

## REPORT OF FLORES' FIELD VISIT

**Schedule of Training :** 5<sup>th</sup> -10<sup>th</sup> April 2011

**Name of consultant :** 1. Dra. Nanik Linawati, MM., CFP  
2. R Shanti D Ottemoesoe, SE., MSc.FE., CFP

**Institution :** Finance Program, Economic Faculty  
Petra Christian University, Surabaya

### Summary



Basically, the training ran well. Training participants were very enthusiastic and full support was also provided by the Principal of the School and the Chairman of the Foundation Yasukda. All Participants had very tight training schedule but very high learning spirit. However, unfavorable weather and tight schedule made us difficult to explore more about the opportunities for future business. Although there was a barrier, we had found some crucial ways to solve this problem in the sidelines of training time

from 9 am to 6 pm. We also expect that those crucial ways will make a better development for the future of Regina Pacis.

### I. OBJECTIVES OF THE FIRST VISIT

The main objective of this visit was to gather significant information. The information that will develop "Financial Training and Opportunity Analysis" in SMUK Regina Pacis, contains of following objectives:

- a. To understand how well the level of Financial Understanding among the staff and the application of financial report that has been done.
- b. To develop the knowledge of financial things among the staff, in order to create good understanding in managing money and other supporting activities.
- c. To increase the understanding of financial report, in order to elevate the quality of Financial and Accounting report.
- d. To find ideas or innovations as opportunities needed to become financially independent.

## II. METHODS/ TOOLS IN COLLECTING AND DELIVERING MATERIALS

In order to achieve those objectives, we used several methods as follows:

- a. Observing the school and its supporting location around it.
- b. Pre-testing on basic Financial and Accounting.
- c. Interviewing the Head of the School, the Vice Head of the School, teachers and the staff of Regina Pacis.

## III. THE MAIN SCHEDULE

| Time         | Activities  | Notes  |
|--------------|---|--|
| <b>Day 1</b> | Interviewing the Head of the Foundation, Romo Daniel.<br>Observing Bajawa's environment and finding the ideas that may produce solutions and make the High School of Regina Pacis stronger.   | We arrived Bajawa after 13.00pm, and the school already closed.<br>Then, we could not do observation on the school.  |
| <b>Day 2</b> | -Interviewing the Head and the Staff about the system of managing money on the school.<br>-Doing the basic Financial and Accounting.  | On the time, 7 (seven) participants have already come to join the training and very enthusiastic to follow the class.  |
| <b>Day 3</b> | -Continuing the training of basic Financial and Accounting.   |  |
| <b>Day 4</b> | -Interviewing the Head and the Staff about the system of managing money in the school.<br>-Continuing the training of basic Financial and Accounting training.<br>-Giving additional training by using excel according to the participant's request.    | The participants were very enthusiastic to follow any instructions and they were eager to learn finance by using excel, and then we decided to teach them about the basic excel. |
| <b>Day 5</b> | -Interviewing and observing several assets belong to the school, in order to get a clear description about the school.<br>-Giving additional training using excels according to the participant's request.<br>-Giving the final test by using Ms.Excel. |  |

## IV. THE RESULTS

In connection with some goals that we would like to achieve in this visit, the following is detailed information as a result of our observations:

### a. **Financial and Accounting Understanding**

#### **Current Condition**



Our team found that actually SMUK Regina Pacis has had regular financial reports which contain cash inflow and cash outflow. The pre-test informed us that the treasurer of the school and other important persons that involved in the use of the financial statements, have not understand correctly about the Financial Statements.

Following shows the detail analysis from our team:

1. The school still mixes all account transactions in one ledger.
2. The school had no idea about the Balance Sheet, Income Statement and the Cash Flow Statement.
3. As a result of points 2, it shows that the school is not able to sort transaction properly, which one is belong to the Balance Sheet, Income Statement and Cash Flow.
4. As a result of point 2, the school does not Financially able to do the evaluation, except just seeing the amount of money in and the amount of money out.
5. As a result of point 2, the school cannot take concrete steps to maintain financial stability and increasing the amount of ownership of their funds in the future.
6. Most of the treasurer comes from non-economy education background.

#### **Action**

Based on this fact, then we changed the teaching strategy with more exercises through financial games. Presented materials were made as simple as possible in order to get more level of understanding that we expected. At the beginning, the number of participants who attended was 8 people. It consisted of 4 members from Regina Pacis and the rest from the Foundation. However, only 7 people survived, they were 4 people from Regina Pacis and 3 people from the Foundation. One participant was drop because of her tight work schedule.

With the limited time, we tried to deliver basic financial material until the participant really understands. The data below shows detailed information about the evaluation of participants' understanding through testing.

**Table of Evaluation**

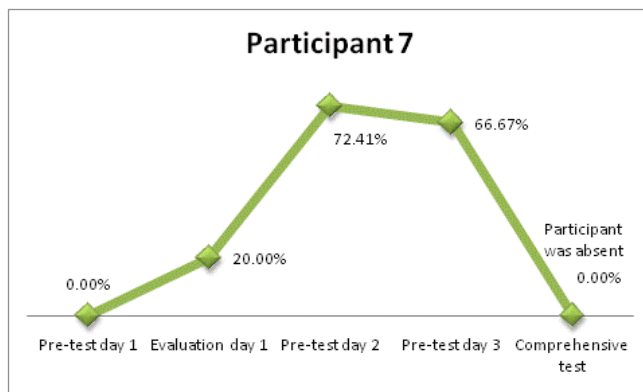
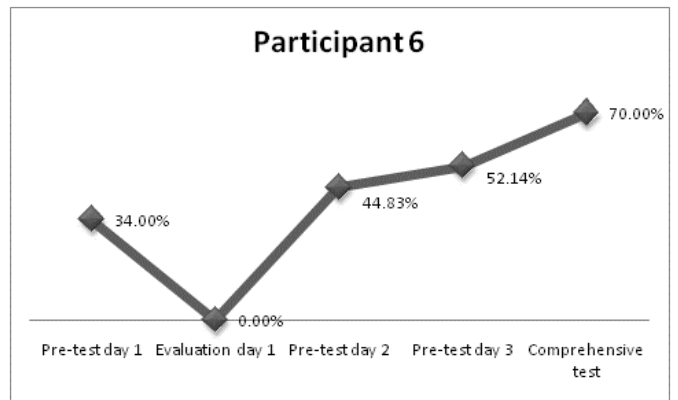
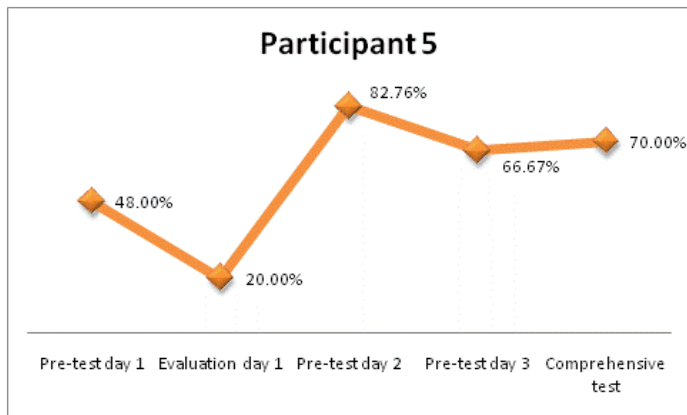
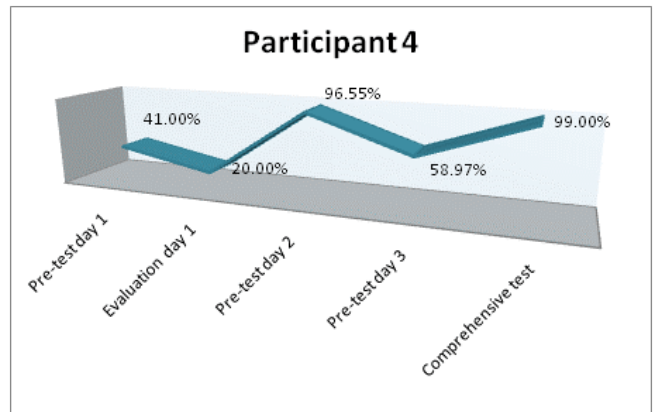
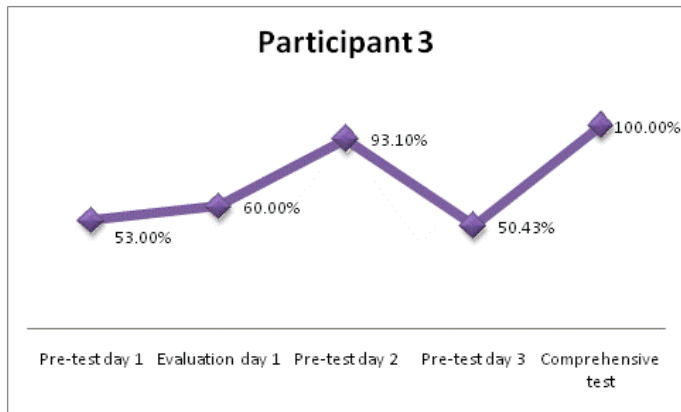
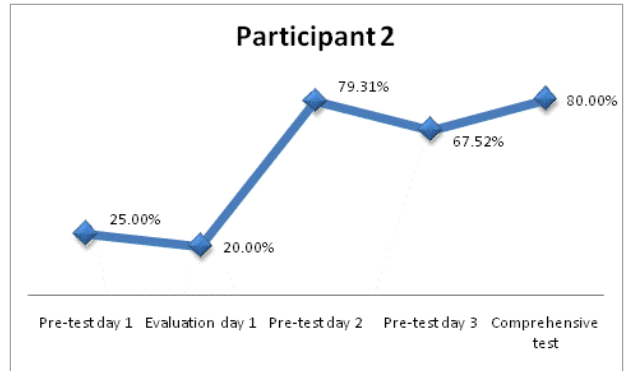
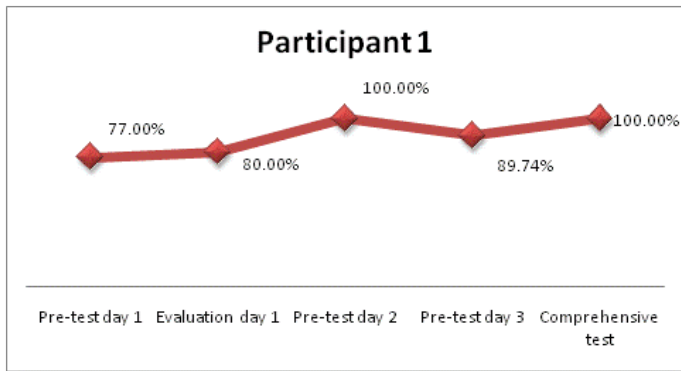
|                  | Participant 1 | Participant 2 | Participant 3 | Participant 4 | Participant 5 | Participant 6 | Participant 7 | Participant 8 |
|------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                  | Florida       | Sabina        | Jeanne        | Sussana       | Atmanings     | Willy J       | Tarjians      | Marin         |
| Pre-test day 1   | 77.00%        | 25.00%        | 53.00%        | 41.00%        | 48.00%        | 34.00%        | 0.00%         | 68.00%        |
| Evaluation day 1 | 80.00%        | 20.00%        | 60.00%        | 20.00%        | 20.00%        | 0.00%         | 20.00%        | 20.00%        |
| Pre-test day 2   | 100.00%       | 79.31%        | 93.10%        | 96.55%        | 82.76%        | 44.83%        | 72.41%        | 0.00%         |
| Pre-test day 3   | 89.74%        | 67.52%        | 50.43%        | 58.97%        | 66.67%        | 52.14%        | 66.67%        | 0.00%         |
| Final evaluation | 100.00%       | 80.00%        | 100.00%       | 99.00%        | 70.00%        | 70.00%        | 0.00%         | 0.00%         |

Pre-test contains the basic questions in Financial and Accounting field. The objective of this Pre-Test is to gather information about the level of Financial and Accounting understanding among participants. The table of evaluation shows that only Bu Florida gets the highest grade than the others.

On the evaluation day 1, we gave back some pre-test questions plus other basic questions, and the data showed that Mrs. Florida gave satisfactory results. On day 2 and 3, we also provided pre-test but we did not provide an evaluation test due to insufficient time. Finally, on day 4, we combined all the material that had been delivered and tested through excel, and seen that Mrs. Florida, Mrs. Jeanne, Mrs. Sussana achieved maximum grade. The



Graphs below shows the evaluation of individual participants' understanding.



b. **Ideas of being independent or to be an entrepreneur.**

**Current conditions**

Our team found that actually, the School had held several businesses, but those businesses were not maximized in the implementations. Some of the businesses conducted were:

a. Cow cattle trading business

This business is quite unique, because the pattern is unusual. School is actually doing a joint venture with people who have cow. Thus, these cow not only will be the cow's parent, but also it is expected to be productive. The deal is when the mother cow gave birth to a child, then each party will take turns obtain the ownership.

When the schools get the cow from this process, the school will sell it to the teachers by the way of credit. However, the school principal said that this business does not seem beneficial, because sometimes difficult to find a buyer. Beside it, cow maintenance so costly and takes time. Thus, the school plans to discontinue this business.

b. Photocopy

This business is built primarily to help the learning process. Revenue received for one copy is Rp.250 / sheet. Average income received is Rp.10,000 / day.

c. Koperasi Konsumsi

This organization was helping the member in with lending money facilities, and also provides cheap consumptive goods.

**Actions**

After did reviewing, we found that there was no business can really be used as sources of income. The businesses had been done only to obtain additional income rather than intense income.

Following shows our hypotheses why those businesses did not optimally utilized:

1. Seasonal business, such as cow cattle trading business.
2. Business was not regulated properly through financial ways.
3. Lack in understanding of entrepreneurship and also there is no strong sense of business to innovate or to find other positive things.

After looking at various possibilities that exists, then we find some business opportunities that will be opportunities in the future:

a. Utilizing computer assets

During this time, those computer assets have never been used to generate revenue; it only supports the learning process. In fact, those assets will be soon depreciated and cannot be

used again. Therefore, the school should maximize those assets before seeking other alternatives.

Actually, by using computers, the school can create jobs for their students. Sample idea: graphic design to serve the promotional needs of both the Government and private, to make website design, flyer design, brochures design, banner design, accept typing, and etc.

The school can start this plan by including design graphic lesson as an extracurricular. School can begin to create a skillful student by not only giving them knowledge, but also provide an opportunity for them to work before graduating.

However, we are not recommending the computers to be rented by others because it is risky. Risks faced by the school, can be a loss of assets and the emergence of viruses that destroy computer database.

b. Develop a printing business

The existence of this business is to accelerate the design business, because after design process is over, next step is the printing stage. If school is able to manage it well, then no doubt that the school will be referenced from many parties to do design and printing.

c. Developing students' skills

This idea was started when we were difficult to look for a cheap and varied souvenir in Bajawa. Actually, Bajawa is a beautiful and wealthy city. This city will be more advanced if people are able to actualize this town in various ways; one of the main is making souvenirs. Souvenirs become one of the main things that will be hunted by the tourists, and can give additional income for the community. Therefore, we think that Regina Pacis can use this idea as an opportunity, by developing local skills education in schools. Schools can integrate the local culture with the curriculum through the creation of the work in the form of souvenir / gift. The results can be collected and packaged for sale. Finally, schools can make an interesting gift shop and can be open to outsiders.

**To realize those ideas, the school requires several things:**

- a. Raising up entrepreneurial spirit, in order to encourage the spirit of a desirable change.
- b. Start evaluating the curriculum of local skills and adjusting it to the school's vision.
- c. Seeking qualified teachers to teach computer skills.
- d. Looking for art teachers who understand and know about Bajawa's history and culture.

The table below shows the summary of Opportunity Analysis.

**THE SUMMARY OF OPPORTUNITY ANALYSIS**

| <b>Idea</b>                 | <b>Background Ideas</b>  | <b>Action</b>  | <b>Objectives</b>  | <b>Current Condition</b>                                  | <b>Notes</b>  |
|-----------------------------|--|--|--|---|---|
| Utilizing Computer Assets   | There is always a need for either promotion or information through a unique design. Design can be pamfet, brochures, flyer , banners, etc. | Improving student skills in the design field (ex: graphic design, website, flyer,ect.)   | 1.Increasing asset utilization<br>2.Increasing a skilfull student<br>3.Increasing school revenue   | Schools only have one computer teacher and one assistant. | 1.School must increase number of computer teacher.<br>2.School have to improve their curricula according to the new lesson.   |
| Develop Printing Business   | To Create a "one stop shopping" for customer, because printing will be the next destination after design process.                          | Buy Printing Machine   | 1.Increasing school revenue<br>2.Increase the acceleration of design business in generating income.  | There is no Printing Machine                              | School should starting to consider the way to buy this machine depend on money dan time.  |
| Improving Student Expertise | There is no souvenir shop / gallery in Bajawa, which actually sells souvenirs typical of this region.                                      | Integrating curriculum with Bajawa culture, where students are taught to recognize and preserve their cultures by creating a creative idea in the form of souvenirs. | 1.Increase a skilfull student<br>2.Increase school revenue<br>3.Preserving the culture of the Bajawa, and increased promotion for this area. | School have no skillful teacher in this field.            | Schools should seek skillful teachers, who are not only they understand the culture of Bajawa, but also creative in creating the idea of preservation in the form of souvenirs. |