation and reconstruction process. The Advisory Board reports on the performance of its duties to the President of the Republic of Indonesia.

b. Supervisory Board

The Supervisory Board is an organizational instrument within the structure of the rehabilitation and reconstruction agency with the supervisory function to, among other things, (i) supervise the implementation of the rehabilitation and reconstruction process; (ii) receive and follow up on complaints filed by the communities concerned; (iii) audit the performance of the Implementing Agency's duties. The Supervisory Board can use the services of independent professional auditors or other experts in auditing and in supporting the performance of its duties. The aforementioned performance of duties is reported to the President periodically.

Members of the Supervisory Board comprise individuals with sufficient supervisory skills, consisting of national figures and independent Aceh opinion leaders. Moreover, it is possible for the representatives of donor countries/agencies to become members of the Supervisory Board. In order to guarantee and ensure transparency and accountability in rehabilitation and reconstruction, the results of the supervision will be made open to the public for access.

c. Implementing Agency

The Implementing Agency is an organizational instrument within the structure of the rehabilitation and reconstruction agency with an implementation function to, among other things: (i) formulate operational strategy and policy; (ii) prepare an action plan and conduct activities, (iii) conduct rehabilitation and reconstruction activities for certain projects based on agreements with other agencies/institutions; and (iv) ensure that the rehabilitation and reconstruction funds are utilized in a manner that highly regards integrity and is free from criminal acts of corruption.

For effective rehabilitation and reconstruction, with the aim of achieving the set targets, specifically those set forth in the master plan and detailed plans in the respective rehabilitation and reconstruction sectors, the organizational structure of the Implementing Agency may be expanded based on the needs and with the aim of optimizing performance in implementation.

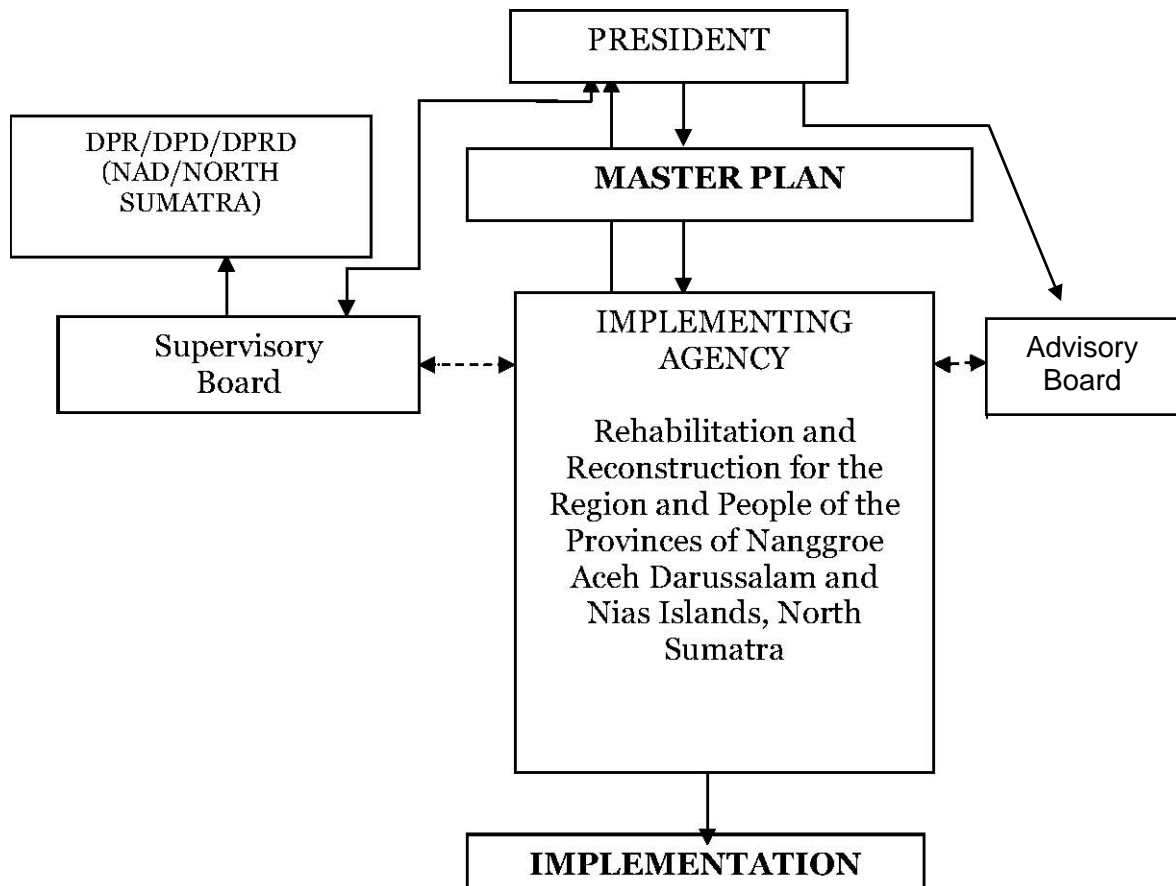
In addition to the aforementioned duties, the Implementing Agency has the authority, among other things, to: (i) manage the rehabilitation and reconstruction of the areas and the life of Nanggroe Aceh Darussalam and Nias communities; (ii) manage available resources, both human and financial, for rehabilitation and reconstruction; (iii) establish cooperation with parties related to rehabilitation and reconstruction; and (iv) request assistance in the form of information and technical support in the performance of its duties from the Central and Regional Governments as well as other related parties, and (v) organize and coordinate

rehabilitation and reconstruction implemented by the Central and Regional Governments as well as other related parties.

In performing its aforementioned duties and authorities, the Implementing Agency will be referring to the master plan and detailed plan of the rehabilitation and reconstruction of Aceh and Nias Islands-North Sumatra, prepared by the Central and Regional Governments concerned. Moreover, in the implementation of field activities, it is necessary to take into account input from parties at the regional, national and international levels, especially in addressing problems arising in the field. Given the special autonomy status of Nanggroe Aceh Darussalam, the provisions and general norms applicable in Nanggroe Aceh Darussalam must be taken into account in the rehabilitation and reconstruction process.

For expeditious, directed, integrated and comprehensive mobilization as well as the performance of duties in the rehabilitation and reconstruction, it is necessary to obtain the support of human resources possessing high capability, relevant competence and high integrity as well as commitment to the Unitary State of the Republic of Indonesia. To achieve this, the Implementing Agency may recruit employees as needed. The employee recruitment process must be conducted professionally and objectively.

**ORGANIZATIONAL STRUCTURE
AGENCY FOR THE REHABILITATION AND RECONSTRUCTION OF THE
REGION AND PEOPLE OF THE PROVINCES OF NANGGROE ACEH
DARUSSALAM AND NIAS ISLANDS–NORTH SUMATRA**



2.1.2 Reconstruction of the Economy

Natural disasters that struck Aceh and Nias Islands, North Sumatra had paralyzed economic activities because:

- Damaged facilities for community economic activities were damaged, among others:
 - Damaged community service facilities related to fishery and agricultural activities, such as fishing harbor, fish and agricultural product sale centers, and irrigation channel.
 - Damaged community production facilities, covering around 10,000 units of fishing boats comprising 42% non-motorboats and 58% of motorboats.
- The non-functioning financial system, including banks because of the damaged banking facilities and the loss of economic activities supported by banks.
- Stagnant business activities causing the increase of unemployment level.

1. Policies and Strategies

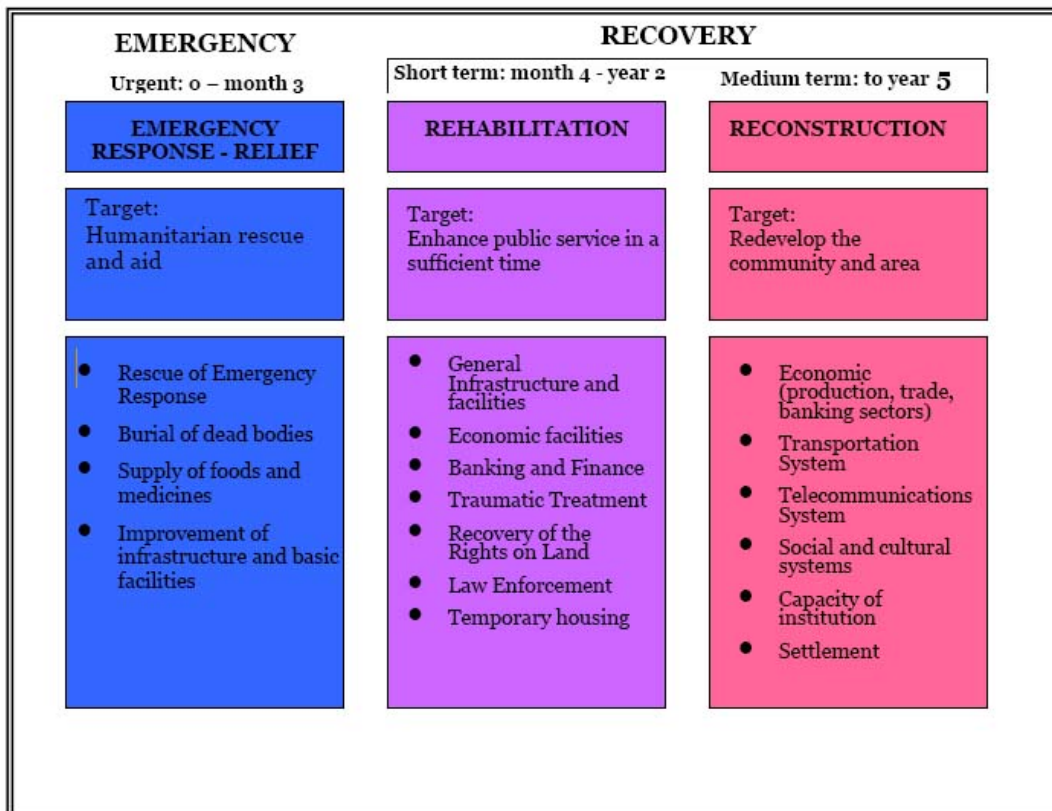
- a. Recovering community income by providing jobs related to rehabilitation and reconstruction and providing training for various lost jobs. The implementation of rehabilitation and reconstruction prioritizes the participation of Aceh community, therefore, training related to rehabilitation and reconstruction will be carried out.
- b. Recovering community service facilities to meet the minimum service standards. The recovery has been carried out by the Government through the mobilization of various available resources, such as State Revenues and Expenditures Budget (APBN) and aids. Recovery prioritizes community service facilities directly related to community economic activities, such as fishery and agricultural activities, such as recovery of fishing harbor and fish auction place, and recovery of irrigation facilities and other sale centers.
- c. Recovering banking activities through the recovery of various banking facilities and intermediary functions. Recovery has also been carried out through the identification of clients and the determination of heirs. While with respect to assets, banking recovery is carried out through restructuring.
- d. Providing assistance to the communities to recover their production facilities. This assistance to the communities will be provided through direct assistance with community-based approach. Assistance to the communities is carried out by giving direct grant with the maximum amount of Rp.2 million. In addition, assistance in relation to land that cannot be used as residence and housing assistance will also be provided.
- e. Giving support to the communities so as to be able to obtain access to productive resources by providing credit incentive system, in addition to technical assistance. Support was given to community groups in the amount of about 5 – 15 million Rupiahs. The beneficiary communities can use the fund for the recovery of public facilities or use the supporting fund as matching fund to carry out business activities. Support was given so that the beneficiaries can obtain matching fund through ordinary banking mechanism, by applying market interest rate. Assistance was given only through credit facilities and extension of grace period.

Since its formation in April, BRR has taken control the reconstruction effort. BRR consist of three institutions: Implementing Agency, led by Kuntoro Mangkusubroto; Advisory Board high level to guiding reconstruction strategy; and Supervisory Board to supervise the activities, solve the people's complaints, and do audit. Those three agents are responsible directly with President. The term of BRR used for Implementation Agency, is also used in this report.

BRR's main priority is to clarify its mission, making its organization structure and developing some operating procedure standard for coordination, strategy leadership and quality control of all donor's and NGO's activities. BRR determined re-monitoring process and agreement to assure that those projects are suitable with the priorities and the overall recovery need. BRR designs policies and guidance for determining standards and general structures in the main fields concerning more in preventing corruption. BRR also builds a central operation to follow all projects

donated by donors and attempt to make a new work structure for donor coordinating. With the great resource allocation from Paris Club's moratorium, BRR becomes government's financial source that is important for reconstruction activities.

The reconstruction advance becomes more obvious. Now, there are many new houses along roads through zones that are attacked by Tsunami. General working projects and construction fields are undertaken by international institutions or government institutions. However, there are still many remote areas that are ignored, especially Nias.



Earthquake and Tsunami Disaster Mitigation Efforts Stages and Plan for Rehabilitation and Reconstruction of NAD and Nias Islands North Sumatra Provinces

2.2 Donors and NGOs Intervention

Rebuild the economics is a big challenge and the best practice is by beginning physics reconstruction as soon as possible. It is estimated that the disaster had reduced GDP year 2005 until 5 percent in Aceh and 20 percent in Nias, although the impact was different in each regencies, two of which lost a half of their GDP. This showed there would probably around 325.000 Aceh people and 149.000 Nias people lived under poverty without social safe-net. The price post-Tsunami in Banda Aceh increased sharper than in national level, where annual inflation on October 2005 reached 37.5 %, mainly because

there were demand on building material and high skilled-labor. The construction project's explosion also caused salary improvement until 30-40 percent for all professions.

Aceh and Nias People will need at least US\$ 5.8 billion to rebuild their lives. The amount has calculated the increasing need because of disaster's destruction and loss, especially to goods related to reconstruction. An additional resource will be needed to renew the bad condition facilities before the disaster, especially in the areas that that experience conflict's impact.

A year after Tsunami, US\$4.4 billion had been allocated to special projects. NGOs allocated US \$1.5 billion and Donors allocated US\$1.8 billion. These Projects fulfilled a minimum needs in most of sectors, yet there were still big differentiated sector, especially in transportation, flood controlling and environment.

There is an opportunity for a better rebuild. Reconstruction program and total development for Aceh and Nias will reach amount US\$9 billion (2005-2009). Indonesian government, Donors and NGOs estimated will expend fund as big as US\$2.5 -3.5 billion, each. Because the rebuild needs US\$5.8 billion, then if all partners keep their commitment and expend the fund wisely, there will be available fund as big as US\$3 billion to make Aceh and Nias become a better place.

BRR had decided four main priorities for year 2006:

- Providing decent shelter place for all: By campaigning temporary shelter place, fastening the development of permanent house, solving the existing policies and strategist's dilemma, and covering the existing differences through direct execution when it needed.
- Rehabilitating important facilities: mainly transportation's track along west coast, waterworks and city facilities, beach protection; also preparing long-term planning to facilities development.
- Strengthening institution capacity and human resources: by developing district government capacities to handle a complex facilities and development scheme; developing independent organization's capacities to supervise it and help to prevent corruption; and by continuing the facilities education and health serving recoveries.
- Recovering means of work : by creating work opportunity and continuing skill; finishing revitalization of 64.000 ha farming land; developing new potential in plantations; in fishery sector; and giving more support to small and medium sized enterprises (SME).

NEED ASSESSMENT AS COMMUNITY PARTICIPATORY APPROACH IN DELIVERING VOCATIONAL TRAINING

One year ago Tsunami enormous disaster had passed away. Reconstruction on both Aceh and Nias ran continuously, thousands of infrastructures destroyed because of Tsunami started be improved. Improvement was being conducted at each sector lines. Reconstruction was not confined at building arrangement only. The more importantly was rebuilding for Aceh economic. We all knew that Tsunami had caused damage to Aceh economic. Infrastructure and enterprises units that had functioned as support the Aceh economic being destroyed. In economies aspect, disaster affected damage at industry and trade, cooperative, small and medium enterprises, agricultural and forestry, fishery and employment. Assumption in economies sector indicated amount of public bank underwent Tsunami 17.61 % (25 Unit), bank of credit people 8.89 % (4 Unit) and approximately 2 trillions Rupiah as credit full of problems (IDB, January 2005).

At Industry sector, small and medium industry suspected damage amount average 65%. Moreover there had 92.000 small industries or household in Aceh underwent damaged. More specific again MSME enterprises that damaged because Tsunami amount 20.88 % (5.176 Unit), hotel 30.41 % (59 Unit), restaurant 17.20 % (1.119 Unit), market 1.29 % (195 unit) and small restaurant 16.71 % (7.529 Unit).

The trade facilitation in Aceh had been estimated underwent damaged 65 groups trading place, 54 permanent markets, 69 non permanent markets, 69 supermarkets, 1 animal market, 19 fish markets, 25 public banks and 4 banks of credit people. It also damaged 59 hotels and wood small enterprises, iron, ceramic, clothes and food making.

On employment aspect, from the amount of employees at Aceh 2.254.155 people, had been suspected 25 % loss employment caused nature disaster. 30% in sector of agricultural loss jobs caused land damaged and approximately 170 thousands people loss jobs in MSME sector. Other that, approximately 60.000 jobs loss because the employees were dead. It had been estimated 130.000 fisherman loss jobs. Now, the total unemployment was approximately 30% in the areas of disaster.

Micro, small and medium enterprises sector also damaged cause from enormous Tsunami. Instead, this sector became a backbone for economies development in this country especially in Aceh. Effort to redevelop Aceh and help community who as victims both earthquake and Tsunami on enlighten their life had conducted by stakeholders namely by government, community, donor and private sector. Several areas that became victims of disaster had conducted many activities of reconstruction and rehabilitation, and on this step needed development on creating employment and rebuilt community enterprises of micro, small and medium scale. Capitals assistance for supported ran rapidly development for micro, small and medium was very important.

To help in accelerating improvement in economic sector, PPLUI – Bina Masyarakat Madani had conducted survey activities for obtaining the data of micro, small and medium enterprises consist of enterprises data implemented by both Aceh and Nias communities during this time, before and after Tsunami disaster.

3.1 The Objectives

The objectives of these Survey activities were:

- a. To obtain drawing condition of Micro, Small and Medium Enterprises (MSME) that as victims of earthquake and Tsunami (before and after disaster).
- b. To give input about drawing condition of MSME after disaster as a consideration or reference in application further activities. (It meant Vocational training).

3.2 Target Group

These activities of survey had target group namely entrepreneurs which became victims of earthquake and Tsunami with the characteristic as follows:

- a. The entrepreneur of MSME which life at 4 locations (Banda Aceh, Aceh Besar, Pidie and Nias).
- b. The entrepreneur that interested in starting up a business and life at disaster areas
- b. More important was women

3.3 Methodology

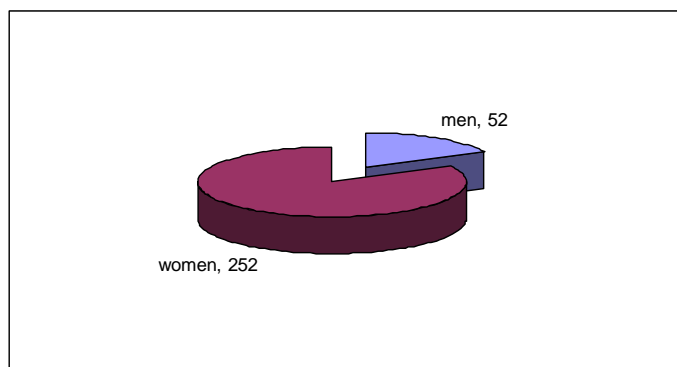
a. Location

This survey had been conducted at areas that as victims both earthquake and Tsunami and the area of survey had been determined by Services Business Development Center (SBDC) Aceh namely 4 locations:

- Banda Aceh City of NAD
- Aceh Besar district of NAD
- Pidie district of NAD
- Nias district of North Sumatra

b. Methods

- To achieve information regarding condition of MSME victims of earthquake and Tsunami would be conducted looking for information regarding the existence of victims (Respondent). The information would be gained from government, Community figure, socials organization and communities. From the information that had been obtained would be identified with the questioner structured.
- The questioner structured contains the data of MSME victims. Description of enterprises asset that implemented by victims before disaster, Description of enterprises asset that still own after disaster and enterprises description that will be developed by each entrepreneur ahead.
- After collected the questioner would be conducted review the questioner that achieved from field and further created the summary list of questioner in a file by surveyor.



c. Fact Finding at 4 Locations of Survey

Description of the survey result about conditions of MSME:

From the Result sample respondents that had been collected from 4 locations in the field, conditions of MSME could be described as follows:

In Banda Aceh Area, MSME that became respondents amount 81 MSME which consist of 83% Women and 17% men. Viewed from business type, condition of MSME was very kinds namely food shop, livestock, fishery, farmer of aquaculture, fish trader, clothes trader, sewing and embroidery. From problem side showed 90% about capitals and 10% about raw materials, instruments and marketing.

In Aceh Besar area, MSME that became respondents amount 72 MSME, which consist of 94% Women and 6% men. Business type was very kinds namely rattan industry, cake maker, shop, restaurant, food shop, sewing and embroidery. From problem side showed 85% about capitals and 15% about raw materials, marketing and skills.

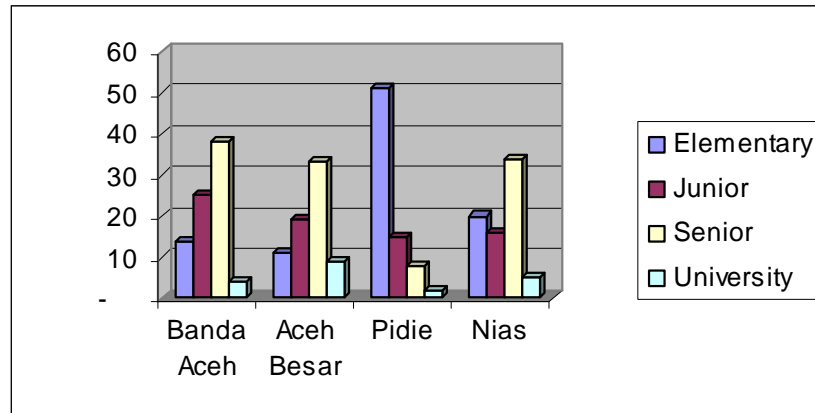
Whereas in Pidie area, MSME became respondents amount 76 MSME which consist of 100% women and 0% men. Team of survey intentionally took all of respondents regarding handicraft namely plaiting mat (Anyaman Tikar). The Problem of this industry showed 12% about capitals and 88% about raw materials and product quality.

In Nias area, MSME that became respondent amount 75 MSME which consist of 55% Women and 45% men and the business type was very kinds such as cake sells, food shop, furniture, producer and seller ice cream, sewing and embroidery, electronic repair, clothes trader, breaks stones, fish lifesaving and pedicab rents (Persewaan Becak). The problem of MSME in Nias showed 41% about Capitals, 24% about lose of asset and 35% about provisions, employees and skills.

Tabel:
Result of Need Assessment Survey

Vocational Training	Banda Aceh	Aceh Besar	Pidie	Nias	Total	Percentage
Cake Making	12	28	6	5	51	16.8%
Poultry	7	9	18	7	41	13.5%
Kiosk	16	10	9	15	50	16.4%
Sewing	26	13	13	24	76	25.0%
Fishing	9	2		16	27	8.9%
Handicraft	7	6	23	2	38	12.5%
Others	4	4	7	6	21	6.9%
Total	81	72	76	75	304	100.0%

BACKGROUND OF EDUCATION



- International NGO

- World Relief

Project Components:

Fishing Livelihood Grants

Provision of 119 Fishing Boats, Reestablishment of fish Processing Plant, Rehabilitation of 170 has. Fishpond and provision of fishpond equipment/supplies to 110 household, One Boat-Building enterprise setup grant.

Non-Fishing Livelihood Grants

To 1,223 households for various micros finance enterprise activities such as: merchandise trading, food service business, fish trading, machine repair shop and other.

Micro Finance Grant to Local MF NGO

Provide micro finance services to the Krueng Raya Livelihood Project Participant.

Total Number of Beneficiaries 1,457 households

- Mercy Corps

Small Businesses or Association: Mercy Corps had assisted those who had small businesses prior to the Tsunami in rebuilding their livelihood by supporting proposals such as brick (Miruek Lamreudeup) and concreting well ring producers, handicraft producers such as rattan (Tanjong), cake maker (Lam Pisang), cassava cracker maker (Nusa), kiosks, tailor and soya-beans (Tempe) producer.

Financial Access Program in Banda Aceh and Aceh Besar:

The goal of FinAP was to support the revitalization of the Aceh economy by helping the micro and small business sector recover, thus generating long term employment and strengthening local economic sectors. The current approach was to help micro and small entrepreneurs' access commercial funding to restart, manage and expand their businesses (The World

Bank's). FinAP worked in partnership with several commercial lenders (BPD and BPRs) to deliver business oriented financial services to Aceh micro and small entrepreneur. FinAP did not provide direct lending to program participants but instead offers "additional cash collateral" to secure regular commercial loan. FinAP also analyzed the businesses investment needs, completed business plan, and facilitated the relationship between the businesses and the bank.

The current coverage area was all sub district of Banda Aceh and Aceh Besar. To date we had facilitated 26 commercial loans that had created 147 permanent jobs. Loan could reach a maximum of 100 million Rupiah but to average loan size was 30 million Rupiah. Any Tsunami affected business could apply for business planning and loan facilitation by FinAP. Common businesses supported so far include brick factories, market traders and small scale producers. FinAP was now looking to support non-bank Microfinance activities in the village where Livelihood was also working. Mercy Corps currently accessing which organization were already providing or were about to provide microfinance in these village. Where this a gaps, Mercy Corps would support MF was to move in.


FinAP was also expanding Mercy Corps support to local businesses to include market linkage and non financial service. At the moment the assistance was focused on the brick makers, providing support and quality control and supply chain. We were beginning to look at furniture production and are interested in supporting other sector as needed.

 **International Finance Corporation (IFC)**
Private Enterprise Partnership for Aceh and Nias

PEP-Aceh & Nias, with contributions from other bilateral and multi-lateral donors, has an office in Banda Aceh. The program had a mandate to provide technical assistance to support the development of small and medium enterprises, particularly in the areas that were affected by the Tsunami in December 2004. The program would initially focus in three key areas:

1. Business enabling environment
2. Access to finance for Small and medium enterprises and
3. Agribusiness linkages, particularly fisheries.

Currently on the middle of December 2005, IFC PEP Aceh & Nias, had conducted training entrepreneurs for Handicraft, Training of Trainer (TOT), Workshop for investment and Seminar of developing enterprises information for growing profitable and access to the bank or Micro Finance Institution in Banda Aceh.

 **United Nation Development Program (UNDP).**
Tsunami survivors in Banda Aceh receiving small businesses assistance from UNDP

More than 2,000 Tsunami survivors were receiving entrepreneurship training under the first stage of UNDP's small businesses project.

The project offered training in business basics, such as in adopting a business plan and in managing finances. After completing the training, that would be entrepreneurs were then invited to submit business plans – and those that were considered viable receive a grant of US\$150 to help them get started. So far, 300 businesses had been awarded grants.

The Meuraxa and Kutaraja projects, which were being implemented through UNDP's partner International Relief and Development, were just the first stage in the scheme, which would shortly be expanded to cover Tsunami affected areas across the province. The training was part of a range of options being offered by UNDP to Tsunami survivors to help them return to work, including vocational training.

The training and financial support program were very important in reviving economic activities not only for the beneficiaries but also to great extent of the population in and around Banda Aceh city. Almost in every corner of Banda Aceh city, there are now beneficiaries of the program who are running their *motor-bike workshop, fuel and grocery kiosks, bakeries, fishing equipment workshop, saloon, chicken farms etc.*

▪ **Private Sector**

▪ **KADIN (Trade Chamber and Industry) Nangroe Aceh Darussalam**

Vocational Training

1. Entrepreneurship training which involving MSME and student final phase. MSME that involved namely MSME those became victims of Tsunami to raise their motivation and to restart up their business, and the objective of involving student for increasing skills and to create employment. This training also provided drawing to entrepreneur or candidate of entrepreneur how to dial with the bank or micro finance institution including to create the proposals that proposed to the bank.
2. Saloon and beautifully training.
The participant consisted of the woman who had background as entrepreneur salon and the women would start up that business. The participant amount was 30 women and they were also provided provisions.
3. Service AC training
The amount participant was 25 people and selected 5 people as the best. And got the occasion to official work at Panasonic firm because this training collaboration with Panasonic.
4. Classic Sewing and handicraft Aceh training.
The collaboration with IWAPI and Plan International. In this training participant expected to gain investment loan but until now it has not realized yet. This training had been conducted during 14 days.

"Baitul Qirad" Micro Finance Institution

KADIN (Trade Chamber and Industry) have "Baitul Qirad" Micro Finance Institution. Because of earthquake and Tsunami disaster that attacked NAD, now, this Micro finance institution couldn't implemented yet as previous condition caused should look for again investment capitals. KADIN expected in the next time the Community of Aceh would have Micro finance

institution that could be access easily for entrepreneur with low interest. So that the entrepreneurs could rebuild again their enterprises better and increase their product quality.

- **Local NGOs**

- ▣ **Matahari Foundation**

1. Community Organizer
 - Meeting Routine
2. Capacity Building
 - Sewing and Embroidery training
Participant had competence in sewing and embroidery.
 - Training to make Snack
Participant had skilled to make snack
 - Handicraft training
Participant had competence in handicraft.
 - Management for Small enterprise training
Participant had knowledge and skill to make business plan, business management, Product management, Packing and marketing.
 - Saving and Loan training
KSM staff had knowledge about saving and loan system.
3. Financials Service
 - Revolving Fund

- ▣ **Bisnarindo Foundation**

1. MSME Advocacy
This activities focus for Bisnarindo's partner business that needed assistance to re-structures loan/credit to the bank or Micro Finance Institution that exist in Banda Aceh.

This advocacy processes involving bank mediator institutions international phase such as International Finance Corporation (IFC) member of World Bank Indonesia and several NGO International which had program access to Finance in Aceh. Bisnarindo facilitated this advocacy within the way to bring the Aceh's entrepreneurs to able to pronounce their requirements until national level.

2. Recovery MSME Services
On process this activities, Bisnarindo collaboration with Swisscontact as donator that provide grant assistance for recovery MSME, in the first phase, Grant assistance in the forming investment or equity, in the future time will be used MSME for equity of enterprise from bank side. Since July 2005, Swisscontact has facilitated MSME amount 55 MSME and which realization per December 2005 amount 10 MSME.
3. Access to Finance Services.
These services consisted of potential MSME survey that undergoing difficulty for investment loan and needed facilitation to create the business proposal by standard of the bank and accompany MSME in the administration process of the bank until the loan received by the

MSME. Since March 2005, MSME those got facilitation and had been given the investment loan by the bank amount 5 MSME and gained the credit amount more than 2 billions.

4. Event Organizer Services

This services since early January 2005 many international institutions that liking these services. These services consist of all aspect of the implementation of activities event with good performing and success, include the participants, venue, public information, etc.

Client had used the Bisnarindo services was IFC (International Finance Corporation) those consisted of the following activities: Seminar, Training and Workshop.

Further Arcli Foundation (Architecture Clinic) Aceh. ArCli used the Bisnarindo services for existing surveyor service to distribute information about ArCli and support to recruit staff for gravis expert.

5. Consultation for business development services. Bisnarindo Foundation conducted consultancy during year 2005 such as:

- Design strategy marketing service

This service was to develop strategy marketing of enterprises on recovery MSME after Tsunami disaster. One of the clients which used the Bisnarindo service was ArCli Foundation that had the program of material Building Substitution.

- Business Development service to access international market.

The Scoop of this service was more focused for embroidery in Aceh to increase skills quality on production that match with international market. Client which contact with Bisnarindo Foundation such as: IFC Pensa Denpasar, PT. Out Of Asia Jogjakarta and Indonesia Bank.

3.4 Action Plan

On the based description of result survey at 4 areas above field team of project suggested to project overseer to follow up the activities by vocational training in 3 areas. The details vocational training could be described as follows:

Time : January-February 2006
Participants : 50 people each area
Location : 3 areas (Banda Aceh, Aceh Besar, Pidie)
The Contains of training : Enterprenership, Bussiness Management, Business Start Up and Spesific Vocational Training, etc.

VOCATIONAL TRAINING AS ONE OF MSME RECOVERY AFTER DISASTER

Food parcels and handouts offer temporary respite from hunger, but unless people are given the means to lift themselves out of destitution, the aid will eventually run out leaving only dependency. Many of the beneficiaries of these projects were rebuilding their lives after war or disasters in which they may have lost their homes or family and also their livelihoods. The road out of poverty begins with the community itself. In order to become self-sufficient, impoverished people need improved resources and diversified skills.

Several of our projects attempted to redress the gender imbalance by focusing on widows who have no source of income. The schemes were also sustainable as once the loans were repaid the money could be loaned out once more.

Training was then implemented giving local people the capacity to initiate their own enterprises. A Women's Vocational Training Program in tailoring taught local women how to use and repair sewing machines.

This was followed by a tailoring training program. They were then able to sew clothes for local community members and for selling in the markets, generating much-needed income for their families.

4.1 Sewing Vocational Training Report

Sewing Training as Many Women Chosen

4.1.1 Preface



The training realization was implementation of cooperating program between PPLUI and APEC. Vocational training objected to motivate and develop business. Furthermore, the vocational training also held to enhance skill in order to recover and raise the community income especially the trainee.

Sewing Vocational training conducted 6 for days take place in Putri Custum Institute in Jl. TA Jalil No. 60 Banda Aceh from 27 February 2006 to 4 March 2006. This training objected to trainee who resident in Kota Banda Aceh, 25 participants

targeted for one class. This training participated by 23 participants and 2 participants absent until the training ending.

4.1.2 Opening of Training

The training began in 27 February 2006 with officially opening ceremony of training. In the opening ceremony, 25 participants present. From the side of committee presented by Director of PPLUI, Samsul Hadi, Eri Efendi (Program Coordinator) and Akmil Muna (supporting). The training implementation was in collaboration with PUTRI CUSTUM Course Institute. Also present in the opening ceremony Head of PUTRI CUSTUM Course Institute, Ainun Mardhiah, and Desi Putri (Trainer).

The Opening Ceremony consisted of:

1. Salutation by Akmil Muna as Master of Ceremony.
2. Reception and Welcoming by Head of Putri Custum. Followed by briefing for guideline behave in Putri Custum along the training.
3. Guidelines and Information from PPLUI.
Eri Efendi, represents PPLUI, gave the guidelines and information of the training. PPLUI thanked to Putri Custum Course Institute for being a partner and supports conducting the training successfully. Another related information which also extended: the training conductor and fund supporter; the aim of training; location of training (Banda Aceh, Aceh Besar, Pidie, dan Nias); trainer; time and schedule and the facility would be got by the trainee. Then the training officially opened by Eri Efendi by recited Basmallah
4. Closing the Opening Ceremony
The closing given by MC, Akmil Muna, followed by technical information and training need.

4.1.3 Training Process

1. 1st Day. 27 February 2006
 - Introduction & Intimate
The trainees asked to stand and form a circle. Everyone had to introduce friends in right and left side. Before introduce friends, the trainees were given times to know each other with friends in right-left side for 3 minutes.
 - Entrepreneurship.
This was the theoretical session for material of entrepreneurship, business motivation and development with Eri Effendi as facilitator.
 - Start Up Business.
Second session of first day training communicate to the trainee about how to begin a business and factors which have to be concerned on in beginning a business. This session facilitated by Idham Edo.
 - Introducing of Sewing Business
In the third session the trainee began to learn about theory of sewing. Mrs. Ainun Mardhiah (head of Putri Custum) as the trainer of that session began the session with telling the trainees the story of Putri Custum Course Institute. Putri Custum established with a leasing of sewing machine for 5 months, but it has own store now. Established

in 1975, Putri Custum Sewing Course Institute had graduated more than 27.000 alumni. She said that if we have a good will in beginning a business and run the business seriously, there are no reasons that we will not be success.

She told the trainees how to open a sewing business, such as what have to prepared and concerned on to keep losing profit minimally.

- Distribution of Sewing Kit
The activity continued with distribution of sewing kit. Each trainee got these: cloth meter, a red-blue color pencil, cloth lime, sewing roll, rader, pencil, pendedel, glue, short zipper, long zipper, straight pin, wrapping paper, machine needle, sewing needle, button, scissor, thread, carbon paper, machine hemming, dress layer, and collar ban.

The clothes that were given to the trainees that would be used in practicing sewing are 2 sheets of cloths and 1 sheet of skirt cloth.

- Charging Expense
2. 2nd Day. 28 February 2006
 - The way of Dress Measurement (Practice)
 - Basic Dress Pattern: Back, Front of Body, Arm (Practice)
 - Charging Expense
 3. 3rd Day. 1 March 2006
 - Basic Dress Pattern (continuation)
 - Sewing a dress
 - Charging Expense
 4. 4th Day. 2 March 2006
 - Sewing a dress
 - Charging Expense
 5. 5th Day. 3 March 2006
 - Sewing a dress
 - The way to measure a dress
 - Basic pattern of skirt
 - Sewing a skirt
 - Charging Expense
 6. 6th Day. 4 March 2006
 - Sewing skirt
 - Discussion
A discussion which directly headed by Mrs. Ainun Mardhiah held before the closing of the training. She shared a few technical tricks such what to do when not deliberately cut the cloth not properly to the measurement, ironing problem, etc.
 - In the end of training the trainees had made 2 sheets of blouse/ dress and a sheet of skirt successfully. Both of them made in based on each trainees body measurement.
 - Charging Expense

4.1.4 Training Material

No.	Training Material	Fasilitator/Trainer
1.	Introduction & Intimate	Eri Efendi
2.	Entrepreneurship	Eri Efendi
3.	Start Up Business	Idham Edo
4.	Measure a Dress	Ainun Mardhiah/Desy Putri
5.	Measure a Skirt	Ainun Mardhiah/Desy Putri
6.	Basic Pattern of a Dress	Ainun Mardhiah/Desy Putri
7.	Basic Pattern of a Skirt	Ainun Mardhiah/Desy Putri
8.	Sewing a Dress	Ainun Mardhiah/Desy Putri
9.	Sewing a Skirt	Ainun Mardhiah/Desy Putri

4.1.5 Closing of Training

The training accomplished at 4 March 2006. The closing ceremony attended by trainees, Head of Putri Custum Sewing Course Institute and it's trainer, and representative of PPLUI. The closing ceremony detailed below:

1. Opening by Desi Putri behalf to Putri Custum as Master of Ceremony.
2. Impression from The Trainees represented by Azlina.
3. The trainees were very grateful for participating in the training. They hoped for follow up training to enhance knowledge and skill in sewing and sewing business. They also hoped to get some financial support to realize the sewing business especially to purchase the sewing machine.
4. Apologizing to Putri Custum and PPLUI for any inconvenience's behavior along the training.
5. Leave Taking Word from head of Putri Custum, Mrs. Ainun Mardhiah. Mrs. Ainun Mardhiah said a lot of thanks and hoped the skill that they had got in the training able to used to start up the sewing business and support their family financial. She apologized for any inconvenience services, and inadequate level of facilities and equipment in supporting the training.
6. Eri Effendi represents PPLUI gave the last message to the trainees. He said that we can ponder a word to achieve purpose; the word is "PAKSA". P = Pray, surrender – have a good mind to Allah, the Creator. A = Attitude, we have to have a good way in thinking and do anything. K = Knowledge, we must have knowledge about what we want to do. S = Skill, we must have skill in business we want to run. Dan A = Action. "PAKSA" was not useful effectively if not being in practice. He hoped the trainees could start up sewing business using "PAKSA". He grateful thanked to the trainees, Putri Custum, and Team Work that had shoulder to shoulder contributing in implements the sewing training. He also apologized to all side for any lack and inconveniences. The training closed officially by reciting Hamdalah together.
7. Closing Word by MC
Sewing vocational training for Banda Aceh municipality was done. It was recommended as well as strived for any support especially in financing the business.
Thus ends this report.

4.2 Cake Making Vocational Training Report

4.2.1 Preface

The training realization was implementation of cooperating program between PPLUI and APEC. Vocational training objected to motivate and develop business. Furthermore, the vocational training also held to enhance skill in order to recover and raise the community income especially the trainee.



Cake Making Vocational Training conducted for 6 days take place in SMK 3 Banda Aceh from 6 to 11 March 2006. This training objected to trainee who resident in Aceh Besar District. 25 participants targeted, but only 23 participants participate in the training completely.

4.2.2 Opening of Training

The training begins in 6 March 2006, especially with opening ceremony of training. 25 participants present in this opening ceremony. Behalf to organizer presented by Eri Efendi (Program Coordinator), representative of PPLUI Banda Aceh, and Akmil Muna (supporting). The implementation of training is in collaborating with Vocational Secondary School (SMK) 3 Banda Aceh.

The opening ceremony consists of:

1. Preface given by Akmil Muna as master of ceremony.
2. Reception and welcoming by head of Food Science Vocation represent the head of SMK 3. Continued with briefing and conveying the certainty which will be effective along the training specially the practice activity.
3. Direction and Information from PPLUI.
Eri Efendi represent PPLUI gave direction and information of training. Direction began with express of thanks to SMK 3 for cooperating in implement the training and to training participants for fulfilling the invitation of training activity. All information given was about supporter/ donator who support in implementation budget is Asia Pacific Economic Cooperation (APEC); the aim of training; location of training implementation that is Banda Aceh, Aceh Besar, Pidie, dan Nias; Trainer; Time and schedule; and Facility received by the training participants. Then the training opened officially by Eri Efendi by reciting Basmallah.
4. Closing
The closing word was given by master of ceremony which followed by technical information and training peripheral given by training committee.

4.2.3 Training Process

1. 1st Day, 6 March 2006
 - Introduction and Intimate
The trainees asked to stand and form a circle. Everyone had to introduce friends in right and left side. Before introduce friends, the trainees gave times to know each other with friends in right-left side for 3 minutes.

- Entrepreneurship.
This was the theoretical session for material of entrepreneurship, business motivation and development with Eri Effendi as facilitator.
- Start Up Business.
Second session of first day training communicated to the trainee about how to begin a business and factors which have to be concerned on in beginning a business.
- Introduction of Cake Making Business
It started the third session. The trainees were directed to prepare the business of cake making and anything that could inflict the financial cost. It followed by theoretical session and the ingredients used in cake making. Before continued to practicing the cake making, trainees grouped into 5 groups. The groups formed were below:

Orchid Group consisted of trainees named:

- a. Munira
- b. Mirna
- c. Maqrifah
- d. Masnah
- e. Muzainah

Jasmine Group consisted of trainees named:

- a. Fitriani
- b. Juariah
- c. Rasidah
- d. Hafsah

Rose Group consisted of trainees named:

- a. Suryani
- b. Darlina
- c. Nurjanah
- d. Siti Rahmah

Lily Group consisted of trainees named:

- a. Irmayanti
- b. Karmilawati
- c. Yuslizar
- d. Murna
- e. Nurasiah

Seulangan Group consisted of trainees named:

- a. Mariana
- b. Cut Sariati
- c. Darmaiati
- d. Mahdalena

After the trainees grouped, then they got the ingredients for bread making and continue to practice the cake making.

- Charging Expense

2. 2nd Day, 7 March 2006
 - The way of making “ Small Martabak“ (a small thick folded crepe filled spices and pieces of meat) and it ingredients
 - Practicing of Making the Small Martabak
 - Charging Expense
3. 3rd Day, 8 March 2006
 - The way of making Marmar Cake and it ingredients
 - Practicing of Making the Marmar Cake
 - Charging Expense
4. 4th Day, 9 March 2006
 - The way of making “Cake Filled with Nuts” cake and it ingredients
 - Practicing of Making the “Cake Filled with Nuts” cake
 - Charging Expense
5. 5th Day, 10 March 2006
 - The way of making Peanut Pie and it ingredients
 - Practicing of Making the Peanut Pie
 - Charging Expense
6. 6th, 11 March 2006
 - The way of making Fruits Pie and it ingredients
 - Practicing of Making the Fruits Pie
7. In the last day of practicing, the group with best result received a prize from the committee.
 - Charging Expense

4.2.4 Training Material

No.	Training Material	Fasilitator/Trainer
1.	Introduction & Intimate	Eri Efendi
2.	Entrepreneurship	Eri Efendi
3.	Start Up Business	Zulkiran
4.	Bread Making	Siti Orbanisah
5.	Small Martabak Making	Siti Orbanisah
6.	Cake Marmar Making	Siti Orbanisah
7.	Peanuts Cake Making	Lili Zuhairah
8.	Pia Peanuts Making	Lili Zuhairah
9.	Fruit Pie Making	Lili Zuhairah

4.2.5 Closing of Training

The training ended in 11 March 2006. The closing attended by trainees, Head of 3rd Vocational Secondary School of Banda Aceh whom represented by head of Food Science Vocation, and the PPLUI side. The Closing Ceremony detailed below:

1. Opening by MC Irma Yanti which chosen from one of the trainees.
2. Impression & Input from the trainees.
3. Mrs.Nurasiah represented trainees extend the impressions along the training. What could be concluded from the impression extending are:
 - a. Gratefulness to the committee for the training implemented, they hopeful that it useful in making business.

- b. Suggesting for follow up training and support in working capital and equipment.
4. Reception and Leave Taking Word by PPLUI
 5. The PPLUI side gives the reception below:
 - a. Thanks to the 3rd Vocational Secondary School of Banda Aceh that participate in collaborating to implement the training, equipping the trainer, practice room, and equipment.
 - b. Thanks to the trainees for taking apart in the training.
 - c. Invite the trainee to search for business need either invest capital or working capital.
 - d. Invite the trainee to use the skill they have got to strengthen family financial.
 - e. Apologize for any inconvenience in the training implementation.
 6. The training officially closing by Head of 3rd Vocational Secondary School of Banda Aceh and the winner group announced. In her extending she said:
 - a. Asked the participant to use the skill they have got in the training
 - b. A lot of thanks to PPLUI whose believing 3rd Vocational Secondary School of Banda Aceh as partner in implementation the training.
 - c. Apologize to the participants and PPLUI for any lack of either facility or training equipment and the service along the training.
 - d. Announcing the winner group for cake making by Mrs.Erma Arita. Appraised by trainer (Lili Zuhairah) and the Rose Group being to the winner.
 - e. Officially closing by reciting Al Fatihah together.
 7. The MC gave the closing word to ending the closing ceremony.
 - a. Vocational training for cake making for Aceh Besar District was done. It was recommended as well as strived for any support especially in financing the business.
 - b. Thus ended this report.

4.3 Handicraft Vocational Training Report

4.3.1 Preface



The training realization was implementation of cooperating program between PPLUI and APEC. Vocational training objected to motivate and develop business. Furthermore, the vocational training also held to enhance skill in order to recover and raise the community income especially the trainee.

Handicraft vocational training conducted for 6 days took place in Megaphone Sigli - Pidie Amateur Radio from 21 March to 26 March 2006. This training objected to trainee who resident in Pidie District. 25 participant targeted and all participants present at first day of training.

4.3.2 Opening of Training

The training officially opened in 21 March 2006. 25 participants attend the opening ceremony. Behalf to organizer attended by representative of PPLUI Banda Aceh, Eri Efendi (Koordinator Program) and Akmil Muna (supporting), Faizah (Trainer) and Malahayati (Ass. Trainer). The implementation of training was collaboration with Megaphone Radio Amatir Sigli – Pidie as training accommodator.

The opening ceremony detailed below:

1. Opening by Akmil Muna as MC.
2. Guidelines and information by PPLUI
Eri Efendi, represents PPLUI, gave the guidelines and information of the training. PPLUI thanks to Megaphon Radio for being a partner and supports conducting the training successfully. Another related information which also extended: the training conductor and fund supporter; the aim of training; location of training (Banda Aceh, Aceh Besar, Pidie, dan Nias); trainer; time and schedule; and the facility would be got by the trainee. Then the training officially opened by Eri Efendi by recited Basmallah.
3. Closing the Opening Ceremony
The closing given by MC, Akmil Muna, followed by technical information and training need.

4.3.3 Training Process

1. 1st Day. 21 March 2006
 - Introduction & Intimate
The trainees asked to stand and form a circle. Everyone have to introduce friends in right and left side. Before introduce friends, the trainees are given times to know each other with friends in right-left side for 3 minutes.
 - Entrepreneurship.
This was the theoretical session for material of entrepreneurship, business motivation and development with Eri Effendi as facilitator.
 - Start Up Business.

Second session of first day training communicated to the trainee about how to begin a business and factors which have to be concerned on in beginning a business. This session facilitated by Eri Efendi.

- Introduction of Beads Handicraft Business
Introduction of Beads Handicraft Business began the third session. The trainees directed to prepare a business of beads handicraft and things to be concerned on in develop this business. Then the trainees got the material that will be used in handicraft making.
- The first day practice was to make key holder in a bag shape. The trainees directly practiced under trainer supervision.
- To make easier in giving direction in practice, the trainees grouped into 4 groups. The list of group formed was below:

Group I (Rose)
Head : Siti Aminah
Member : Yanti
Afni
Maulidar
Kasmawati
Nurbani

Group II (Jasminei)
Head : Yulinar
Member : Nasriati
Juarni
Kamariah
Yusniar
Nurhayati
Suryani

Group III (Orchid)
Head : Asnidar
Member : Dewi
Anita
Safriani
Nikawati
Rahmadani

Group IV (Jeumpa)
Head : Devi sanur
Member : Arisah
Zainab
Darmawati
Rini

- Charging Expense
2. 2nd Day. 22 March 2006
 - Continuing Practice make the key holder in basket shape.
 - Technical and Practice of making the rabbit shape.
 - Charging Expense
 3. 3rd Day. 23 March 2006
 - Continuing Practice make the head of rabbit as pencil accessories.
 - Making a pencil case.
 - Charging Expense
 4. 4th Day. 24 March 2006
 - Making the pencil case (Practice)
 - Charging Expense
 5. 5th Day. 25 March 2006
 - Making the water bottle holder.
 - Charging Expense

6. 6th Day. 26 March 2006
 - Continuing making the water bottle holder.
 - Charging Expense

4.3.4 Training Material

No.	Training Material	Fasilitator/Trainer
1.	Introduction and Intimate	Eri Efendi
2.	Entrepreneurship	Eri Efendi
3.	Start Up Business	Eri Efendi
4.	Making the Key Holder	Faizah & tim
5.	Making the Rabbit	Faizah & tim
6.	Making the Pencil Head	Faizah & tim
7.	Making the Pencil Case	Faizah & tim
8.	Making the Water Bottle Holder	Faizah & tim

4.3.5 Closing of Training

This training ended in 26 March 2006. The closing ceremony attended by trainees, trainer, and PPLUI representative. The closing ceremony detailed below:

1. Opening by MC
2. Impression from Trainees

Mrs. Yulinar represents the trainees gave the impression:

 - a. Grateful thanks to the training organizer, hope it can be used to start up a business.
 - b. Suggesting for follow up training and supporting in working capital.
 - c. We were able to make beads handicraft although not as good as the trainer.
 - d. It is better if the training continued with development.
3. Message from Trainer, given by Faizah.
 - a. The trainer said that to be able make the beads handicraft professionally it is need to do it regularly. The effective way to do it regularly is by opening the beads handicraft business.
 - b. The trainer said grateful thanks to the trainee for attention during the training. Also a lot of thanks to the training organizer that had believing them for collaborating with in implement the training and they hoped for another same chance in the year ahead.
 - c. Then the trainer announced the winner for bottle water holder making. Juarni came as winner and Devisa Nur as runner up. The trainer said that all trainees already achieve over good capacity in making the beads handicraft.
4. Official Reception and welcoming

The closing of ceremony by Eri Efendi who represents PPLUI, in his reception he says:

 - a. Grateful thanking to the trainer and collaboration team that had shoulder and shoulder implement this training successfully proper to planning. He welcomed for the next collaboration.
 - b. Thanking to the trainees for participating in the training.
 - c. Messaging to the trainees in doing anything, do it with "SENYUM"/ "SMILE":
 - S = Prepare yourself before activity.
 - E = Efficient and effective in working.
 - N = Enjoying the working atmosphere.

Y = Sure about the business you run.

U = Do everything with GIAT

(GIAT = persevering, Innovative, fAst, exact).

M = Enjoying result with gratefulness.

5. Inviting the trainees to effort together to seek for business need either invest capital or working capital.
6. Inviting the trainees to use the skill they have got in the training to support family financial.
7. Apologizing to all trainees for any inconvenience in training implementation.
8. Grateful thanking to the organizer team that had succeeded the training proper to the planning.
9. The training officially closed by Eri Efendi who represents PPLUI. He leaded the closing ceremony by reciting Al Fatihah.
10. Closing of Closing Ceremony
 - a. Finishing the administration of trainees
 - b. Beads Handicraft Vocational Training for Pidie District was done. It was recommended as well as strived for any support especially in financing the business.
 - c. Thus ended this report.

Chapter 5 CONSULTANCY FOR MSME

Consultancy is a professional service given to clients (including MSME). In consultancy service, consultants provide findings, conclusion, and recommendation. The characteristics and scopes of consultancy service are determined by an agreement between a consultant and his client.

Kinds of Consultancy Service:

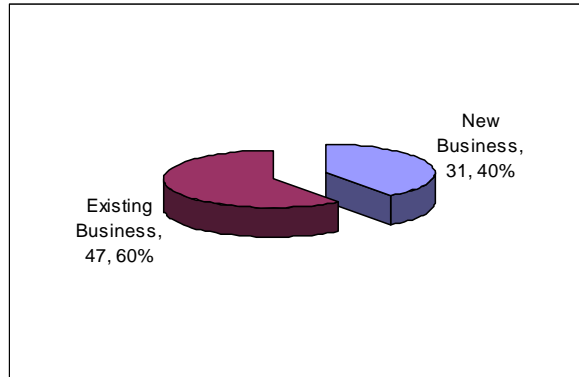
1. Consultation – giving consultation and *professional advice* based on an agreement with MSME. For instance, review and comment toward MSME's business plan.
2. Advisory services – developing finding, conclusion, and recommendation to be considered and decided by MSME. For instance, strategic plan service.
3. Implementation services – realizing activity plan. MSME's personnel and resource are combined with consultant's personnel and resource in order to reach the implementation goal. For instance, installation computer system services and its other supporting services.
4. Transaction services – providing services concerning with some specific MSME's transaction that generally with the thirties. For instance, caring of bankrupt service.
5. Staff services and its supporting services – providing available staff (concerning its competency and quantity) and other supporting service in applying its duty determined by MSME. This staff works under the client's control as long as the condition requires. For instance, the facility management of processing data.
6. Product services – providing MSME a product and professional services as a support for installation, usage, or maintenance of certain products. For instance, the selling and providing of training program packet, the selling and implementation of computer software.

Concerning with Tsunami Recovery Project, consultation was given specially to MSME who were Tsunami victims. Based on design project, priority consultation was given to MSME who were Tsunami victims in Banda Aceh; Aceh Besar; Pidie; dan Nias. MSME took this consultation service project about 78 people, consisted of 31 (31.4%) new businessmen and 47 (45.6%) existing businessmen.

The strategy of the consultation was picking the ball mode. This mode was chosen because of the destroyed field condition as a result of Tsunami. Therefore, most of the MSME who were Tsunami victims could go further away from their temporary settlement. In this condition, thus a consultant preferred to choose an approach in a group based on their cluster.

This method was effective. This fact could be seen through cooperation among MSME-Tsunami victims. Among them, there were learning and strengthening processes. Solidarity feeling seemed to be increasing. This condition made the consultant's job become easier.

**Table:
Consultation Activity in Aceh and Nias**



5.1 New Business

New Business Consultation activity was participated by 31 people. Topics required by MSME-Tsunami victims were such as Business start up; book keeping; entrepreneurship and business management; access to finance; and access to market.

There were two kinds of consultation; business start up and book keeping, participated by all consultation participants. In the other side, other consultation was only followed by some participants, based on their interest and need.

Why did MSME choose a consultation for New Business? This was because:

1. There was no asset and capital left from MSME's previous business. It meant that they could not start a new business. By choosing a new business which was simpler and easier, they wish they could get income soon.
2. After Tsunami disaster, the previous business had not been prospective anymore. This was because their business environment had been changed totally. Everything had been changed, both economic environment and social environment. Similarly, because of the changing of structure and planning business, their previous business could not be developed.

**Table:
Topics and Participants of Consultation for New Business**

	Topics	Participants
1	Business Start Up	31
2	Book Keeping	31
3	Entrepreneurship and Business Management	24
4	Access to Finance	15
5	Access to Market	18
	Total :	119

Consultation process about a new business was done intensively. This was because of the spirit and demand of MSME-Tsunami victims to start a new business. The condition around them that started to recover, and their bored feeling as a result of staying much long in asylum, force and motivate them strongly.

Most of the participants of MSME-Tsunami victims, who were participated in Vocational Training, such as Sewing Vocational Training; Cake Making Vocational Training, and Handicraft Vocational Training. These participants were from Banda Aceh; Aceh Besar; Pidie; and Nias.

5.2 Existing Business

Existing Business Consultation activity was participated by 47 MSME-Tsunami victims. This kind of consultation was more various, based on their need and actual problem.

Almost all of participants of Existing Business Consultation still had asset that could be used to start an existing business. Nevertheless, they still need:



1. Disaster trauma consultation. Most of them did not know how to start their existing business. This Tsunami disaster that killed their family and relatives, had made them not have enough strength to start their existing business.
2. The aid of business prospect analysis. The drastic changing of the business environment around them, caused everything must be recounted. They need strong analysis in order to give them determination in starting their existing business.
3. Capital aid. Almost all of them did not have enough capital anymore to start their existing business. The lack of raw material supply; the broke of some machines; the lost/dead of their employees because of Tsunami; and the need of new consumers. All of those need much money. In the same time, banking system in the Tsunami disaster area was stagnant. Banks were not brief to give loans to MSME- Tsunami victims, because there was no guarantee.
4. Information and marketing Access. Both of them were also needed and required by them.

In this condition, consultants did their consultation carefully, respectively, and involving all parties in order to get the best solution. For instance, a consultation with ILO (International Labor Organization) that held a workshop for skilled job training in Banda Aceh and Lhokseumawe. For acquiring business information and market access, the consultants cooperated with PINBIS (Business Information Central) in Banda Aceh, Bireuen, Lhokseumawe, and Blang Pidie. Meanwhile for capital access, they firstly accessed MSME- Tsunami victims to donation provided by some NGO working in Aceh and Nias. The sum of the donation was not much enough, but it could help them in starting their economic life.

**Table:
Topics and Participants of Consultancy for Existing Business**

	Topics	Participants
1	Business Start Up	-
2	Book Keeping	13
3	Entrepreneurship and Business Management	28
4	Access to Finance	43
5	Access to Market	39
	Total :	123

Chapter 6 OUTPUT, OUTCOMES AND RECOMMENDATIONS

6.1 Output & Outcomes

This project report is made in the record process form. This is in purpose due to the main output from this project that is a Literate Study out Coming Models in taking in Hand MSME after the Disaster. That is obvious seen in Chapter 4 about vocational training. It is supported by data and information in the annexes, consist of: TOR of Survey; Questionnaire Survey; syllabus; Guideline for Trainer; modules; and others. Thus this report is also can be used as a guidance for Economist.

This project has achieved the objectives and expected result, there are: To recover and improve economic activities through MSME development; and to generate income earning of the people in the Tsunami disaster areas.

Direct beneficiaries from this project are those who have followed the training and consultancy. While the indirect beneficiaries are those who get a job from MSME that has the project's support. Indirect beneficiaries also accepted to the children and family of MSME. Based on evaluation, the training and consultancy quality accepted MSME are satisfied. The subject given to them are considered met with their needs and conditions

- a. Survey has been done to 340 respondents located in Banda Aceh, Aceh Besar, Pidie, and Nias.
- b. 75 MSME (most of them are women) have followed sewing training, cake making training, and handycraft training.

78 people have followed consultancy, consists of 31 people followed new business consultancy, while 47 respondents followed existing business consultancy

6.2 Recommendations

Tsunami Recovery: Vocational Training and Consultancy for MSME Development Project had been done, and given a lot of notes and learning. Based on previous description in Chapter 1 to 5, then it was needed to deliver some following recommendations:

1. The recovery of MSME-Tsunami victims was an integrated activity in rehabilitation program and reconstruction of Tsunami victims.
2. The choosing time of implementation program must be considered carefully. Firstly, MSME-Tsunami victims needed more food, clothes, and housing. If those things are fulfilled, they then need recovery of living-hood.
3. Location of implementation program gave a great participation in succeeding MSME program development of Tsunami victims. The failure in determining exact location would make this program can not reach its goal.
4. Choosing MSME-Tsunami victims among hundred thousand Tsunami victims was not easy. It was required carefulness and patients. The improper condition of Tsunami victims made them tend to accept every kinds of aid given to them.

5. Vocational Training and Consultancy were important and useful for MSME-Tsunami victims. However, those two things were needed to be supported and integrated with capital aid, raw material, technology, market, and information.
6. In this limited and difficult condition, MSME-Tsunami victims also need intensive and solution assistance. They also need professional assistants who understand the condition and the culture.
7. The choosing of Vocational Training should be lead to vocational kind that produce primary product. This was based on: equipment and technology that were required relatively easier to get; enough raw material supply; skill level needed is not high; local market could accept those product.
8. Based on the implementation project experience in Aceh and Nias, women more easily received the training result, as well as implemented it. Their ability in adopting with new neighborhood and new challenging was so high.

Hopefully, all these worth findings of this project are useful for all APEC members/Economist.

I. BACKGROUND

Earthquake and Tsunami disaster in Aceh at last year 2004, has effected damage at several sectors community life, in economies aspect, disaster effected damage at Industry and trade, Cooperative, small and medium enterprises, agricultural and forest, fishery and employment, Assumption in economies sector indicate amount of public bank underwent Tsunami 17,61 percent (25 Unit) and Bank of credit people 8,89 percent (4 Unit), approximately Rp. 2 trillions as credit full of problems.

At Industry sector, small industry and medium suspected damage amount average 65%, and there also has 92.000 small industry/ household in Aceh underwent damaged. More specific again MSME enterprises that damaged because of Tsunami amount 20.88 percent (5.176 Unit), Hotel 30,41 percent (59 Unit), Restaurant 17,20 percent (1.119 Unit), Market 1,29 percent (195 unit), and small restaurant 16,71 percent (7.529 Unit).

The trade facilitation in Aceh that assumed underwent damaged 65 group trading place, 54 permanent market, 69 non permanent market, 69 supermarket, 1 animals market, 19 fish market, 25 public bank and 4 bank of credit people, also 59 hotel and wood small enterprises, Iron, Ceramic, clots and food making.

In employment aspect, amount 2.254.155 employees at Aceh, suspected 25 % loss employment from nature disaster. 30% in sector of agricultural loss jobs effect land damaged and approximately 170 thousand person loss jobs in SME sector. other that, approximately 60.000 jobs loss because the employees was dead. And be assumption 130.000 fisherman loss jobs. Now total unemployment approximately 30% in the areas of disaster.

Micro, small and medium enterprises sector also damaged effect from enormous Tsunami, Instead now this sector as backbone for economies development in this country. Effort to redevelop Aceh and help community who as victims both earthquake and Tsunami on enlighten their life has conducted by stakeholders namely by government, community, donor and private sector. Several areas that as victims of disaster has conducted many activities of reconstruction and rehabilitation, and on this step need developed on creating employment and rebuild community enterprises that micro, small and medium scale. Capitals assistance for supported run rapidly development of micro, small and medium is very important.

On implement improvement at economies sector need the data that accurate from the victims of both earthquake and Tsunami disaster. Because of that, SBDC Aceh will conduct survey activities for obtain the data of entrepreneurs,

asset data and enterprises data during this time implement by Aceh community before and after both earthquake and Tsunami disaster.

II. THE OBJECTIVES

The objectives of this Survey activity is for :

1. To obtain drawing of Micro, Small and Medium Enterprises (MSMEs) condition that as victims of earthquake and Tsunami (before and after disaster).
2. To give input about drawing condition of MSMEs after disaster as an considerations or reference in application further activities. (it means Vocational training).

III. TARGET GROUP

This survey activity have the target group that is entrepreneur as victims earthquake and Tsunami by the characteristic as follows:

1. The entrepreneur of MSMEs that life at 3 district 1 City.
2. The entrepreneur who interested in starting up a business and life at disaster areas
3. Women is prior

IV. SCOPE

To achieve the objectives above this survey activity profound data and information about:

1. The data of MSMEs from the victims of entrepreneur both earthquake and Tsunami disaster.
2. Asset drawing and enterprise that ever conducted before both earthquake and Tsunami.
3. Asset drawing and enterprise that still own after both earthquake and Tsunami disaster.
4. Enterprise drawing that will be developed in the future by entrepreneur's victims of both earthquake and Tsunami.

V. METHODOLOGY

A. LOCATION

This survey conducted at areas that as victims both earthquake and Tsunami and its location determined base of identification that conducted by Services Business Development Center (SBDC) Aceh as such 3 district and 1 City :

1. Banda Aceh City of NAD
2. Aceh Besar district of NAD
3. Pidie district of NAD
4. Nias district of Sumut

B. Methods

1. To achieve information regard condition of MSMEs victims of both earthquake and Tsunami will be conducted information profound regard the existing of victims (Respondent) base information that provided by government of that areas, Community figure, socials organization and community of that areas. From the information that obtained identified further conducted profound the condition of MSMEs as victims by the structured questioner.
2. The structured questioner contain the data of MSMEs victims, asset drawing and enterprises that implemented by victims before disaster, asset drawing and enterprises that still own after disaster and enterprises drawing that will be developed by each entrepreneur.
3. After collected the questioner will be conducted profound with review the questioner that achieved from field and made the summary of questioner list in a file by surveyor.

VI. RESTRICTION

This field survey conducted with the restriction :

1. Profound the problem such the data MSMEs and asset of enterprise.
2. The areas that surveyed such 3 district and 1 City namely : Banda Aceh city, Aceh Besar district, Pidie district and Nis district.
3. On each areas that surveyed amount 100 respondent, so for all areas amount 400 respondent.
4. Respondent means is the victims of both earthquake and Tsunami who lives at 3 district and 1 city.

VII. FILLING PROSEDURE OF QUESTIONER

To easy in reading information in the questioner, need pay attention to the following :

1. On Writing data information in the questioner must be clear in order that each who wants to read that information can read it easily
2. Each data item form in the questioner must be filled, don't leave it, so the surveyor must be clear and deeply on deliver the questions to the respondent.
3. Each respondent don't leave to sign up in the finish questioner form for strengthening the data that provided correct.

VIII. SURVEY IMPLEMENTATOR

A. Work Team

The survey activities will be implemented by a work team as such:

- | | | |
|-------------------------------|---|------------------|
| 1. Supervisor | : | Drs. Samsul Hadi |
| 2. Coordinator Team | : | Mustakim |
| 3. Team Staff | : | Akmil Muna |
| 4. Districts Implementation : | | |
| A. Banda Aceh City | : | 1.
2. |
| B. Aceh Besar District | : | 1.
2. |
| C. Pidie District | : | 1.
2. |
| D. Nias District | : | 1. |

2.

B. The criteria for candidate of surveyor at each district

To easy on profound the data at field so there are qualification procedure for surveyor that direct face with community at the field.

1. Have a good sense in profound the problems of community.
2. Able to communicate with Aceh language (Folk)
3. Friendly and easy to communicate
4. Hard Worker
5. Ready to fulfill the amount target respondents at each district and City.
6. Have the motor circle for transportation
7. Understand about field of disaster

IX. WORK PLAN

No.	Activities	Time										Marks		
		October					November							
		1	2	3	4	5	1	2	3	4	5			
1	Design of TOR			X										
2	Compile of Tools			X	X	X								
3	Collecting the data at the field							X	X					
4	Data analysis								X	X				
5	Report											X		

QUESTIONNAIRE FORM

NEED ASSESSMENT QUESTIONNAIRE FORM SME 04/2005 Tsunami Recovery Project

1	Day/Date	
2	Name of Surveyor	

1. Entrepreneur Identity

1	Name of Entrepreneur	
2	Last Education	
3	Enterprise Item	
4	Amount of household	
5	The complete address	

2. The asset productive of enterprise owned:

No	The Condition before Tsunami		The Condition after Tsunami
	Item	Amount	
1			
2			
3			
4			

3. The condition of enterprise that implementation before Tsunami disaster:

Item of enterprise	Year of Enterprise	The Status of enterprise	Amount of Asset	Amount of turnover	Amount of employees	Benefit average Per month

4. The condition of enterprise after Tsunami disaster:

Item of enterprise	Amount of Asset	Amount of turnover	Amount of employees	Condition of		
				Supplier	Provision of production	Market

--	--	--	--	--	--	--

5. Recovery plan of enterprise:

--

6. Obstacles that faced in recovery:

No	Obstacle Item	The Effort for solution
1		
2		
3		

7. Involving the roles of women in the enterprise:

No	Involving in the	Marks
1	Planning	
2	Management	
3	Monitoring and evaluation	
4	Enterprise development	

8. The assistance that gained from the Other NGO:

What is the assistance item that given and when?	
The name of NGO that given assistance?	

9. Do you ever connect with financial organization for borrowing the capitals of enterprise?

If ever, what for?	
If no, Why?	

10. Still own the credit from other financial organization that has not been paid yet:

If there, Source of credit from?	
Amount of credit?	

11. Ready to get involve in the process program of enterprise development:

--

LEGALIZATION

(Name and Signature of Employer)

ANNEX 3: SYLLABUS VOCATIONAL SEWING TRAINING

NO.	SUBJECT		PURPOSE		TARGET	METHOD	TOOL
	MAIN DISCUSSION	SUB MAIN DISCUSSION	GENERAL	SPECIFIC			
1	Entrepreneurship	a. Comprehensive of entrepreneurship b. Reason to do entrepreneurship c. Essence of entrepreneurship d. Process of entrepreneurship e. Behavior pattern of entrepreneurship f. The way of thinking of entrepreneurship g. The cause of failure in entrepreneurship	To give a comprehension about entrepreneurship and the importance of entrepreneurship	To do an awareness process toward self and business that ruined that motivated to do business activity	Training participatory able to comprehend about Main Discussion of entrepreneurship, which applied that motivated and can be applied in business activity that is ruined	Lecture Feedback-suggest Participative-discussion	White-board/Flip-chart, Marker, Meta Plan
2	Start Up Business	a. Occurance of new business b. Barrier factors in creativity and inovation c. Business Group d. Market Research e. Way of choose and determine business idea f. Main mapping g. Business capital h. Preparation to start business i. Steps to start up business	To give a comprehension about how to start a business and the importance of making plan in starting business	Participants recognize major factors that must be known and prepared before business started	Training participatory able to comprehend and recognize major factors that must be paid attention in making business plan before it is started	Lecture Feedback-suggest Participative-discussion	White-board/Flip-chart, Marker, Meta Plan
3,1	Sewing ladies's clothes	Sewing business and the way to take a size of dress	To give introduction to participants about sewing handycraft business as an alternative business and basic skills in making a dress	To recognize a sewing business, tool and material that needed to start sewing business. Teaching the way to take a dress size	Training participatory able to understand and recognize business sewing then they will be able to take a size in making dress and skirt	Lecture Feedback-suggest Participative-discussion Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, Pen Ruler
3,2	Sewing ladies's clothes	The way to make dress pattern	To give introduction for	To give skill practice in the way	Training participatory understand and able to	Direct practice	White-board/Flip-

			participants about basic skill to make a dress	to make a dress pattern	make to make a dress pattern	Practice-assistancies	chart, Marker, Teaching-tool, Two-color pencil Paper cover
3,3	Sewing ladies's clothes	The way to cut material for a dress	To give basic skill in making a dress	To give skill practice to cut a materials for dress	Training participatory understand and able to cut material for a dress	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, scissor Ruler, Needle
3,4	Sewing ladies's clothes	The way to sew a dress	To give basic skill in making a dress	To give basic skill practice to sew a dress	Training participatory understand and able to sew a dress	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, scissor Ruler, sewing machine
3,5	Sewing ladies's clothes	The way to take a skirt size	To give basic skill in making a skirt	Teaching the way to take a skirt size	Training participatory able to take a size in making a skirt	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, Pen Ruler
3,6	Sewing ladies's clothes	The way to make skirt pattern	To give introduction for participants about basic skill to make a skirt	To give skill practice in the way to make a skirt pattern	Training participatory understand and able to make to make a skirt pattern	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, Two-color pencil

							Paper cover
3,7	Sewing ladies's clothes	The way to cut material for a skirt	To give basic skill in making a skirt	To give skill practice to cut a materials for skirt	Training participatory understand and able to cut material for a skirt	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, scissor Ruler, Needle
3,8	Sewing ladies's clothes	The way to sew a skirt	To give basic skill in making a skirt	To give basic skill practice to sew a skirt	Training participatory understand and able to sew a skirt	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, scissor Ruler, sewing machine

DURATION
120 minutes
120 minutes
180 minutes
180 minutes

180 minutes
450 minutes
90 minutes
180 minutes

180 minutes
360 minutes

[

ANNEX 5: SYLLABUS VOCATIONAL HANDICRAFT TRAINING

NO.	SUBJECT		PURPOSE		TARGET	METHOD	TOOL
	MAIN DISCUSSION	SUB MAIN DISCUSSION	GENERAL	SPECIFIC			
1	Entrepreneurship	a. Comprehensive of entrepreneurship b. Reason to do entrepreneurship c. Essence of entrepreneurship d. Process of entrepreneurship e. Behavior pattern of entrepreneurship f. The way of thinking of entrepreneurship g. The cause of failure in entrepreneurship	To give a comprehension about entrepreneurship and the importance of entrepreneurship skill mainly to build a business	To do an awareness process toward self and business that ruined that motivated to do business activity	Training participatory able to comprehend about Main Discussion of entrepreneurship, which applied that motivated and can be applied in business activity that is ruined	Lecture Feedback-suggest Participative-discussion	White-board/Flip-chart, Marker, Meta Plan
2	Start Up Business	a. Occurance of new business b. Barrier factors in creativity and inovation c. Business Group d. Market Research e. Way of choose and determine business idea f. Main mapping g. Business capital h. Preparation to start business i. Steps to start up business	To give a comprehension about how to start a business and the importance of making plan in starting business	Participants recognize major factors that must be known and prepared before business started	Training participatory able to comprehend and recognize major factors that must be paid attention in making business plan before it is started	Lecture Feedback-suggest Participative-discussion	White-board/Flip-chart, Marker, Meta Plan
3,1	Making souvenir from beads	Beads business	To give introduction to participants about Beads handycraft business as an alternative business with lower capital	Participants recognize Beads handycraft business, material and tool that needed to start a Beads handycraft business	Training participatory able to comprehend and recognize Beads handycraft business	Lecture Feedback-suggest Participative-discussion	White-board/Flip-chart, Marker, Meta Plan
3,2	Making souvenir from beads	Technique of making key holder with basket and bag's shape	To give skill of basic application in making Beads handycraft	To give skill in appllating to make key holder	Training participatory able to understand and make key holder	Direct practice Practice-assistancies	White-board/Flip-chart, Marker,

				from beads	souvenir from beads		Teaching-tool, Meta-Plan
3,3	Making souvenir from beads	Technique of using beads in rabbit's shape	To give skill of basic application in making Beads handicraft	To give skill in applying to use beads in rabbit's shape	Training participatory able to comprehend and make rabbits souvenir from beads	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, Meta-Plan
3,4	Making souvenir from beads	Technique of making head pencil	To give skill of basic application in making Beads handicraft	To give skill in applying to make head pencil from beads	Training participatory able to comprehend and make head pencil from beads	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, Meta-Plan
3,5	Making souvenir from beads	Technique of making pencil box	To give skill of basic application in making Beads handicraft	To give skill in applying to make pencil box from beads	Training participatory able to comprehend and make pencil box from beads	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, Meta-Plan
3,6	Making souvenir from beads	Technique of making water tabs	To give skill of basic application in making Beads handicraft	To give skill in applying to make water tabs from beads	Training participatory able to comprehend and make water tabs from beads	Direct practice Practice-assistancies	White-board/Flip-chart, Marker, Teaching-tool, Meta-Plan

DURATION
120 minutes
120 minutes
90 minutes
540 minutes

240 minutes
180 minutes
510 minutes
300 minutes

GUIDELINE OF SEWING TRAINEE

Main Discussion ENTREPRENEURSHIP

- A. Title :Entrepreneurship
- B. Duration :90 minutes
- C. Purpose :General
To give a comprehensive about entrepreneurship and the important of entrepreneurship skills mainly to build a business
Specific
To prosess awareness of self and business ruined that motivated to do a business
- D. Target :Participants can understand about main discussion "Entrepreneurship given so that thy can be motivated and can apply it to their business
- D. Method :Lecture
Feed back suggestion
Participative Discussion
- E. Tools :White Board/Flip Chart, Marker, Meta Plan
- F. General Instruction :1. Trainee introduce themselves kindly, can be with humor but polite
2. Trainee must build class's situation
3. Trainee set games to do ice breaking that can be done when class bored that participants come to fresh again
4. In explaining the subject, trainee give factual ilustration (empiric's fact) or successful story of enterpreneur that participants easily to cunderstand about the subject discussed. Applying empiric's fact that related to entrepreneurship done when it comes at discussion part.
5. End session with greeting and grateful expression
- G. Applying Step :
1. Trainee open a session with greeting, introduce themselves and build class's situation that participants pay attention towards subject that will be discussed.
 2. Trainee explain the title of main discussion, the purpose, the target and the methods.
 3. Trainee ask the participants to express their opinion about entrepreneurship, then explain the definition.
- Definition :
- Entrepreneur = person that able to develop his/her behavior and respectable character in him/herself independently, that having increasing work continuously.
- Entrepreneurship = applying entrepreneurship in business attitude by using self potential and environment optimally, that business work can increase continuously.
4. Trainee explain the definition of entrepreneur and motivate to build entrepreneurship skill and give chances to participants to ask and give comments.
- Entrepreneur is :

- ▶ Possess desire and ability to work hard, good psychological aspect, great interpersonal relationship and team work
- ▶ Possesse business intuition to identify product of good and service that “popular” and launch it at the right time
- ▶ Possess strongness to face the unstable business cycle, the risk and mistake, by never giving up

5. Trainee ask participants to express their ideas about why people like to do entrepreneurship with using meta plan

Then explain and conclude about why people do entrepreneurship.

5 reasons to do entrepreneurship:

- Prosperity
- Self Satisfaction
- Freedom from control
- Self respect and family
- Challenge

6. Trainee explain to participants the essence of entrepreneurship and give chances to them to ask and give comments.

5 essence of entrepreneurship:

- Strong Ability To Be Creative With Independent Spirit
- Ability To Solve Problems And Courage To Take A Risk
- Ability To Think And Act Creatively And Inovatively
- Ability To Work Hard And Productive
- Ability To Work Together And Raise A Healthy Business Ethics

7. Trainee explain the process of entrepreneurship and give chances to participants to ask and give comments.

The process of entrepreneurship:

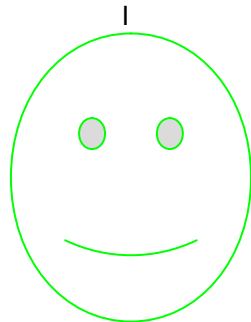
- Imitating and dan Duplicating
- Developing
- Inovating

8. Trainee explain the pattern of entrepreneur’s manner and give chances to participants to ask and give comments.

The pattern of entrepreneur’s manner:

- Appreciating self and others by behaving mutualism
- Possessing spirit and good personality
- Serving society
- Orientating on quality
- Saving and Efficient.

Lips falsafatory in serving customer (society)



I is a picture of a full face with smile, friendly, in serving customer (society), sales will be better because people will satisfy with the service and promote it to others.

II is a picture of a full face with cemberut and unfriendly in serving customer (society), sales will be lower because people will feel uncomfortable with the service and promote it to others, too.

9. Trainee explain the way of thinking of a entrepreneur and give chances to participants to ask and give comments.

The way of thinking of a entrepreneur:

- Having a clear vision and future oriented
- Doing business calculation carefully
- Solving problems
- Creative and Inovative
- Having Priority

10. Trainee ask participants to give opinions about why a business could fail

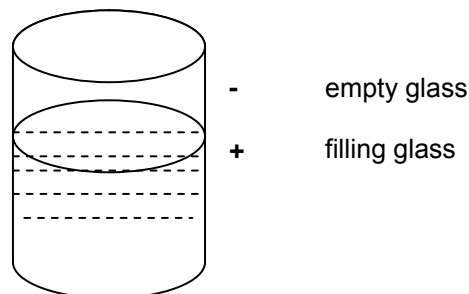
Then trainee conclude and explain about why an entrepreneur could fail.

The cause of failing entrepreneurship:

- Inability to manage
- Bad financial planning
- Impatient
- Less inovation

Why we fail meanwhile other can be success, the reason could be:

- Reject to study experience
- Negative thinking
- Do not want to self observation (always blaming others)
- Do not want to appreciate of what we have giving by God



People who think positive will respect, use, and duplicate others kelebihan. Doing self introspection and fix his/her kekurangan and weakness.

People who think negative will see other's kelebihan only kebetulan, jealous with other's keunggulan. Not recognizing his/her own fault, and not fixing his/her kekurangan and weakness.

Every human being have a + (plus) value and – (minus) value

Positive Thinking is not seeing an “empty glass” of others, and duplicate a “filling glass” of others. Fix the “empty glass” of self, and increase the “filling glass” of self.

11. Trainee end explaining by exploring profit scheme.

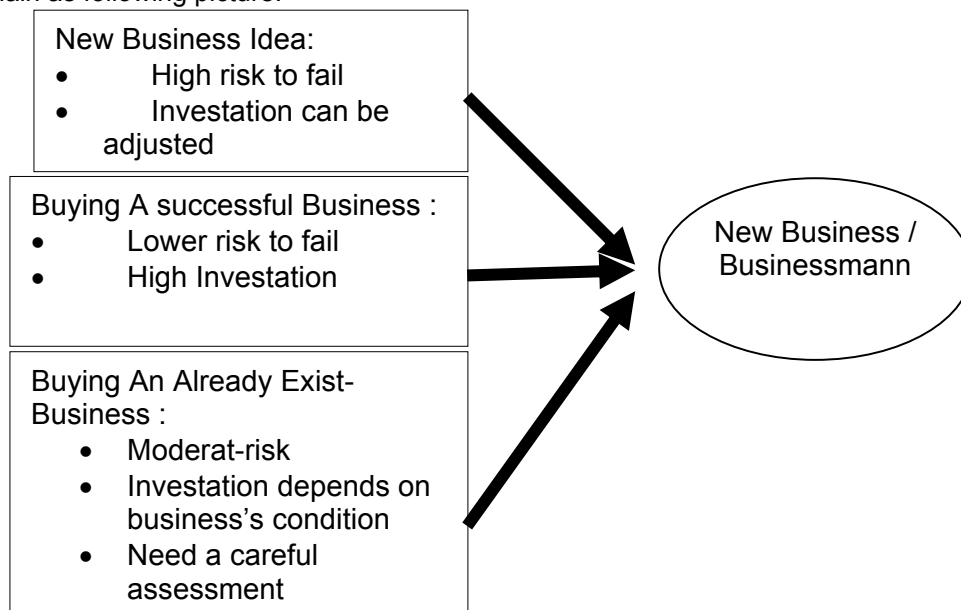
12. Trainee end session with greeting and grateful expression

Main Discussion

START UP BUSINESS

- A. Title :How to start up business
- B. Duration :90 minutes
- C. Purpose :General
To give comprehensive about how to start up business and the important of planning in starting a business
Specific
To give knowledge to participants about major factors that must be known and prepared before starting a business
- D. Target :Participants able to understand and recognize major factors that must be prepared in making business plan before it is started
- E. Method :Lecture
Partisipative discussion
- F. Tool :White Board/Flip Chart, Marker, Meta Plan
- H. General Instruction :1. Trainee introduce themselves kindly, can be with humor but polite
2. Trainee must build class's situation
3. Trainee set games to do ice breaking that can be done when class bored that participants come to fresh again
4. In explaining the subject, trainee give factual ilustration (empiric's fact) or successful story of entrepreneur that participants easily to cunderstand about the subject discussed. Applying empiric's fact that related to entrepreneurship done when it comes at discussion part.
5. End session with greeting and grateful expression

- I. Applying Step :
1. Trainee open a session with greeting, introduce themselves and build class's situation that participants pay attention towards subject that will be discussed.
 2. Trainee explain the title of main discussion, the purpose, the target and the methods.
 3. Trainee ask the participants to express their opinion about how the new business/businessman's occur. Then, classify into three groups of idea/opinion as A New Business Idea, Buying A successful Business, and Buying An Already Exist-Business. And trainee explain as following picture.



1. Trainee spread meta plan paper to ask participants recognize what kind of business around them and write it down on meta plan. Participants train to birth idea about business by doing "Open your mind" and "Open your eyes" .

Participants are asked to try to think and pick a business that they can do according to their ability

Trainee collect and explain about what the participants had written down on meta plan

2. Trainee explain the things that can block creativity and inovativity.

The things that can block creativity and inovativity are:

- Afraid to make mistake
- Not (less) having courage to take a risk
- Doubt
- Too early to do judgment
- Too many consideration
- Afraid or do not want to be extraordinary or unique
- Do not want or afraid to be different
- Do not want and not able to see from outside the system
- Less attention to around environment

3. After participants are asked to think about thier business idea, then they are asked to develop their thoughts. They lead to a way of thinking to classify the kind of business into the three business classification.

The three business classification mentioned are :

- i. Production
- ii. Distribution / Corporation
- iii. Service

Afterward participants are asked to think who will be their costumer in relation with the classification of their business plan. The explanation of this Sub Main Discussion included in the discusiion of market segmentation.

4. Before choosing the right business plan, market research should be performed first. During the market research, accurate and careful information should be gathered in order to choose the correct busines plan. Several factors to be explored are: Jenis Business

- Consumer
- Source of raw material
- Amount of investation
- Managerial
- Risk
- Rival
- Location
- Money cycles
- Business Cycles
- Succeed factor
- Failure factor
- Business expansion

5. Trainee describe that we shoould perform internal analysis (skill, special quality, potential ability, and so fort) and external (market, rivel, location, source of commodity, legal and so forth) in oroder to choose a business plan. With SMART analysis those factor can be investighate.

The analysis of the selection are:

- Choose a **SPECIFIC** and **BENEFICIAL** business plan
- Choose a business plan which it succeed **CAN BE MEASURED**

- Choose a business plan which is able to be **PERFORMED**
- Choose a business plan which is **MAKING SENCE**
- Choose a business plan which has **TIMING LIMITATION**

6. Participants are asked to choose business idea which should be carried out after they write it down in Step Point 4 above according to Sub Main Discussion in Step Point 7.

In the following, participants are inquired to answer these following question:

- Does their idea is specific?
- Does their idea has enough potential market
- Does their idea can be done and they have enough resources to accomplish it?
- Does their idea seem sensible and right?
- When is the right time to start, to reach break even point, how long the profit will be gained?

7. Trainee invite participants to give feed back suggestion directly. All participants' ideas are written down on the blackboard until all of them are participated. After all participant mentioning their idea, In sequence, trainee explains all the following process

In this process, participants are asked to create Mind Mapping (Pemetaan Pemikiran) about business plan which has already decided in the discussion process with their Trainee.

In the following, Trainee explains that mind mapping are suitable for every action in order to acquaint the relevant element of the analysis.

8. Trainee discuss the way to familiarize **Financial Capital** and **Working Capital** with all participants in doing business. Together they list **Financial Capital** and **Working Capital** which are relevant with the business plan that they have already chosen in the previous steps.

9. Trainee explains to participants about what should they prepare before doing the business.

Preparation to Start Business:

- Preparing the organizer of the business
- Preparing business tools
- Preparing the product
- Preparing the business location
- Informing consumer / customer

10. the last part, Trainee explains Start Up Business (Alur Business Mulai Berjalan) to the participants.

- ▶ Business launching
 - ▶ Business starting
 - ▶ Business controlling
- Organizer controlling
 - Financial controlling
 - Controlling insecurity
 - Controlling adverse effect
- ▶ Maintaining Business
 - ▶ To get success

A. Trainee end session with greeting and thankful expression.

Main discussion

SEWING WOMEN'S CLOTHES

Sub Main discussion

SEWING BUSINESS AND WAY TO TAKE SIZE CLOTHES

- A. Title : Sewing Business dan Way to take Size Clothes
- B. Duration : 180 minutes
- C. Purpose : General
Giving an introduction about sewing business as an alternative business and basic skill to make clothes.
Specific
Introducing sewing business, tool, and materials need in opening sewing business.
Teaching how to take size clothes.
- D. Target : The Participants able to comprehend and recognize sewing business.
The Participants able to take size in making clothes and skirt.
- E. Method : Lecture
Feed back suggestion
Discussion
Direct practice
Practice assistance
- F. Tool : White Board/Flip Chart, Marker, Teaching aids, pen cloth-meter,
- G. General instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite.
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual ilustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expression.
- H. Applying step :
- Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 - Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 - Trainee ask to participants about their introduction of making clothes.
 - Trainee explaine about sewing business, prospect, and factor of financial loss in sewing business.
 - Trainee explaine about taking size clothes theoretically, before it makes in pattern clothes.
 - Trainee teach how to take size in direct practice by all trainings participants.
 - The Participants continue the activity in making pattern clothes (Look at Sub Main discussion Making Pattern).
 - End session with greeting and thankful expression.

Sub Main discussion

WAY OF MAKING CLOTHES PATTERN

- A. Title :Way of making clothes pattern
- B. Duration :180 minutes
- C. Purpose :General
Giving an introduction to participants about basic skill of making clothes.
Specific
Giving practice skill about way of making pattern clothes.
- D. Target : Training participatory able to understand and able to make clothes pattern
- E. Method : Direct practice
Practice assistance
- F. Tool : White Board/Flip Chart, Marker, Teaching aids, Two Color Pencil, Wrapper Paper.
- G. General instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give direct practice about the correct one
5. Trainee end session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating way of making clothes pattern.
 4. Participants do direct practice to make their own clothes pattern suitable with their size with an assistance and guidance from trainee.
 5. Trainee end session with greeting and thankful expression.

Sub Main discussion

WAY OF CUTTING MATERIAL FOR CLOTHES

- A. Title :Way Of Cutting Material for Clothes
- B. Duration :180 minutes
- C. Purpose :General
Giving basic skill of making clothes.
Specific
Giving practice skill of how to cut material for clothes.
- D. Target: Training participatory able to understand and able to cut material for clothes.
- E. Method :Direct practice
Practice assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids, scissors, cloth-meter, needle.
- G. General instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give direct practice about the correct one
5. Trainee end session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating way of cutting material for clothes.
 4. Trainee give instruction to put pattern clothes above material that will be cut. In order to make the pattern still on its place, it must be set with needle .
 5. Participants do direct practice to cut material fpor clothes with an assistance and guidance from trainee.
 6. Trainee end session with greeting and thankful expression.

Sub Main discussion

WAY OF SEWING CLOTHES

- A. Title :Way Of Sewing Clothes
- B. Duration :450 minutes
- C. Purpose :General
Giving basic skill of making clothes.
Specific
Giving basic skill of practice in sewing clothes.
- D. Target :Training participatory able to understand and able to sewing clothes
- E. Method :Direct practice
Practice assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids, Sewing Machine, Clothe-meter, Scissors
- G. General instruction : 1.Trainee introduce him/herself nicely, can be humoric, but polite
2.Trainee must build class situation
3.Trainee e set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4.In explaining the subject trainee give direct practice about the correct one
5.Trainee end session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating way of sewing clothes.
 4. Trainee give instruction to practice sewing clothes to every participants.

5. Participants do direct practice to sewing clothes with an assistance and guidance from trainee.
6. Trainee end session with greeting and thankful expression.

Sub Main discussion

WAY OF TAKING SIZE SKIRT

- A. Title :Way of Taking Size Skirt
- B. Duration :90 minutes
- C. Purpose :General
Giving basic skill of making skirt.
Specific
Introducing sewing business, tool, and material need in opening sewing business.
Teaching way of taking size skirt.
- D. Target :Training Participatory able to understand and able to making clothes and skirt
- E. Method :Direct practice
Practice assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids, pen clothe-meter
- G. General instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite.
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual illustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee ask to participant about their intoduction of making clothes.
 4. Trainee explain about way of taking size skirt before making it into pattern clothes.
 5. Trainee explain step by step while demonstrating way of sewing clothes.
 6. Trainee give instruction to practice sewing clothes to every participants.
 7. Participants do direct practice to taking size skirt (Look at sub Main discussion Making Pattern)
 8. Trainee end session with greeting and thankful expression.

Sub Main discussion

WAY OF MAKING PATTERN SKIRT

- A. Title :Way of Making Patter and Skirt
- B. Duration :180 minutes
- C. Purpose :General
Giving an introduction to participant about basic skill of making skirt.
Specific
Giving practice skill about way of making pattern skirt.
- D. Target :Training Participatory able to understand and able to making pattern skirt
- E. Method :Direct practice
Practice assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids, two color pencil, wrapper paper.
- G. General instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite.
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual illustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating way of making pattern skirt.
 4. Participants do direct practice to make pattern skirt as their own size with an assistance and guidance from trainee.
 5. Trainee end session with greeting and thankful expression

Sub Main discussion

WAY OF CUTTING MATERIAL FOR SKIRT

- A. Title :Way of Cutting Material for skirt
- B. Duration :180 minutes
- C. Purpose :General
Giving basic skill of making skirt.
Spesific
Giving practice skill of cutting material.
- D. Target :Training participatory able to understand and able to cutting material for pattern skirt.
- E. Method :Direct practice
Practice assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids, scissors, clothemeter, needle .
- G. General instruction :1. Trainee introduce him/herself nicely, can be humoric, but polite.
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual ilustration (empirc's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expression.
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating way of cutting material for pattern skirt.
 4. Trainee give instruction to put pattern clothes above material that will be cut. In order to make the pattern still on its place, it must be set with needle .
 5. Each participants do direct practice of cutting material for pattern skirt with an assistance and guidance from trainee.
 6. Trainee end session with greeting and thankful expression

Sub Main discussion

WAY OF SEWING SKIRT

- A. Title :Way of Sewing Skirt
- B. Duration :360 minutes
- C. Purpose :General
Giving basic skill of making skirt.
Specific
Giving practice skill of making skirt
- D. Target : Training participatory able to understand and able to sewing skirt
- E. Method : Direct practice
Practice assistance
- F. Tool : White Board/Flip Chart, Marker, Teaching aids, Sewing Machine, Clothe-meter, Scissors
- G. General instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite.
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual illustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expression.
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating way of sewing skirt.
 4. Trainee watch participants in sewing skirt. Each participants do direct practice of cutting material for pattern skirt with an assistance and guidance from trainee.
 5. Trainee end session with greeting and thankful expression

GUIDELINE OF CAKE MAKING TRAINEE

Main discussion

CAKE MAKING

Sub Main discussion

CAKE MAKING

- A. Title :Cake Making
- B. Duration :90 minutes
- C. Purpose :General
To give knowledge and skill to make a cake for participants
Specific
To give skill to make cake for participants
- D. Target :Training participatory able to comprehend and practice to make cake
- E. Method :Technical guide
Direct Practice
Practice Assistance
- F. Tool :White Board/Flip Chart, marker, tool for cooking cake
- G. General Instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual ilustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee give brief guidance about cake making business, market prospect, factors that must be considered in starting this business, and other things that can cause loss in this business.
 4. Trainee give guidance and information about material and tool used in making cake.
 5. Trainee give guidance of how to determine quality of a good material in making cake.
 6. Trainee explain theoretically of how to make cake.
 7. Participants do direct practice in making cake that supervised by trainee
 8. Trainee give comments toward the result on cake making practice by participants. Whether participants succeed or less succeed in making cake. If participants assessed less succeed, trainee will help to show the mistake made by participants in the process of making cake.
 9. Trainee end session with greeting and thankful expression.

Sub Main discussion

SMALL MARTABAK

- A. Title :Technique of making small martabak
- B. Duration :420 minutes
- C. Purpose :General
To give basic skill in practicing to make small martabak
Specific
To give skill in practicing to choose raw materials and to make small martabak's dough
- D. Target :Training participatory able to understand and able to choose raw materials and to make small martabak's dough.
- E. Method : Direct Practice
Practice Assistance
- F. Tool : White Board/Flip Chart, Marker, Teaching aids
- G. General Instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression
- I. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating the way of choosing and making raw materials and to make small martabak's dough.
 4. Trainee end session with greeting and thankful expression.

Sub Main discussion

MARMAR CAKE

- A. Title :Technique of making marmar cake
- B. Duration :210 minutes
- C. Purpose :General
To give basic skill in choosing raw materials and to make marmar cake's dough
Specific
To give skill in practicing to make marmar cake that having standard taste.
- D. Target :Training participatory able to understand and able to choose raw materials and to make marmar cake's dough.
- E. Method :Direct Practice
Practice Assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids
- G. General Instruction :1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression
- J. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating the way of making marmar cake.
 4. Trainee end session with greeting and thankful expression.

Sub Main discussion

PASTEL WITH NUTS

- A. Title :Technique of mking pastel with nuts.
- B. Duration :210 minutes
- C. Purpose :General
To give basic skill in choosing raw materials and to make pastel with nuts dough
Specific
To give skill in practicing to make pastwl with nuts that having standard taste.
- D. Target :Training participatory able to understand and able to choose raw materials and to make pastel with nuts in a good shape.
- E. Method :Direct Practice
Practice Assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids
- G. General Instruction :1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
3. Trainee explain step by step while demonstrating the way of making pastel with nuts.
4. Trainee end session with greeting and thankful expression.

Sub Main discussion

BAKPIA WITH GREEN PEA

- A. Title :Technique of making Bakpia with green pea.
- B. Duration :525 minutes
- C. Purpose :General
To give basic skill practice to choose raw materials and to make dough bakpia with green pea.
Specific
To give skill practice to make bakpia with green pea and how to cook.
- D. Target :Training participatory understand and able to choose raw materials and to make dough also cook bakpia with green pea.
- E. Method :Direct Practice
Assistance Practice
- F. Tool :White Board/Flip Chart, Marker, Teaching aids
- G. General Instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating the way of making bakpia with green pea start from choosing raw materials untill cooking it.
 4. Trainee end session with greeting and thankful expression.

Sub Main discussion

FRUIT PIE

- A. Title :Technique of Fruit Pie
- B. Duration :525 minutes
- C. Purpose :General
To give basic skill in choosing raw materials and to make fruit pie.
Specific
To give skill in practicing to make fruit pie that having standard taste.
- D. Target :Training participatory able to understand and able to choose raw materials and to make fruit pie in a good shape.
- E. Method :Direct Practice
Practice Assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids
- G. General Instruction :1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression.
- H. Target :Training participatory understand and able to choose raw materials, to make dough also roasted fruit pie.
- I. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee explain step by step while demonstrating the way of making bakpia with green pea start from choosing raw materials untill cooking it.
 4. Trainee end session with greeting and thankful expression

GUIDELINES FOR TRAINEE

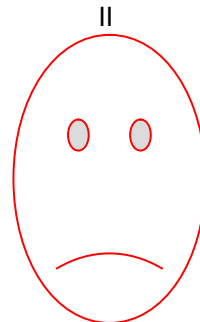
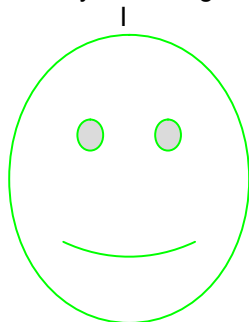
A GUIDELINES FOR TRAINEE OF VOCATIONAL HANDICRAFT TRAINING BEADS HANDICRAFT

Main Discussion ENTREPRENEURSHIP

- A. Title :Entrepreneurship
- B. Duration :90 minutes
- C. Purpose :General
To give a comprehensive about entrepreneurship and the important of entrepreneurship skills mainly to build a business
Specific
To proress awareness of self and business ruined that motivated to do a business
- D. Target :Participants can understand about main discussion “Entrepreneurship” given so that they can be motivated and can apply it to their business
- E. Method :Lecture
Feed back suggestion
Participative Discussion
- F. Tools :White Board/Flip Chart, Marker, Meta Plan
- G. General Instruction :1. Trainee introduce themselves kindly, can be with humor but olite
2. Trainee must build class’s situation
3. Trainee set games to do ice breaking that can be done when class bored that participants come to fresh again
4. In explaining the subject, trainee give factual ilustration (empiric’s fact) or successful story of enterpreneur that participants easily to cunderstand about the subject disscussed. Applying empiric’s fact that related to entrepreneurship done when it comes at discussion part.
5. End session with greeting and grateful expression
- H. Applying Step :
- Trainee open a session with greeting, introduce themselves and build class’s situation that participants pay attention towards subject that will be discussed.
 - Trainee explain the title of main discussion, the purpose, the target and the methods.
 - Trainee ask the participants to express their opinion about entrepreneurship, then explain the definition.
Definition :
Entrepreneur = person that able to develop his/her behavior and respectable character in him/herself independently, that having increasing work continously.
- Entrepreneurship = applying entrepreneurship in business attitude by using self potential and environment optimally, that business work can increase continously.
- Trainee explain the definition of entrepreneur and motivate to build entrepreneurship skill and give chances to participants to ask and give comments.
Entrepreneur is :
 - ▶ Possess desire and ability to work hard, good psychological aspect, great interpersonal relationship and team work
 - ▶ Possesse business intuition to identify product of good and service that “popular” and launch it at the right time

- ▶ Possess strongness to face the unstable business cycle, the risk and mistake, by never giving up
- e. Trainee ask participants to express their ideas about why people like to do entrepreneurship with using meta plan
Then explain and conclude about why people do entrepreneurship.
5 reasons to do entrepreneurship:
 - Prosperity
 - Self Satisfaction
 - Freedom from control
 - Self respect and family
 - Challenge
- f. Trainee explain to participants the essence of entrepreneurship and give chances to them to ask and give comments.
5 essence of entrepreneurship:
 - i. Strong Ability To Be Creative With Independent Spirit
 - ii. Ability To Solve Problems And Courage To Take A Risk
 - iii. Ability To Think And Act Creatively And Inovatively
 - iv. Ability To Work Hard And Productive
 - v. Ability To Work Together And Raise A Healthy Business Ethics
- g. Trainee explain the process of entrepreneurship and give chances to participants to ask and give comments.
The process of entrepreneurship:
 - i. Imitating and dan Duplicating
 - ii. Developing
 - iii. Inovating
- h. Trainee explain the pattern of entrepreneur's manner and give chances to participants to ask and give comments.
The pattern of entrepreneur's manner:
 - i. Appreciating self and others by behaving mutualism
 - ii. Possessing spirit and good personality
 - iii. Serving society
 - iv. Orientating on quality
 - v. Saving and Efficient.

Lips falsafatory in serving customer (society)



I is a picture of a full face with smile, friendly, in serving customer (society), sales will be better because people will satisfy with the service and promote it to others.

II is a picture of a full face with unfriendly face in serving customer (society), sales will be lower because people will feel uncomfortable with the service and promote it to others, too.

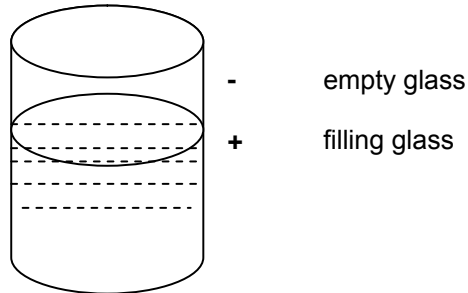
- i. Trainee explain the way of thinking of a entrepreneur and give chances to participants to ask and give comments.
The way of thinking of a entrepreneur:
 - i. Having a clear vision and future oriented
 - ii. Doing business calculation carefully
 - iii. Solving problems
 - iv. Creative and Inovative
 - v. Having Priority
- j. Trainee ask participants to give opinions about why a business could fail
Then trainee conclude and explain about why an entrepreneur could fail.

The cause of failing entrepreneurship:

- Inability to manage
- Bad financial planning
- Impatient
- Less innovation

Why we fail meanwhile other can be success, the reason could be:

- Reject to study experience
- Negative thinking
- Do not want to self observation (always blaming others)
- Do not want to appreciate of what we have giving by God



People who think positive will respect, use, and duplicate others kelebihan. Doing self introspection and fix his/her kekurangan and weakness.

People who think negative will see other's kelebihan only kebetulan, jealous with other's keunggulan. Not recognizing his/her own fault, and not fixing his/her kekurangan and weakness.

Every human being have a + (plus) value and – (minus) value

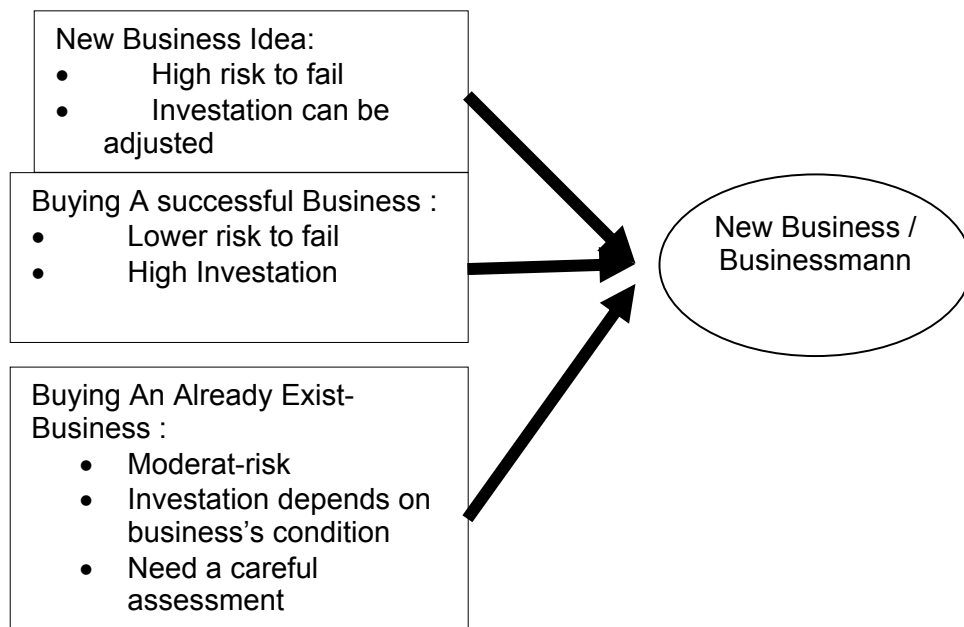
Positive Thinking is not seeing an “empty glass” of others, and duplicate a “filling glass” of others. Fix the “empty glass” of self, and increase the “filling glass” of self.

- k. Trainee end explaining by exploring profit scheme.
- l. Trainee end session with greeting and grateful expression

Main Discussion

START UP BUSINESS

- A. Title :How to start up business
- B. Duration :90 minutes
- C. Purpose :General
To give comprehensive about how to start up business and the important of planning in starting a business
Specific
To give knowledge to participants about major factors that must be known and prepared before starting a business
- D. Target :Participants able to understand and recognize major factors that must be prepared in making business plan before it is started
- E. Method :Lecture
Partisipative discussion
- F. Tool :White Board/Flip Chart, Marker, Meta Plan
- G. General Instruction :1. Trainee introduce themselves kindly, can be with humor but polite
2. Trainee must build class's situation
3. Trainee set games to do ice breaking that can be done when class bored that participants come to fresh again
4. In explaining the subject, trainee give factual ilustration (empiric's fact) or successful story of entrepreneur that participants easily to cunderstand about the subject disscussed. Applying empiric's fact that related to entrepreneurship done when it comes at discussion part.
5. End session with greeting and grateful expression
- D. Applying Step :
1. Trainee open a session with greeting, introduce themselves and build class's situation that participants pay attention towards subject that will be discussed.
 2. Trainee explain the title of main discussion, the purpose, the target and the methods.
 3. Trainee ask the participants to express their opinion about how the new business/businessman's occur. Then, classify into three groups of idea/opinion as A New Business Idea, Buying A successful Business, and Buying An Already Exist-Business. And trainee explain as following picture.



1. Trainee spread meta plan paper to ask participants recognize what kind of business around them and write it down on meta plan. Participants train to birth idea about business by doing "Open your mind" and "Open your eyes" .
Participants are asked to try to think and pick a business that they can do according to their ability
Trainee collect and explain about what the participants had written down on meta plan
2. Trainee explain the things that can block creativity and inovativity.
The things that can block creativity and inovativity are:
 - Afraid to make mistake
 - Not (less) having courage to take a risk
 - Doubt
 - Too early to do judgment
 - Too many consideration
 - Afraid or do not want to be extraordinary or unique
 - Do not want or afraid to be different
 - Do not want and not able to see from outside the system
 - Less attention to around environment
3. After participants are asked to think about thier business idea, then they are asked to develop their thoughts. They lead to a way of thinking to classify the kind of business into the three business classification.
The three business classification mentioned are :
 - i. Production
 - ii. Distribution / Corporation
 - iii. Service
 Afterward participants are asked to think who will be their costumer in relation with the classification of their business plan. The explnation of this Sub Main Discussion included in the discusiion of market segmentation.
4. Before choosing the right business plan, market research should be performed first. During the market research, accurate and careful information should be gathered in order to choose the correct business plan. Several factors to be explored are: Jenis Business
 - Consumer
 - Source of raw material
 - Amount of investation
 - Managerial
 - Risk
 - Rival
 - Location
 - Money cycles
 - Business Cycles
 - Succeed factor
 - Failure factor
 - Business expansion
5. Trainee describe that we shoould perform internal analysis (skill, special quality, potential ability, and so fort) and external (market, rivel, location, source of commodity, legal and so forth) in oredor to choose a business plan. With SMART analysis those factor can be investighate. The analysis of the selection are:
 - Choose a **SPECIFIC** and **BENEFICIAL** business plan
 - Choose a business plan which it succeed **CAN BE MEASURED**
 - Choose a business plan which is able to be **PERFORMED**
 - Choose a business plan which is **MAKING SENCE**
 - Choose a business plan which has **TIMING LIMITATION**
6. Participants are asked to choose business idea which should be carried out after they write it down in Step Point 4 above according to Sub Main Discussion in Step Point 7. In the following, participants are inquired to answerthese following question:
 - i. Does their idea is specific?
 - ii. Does their idea has enough potential market
 - iii. Does their idea can be done and they have enough resources to accomplish it?
 - iv. Does their idea seem sensible and right?

- v. When is the right time to start, to reach break even point, how long the profit will be gained?
7. Trainee invite participants to give feed back suggestion directly. All participants' ideas are written down on the blackboard untill all of them are participated. After all participant mentioning their idea, In sequence, trainee explains all the following process
 In this process, participants are asked to create Mind Mapping (Pemetaan Pemikiran) about business plan which has already decided in the discussion process with their Trainee.
 In the following, Trainee explains that mind mapping are suitable for every action in order to acquaint the relevant element of the analysis.
8. Trainee discuss the way to familiarize **Financial Capital** and **Working Capital** with all participants in doing business. Together they list **Financial Capital** and **Working Capital** which are relevant with the business paln that they have already chosen in the previous steps.
9. Trainee explains to participants about what should they prepare before doing the business.
 Preparation to Start Business:
- Preparing the organizer of the business
 - Preparing business tools
 - Preparing the product
 - Preparing the business location
 - Informing consumer / costumer
10. the last part, Trainee explains Start Up Business (Alur Business Mulai Berjalan) to the participants.
- ▶ Business launching
 - ▶ Business starting
 - ▶ Business controlling
 - i. Organizer controlling
 - ii. Financial controlling
 - iii. Controlling insecurity
 - iv. Controlling adverse effect
 - ▶ Maintaining Business
 - ▶ To get success
11. Trainee end session with greeting and thankful expression.

Main Discussion

MAKING BEADS SOUVENIR

Sub Main Discussion

BEADS BUSINESS

- A. Title :Beads
- B. Duration :90 minutes
- C. Purpose :General
To give introduction to participants about beads handicraft business as an alternative business with reachable financial capital
Specific
To give an understanding regarding beads handicraft business. Tools dan resources which are inquired to hold this beads business
- D. Target :Training participatory are able to understand and familiar about beads handicraft business and can accomplish it as an alternatif business with low cost capital
- E. Method : Lecture
Feed back suggestion
Discussion
- F. Tool : White Board/Flip Chart, Marker
- G. General Instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite.
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual illustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expressions should build the class atmosphere.
- H. Applying Step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee asks participants what they know about handicraft and beads handicraft business.
Try to direct participant which have already made handicraft business to share their experiences with other participants.
 4. Trainee explains beads handicraft business toward participants.
 5. The beads handicraft business explanation should be delivered along with the illustration of succesful story made by other beads handicraft business/enterpreneur.
 6. Trainee explains and presents the requisite materials which will be used to make beads handicraft.
Materials which are required to make beads handicraft are :
 - Beads
 - StringTrainee gives participants chances to ask about the above required beads handicraft materials.
 7. Trainee explains and presents tools to make beads handicraft

The requisite tools to make beads handicraft are:

String cutter; scissor, more effectively nail clippers

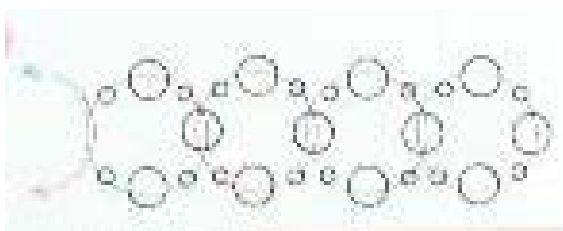
Trainee gives participants chances to ask about the required tools to make beads handicraft.

8. Trainee opens the discussion and question and answer forum with the topic of beads handicraft business and everything which is related to it.
9. Trainee explains and makes a conclusion of the discussion and from the question and answer session to all the participants.
10. Trainee end session with greeting and thankful expression.

Sub Main Discussion

TECHNIQUE OF MAKING KEY HOLDER WITH BASKET AND BAG'S SHAPE

- A. Title :Technique of making Key Holder with basket and bag's shape
- B. Duration :540 minutes
- C. Purpose :General
To give basic skill on making beads handicraft
Specific To give a skill in making key holder from beads
- D. Target :Participants of the training are able to understand and make key holder souvenir from beads
- E. Method :Direct practice
Practice Assistance
- F. Tool :White Board/Flip Chart, Marker, Teaching aids
- G. General Instruction :1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression
- H. Applying step :
1. Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 3. Trainee step by step explains and presents the way to create a key holder in basket and bag's shape from beads.
 4. Trainee end session with greeting and thankful expression.
- Steps in making key holder in bag's shape are:
- Step 1**
Take 4 beads bead stones and string length 1 meter. Pass the string through the 1st beads up to the 4th. The end of the second sprint pass through the 1st bead. Pull both the end of the string in a same length.



Step 2

Take 3 beads stones. Take 2 beads stone into the end of the 1st string and to the end of the 2nd string take 1 beads stone. Pull both ends.

Step 3

Take 3 beads stones. Take 2 beads stones into the end of the 1st string and to the end of the 2nd string take 1 beads stone. Pass the end of the 1st string into to the bead stone of the 2nd string. Pull both ends.

Step 4

Direction: if we use the oval beads, we need 2 beads stone, if we use the long one we need 1 bead stone.

Step 4.1 Oval Bead

- 4.1.1 Take 5 oval bead. Pass through the end of the 1st string 3 beads stones, to the 2nd string 2 beads stone. Pass the end of the 1st string into all bead stones on the 2nd string. Pull both ends. Move the end of the 1st string to the bead stone on the 2nd step.
- 4.1.2 Take 3 beads stone. Pass through the end of the 1st string 1 bead stone, to the 2nd string 2 beads stone. Pass the end of the 1st string into all bead stones on the 2nd string Pull both ends. Move the end of the 1st string to the bead stone on the 1st step.
- 4.1.3 Repeat the Step 4.1.2 for 7 times.
- 4.1.4 Take 1 bead stone. Pass the end of the 1st and 2nd string through different holes. Pull both ends.
- 4.1.5 Take 2 beads stone. Pass each of them through the end of the 1st and 2nd string, unite both ends.
- 4.1.6 Take 3 beads stone, pass through the string.
- 4.1.7 Take the key holder, pass it through the string.
- 4.1.8 Take 3 beads stone, pass it through the string.
- 4.1.9 Take 2 beads stone. Separate the ends of the string. Pass the bead to each end. Pass the end of the 1st string and the 2nd string into the different side of the bag parallel and adversary. Tie them tight. Pass the rest of the string into bead in bag until it finish. Use the nail cillpers to make it tidy.

Step 4.2 Long Beads

- 4.2.1 take 2 long beads stone and 1 oval bead stone. Pass into the end of the 1st string 1 long bead stone and 1 oval bead stone. Pass into the end of the 2nd string 1 long bead stone. The end of the 1st string then passed to the bead stone on the 2nd string. Pull both ends. Move the end of the 1st string into bead on the 2nd Step.
- 4.2.2 take 1 long bead stone and 1 oval bead stone. Pass through the end of the 1st string 1 oval bead stone while to the 2nd end of the string 2 long bead stones. Pass the end of the 1st string through the long bead stone. Pull both ends. Move the end of the 1st string into bead on the 1st Step.
- 4.2.3 Repeat Step 4.2.2 for four times.
- 4.2.4 Take 1 oval bead stone. Pass the end of the 1st string and the 2nd string through the adversary bead's holes. Pull both ends.
- 4.2.5 Take 2 beads stones. Pass them through the end of the 1st and 2nd string. Unite both ends of the string.
- 4.2.6 Take 3 beads stones and pass them through the string.
- 4.2.7 Take the key holder, pass them along the string.
- 4.2.8 Take 3 beads stones, pass them along the string.
- 4.2.9 Take 2 beads stones. Separate both ends of the string. Pass the bead into both ends. Pass the end of the 1st string and the 2nd string through the different side of the bag parallely and adversary. Tie them tight. All the rest of the string should be passed into the bag side. Make it tidy using nail clippers.



- 5. Trainee with the help of assistant direct the participants straightly to practice making their own Key Holder With Bag's Shape themselves.
- 6. Trainee ends the session with greeting and grateful expression

Sub Main Discussion

TECHNIQUE OF MAKING BEAD ON RABBIT SHAPE

- A. Title :Technique of making Bead on rabbit shape
- B. Duration :240 minutes
- C. Purpose :General
To give basic skill on making beads handicraft
Specific
To give a skill in making souvenir in shape of rabbit from beads
- D. Target :Training participatory able to understand and able to make
souvenir in shape of rabbit made of beads
- E. Method :Direct practice
Practice assistance
- F. Tool :White Board/Flip Chart, Board Marker, Teaching aids
- G. General Instruction :1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression.
- H. Applying Step:
1. Trainee Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
2. Trainee explain the title of main discussion, general purpose and specific, the target, training method.
3. Trainee step by step explains and presents the way to create a rabbit made of beads souvenir.
4. Trainee end session with greeting and thankful expression.

Step in making Rabbit handicraft made of beads are:

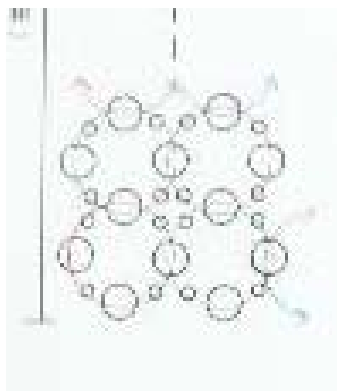
Way to make the rabbit body

Step 1

Take 5 beads stones and string lenthed 2 meter. Pass 2 beads stones through the end of the 1st string, and 3 beads stones through the end of the 2nd string. Pass the end of the 1st string into the 3rd bead stones on the end of the 2nd string. Pull both ends until they reach the same length.

Step 2

Take 4 beads stones, pass 3 beads stones through the end of the 1st string and 1 bead stone into the end of the 2nd string. The end of the 1st string then passed through the bead stones on the 2nd string. Pull both ends. The 2nd string then moved into the 1st part of the bead stone.



Step 3

Take 3 beads stones. Pass 2 beads stones through the end of the 1st string while through the end of the 2nd string 1 bead stone. Pass the end of the 1st string into bead on the 2nd string. Pull both ends. then moves the 2nd string into the 1st bead. Repeat Step 2 for three times.

Step 4

Move the string until the axis is facing above. Take 1 bead stone, pass it through the end of the 1st string, then tie it. Move the string into the right side of a bead.

Step 5

Take 4 beads stones, pass into the end of the 1st string 3 beads stones, while into the end of the 2nd string 1 bead stone. Pass the end of the 1st string into bead stones in the 2nd string. Move the end of the 2nd string into two bead stone at the lowest level.

Step 6

Take 3 beads stones, pass into thye end of the 1st string 2 beads stones while into the end of the 2nd string 1 bead stone. Repeat this step twice.

Step 7

Move the string until the axis facing up above. Take 2 beads stones, pass each of them through each end of the string, tie it in the end of ther 2nd string.

Step 8

Move the end of the 2nd string in one side 1 bead stone. Take 3 beads, pass 2 beads stones into the end of the 1st string while for the 2nd string 1 bead stone. Tie them on the second string. Move the end of the 2nd string to its side as 2 beads stones. Take 2 beads stones, pass each of them into every end of the string. Tie them on the 2nd string. Repeat this step 2 times.

Step 9

Bring both ends of the string facing up above. Take 1 bead stone, tie them hard.

Way to Make the Rabbit Head

Step 10

Take 4 beads stones. Pass 3 stone into the end of the 1st string, and into the end of the 2nd string 1 stone. Pass the end of the 1st string into bead on the 2nd string. Tie them on the 2nd string. Move the 2nd string by 1 bead stone on the below side of the bead.

Step 11

Take 3 beads stones, pass 2 beads stones into the end of the 1st string while for the end of the 2nd string 1 bead stone. Tie them on the 2nd string. Move the 2nd string 1 bead stone to the low level. Repeat this step twice.

Step 12

Bring above aach end of the string one time. Take 3 stones bead, 1 in a different colour. Pass 2 beads stones which have different colour through the 1st string while through the 2nd string 1 bead stones. Tie them on the 2nd string. Move 2nd string by 1 bead stone into lower side.

Step 13

Take 3 beads stone, 1 in a different colour. Pass 2 beads stones in a different colour through the end of the 1st string while into the end of the 2nd string 1 bead stone. Tie them on the 2nd string. Move the 2nd string by 2 beads stones into the lower side.

Step 14

Take 2 beads stones. Pass each of them through every end of the string. Tie them on the 2nd string. Move 2nd string by 2 beads stones into lower side.

Step 15

Take 2 beads stones whih are in different colour. Pass each of them through every end of the string. Tie in the 2nd string. Move 2nd string by 2 stones bead into the left side until the nose of the rabbit.

Step 16

Take 1 bead stone. Tie it.

Making of Rabbit's Ear

Step 17

Move around the string that already tied on the Step 16 into the left side of rabbit's shoulder until the string are in adversary direction. Take 14 beads stones, pass 7 bead stones through each end of the string, tie them in below.

Way to make Rabbit's Feet

Step 18

Move the string into the low side of the front body. Take 3 beads stones. Pass them through the string. Move the string into the side of another. Take 3 beads stones, pass it through the string. Tie it.

Step 19

Move the string into the low side on the back of the rabbit's body. Take 3 beads stones. Pass them through the string. Tie it. Move the string to the side of another. Take 3 beads stones. Pass it through the string, tie it.

Step 20

Move the string into the back side of the rabbit. Take 4 beads stones. Pass them through the string, tie it. Make around the string until it used up in the bead's holes. Make them tidy by using nail clipper.



1. Trainee with the help of assistant direct the participants straightly to practice making their own beads on Rabbit Shape by themselves.
2. Trainee ends the session with greeting and grateful expression

Sub Main Discussion

TECHNIQUE OF MAKING HEAD PENCIL

- A. Title :Technique of making Head Pencil
- B. Duration :180 minutes
- C. Purpose :General
To give basic skill on making beads handicraft
Specific
To give a skill in making head pencil souvenir in from beads
- D. Target :Training participatory able to understand and able to make head pencil souvenir from beads
- E. Method :Direct Practice
Practice assistance
- F. Tool :White Board/Flip Chart, Board Marker, Teaching aids
- G. General Instruction :1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the training subject trainee give direct samples about the correct practical steps
5. End session with greeting and thankful expression.
- H. Applying step :
- 1.Trainee open session with greeting, introduce him/herself and build training situation that participants pay attention and interest to the subject given.
 - 2.Trainee explain the title of main discussion, general purpose and specific, the target, training method.
 - 3.Trainee step by step explains and presents the way to create a head of pencil from beads.

Way to make Head of The Pencil

Step 1

Take 4 beads stones and string with length 1,25 meter. Pass Pass the end of the 1st string through the 1st bead stones up to the 4th bead stone. Pass the end of the 2nd string through the 1st bead stone. Pull them until they are same in length.

Step 2

Take 3 beads stones. Pass 2 beads stones through the 1st string while for the 2nd string only 1 bead stone. Pass the end of the 2nd string through the 2nd bead stone on the 1st string. Tie in the 2nd string. Pull the end of the 2nd string.

Step 3

Take 1 bead stone. Tie it. Bring the string up above. Take 3 beads stones, 2 black and one with a basic colour. Pass the black and the basic colour bead stone through the 1st string, while to the end of 2nd string pass another bead stone with basic colour. Tie them to below with the strings are in adversary position.

Step 4

Take 5 beads stones. 1 of them in a different colour. Pass through each of the string 1 bead stone. Bring together the end of the string. Pass 1 bead stone that has different colour. Open the end of the string, pass a bead stone into each. Tie them below. Now bring again the string ito the eye side.

Step 5

Do Step 2 three times.

Step 6

Move string to the eye side in adversary position. Take 3 beads stones, pass 2 beads stones through the end of the 1st string, and through the end of the 2nd string 1 bead stone. Tie it on the 2nd bead stone of the 1st string. Repeat this three times.

Step 7

Move string to the other side of the eye. Take 3 beads stones, pass 2 beads stones through the end of the 1st string and through the end of the 2nd string 1 bead stone. Do this step three times.

Step 8

Round the rest of the string to all sides of the bead stones until nothing left. Make it tidy using nail clipper.



4, Trainee with the help of assistant direct the participants straightly to practice making their own beads Head Pencil by themselves.

5. Trainee end session with greeting and grateful expression

Sub Main Discussion

A TECHNIQUE OF MAKING PENCIL BOX

- A. Title :Pencil Box Making
- B. Duration :90 minutes
- C. Purpose :General
To give knowledge and skill to make a pencil box for participants
Specific
To give skill to make pencil box for participants
- D. Target :Training participatory able to comprehend and practice to make pencil box
- E. Method :Technical guide
Direct Practice
Practice Assistance
- F. Tool : White Board/FlipChart, marker, tool for making pencil box
- G. General Instruction : 1. Trainee introduce him/herself nicely, can be humoric, but polite
2. Trainee must build class situation
3. Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4. In explaining the subject trainee give factual illustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5. End session with greeting and thankful expression
- H. Applying Step :
1. Trainee opens the session with greeting, introduce him/her self, and built the atmosphere of the class with the aim of inviting participants attention toward the material which will be delivered.
 2. Trainee explains the Title of the Main Discussion, the General Purpose and Specific Purpose, Target, and Method of the Training.
 3. Trainee step by step explains and presents the way to create beads in rabbits shape.

The Step in making pencil box from beads are :

Step 1

Take 4 beads bead stones and string length 1,5 meter. Pass the string through the 1st beads up to the 4th. The end of the second string pass through the 1st bead. Pull both the end of the string in a same length

Step 2

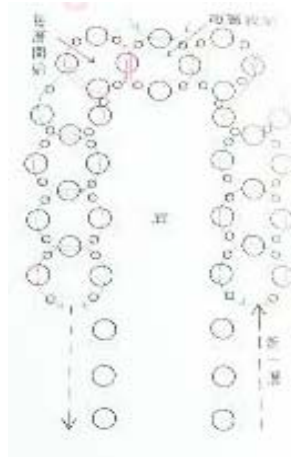
Take 3 beads bead stones. Take 2 beads bead stone into the end of the 1st string and to the end of the 2nd string take 1 beads stone. Pull both ends Do Step 2 about 5 times

Step 3

Do Step 1 and 2 one more.

Step 4

Move string to upside. Take 3 seed of bead. Pass to the 1st string of two seed and to the 2nd string of 1 seed. Pass the 2nd tip of string to the 2nd seed to the 1st string. Pull the 2nd tip of string. Lock. Do until it rounds the box pallet side.



Step 5

Do Step 4 as long as it needed.

Step 6

Move string to the back side of the box. Take 3 seed of bead. Do as Step 4 with others side yang lain. Move string up, do the same thing to 2nd line until 5th with reducing 1 seed of bead every aside side. Lock.

Step 7

Bundle string. Take 11 seed of bead, pass to the string. Lock. The rest tip of string take around to every sides of bead until it used up. Neat tip of string with nail scissors.

4. Trainee is helped with an assistance to direct participants with direct practice to make key holder with bag shape by themselves.
5. Trainee end session with greeting and grateful expression

Sub Main Discussion

A TECHNIQUE OF MAKING WATER TABS

- A. Title : A Technique of making water tabs
B. Duration : 300 minutes
C. Purpose : General
To give a basic skill of making beads handicraft
Specific
To give a skill of making water tabs from beads
D. Target : Training Participatory understand and able to make water tabs from beads
E. Method : Direct Application
Application Assistance
F. Tool : White Board/Flip Chart, Marker, Teaching aids
G. General Instruction : 1.Trainee introduce him/herself nicely, can be humoric, but polite
2.Trainee must build class situation
3.Trainee set games to do ice breaking that can be done when the class got bored so that participants return with spirit.
4.In explaining the subject trainee give factual ilustration (empiric's fact) or successful story about entrepreneur that participants easy to understand the subject given. The applying empirical fact that related to entrepreneur done in discussion's part.
5.End session with greeting and thankful expression
- H. Applying Step :
1. Trainee opens the session with greeting, introduce him/her self, and built the atmosphere of the class with the aim of inviting participants attention toward the material which will be delivered.
 2. Trainee explains the Title of the Main Discussion, the General Purpose and Specific Purpose, Target, and Method of the Training.
 3. Trainee step by step explains and presents the way to create water tabs from beads

Step in making water tabs from beads are :

Step 1

Take 5 seed of bead, and 1 string metre along. Pass tip of 1st string to 1 until 5 beads. Pass the 2nd tip of string to the 1 bead. Pull the 2nd tip of string until it has same length. Lock.

Step 2

Take 4 seed of bead. Pass to the 1st string of 3 seed and to the 2nd tip of string of 1 seed. Pass the 2nd string to 2nd seed to the 1st string. Pull the 2nd tip of string. Lock.

Step 3

Move tip of 2nd string aside. Do Step 2 until it formed circle.

Step 4

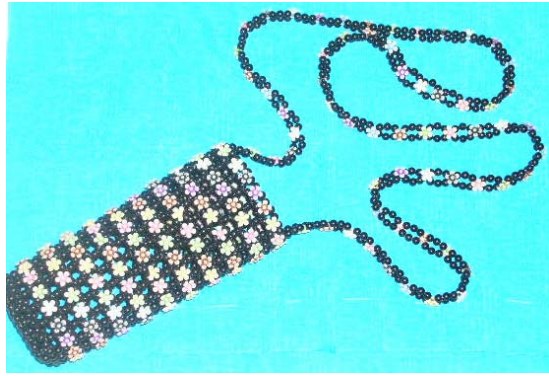
Move tip of string to upside. Next step is, do as to make key holder in bag shape until reaching height that needed.

Step 5

Move string to aside. Take 3 seed of bead. Pass to 1st string 2nd seed and to tip of 2nd string the rest of seed. The tip of 2nd string pass to 2nd seed to the 1st string. 2nd tip of string ditarik. Lock the 1st string to the 2nd string. Do as long rope as you have.

Step 6

Finish to the other side. The rest of string bundled around until it used up. Neat the tip of string with nail scissors.

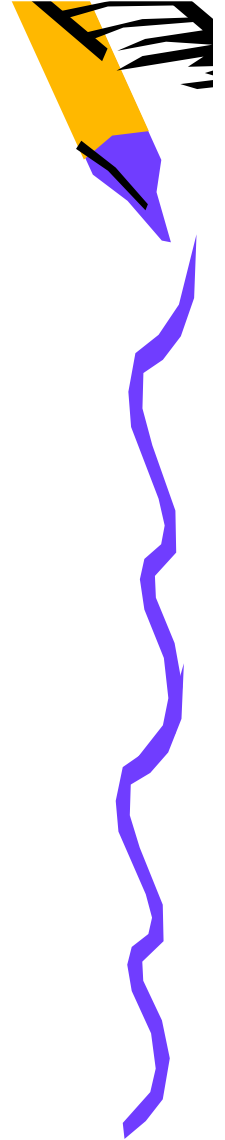


4. Trainee is helped with an assistance to direct participants with direct practice to make key holder with bag shape by themselves.
5. Trainee end session with greeting and grateful expression.



**Tsunami Recovery:
Vocational training and Consultancy
for MSME Development
SME 04 / 2005**

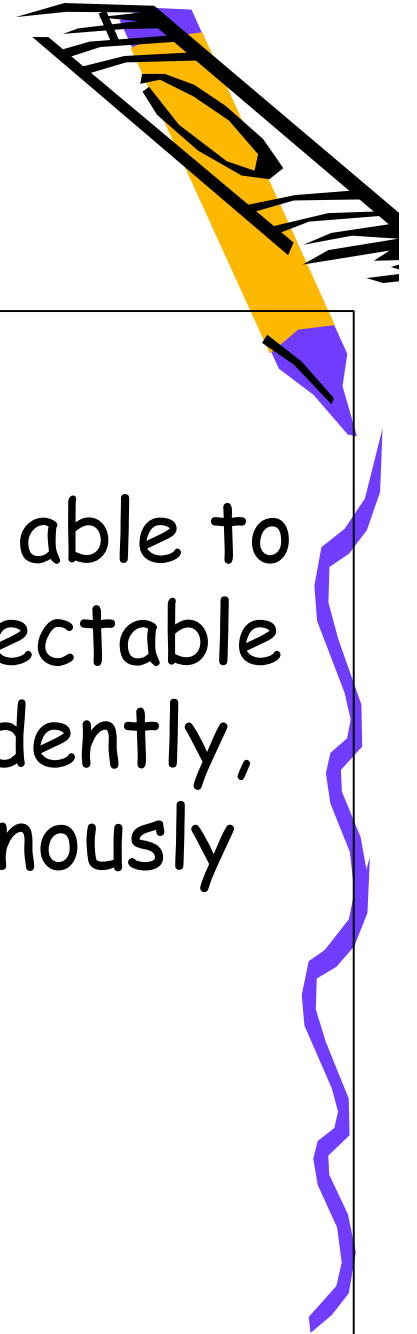
Asia-Pacific Economic
Cooperation



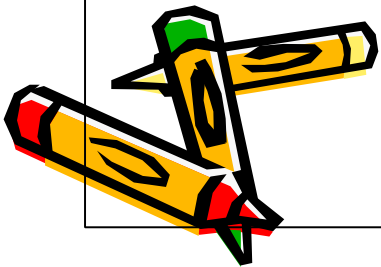
ENTREPRENEURSHIP



ENTREPRENEUR

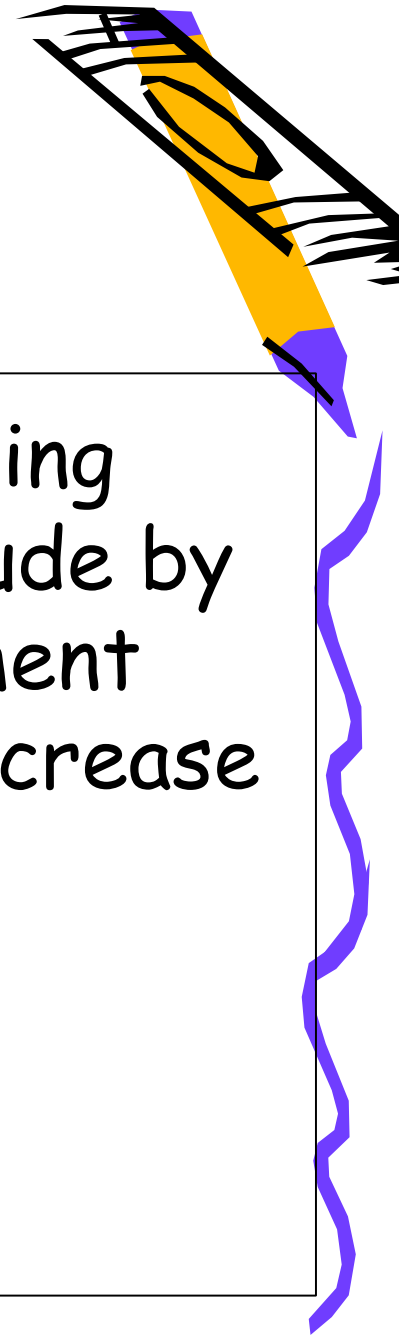
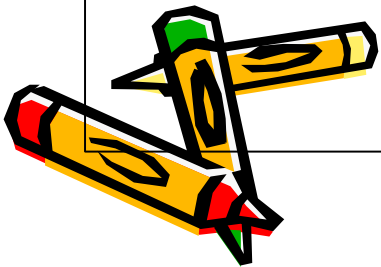


ENTREPRENEUR, is a person that able to develop his/her behavior and respectable character in him/herself independently, that having increasing work continuously



ENTREPRENEURSHIP

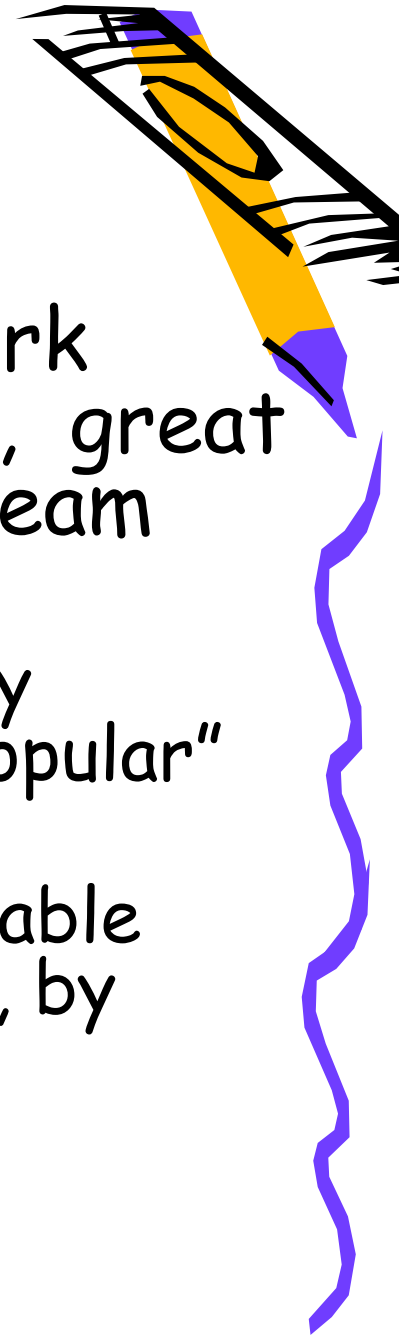
ENTREPRENEURSHIP, applying entrepreneurship in business attitude by using self potential and environment optimally, that business work can increase continuously.



Entrepreneur

Is a person that :

- Possess desire and ability to work hard, good psychological aspect, great interpersonal relationship and team work
- Possess business intuition to identify product of good and service that "popular" and launch it at the right time
- Possess strongness to face the unstable business cycle, the risk and mistake, by never giving up



Build mental behavior of entrepreneur

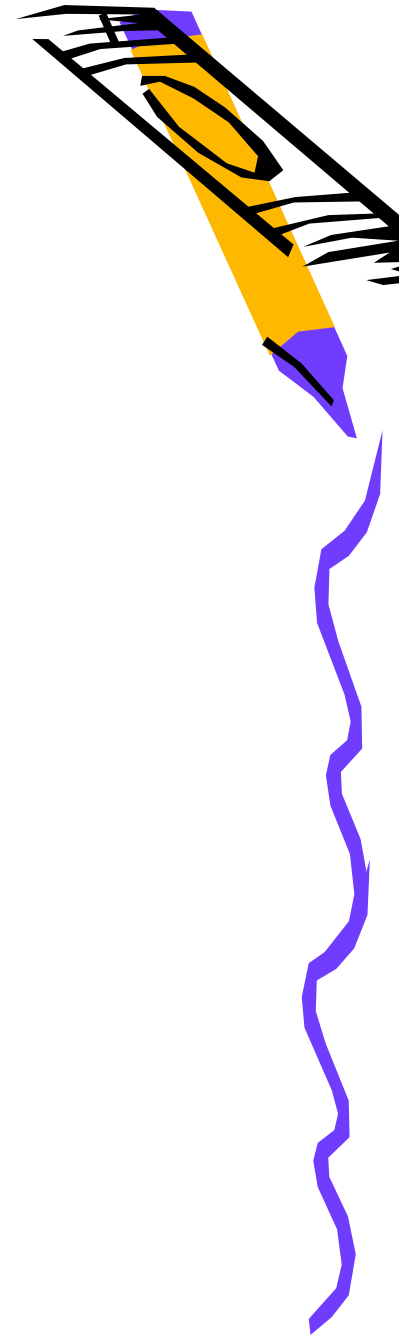
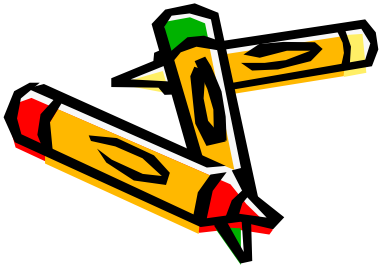
Mental behavior of entrepreneur is like a wanderer who walks on the desert, passing the burning sun

There is a question why a wanderer keeps walking strongly, and the answer is because he sees "OASE" in front of him.



5 reasons to do entrepreneurship

- Prosperity
- Self Satisfaction
- Freedom from control
- Self respect and family
- Challenge



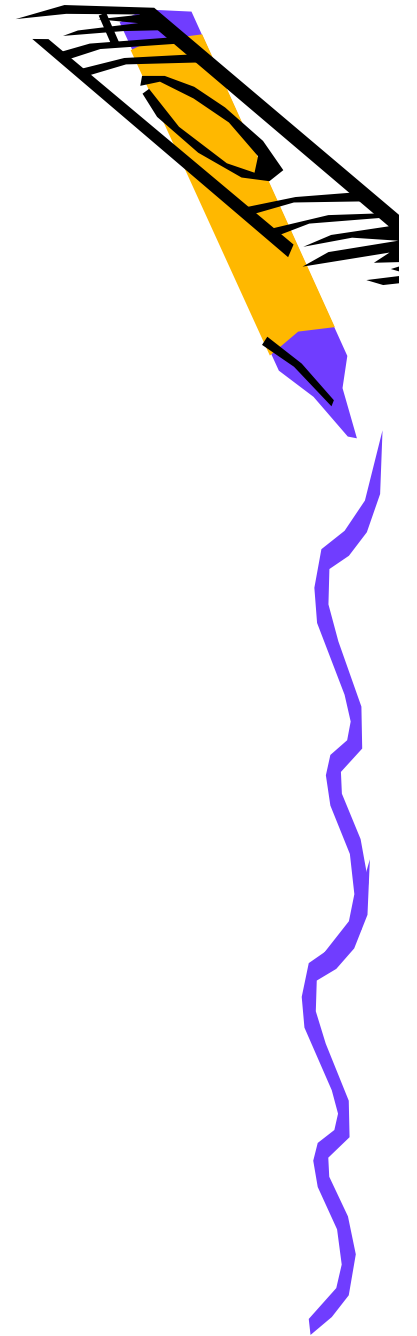
5 ESENSI KEWIRAUSAHAAN

- Strong Desire to Create With Independent Spirit
- Desire To Solve Problems And Courage To Take A Risk
- Desire To Think And Act Creatively And Innovatively
- Desire To Work Hard And Productively
- Desire To Work Together And Support A Healthy Ethics



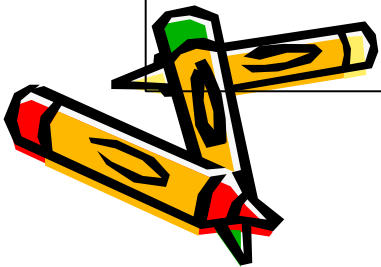
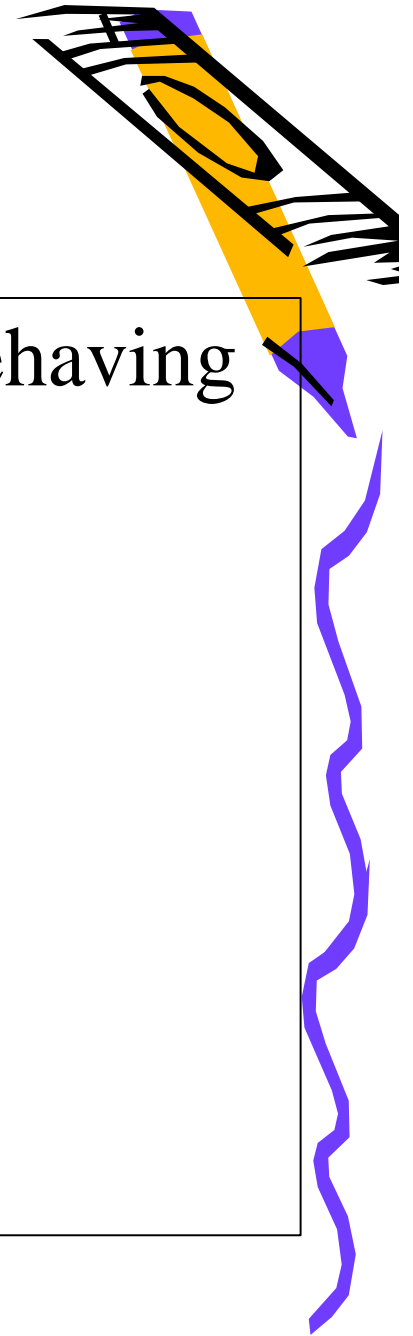
ENTREPRENEURSHIP PROCESS

- IMITATION AND
DUPLICATION
- DEVELOPMENT
- INOVATION



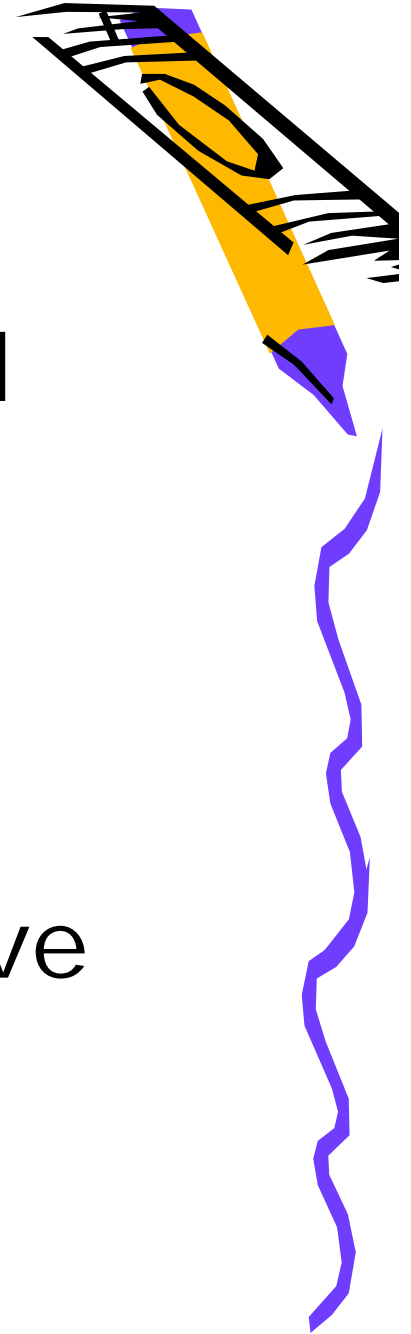
BEHAVIOR PATTERN OF ENTREPRENEUR

1. Appreciating self and others by behaving mutualism
2. Possessing spirit and good personality
3. Serving society
4. Orientating on quality
5. Saving and Efficient .



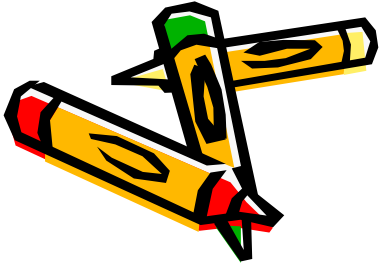
PATTERN OF THINKING OF ENTREPRENEUR

1. Having a clear vision and future oriented
2. Doing business calculation carefully
3. Solving problems
4. Creative and Inovative
5. Having Priority



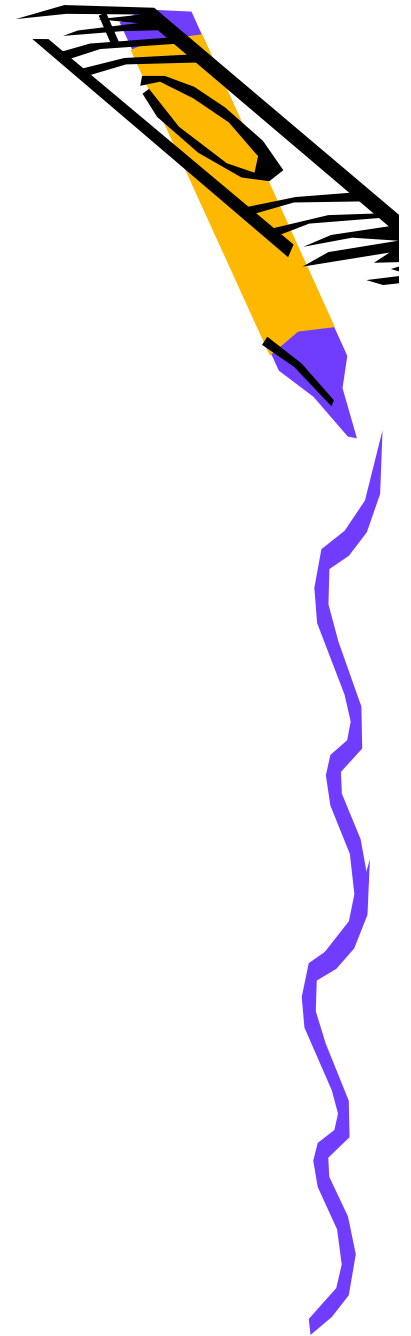
BEHAVIOR PATTERN OF ENTREPRENEUR

1. Productive
2. Friendly and komunicative
3. Easy to corporate
4. Decent
5. Great negotiator

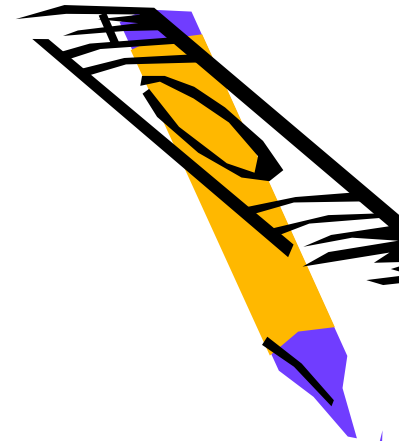


THE CAUSE OF FAILING ENTREPRENEUR

- DISABILITY TO MANAGE
- BAD FINANCIAL PLANNING
- IMPATIENT
- LESS INOVATIVE



WHY WE FAIL WHILE OTHERS SUCCEED



- DID NOT WANT TO LEARN TO THE EXPERIENCE
 - NEGATIVE THINKING
- DID NOT WANT TO INSTROSPECTION (ALWAYS BLAMING OTHERS)
- DID NOT WANT TO GRATEFUL FOR GOD'S BLESSING



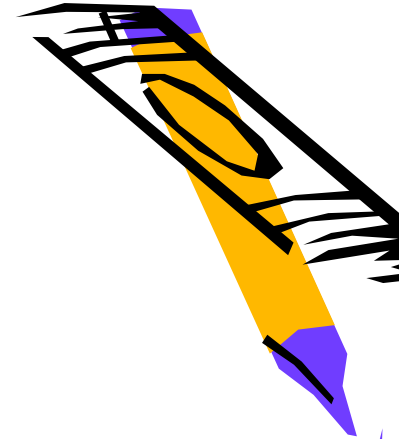
GOD
(Source of
subsistence)

PARENT
(**MEDIATOR**
SUBSISTENCE)

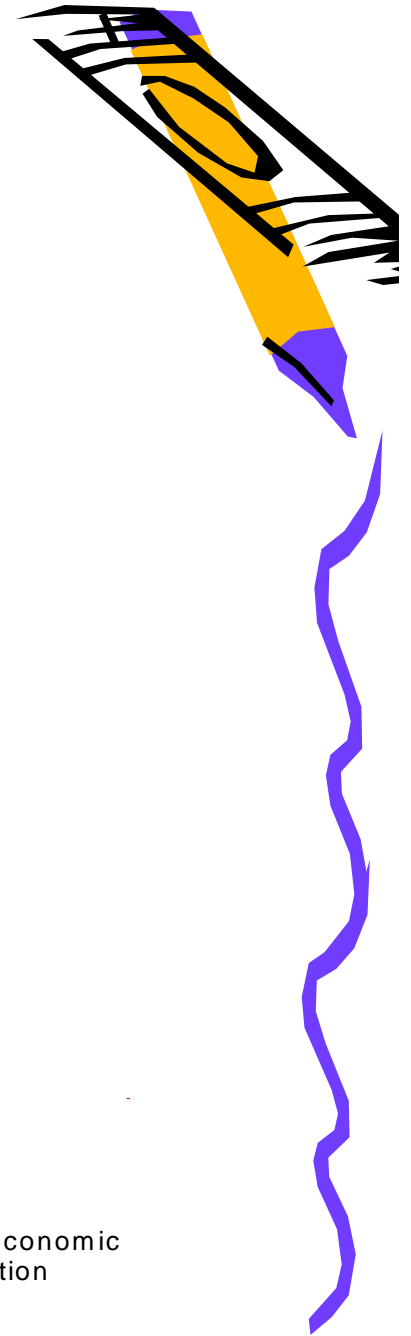
BUSINESS
(**MEDIATOR**
SUBSISTENCE)

GRATEFUL

HUMAN
(**SUBSISTENCE**
ACCEPTOR)



THANK YOU



Perkumpulan PPLUI

Asia-Pacific Economic
Cooperation

How To Start Up Business



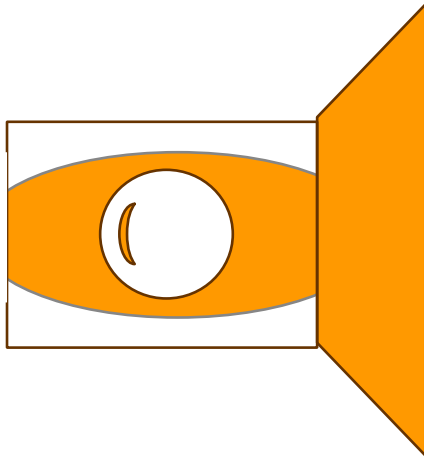
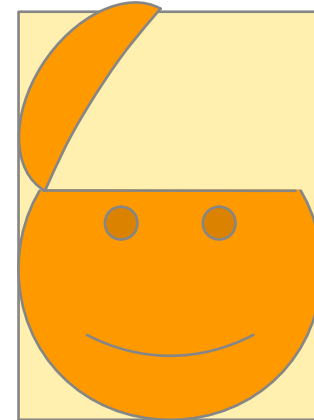
Sigli, March 2006

New business can come from:

- **New business idea**
 - Fail risk relatively high
 - Investation can be adjusted
- **Buying business that already succeed**
 - Fail risk relatively low
 - Investation relatively big
- **Buying business that already exist**
 - Moderat risk
 - Investation depends on business condition
 - Need a careful evaluation (**need analysis skill**)

Principles “Birthing Idea”

Always open “mind”



Always open “eyes”

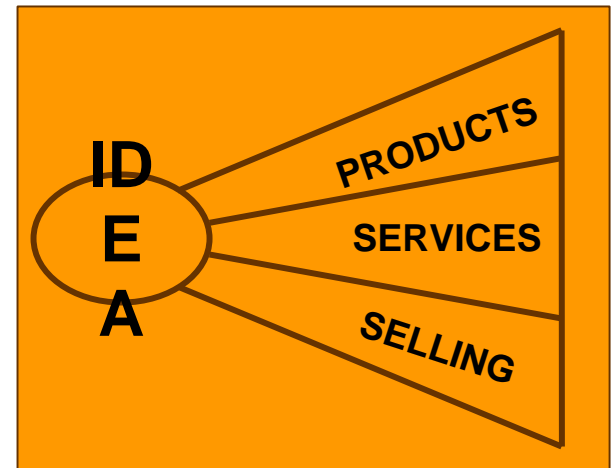
Barrier of Creativity and Innovation

- Afraid to be wrong
- Not (less) having courage to take a risk
- Doubtful attitude
- Too early to do judgement
- Too many considerations
- Afraid or do not want to be extraordinary or weird
- Do not want or afraid to be different
- Do not want and do not able to see from outside the system
- Less attentive in around neighbor hood

Develop your business Idea

What kind of business activity that actually you’re doing?

- Making product (production)
- Supplying service (services)
- Selling goods/service (trading)



Who is your market target?

- Society
- Business circle

Observing Market Before Picking Business

- Kind of Business
- Consumers
- Raw Material Resources
- Capital's Need
- Maintaining
- Risk
- Competitor
- Location

- Money Cyclus
- Climates / Business Cyclus
- Succeeding Factors
- Failing Factors
- Business Development

Way of Picking A Business

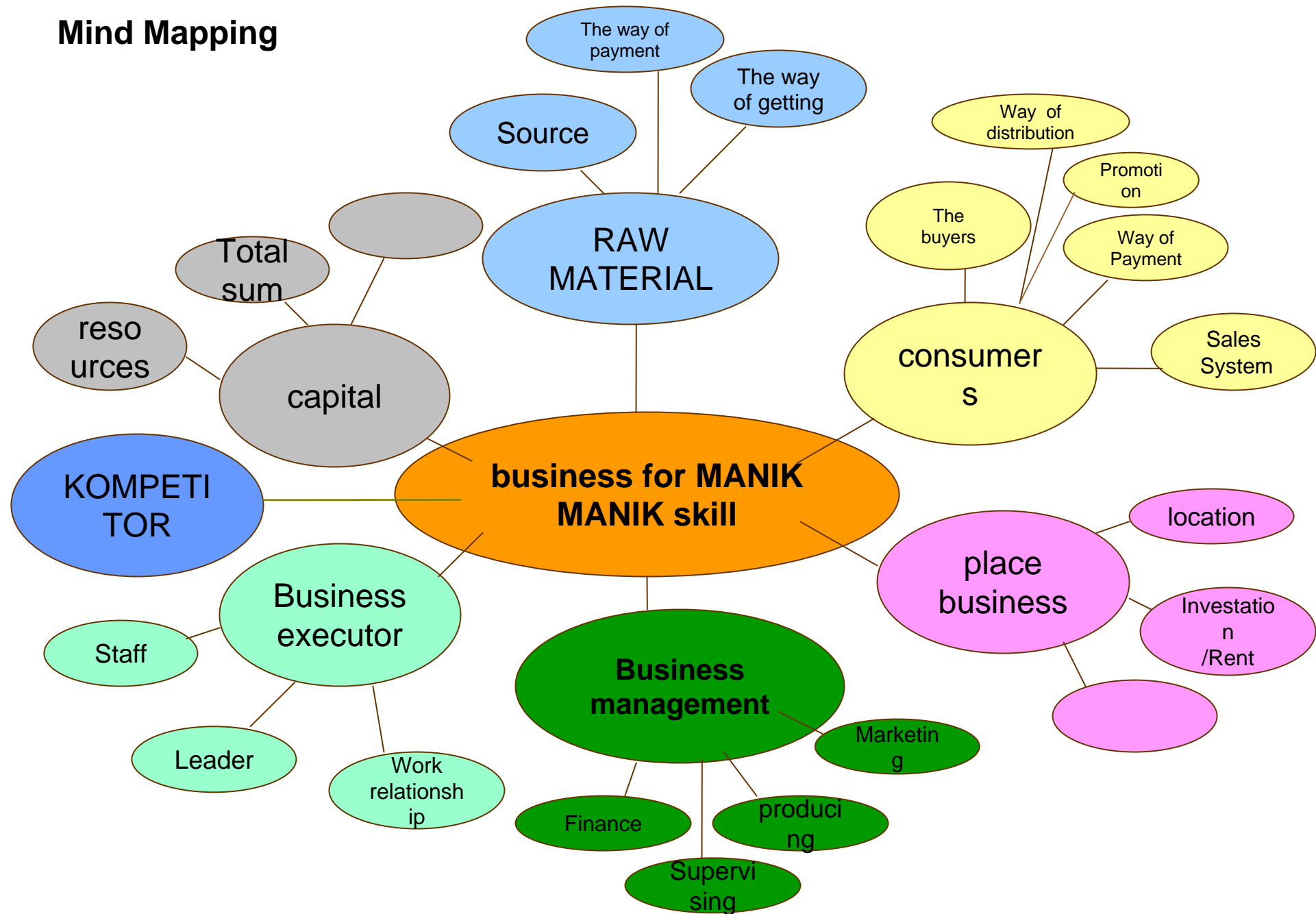
- Pick a **SPESIFIK / HAS A PLUS VALUE** of business
- Pick a business that the result can be **MEASURED**
- Pick a business that **CAN BE REACHED/DONE**
- Pick a **LOGIC** business
- Pick a business that has **NO LIMITATION**

Accuracy in picking business can be measured with above five things

What is Your Conclusion?

- 1. Does the business idea specific?**
- 2. Does the idea has enough market potential?**
- 3. Does the idea can be done and whether you have resources to do it?**
- 4. Does the idea simple and logic?**
- 5. When it correctly to start, when the capital return, how long the benefit can get?**

Mind Mapping



Identify Business Demand

Investation
capital

Work
capital

Business tool:

- Production business
 - Mesin Produksi
- Distribution business
 - Mobilisation tool
and placing
- Service business
 - Serving tool

Product that will be marketed:

- Production business
 - Product
- Distribution business
 - Product
- Service business
 - (Skill)

Preparation To Start Up Business

- prepare the business executors
- prepare business tool
- prepare product
- prepare business location
- Tell consumen / customer

Launching



Starts Business



Business Control



Sustaining Business



- Performer
- Financial
- Leak out
- Evaluation

SUCCESS

How to “Start Small Business”

Thank You

See you later

BUSINESS AND ITS ENVIRONMENT

In reality, there is no one phenomena in this world that exists independently. In other words, there are always an interaction and a relation between one phenomenon with another one. This condition shows that in the real life, every business activity phenomenon is as a subsystem of a business activity system concerning also with its environment. Therefore, there will be no one business activity that occurs without being influenced by its environment.

Environment has been changing and developing that we can not know certainly. This environment developing dynamic will encourage business especially companies to monitor, analyze, and comprehend it, in order to take any decision in every business activities, so they could survive in the market.

The environment that interacts with business activities done by all companies consists of two categories; External Environment and Internal Environment. External environment of firm consists of General Environment, Industry Environment, and Operational Environment. Meanwhile, internal environment of firm includes functional environment of operational organization, such as Organization Structure, Marketing, Finance, Research and Development, Operational/Production, Human Resource Management, Information System, and Technology.

External Environment of Firm

External environment of firm is an environment that influences a firm in considering all decisions and long term plans. A comprehension of this external environment is important for the firm to realize the condition nowadays as well as to predict the future. External environment is divided into General Environment, Industry Environment, and Operational Environment.

1. GENERAL ENVIRONMENT

It consists of all wide social dimensions that influence an industry and companies. These social dimensions are categorized into five environment segments, such as Demography, Economy, Politics/Law, Social Culture, Nature Environment, and Technology.

This following table can describe General Environment with its segments and elements

The Segment and Element of General Environment

General Environment Segment	Elements
Demography Segment	Number of Inhabitants Age Structure Geography Spread Ethnic Assimilation Income Distribution
Economic Segment	Inflation Rate Interest Rate Consumption Pattern Individual Saving Rate Institutional Saving Rate Gross Domestic Product

			<ul style="list-style-type: none"> Dollar Value in World Market Price Fluctuation Tax Tariff and Fiscal Policy Jobless Trend Export / Import Factor Economic Condition of Other Countries
Politics, Government and Segments		Law	<ul style="list-style-type: none"> Anti Monopoly Regulation Environment Protection Regulation Lobbying Activities Budget Rate for Defense Bilateral Affairs Government Regulation and Deregulation Terrorist Activities (location and its threat) General Election Politic Condition of Other Countries
Social Culture and Environment Segment		Nature	<ul style="list-style-type: none"> Life Style Exchange Marriage, Divorce, Birth, Death Rate Behavior toward Business, Government, Work, Consumen, Saving and Investation Behavior toward Leisure Time, Retired Period, Product Quality, Consumen Serves, and career Exchange in Taste, Population, Number of Women workers, and Number of Graduates Traffic Jam Social Program Migration Rate Pollution Control, Garbage Processing and Its Recycling Energy Economizing
Technology			<ul style="list-style-type: none"> Distribution System Production System Information System of Market Information System of Management New Goods and Service Development

Demography Environment

The development of population number in Indonesia effects the rate of Goods and Service Demand, concerning with inhabitant segments like age factor, sexes, income rate, and variaous taste. This condition gives an opportunity for enterprineurs to fullfil the market needs, especially the market that they condern.

This following illustration describes how a enterprenuer take the market opportunity based on factors above that include in demography environment

Economic Environment

The industry development rate is influenced by economic environment factors, each variable of which influences each other and has a cause-effect relations. National industry like processing industry, textile and garments, transportation, glass and heavy-

dutty industry such as steel that is threatened to become bankrupt because the lack of condusive national economic condition, as mentioned in this following illustration.

Politics, Government, and Law Environment

Politics, government, and law factors can give strong influence toward the existence and development of companies in small, medium, big scale, especially for new companies and industries that really depend on subsidy from and cooperation contrack with government. In the other side, Indonesian government, with the Regulation of Regional Autonomy and Desentralization that has been put into effect since 2001, has given an opportunity for number of state hospitals, whether in central or in provinces, to do strategies with profit orientation, and an attempt to increase the service quality, in order to face a strong competition between state hospitals and private hospitals. In the relation with application of national function to increase the society's wealth, government legalize economic development policy concerns with people driven that manifested in the form of SME and Co-operation. As follow will be illustrated on how government control firm's performance that its statue *go public*.

Social-Culture and Nature Environment

The society has changed from time to time because of the change of social, culture and nature environment. This change is seen at the change of society's behavior and custom in working, producing / operating and consuming goods or service. Thus, the need and desire individuals are more complicated. This condition pushes entrepreneurs to fullfill those need and desire by creating and developing new products through innovations, such as creating multi-functioned product, quick service, practice household tool, image-higher product for the user, and cheap product.

In the next illustration can be known a kind of product which able to meet a specific consumer's need and desire.

Technology Environment

Technology development has given many opportunities for industries to create efficiencies in product's innovation, production process, information process, distribution process and communication. Toward notification on this developing technology, which can influence efficiency's level of business operation, then highly possible for firms to able creating superiority competition in their business. The using of global network access of technology which is done by an entrepreneur can be known as in below illustration.

2. INDUSTRY ENVIRONMENT

An industry is a group of firms that produce a similar goods or service, at the same basic principal, or the sama technology.

In industry, every firm is faced on 5(five) competition power, there are: (1) the thread of new competitor; (2) the competitor who stay in the same market; (3) the buyer's bargain; (4) the supplier's bargain; (5) the thread of substituent goods and service.

(1). The thread of new competitor

The new competitor entries in the specific industries because it has power of attraction. The thread of new competitor is an adding of production capacities and an effort to gain a market slice. So that the new competitor can push the existing firms to be more effective and efficient, also learn how to be compete with more creative, like with using internet basic in reaching information of the spread distribution linkage. Competitors who exist in market will try to face the new one by creating barrier to entry. The form of the barriers are:

Economic Scale, that is firm ability in creating efficiencies in various operation function of their business because they has experience running industry. With their economic

scale, it will impact on the ability creating efficiencies in marketing, production, research and development, also purchasing, that in the end the firm will be able to determine the lower selling price.

Product Differentiation, that is a unique form created by the firm in goods or service produced, the attractive promotion, or become the first in market with goods or service's innovation. The value that given to the consumer based on the unique created tends to build consumer's loyalties. For the new competitor this condition will pursue to entry the market because it needs specific resources allocation and time to build consumer's loyalties.

The Need of Fund, that is the amount of fund which must be prepared by new competitor to be compete with the existing firms in the market, includes physic facilities, supply, marketing activities, and other important operational activities including knowledge snatch at the market and industries entried.

Switching Cost, that is the cost emerge from a strong bond between firms and supplier or customer. This is can happened because there is a business to serve consumer or the service given by firms to their customers by carrying the distribution/delivery cost. This is yet cannot be done by new competitor that relatively doesn't have customer yet.

Access to distribution linkage, that is a network built through distribution process and business communication that has progressed relatively long with distributor parties spread all over areas. Meanwhile, the new competitor has not been able yet to act the same, and it is required an ability to flatter distributor to give oppurtunity to market the product, with additional cost risk, that impact on reducing profitable potention.

The Government Policy, that is a form of rules and regulation that can protect, arrange and control the existing industries, like protection, giving licences, and subsidy that able to do, the reality will create barrier to enter for new competitor that hasn't got a support of infrastructure from the government.

In reality, can be happened the contrast condition, where a new competitor is easy to entry an industriy with high attractive power, as it happen with Shell, BP, and Petronas that entry Filling Station of Fuel and Gas/SPBU business in Indonesia. As a new competitor, they exactly perform as experienced firm in that field, that their busines application in Indonesia can be drawn as illustration follow:

(2) The supplier's Bargain

The supplier has a great bargaining power to the firm, if:

The supply provided doesn't have substitution; supplier can provide goods with the cheapest price; supplier is the customer for the large firms; supplier able to create *switch cost*, and a firm is not a special customer for supplier.

(3) The buyer's bargain

The buyer has a great bargaining power to the firm, if:

The buyer is a consumer who buys in a big amount of total industry's output; the selling on product becomes calculation of significant purchasing for Acceptance Report of the firm; and buyer can switch to other firm's product.

(4) The thread of substituent goods and service

The availability of substituent goods and service is a thread for specific firms and industry because substitution produced from innovation process that can handle limitation of raw material's supply, expert worker, kinds of service, and information system.

(5). Competition among firms inside industry

Competition among firms inside industry can be in the form of:

Product differentiation, service, distribution, promotion, and price. Differentiation that built is not just different the firm's product with other competitors, but also ability to create *distinctive competency* that is difficult to be imitated by other competitors inside industry.

INTERNAL ENVIRONMENT OF FIRM

Internal environment is an environment at business operation function organization, that if it is diagnosed and analyzed can be a strongness and weakness point possessed by firm in managing all existing economic resources in facing opportunities surrounds the firm's external environment. Meanwhile, the weakness is the limitation of firm to manage business operation function because of the firm's inability to face the threat from firm's external environment.

The firm's internal environment at business operation function consist of: Management and Organization; Production/Operation; Finance and Accounting; Marketing; Human Resources; Research and Development; and Information System,

Below will be mentioned about the strongness of internal environment in Information System which able to create a good service for customer.

Annex

12

LIST OF FIGURES

1. Sewing vocational Training







2. Cake Making vocational Training





3. Handicraft vocational Training





