Colombo Plan Staff College For Technician Education, Manila, Philippines,

and

Department of Technical and Economic Cooperation (DTEC), Bangkok, Thailand

In collaboration with Adelaide Institute of TAFE, Adelaide, South Australia.

A Sub-Regional Course on

ENTREPRENEURSHIP DEVELOPMENT FOR WOMEN TECHNICIANS

18 - 29 September 1995
Bangkok, Thailand

End of course report written by Sue Goldman.
Adelaide Institute of TAFE, September 1995.
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A Sub-Regional Course on Entrepreneurship Development for Women Technicians
Colombo Plan Staff College for Technician Education, Manila, Philippines
and
Department of Technical and Economic Cooperation (DTEC), Bangkok, Thailand.

In collaboration with Adelaide Institute of TAFE, Adelaide, South Australia

1. INTRODUCTION

This sub-regional course was held in Bangkok, Thailand and organised by the Colombo Plan Staff College for Technician Education (CPSC) in collaboration with the Department of Technical and Economic Cooperation, Bangkok, Thailand.

The course was co-ordinated jointly by Dr Gobporn Intrakamahaeng from CPSC, Manila, and Dr Wanna Chankong and Dr Naree Sudhaphreda from Agricultural Engineering Training Centre, Bangkok.

The title of the course was Entrepreneurship Development for Women Technicians and the program was located at Bangplad, Bangkok. I attended the program as an International Resource Person, with the support of the Adelaide Institute of TAFE and the Department for Employment, Training and Further Education.

2. RATIONALE OF THE COURSE

Although a sizeable number of TVET personnel have already been exposed to these issues, there is further need to continue training programs on entrepreneurship development focusing on training of women technicians. This need arose out of the conviction that if women technicians are made conscious of critical gender issues, as well as provided with entrepreneurial skills, it becomes easier for them to enhance their assertiveness, sense of direction and competencies to take control of their own lives. A course combining entrepreneurship development and gender equity will be very appropriate and effective in equipping women technicians to take their rightful positions in all spheres of economic life.

The development of any society can be sustained over long periods where all segments contribute to its growth and development and every member, male or female has an equal opportunity towards its growth. However, inequalities between men and women continue in spite of best efforts. Women are generally at a great disadvantage in most of the Asia-Pacific countries. The issue of inequality can be effectively addressed by developing in women a sensitivity to problems of gender equity on one hand, and imparting achievement motivation, risk-taking and various entrepreneurial competencies on the other. Many of the Asia-Pacific countries are suffering from the problems of unemployment in addition to gender inequality.
These countries do not have a culture of self-employment and entrepreneurship. Awareness, encouragement and training of female students in entrepreneurship and small-scale enterprise are important factors for employment generation and economic development.

To train female technical-vocational students to become entrepreneurs in a male-dominated environment, institutional support of various kinds are required. These include:

(a) curriculum and instructional materials development

(b) teacher training and staff development

(c) student counselling and motivation.

3. OBJECTIVES OF THE COURSE

The purpose of the sub-regional course is to motivate and train a core group of trainers of technical and vocational education and training (TVET) systems in the basic concepts and principles as well as the tools and techniques of entrepreneurship development as related to women technicians.

The course will enable the participants to:

1. develop awareness and sensitivity to issues related to gender equity;

2. review national level policies and programs relating to entrepreneurship training for TVET female students;

3. discuss international experiences in entrepreneurship training with reference to women technicians;

4. study the basic concepts and skills necessary for starting and running a small enterprise by women technicians;

5. identify competencies and skills necessary to succeed as a woman entrepreneur;

6. study the methods of identifying business opportunities and the tools and techniques for providing instruction in entrepreneurship development for female students; and

7. develop plans and strategies for staff development and curriculum materials development for entrepreneurship training for women technicians.
4. COURSE STRUCTURE

The course structure and methodology focussed on the development of Action Plans by representatives from the member countries.

The content covered in the course provided participants with a range of models and information that they could adopt for their Action Plans. In addition, the very useful "Guidelines for Syndicate Tasks and Action Plan Preparation", developed by CPSC Co-ordinator, gave participants clear advice for their working groups and methodologies for them to follow.

The methodology used, including presentations, whole group discussions, small working group discussions and reporting back at plenary sessions, site visits and presentations by experts, provided a structure for the preparation of the Action Plans.

4.1 Strategies

4.1.1 Theoretical input by resource person;
4.1.2 Discussion, problem solving, model development, reflection, application and evaluation;
4.1.3 Plenary and small group work utilising learning approaches and individual/group project;
4.1.4 Site visits to Career Development Training Centre;
4.1.5 Preparation of EDWT of TVET curriculum framework, communications technology approach and model for staff development.

4.2 Contents

4.2.1 Theme Presentation

a) Entrepreneurship Development for Women Technicians: Concepts and Practices
b) Sustainable Gender Equity and Development
c) Women Technicians Entrepreneurial Opportunities
d) Understanding and Assessing Entrepreneurial Competency
e) International Perspectives on Entrepreneurship Development for Women Technicians
f) Concept and Skill for Small Business: Self Assessment

g) Entrepreneurship Development for Women Technicians through TVET Intervention

h) Developing Entrepreneurial Motivation among Women Technicians

i) Sustainable Women Entrepreneurs in the workplace

j) Developing Entrepreneurial motivation among Women Technicians

k) Competency Based Curriculum and Instructional delivery system for Entrepreneurial Skill

l) Human Resource Development for EDWT

4.2.2 Panel Discussion on International Experiences in Entrepreneurship Training for Women Technicians.

4.2.3 Syndicate Tasks related to the theme presentation in areas of:
   a) Role and Process of TVET Institution Support
   b) Curriculum and Institutional Technique Development
   c) Flexible Delivery Approach to TVET using Communications Technology
   d) Human Resource Development for EDWT.

Participants appreciated the opportunity to discuss models and ideas in groups and later to apply these concepts to their national contexts. The Action Plans for each country, grew out of this process.

5. COURSE SCHEDULE

A copy of the course schedule is provided in Appendix I at the end of this report.

6. PARTICIPANTS

The course was attended by 14 participants from 7 countries in the Asia—Pacific region. The directory of participants is provided in Appendix II at the end of this report. These details will also be placed on the data base for Entrepreneurial Skills that is being established in the Clearing House at Adelaide Institute.
7. **ACCOMMODATION**

The course was held at the Royal River Hotel, Barigplad, Bangkok, Thailand and the participants, and some co-ordinators and resource people stayed at the hotel which provided appropriate and comfortable accommodation for the course.

8. **COURSE SUMMARY**

*Day One → Day Six*

The focus for this part of the course was on models of entrepreneurship training and issues relevant to the needs of women technicians in vocational training situations.

The activities for the week included:

- participant country reports
- presentations by various guest speakers and resource people
- a site visit
- Syndicate 1 “Group Discussion on The Role and Process of TVET Institutions’ Support for EDWT”.

I joined the course as Resource Person for Week 2, from Day 8.

*Day Eight*

The focus for this day of the course was curriculum. I presented a paper to the participants which focussed on “The Process of Curriculum Development”, and highlighted the stages involved with the process. The key concept from the session was related to DACUM (Developing a Curriculum). I showed a video of the process, and participants asked questions about the ways in which DACUM could be used with industry.

In the second session the focus was to familiarise the participants with three documents that had been provided for them by the CPSC co-ordinator at the start of the course. The video “Simply Explaining CBT” was used as an introduction to “Understanding CBT”. The curriculum document “Entrepreneurial Skills for Small Business” was examined as well as the UNEVOC “Guide Book for Curriculum Development and Adaptation”. During discussion the relevance of these resources to EDWT was clarified.

Syndicate 2 “Curriculum Development” provided the groups with an opportunity to have first hand experience participating in a DACUM, and time to assess the relevance of the curriculum “Entrepreneurial Skills for Small Business” for their own countries.
COMMENTS: The usefulness of the DACUM was readily appreciated by groups when they had tried the technique. Generally the participants had difficulty interpreting the curriculum document. I believe that this was partly due to their uncertainty about the structure of CBT curriculum documents, but more importantly their general lack of experience working with curriculum.

Day Nine

The first session was a paper on flexible delivery and communications technologies. I showed the video “Flexible Delivery” which provided a definition and case studies for the participants to consider. In Syndicate 3 “Flexible Delivery Approaches to TVET using Communications Technology”, participants watched three short video case studies from Adelaide Institute which showed the use of teleconferencing, videoconferencing and broadcast TV for the delivery of training. Participants were asked to evaluate these technologies for their own organisations. They were provided with a model of flexible delivery and asked to modify it to suit their own contexts.

COMMENTS: Because of the differing costs of communications technologies in different countries, the decisions about appropriateness of technology varied widely. The modifications to the delivery model provided an opportunity for some lighthearted and creative drawing by the groups, but the outcome was a clearer awareness of the complexity of delivering vocational education and training, and all of the issues involved.

Day Ten

The focus for this day was on staff development. I presented a paper in the first session on HRD issues and provided a model of “Action Learning” as an effective example of how to train staff.

Syndicate 4 “HRD for EDWT” involved looking at a video “Action Learning” which showed the model in detail, and then participants were given the chance to discuss how the model could be used in their organisations. They were also asked to develop a tool for training needs analysis related to EDWT. Interviews and questionnaires were the tools trialed.

COMMENTS: Whilst the video was long and quite complex, and the commentary rather fast for the participants to understand, they all gained an awareness of the concept of Action Learning. We were able to relate Action Learning to the syndicate groups in the course as they had been following such a model.

I noticed that most participants were unable to describe one new skill that they had recently developed at work. It seems significant to me that staff in TVET should be able to describe their own competencies, and the new skills they have developed, or need to develop, in order for HRD to be successful.
Day Eleven

A whole group discussion was the approach for the first session with a focus on “Review of TVET Institutional Support for EDWT”. Many ideas were presented with key issues relating to:

- the status of TVET in the member countries
- the advantages of using production units as a model for EDWT training
- the need for curriculum development to support EDWT.

Syndicate 5 “Individual/Country Projects” provided an opportunity for participants to draw together relevant information from the course to formulate their Action Plans.

Participants presented their Action Plans in the last session of the day, spending 15 minutes talking to their plans and responding to questions from the group.

The following provides a summary of the topic and objectives for each country Action Plan, as well as a summary of my feedback to each country.

FIJI - Recommendations

Topic: Introduction of EDWT Training to Vocational Curriculum

Vocational training occurs but lacks entrepreneur programme and curriculum - students will graduate and become entrepreneurs, so training is required.

Need has been identified. Target audiences known. Complex political structure to work with - difficult to gain co-operation between Ministries.

Emphasis on curriculum development is very appropriate.

“Short-term” program is really a long-term project and lots of hard work. Liaise between different Ministries, during the “short-term” project; eg:

- bring Ministry Of Youth trainers into the staff training project
- involve industry experts from SYOB (Start Your Own Business) as input to the curriculum development and staff training phases
- set up a communication network to keep all Ministries informed of progress/plans.
**INDONESIA - Recommendations**

**Topic:** Model to establish a production unit in all subjects.

Already have units established so this project is expansion of a good model.

- Time line for achievement is rather optimistic: needs to be longer.
- Use action learning model in each faculty area, to identify focus for production units.
- Identify "obstacles" - constraints/limitations.

You need to work on the reasons that have stopped this expansion in the past, in order to overcome them.

**KOREA - Recommendations**

**Topic:** Women of 2000 - A Challenge to the EDWT.

- Enrol more women in ED programme to contribute to economy.
- Use flexible delivery approaches.

How to address confucianism issue? - policy measures, and public awareness are two approaches, but this needs thinking through to ensure success.

The focus on technologies is important.

Link into Adelaide Institute UNEVOC Clearinghouse for data bank on entrepreneurship.

Include opportunities for site visits in distance training.

Your major focus should be on meeting the needs of industry. My suggestion is:

- start talking to industry to find out their needs
- use training needs analysis processes
- involve them in DACUM processes
- use their "experts" to present in your courses.

These kinds of approaches may keep your system viable and strong against private competition.
MALAYSIA - Recommendations

Topic: Vision towards 2000

Government policy for Malaysia - already focuses on:

- industrialisation (for the development of the country.

This is a good basis for developing your project.

1. HRD Development

   # Include site visits to successful small businesses.

   Numbers of staff are too many to train in one year so use the method of “Train the Trainer” Model. Use key people in each institute, to give the training impetus.

2. Production Unit

   Good suggestions but relate project to ideas from the team. The unions and lecturers will be a good basis to work with.

   Establish an action learning project with the group to identify the focus for the production unit and establish support. Keep the communication with your managers open.

PHILIPPINES - Recommendations

(Ms Rosella D. Darcera)

Topic: Re-engineering Small Business Enterprise

The goal is to use production model to build entrepreneur skills, not just industry workers.

Excellent model for entrepreneurship development:

- marketing/selling involved
- production process management
- accounting
- encourage innovation/problem solving.

Address curriculum issues? You will need a process established for this to occur. Why not involve some of your graduates from previous programs in a DACUM process?

With each production unit I suggest you use an action learning project model to encourage students to take responsibility for identifying problems, planning solutions.
PHILIPPINES - Recommendations
(Dr Rodolfo E. De Guzman)

Topic: CBT Skills in Agriculture

Animal Husbandry and Agriculture, with a focus on short term training to encourage women to return to the farms.

Length of training? In order to benefit from your idea of the vegetable garden, the women would need to spend 3-6 months at the college. Aspects of training with technology?
* On-going support of students back on the farm is an important part of the project.
* Changing social attitudes is one goal.
* Focus on returning to farms - “profitably” - is the aim of the project.

Is there some value in the women technicians studying both broiler production and vegetable production? Your course has such an important goal - perhaps it could be expanded to cover more topics?

PAPUA NEW GUINEA - Recommendations

Topic: Entrepreneurship Development for Women Technicians throughout TVET.

Make provision in current curriculum for EDWT.

Technicians are concerned with low status/poor funding, so “Philosophy of Education” is a useful policy to relate to and build upon.

Ambitious project, but you may be able to use curriculum to “bridge” the sectors.

Work through (Curriculum writers (in both vocational (Staff development units (and technical sectors

Emphasis on attitudes in schools and community.

Start to co-operate between Vocational and Technical sectors - more efficient use of resources can occur.

HRD project
* could be useful methodology to start co-operation
* you and Jennifer ideally placed to start the dialogue between the sectors
* keep the information channels open
* tell them what you are doing and ask them what they are doing.
THAILAND - Recommendations

Topic: “Publicise” EDWT

- women have technical skills but lack knowledge of entrepreneur skills
to start small businesses
- need to develop specific course for women in urban areas

You have a comprehensive long-term project set up, and much experience in this training area:

- previous focus was on manager, technopreneur training.

To attract more women (office girls):

- use flexible delivery options to fit around working hours
- use TV for programmes, advertising (suggest music video format)
- aim to raise the image of young women entrepreneurs
- set up “networks” between industry representatives, current students, new graduates, successful entrepreneurs
- training for your staff ⇒ change their attitudes ⇒ change student attitudes.

The challenge (for all countries) is how to overcome the “short life” of business.

COMMENTS: All participants were very enthusiastic about putting their Action Plans into practice on return to their organisations, and the plans reflected the new ideas and techniques that they had considered during the two weeks of the course. The different contexts and needs of each country were clearly reflected in the divergent Action Plans that were developed.

At the end of Day Eleven a very successful Cultural Night and Farewell Dinner was held, with all participants contributing a song and/or dance item. I was very grateful that the participants from Fiji and Papua New Guinea knew “Waltzing Matilda” and were able to assist me with my item.

Day 12

The results of the formal course evaluation and the recommendations for changes from the participants were presented and discussed. See Appendix III for sample Evaluation Form and Summary of responses.

A representative from DTEC attended the Closing Ceremony to present the certificates to the participants and the gifts of thanks to the co-ordinators and resource people. The farewell songs, performed by the whole group were a fitting end to a very successful course.
9. COURSE EVALUATION

The evaluation process for the course occurred during plenary sessions and also at the end of the two weeks.

During plenary sessions the two groups which operated as syndicates, namely Harmony and Co-operation, presented the outcomes and ideas from their discussions. Feedback from participants and myself resulted in valuable question and answer sessions, and clarification of ideas.

The CPSC Co-ordinator provided a summative evaluation process, using a standard form which has been provided in Appendix III. Through a structured questionnaire, various aspects of the course were rated on a five point scale. Fourteen evaluation sheets were distributed and all participants responded. The overall rating for the course was 4.5 (90%) with a very pleased score of 4.7 (94%) indicating how effective the course was in achieving the objectives. Also of significance, the participants rated their personal achievement at 4.57 (91%).

I believe that all participants felt that they had gained much from the course. The major benefits that I saw from the course, in addition to the ones already stated were:

- Participants were exposed to a range of different models for the topics covered, given opportunities to discuss them, and encouraged to modify and relate them to their own organisations, as appropriate. No one model was proposed as the best one. Participants were forced to consider, reject, select models appropriate to their own organisational contexts.

- Most participants were grappling with issues outside of their usual work experiences during the course. They were expected to consider the whole context for TVET in their countries, not just the part with which they were familiar. Many were thinking about industry needs, curriculum development, models of delivery and models of EDWT for the first time. This broadening of perspective was a valuable outcome.

10. RECOMMENDATIONS

Participant recommendations made to the CPSC Co-ordinator have been included in Appendix III as a part of the summary of the Course Evaluation.

My recommendations are in two parts.
Recommendations for CPSC

10.1 That the action learning model of syndicate work be retained in future courses.

This approach, set up by Dr Gobporn Intrakamhaeng, was a very effective method for focussing the participants on to the ways in which the presentations by the Resource People could be related to their own national contexts. In particular I would like to acknowledge the value of the booklet "Guidelines for Syndicate Tasks and Action Plan Preparation" that Dr Gobporn had prepared for the participants. Many participants needed those guidelines to help them work successfully in syndicates.

10.2 That pre-course and post-course checklists are developed for (or by) participants to focus on individual skills development.

Many participants were not able to describe new skills that they had recently acquired (see Comment - Day Ten, pg 6). A course such as this provides an excellent opportunity for participants to examine their own skills at the start of the course and to describe new skills that have been acquired by the end of the course.

Appropriate topics for a checklist for this course could relate to:

- knowledge of entrepreneurship
- experience with curriculum development and writing
- ability to conduct staff training programs
- group participation skills
- use of communications technologies.

10.3 That a formal procedure be established to follow up each participant after the course to assist, monitor, advise on the implementation of the Action Plans.

The participants were very enthusiastic about their Action Plans at the end of the course. However in two months time, they might be struggling with issues of implementation, and follow up contact by CPSC, using Resource People where appropriate, could provide the impetus for the successful implementation of the Action Plans. This would further enhance the outcomes from the Course.
Recommendations for SA DETAFE

10.4 That a working party be established to examine enterprise training in South Australia, and the relevance of the curriculum, “Entrepreneurial Skills for Small Business”, to vocational education.

This curriculum document outlines specific training for people wanting skills to establish a small business, but also includes a module of training in enterprise skills that can be incorporated into many awards. This examination could be conducted as a part of the Karpin Report review.

10.5 That the model of production units based in training organisations, be examined for its relevance to TAFE and South Australia’s current economic position.

Production units are operating effectively in many countries of the region. Students gain real business experience and enterprise skills, and then receive support, both practical and financial, as they start to establish their own enterprises. This could be a valuable model for TAFE to use, thereby encouraging the growth of small business in South Australia.

11. SUMMARY

I would like to thank the CPSC for this opportunity to participate, once again, as a Resource Person in a successful sub-regional course. My staff training experience has been enhanced through this opportunity. I have a greater awareness of the issues of enterprise training and EDWT in particular, as they relate across the region, and I have expanded my network of people involved with vocational education, in the countries of the region.

The participants for the course were well chosen for their commitment to EDWT and I valued their enthusiasm to participate in activities and to share their experiences with others.

In particular I would like to thank the Course Co-ordinators, Dr Wanna and Dr Naree, and the CPSC Co-ordinator, Dr Gobporn, for their friendship and support during my stay in Bangkok.
# Schedule of Activities - First Week

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<td>0830-1000</td>
<td>0830-0900 Registration 0900-0930 Introduction and Orientation 0930-1000 Open Session</td>
<td>Sustainable Gender Equity and Development</td>
<td>International Perspective on Entrepreneurship Development for Women Technicians</td>
<td>Entrepreneurship Development for Women Technicians through TVET Intervention</td>
<td>Developing Entrepreneurial Motivation among Women Technicians through Simulation Exercises</td>
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<td>Miss Rita Reddy UNICEF</td>
<td>Miss Rita Reddy</td>
<td>Dr Chana Kasipa</td>
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<td>Mr Jay R. Wisecarver</td>
<td>Dr Prapatri Amornsin</td>
<td>Mr Pairat Luanthaisong</td>
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<td>1300-1430</td>
<td>Participants' paper presentation: The role of EDW in TVET institution</td>
<td>Understanding and Assessing Entrepreneurial Competency</td>
<td>Concept and Skill for Small Business: Self Assessment and Case Study</td>
<td>Assessing Need of TVE Technician for Entrepreneurial Student Development</td>
<td>Syndicate 1: Group Discussion on the Role and Process of TVET Institutions' support</td>
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<td>Dr Naree Sudhapreda</td>
<td>Mr Arnulto F. Itao</td>
<td>Mr Pairat Luanthaisong</td>
<td>Ms Pranee Parnvichien</td>
<td>Mr Pairat Luanthaisong</td>
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<td>1430-1500</td>
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<td>1500-1700</td>
<td>Synthesising the role of Entrepreneurship Development for Women Technicians in the Sub-regional Member Country</td>
<td>Understanding and Assessing Entrepreneurial Competency cont’n</td>
<td>Counselling on Business Opportunities and Discussion</td>
<td>Entrepreneurial Practice</td>
<td>Syndicate 2 cont’n</td>
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<td>Dr Naree Sudhapreda</td>
<td>Mr Arnulto F. Itao</td>
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**Entrepreneurship Development for Women Technicians**
# Schedule of Activities - Second Week

Ms Sue Goldman - International Resource Person

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<td>1030-1200</td>
<td>Competency Based Curriculum: Entrepreneurial Skill for Small Business Training</td>
<td>Syndicate 3: FDA to TVET Group Work Activity 1</td>
<td>Syndicate 4: HRD for EDWT Group Work Activity 1</td>
<td>Syndicate 5: Individual/Country Project Preparation</td>
<td>Closing Ceremony</td>
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<td>1830-2100</td>
<td>Cultural Night and Farewell Dinner</td>
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*Entrepreneurship Development for Women Technicians*
APPENDIX II

I. PARTICIPANTS

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Entrepreneurship Development for Women Technicians
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V. CPSC COORDINATOR

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(Ref: EntDev.SG)
Frequency of the suggestions and improvements of the academic aspect of the course: 5 participants commented on the possibility of having more field trips and observation of successful entrepreneurs: 1 participant commented on the need to have more time to practice computer programming and the need to have more time for reflection and less time for syndicates.

While on the non-academic aspect of the course: 1 participant commented on having additional service to utilise personal computers and copy machines: 2 participants suggested having more visits to traditional craft and marketplaces: 1 participant suggested that information about the host country, climate, dress, basic language, etc be given before commencing travel; and also that the hotel should provide international telephone facilities which are in good working condition for the use of the participants/public.
Suggestions & Improvements

Please identify specific suggestions/comments on how to improve the Non-Academic aspect of the course/workshop. (such as organization, coordination, AV aids, secretarial support, etc)

Please identify specific suggestions/comments on how to improve the course/workshop in general. (such as travel and accommodation arrangements, telephone and postage services, facilities, etc)

Finally, would you indicate your:

Overall Rating of the Course/Workshop

[ ] Poor  [ ] Fair  [ ] Good  [ ] Very Good  [ ] Excellent

Thank you for your participation in this evaluation.
### The Objectives

<table>
<thead>
<tr>
<th></th>
<th>Least Satisfactory</th>
<th>Most Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriateness of objectives</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Achievement of objectives</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Strategies and Materials

<table>
<thead>
<tr>
<th></th>
<th>Least Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>General organisation</td>
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<tr>
<td>Relevance of topics or themes</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Sequence of topics</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Balance between lectures and group/individual work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Adequacy of time for group or syndicate work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Adequacy of time for lecture or plenary sessions</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Appropriateness of field trip</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Quality of handouts supplied</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Quality of audio-visual aids used by resources speakers/instructors</td>
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<td></td>
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### Resource Speakers/Lecturers

<table>
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<tr>
<th></th>
<th>Least Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>Subject matter competence</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Planning, preparation and presentations</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of communication</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Efficient use of time by instructors</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Level of interest and motivation</td>
<td>1 2 3 4 5</td>
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### Facilities and Administration

<table>
<thead>
<tr>
<th></th>
<th>Least Satisfactory</th>
<th>Most Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>Adequacy of rooms for lectures and group work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Adequacy of audio-visual aids</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Adequacy of secretarial support</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Adequacy of accommodation</td>
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</tr>
<tr>
<td>Adequacy of meal arrangements</td>
<td>1 2 3 4 5</td>
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### Personal Achievement - Training and Experience

<table>
<thead>
<tr>
<th></th>
<th>Least Satisfactory</th>
<th>Most Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain in new experiences or knowledge</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Ability to transfer gains to your work situation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Your own achievement in terms of the stated objectives</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### Suggestions and Improvements

Please identify specific suggestions/comments on how to improve the Academic Aspect of the course/workshop. (such as subject matter, methodology, field trip, handout, supplies, etc)