

Research done for the Anak Bangsa Foundation –

Praya, Lombok, Indonesia

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Supporting parents to get out of poverty.

# Summary

This descriptive research attempts to get an answer to the research question: ‘What can the Anak Bangsa Foundation do to support the parents of the children, belonging to their project, to get out of poverty and create a better future for their children?’

The rise of this research was an assignment of the study Social Work at the Christelijke Hogeschool Ede, to do a graduating research by and for an organization. The organization that has been chosen for this research is the Anak Bangsa Foundation in Lombok, Indonesia. The Anak Bangsa Foundation wanted to know what the parents of the children, belonging to their project, do themselves to get out of poverty. The research also focuses on what the experts and the literature say about what a foundation can do to support the parents to get out of poverty and create a better future for their children. The results of this research and literature study have been taken in consideration when the recommendation for the Anak Bangsa Foundation was written.

The results of this research have been inter alia collected through conducted interviews with eighteen households. These households were parent(s) or guardian(s) of the children that take part in the Anak Bangsa Foundation project. These interviews were conducted together with an interpreter in the households’ homes. Four experts, which also work or worked with underprivileged children in Lombok, were approach to fill out a questionnaire through an e-mail. This is done in order to strengthen this research.

Literature studies were also done besides the interviews and questionnaires. One of the literature studies has been done before the practical, the interviews with the households. This study was about the following sub question: ‘What can we comprehend when we talk about poverty and underprivileged children? This sub question is divided into three sub-sub questions, namely: ‘Which information is available in the literature about the history and culture of Lombok, Indonesia?’, ‘What is the definition of underprivileged children in Indonesia’ and ‘What is the definition of underprivileged children in Indonesia?’ This literature study was important for the researchers in order to obtain insight in the Indonesian culture and what can be comprehended when we talk about poverty and underprivileged children in Indonesia. Within this literature study it was striking that 87% of the Indonesian population is Muslim. It also shows that Indonesia is a high context culture, where people are focused on the community.

The definition of poverty, according to The World Bank Group is: ‘people who do not have at least $1,25 to spend in a day’.

The stipulated definition for underprivileged children is: ‘children who do not have the basic needs in life (a bed, bath, food, housing, education, health- and welfare care) and miss the life skills to create a better future for themselves.

Both definitions and the literature in sub question 1 will be used as background information in this research.

The practical was done after the first literature study. The first practical was conducting interviews by the eighteen households that the Anak Bangsa Foundation selected for this research. The questions for the interviews were based on a topic-list that was made beforehand. The questions were semi-structured so that the researchers had the possibilities to ask additional question when necessary. Sub question two appoints the different things what the parents of the children, belonging to the project, do to get out of poverty. The ways they do this is different, from the use of their network to motivate their child to go to school. It also shows that parents have plans for the future, however at the same time it shows that parents are not capable yet to make these plans come true. An important reason for this is that there is a lack of money.

Sub question 3 focuses on what the experts think about how the Anak Bangsa Foundation can support the parents to get out of poverty. The data is collected with a questionnaire that was send to the experts through an e-mail. The collected data showed the different opinions and thoughts of the four experts. They, among other things, appointed that the transfer of knowledge is important. The help from a network is also important, as is collecting information about how the parents can get out of poverty or a certain situation. In the end it is the choice of the parents themselves, according to the experts.

Sub question 4 is in line with this. The focus in this sub question was on what the Anak Bangsa Foundation does already to support the parents to get out of poverty, but also about what the literature says about possibilities for a foundation to support parents to get out of poverty.

The Anak Bangsa Foundation already does three things to support the parents, namely: they stimulate the households to come to meetings to talk about how they can motivate their children to go to the foundation, they offer a microcredit program to selected households and they provide households in their daily needs once every three months.

The second literature study is performed after this. This study was focused on what a foundation can do to support parents to get out of poverty. This study appointed different aspects and possibilities for a foundation. One of the main aspects was about the education of parents. The Aspen Institute developed a method with the following approaches; families, parent-child and child-parent. The child-parent approach seems the most suitable for the Anak Bangsa Foundation, since their main focus is on the children and then the parents.

The conclusion that can be made is that the literature connects with the collected data and they strengthen each other. In addition, the study shows that an answer to the research question can be given. The Anak Bangsa Foundation can support the households in different ways. The recommendation focused on educating the parents. The focus in this education is on three different aspects, namely: education, economics and social capital.

The main conclusion that can be drawn from this research is that an answer has been obtained for the research question after this study.

# Prologue

The last assignment, before we graduate and become social workers, was to do a ‘graduation research’. Our school, the Christelijke Hogeschool Ede, gave us the opportunity to do our research in another country. We decided that we wanted to do this and we ended up in Lombok, Indonesia.

We thought that it would be a great experience to work in, with and together with another culture. You can learn and offer something from and to each other. For us, as well as the foundation that we did the research for. Working in, with and together with another culture is also helpful for our professionalism. When we start working and we need to work with people from other cultures, it will be easier for us to try to understand the other culture and place ourselves in the others shoes, because that is what we have been doing in Indonesia as well.

Besides that there is the challenge. It is different from graduating in the Netherlands. We have to work in another country, a different culture, in different circumstances and there are other norms and values. For example, it is not normal in Indonesia to make appointments with somebody. If you want to talk to somebody you just go over to their house, if they are there they need to make time for you and they will make time for you. Working with a schedule is a little harder, because you do not know if somebody will be home and making an appointment beforehand is not possible. That is so different than in the Netherlands! This asked for some adaptability from us.

And of course there is the fun aspect of being in another country for a long time! We can travel around and have small holidays in the weekends. We get to know more about a different culture and that is something that we both enjoy a lot.

We have enjoyed working together with the households were we conducted the interviews, the experts from the questionnaires, the foundation and school. Our research went smoothly, the interviews with all the households were conducted sooner than we expected. However, the literature research took longer than expected. We have to say that we do not have any disappointing experiences.

Thereby we would like to thank the following people who made this research possible:

- All the households who gave us the opportunity to look into their homes and that they trusted us enough to tell us their stories.

- The interpreters L. Eka Setiyawan en Pujas Hendra Pengaras who mostly translated for us during the interviews.

- Our coach L. Eka Setiyawan for guiding us in our process.

- Our graduation coach from school Wilma Corsel for reading our pieces, providing feedback and explanations.

- The Anak Bangsa foundation and the colleagues in general. They made our time working at the foundation enjoyable. They helped us by providing information and they gave us the opportunity to do our research there in the first place.

- Our families and friends who supported our decision and supported us throughout this research in Indonesia.

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# Introduction

The primarily reason for this research for the researchers was to graduate from school and become social workers. However, this research was not just picked primarily for this reason. We wanted to do a research in something that we thought would be useful to the foundation, to research something we were both interested in and what would be an addition to our professionalism.

We wanted to do research to a subject that the foundation was interested in. The Anak Bangsa Foundation was curious about what the parents of the children, belonging to their project, do themselves to get out of poverty. That is how the research question for this research appeared. There has not been any previous done research on this subject within the foundation.

With this research report we hope to give the Anak Bangsa Foundation insight in what the parents of the children belonging to their project do themselves to get out of poverty. Besides that, we hope that we can give the foundation an idea about what they could do as an additional intervention to support the parents even more to get out of poverty and create a better future for their children.

The report is an addition for the Anak Bangsa Foundation, but it can also be of importance for other foundations on Lombok, Indonesia or in whole Indonesia for that matter. There are a lot of poor people in Indonesia and it is in the best interest of the whole country if less people become poor. This is not only the case in Indonesia but in more countries in the world. The recommendation written in this report can thereby be an addition to other foundations in the world as well to support parents to get out of poverty. However, the advice given in this report is based on the information the households of the Anak Bangsa Foundation, that belong to their project, gave the researchers. This means that the some points can be different in different areas of the country or different areas of the world. This must be kept in mind while reading this report.

The main focus of this report is what the parents of the children, belonging to the Anak Bangsa Foundation project, do themselves to get out of poverty and create a better future for their children. The first literature research will give us some knowledge about the history and culture of Indonesia and gives us definitions of poverty and underprivileged children. The second chapter focuses on what the parents do themselves to get out of poverty.

However, the report also focuses on different points. These points are written down in the same order as they were researched in this research. Namely:

* Chapter 4. What experts think about what the parents need to get out of poverty.
* Chapter 5.1. What the Anak Bangsa Foundation does now to support the parents to get out of poverty.
* Chapter 5.2. What the literature says about how a foundation can support parents to get out of poverty.
* Chapter 7. And a recommendation for the foundation about additional interventions to support the parents to get out of poverty.

# Chapter 1. Methodology and accountability of the research

This chapter is divided into three headlines to give some information about the methodology and accountability of this research. Paragraph 1.1 is about the motivation and background of the research question. Paragraph 1.2 is about the research question, the sub questions and the goals of this research. Paragraph 1.3 is about the description and justification of the chosen research methods.

## 1.1 Motivation and background of the research question

The Anak Bangsa Foundation is a foundation that is dedicated to underprivileged children in Lombok, Indonesia. These children are, due to the poverty they live in, forced to work and help their parents to foresee in the basic needs for the family. Most of the parents are not, or barely, educated which makes the chance on a proper paid job to provide for the family considerably small. The parents emphasis is on the basic needs whereby they often choose to let their children work instead of going to school. The children can work on the streets by collecting plastic or steel scrap or help their parents in their work by helping out in the warung, a small shop or restaurant, for example. Children do not get the chance to be a child, but are at a young age focused on how to survive. By not, or barely, being educated is the chance on a better future considerably small. The viscous circle of poverty thus remains intact. Education is not only important to get out of poverty, but also for the general development of a child. It is even so important that the United Nations Convention of the Rights of the Child (CRC), made a treaty in 1989 to protect the rights of children. It encompasses a lot of different things that are important for children and one of them is the right to education. 193 countries signed this treaty. (Amnesty International USA, 2013)

Jill Jurgens, the founder of the foundation (Anak Bangsa Foundation, 2008), left for a year in 2006 to be a volunteer at a shelter for street children. During this period of time, she discovered that there is a demand for customized and effective care for underprivileged children. To achieve this demand, she established the Anak Bangsa Foundation and started the ‘After School Care’ program in April of 2008. The foundation believes that education can be a solution for children to get out of poverty. A better education is what the children need to get a better future.

There are 582 households, as shown in the table below, that get help from the foundation. The households that get help are divided into four different groups.

**Table; Summary of the amount of households (n=582)**

|  |  |  |
| --- | --- | --- |
| Group definition  | Amount of households | In % |
| The parents of the children that take part in the ‘After School Care’ program | 60 | 10.3% |
| The parents of the children that are on the waiting list for the ‘After School Care’ program | 388 | 66.7% |
| Parents that use the microcredit program (these parents are from the same group as the first one, so out the group of 60 households) | 10 | - |
| Households that get help from the foundation, outside of the programs they offer. | 134 | 23% |

Source: Administration office of the Anak Bangsa Foundation

*The first group*

At this moment sixty underprivileged children come to the foundation from Monday till Thursday from 2pm till 5pm to learn extra skills. Some examples of the classes that Anak Bangsa Foundation teaches are; sewing class, computer skills, English class, cooking class and religion class. An employee from the foundation picks up the children from their homes. The amount of children is divided into two groups, the elementary- and high school children. This way every child gets the education and the attention they need on the right level.

The foundation hopes that they give the children some extra tools to build towards a better future, by offering these extra lessons. The foundation also helps the children in the regular education, besides offering the extra lessons. For example buying school supplies, homework assistance and financial support when necessary.

The second group

The amount of parents of the children that are on the waiting list for the ‘After School Care’ program are numbers that are conducted in previous done research, done by the Anak Bangsa Foundation themselves, in December 2010. This research was focused on street children, neglected children and poor children. Help and frequent support has not started yet in these households. The amount of children in this group is high. The foundation has not enough space and resources to let more children take part in the After School Care program.

The third group

Anak Bangsa started a cooperation, Koperasi Serba Usaha (KSU) Anak Bangsa, which is financially independent from the foundation (Jurgens, 2013). This cooperation helps the parents of the children to improve their family economy. This cooperation provides a microcredit to the parents, so that they can start their own small company and increase their mondal income. Some examples of these small companies are starting their own warung and buy a sewing machine to fix and make clothes.

The provision of the microcredit to the parents does not have to coincide with the program that is offered by the foundation for the children. Parents can choose to ask just for the collaboration with the microcredit cooperation also.

The fourth group

Social workers maintain frequent contact with 134 other children and their families who are not yet able to come to the foundation due to lack of space. These children have the opportunity to go and stay in school with the help of the social workers of the foundation. The foundation already provides the children in their basic social needs, such as education, health and daily needs.

Jill Jurgens believes that the key of the problem, about the poverty and that the children do not go to school, lies with the parents. The foundation and the government can help the children, but if the parents do not do anything to create a better future for their children then it will be proverbial ‘mopping with the tap open’. The Anak Bangsa Foundation hopes that, with help of this research question, there will be a map to show what the parents try/do themselves to get out of poverty and how they try to create a better future for their children and what the foundation can do to respond to this, if needed. In this way, parents and the foundation will be working together to create a better future for the children in Lombok, Indonesia.

## 1.2 Research question, sub questions and goals.

### 1.2.1 Research question

What can the Anak Bangsa Foundation do to support the parents of the children, belonging to their project, to get out of poverty and create a better future for their children?

### 1.2.2 Sub questions

1. ‘What is the definition of poverty and underprivileged children in Lombok, Indonesia?’

* Which information is available in literature about the history and culture in Lombok, Indonesia?
* What is the definition of poverty in Indonesia?
* What is the definition of underprivileged children in Indonesia?

2. ‘What do the parents of the children, belonging to the Anak Bangsa Foundation project, do themselves to get out of poverty?’

3. ‘What do experts think about what the parents, of the children belonging to the Anak Bangsa Foundation project, need to get out of poverty?’

4. ‘What does the Anak Bangsa Foundation do now to support the parents to get out of poverty and what does the literature say?’

* What does the Anak Bangsa Foundation do now to support the parents?
* What does the literature say about what a foundation can do to support parents to get out of poverty?

5. Recommendation: ‘What are additional interventions that the Anak Bangsa Foundation can do to support the parents to get out of poverty and create a better future for their children?’

### 1.2.3 Goals

The main goal of this research project is:

* A description and analyzing of what the parents do to get out of poverty will be made before May 2014. The focus is on the interviews that were conducted with the households in the period of time from February until March 2014.

Two other goals of this research project is:

* A description and analyzing of what the experts say about what the parents need to get out of poverty will made before May 2014. The focus is on the questionnaires that were conducted with the experts/social workers in March 2014.
* The written recommendation for the foundation, about what they can do to support the parents to get out of poverty and create a better future for their children will be finished before May 2014.

## 1.3 Description and justification of the chosen research methods.

### 1.3.1 Type of research

The research was done according to a descriptive, qualitative study design. One of the characteristics of a qualitative research is that it is usually holistic, which means that the subject that will be examined and the context of that subject are seen as a whole. The research situation is always in a context that has to be engaged in the research (Baarda D. G., Kwalitatieve dataverzamelingsmethoden, 2009, p. 180).

It is a descriptive research, because it is important to know how the parents, of the children of the Anak Bangsa Foundation project, themselves get out of poverty. It is difficult to define this in response-established categories. This means that it is important to look and work with an open approach and a descriptive study.

The method used in this research is a survey research, in the form of interviews. This method is chosen, because the foundation wants to know what the parents themselves do to get out of poverty. This information will only be available by talking with the parents. During the interviews with the parents there was an interpreter present, because most of the parents do not speak English.

Questionnaires are used to collect the opinions off experts to find out what they think about what the foundation can do to support the parents to get out of poverty.

### 1.3.2 Literature

A literature study was done prior to the interviews about the following topics: the history and culture of Lombok, Indonesia, the definition of poverty in Indonesia and the definition of underprivileged children in Indonesia. There is chosen to make a definition of the subject by sub question 1.2 and 1.3, so that it will be clear to everybody what is being investigated.

In addition, when there is knowledge about the background of the country and the culture, it probably will be easier to understand the parents and the decisions they make.

The second literature study was done after the questionnaires with the experts. This literature study was focused on what a foundation can do to support parents to get out of poverty.

### 1.3.3 Interviews

Using interviews as a method to collect the data makes it possible for the researchers to achieve clarity about what the parents of the children that take part in the ‘After School Care’ program, do to get out of poverty.

The opinions of experts will be collected through questionnaires.

Research units

The parents or guardians of the children that take part in the ‘After School Care’ program will be conducted in the interviews. The foundation is interested in what the parents do themselves to get out of poverty and create a better future for their children. The foundation has more contact and a better relationship with the parents of the children that take part in the ‘After School Care’ program. The conclusion that will follow after this research will only say something about the parents of the children that take part in the ‘After School Care’ program. There is not a wide variety of research units, which means that the external validity (Vaus, Tools for research design, 2011, pp. 28-29) of the research is not too high, because it is not possible to conduct a causal relationship (Vaus, Causation and he logic of research design, 2011, p. 34)

In addition to conduction interviews, the relevant literature will be discussed in the thesis. This means that more than one method will be used. By doing so data triangulation will be used (Baarda D. G., Kwalitatieve dataverzamelingsmethoden, 2009, p. 188).

For this research

For this research there has been chosen eighteen households of the first group to conduct the interviews with. The households were selected by the following criteria; are they approachable and do they have some communication skills. Some of the parents will have their own company and some of them will not and some of the parents will be educated and some of them will not, these are not criteria that were used to select the households by.

When there was a selection of eighteen households, a schedule was made to see when the interviews were going to be conducted. This schedule was made in consultation with the coach and the interpreters.

The parents or guardians of the children belonging to the Anak Bangsa Foundation project are not the only ones that were conducted for this research. Four experts were asked to give their opinions about what they think that the foundation can do to support the parents to get out of poverty through questionnaires via an e-mail. The experts live on Lombok, Indonesia or they worked with underprivileged children on Lombok.

Seven foundations were asked to fill out the questionnaires, four of the foundations replayed. The amount of experts is enough and representative for this research. The experts were chosen based on the foundation they work for and their background. The professionalism, mission and vision of a foundation were taken in consideration before a foundation was approached. There are not many foundations on Lombok that work with underprivileged children. It was thereby not possible to approach more foundations for these questionnaires. In the end it is about the quality of the research and not about the quantity.

The experts were approached via an e-mail, so that they were able to answer to the questions when they had time for it. When they can answer the questions on a convenient time for them, there was a bigger chance that they would take part in the research. The majority of the experts does not mind to write their thoughts and opinions down, as most of them are used to doing this. (Baarda D. G., Welke situatie, groep of persoon kies ik?, 2009, pp. 165-166)A pro for using questionnaires is that an experts needs to think more about their answer before they type it down. When you talk with somebody some people answer quicker or in an impulse. When you write something down you reread or change it before you give or send it back to somebody. This is a pro for using this type of research, when the researchers is curious about the ideas and opinions of other experts when you talk about what parents and underprivileged children need to get out of poverty. Besides that, it is harder in Indonesia to make appointments with somebody, because they live day by day. The other foundations were also spread out over Lombok, so it would cost a lot of travel time to go to a foundation to collect the data. Contacting them by e-mail is faster.

A con for this type of research is that not all the foundations respond to the request of filling out the questionnaires.(Baarda D. G., Interviewen, hoe doe ik dat?, 2009, p. 246)

There has been chosen to use a structured question list for the questionnaires. It is important to use a structured question list, especially by questionnaires via e-mails. There is not a possibility to ask more from an expert, so they need to have the freedom to write what they want to write down. Closed questions do not give the opportunity to the experts to write down their opinions, so there has been chosen to ask open questions for the question list so that experts conducted into a certain direction. (Baarda D. G., Interviewen, hoe doe ik dat?, 2009, p. 235)

### 1.3.4 Preparing and conducting the interview

Interviewing the households

The interviews were conducted in the homes of the households, because it is important to do a research in the daily conditions of the families. This is called the ‘ecological validity’ (Baarda D. G., Kwalitatieve Dataverzamelingsmethoden, 2009, p. 193). Conducting the interviews in the homes of the households made it possible for the researches to see for themselves the kind of circumstances the families live in.

In qualitative research is it important not to disturb the research situation. This is called ‘unobtrusive measurement’ (Baarda D. G., Kwalitatieve Dataverzamelingsmethoden, 2009, p. 193). A certain degree of disturbance is unavoidable, because there is always some form of disturbance when an ‘outsider’ comes in a different culture. This should be kept in mind during interviewing, but also by drawing any conclusions.

The interviews were semi-structured, because a topic list (A. 10) was made and used during the interviews (Baarda D. G., Interviewen, hoe doe ik dat?, 2009, p. 230). This topic list was made after the performed literature research. A number of important aspects that may play a role in preventing and staying out of poverty were written down in this topic list.

The interviews will be recorded. It is important during a research to know where the research findings are based on. This needs to be verifiable and transparent. By recording the interviews is it possible to listen and analyze the recordings back, for the researchers but also for third parties. It also makes it possible that the researchers can listen and concentrate on the conversation without needing to write down all the information. A con for using a voice recorder is that households may feel less freely to speak their mind.

The households were told, previous to the start of the interview, why a voice recorder will be used, that it will be anonymous if they want to and that the recordings will be destroyed a week after the research report is approved (Baarda D. G., Kwalitatieve Dataverzamelingsmethoden, 2009, p. 193).

Pros en cons of keeping interviews by an ‘outsider’.

There are pros and cons for choosing an outsider for conducting the interviews.

A con is that the communication can be more difficult. When a story needs to be translated, there is a part of the story that gets lost in translation. The research can become less reliable, because the interpreter decides which part of the story is important to translate en what is not.

Another possible con is the unfamiliarity with the researchers. The questions that will be asked during the interviews are personal questions, which can ensure that parents do not feel at ease to answer to these questions, because they are not familiar with the researchers. It is important to keep this in mind during the research, because this can influence the validity of the research.

A pro during conducting the interviews was the use of interpreters. The interpreters are from the foundation, which means that they know each other already. The interpreters are also from Indonesia, so they know the customs and habits from the culture (Nispen, 2009, pp. 254-255).

Using the same interpreters during the interviews is another pro for this research. The interpreters and the researchers get used to working together, which may have as a consequence that the interpreters already know what kind of things the researchers want to know from the households.

Using more than one interpreter during an interview increases the reliability of the made translation. Both interpreters listen to the story of the households and translate this story to the researchers. Two interpreters hear more than one and the given translation becomes more reliable by that.

Risks related to this form of collecting data.

The interviews and the whole research is in English. This is not the native language for both researchers or for the interpreters. A pro was that one of the researchers has lived in America for a year and masters the English language. A con was that the other researcher did not always understand the complete translation the interpreter gave and thereby she missed some of the information that was available. The researchers have helped each other with this.

It is not normal in the Indonesian culture to plan appointments. This means that it was difficult for the researchers to make appointments with the households. Planned schedules needed to be changed and flexibility from the researchers was needed. Conducting the interviews with the parents went sooner than expected, although conducting the question lists from the experts took longer than expected. Collecting the literature and all the date thereby took also longer than expected. During this process it was important to make new schedules and to keep track of the progress of the research.

### 1.3.5 Justification

Chapter 8 in this thesis is about the justification of this research. This chapter also shows the thoughts about and the process of the fragmentizing and labeling of the interviews and questionnaires.

### 1.3.6 Attachments on a CD-ROM

All the attachments that are named in this research are available on a CD-ROM that is provided with this research report. References to these attachments will be made in this report. A shortage for the word attachment will be used, namely A.. You can find a few attachments at the end of this report.

# 2. Sub-question one: ‘What can we comprehend in Indonesia when we talk about poverty and underprivileged children?’

This chapter is divided into three paragraphs to give an answer to the sub-question. The first paragraph is about which information is available in literature about the history and culture in Lombok, Indonesia. The second paragraph gives the definition of poverty in Indonesia. The third paragraph gives the definition of underprivileged children in Indonesia.

## 2.1 Which information is available in literature about the history and culture in Lombok, Indonesia?

### 2.1.1 History

Powerful empires throughout history have buffeted two tiny islands, Bali and Lombok. Their fortunes have often been tied to those of their larger neighbors. Java and Sumbawa. More recently the islands have been subsumed in the fate of the vast Indonesian archipelago. Relations between Bali and Lombok have often been turbulent, and the origins of their present cultural, religious and economic differences are firmly rooted in past events (Ridout, 2010).

Pre-colonial

Lombok was part of the Javanese Majapahit in the 14th century. The Islam was introduced on the island between 1506 and 1545. With the arrival of the Muslim traders from Makassar and the neighbor island Sumbawa, became the influence of Islam more important. These traders colonized the eastern part of Lombok in the 17th century. The west came into the hands of the Balinese prince of Karangasem.

Lombok became a battlefield in the next centuries. The Balinese and the Makassarese fought for the island. Initially, the Makassarese won the battles, but in 1677 the Balinese succeeded to expel and defeat the Makassarese, with help of the Sasaks.

In the early 17th century the Balinese, who took control of western Lombok, and the Makassarese, who invaded eastern Lombok, usurped Lombok’s Sasak princedoms. By 1750 the whole island was in Balinese hands.

In western Lombok, relations between the Balinese and the Sasaks were relatively harmonious. However, in eastern Lombok the Balinese had to maintain control from garrisoned forts, and peasant rebellions were common (Lonely Planet, 2014).

Colonial

There was an uprising in 1891 in East Lombok of the fundamentalist Muslim Sasaks. Previous rebellions were successfully challenged, but this time the lack of finances and military equipment made it impossible to work it out. The Dutch intervened in the late 19th century, and, after an initial defeat that cost a hundred lives, overran Cakranegara. Here the last rajah families surrendered by perang poepoetan - men, women and children in white clothing throwing themselves at the perplexed Dutch, who kept shooting (ANWB, 2013, p. 367).

Lombok got divided into two ethical areas. The 30,000 Balinese lived in one area, and the 500,000 Sasaks lived in the other area.

In the following years, the Dutch were able to maintain the support of the surviving Balinese and the Sasak aristocracy, and they controlled more than 500,000 people with no more than 250 troops.

After the declaration of independence of the Republic of Indonesia in 1945, Lombok was still part of the Dutch East Indies Federation. However, the Netherlands had to give up Lombok in 1949.

Postcolonial

Even after Indonesian independence, Lombok continued to be dominated by its Balinese and Sasak elite. In 1958 Lombok became part of the new province of Nusa Tenggara Barat (West Nusa Tenggara), and Mataram became its administrative capital. In the following years the aristocracy disappeared. On the other hand, the orthodox Sasaks became more powerful. The Sasaks are in certain areas on Lombok more powerful than the local government. The United Development Party (Partai Persatuan Pembangunan, PPP) has a big support system during the quinquennial elections on Lombok. For a long time the agricultural sector was the main income for Lombok (Indonesië, z.d.).

Under former president Soekarno’s ‘New Order’, there was stability and some growth, but crop failures led to famine in 1966, and to severe food shortages in 1973. Many moved away from Lombok under the government-sponsored ‘transmigrasi programme’.

Tourism took off in the 1980s but was mostly developed by outside investors and speculators. As Indonesia descended into economic crisis and political turmoil in the late ‘90s, Lombok began to feel the pinch.

On January 17th, 2000, serious riots engulfed Mataram. Christians and Chinese were the primary victims, but the agitators and provocateurs were from outside Lombok. Ultimately all Lombok suffered, and tourism has yet to recover, the situation compounded by the Bali bombs of 2002 and 2005.

Today

Today Lombok’s tourism potential remains strong, particularly with work starting on a new international airport in 2006. But with many Sasak adopting a stricter practice of Islam, the cultural gulf between conservative and liberal Western values is acute.

### 2.2.2 Culture

High context

Indonesia (Asia) is a high context culture. This means that dense, intersecting networks and long-term relationships, strong boundaries, relationship are more important than tasks.

It is normal for Indonesians to ask where you are from and it is polite to ask this in return. Many Indonesians have moved around and are originally from other parts of the country.

Before starting with the interviews, it is very important to establish a personal relationship with the households. Indonesians are relationship oriented (Nunez, 2009).

Collectivism
Indonesia is a collectivist society. This means that there is a high preference for a strongly defined social framework in which individuals are expected to conform to the ideals of the society and the in-groups to which they belong. This is clearly visible in the aspect of the family, in the role of relationships. An example of the collectivist culture of Indonesia is in the equation between child and parent. Indonesian children are committed to their parents, as are the parents committed to them all during their growing lives. Their desire is to make their parents life easier. There is a desire to take care of parents and give them support in their old age. There is an Asian saying that is accepted in Indonesia, "You can get another wife or husband but not another mother or father". The family loyalty is also apparent in the fact that Indonesian families keep elders (such as grandparents) at home instead of sending them to a retirement home. In individualistic societies the focus is on the nuclear family only.

If you have a meeting with Indonesians, ask them about their children, their age, etc. It is necessary to go through this ritual of polite ‘light’ conversation before getting to the topic or purpose of the meeting (The Hofstede Centre, z.d.).

Power distance

Power distance explains why we assume that it is normal that power is distributed equally in families, at school or at work. In Hofstede’s (2010) words: ‘It is the degree in which the less powerful members of an organization accept that power is distributed unequally’.

In high power distance countries, people accept that their superiors – meaning parents, teachers, bosses, or people older than you – have more power. An elderly person is very respected. It is very important to listen to them. **Indonesia scores high on this dimension.**

When addressing people for the first time, it is important to be polite, respectful and always use the formal terms before their proper names: bapak for a man, ibu for a woman. When meeting Indonesians, touch your heart in greeting, often after the handshake. It feels a bit uneasily and pretentious to do this at first, but it is a respectful motion. It is possible to give an opinion, but do it very respectful and the most Indonesians give their opinion in an indirect way (Hofstede, 2010).

Uncertainty avoidance
The dimension uncertainty avoidance has to do with the way that a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?

Indonesia scores a medium low preference for avoiding uncertainty. This means that there is a strong preference in Indonesia towards the Javanese culture of separation of internal self from external self.  When a person is upset, it is customary for the Indonesians not to show external negative emotion or anger. They will keep smiling and be polite, no matter how angry they are on the inside. This also means that maintaining work place and relationship harmony is very important in Indonesia, and no one wishes to be the transmitter of bad or negative news or feedback. Another aspect of this dimension can be seen in conflict resolution. Direct communication as a method of conflict resolution is often seen to be a threatening situation and one that the Indonesians are uncomfortable with. A tested and successful method of conflict diffusion or resolution is to take the more familiar route of using a third party intermediary. This has many benefits. It allows the exchange of views without losing your reputation (The Hofstede Centre, z.d.).

Religion in Indonesia

One of the most important things in Indonesia is religion. Indonesians identify themselves by religion. Indonesia is a secular, democratic country that has a Muslim-majority population. The Indonesian constitution guarantees that all people in Indonesia have the freedom of worship, each according to his or her own religion or belief. It also stipulates that the state shall be based upon the belief in “the one and only God”. At first sight these two conditions seem to be somewhat inconsistent. Although Indonesia is not an Islamic state, Islamic principles do influence political decision-making. Moreover, certain hardcore Muslim groups have shown to be able to influence political and judicial decision making through (the threat of) violence.

One peculiarity of the Indonesian government’s stance on (freedom of) religion is that it recognizes six official religions only. Every Indonesian is required to embrace one of these religions. Religion is mandatory personal data that is mentioned in official documents. Atheism is not an option and constitutes a socially unacceptable ideology in the country. In recent years it has happened that their local community threatened Indonesians who published atheist worldviews on social networks. They even got arrested by the police on charges of blasphemy which are charges that can lead to imprisonment (Indonesia investments, 2014).

|  |  |  |
| --- | --- | --- |
|  | Percentage share(of total population) | Absolute numbers(in millions) |
| Muslim | 87.2 | 207.2 |
| Protestant | 6.9 | 16.5 |
| Catholic | 2.9 | 6.9 |
| Hindu | 1.7 | 4.0 |
| Buddhist | 0.7 | 1.7 |
| Confucian | 0.05 | 0.1 |

 **Composition of Indonesia’s six official religions**

Source: (Indonesia investments, 2014).

## 2.2 What can we comprehend when we talk about poverty in Indonesia?

The definition of poverty is, according to The World Bank Group: people who do not have at least USD $1,25 to spend in a day (Indonesia Investments, 2014).

The Indonesian government uses a different definition: a monthly per capita income of 233,740 rupiah. This amount equals approximately USD $25 a month. This is an average of USA $0,80 a day. The Indonesian government defined this poverty line in 2011. This indicates a very low standard of living.

Based on a National Socio Economic Survey in March, there are 28,07 million poor people in Indonesia. The survey in September 2013 shows that there are 28,55 million poor people. This shows that there’s an increase in the amount of poor people in Indonesia, instead of a decrease. These numbers are for the urban and rural areas of the country (Badan Pusat Statistik, 2014).

The statistics of the World Bank are a little different compared to the statistics of Indonesia. According to the World Banks there are 39.5 million (by the international standards of $1.25 a day) poor people in Indonesia in 2011. When they look at the national standards there are 30 million poor people in Indonesia in 2011 and 2012. Numbers of 2013 are not posted on the databank of The World Bank Group yet (The World Bank Group, 2014). If the numbers of the Indonesian Statistics are an indication, the expectation will be that the numbers of The World Bank Group of 2013 should show an increase in the amount of poor people in Indonesia as well. This is an expectation, not a fact.

The definition of poverty in this research will be the same definition as The World Bank Group, because this definition is a world wide used definition.

The definition is; people who do not have at least USD $1,25 to spend in a day.

Although poverty is a definition, it is not just that. Poverty is much more and it is different in each part of Indonesia. A lot of people are poor in Lombok for example. One of the employees, L. Eka Setiyawan (2014) (A.1) at the Anak Bangsa Foundation said in a conversation that there are a few reasons for the poverty in Lombok, namely:

* Lombok only has two seasons in a year, rain season and dry season. A lot of people earn some money by planting rice but, because of the geographic of the island, they can mostly only plant rice once a year during rain season. In dry season there is not enough water to plant the rice.
* The poor people work on the land that is owned by the rich people. They can either plant the rice in a day and only get paid for that work. The second option for them is that they work on the land for the whole season and they get half of the profit they make after harvesting.
* The southern part of Lombok can only plant rice once a year. Poor people who do not have, or barely have an education can only do this kind of job. In the northern part of Lombok is an opportunity to develop more during both seasons. The reason for that is because of the tourism there, which makes it possible to earn more money.

L. Eka Setiyawan (2014), said: ‘most of the parents of the children that come to the Anak Bangsa Foundation are only focused on providing for their families in their basic needs. They can not think about the future and what their children might need for that’.

## 2.3 What can we comprehend when we talk about underprivileged children in Indonesia?

When you look at the Internet for the definition of underprivileged children you can find many of them. In this research is chosen for a stipulated definition of the word underprivileged children (Verschuren, 2011).

The stipulated definition for underprivileged children is: Children who do not have the basic needs in life (a bed, bath, food, housing, education, health- and welfare care) and miss the life skills to create a better future for themselves.

There is a difference between children living in poverty and underprivileged children.

Underprivileged children are children who do not get a chance to develop the way they deserve. These children have to work to survive, instead of going to school, so they do not have a chance of a future education. For many children, the focus is on survival and not on education (Defence for children, z.d.).

The essential problem of most of the children who live in poverty is the financial part. Underprivileged children have more problems than just that. Underprivileged is associated with social exclusion. Social exclusion can be caused by factors such as family, health, education, housing, culture and work.

Underprivileged children have less chance of success in their life than an average person. Most underprivileged children live their whole live in extreme poverty. Poverty usually gets passed on from generation to generation.

The factors that develop a child to become underprivileged are influenced by the nurture they get from their parents or surrounding.

If a child does not get the life skills, such as social skills, the importance of education and personal hygiene, of his parents there is a small chance that the child will know how to use these skills later in life. Some of these life skills are necessary to stay out of poverty and thereby create a better future for themselves (Nederlands Jeugd Instituut, z.d.).

Worldwide people talk about underprivileged children and poverty. Kaushik Basu a Chief Economist and Sr. Vice President of The World Bank Group said: ‘The finding that over 400 million children live in extreme poverty and children are more likely to be poor than adults is disturbing, since this can exacerbate child labor and create inter-generational poverty traps.’ ‘Hence, if we want to make a sustainable dent of global poverty, this is where we need to focus our attention.’ (The World Bank Group, 2014).

It is important that people are and stay aware of the theme underprivileged children and that they have the responsibility to do something about it.

Summary

Lombok has a long history and a lot of empires throughout history have buffeted the two tiny islands, Bali and Lombok. Their fortunes have often been tied to those of their larger neighbors. Java and Sumbawa. Relations between Bali and Lombok have often been turbulent, and the origins of their present cultural, religious and economic differences are firmly rooted in past events.

In 1958 Lombok became part of the new province of Nusa Tenggara Barat (West Nusa Tenggara), and Mataram became its administrative capital. In the following years the aristocracy disappeared. On the other hand, the orthodox Sasaks became more powerful. Many Sasak adopting a stricter practice of Islam, the cultural gulf between conservative and liberal Western values is acute. Lombok has a big Muslim population.

The Indonesian culture is a high context culture and thereby a collectivism society. You can say that there is a power distance in this culture. When you meet somebody for the first time, and that person is older than you, you say ‘ibu’ or ‘bapak’ before you say his or her name. This is a sign of respect for the other person. Being polite and respectful to another is important in the Indonesian culture. They also show their respect by giving their opinion in an indirect way. Relationship harmony and uncertainty avoidance are normal in this culture. This means that no one wishes to be the transmitter of bad or negative news or feedback. This often leads to avoidance of that situation. Another aspect of this dimension can be seen in conflict resolution. Direct communication as a method of conflict resolution is often seen to be a threatening situation and one that the Indonesians are uncomfortable with.

One of the most important things in Indonesia is religion. 87.2% of the Indonesian population is Muslim. There are five other official religions in Indonesia besides Muslim.

The definition of poverty according to The World Bank Group is; people who do not have at least USD $1,25 to spend in a day. There were 39,5 million poor people in Indonesia in 2011, according to The World Bank Group. This is a little different than the national standard from Indonesia, they said that there were 30 million poor in 2011 and 2012. The definition of The World Bank Group will be used in this research.

According to a colleague at the Anak Bangsa Foundation are most of the parents of the children that come to the Anak Bangsa Foundation only focused on providing for their families in their basic needs. They can not think about the future and what their children might need for that.

The stipulated definition for underprivileged children is: Children who do not have the basic needs in life (a bed, bath, food, housing, education, health- and welfare care) and miss the life skills to create a better future for themselves.

Underprivileged children are children who do not get a chance to develop the way they deserve. They have to work to survive, instead of going to school, so they do not have a chance of a future education. Life skills are also important for a child to get out of poverty. If a child does not get the life skills, such as social skills, the important of education and personal hygiene there is a chance that the child does not know how to use these skills later on in life. Some of these life skills are necessary to stay out of poverty and thereby create a better future for themselves.

The financial part is also an essential problem by most of the children that life in poverty, and thereby also by underprivileged children. Poverty usually gets passed on from generation to generation.

Conclusion

There is a lot of poverty in Indonesia. Between 30 and 39 million people are poor. When we talk about poverty, according to The World Bank Group, are people who do not have at least USD $1,25 to spend in a day poor.

When we talk about underprivileged children we mean children who do not have the basic needs in life and they miss the life skills to create a better future for themselves. The lack of finances in these families often leads to that children do not go to school anymore but they start working instead. Education and life skills are important things to get out of poverty and thereby create a better future. If they do not go to school they do not get the change to develop these things.

Poverty often goes from generation to generation. Parents do not have the ability to look at the future, because they are focused on survival. They live from day to day and they think about providing for their family in their basic needs.

When the researchers are working together with the households and the colleagues in the foundation it is important to keep in mind that the Indonesian culture is a collectivism society and that there is a power distance.

The literature found in this chapter will be kept in mind during this research. The cultural aspects are important to keep in mind and to take in consideration when the researchers conduct the interviews with the households. The next chapter is about the results of the conducted interviews with the households.

# 3. Sub question 2: ‘What do the parents of the children, belonging to the Anak Bangsa Foundation project, do themselves to get out of poverty?’

In this sub question an answer will be given to the following question: ‘What do the parent, of the children, belonging to the Anak Bangsa Foundation project, do themselves to get out of poverty?’

Eighteen households, who have at least one child that takes part in the project of the Anak Bangsa Foundation, are interviewed to get some answers to this question. The interviews are mostly conducted in the homes of the households but some of the interviews are conducted at the foundation. There are several responses from the households and descriptions of these results are shown in this part of the sub question. There are regularly references to the attachments where you can find various pieces of this research. At the end of this sub question there will be given a brief summary and conclusionof the results.

*Paragraph 3.1 is about the division present. This shows what the parents do now to get out of poverty. Paragraph 3.2 is about this division ‘future’. This is focused on what the parents are planning to do in the future.*

Attachment 4 shows two different divisions, ‘present’ and ‘future’. These two divisions cover different core labels. There are different paragraphs, the core labels, with the themes written underneath it. Every paragraph will explain something about the chosen sub labels and what the households said about this. A summary and conclusion will follow after this.

## **3.1 Division present**

*Job*

The themes ‘job’ and ‘more jobs’ show how many households have a job and how many households do not have a job. It also shows how many households have more than one job.

*Job*

There are sixteen out of eighteen households who have a job, as show in attachment 4. One of the households said: ‘*He is freelance worker for construction. In a year he can only work for three months*.’ (A.4 fragment 2.4) When the interpreter asked: ‘why only for three months?’ he answered: ‘*Not too many people build anything. There is not enough work to do. So he tries to do other things to earn money, like fishing. His wife has a small warung.’*

Another household mentioned: ‘*She works as a nanny. Her husband works in Malaysia, but he does not often give her money.’* (A.4 fragment 4.1)

A.4 fragment 7.1 said: *‘He does not have any permanent work. He and his wife were farmers. At the moment they only get money when they plant rice or clean the grass. He only plants rice on the field of the owner. He also takes care of the animals of other people, such as a cow, goat, goose, et cetera. When the animals get a baby, the father of Abib and the owner divided the profit in two. His wife helps him with the rice fields and takes care of the animals also. She has no other job, so they have no permanent salary. In the dry season you can not plant some rice. They can maybe earn for one season a little bit money. But this is not sure, because it dependents on the dry or wet season. They can plant rice once or twice in one year.’*

According to the statistics in attachment 4 do two households not have a job. According to the following fragment: ‘*Her mother does not do anything. She has no job.’* (A.4 fragment 11.4) When the researcher asked if it is possible for her to get a job they said: ‘*Sometimes she is singing and she earns some money that way. She does not want to tell us more.’* Interview 11 in attachment 2 shows that the mother has a physical disability. The interpreter said the following thing about this: *‘The interpreter thinks that it is impossible for her to find a job, because she is physically not in a good condition. Only a small warung is possible for her. She does not have money to start her own business. And she has to take care of her kids.’* (A.4 fragment 11.4) A.4 fragment 1.1 shows that the mother does not have a job anymore because the company she worked for moved. She did not have any money for the transportation there, so now she is out of a job.

More jobs

Eight households mentioned that they have more than one job. A.4 fragment 3.5 shows that both the father and the mother have a job. This is the case in more households. A.4 fragment 6.4 shows that one parent has more than one job.

Anak Bangsa Foundation

The themes and sub labels by this core label show what the reason is that parents send their children to the Anak Bangsa Foundation.

Reason ABF

Thirteen households send their children to the Anak Bangsa Foundation because they want their children to be more educated and thereby have a better chance on a better future. One of the households said: ‘She wants that her daughter is more educated. It is important for her that her daughter goes to school because she does not want that her daughter becomes like her, uneducated. When her daughter goes to school she can find a good job.’ (A.3 fragment 1.2)

Six households think that it is important to get life skills and one household wants their children to become independent. This household said: ‘She wants that her daughter gets very good skills in English and every stuff what we teach her by Anak Bangsa.’ (A.4 fragment 3.2)

Network

This core label covers the themes ‘using network’ and ‘not using network’. This core label shows if parents use their network to improve or change their circumstances. It also shows the reasons if parents do not use their network.

Using network

Five households use their network when they need this. The households all use their network in different ways. One of the households gets clothes from her boss (A.4 fragment 4.5). Another household said: ‘She has four brothers now, but they can not help with anything. She borrowed money with high interest.’ (A.4 fragment 8.6) When the researchers asked if she borrowed money from her neighbors or the bank she answered: ‘She borrowed it from her sister’. When the interpreter asked her if she borrowed it just once she said: ‘Yes, because she started three months ago.’

A.4 fragment 15.6 shows that one of the households only gets help from her cousin. When the researchers asked her how her cousin managed to get his own warung she said: ‘He worked in Kalimantan before and brought some money to Praya and started his own warung.’

A.4 fragment 15.5 shows that one mother does not need any money for this plan because her cousin has an own warung and she can borrow some stuff from him and sell it. She can make a little bit of profit from this so that she can earn money herself.

Not using network

Twelve households do not use their network. There is more than one reason for this. Attachment 4 shows the most common reasons and this fragment shows an example: ‘He can not ask for help from anyone, because they are in the same situation. They have the same circumstances, the same conditions they live in.’ (A.3 fragment 2.7) Other examples of reasons that households do not use their network are appointed in attachment 3: households are afraid to loan money from their network, households whose families do not want to help them, households who have loaned money before but were it is impossible now, households who can loan money but they are not able to pay it back and a household does not do anything except waiting for the situation to change.

Financial

The themes and sub labels in this core label are specifically focused on the finances of the households. What did the households say when the researchers talked about finances?

Saving money

Six households are trying to get out of poverty to save up money. They are saving it up now, which is in the present tense, but they safe the money for the future. ‘Sometimes Putri’s mom gives her money, every three or four months. She saves that money only for Putri, so that she can go to school and get the school needs.’ (A.3 fragment 10.4)

A father said: ‘He told her to be patient and that he will try to save up every little piece of money that he can save up.’ When the interpreter asked if he saved up money to get out of poverty he answered: ‘Yes’.

Another household said: ‘Her parents give her money and Eka saves it by herself for the future,’ (A.3 fragment 5.6)

Financial situation improved

Three households managed to positively change their financial situation. An example of a positive change is the following fragment: ‘They already developed their warung. In 2008 they started with a small table and after that they just grow bigger and bigger and bigger until the size they have now. They started to build the warung in 2010. So they have a good development in their business. Also with the dad, if there is any job available in construction he takes it.’ (A.3 fragment 16.5)

A.3 fragment 3.4 shows the following thing: ‘She does everything, what you can see now. First she started to open up her warung in her own house until she could build a small warung next to her own house. Her husband has been to Malaysia twice to work at an oil company. It is oil from a palm tree. He went twice. So he can get money for renovation. So their financial situation is now better than before. So she is actually working on it.’

Microcredit

A.3 fragment 16.7 shows that one of the household mentioned that they used a microcredit program to loan money to start an own company.

The microcredit program is offered to other households too, but as shown in the following fragment are parents scared to loan money. ‘Pujas has offered several times to them to use the microcredit program, but they are afraid to lend money.’ (A.3 fragment 5.10)

Improving their circumstances

The circumstances changed for one household. A.3 fragment 17.5 says: ‘They try to get out of poverty themselves. She never goes to other people to borrow money or to ask for help. They built their own warung and have their own jobs. They do what they can do.’ Another household said that they do not do anything to change their circumstances, they just wait for something to change. (A.3 fragment 18.5)

School

The themes and sub labels under the core label school specifically go about school. What are the reasons for the households to let their children go to school and what do the parents do themselves to achieve this? Do they motivate their children for example?

Motivation for school

The statistics show that all of the eighteen households stimulate their children to go to school. For example: ‘The only thing he does now is to motivate and stimulate his child to get good grades.’ (A.3 fragment 14.3) Eight households stimulate their children due to their own experiences. For example: ‘They do not want their children to become like both of them, less educated.’ (A.3 fragment 14.6) Twelve households mention that they want a better future for their children. For example: ‘Yeah, yeah. That is why she does not want her children to end up like her. Being a babysitter and not being able to buy stuff for you children’. (A.3 fragment 4.3)

Three households mention that the reason for their children to go to school depends on the motivation of their children and three households think that school is important. For example: ‘The parents always stimulate their children to go to school. Father does everything for his kids, so that they can go to school and get a proper education.’ (A.3 fragment 5.3)

Provides school needs

One of the households said that they try to do everything they can to provide in the school needs for their children. ‘Her father never wants to disappoint her if it is about her school needs. When she asks: Can I have this one or can I buy a bag? He says yes I give it to you tomorrow. But her father is thinking very hard how to get those needs. Yes, only her school needs. The parents never say no, when it goes about school. But when it goes about other things they say: maybe later when we have money.’ (A.3 fragment 15.7)

Another example is: ‘After she gets paid every month, she gives Devi her part for one month and her older brother too.’ When the interpreter asked Devi what she does with her part her mother answered: ‘She uses it for her needs in school.’ (A.3 fragment 6.5)

Focus on school

One household mentioned that they want their child to focus on school and not worry about money or something. ‘They want that their children do not have to think about the difficulties about how to get money. They want that their children put their focus on school.’ (A.3 fragment 5.8)

## **3.2 Division future**

Future

This core label is about the theme future and the sub label future plans. It specifically goes about what the households would like in the future and how they want to change the circumstances they live in.

Future plans

Six households mention that they want to start their own company. For example: ‘She wants to build her own warung.’ (A.3 fragment 6.6) A.3 fragment 10.5 shows that she only wants to focus on her job, to get this started and to sell stuff to somebody who needs it. She wants to open up a small warung, but this is difficult because of the money.

The fragment above shows at the same time that this is not possible yet. In the second part of that fragment the household said: ‘To open up a small warung you need money and she does not have that.’ Four other fragments also mention that it is not possible yet. The lack of money is the main reason for this.

Three households mention that they want to improve their own company. Two households say that they want to save up money in the future. One of the households said: ‘Yes, she will save up money every salary that she got.’ (A.3 fragment 4.4)

As shown in attachment 4 does one household want an extra job in the future. Another household wants to loan money in the future and another household want to change jobs in the future.

Summary

This sub question shows what the parents do themselves to get out of poverty. Most of the parents have a job. However, a parent can have a job, but what type of job can be different. One of the households is a nanny for example and another household is a constructor. Not every job provides in a daily and steady income. More than one household mentioned that they do have a job, but they can not work every day. One day or one month they have a job, but the next month they can just as easily do not have a job or work anymore.

Two households do not have a job. The reason for this has to do with a physical and financially disabilities.

Some of the households have more than one job. It is possible that both of the parents work, or that one parents has more than one job or has had more than one job.

Core label Anak Bangsa Foundation shows why parents send their children to the Anak Bangsa Foundation. There are different reasons for this. Some households send their children to Anak Bangsa for development and some other households do it for the chance to a better future. A deeper reason is that parents do not want that their children end up like they did.

Core label network shows that five households use their network, but all in a different way. Some households use their network to loan money to be able to provide in their basic needs or to start their own company to develop more.

Most of the parents do not use their network. There are many different reasons for this, but the most common reason is that the networks of the households are in the same circumstances as the households themselves, which makes it impossible to ask for help, according to the households. The households do not ask for any help from their network then.

The financial core label shows that parents are trying different things when we talk about finances. Some households save money specifically for their children and some households save up money for the whole household. Some households save up money to get out of poverty, another household for the future and the other mainly focuses on the education and school needs of their children.

It is visible by a few households that a positive change has been made by parents that live in poverty. The financial situation has improved and the circumstances they live in have improved. This shows at the same time that households are motivated to change their own circumstances. The contra position of this is that one household just waits and sees what is going to happen, but not actively tries to change their circumstances.

Core label school shows that all the households stimulate their children to go to school. The reasons to motivate their children are different. Some households motivate their children due to their own experiences, some households want their children to have a better future and do not end up like their parents, households who mention that school is important to achieve more in life and other households say that they can motivate their children, but the choice is eventually theirs to make if they go to school or not.

However, one household mentions that the focus on school is really important. A child does not need to worry about school, but they need to focus on their education. Four other households try to provide in the school needs for their children.

Core label future shows that households have different plans for the future. Some of them want to start their own company and other want to get a different job. All these plans show that parents try to focus on getting a better future. This core label also shows that it is not always possible for parents to achieve these plans. The sub label ‘impossible for now’ shows this. However, it shows that the households have plans for the futures. Not all households have plans for the future, because they can not think about the future. They are focused on living day by day and they do not have the ability to look at the future.

Conclusion

This sub question shows what the parents try to do to get out of poverty. This fluctuates from having a job, using their network, motivating their children to go to school to get a better future, providing in the school needs for their children to the mentioning of the fact that their circumstances have improved already and that their finances improved. Besides that, some households do mention that they have plans for the future. That is one side of the coin. The other side is that households do have plans for the future, but they are impossible for now. An important reason for the impossibility for these plans is the lack of money.

Most of the households have a job, or more than one job, but mostly they need the money to provide in their daily needs and even that is not even possible all the time. A lot of households do not use their network to improve their circumstances, because their networks are in the same conditions as they are.

This also shows that the majority of the households wants to change their circumstances and that they try to get out of poverty. However, there are a lot of factors that makes it harder for the households to succeed. Most of the households do have future plans, but the question is if they will succeed in these plans. The majority of the households generally have a good will and that is important. However, extra support from their network could help them by achieving their plans and improving their circumstances until they get out of poverty.

A review of what the parents of the children, belonging to the Anak Bangsa Foundation project, do themselves has been made. The next chapter will show the results of a questionnaire of what experts think about what the parents of the children, belonging to the Anak Bangsa Foundation project, need to get out of poverty.

# 4. Sub question 3: ‘What do experts think about what the parents of the children, belonging to the Anak Bangsa Foundation project, need to get out of poverty?’

Various experts were asked to fill out a questionnaire to get an answer to the question ‘What do experts think about what the parents, of the children belonging to the Anak Bangsa Foundation project, need to get out of poverty’. Four experts filled out the questionnaire, which are found in attachment 6. All the experts work on Lombok, Indonesia and they all have knowledge about the subject ‘underprivileged children’. All the experts work, or previously worked, with underprivileged children and their families. This sub question shows the opinion of the experts about what they think that the parents need to get out of poverty.

Attachment 8 shows four core labels: ‘Children needs’, ‘Parents’, ‘Solution for poverty’ and ‘Solutions Anak Bangsa Foundation’. ‘Children needs’ shows what the children need of their parents to get out of poverty. The core label ‘Parents’ shows what the parents need to do themselves to get out of poverty. ‘Solutions for poverty’ shows what experts think that are possible solutions for breaking the vicious circle of poverty. And the core label ‘Solutions Anak Bangsa Foundation’ shows what for ideas the experts have about what the Anak Bangsa Foundation can do to support the parents to get out of poverty.

There are different paragraphs, the core labels, with the themes written underneath it. Every paragraph will explain something about the chosen sub labels and what the experts said about this. A summary and conclusion will follow after this.

Child needs

Children out of poverty

The statistics show that two experts think that the two sub labels ‘teaching knowledge’ and ‘help from network’ are two important things that a child needs to get out of poverty. One of the experts mentioned the following thing about teaching knowledge: ‘In the end it all comes down to knowledge and teaching this knowledge to their children.’ (A.7 fragment 20.1) She says that it is important for children that their parents teach them knowledge. Two experts said the following things about the sub label ‘support from network’. ‘Each child has an opportunity, whether they are rich or poor! It is just that the poor children have limitations to reaching it (ideals). They need people who care for them to reach their expectations.’ (A.7 fragment 21.1) Pujas Hendra Pengaras thinks that everybody has opportunities but that not everybody is capable or does not have the resources to get their themselves. He thinks that help from other people is really important to get there. He also mentioned that the children require a special skill (life skills) to be able to get job or employment opportunities. He is thereby the only expert that mentioned employment as a need for children to get out of poverty.

The other expert said that: ‘They do not have enough money. Support the family/child as long as the family has not enough.’ (A.7 fragment 22.1) He thinks that it is important that a foundation supports a family as long as they do not have enough money. He emphasizes in this fragment on the financial support that a foundation can give to a family.

Expert Mindie Scheurs said that a child needs many things to get out of poverty, such as a government that pays attention to this target, financial resources and influence by their parents. (A.7 fragment 20.1) This shows that she, but also the other experts, do not think that there is one simple solutions for what a child needs to get out of poverty. This is also visible by the fact that there are many different sub labels by this core label and theme.

Expert Jantine Buijs has some new thoughts about what a child needs to get out of poverty. She thinks that is important for children to get a proper education and a good basis in nutrition and nurture. (A.7 fragment 19.1)

Parents

What can parents do?

The statistics show that the experts mainly agree in this core label about what the parents can do themselves to get out of poverty. Two experts think that it is important for parents to collect information about things themselves. Jantine Buijs mentioned that she thinks that it is important for parents to know how they can spend their money in the best possible way, which makes it sustainable for them. She gives the following example for this: ‘They buy a HP, a motorbike or a television. There is no money to let their children go to school or to buy the school needs for their children.’ (A.7 fragment 19.2) Parents think about what they need right now, for example the scooter, but they do not think about the future, that their child needs books for school. Mindie Schreurs thinks a little bit different about the sub label collecting information. She said: ‘When they have knowledge about which other options they have, they can make the choice themselves about what they want or not want to do, what they accept from others and what they do not accept.’ (A.7 fragment 20.2) She thinks that parents know what they want and that they have an idea about how to get there. However, it is a challenge for the parents not to quit when there is an obstacle on their way. Her opinion is that she can not make a decision for the parents, but that they need to make a decision themselves. She thinks, just as Jantine Buijs that parents need to collect information themselves, but she also thinks that parents have a choice themselves, which is the second sub label in this core label. Expert Harry Peters also thinks that it is the parents their choice. However, he looks at the financial part of this core label. He said: ‘We only give a basis money for them, but only for education. When we see that the child stays at home. We stop the financial support directly.’ (A.7 fragment 22.2) Their foundation thinks that school is important for the children and they want to help the parents to let their children go to school, so they pay for the school. However, if they see that a child does not go to school anymore, but stays at home, they stop this financial support. Thereby it is the choice of the parents if they motivate their children to go to school, and get the support.

Pujas Hendra Pengaras said that a lot of parents have a disability/lack in education, knowledge and skills and they do not have any support. (A.7 fragment 21.2) He thinks that parents should support their child about how to achieve a better education for example. However, they are not able to do this, because they did not have a good education themselves.

Solutions for poverty

Breaking vicious circle

The experts have five different suggestions about how the vicious circle of poverty can be broke. Two experts think that education for the children is important. Jatine Buijs mentioned in A.7 fragment 19.3 that most of the parents in the kampung, a certain area in a village, did not, or barely get any education. They can not help their children with their homework and they do not see the importance of education. The families do not have enough money to let their children go to school, the children drop out of school, get married young and have children when they are young. They do not have any money and this is how your vicious circle exists.

Pujas Hendra Pengaras agrees with Jantine on this. He said: ‘I still rely on education (formal and in-formal) and justice!’ (A.7 fragment 21.3) He mentioned thereby a second sub label in this core label, namely justice. Harry Peters also mentioned justice as a solution. He said: ‘A better economy and no corruption anymore.’ (A.7 fragment 22.3) A better economy is necessary for households to break the vicious circle, he thereby mentioned that Lombok is getting better in comparison with a couple of years ago. The government needs to help the people, and thereby corruption needs to disappear and justice needs to appear.

Jantine Buijs said that parents can not help their children with their homework and that they do not see the importance of education, because they are barely educated themselves. (A.7 fragment 19.3) The sub label teaching skills parents is connected to this fragment. The whole fragment shows that Jantine thinks that education is important and that parents do not have the skills to support their children in a way that is needed. The parents do not have the skills themselves and they rather have their children work and get money for the family. When you teach parents skills so that they can support their children to go to school and do their homework, there is a possibility to break the vicious circle of poverty.

Mindie Schreurs thinks that it all starts with the people themselves. She said: ‘It all starts with a motivated mental state of mind. You should have a will, the material (for example money or education) you can find.’ (A.7 fragment 20.3) If you really want to change your life you can find a way to do so, according to Mindie. However, if you are not motivated or do not have a will for this, you can not achieve this goal.

Harry Peters has a different approach for breaking the vicious circle. He thinks that the government or foundations should create more job opportunities. More tourists in the villages is an important aspect for this. (A.7 fragment 22.3)

Solutions Anak Bangsa Foundation

Anak Bangsa Foundation

Two experts mentioned ‘Children to school’ as a solution that the Anak Bangsa Foundation can do to support the parents to get out of poverty. Pujas Hendra Pengaras said that he performed home visits to discuss with the parents how they can lead the children in a school run. He also said that they work together to foster children in running activities at home, at school and in their environment interact. (A.7 fragment 21.4) This shows that he thinks that education is important for the children, so that they need to go to school. He works at the Anak Bangsa Foundation and with the home visits that they already perform they already put a focus on this aspect. Jatine Buijs agrees with this, she said: ‘That the foundation makes sure that all the children can go to school.’ She thereby mentioned that the foundation should try to create an opportunity or possibility for the smart and motivated ones to go to college or university. This is also a sub label by the core label and is only mentioned by Jantine.

Mindie Schreurs mentioned three things in her answer about what the Anak Bangsa Foundation can do to support the parents to get out of poverty. The following sub labels occurred in this answer, ‘motivation’, ‘coaching & teaching’ and ‘awakening’. Mindie said: ‘They can help the people to motivate, coach the parents on the way they choose. Support them by teaching them knowledge and create an awaking about their own situation.’ (A.7 fragment 20.4)

Pujas Hendra Pengaras also thinks that coaching & teaching is important. He said that: ‘*I, social worker, continuously perform home visits, discuss together on how to lead the children in a school run (formal and in-formal), discuss how to live clean and have a wider horizon. Discuss what and how the child psychology in everyday life.*’ (A.7 fragment 21.4) This shows that the Anak Bangsa foundation is already trying to do this, but at the same time shows it that Pujas thinks that is an important aspect too and that a foundation should do this. He also said that the Anak Bangsa Foundation chose to support the parents also by providing a soft loan assistance (microcredit) to support economic activity for those who are engaged in their respective fields. (A.7 fragment 21.4) This method gives the parents an opportunity to loan money from a cooperation to start an own company, thereby have a job and make money. He thereby said that providing management in running the business activities (mentoring, counseling and monitoring) is important, which is also a form of coaching & teaching.

Harry Peters named three different aspects, which lead to the follow sub labels, ‘hope’, ‘create jobs’ and ‘support’. He said: ‘*Give them hope for a better future, create jobs and then they are independent. In the time being take care that all poor parents know that we will support for five or more years.*’ (A.7 fragment 22.4) This fragment shows that he thinks that it is important that a foundation shows that they support the parents and that a foundation needs to give the parents hope and creates jobs. The main focus is on the foundation and that they need to change the parents their situation.

Summary

There are different opinions about what the parents and their children need to get out of poverty. The statistics show that the experts mention the different sub labels only once or twice. This shows that the experts point out different accents about what the parents and their children need to get out of poverty and what the foundation can do to support them in this process.

The experts look from different points of view, also visible as the core labels, to this subject, namely: children needs, what the parents should do themselves, breaking the vicious circle and what the foundation can do to support the parents.

When you only look at the point the experts mention about what the Anak Bangsa Foundation can do to support the parents, the following sub labels were mentioned:

* children to school,
* opportunities for college,
* motivation,
* coaching & teaching,
* awakening,
* microcredit program,
* hope,
* create jobs and
* support.

This sub question is about what the experts think that the parents of the children, belonging to the Anak Bangsa Foundation project, need to get out of poverty. The enumeration below will only focus on the sub labels that were named two times by the experts. When a summary of these points is made, the following points can be seen as a conclusion:

* coaching & teaching knowledge,
* help from network,
* collecting information,
* parents choice,
* education children and
* justice.

Conclusion

The experts have different opinions and gave different solutions on the asked questions. This is clearly visible when you look at the statistics, as mentioned earlier. A few sub labels where mentioned twice by different experts, and we think that those sub labels are important as well to keep in mind when we write a recommendation for the Anak Bangsa Foundation. We take sub labels that are mentioned twice from all the core labels, not just from the core label ‘Solutions Anak Bangsa Foundation’. The reason why we do this is because we think these aspects are important too. In the Indonesian culture is it a collectivism society. And we can use this when we want to support the parents to get out of poverty, by using their network to help them for example. The sub labels we chose are:

* teaching knowledge and coaching,
* help from network,
* collecting information,
* parents choice,
* education children

Justice is also mentioned as an important aspect, but that is something we can not change directly. You can try as a foundation to work together with the government and have contacts in the government. However, you could also try to motivate the parents to use their right to vote and thereby change the people that are in the government. Maybe the circumstances will change if there are other people in the government. However, this sub label is focused on the government and not on the foundation and that is not what this thesis is about. We thereby decided to not use this sub label in our recommendation.

The experts have various thoughts about what the parents of the children, belonging to the Anak Bangsa Foundation project, need to get out of poverty. But what does the Anak Bangsa Foundation do already to support the parents to get out of poverty and what does the literature say about possibilities to support parents to get out of poverty? These two points will be elaborated in the next chapter.

# 5. Sub question 4. ‘What does the Anak Bangsa Foundation do now to support the parents to get out of poverty and what does the literature say?’

In this sub question multiple answers to two questions emerge. Sub question 4.1 shows what the Anak Bangsa Foundation does already to support the parents to get out of poverty. Sub question 4.2 shows what the literature says about what a foundation can do to support the parents to get out of poverty. After that a summary and conclusion will emerge.

## 4.1 What does the Anak Bangsa Foundation do now to support the parents to get out of poverty?

L. Eka Setiyawan and Jill Jurgens mentioned four different aspects that the Anak Bangsa Foundation does already to support the parents to get out of poverty. (A.5) However, the Anak Bangsa Foundation does more to support the parents to get out of poverty. For example they help solving problems that the families have. One of the household’s sons got in some trouble in school and he did not go home after school, because he did not want to get in trouble. The parents got worried and they called one of the social workers from the Anak Bangsa Foundation for help to find their son. This is not so much about how they can be supported to get out of poverty. That is the reason why point 4 in the attachments does not get mentioned in this piece.

The first point L. Eka Setiyawan mentions is that the foundation tells the parents how they can stimulate their children to go to the foundation. Sometimes the foundation arranges a meeting to discuss with the parents about how they can motivate or stimulate their children.

Besides stimulation there is the financial aspect. The Anak Bangsa Foundation offers the, previous selected, parents the possibility to use the microcredit program. These parents are first examined to find out whether they are capable of starting their own company or not. The parents can loan money from the microcredit program and thereby they are able to start their own company. The main objective, according to Jill Jurgens (A.5), is that the children have the possibility to go to school while their parents work. Only a small percentage of the parents use the microcredit program. Not all the parents are capable for this program and another reason is that a lot of parents are scared to loan money, because they are afraid that they are not able to pay the loaned money back. The Anak Bangsa Foundation gives the parents advice about how they can start their own company or how they can increase the company they already started.

The last thing that the foundation does to support the parents, is about the daily needs. Every three months the foundation foresees the parents and their children in their basic needs. They get rice, soap, eggs and other things from the foundation to foresee in their basic needs.

## 4.2 What does the literature say about what a foundation can do to support parents to get out of poverty?

You can not find one method or theory to support the parents to get out of poverty on the Internet. However, there are methods, programs and theories that focus on families and poverty and they mention aspects that are important to support parents in general. The paragraphs below will focus on these different methods, programs and theories.

Program Ascend at the Aspen Institute is a program that focuses on moving parents and their children forward towards education success and economic security (Ascend, 2014). Ascend works with a two-generation approach, which means that they focus on parents and children together. Ascend believes that education, economic supports, social capital and health and wellbeing are the main elements that create an intergenerational cycle of opportunity. They focus on vulnerable parents and children.

Two-generation approach

The definition of the two-generation approaches is: the two-generation approaches focus on creating opportunities for and addressing needs of both vulnerable parents and children together (Ascend, 2011).

The two-generation approach can be applied to research, policies, programs and system change that are now focused separately on children and parents. This method can be applied when you focus on:

- Whole-families: focus equally and intentionally on services and opportunities for the parents and the child.

- Child-parent: focus first or primarily on the child, but are moving toward a two-generation approach and also include services and opportunities for the parents.

- Parent-child: focus first or primarily on the parents, but are moving toward a two-generation approach and also include services and opportunities for children.

Key components

There are three key components for the two-generation approach: education, economic supports and social capital.

1. Education

Low levels of education attainment and poverty have a strong correlation with each other. Maternal education and outcomes for children, particularly school readiness for kindergartners are linked. There is also some evidence that when households are committed that this can enhance these positive outcomes. Education that includes skills development linked to high-demanded jobs with opportunities for advancement is important. At the same time, the return of investment for early childhood education for at-risk children is significant over a lifetime. In two-generation approaches, this framework guides programs to build young parents educational credentials, job skills, initial work experiences and employment related networks. These assets are critical to landing good jobs.

2. Economics

Public resources, non-profit organizations and private sectors can provide economic support. Economic support is an important form of support for parents, if they want to improve their skills and build to a better education, better jobs and long-term financial stability. Economic supports include- but are not limited to – housing, student financial aid, child care subsidies, financial education and asset-building, tax credits, transportation, health insurance and food assistance.

3. Social capital

Social capital is an important aspect in a program when you try to get or move families out of poverty. Social capital reveals itself as peer support; contact with family, friends, and neighbors; involvement in community and faith-based organizations; school and workplace contacts; leadership and empowerment programs; use of case managers and career coaches; and other social networks such as cohort models and learning communities. These elements build on the elasticity and strength of families, especially the ambitions the parents have for their children.

Network

As explained in the above paragraph is the social network of families important to get out of poverty. National Human Services Assembly, also called Nassembly, focuses on breaking the cycle of poverty in young families. The fundamentals of positive youth development theory guide nearly have all aspects of the featured two-generation approach (National Human Services Assembly, 2013). Nassembly thinks that it is important for families to get positive social and emotional support from family members, peers, neighbors and community groups who care about them. Positive youth development tries to motivate young families to get in contact with the people around them to create opportunities for themselves, to get positive relationships and have the possibility to ask for support when needed. The parents are being motivated to stand in their own powers.

Positive youth development theory is not the only theory that thinks that network is important for families to change their circumstances. The Positive Psychology theory for example thinks that a power source or resource for families can be in many things, as long as it is a source that a family can use to reach their goals. These resources can be anything, such as: intelligence, family, friends, work, relations, insights, believes, the overcoming of a crisis from the past, the past itself, origin, happiness, financial situation etcetera (Cauffman, De basisaxioma's, 2010, p. 19).

The Social Network Strategy, also called SoNeStra, thinks that network is really important. This strategy focuses on working with the family together with other family members, friends, neighbors etcetera to work towards the goals of the family (Sociale NetwerkStrategiën, 2012). Working together with the people around a family or household is a possible solution for the longer-term. There is a continuum of the people that are involved in the families and they are not only dependent from professionals.

Support the parents

The positive youth development theory of Nassembly, as mentioned earlier, also focuses on the development, education and training of parents. Improving parents parenting skills helps children grow. For example, parenting classes and practices that nurture development, such as creating routines, removing hazards and providing positive discipline. It is not only important to develop the parenting skills of the parents, but also their abilities to be a head of a household. Creating a ‘family mindset’ by the parents to be responsible for raising their children, but also thinking about themselves is important. The wellbeing of children depends on the wellbeing of the parents. If the parents are worried about money problems for example, the children sense these worries.

A method that connects with this idea is the Triple P method. Triple P is a method that teaches parents a positive parenting style. Hereby is a decrease in behavior problems by children the focus. Triple P has various parts such as public campaign, short talks about daily parenting questions until intensive accompaniment. Triple P is inter alia based on the strengths of the parents themselves. The program aims to strengthen the autonomy of the parents, so that they can solve problems by themselves and handle new parenting situations. The parenting support is only a short period of time, thereby it is important to increase the autonomy of the parents (Triple P, z.d.).

Within the program, parents learn to set achievable goals for themselves and their child and to learn to choose the right strategy to find a solution for a particular problem. Afterwards the parents evaluate the chosen method and establish it when necessary. This whole process is also called ‘self regulation’ in the Triple P method. It is important that parents learn that they see which role they played in a change in their child’s behavior or in a change in their own circumstances. It is important that parents see the development of their child as a result of their own efforts. At Triple P there is a strong emphasis on the ability of the parents to reflect on their own parenting behavior and that they can evaluate on this by themselves and where necessary adjust their behavior. The Positive Psychology theory consists with this. They say that the past offers possibilities of resources and exceptions. It is not so much about everything that happened yesterday, which is making things go wrong today. It is important that we learn from what went wrong yesterday so that we can learn and change things today. A realistic future-oriented look is important (Cauffman, De zevenstappendans, 2010, pp. 144-151).

Toxic-stress

Poverty often undermines a child’s well being in two critical ways. The lack of income often prevents parents from meeting children’s basic needs and investing in resources and experiences that will help their children develop. The stress created by living in poverty undermines a parent’s ability to devote time, energy and attention to the job of being a good caregiver. The tragic consequence of this is that children born to parents in the lowest fifth of the income scale are very likely to end up there as adults themselves (National Human Services Assembly, 2013). This process is called toxic-stress.

‘Black and white’ thinking can influence people that constantly live in stress. The Positive Psychology theory gives as an example of the half full, half empty bottle. This indicates that something can look negative at first but that it can turn out in something positive, a resource. For example, a personal loss can, provided that it is processed properly, be reversed into acceptance. Weaknesses can change into resources, threats turn into challenges and a crisis turns into a chance (Cauffman, De zevenstappendans, 2010). This resource-oriented adjustment is an antidote to a tenacious fixation problem.

When people have the feeling that their circumstances are really bad, they get the tendency to think and speak in ‘black and white’ terms. They constantly feel bad, are unhappy and nothing goes right. They do not live their lives in ‘black’ and ‘white’, but in ‘grey’. Sometimes it gets worse and sometimes it gets better. Most things in life are not a matter of ‘or-or’. When you hand them differentiations reality can be refined.

Long-term, intergenerational poverty and parenting education problems often go together. The psychologist Lieve Vanhee (2007) (NJI, 2014) says that there are different opinions about the causes for this. Some researchers say that there is a ‘culture of poverty’ in families where there have been poverty problems for generations long. In these families a culture is created from low expectations, physical forms of discipline and not much faith that they have any influence on this. These families do not necessarily need more money as well as a change of attitude in their way of parenting. Other researchers emphasize on the risk factors or they mention that it is not just the poverty, but also the stress of inheriting these problems.

Geert Greenen (2007) shows in her thesis that a prolonged form of poverty creates a chronic stress, which has a negative influence on the psychic wellbeing of parents and their ability of being a parent.

According to Erik Snel, sociologist and poverty researcher at the Rotterdam Erasmus University, do parenting educational problems arise when parents do not have cultural, social and psychological capital (Levering 2011). Higher educated people can better comprehend with problems, because they have more reflective abilities. Social contacts may benefit in materialistic things, but they can also support them by sharing in the care. The ability to defend yourself against unfavorable situations is important.

Summary

Jill Jurgens and L. Eka Setiyawan mention three points that the Anak Bangsa Foundation does already to support the parents to get out of poverty. Primarily they have meetings with the parents once in a while. They tell the parents during these meetings how important it is that they stimulate their children to go to the foundation. Besides this point there is the financial aspect. Parents can use the microcredit program that the foundation offers them. The parents can loan money to start their own company for example or increase the business they have already. The foundation gives them advice about how they can achieve this. A selection of the parents will be made because not all the parents are capable and suitable for this program.

The Anak Bangsa Foundation takes care of the daily needs of the households once in the three months. They give the households rice, soap, and etcetera. The foundation does more things for the parents and their children. The three points mentioned earlier in the summary specifically focus on what the Anak Bangsa Foundation does already to support the parents to get of poverty.

The literature research shows that there is not just one method to support parents to get out of poverty. The Aspen Institute developed a method called ‘two-generation approach’. This method can be used when a company/foundation focuses on families, children-parent or parent-children. There are three key components within this method, namely: education, economics and social capital.

Education is an important key component for the parents to develop extra life skills in different life areas. Economic support is important when you look at the future of the families and social capital shows that support of the network of the families is important in the process as well.

By this last key component, network, do the Nassambly Institute, Social Network Strategy and the Positive Psychology theory agree with the Aspen Institute. These institutes and methods also think that the network of families is important when you support parents to get out of poverty. Not only when you talk about the materialistic things, emotional support is also important for example.

The Nassembly Institute also focuses on the development and education of and for the parents. They put their main focus on the development of the skills of the parents. The Triple P method is consistent with this. They teach the parents a positive parenting style, the focus is thereby on the autonomy of the parents and that the parents learn how they can solve problems themselves.

The Positive Psychology theory appointed that it is important to use the ‘powers’ of people. Weaknesses can be turned into strengths or chances. This shows that there are possibilities, even though the parents can not always see these possibilities. A possible cause for this can be chronic stress. Chronic stress has a negative influence on the psychological wellbeing of the parents. The literature also appointed that higher educated people have a better ability to handle problems because they have reflective abilities. The literature mentioned that this is consistent with ‘toxic-stress’ that often goes together with poverty. This ‘toxic-stress’ often goes from generation to generation, also called long-term, intergenerational poverty. Parenting education goes together with this. The majority of the parents that live in poverty did not/or barely had any education. They did not get knowledge or the possibility to improve their life skills, which makes it possible for the intergenerational poverty to continue. It is strongly suggested that a social network is important to defend a family against international poverty, and as mentioned previously, not only with materialistic things.

Conclusion

Paragraph 4.1 shows that the Anak Bangsa Foundation does three things already to support the parents to get out of poverty. They appointed that it is important for parents to stimulate their children; they help them with their finances by offering them the possibility to use the microcredit program and they foresee them once in the three months in their basic needs.

The literature appointed different things to support the parents. The literature mainly focuses on the education of parents. The Nassembly Institute displays that poverty often goes from generation to generation if there is no/or barely any education.

The Aspen Institute developed the ‘two-generation approach’. They developed three different approaches, and the child-parent approach fits the best with the Anak Bangsa Foundation. The foundation focuses mainly on the children and thereby on the parents, see chapter 1.

Education for parents to develop skills, to learn how to reflect, to learn how they can solve problems themselves and etcetera gets mentioned often as a solution to support the parents to get out of poverty. This suggests that these aspects are important aspects to get out of poverty. An important support in this process is the network of the families/households. These aspects, besides the aspects the Anak Bangsa Foundation does already, and the Indonesian culture will be taken in consideration when the recommendation for the Anak Bangs Foundation will be written.

Paragraph 4.2 appointed new insights that can match with what the Anak Bangsa Foundation already does to support the parents to get out of poverty.

An analysis has been made about what the Anak Bangsa Foundation does already to support the parents of the children, belonging to their project, and a literature study has been performed. The analysis will be kept in mind when the recommendation will be written and the literature study will substantiate the recommendation. The next chapter is a conclusion about all the data that has been collected in this research.

# 6. Conclusion

The main question in this research was: ‘What can the Anak Bangsa Foundation do to support the parents of the children, belonging to their project, to get out of poverty?’

The Anak Bangsa Foundation currently supports the households by motivating them to stimulate their children to come to the Anak Bangsa Foundation for extra education. Besides that, the foundation helps some households financially by offering them the possibility to take part in the microcredit program. The foundation also supports the households and their family by foreseeing them once in the three months in their basic needs. The interviews with the households and their children, the questionnaires with the experts and the literature show more than those possibilities to support the parents to get out of poverty.

Finances

Sub question 1 shows that money is an important aspect for families to get out of poverty. This is not only mentioned in sub question 1, but also in sub question 2. The households that were interviewed in sub question 2 mentioned regularly that they would like to open up a small business, but that they do not have enough money to do this. The Anak Bangsa Foundation connects with this to create the possibility to loan money to start a company, namely the microcredit program. However, there are a few ‘problems’. Not all the households are capable enough to take part in this microcredit program or the households are too scared to loan money because they think that they will not be able to pay it back. The literature also mentioned in sub question 4 that financial support is important to support the parents to get out of poverty.

The conclusion can be made that money and finances are important aspects to support the parents to get out of poverty. The Anak Bangsa Foundation sees this and they try to connect with this. The question is if they support the households enough in the finance department or that there is a possibility to support the households even more in different areas.

Life skills

Sub question 1 appointed that poverty often goes from generation to generation. Not only sub question 1 mentioned this, but also sub question 3 and 4. Poverty often goes from generation to generation, because there is a lack of life skills in the families to get out of poverty. Sub question 2, 3 and 4 appointed that it is important to learn these life skills. However, not only do the children need to learn these life skills, but also the parents. So do experts mention in sub question 3 that it is important to teach the parents knowledge. There needs to change something and it should start by the parents. Sub question 4 appointed that it is important that parents learn how they can develop reflective skills to reflect on their situation, on what went wrong and about how they can learn from this, that they can change their behavior in the future and come up with solutions for their problems themselves.

The Anak Bangsa Foundation focuses mainly on the children, but the above suggests that it is particularly important to focus on the parents as well and support them by learning new skills. The Aspen Institute in sub question 4 appointed a family approach.

The interviews show that parents are willing to try to get out of poverty. However, sub question 2 shows clearly that parents do not have the ability to get out of poverty yet. The question arises if they are able to get out of poverty themselves. Some of the households do have a plan for the future, but are they capable to make this plan happen or do they maybe need help with this?

Network

Sub question 2 also shows that households often have a network, but that they often do not use their network for help. Do they need more support from their network to get out of poverty? The experts appointed that households need help and support from a network and the literature agrees with this too. Not only in financial terms, but emotional support for example is also important. This research shows that this is an important aspect for parents to get out of poverty. The parents will be part of a network then too. In the end parents need to stand on their own feet and they should be able to use their own network. Most of the parents think only about the financial aspect by using their network. The financial support is important, but the social-emotional support is just as important in the process. The parents barely mention the social-emotional support, they only think about the financial support. The conclusion can be made that there is another task to create knowledge by the parents that there is more than just financial support. Parents can get strength and energy from their network in other areas too.

Parents choice

Experts mentioned at the same time that a foundation can have plans, but in the end it is the choice of the parents. If the parents do not want to change you can have plans as a foundation, but it will be hard to change anything then. Sub question 2 shows that some of the parents understand this principle. Some of the households mentioned that they can try to motivate their child, but if their child does not want to go to school motivation does not work. This might suggest that a foundation can try their hardest to support the households, but if the households do not want to change the foundation can not do anything about this. In the end it is the households who make the choice if something changes. The conclusion can be made that it is important for the foundation to look at the motivation of the households. Which households really want to get out of poverty? Thereby is it important to look at the psyche of the parents.

Sub question 4 mentioned that sometimes people do not know what to do anything anymore, because they are in a negative spiral. The Positive Psychology theory appointed that this is a possibility, however there is always a way out. Sub question 2 shows that some parents do not know how they can get out of poverty. One of the fathers said that it is hopeless for him. According to the Positive Psychology theory is it important that the helper, in this case the Anak Bangsa Foundation, focuses on the strengths of the households. Every household has their strengths and how can they use this?

The experts also mentioned that education for children is really important. The Anak Bangsa Foundation agrees and they connected with this by offering extra education to a group of underprivileged children.

Culture

An important cultural aspect that was mentioned in sub question 1 is that Indonesia is a collectivism society. One of the experts connects with this by mentioning an example of this in her questionnaires. She said that there is a beach with a lot of small shops that all sell Nasi Goreng. This is actually kind of stupid, because if you make the decision to sell Nasi Saté you would probably sell more. However, nobody does this because then there is the possibility that the people around you expel you. Social exclusion is a subject that is also mentioned in sub question 1. This is an important aspect that the foundation should keep in mind so that they can use the collectivism society in their favor.

Peroration

The above paragraphs show that the main question can be answered with the collected data. The above paragraphs show that it is evident that the responses of the households and the answers of the experts can be supported by the literature. Nothing in this research is inconsistent with each other, it just supports each other and adds up together.

The Anak Bangsa Foundation could support the parents extra in many different ways. This shows that the performed research has an additional value to the Anak Bangsa Foundation. New information has come up which the Anak Bangsa Foundation could use to support the parents more to get out of poverty.

The next chapter will discuss this further by describing what the recommendation for the foundation will be. This will be based on the performed research and the written conclusion.

# 7. Recommendation: ‘5. What are additional interventions that the Anak Bangsa Foundation can do to support the parents to get out of poverty?’

The Anak Bangsa Foundation mentioned three things that they do already to support the parents to get out of poverty, namely:

* They motivate the parents to stimulate their children to go to the foundation,
* offering the possibility to use the microcredit program to an select group of households,
* they foresee the households every three months in their daily needs.

At the same time they are offering the possibility to the children to get extra education. One of the experts appointed this as an important aspect as well to get out of poverty.

In connection with the points above, the research that was done and in our opinion, we do suggest that the Anak Bangsa Foundation could give a training to support the parents to get out of poverty. We will be focusing on the households of the children belonging to the project. The whole research is focused on these households, thereby it would not make sense yet if we conclude more households in this recommendation. This means that there are sixty households that we will conclude in this research.

The Aspen Institute developed a method called two-generation approach, as mentioned earlier in this research. We will be using the child-parents approach in this recommendation, because we think this fits the best by the Anak Bangsa Foundation. The Anak Bangsa Foundation focuses mainly on the children, but when they focus on the parents they help the children at the same time as well.

The child-parents approach uses three key components in their method. They focus on education, economics and social capital. These three points will be used in the recommendation as guidance. We will be using the results from the research, the literature and our own opinion when we write the recommendation for the Anak Bangsa Foundation.

We think that it is important for the foundation to focus more on the parents. The results of the research agree with this. If we want things to change we need to start working with the parents more. Jantine Buijs mentioned, in A.7 fragment 19.3, this too when she said that education is important and that parents do not have the skills to support their children in the way that is needed. The parents do not have the skills themselves and they rather have their children work and get money for their family. When you teach parents skills, so that they can support their children to go to school and do their homework, there is a possibility to break the vicious circle of poverty. Poverty often goes from generation to generation, also called intergenerational poverty. The foundation supports the parents already. However, we think that, as well as the other results from the research, the foundation should do this more. We have written down a suggestion for the Anak Bangsa Foundation about how they could do this.

## 7.1 Design training

We suggest that the training to the households will be given in small groups. There are sixty households in total and we think that a group of fifteen households would be good. The group is not too big then, so they can easily focus in the personal experiences of the households and they can pay individual attention to every household. We think that it would be good to invite households from the same kampung to the same training. The households can help each other after the training and this connects with the collectivism society in Indonesia too.

We think that a practical approach works best for the trainings because a lot of parents are not, or barely educated. When you make it practical, the parents have an idea about how they can do things and connect this with their own circumstances. Thereby is it important to use the personal experiences of the households in the trainings. Also, when you make it practical there is a bigger chance that the households will understand it better and remember it better too.

We suggest that the foundation gives one training every two weeks. This means that the households have a training every two months. The foundation can train one key component in one training, which means that the households are done with the complete training in six months.

We give the advice to give the training in three hours. It is important that they invest in one key component, so they need to have enough time to practice and teach the households. There needs to be kept in mind that probably most of the parents are not used to getting a training. One or maybe two breaks during the training are probably necessary.

The second and third training should start with a reflective moment. They can look back on the past two months. What went well, what went not so good and what can they learn from this for the future. Try to put the focus on what went well. The Positive Psychology Theory appointed that this is important, because then they will start noticing their own strengths.

## 7.2 Content of the trainings

### Training 1. Education

The research shows that education for the parents is important. We think that it is important that we teach and coach the parents to develop their skills (A. 9).

We suggest that the foundation focuses on the following life skills in this training:

* thinking,
* living,
* being.

Thinking

It is important for the households that they learn how they can solve problems on their own. You can put the focus on the strengths of the households. What can they do and what are they trying to do to get out of poverty? Compliment them on what they already do and what goes right. At the same time, look at the things that they find hard to accomplish. What is it exactly that makes it hard for them to accomplish this? How can they change their behavior and make it work the next time? This has to do with the reflective abilities of the households. Reflective abilities are important. If they can reflect on their behavior they can learn from their rights and wrongs, learn how to make new decisions and thereby change their behavior for the future (Cauffman, De zevenstappendans, 2010, pp. 144-151).

When you do this, you are working on the life skills to teach the households to find a solution for a particular problem by themselves, to learn what their own strengths are, they learn how they can learn from their previous decisions/behavior, develop the process called ‘self-regulation’ by learning them how to reflect on their behavior and increase their own autonomy.

It is important during this process that you keep in mind that the households set realistic goals for themselves.

Living

Stress can play a role in the life’s of people that live in poverty. This often leads to thinking in ‘black and white’ terms. It can be useful to teach the households that not everything is black and white, but that there is also grey. There is often more than one solution for a certain problem or situation. If you keep thinking in black and white you keep living in stress and then there is a big possibility that the households create toxic-stress by their children. When you start looking to possibilities to get out of this stress, together with the households, you are creating possibilities to search for new chances and possibilities for the households (National Human Services Assembly, 2013).

You can do this to look with the households for the moments that they do not experience stress. What is the reason that you do not feel this stress right now and how can you ensure that you have these stress-less moments more often?

Thereby, you can start looking with the households to the factors that cause the stress. What are these factors and how can we improve them that they do not cause any stress anymore. You can look at the lifestyle choices the households make. For example, do they have enough food (nutrition), do they have clean water and etcetera.

Being

The households are responsible for their own life and their own decisions that they make. Mindie Schreurs said: ‘when they have knowledge about which other options they have, they can make the choice themselves about what they want, or not want to do, what they accept from others and what they do not accept from others.’ (A.7 fragment 20.2). This shows that she thinks that households are responsible for their own life, but that they need some help at the same time as well.

As a parent or guardian you are not only responsible for you own life, but also for the life of your child. As a parent or guardian you can influence the life’s of your children, what they become and how they end up in life. This responsibility is not only financial, but also social-emotional. Do they support their child in school or do they help them with their homework for example?

Everybody is responsible for his or her own life. If they do not change their behavior then their circumstances will not change either. So focus on what the households can do themselves. What this is can be different for every household.

### Training 2. Economics

The Anak Bangsa Foundation does two major things already, as appointed in chapter 5, to support the households in their finances. They offer the possibility to take part in a microcredit program and the foundation provides the households in their daily needs. But they can do more.

We suggest that the foundation focuses on the following life skills in this training:

* managing,
* working.

Managing

The foundation could educate the households in managing money for example. What are important aspects or things where they need money for? Is that new scooter really so important or can they better save the money for later and let their child go to school for example? These important aspects can be different for every household.

Another thing could be that you teach the household what the principle is of saving money. Why do I save money and how do I do this? Do I save the money in my house or do I put it in a saving account on the bank? A book that you can use for this is ‘Managing Your Money All-In-One for Dummies’ (Dummies, 2009).

Working

Last but not least, what can you do to provide money for your family? Does a household need a new job for that? If so, how does the process of searching for a job work? What can a household do to find a new job or earn more money? The answers to these questions can be different for every household. One simple answer is not possible, you need to search together with a household to the possibilities. And in this process you need to teach the households how they can do it themselves the next time.

### Training 3. Social capital

We suggest that the foundation focuses on the life skill relating in this training.

Relating

We can say that The Anak Bangsa Foundation is a social capital for the households. However, this is not good enough. The households need to learn how they can use the people around them as social capital. What happens if their children do not go to the Anak Bangsa Foundation anymore or when they are not reachable? Are there family, friends, neighbors or other people around them who can help them during these moments?

We found out during this research that a lot of households only think about the financial support that they could get from their network. One of the households said: ‘ He can not ask for help from anyone, because they are in the same situation. They have the same circumstances, the same conditions they live in.’ (A.3 fragment 2.7). The conclusion then is, is that their network has the same circumstances and that support is not possible. However, a network can do so much more for a household than just financial support. The social-emotional aspect is just as important, or maybe even more important.

Motivating households to use their own network should not be too hard in Indonesia. The Indonesian culture is a collectivism society (The Hofstede Centre, z.d.), which means that people are involved with each other already. The trick is to teach the households that support is not only based on financial support.

You can use your network to help you when you are sick and can not go to the market to buy food, when your child is sick and you need to go to work, when you are a single mom who has four children and just wants to talk about how difficult it is to take care of them by yourself or when you have a problem and you do not know what to do about it. Maybe your network has ideas about how you can solve these problems and help or support you with this. These are just a few examples, but you can use them for so much more.

Conclusion

These three key components came forward as important aspects during our research. We think that these three key components are meaningful for the Anak Bangsa Foundation as an additional support possibility to support the parents to get out of poverty. This recommendation connects with the main research question that we had for the Anak Bangsa Foundation. The foundation wanted to know what the parents do themselves to get out of poverty. We hope that the foundation can support the parents more to get out of poverty.

Do you want to know more about the methods that we used in this recommendation? We would like to refer you to the literature used in chapter 5 and to the bibliography.

# 8. Justification

## Justification of the thesis

An addition to the main question

The main question in the study is changed from ‘What can Anak Bangsa Foundation do to support the parents of the children, belonging to their project, to get out of poverty?’ to: ‘What can Anak Bangsa Foundation do to support the parents of the children, belonging to their project, to get out of poverty and create a better future for their children?’.

This has been decided, because the supplement of ‘a better future for their children’ also emerges from the literature, the interviews and the questionnaires. By adding ‘and create a better future for their children’ to the main question is the question more complete and gives the collected data an answer to this main question.

Additional sub-question and an additional goal

There is an additional sub-question and goal in the thesis. The reason for this decision is that interviewing other professionals and social workers from different foundations has added value for this thesis. The opinion and thoughts of experts and other professionals, about what options there are for parents to get out of poverty, are important to know for this thesis. These opinions, together with the answers from the parents, will strengthen the recommendation for the foundation and thereby the thesis.

It has been decided to interview four experts through questionnaires. These experts live in Lombok, Indonesia and they have knowledge about underprivileged children. The experts are working or they have worked with underprivileged children and their families. The foundations that were approached are all foundations in Lombok. There are many different cultures in the world and by asking experts that work with the same culture increases the value and the applicability of their answers for the research.

A change in sub question 1

In the research plan, written before the start of the research, was written down that the definitions about poverty and underprivileged children would be focused on Lombok, Indonesia. This has changed, because there was no specific information available about this region. Therefore is decided that the definition in sub-questions 1.2 and 1.3 would be about whole Indonesia.

Sub-question 1.1 did not change, because there was enough information available about the history and culture about Lombok itself.

One group of subjects for the interviews instead of two groups

In the research plan was written down that the interviews would focus on two groups of subjects, namely the parents of the children participating in the program and parents of the children that are on the waiting list for the program.

Both interpreters indicated that it is impossible to conduct the interviews with the parents of the children that are on the waiting list. The reason for that is that there is no frequent contact with them yet and there is not a stable and close enough relationship yet. The questions asked in the interviews are too direct and personal for them, which means that they will not answer to the questions. Therefore is decided to conduct the interview to only one group of subjects.

Getting the right information and translation from the interpreters

There are always two interpreters present during the interviews. Both interpreters speak and understand the English language, but also the Sasak language. Sasak is the original language speaking on Lombok and most of the households speak this. The interpreters can correct each other, which makes it more likely that the researchers get the right information. Hereby there is a minimal risk of losing information or not getting all the information said by the households.

Using interpreters is a risk, because some of the information may get lost during translation. This risk is always present when an interpreter is used, but using two interpreters minimizes this risk.

Elaboration of the interviews

The answers that the households give to the interpreters are translated and not direct answers to the researchers. The English language is not the first language of the interpreters, which means that most of the time the answers are not in formal English. The grammar and syntax use of the interpreters is not always correct. This makes it harder to read and understand the given answers. Therefore it was decided to change the grammar and syntax, but the content of the message will stay the same.

Besides that, the interviews will be written in the he and she form. The reason for this decision is that the interpreters talk in the he and she forms, and in this way the content of the interview will remain as close to the truth as possible.

Change in the justification of the hours

In the research plan there was planned to spend five hours for this chapter. This chapter took eighteen hours to write instead of five hours. The reason for this is that there is an additional sub-question and an additional goal added to the research. Besides that the translation to the English language took more time than calculated.

There were twenty hours calculated to write chapter two. This chapter took forty hours to write instead. It was difficult to find literature about poor and underprivileged children on Lombok. Reading the material on the different subjects took more time than expected. The different language plays a role in this too. It took longer than expected to make a successful peace of this chapter.

In the previous written research plan was a schedule with the calculated work per chapter. Since things changed in the chapters and that chapters were added in this research is this schedule not accurate anymore.

A change in sub question 3

Sub question 3 was previously known as: ‘What do the experts think about what the parents of the children, belonging to the Anak Bangsa Foundation project, need to get/stay out of poverty. ‘Stay out’ is omitted, because all the parents, because all the parents of the children still live in poverty. The research is focused on how the parents can get out of poverty and not about how they can stay out of poverty. Staying out of poverty is not (yet) applicable.

An additional chapter is added

There is another chapter added to this research, namely chapter 7: ‘5. Recommendation: ‘What are additional interventions that the Anak Bangsa Foundation can do to support the parents to get out of poverty?’ The plan was originally to write the recommendation in sub question 4. However, another literature study was needed before it was possible to write the recommendation for the Anak Bangsa Foundation. Therefore it has been decided to write the recommendation in a chapter that is specifically focused on the recommendation for the foundation.

The name of sub question 4 is thereby changed from ‘What can the Anak Bangsa Foundation do to support the parents of the children, belonging to their project, to get out of poverty’ to ‘What does the Anak Bangsa Foundation do now to support the parents to get out of poverty and what does the literature say?’

## Justification fragmentizing and labeling

In the paragraphs below we will be explaining why we fragmentized and labeled the interviews and questionnaires the way we did. We will do this in the same order as written in the book ‘Kwalitatief onderzoek’ from D.G. Baarda. The first four paragraphs are focused on the interviews with the households, but the same process is followed by the fragmentation and labeling of the questionnaires of the experts.

Deleting irrelevant text

This is the first step that was taken after all the interviews were elaborated. Reducing irrelevant text has been done based on the research question: "What do the parents themselves do to get out of poverty." With this question, the answers that were obtained from the interviews were checked and all information that does not answer the research question has been deleted. After that the reduction of the irrelevant information in all eighteen interviews was done, only the relevant parts of the text remained. (Baarda D. G., Hoe prepareer ik mijn kwalitatieve gegevens?, 2009, pp. 306-308)

Choice to fragmentize & splitting relevant text into fragments with the analyze-unit method

The analyze-unit method is chosen to fragmentize the remaining parts of the interview. The remaining parts of the interview were divided into fragments and a label was added to this fragment. These fragments give an answer to the research question. By dividing the text into fragments, the important answers remain and there is a possibility to merge several passages scattered throughout the interview into one fragment. Different labels are added to different fragments that represent the core of what is said in certain fragment.

Various aspects and internal relationships of a particular subject are displayed in the fragments and they give a more detailed image of the given information in an interview. (Baarda D. G., Hoe prepareer ik mijn kwalitatieve gegevens?, 2009, pp. 309-312)

Grounded theory approach

The grounded theory approach is a strategy that tries to develop a theory to encode information carefully, to analyze this and then analyze this again. This approach has been used in this research. The information has been reduced, after that they have been split up in fragments and they have been encoded. A label system has been used to encode in this research. Hereby there has been tried to stay close to the content with as less interpretation as possible.

The labels have been chosen based on what the parents have said, or a contamination of their answer, in one word.

For example: different parents mentioned that they try to stimulate or motivate their children. These two words have been put together under the label ‘stimulation’. The researchers tried to avoid interpretation as much as possible and use the words of the interviewer in the labels. (Baarda D. G., 2009, pp. 319-320)

Causal analysis/ iterative process

The analysis in this study is a causal analysis. It is important to order the labels in the same time sequence as in the interviews. This is what has been done and thus there is no particular structure or order in the label system. This leads to skipping step two from the iterative process. (Baarda D. G., 2009, p. 324)

Axial coding and accountability issues

The researchers looked, after labeling each fragment, which sub labels had common features. These sub labels are put under certain themes. You can find in attachment 4, which sub labels fit with which themes for the interviews with the households. Attachment 8 shows, which sub labels, fit with which themes for the questionnaires from the experts.

After all labels have been put together under different themes, the process of ordering those themes under core themes started. This is done on the basis of substantive relationship, just like what has been done with the ordering the themes. This format is also determined by the research question ‘what do the parents do themselves to get out of poverty’.

The core labels for the interviews are: ‘Job’, ‘Anak Bangsa Foundation’, ‘Network’, ‘Financial’, ‘School’ and ‘Future’. The core labels for the questionnaire are: ‘Child needs’, ‘Parents’, ‘Solutions for poverty’ and ‘Solutions Anak Bangsa Foundation’. The definition of the core themes will be explained later on.

Adopt the validity of the labels

This label system is specifically for this research and for the city where this research has been conducted, Praya. Different households have been conducted in the interviews, but they all live in the same city. There is a possibility that parents or guardians of underprivileged children give a different answer in a different area of Lombok. This does not matter for this research. The main focus in this research is what the parents of the children belonging to the Anak Bangsa project do to get out of poverty. The answers from parents out of another area in Lombok are not relevant, because their children do not belong to the project of Anak Bangsa. (Baarda D. G., 2009, p. 328)

Defining the core labels

There has been decided to use six core labels. The six core labels ‘Job’, ‘Anak Bangsa Foundation’, ‘Network’, ‘Financial’, ‘School’ and ‘Future’ represent the content of the theme labels and they give an answer to the research question at the same time. All these core labels are areas of life, which can be read back in attachment 2. The core labels ‘Job’, ‘Anak Bangsa Foundation’, ‘Network’, ‘Financial’ and ‘School’ are about the present. These core labels are subscribed under the division present. These core labels clearly show what the parents of the children do now to get out of poverty. Core label future is the only core label that is subscribed under the division future because the content of the sub labels specifically focus on what the plans are from the parents for the future. You can find the core labels, themes and sub labels in attachment 4.

There has been decided to use four core labels for the questionnaire from the experts. The four core labels are ‘Child needs’, ‘Parents’, ‘Solutions for poverty’ and ‘Solutions Anak Bangsa Foundation’. These core labels have been chosen, because they summarize the themes and sub labels really well. The core labels stay thereby close to the given answers of the experts. You can find the core labels, themes and sub labels in attachment 8.

(Baarda D. G., 2009, p. 330).

Intersubjectivity/reliability

Intersubjectivity is really important in qualitative research. Intersubjectivity says something about the reliability of a research. It is about how the researchers findings are colored by the person of the researcher, in this case the researchers.

L. Eka Setiyawan has tested the intersubjectivity of this research. He agreed with the chosen methods used to fragmentize and label the interviews and questionnaire. This research is thereby reliable. (Baarda D. G., 2009, p. 332)

# 9. Process evaluation

We are going to evaluate the process of this research in this process evaluation. We would like to look back in this evaluation to the strengths, the weaknesses, our (learning) experiences, the problems that came across and if this research was able to give an answer to the main research question.

The strengths of this research

This research has a couple of strengths.

The first strength is that we interviewed eighteen households. The validity of this research increased by conducting more households for the research. We discovered during the research that a lot of the answers of the households agreed with each other.

The second strength is that not only the results of the interviews agreed with each other, but also the literature and the questionnaires of the experts matched.

Another strength is that we questioned experts. At first we did not plan to do this, since we only wanted to interview the households. We think that we improved our research by questioning the experts using a questionnaire. The expertise’s of the experts are now included in our research. We questioned one expert from the Anak Bangsa Foundation, but also from other foundations. If we decided to only question experts from the foundation, there was the possibility that the experts would look too much from the Anak Bangsa Foundation point of view. To address experts from various foundations a broader picture is created.

The answers of the experts matched with the results from the research and the literature, as written in the above paragraph. We think that questioning the experts and not only the households and the foundation has prevented a one-sided picture.

The fourth strength that we would like to mention is that we used the same topic list for the interviews for all the households. This also applies for the experts, since all the experts received the same questionnaires. An effect of this is that it is consistent and the main line in the interviews and questionnaires is the same. Similarities and differences are thereby clearly visible and derivable.

The fifth and last strength that we would like to appoint is the fact that we had the same contact person all the time that arranged the interviews with the households. He knew the households and he already had a relationship with them. He was familiar with the households, which meant that we could ask our questions and that the households generally dared to openly and honestly answer our questions. There would be the possibility that we did not get the answers to our questions if we would have had a social worker that was not that familiar with the households. Our questions were direct and were about sensitive subjects, which means that the relationship with the households is important.

The weaknesses of this research

There are also some weaknesses in this research besides the strengths.

The first weakness we want to appoint in this research is the language barrier. We needed an interpreter during the whole research with the households. They needed to ask the questions for us and they needed to translate the answers of the households. There is a possibility that the questions were not asked the way they were intended or that the interpreter did not translate the answers of the households the way they were given. Besides that, sometimes the interpreters gave their own opinion about a situation. This made it harder for us to distinguish what the households told the interpreter and what the opinion was of the interpreter. However, we would like to appoint that we had two interpreters present during the interviews who added each other when they were translating.

Secondly, we would like to point out that we did not had to possibility to ask all the questions we wanted. This had to do with the culture and politeness. There is a possibility that additional important information was missed.

The third point that we would like to identify is that we can never be quite sure if what the households say is really true and done or not. Within this culture it is not so strange to give a certain answer out of politeness. This means that there is a possibility that the answers do not always match the reality.

The fourth and last weakness in this research is that this research is only focused on Praya and the households that belong to the children that take part in the Anak Bangsa Foundation project. This research and the results can not easily be involved in another area of Lombok There is the possibility that households in different areas give different answers. There is also the possibility that households, who have children that do not go to the Anak Bangsa Foundation, but who do live in Praya give different answers as well. The results of this research are thereby only valuable for the Anak Bangsa Foundation.

Our (learning) experiences in setting up and during this research

We gained the following learning experiences during the design and implementation of our research.

We found out that, during the labeling and fragmentizing of the interviews and questionnaires, it is important to read the literature really well before you start. We read the book volatile before we started working on this. We found out in this process that the labeling did not go as we wanted it to go. We stopped, read the literature again and restart the process of labeling. This took us extra time. When we take more time to read the book the next time, we will quickly know how to do something the ‘good’ way.

The second learning experience we would like to point out is focused on researching in a foreign country. We think that it is important to know something of the country and culture you are going to do your research in. We did this and we found out that this was really valuable for our research. It is important to know about the habits, norms and values from a culture in order to understand the answers households give or to understand the way things go in a country. This is important for the research, where you have to work with the household, but also with the collaboration with colleagues. Also, when we write the recommendation for the foundation we needed to keep this in mind, since the recommendation gets possibly deployed in this culture. In our research, we thereby needed to respond to this.

The third point we want to identify that we have experienced is that it is important to realize that you have to be flexible. Things go differently than planned, because you have to work in another culture with other habits. This asked something from our flexibility. It is not normal to make appointments in the Indonesian culture, which led that we could not prepare for an interview. We prepared for an interview in the beginning, but after a few times we found out that this was a waste of our time. We prepared for two certain households, but when we went there they were not home so we went to another households. There goes your preparation.

Besides that, we experienced that the interviews with the households went quicker than expected. This was in our advantage, but at the same time is there the possibility that this can turn out differently and become a disadvantage. The research can be delayed, because the planning you made is not possible anymore.

We experienced this with the interviews, they were conducted quicker than expected. However, at certain moments we only had one household to interview that day, while we expected two. We thought that we would interview another household the next day. This turned out differently though, because three households showed up instead of one! At one of these moments it is important to be flexible and handle the situation the best you can. The planning you made goes out the window for that moment and you deal with the situation you are in.

The fourth and final point that we want to appoint is the importance of communication. There are three different parties involved during this research, namely the foundation, school and us. They all have their own thoughts and ideas about the thesis. We experienced that this can be difficult, because we got the feeling that we got tossed between the different opinions. Communicating with the different parties is thereby important.

What went wrong during this research?

Nothing went wrong or caused a problem during this research. As written in an above paragraph would it have been better for us to read the literature better before we started with the labeling and fragmentizing process. We both did not really have an idea about this process, because we barely got lessons about this subject. We had to figure this out while trying and this leaded to adapting the labeling system several times, because we had the feeling that the system was not as we pleased yet.

The problems that came across during the research and the solutions

We already mentioned some point by our (learning) experiences. It was difficult to make appointments with the households. It occurred that we prepared for an interview with a household, but that we ended up by another household because the other one was not available that day. That is how we figured out that it preparing for an interview is useless here, because you do not know if you end up by the households that you planned to go to. We decided to not prepare for the interviews anymore. We read the available information about a household after the conducted interviews.

Something that also happened a few times was that we had one household that we could conduct the interview with instead of two. Or that we expected one household and then we had three! We needed to be flexible in this and change our schedule when this happened. Our approach was that we wanted to interview the amount of households that were available that day. This led to some long and tiring days, but this eventually led to the fact that we finished all our interviews on time and on schedule.

Does this research give an answer to the main research question?

Finally, we want to look back and see if our research gives an answer to our research question. We think that, when you look at our conclusion and recommendation, our research gives an answer to the research question. The research results led to one recommendation for the Anak Bangsa Foundation about how they can support the parents of the children, belonging to the Anak Bangsa Foundation project, to get out of poverty and create a better future for their children. When we look back on our research and the results, we think that we can conclude that an answer to this research question can been given.

### Justification of the division of tasks

This justification describes the division of the tasks between the two researchers. We would like to point out that however Lisanne has written more documents, we were both responsible for the written documents. If one of the researchers wrote a piece, the other researchers read it, pointed some things out if she did not agree and changed things when necessary. Lisanne wrote almost all her pieces in Dutch, because that is her strength. Linda translated all those pieces in English, because she masters the English.

The research report is a final document of our work together and we are both content with the work that was done and the result in this report.

Linda has performed the following tasks:

* Lay-out
* Prologue
* Introduction
* Chapter 1: 1.1. & 1.3.
* Typing/processing interviews households (uneven ones)
* Chapter 2: 2.1. History & 2.2.
* Rewritten Sub question 3
* Final responsibility APA bibliography
* Spelling & grammar whole research
* Processing feedback teacher & coach
* Translation of most written documents of Lisanne

Lisanne has performed the following tasks:

* Summary
* Chapter 1: 1.2.
* Chapter 2: Culture & 2.3.
* Typing/processing interviews households (even ones)
* Labeling & fragmentizing questionnaires experts
* Sub question 2
* First version Sub question 3
* Sub question 4.1.
* Conclusion
* Justifications
* Process evaluation

The following tasks are performed together:

* Topic list
* Conducting interviews
* Labeling & fragmentizing interviews households
* Sub question 4.2.
* Recommendation
* Appointments coach

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# 11. Attachment 1: Interview questions with the households

* **General:**

- Can you tell us something about your household?

- What is the reason that your child goes to Anak Bangsa Foundation?

- What do you think about what ABF does for your child?

* **Nurture (parents, parents/child, vicious circle)**

- Can you tell us more about the family you grew up in?

- What are important aspects for you that your parents taught you in the nurture they gave you? And which of these aspects would you like to teach your own children?

- What does your child need to get out of poverty?

- What do you do already to get out of poverty?

* **Plans for future/ dreams/ hope?**

- Do you have hopes/wishes for a better future for your child? Can you tell us more about these hopes?

- Do you have a dream for the future? What kind of dream?

- Do you have any plans for the future (start an own company for example)? And what kind of plan?

* **Network**

- Are there family or friends that can help you with this desire? And how can you try to make them part of this desire?

# 12. Attachment 2: Core labels, themes, sub labels and statistics of interviews households 1-18

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Division** | **Core labels** | **Themes** | **Sub label** | **Statistics** |
| **Present** | Job | Job | JobJobless | 162 |
|  |  | More jobs | More jobsIn the past | 81 |
|  | Anak Bangsa Foundation | Reason ABF | More educatedIndependentLife skillsBetter future | 131613 |
|  | Network | Using network | Using network | 6 |
|  |  | Not using network | Same situationScared to loanFamily not helpingLoaned previouslyPaying loan back impossibleWaiting | 521121 |
|  | Financial | Saving money | Saving money | 6 |
|  |  | Financial situation improved | Financial situation improved | 3 |
|  |  | Microcredit | Microcredit | 1 |
|  |  | Improving their circumstances | Improving their circumstancesNothing | 11 |
|  | School | Motivation for school | Own experienceStimulationChild motivationEducationBetter future | 8183312 |
|  |  | Provides school needs | Provides school needs | 4 |
|  |  | Focus on school | Focus on school | 1 |
| **Future** | Future | Future plans | Own businessImpossible for nowImprove own businessSave moneyExtra jobLoan moneyNew job | 6333111 |

# 13. Attachment 3: Core labels, themes, sub labels, statistics questionnaires experts 1-4

|  |  |  |  |
| --- | --- | --- | --- |
| **Core labels** | **Themes** | **Sub labels** | **Statistics** |
| Child needs | Children out of poverty | Proper educationNutrition & nurtureInfluenced by parentsFinancial resourcesGovernmentTeaching knowledgeHelp from networkEmployment  | 11111221 |
| Parents | What can parents do? | Collecting informationParents choiceSupport child | 221 |
| Solutions for poverty | Breaking vicious circle | Education childrenTeaching skills parentsHave a willBetter economy/more jobsJustice | 21112 |
| Solutions Anak Bangsa Foundation | Anak Bangsa Foundation | Children to schoolOpportunities for collegeMotivationCoaching & teachingAwakeningMicrocredit programHopeCreate jobsSupport | 211211111 |

# 14. Attachment 4: Circle of life skills

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Source: Life Skills Education.

http://www.lifeskillseducation.in/lf\_skill3.html