Does Vocational Education Model fit to Fulfil Prisoners’ Needs Based on Gender?

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Abstract. Men and women have different needs, based on their gender or the socio-cultural construction. The government has issued a policy about accelerating the equivalence of gender since 2012 through responsive planning and budgeting. With the policy, every institution (including the institutions under the ministry of law and human rights) must integrate its gender perspective on planning and budgeting, then it can fulfill the different needs between men and women. One of the programs developed in prisons for prisoners is vocational education and technology for preparing the prisoners’ life after being released from the prison cells. This article was made for evaluating the vocational education and training given to the prisoners. Gender perspective is employed as the analyzing tool. The result was then used as the basis of formulating vocational education model integrating gender perspective. The research was conducted at the Prison of Demak Regency, Indonesia. The method used in the research is qualitative descriptive with data collection techniques using by in-depth interviews, observation and documentation. The data analysis uses statistic description of Harvard’s checklist category model and combined with Moser category model. The result shows that vocational education and training given have not considered the differences between men and women. As a result, the prisoners were still not able to understand their different needs which can cause gender injustice when they come into job market. It is suggested that gender perspective must be included as a teaching material in the vocational education and training.

1. Introduction

Men and women have different needs due to their different gender and socio-cultural constructions. Since 2012, the government has issued a policy on accelerating gender mainstreaming through gender responsive planning and budgeting. With this policy, every institution (including those under the Ministry of Justice and Human Rights) should integrate gender perspective in their planning and budgeting so as to meet the different needs of men and women. One of the programs developed by prisons is vocational education and technology in order to prepare the prisoners to go back to the community.

There are many detained women experiencing criminal acts, having different needs fulfillment during their prison, something that would require policies targeted to meet the needs of gender-responsive of prisoners [1][2]. It is necessary to adopt gender needs in all aspects including the fulfillment of the rights of the prisoners in vocational education and techniques which must also focus on the problems of men and women.
There are complex and various problems occurring in prison. Overcapacity is one of them as proven by the data from a recorded humanitarian database system totalling 211 prisoners which exceed the capacity available in the second-class prison B like the case in Demak. Besides, the prisoners are not separated based on their sex even though they have different needs. Inmates and prisoners with specific crime rates have to be mixed. This can be seen from the data obtained from the data below.

Below is the latest data of the total number of UPT residents in Second Class at Regional Office of Demak, Central Java.

| Category   | Adults         | Children       | Total |
|------------|----------------|----------------|-------|
|            | Men | Woman | Men | Woman |
| Inmates    | 103 | 6     | 4   | 0     | 113  |
| Prisoners  | 94  | 4     | 0   | 0     | 98   |
| Total      | 197 | 10    | 4   | 0     | 211  |
| Capacity   | 100 |       |     |       |      |
| Over Capacity |      |       |     |       | 111  |

Source: Directorate General of Corrections, 2017 [3].

With the overcapacity condition and the obligation that a prison should integrate gender perspective, the government and the prison caretakers must work together in fulfilling gender needs. This article focuses on providing Vocational Education and Technical assistance (VET) to prisoners and inmates in gender-needs fulfillment.

The former research discovered that despite the inmates and prisoners’ lack in freedom, they still have the right to get the equal treatment in education and training to reduce recidivism [4][5]. The contribution of VET programs was considered valuable by most respondents, on the grounds of acquiring additional knowledge and skills and subsequently enhancing their employability [6][7]. Vocational education also reduces the risks of youth unemployment in Russian regions [8]. VET program is used for preparing the capability of students to step into working life in companies by giving an opportunity to learn directly by understanding gender differences in school and at work [9][10].

This paper update is meant to conducting vocational education programs and techniques that integrate gender perspectives for prisoners, so that they can understand the difference in gender needs, in the hope that they would not experience gender inequality once they leave prisons and enter a new business life. Therefore, this article examines the fulfilment of vocational and technical education needs with a gender perspective for all the prisoners at Demak Class II Prison by focusing only on gender needs.

2. Literature Review

Gender is a social category that indicates the increase of women status so that it is equal to that of men. Gender is not only limited to the issue of role equality but also related to awareness and commitment. Therefore, gender does not focus on the interest of women but also focuses in the balance between women and men [11][12][13][14].

An important concept that needs to be understood in order to address the issue of women is to distinguish between the concept of sex and gender. The interest will appear to raise the issues of social injustice that especially affect women. The appearance of social injustice is caused by the lack of gender roles in development and the injustice that has been rooted in the ideological system of society [15].

According to Fakih [16] the manifestations of gender injustice are ranging from stereotypes (sex labeling is detrimental to other sexes), marginalization (attempting to limit and / or marginalize processes caused by different sexes), subordination (assuming that the roles by one sex, perceived below than the other sex), violence (physical, psychological, economic, or sexual acts that cause...
feelings of discomfort to one sex), and many burdens (division of tasks and responsibilities that incriminate one of the sexes). While the results of Nurhaeni's research finds that people often encounter confusion when they create the classifications of gender injustice. For that reason Nurhaeni suggests the use of four classifications of gender injustice: stereotypes, marginalization, double burdens, and violence [17].

Vocational education is an education for the mastery of knowledge and skill that have economic value, according to market needs with high education labor coefficient, so it creates a quality workforce [18][19][20]. In addition, with aspects developed through innovation model and entrepreneurship, it is able to encourage individuals to create their own business [21]. Vocational education is the total process of education aimed at developing the competencies needed to function effectively in an occupation or group of occupations. The meanings implied in this definition are: (1) the development of competence, (2) the competencies required, (3) the competencies developed to function effectively, and (4) the competencies developed in relation to a job-or group of work. Vocational education is a special education (specialized) and including all types and levels of work. The education is not only concerned in the manual skills, but also in mental, manual skills, values, and attitudes [22].

Prisoners are people who are deprived of their freedom to move as a consequence of the offense which has been committed. While the other rights as human beings are still given by the state and regulated in the applicable Laws and Regulations, One of the rights regulated in UU RI No 12 Year 1995, about Pemasyarakatan (penitentiary) Chapter I Article 3 is obtaining education and knowledge [23]. Prison is a place for persons detained, both women and men for investigation, prosecution, and probation in court [24][25].

By assessing the fulfilment of gender needs, this paper uses the Moser’s model of gender analysis tools by proposing practical and strategic needs aimed at improving the access and control for tangible resources through community organizations. The practical need is an immediate need that has specific and short-term contexts. Where as strategic need is the need enabling women to transform power imbalance between women and men. The strategic need also responds to long-term need in an effort to change a more equal gender division of labor, power, and control, including issues related to legal rights, domestic violence, wage equality, and women's control over themselves [26].

3. Methods
This article evaluates the vocational education and training provided to prisoners. The analysis tool used is a gender perspective. The results of this research are used as the basis for formulating a vocational education model that integrates a gender perspective. The research is conducted at the Demak District Prison, Indonesia. The method used in this research is descriptive qualitative by employing data collecting techniques, i.e. in-depth interviews, observation, and documentation.

Harvard checklist model is used in data analysis, particularly on women’s dimension in project identification (women are counted for in the identification phase through the assessment of women's needs, the definition of project objectives and the identification of negative-effect opportunities), project design (women are considered from the project impact on women's access, activity, and control), project implementation (women are considered from individuals, operations and logistics, finance, and flexibility), Project evaluation (considering women from data requirement, analysis, and data collection on specific projects) for data analysis. Harvard is considered the most appropriate model because this study is aimed at designing more efficient programs and improve overall work productivity with an optimal level of gender justice as well as to map vocational training programs for men and women in the prisons [27].

Harvard model is combined with Moser's gender analysis to see the fulfillment of practical needs, specific needs, and gender strategic needs. This model was appropriately used because it is able to see the remoteness of the guidance of women and men. With this model it can be known that the gender needs of men and women are different [26].
4. Results and discussion

This research identifies four aspects of Harvard checklist category model at women’s stage dimension in project identification, project design, project implementation and project evaluation and combined with Moser’s category model at practical needs, strategic and gender specific.

| Analyzed Unit                        | Practical Needs of Gend | Strategic Needs of Gender | Specific Needs |
|--------------------------------------|-------------------------|---------------------------|----------------|
| Women’s dimension in project...      | Based on aspiration to identify their needs | X             | Specific needs of men and women prisoners already identified |
| Women’s dimension in project design  | Training plan already designed by pay attention on activity access and control for women prisoners | The training is designed to improve the prisoners’ skill when re entering the labor market | a specific training plan for both male and female prisoners’ |
| Women’s dimension in project...      | X                       | X                         | X              |
| Women’s dimension in project...      | X                       | X                         | X              |

4.1. Women’s dimension in project identification

The data shows that women’s needs in vocational education only meet on specific needs. It can be seen from the identification of various training which will be addressed to male prisoners the same statement is explained by two respondents in the interview. While a training to make accessories is given to female prisoners, but it has not been implemented. Gender practical needs can be seen from identifying its needs; prisoners are free to express their opinions directly to the prison officers or using suggestion boxes which is still active. Gender strategic needs cannot be fulfilled because there is no involvement from female prisoners in making decision to join the training [28] [29].

4.2. Women’s dimension in project design

In this stage, strategic, practical and gender specific needs are fulfilled. The data show the statement of the security officer as one of the respondents in the interview. He explained that the training is planned to meet the needs of vocational education to improve skills and expertise as well as activities reduce recidivism. To minimize the occurrence of planning failure noticing the failure of the previous training to make crackers is done [30].

4.3. Women’s dimension in project implementation

Based on the statement of the two prisoner’s respondents and the security officer, it was known that in the implementation phase female prisoners have not been empowered. Since the training intended to them is still in the planning stage. Here, the budget planning there hasn’t been separation of budget for male and female prisoners. Moreover, male prisoners are still more dominant in their participation in the training [28] [29].

4.4. Women’s dimension in project evaluation

The data show that the evaluation and monitoring have not fulfilled the needs of the targeted people, in the strategic, practical and gender specific needs. According to the security officer evaluations are only performed by authorized prison officers, prisoners are only as program targets. Improvements continue to be made because there are some obstacles found in the result of previous training program evaluations that still found various obstacles in the implementation. Prisons do not restrict if there are
criticisms and suggestions from the prisoners. However, the decisions are on the authority of men having higher position and power in employment structure [29].

From the training activities in the fulfillment of vocational education the prisoners of the prison imply that the needs of women have not been fulfilled because gender integration in the dimensions as Harvard intended has not all fall into the category of practical, strategic or gender specific needs of the Moser model. New women are integrated into the dimensions of identification and planning design dimensions. Later in the implementation and evaluation dimensions do not meet the needs of the three because there is no participation and there is still a gap in the fulfillment of the needs for the female prisoners. In fact, the prisoners are still not aware of the importance of gender needs that must be fulfilled in this training program. So when there is a gap between the fulfillment of the needs of the male and female prisoners, they are not aware of gender injustice.

5. Conclusion
Prison Vocational Education Training (VET) for prisoners and inmates have not yet considered the need differences between men and women at the stage of project identification, project design, project implementation, and project evaluation. Women have not become an integral part of the entire stage of the program’s dimensions proposed by Harvard as the research analytical tool. There is women dominance in the stage of women's dimension in project identification and project design, while on other stage women dominance is not found. So, the implication of this training program has not been able to meet gender needs. As a result, the prisoners and inmates have not understood their specific, practical and strategic gender needs as described by Moser as also a research analytical tool and thus potentially have the experience of gender inequality as they reenter the labor market. It is recommended that gender perspectives should be included as teaching materials in vocational education and training.

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