

YOUTH EMPLOYMENT IN INDONESIA:  
COMPENDIUM OF BEST PRACTICES AND  
RECOMMENDATIONS FOR INDONESIA

LEA MOUBAYED AND R. MUHAMMAD PURNAGUNAWAN

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## **TNP2K**

Grand Kebon Sirih Lt.4,  
Jl.Kebon Sirih Raya No.35,  
Jakarta Pusat, 10110  
Tel: +62 (0) 21 3912812  
Fax: +62 (0) 21 3912513  
[www.tnp2k.go.id](http://www.tnp2k.go.id)



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<sup>1</sup> Appendix 1 in this report lists all key informants contacted for this working paper and its compendium.

## Abbreviations

ANPE	<i>Agence nationale pour l'emploi</i> (National Agency for Employment)
ATS	after-training support
BDS	business development service
BI	Bank Indonesia
BKM	<i>badan keswadayaan masyarakat</i> (community self-reliance agency)
DINSOS	<i>Dinas Sosial</i> (Office of Social Affairs)
EAST	Education and Skills Training
GET	Gender and Entrepreneurship Together
GoI	Government of Indonesia
GP	good practice
ILO	International Labour Organization
Komida	<i>Koperasi Mitra Dhuafa</i> (Mitra Dhuafa Cooperative)
LPK	<i>lembaga pelatihan kursus</i> (nonformal training centre)
MDG-F	Millennium Development Goal Achievement Fund
NGO	nongovernmental organisation
Rs	Rupees (Indian)
SIYB	Start and Improve Your Business
SME	small and medium enterprise
SMK	<i>sekolah menengah kejuruan</i> (vocational school)
SMP	<i>sekolah menengah pertama</i> (junior secondary school)
TNP2K	<i>Tim Nasional Percepatan Penanggulangan Kemiskinan</i> (National Team for the Acceleration of Poverty Reduction)
ToE	Training of Entrepreneurs



TREE	Training for Rural Economic Employment
UNICEF	United Nations Children's Fund
US\$	US dollars
YEC	Youth Entrepreneur Centre
YEN	Youth Employment Network



# Compendium of Youth Employment Good Practices Organised by Pillar

## Pillar 1: Reducing School Drop-Out and Keeping Youth at School Longer

### Box 1: Education and Career Counselling at School: Examples from South Sulawesi and Papua

During implementation of the International Labour Organization's (ILO's) Education and Skills Training (ILO-EAST) programme (2008–11), the district head of Tana Toraja, South Sulawesi, asked the State Ministry of Administrative Reforms (*Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi* or kemenPAN) to establish a number of civil service positions specifically for career counselling teachers:

The appointment of two career counsellors in 2008 was the first indication of the government's awareness and action on the issue. With time, the recruitment process accelerated, and by the end of 2009 a total of 11 fulltime career counsellors were employed. In neighbouring districts the situation was the same with slow initial recruitment of career counselling teachers, but eventually a total of 26 specialty teachers were appointed. The district now has one career counsellor for roughly 150 children at school senior levels. Similar initiatives also took place in other districts.

In order to strengthen teachers' competence, ILO-EAST arranged a course in career counselling, which was attended by 85 newly appointed career counselling teachers from 51 academic and vocational secondary schools located in several districts. (ILO 2011c: 60)

Local governments paid for all the expenses—except training for 85 teachers. Training cost an average of Rp 2,200,000 or US\$258 (ILO 2011c). The district government in Wajo District, South Sulawesi, provided special support:

The Wajo district government allocated a budget of Rp 62,900,000 (US\$7,400) to train 41 new career counselling teachers from both public and private junior high schools, including Islamic junior high schools. The training was held in Sengkang, the capital city of Wajo, in February 2010. In addition to district funding, every school involved in the initiative provided Rp 200,000 (US\$24) per teacher to join the training. The trainer for the training was an ILO accredited master trainer employed by the State University of Makassar. The government of Wajo has committed itself to continue the activities and provided additional training for teachers. (ILO 2011c: 60–61)

Following instructor training:

Most schools have supported teachers with the required facilities, including allocating time for career counselling teachers to see students during class hours if required. The schools also provide rooms for career counsellors to meet with students in private. In some schools, career counselling has been included in the school curriculum. (ILO 2011c: 60)

In Papua, the Education Quality Assurance Board (*Lembaga Penjaminan Mutu Pendidikan* or LPMP), with support from the ILO-EAST programme, conducted six-day courses in job and education counselling for 283 career counselling (*bimbingan karir*) and life skills teachers, including 120 men and 163 women, from 140 junior secondary schools (*sekolah menengah pertama* or SMP), vocational schools (*sekolah menengah kejuruan* or SMK), and senior secondary schools (*sekolah menengah atas*) located in six districts: Boven Digoel, Jayapura, Jayapura municipality, Jayawijaya, Keerom, and Merauke (ILO 2011c). In cooperation with the Assembly of Counselling Teachers (*Musyawarah Guru Bimbingan dan Konseling*), EAST provided on-site technical assistance after the training (ILO 2011c). In addition, the Education Office established a forum where teachers could share lessons learned and good practices (GPs) from their schools (one per topic, including in job counselling).

Among participants in the training, two trainee teachers from SMP *Negeri* 5 Arso and SMK *Negeri* 3 Jayapura started to arrange and provide counselling services in their own school based on the methodology learnt. This consisted of group guidance, individual guidance and home visits, and a 'Learning Conversation'

approach used in counselling classes (2 hours/week) to generate a trustworthy and respectful environment for communication and exchange for youth (ILO 2011c).

In order to improve the students' perception and knowledge about what they have to do to reach their future goals, learning in the class room was supported by discussions on subjects such as self-awareness, environmental knowledge, and knowledge on how to set personal goals. (ILO 2011c: 64)

The total budget (excluding the salary of career counselling teachers but including a set of lesson plans and required teaching instruments; tools for individual monitoring such as counselling cards and personal notebooks; and administrative arrangement support tools such as a problem inventory book, histogram checklists, visit record, etc.) amounted to Rp 4,500,000 per year (US\$530) for 172 students at SMP *Negeri* 5 Arso or Rp 26,000 (US\$3) per student per year. At SMK *Negeri* 3 Jayapura, the total budget amounted to around Rp 49,500,000 (US\$5,800) per year for 1,800 students or Rp 27,500 (US\$3.20) per student per year (ILO 2011c).

Ultimately, district administrations and school headmasters in both provinces have been rewarded by positive results:

- Student problems and student behaviour issues, which were often neglected, are being handled more efficiently and there is better discipline, less absenteeism, and less conflict among students.
- Students gained a 'better understanding of various jobs and professions available in the world of work [and] of what they would need to do to get the job they want' (ILO 2011c: 65).
- Teachers have experienced important changes in mind set: they interact more frequently with each other about students and prefer 'personal' counselling to 'punitive' approaches to assess the reasons behind students' low grades or behavioural issues. Teachers have acquired the reflex to look for 'underlying' factors, including living conditions at home and social circumstances, for example in SMK *Negeri* 3 Jayapura, using histogram checklists, and sociograms to contextualise student problems (ILO 2011c).

Conditions for scaling up and replicating career-counselling initiatives in other Indonesian provinces include the following:

- District and school administrators are almost entirely the ones responsible for decisions on whether to prioritise noncore subjects, such as career counselling, and to employ specialty teachers such as job and education guidance counsellors and/or life skills teachers. 'Headmasters have a major say in how a school budget is allocated' (ILO 2011c: 67). For proper expansion of similar initiatives, headmasters and their staff need to be persuaded of the benefits of career counselling to choose to allocate a portion of their funds to implementing such sessions in their schools (ILO 2011c). Awareness-raising efforts targeting the district level, school headmasters, parents, etc. are therefore crucial. Specialised associations, such as the Indonesian Career Counselling Teachers Association (*Assosiasi Bimbingan dan Konseling Indonesia* or ABKIN), could be supported in conducting advocacy efforts and sustaining the momentum.
- A network of trainers trained by 'ILO Masters' exists in all provinces and could be reactivated any time, thus avoiding significant additional training costs to local governments: by using the network, training more teachers 'should not burden district budgets in any significant way' (ILO 2011c: 61).
- 'Meeting and discussions in relevant forums where school principals and teachers meet is the best avenue for enthusiastic school principals to inform others about their successes with the BK [*bimbingan karir* or career counselling] programme' (ILO 2011c: 67). In the same vein, 'visits to districts with successful implementation of career counselling activities and other non-core initiatives, such as life skills activities, would go a long way to convince other district authorities of the benefits of teacher-training initiatives' (ILO 2011c: 61).

Source: ILO (2011c).

## Box 2: Child-Centred Learning and Life Skills Training: Impact on School Retention in Indonesia

During 2008–11, major local efforts in Indonesia were carried out to consolidate the quality and capacity of equivalency education providers, community learning centres (*pusat kegiatan belajar masyarakat*), and children’s centres, for delivering child-centred education in flexible settings using the Experiential Learning Cycle, based on participation and interaction.

In Maluku, the method resulted in ‘more interesting and participatory learning and served as an incentive for children to stay or return to school’ (ILO 2011c: 22). The overall impact was very positive: 267 children were readmitted to school, including 246 to nonformal institutions and 19 to formal schools (ILO 2011c). Grades improved: about 40 percent of the vulnerable student group showed improvement (ILO 2011c).

The programme has made children more aware of the benefits of education and helped them understand that education is not a privilege but a right. On a community level, the issue of early school exit and child labour is widely understood and activities to further improve the overall situation for vulnerable children are moving forward (ILO 2011c: 22)

In South Sulawesi, from the 2001 inception date to 2011, the children’s centre in Bontomanai village accommodated some 100 children. Although still a modest number,

of these children, 50 per cent went on to study at formal schools: some of them enrolled at SMPN 1<sup>1</sup> and SMPN 2, some at One-Roof Schools (at the SMP level), and some at general or vocational senior high schools (SMA or SMK, respectively) (ILO 2011c: 26)

In particular, during the ILO-EAST project, ‘eleven children in the districts of Takalar (9), Bantaeng (1) and Bulukumba (1) returned to school after dropping out and getting involved in hazardous work’ (ILO 2011c: 25). By the end of the project, ‘299 children avoided becoming early dropouts and are still studying at SMPs, SMAs, and SMKs. Less than forty percent of them are still involved in light work. None of them is engaged in hazardous work’ (25). Teachers trained with EAST support were able to take ‘affirmative action to prevent children who work while attending school from dropping out. The teachers and tutors are also able to support children and encourage them to re-enrol even after having been out of school for a considerable period’ (25).

The cost-effectiveness of such a good practice is not too controversial and supports the replication and scaling up of child-centred and life skills educational programmes. In particular, because most equivalency education centres ‘execute their programmes based on block grants from the Ministry of Education and Culture, upgrading tutor competency is the greatest expense...However, master trainers for all the ILO-EAST applications are available...making further training considerably less costly than initial training’ (ILO 2011c: 22). Indeed,

as there now are master trainers in each province, the expense of expanding the programme by training more teachers would be limited to the direct cost of the master trainer and for boarding and lodging the participants during the course. (ILO 2011c: 29)

Source: ILO (2011c).

<sup>1</sup> Sekolah Menengah Pertama Negeri

### **Box 3: Good Practices from Bridge Course Centres for Second-Chance Education in India**

Based on an evaluation of India's Bridge Course Centres in the Bardhaman District of West Bengal, the following appear to be factors in their success:

- Two levels of bridge courses were conducted in the district: (1) under the SSA (*Sarva Shiksha Abhiyan* or Education for All movement) Primary Centres for placement of children in Classes I–IV and (2) in the Upper Primary Centres for placement of children in Class-V.
- The course initially lasted six months but lengthened to 9 months in 2007–08, with an average of 4 class hours a day.
- 'The teachers use the teaching-learning materials...provided by SSA, as well as develop their own...from locally available materials. These include pictures for story-telling, cards for letter recognition and counting, etc. The method of teaching differs from centre to centre, depending on the educational status of children' (Hati and Majumder 2009: 3).
- 'Priority is given to small and remote habitations with at least twenty Out-Of-School children in the relevant age group' (3).
- The courses actively involved the district (using district funds) and village members: the Education and Health Committee (whose members acted as instructors) and the local community had the 'freedom to determine the timing, duration, venue, and holiday patterns' (3) for the Bridge Course Centres based on learner convenience.
- At the end of the course, children who had participated were evaluated in order to place them in corresponding classes in formal schools (3).

Source: Hati and Majumder (2009).

### **Box 4: Training Voucher System in World Bank Project for Out-Of-School Children in Indonesia**

Under the World Bank's Education for Youth Employment project (pilot tested model no. 3) in 2004–06, a training voucher mechanism was tested in six different Indonesian provinces by the Ministry of Education and Culture's Directorate General of Nonformal Education in collaboration with Indonesia's three levels of governance. Targeting the poor and unemployed, out-of-school, and non- or under-educated youth aged 16–24 years old, the project granted educational vouchers (later renamed 'Scholarships for Vocational Skills' by the Ministry of Education and Culture) to selected beneficiaries for them to benefit from informal vocational training. The methodology, qualified as a 'modification of the learning-teaching process' by the project evaluator, involved the channelling of youth pre-trained by business practitioners towards on-the-job training or enterprise-based apprenticeships provided by the trainers' network. An agreement signed with 245 training providers that permitted training of 5,128 youth resulted in an 82 percent employment rate after training. The Government of Lombok Barat sustained the project through a dedicated budget of Rp 6 billion in 2007. All project materials (mechanics, guidelines, training manuals, etc.) are available at the Secretariat of the Directorate General for Non-Formal Education and Youth for use in replication. Conditions for scaling up nevertheless imply strong political leadership; good multistakeholder relations and shared project vision; financial commitment; sound project management, including quality control and monitoring; as well as access to basic labour market information.

Source: Compiled from an unpublished internal World Bank report.

## Pillar 2: Improving Skills for Employability

### Box 5: Life Skills from an ILO Perspective

The ILO Empowerment for Children, Youth, and Families: 3-R Trainers' Kit on Rights, Responsibilities and Representation (2006) provides guidance on life skills. Ten modules cover the following topics: self-awareness and identity, rights in life, equality in life and family, work and resources in the family, problem-solving and social skills, teenage relationships, keeping healthy, protection from violence and drugs, and 'a smart job seeker, smart worker'.

The exercises in the 3-R Trainers' Kit are designed for three age groups: children 10–14 years old, youth 15–24 years old and adults 25 years and older. The purpose of the 3-R Kit are to:

- increase understanding of child rights, workers' rights, and gender equality among children, youth, and their families in at-risk communities and workplaces;
- reduce gender and social gaps by raising awareness and providing skills for life and work to children, youth, and adults in these communities and workplaces; and
- empower poor and disadvantaged families, especially children and women, to make informed decisions about their lives and job choices, and to increase their voice and representation in their communities and workplaces.

Source: Extracted from ILO 2013a: 48.

### Box 6: ILO's Education and Skills Training Programme, Indonesia

The purposes of the four-year Education and Skills Training (EAST) programme, funded by the Government of the Netherlands and executed by the ILO in 2008–11, were to '(a) improve the employability and capacity for entrepreneurship among young women and men through improved access to high-quality and relevant educational and training opportunities, and (b) contribute to the elimination of child labour'. EAST addressed these objectives in the geographic area covering Aceh, East Nusa Tenggara, Maluku, Papua, South Sulawesi, and West Papua (ILO 2011c: i).

EAST's target population—disadvantaged youth who had left school before completing senior secondary school—was not typical for entrepreneurship training in Indonesia, usually involving senior secondary, polytechnic, and even university graduates. However, lessons learnt from EAST were highly relevant for research conducted for the National Team for the Acceleration of Poverty Reduction (*Tim Nasional Percepatan Penanggulangan Kemiskinan* or TNP2K) on youth employment best practices, which also concentrates on the poorest youth in education, training, and entrepreneurship programmes.

Source: ILO (2011c).

### Box 7: Training Needs Assessments for Young Entrepreneurs-to-Be

A training needs assessment takes into account the:

- interest of potential trainees in learning skills for the new occupations identified and their availability;
- level of gender awareness and confidence to undertake employment activities in nonconventional trades;
- existing skills of potential trainees that are relevant to the occupations envisaged;
- technical and vocational skill gaps of women and men potential trainees that need to be addressed for the new micro-enterprise, self and wage opportunities;
- gaps in entrepreneurial competencies and core-work skills, including leadership qualities;
- gender-based constraints in accessing training and employment, and how these should be overcome;
- diversity issues like disabilities, HIV/AIDS, ethnicity, etc. and how these will be addressed

The training needs assessment should focus on exploring women and men's potential, 'what they have', so as to build and develop these skills.

Source: Excerpted from ILO (2009: 63)

### Box 8: Positive Impact of GET-Ahead Training on Women Entrepreneurs in Aceh

Following the gender-sensitive Gender and Entrepreneurship Together (GET)-Ahead business training conducted with young women in Aceh during the ILO's Women's Entrepreneurship Development project (2006–08), positive effects on youth businesses and women's empowerment were highlighted in a number of areas:

- **Social empowerment:** In crisis-torn Aceh, 'the importance of strengthening social networks and ties cannot be stressed enough. Approximately 148 entrepreneurs (68 percent) said they gained new friends and greater confidence from the training, and 62 percent (137) said their greater confidence helped them start or develop their business' (ILO 2008: 7).
- **Entrepreneurship skills development and empowerment:** '84 percent (186) ToE participants said they were better at business planning following the training, and 69 percent (152) believed that their financial management skills had improved. Statistical analysis of participants' responses showed there was a strong relationship between taking part in the training and entrepreneurs' perceptions that their business planning and financial skills, as well as understanding of customers and marketing had improved. It was also found that ToE trainers already provided follow-up support to nearly half (99) of all entrepreneurs from GET Ahead ToE courses' (7).
- **Business development and empowerment:** '...188 participants surveyed had a business, with approximately 33 beginning in the months following entrepreneurship training. Some 51 percent (113) noted their business was their main source of income...Almost half of all respondents (107 respondents) said their incomes had improved following ToE training and most of this was used to develop their business further' (7).

Source: ILO 2008.



## Pillar 3: Improving the Quality of Apprenticeship

### Box 9: An International Good Practice in Trainee Accreditation: Benin

In Benin, provincial governments have concluded agreements with local business associations to organise joint practical end-of-apprenticeship assessments for youth twice a year. Elements of such a GP include among others the following:

- Initial negotiation of apprenticeship placement agreements, which in turn facilitate the first steps of future graduates into the world of work, thus demonstrating that increasing industry involvement in apprenticeship can improve the school-to-work transition for young people
- Ultimately stronger structure for the training/apprenticeship scheme, in which elements of competencies are added and others excluded as a result of the participatory process in competency definition and testing
- Multistakeholder dialogue initiated through a process of designing, assessing, and/or certifying a competency standard (assessment committees in Benin indeed comprise representatives from local government representatives, business associations, and parents' associations)
- Practical assessments conducted that are verified by independent members of the association and lead to certificates issued by the associations (depending on the extent of each association's reach, these certificates in turn provide local or regional recognition of the apprentices' skills and therefore enhance their employability by indicating their qualifications for employment)
- Broadcasting names of successful candidates by local radio stations to ensure outreach in any area
- Apprentices better prepared for decent work, as they graduate from an improved system, with the entrepreneurial among them better qualified to start up competitive businesses and expand their activities into new markets.

Source: ILO (2011b).

### Box 10: In-class Teaching and On-the-job Training in Timor Leste's Apprenticeship Model

The Training-Enterprise Integrated Project, an initiative promoted by the Employment and Vocational Training Fund in Timor Leste, was part of the ILO Skills Training for Gainful Employment (STAGE) Programme's response to create effective bridges between skills training and labour markets. Launched in 2006, this was an 'integrated' project, as it promoted training/enterprise articulation providing concrete on-the-job experience to training institution students. The project, indeed, supported the rotation of trainees between training centres (classroom teaching) and enterprises (on-the-job training), which presented enormous advantages for all parties:

- The trainees were largely motivated by the systematic possibility of applying and testing their theoretical concepts and by the ability to 'show-off' their developing skills and commitment to potential future employers.

- The training providers were stimulated by the increased visibility and the chance to improve the labour market relevance and quality of their courses and trainers.
- The employers had the opportunity to shape training to match their needs and to select the future workers who best suited the enterprise's needs.

By December 2006, 69 participants had been enrolled in the programme, distributed across 8 different training courses. In addition to contributing to the improvement of the training and trainers' effectiveness, the Training-Enterprise Integrated Project represented a concrete employment instrument, facilitating the training-to-work transition. It was expected that this innovative approach would further contribute to the strengthening of the Timorese vocational training system and promotion of enterprises consolidation and development.

*Source:* Adapted from 'TREE mini case studies' developed for ILO East & Southeast Asia Office's 'Regional Technical Meeting on Implementing TREE' in Bangkok, Thailand, in August 2010 and from ILO's 'Timor Leste 12 STAGE: Progress Report' (May–October 2006) and 'Timor Leste 14 STAGE: Annual Report' (13 May 2006–30 April 2007).

### **Box 11: Youth Rights @ Work in Indonesia and Albania**

Indonesia's trade-union-developed **Youth Rights@Work Guide** was intended to promote a protective framework for all youth workers including in the informal economy; the guide has several recommendations on occupational safety and health training for new workers:

Training for new workers should include:

- safety procedures and practices specific to the industry or type of work;
- information about any hazards in the workplace and the procedures developed to minimise risks;
- use of labels and signs to identify hazardous materials and the precautions to be taken when working with these;
- procedures in the event of fire or other emergencies;
- identification of prohibited or restricted areas;
- personal protective equipment;
- and procedures for reporting hazards and accidents'. (ILO 2011e: 63)

Looking at related GPs implemented abroad, in Albania under the Millennium Development Goal Achievement Fund (MDG-F) Joint Programme on Youth, Employment, and Migration,

the National Youth Council worked with the trade unions and the Ministry of Education on a nation-wide multi-media campaign also focusing on Youth Rights at Work...Launched officially on May 1st 2012, the campaign is based upon an adaptation of ILO's 'Manual for the Promotion of the Rights of Young People in the World of Work'...The trade unions helped to transform the tool on people's rights at work into short videos (posted on YouTube) showing examples of violations of young workers' rights. In addition, during a television broadcast on national television, NTV, a group of youth leaders discussed employment, migration, and other issues of interest to Albanian youth. The campaign will continue to be carried out beyond the duration of the Joint Programme. (Salzano 2013: 29)

*Source:* ILO (2011e) and Salzano (2013).

**Box 12: Work Improvement for a Safe Home: A Good Practice from Cambodia**

Using Work Improvement for Safe Home (WISH) ‘Cambodia has been progressively extending practical safety and health protection into informal economy workplaces such as home workplaces, or small construction sites’ (Kawakami, 2007: 2). This is

a typical participatory training programme designed for home workers and small businesses, and well accepted in Cambodia. In the training, participating home workers take a fresh look at their workplaces by applying an action-checklist with illustrated ‘good examples’ in order to assess their safety and health risks at work and find low-cost, immediate solutions. Trainers present local occupational safety and health GPs and assist the participants in developing practical ideas (table 1). The WISH programme focuses on five technical areas: materials handling, workstations, physical environment, machine and electrical safety, and welfare facilities. The improvements in these five technical areas can contribute to both safety and health and higher productivity. (2)

**Typical low-cost improvements implemented by WISH training participants and their relation to basic OSH principles.**

Technical areas	Typical improvements	Basic principles applied
Materials handling	Multi-shelves, push-carts, lifters, good passages, home for each tool	Fewer and faster handling actions
Workstations	Easy reach, elbow-height work, use of fixtures, colour coding	Less stressful and efficient operation
Machine and electrical safety	Guards, emergency controls, labels, safe use of electricity	Barrier-free space and reducing mistakes
Physical environment	Lighting, protection from heat, labeling chemicals, personal protective devices	Comfortable and less disturbing environment
Welfare facilities	Drinking water, clean toilets, breaks, resting facilities, sharing work	Refreshing effects and good teamwork

The improvements derived from the training contributed to both safety and health and higher productivity. Varied resource networks from the government, worker, and employer organisations and nongovernmental organisations were

mobilized to reach a wide range of informal economy workplaces [and] trained as participatory [occupational safety and health] trainers and extended participatory training through their human networks. The government organized follow-up visits and achievement workshops to exchange experiences and sustain established trainer networks. (2)

Source: adapted from table in Kawakami 2007.

### Box 13: Making Apprenticeships Accessible to Persons with Disabilities

In three villages of Nusa Tenggara Timor, where an estimated 36,000 people have various types and severities of disabilities, a successful project was developed with support from ILO-EAST (2008–11) to increase access of young persons with disabilities (PWDs) to skills training, including through internships (ILO 2011c). The Office of Social Affairs (Dinas Sosial or DINSOS) and the Association of Disabled Persons Indonesia (*Persatuan Penyandang Cacat Indonesia*) agreed to arrange a three-month sewing course for PWDs at a nearby vocational training centre, based on the Indonesian National Competence Standards (*Standar Kompetensi Kerja Nasional Indonesia*) for sewing and followed by a one-month internship with a local company—PT *Citra Busana*. Fifteen PWDs—mostly young women—who already had basic sewing skills were identified as participants for the initial training programme in Kupang. ‘The course aimed to upgrade their skills to help them broaden their customer base and earn more income with their limited skills’ (ILO 2011c: 80). All procurement for the course was done by the VT centre and supplemented by EAST and

instructors for the course were from DINSOS, PT *Citra Busana* and the Association of Disabled Persons Indonesia... Accommodation and daily allowance for participants from outside Kupang were provided for by DINSOS with contribution from PPCI [Association of Disabled Persons Indonesia]...After the skills training, participants also attended ILO’s [Start and Improve Your Business] training conducted by LAPENKOP [*Lembaga Pendidikan Perkoperasian* or Training Institute for Cooperatives], an EAST implementing agent’. (ILO 2011c: 80)

The whole project, in order to best accommodate young PWDs in their training, relied on the application of some of the elements of the chart below listing impairments and implications:

Type	Examples of Impairment	Examples of assistive devices, Interventions and disability specific training	Examples of learning and work implications	Examples of accommodations
Physical impairment: Includes a rang of Limitations that affect some aspect of physical functioning (walking, manual dexterity, strength, etc)	A mobility impairment resulting from a missing limb, a spinal cord injury, back problem etc, a manual dexterity impairment related to arthritis, muscle weakness from disease or injury: or overall weakness or respiratory problems realted to a variety of illness, etc. Neurological problems could cause seizes or behavioural problems.	Wheelchair; tricycle prosthetic limbs, medication to control seizures, etc.	Depends on nature of the physical impairment. Many have no learning implications; for others equipment or working/ learning environment may need to be adapted. Those with strength and other limitations, respiratory problems, etc. will need specific considerations in selecting types of jobs.	Raised work table, accessible toilet; removal of physical obstacles from pathways; easy to operate doors and drawer handles; foot or hand pedals instead of the reverse for those with amputations.
Sensory/ communication impairment: Include difficulty seeing, hearing or speaking	A person could have low vision, often undetected in developing countries, or be completely blind, have a hearing impairment or be completely deaf	Braille, white cane and mobility training for the blind (so they learn to move around Independently); sign language instruction for deaf; hearing aids for those with hearing impairments.	See specific learning methods; clearly some adaptations needed for most disabilities of this nature in case of speech impairment use of writing, computer or just patience on part of listener may be needed.	Braille printing, large print materials, sign language, clear pathways for blind, special seating arrangements near instructors or speakers.

Intellectual Refers to one's cognitive ability and capacity to learn as quickly as others and to retain information. Intellectual impairments often result from birth, brain damage, lack of nutrition in early life or a variety of factors.	Down's Syndrome	Pre-vocational and independently living training.	People with intellectual disabilities can learn but they many need to have things repeated or have tasks broken down into small steps.	Longer training periods, use of pictures one to one on the job training or job coaching.
Learning disabilities; Refers to people of normal intelligence but who process information or learn in ways that are different than others. For example, they may have difficulty processing and remembering numbers, comprehending the written word or with processing auditory information.	Dyslexia, Attention deficit disorder	Specific training provided in study skills and adaptive techniques (usually only available in more developed countries).	Different teaching methods are sometimes used with such individuals. However, in many developing countries learning disabilities or are confused with intellectual disabilities. Since all people have preferred learning styles, it is best to use a variety of training approaches.	Using written or aural instruction depending on how someone learns best or processes information.
Psychosocial impairments: Refers to disabilities that could result in unusual or different behaviours, emotions thinking patterns or that interfere with day to day functioning.	Traumatic stress disorder; depression; bipolar disorder (extreme high and low moods that have an impact on behaviour).	May undergo medical treatment or counselling to adapt to impairment and learn coping mechanisms.	Anxiety or stress could affect learning so that some adaptations may be needed on an individual basis.	Job coaching; creating more stress free environment and evaluation settings; providing additional encouragement.

Source: adapted from table in ILO 2009: 274–75.

After completion of the full training, 'ILO-EAST provided sewing machines and DINSOS provided start-up capital amounting to Rp 5,000,000 (US\$590) per person to assist [participants] in upgrading their businesses' (ILO 2011c: 80). The cost of this skills development programme for PWDs was Rp 30 million (US\$3,500) for 'training of 15 participants in sewing, entrepreneurship and internship' (ILO 2011c: 81) and Rp 6 million (US\$700) for 'transport and board during the training and internship period' (81) (i.e., about US\$280/person), in addition to Rp 5 million (US\$600) a person as start-up capital (ILO 2011b). All required training resources for replication are available in the province of Nusa Tenggara Timur, but developing 'effective programmes for skills training of PWDs requires close cooperation between the Association of Disabled Persons Indonesia and DINSOS and the assistance of training organizations and private industry' (ILO 2011b: 81).

Source: ILO (2011c).

## Pillar 4: Increasing Youth Entrepreneurship Opportunities

### Box 14: Youth Entrepreneurship Training in Indonesia: Elements of Best Practice

Youth entrepreneurship training works best in the context of the following:

#### 1. Students

- are screened through a thorough selection process intended in particular to assess their level of commitment to launching a business and own entrepreneurial idea, as well as training needs;
- possess a minimum level of vocational skills or are involved in parallel vocational training;
- can engage personal assets (e.g. own laptops, etc.) and potentially provide a 'commitment fee', thereby reducing the need for credit; and
- really understand 'what it takes' to become an entrepreneur (in terms of efforts and tasks).

2. Program design is sound (ILO's Start and Improve Your Business modules proved successful in Indonesia) and in particular integrates additional technical training where needed and after-training support provided in different forms: tracking, monitoring, and resolution of problems; mentoring and coaching; networking with financial institutions; etc.

3. A solid partnership exists between a trusted training provider and a financial institution (e.g. microfinance institutions (MFIs), banks through corporate social responsibility initiatives) is involved, with criteria for appraisal of the partner financial institution including the following:

- 'The presence of branches and networks close to the community where the entrepreneurship programme is being operated;
- The presence of staff at the field level who can monitor the loans and provide a range of services;
- Flexibility in credit policies and procedures for short- and medium-term loans for individual and collective small enterprises;
- Willingness to waive stringent collateral requirements and use the concept of group guarantee, community support and pressure;
- Reasonable interest rates;
- Experience in savings and credit programmes and in small saving schemes;
- Interest and willingness to participate in the promotion of self-employment schemes' (ILO 2009: 168)

Source: Authors' field mission notes and intermediary report presentation, September 2013; and ILO (2009)

### Box 15 Usefulness of Community Agencies in Identifying Promising but Vulnerable Young Trainees

Agencies for community self-reliance (*badan keswadayaan masyarakat* or BKMs) are Indonesian grassroots organisations managed by 'community leaders who organise various activities aimed at improving the welfare of their communities' (ILO 2011c: 104). BKMs were turned to by LPK Widyalyoka in Makassar (South Sulawesi)—an informal training institution working as a partner with ILO-EAST—which opted for changing its recruitment strategy for training participants. Knowing that BKMs, due

to their intrinsic nature and mandate, ‘have detailed information and knowledge of the communities in which they operate [and maintain] databases with basic information on their communities’ (104), LPK Widyaloka launched a strategic cooperation with them. From available databases, BKMs managed to assist the training provider in pre-identifying ‘community members who meet specific criteria for participation in various programmes’ (104):

The first step of the new selection process was to assess whether or not an applicant belonged to a vulnerable group. This was done by seeking background information on the applicant, such as education, written statements from the village government or introductory papers of organizations, NGOs [nongovernmental organisations] and others supporting the applicant and confirming his family background and income status.

The second step was the interview, using interview formats from ILO-EAST. When necessary, a third step—field visits to applicants’ homes—was taken to check the data supplied by BKM and information given by applicants. (104)

This approach—costless by nature, as most BKMs are willing to provide such services without a fee (ILO 2011c)—is easily replicable at the district level where community linkages are strong as a preliminary step to assessing youth applicants for the entrepreneurship programme. It is in rural, isolated environments where small youth entrepreneurship projects operate (e.g. under microcredit schemes) that collaboration with BKMs to exploit existing data and community knowledge can be expected to have the most positive impact on poverty-reduction and youth employment projects.

Source: ILO (2011c).

### **Box 16: Technical and Financial After-Training Support for Youth and Roles for Stakeholders**

In after-training support (ATS), different types of stakeholders may participate in various technical and financial aspects, along the lines of their added value and interest. These may be situated at the following levels (ILO 2009: 163):

- Support for small business start-up (e.g. role of training provider, business development services [BDS], and franchisor). In selecting the competent agency, two scenarios are possible (ILO 2013a):
  1. ‘Identifying a competent agency/trainer/BDS provider in the targeted area that can work with the project throughout all stages of entrepreneurship training and post-training support to new entrepreneurs’. If so, it is possible to ‘consider subcontracting the entrepreneurship training and follow-up components of the project to him/her/the BDS organisation, provided that he/she has all the necessary qualifications’ (ILO 2013a: 72).
  2. In the event no competent agency, trainer, or BDS provider is available, it is necessary, first, to ‘identify a local competent agency that will be the implementing agency’ (72). Second, it is necessary to find an external master trainer (e.g. an ILO Master Trainer) who can conduct a training of trainers’ course for the selected implementing agency. This takes advantage of local partners with knowledge of the local context while addressing their potential weaknesses—once assessed in particular areas—through capacity building or new institutional arrangements (ILO 2013a). For example, the Riwani Globe / Bank Indonesia (BI) and Nonformal Training Centre (lembaga pelatihan kursus or LPK) Arham projects (see boxes below) illustrate the usefulness and complementarity of ILO’s expertise in areas such as Start and Improve Your Business (SIYB).

- Linkages with markets, quality testing, business advisory consultancy, business incubators, transportation, bulk purchasing, technology transfer, including ICT, design services, fashion forecasting, etc. (e.g. role of BDSs and business or employer associations).
- Tax and other regulatory compliance support services, support to the formalization of informal micro-enterprises, etc. (e.g. role of business associations, franchisors, and worker organisations).
- Follow up visits to graduates to monitor their progress and advise them on their business endeavours, including issues of occupational safety and health (e.g. role of training provider, BDS, worker organisations).
- Support to the creation of sustainable community structures (business associations, self-help groups, savings and credit groups, etc. (e.g. role of microfinance institutions/NGOs, worker organisations).
- Linking with and mainstreaming into local economic development programmes and the formal sector in general (e.g. role of local authority).
- Support for accessing credit (e.g. role of local authorities, franchisor, banks, and microfinance institutions [MFIs]).

Source: Adapted from ILO 2009: 163 and ILO 2013a: 72–80.

### **Box 17: Effective Linkages in After-Training Support: Bank Indonesia / Riwani Globe BDS Project**

#### **Elements of good practice of the project:**

- Part of a national programme run by Bank Indonesia
- Tested in Semarang and Yogyakarta, Indonesia
- Targets students from partner universities
- Detailed screening process of university student applicants
- Delivery by Riwani Globe BDS of a five- to six-day course based on ILO's SIYB training modules, which focus on starting and improving small businesses as a strategy for creating more and better employment in developing countries<sup>1</sup>
- Joint BI / Riwani Globe certificate delivered to trainees
- Successful student business plans rewarded with a BI grant (seed capital)
- Seed money disbursed progressively according to the business / cash flow plan and through a joint BI / Riwani Globe bank account supervised by Riwani Globe BDS
- The actual ATS is provided through a couple of follow-up consultation meetings between Riwani Globe and graduates, regular business meetings through the Riwani Globe Business Community (comprising alumni and supportive professionals), and continuous tracking of problems by BI in the year following graduation (soon to be extended to two years).

#### **Impact of this good practice:**

- In Semarang, 16 of the 25 trainees selected obtained seed money from BI.
- Eighty percent of the latter started their own businesses.

<sup>1</sup> SIYB covers all aspects of business idea identification; training of trainers in entrepreneurship development, including coaching of trainers; and follow-up on small-scale enterprise start-ups.



#### Conditions for replication and cost indications:

- Corporate social responsibility funds or government-supported soft loans (e.g. guarantee letters) are available.
- SIYB training fee/day/student at Riwani Globe is Rp 250,000/day, but prices vary depending on training packages.
- BDS could be trained to use and teach the SIYB methodology: a Training of Trainers—to be conducted by a Master trainer (three in Indonesia)—lasts 10 days and can cost up to Rp 60–70 million (US\$5,350–6,250) for training up to 20 resource persons (although that would depend on the package, training modalities, and venue).
- There are currently around 500 SIYB trainers in the country, 20 of whom are certified<sup>2</sup> ; although the proportion of currently active trainers is unclear, tapping into this human resource potential could provide an effective way of reducing costs in the event of replication.

*Source:* Authors' field mission notes and intermediary report presentation, September 2013.

<sup>2</sup> ILO's Education and Skills Training (EAST) for Youth Employment in Indonesia programme helped SIYB trainers establish an association for SIYB trainers, called the Indonesian SIYB Association as an exit strategy for the project. This association plays an important role sustaining, promoting, marketing, and implementing the SIYB programme in Indonesia.

#### Box 18: Case Study of Jointly Delivered ATS in South Sulawesi

This LPK Arham GP resulted from a multistakeholder partnership in Takalar (South Sulawesi, Indonesia) in favour of integrated youth entrepreneurship ATS, including the following:

- **LPK Arham training provider:** computer training and support to graduates in subsequent establishment of LPK Arham Internet café microfranchises
- **ILO:** training for youth beneficiaries based on its Start Your Business course
- **PT Telkom:** Internet equipment and information technology support to the project
- **Bank Mandiri and Bank Rakyat Indonesia (BRI):** extension of microcredits
- **Office of Cooperatives and Small and Medium Enterprises in Takalar:** technical and financial support (ILO 2011c).

The impact of this multistakeholder-owned, integrated ATS was clear: of 20 trainees, 9 started a business and another 9 were employed under other schemes (ILO 2011c). In addition, the project generated very limited costs overall due to a multiplicity of funding sources and successful extension of microbusinesses/ microfranchises by LPK Arham graduates (ILO 2011c). The scheme was later replicated by Indonesian Garuda Food.

*Source:* ILO (2011c).

### Box 19: Bangladesh's Youth Enterprise Advice and Helpcentre, an Integrated Multistakeholder Partnership

A self-explanatory international GP in the area of multistakeholder partnerships for young entrepreneurs' post-training support is the Bangladesh Youth Enterprise Advice and Helpcentre in Dhaka (BYEAH), launched by the NGO Youth Enterprise Advice and Helpcentre. This GP provides a number of replicable elements of relevance to the youth unemployment context in Indonesia.

First, it makes concrete most of the above recommendations for enhancing the impact of ATS. The Youth Enterprise Advice and Helpcentre, started in 2009, is modelled after the Youth Business International network's approach to youth entrepreneurship, providing an integrated support package to young business men and women combining key core services: (1) **training and technical assistance** to develop entrepreneurial skills and support in key aspects of business and (2) **after-training support** in the form of (i) access to credit through start-up capital—collateral-free loans repayable in two to three years of business planning and management; (ii) post-training capacity building, including through tax and regulatory compliance support services; (iii) support to the legalisation/formalisation of informal microenterprises, and advice on business endeavours including issues of occupational safety and health; and (iv) one-to-one weekly mentoring (one to two hours) by an experienced volunteer from the local business community for one to three years. Coaching is intended to mitigate risky behaviours and basic mistakes of the beginner entrepreneur.

The BYEAH had 15 trainees identified from among poor, disadvantaged women (mostly widows) and marginal unemployed youth, all aged 18–35 years old. Successful applicants received all key services, especially coaching and supervision by young business volunteers in the post-training phase: each trainee was then matched with a business mentor offering weekly guidance, training, and personal support for three years.

To deliver such services in the most efficient way (minimising costs given limited funding by the Loomba Trust—Caring for Widows, British Asian Trust, and Canadian International Development Agency (CIDA) and initial funding by the BYEAH Member Board), BYEAH built strong ties with other youth organisations in Bangladesh. This enabled BYEAH to benefit from partnerships in applicant selection, training, coaching, and loan management. Among selected partners were (1) MIDAS Finance Ltd. (provided assistance in screening applicants with good entrepreneurial potential and in loan portfolio management for 'high-risk groups'); (2) the Hunger Project—Bangladesh (provided support in outreach activities and volunteer mentors and trainers for the entrepreneurship programme); and (3) Underprivileged Children's Educational Programs—Bangladesh, Small and Medium Enterprise (SME) Foundation, and the Commonwealth Asia Centre.

Moreover, the BYEAH model is also worth consideration and potential replication/adaptation for addressing two of Indonesia's main challenges (ILO 2011a) in creating a thriving business environment for young entrepreneurs:

- **Absence of entrepreneur role models in society.** The BYEAH holds the firm belief that entrepreneurs serve as leaders and role models in their communities by running sound, ethical businesses and contributing to building better societies. This took place concretely through the establishment of BYEAH's Member Board, which comprises respected, high-profile business leaders in Bangladesh and has worked as a powerful asset (e.g. in lobbying for credits) for this still small, start-up charity.
- **Need for business diversification within SMEs to escape competition, survive, and grow.** The BYEAH sought and encouraged business diversification within its pool of recruited entrepreneurs -to-be. In its outreach activities targeting potential candidates, the BYEAH has already worked specifically on delivering messages promoting SME development in underexploited, yet promising, growth business sectors (particularly, agriculture, catering, mobile repair, air conditioning and refrigeration, electricity and power supply, waste management, and organic food). The BYEAH

then progressively extended its actions to support SMEs in more areas, including clothing and tailoring, beauty salons using herbal products, and leather manufacturing, with a strong focus on promoting socially responsible businesses.

Using this approach, the impact of the BYEAH was quite decisive with the creation of 13 SMEs, 6 of which are run by women and 7 by men. By 2012, 3 of the 13 had finished repaying their initial loans and applied for larger loans from commercial banks; another 2 were reaching the end of their repayment period and about to complete the refund; all of the 13 were gradually moving from the informal to the formal sectors. Overall, in three years, employment including for the entrepreneurs themselves was created for 493 youth (full- and part-time), of which 92 percent of beneficiaries were poor, disadvantaged, or young widowed women, all aged 18–35 years old.

In light of the final number of beneficiaries (480 jobs created in addition to 13 new young entrepreneurs), the limited human resources involved (only 3 BYEAH staff members and another 15 volunteers), and a total programme cost estimated at US\$51,109, the programme was arguably relatively cost-efficient. This confirms that multistakeholder partnerships in training and ATS can increase the cost-effectiveness (cost/unit equalled about US\$104/beneficiary) of youth employment programmes.

Even though none of the BYEAH GP elements were innovative in themselves, their combination under the Youth Business International action framework resulted in noteworthy impact on employment outcomes for poor marginal youth—mainly young women. Given that the Government of Indonesia shares BYEAH's sincere interest in alleviating youth poverty while boosting self-employment in the country, a lot can be learned from the mechanics of the BYEAH project. With the minimal cost of its strategic multistakeholder partnership, it achieved significant local impact on poverty reduction through employment creation by capitalising on those specific training and post-training elements considered beneficial to Indonesia: ATS one-on-one support, long-term coaching and monitoring of youth, national marketing of the entrepreneur image, and stimulation of a spirit of risk-taking entrepreneurship. The BYEAH experience has provided good insights into what makes entrepreneurship work for the poor and for young companies to innovate, survive, and grow in constrained socioeconomic environments.

*Source:* This GP is adapted from content available on the ILO Youth Employment Programme's 'Good Practices on Youth Employment' website, accessed 22 July 2014, [www.youthpractices.org/biblioteca.php](http://www.youthpractices.org/biblioteca.php); however, analytical comparison of this GP with Indonesia and conclusions are mostly those of the compendium authors.

## **Box 20: University-Industry Research and Development Partnership for Youth Entrepreneurship in Malaysia**

The Young Entrepreneur Centre (YEC) of the Multimedia University in Melaka, Malaysia, combines several elements of GP in the area of youth entrepreneurship ATS, building on (1) a local multistakeholder partnership involving training institutions and private industries to provide research and business development services, including in the post-training phase (coaching and finance) and (2) an international network of young supporters and mentors to capitalise on country experiences, to support university-student risk taking, business innovation, and entrepreneurial mind set.

The YEC targets university-level students through a broad range of SME incubator services. In its own words, the YEC seeks 'to evolve and expand into a comprehensive entrepreneurship enabler, involved in fostering creativity, incubating viable concepts, and facilitating the success of entrepreneurial ventures to a level that affects the cultural orientation of the community'. 'Working closely with local and international organizations, the YEC will focus on...capacity building, consulting, counselling and developing the local 'Entrepreneurial Personality and Spirit''.

The success of the YEC is due to a two-pronged approach: on the one hand, its university location and linkages with training institutions (such as the MMU-Energy, the commercial training arm of the Multimedia University) position it as 'an educational platform for aspiring and practicing entrepreneurs through added value programs aimed at strengthening their technical and soft skills in order to help them develop more productive, profitable and growth-oriented businesses; on the other hand, it also strives to 'bridge the gap between academia, business and government in the entrepreneurial arena and increase knowledge transfer in all directions'<sup>1</sup>. This happens in concrete ways through, for example, the 'Made in Malaysia Competition (MIMC)'—a 'pilot program for the Industry-University Linkage (IUL) in Malaysia' intended to foster innovation and new product developments by connecting university research students to 'real technological, engineering or scientific problems in the region' to generate 'industrial or software prototype solutions' of 'significant market value'. In the MIMC, each graduate project has an assigned sponsor from the related industry, providing training and post-training support (financial, technical, and consultative) to student participants who benefit from developing their entrepreneurial and technical skills.

As a follow-up to the competition, the YEC proposes the 'Launch My Idea' project focussed on intensive training and 'launching of a real business' for the winners of 'Made in Malaysia'. This programme delivers a comprehensive course across the entrepreneurial field to enable them 'to run their business successfully' and provides post-training funds to assist in the starting of the SME, mostly through the same investors and corporate social responsibility grants.

Furthermore, the YEC strongly believes in the necessity to capitalise on and adopt the best international practices and customise them to fit local needs. To operationalise this belief, it established an 'Ambassador' programme, 'a dedicated corps of young supporters' and after-training mentors from various countries 'willing to assist in YEC programmes and activities around the world'. In 2011, Ambassadors came from 15 countries across Europe, the Middle East and North Africa, and Asia (including Malaysia). Selected ambassadors must be aged 18–35 years old and 'willing to travel extensively', as their key functions would be to 'support YEC programmes internationally and join international reliefs and entrepreneurial programmes coordinated by the Centre'. 'Upon registration, an Ambassador enters the database of Ambassadors and may be called up to assist with any programme in their locality'.

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<sup>1</sup> Quotations are from Young Entrepreneur Centre (2011), 'About YEC', accessed 22 July 2014 at <http://yec-malaysia.blogspot.com/p/about-yec.html>.

### **Box 21: Indonesia Businesses Supports Young Entrepreneurs Start-Up Programme**

The Young Entrepreneurs Start-Up (YES) programme started in 2003 in six provinces in collaboration with four key partners (Shell, Standard Chartered Bank, McKinsey & Co, and *Yayasan Progressio Indonesia* as corporate social responsibility initiatives) and has benefitted from establishment of linkages with the Youth Business International network. Similar to the BYEAH, described in box 19, YES currently engages dedicated and expert company staff to (1) assist trained youth entrepreneurs serving as business mentors (400 youth entrepreneurs beneficiaries by November 2012) or group coaches (76 beneficiaries by November 2012) and (2) provide funds managed as noncollateral loans for youth entrepreneurs (totalling Rp 500 million by November 2012).

*Source:* Adapted from YES programme brief accessed 22 July 2014 at: [http://www.ilo.org/youthmakingithappen/PDF/2e\\_IndonesiaYoung-entrepreneurship-startUp\\_26Nov07\\_.pdf](http://www.ilo.org/youthmakingithappen/PDF/2e_IndonesiaYoung-entrepreneurship-startUp_26Nov07_.pdf)

### **Box 22: Building on Like-minded International Networks to Support the Cause of Youth Employment in Indonesia**

Partnerships among like-minded organisations can benefit Indonesian youth employment. Take the case of the partnership between the E-Coaching Programme of the Youth Employment Network (YEN) and the Commonwealth-Asia Alliance of Young Entrepreneurs (CAAYE).

The Marketplace of the Youth Employment Network (<http://www.ilo.org/public/english/employment/yen/>) provides an online E-Coaching programme with several intakes a year and operates as follows:

- Interested entrepreneurs first register as a member on the YEN Marketplace by filling out an online application form explaining their motivation, business idea, and business needs. Selected entrepreneurs attend an orientation webinar and can then search for available coaches using the YEN Marketplace online platform to identify an E-Coach able to support each of these entrepreneurs in his/her desired knowledge areas and industry expertise. The entrepreneur then directly requests a specific E-Coach online. This allows the young entrepreneur to identify a coach who can truly benefit him/her. If an entrepreneur needs additional assistance in selecting a suitable E-Coach, YEN proposes a partnership between the young applicant and a likely appropriate coach. If the coach accepts, the E-Coach and entrepreneur may start the coaching relationship using either YEN Marketplace communication tools or their personal communication channels (usually email or Skype).
- E-Coaches are recruited globally and carefully selected to ensure their suitability for the E-Coaching relationship. For example, E-Coaches must have 5 to 7 years of managerial or entrepreneurial experience; be willing to dedicate at least 4 hours a month for a minimum of 6 months, preferably 12 months; and be proficient in at least English, Spanish, or French. Before matching an E-Coach to an entrepreneur, E-Coaches also need to successfully complete YEN's online coaching training to ensure a rewarding coaching experience for both the E-Coaches and the entrepreneurs.
- The E-Coach and entrepreneur follow an E-Coaching schedule that provides guidance and structure for the first two months of the E-Coaching programme. The schedule contains tools and tips to ensure that both the entrepreneur and E-Coach get off to a good start. In particular, the entrepreneur and E-Coach set goals and objectives and jointly develop a roadmap for their collaboration. Under the guidance of the E-Coach, the entrepreneur also completes a business model canvas

and ‘strengths, weaknesses, opportunities and threats’ analysis. The process is strictly monitored: the YEN Marketplace assesses the coaching relationship on a quarterly basis to receive feedback on progress achieved and difficulties encountered by the E-Coach and young entrepreneur.

YEN’s pipeline partners currently promote the programme with young entrepreneurs and potential E-Coaches from around the world by sharing the opportunity to apply for the E-Coaching programme with their network. Partners include the Association of African Entrepreneurs; Commonwealth-Asia Alliance of Young Entrepreneurs (CAAYE); Palestine Information, Communications, and Technology (ICT) Incubator; and United Nations Volunteers.

CAAYE may prove particularly relevant to the needs of young Indonesian entrepreneurs in carefully selecting regional counsellors and encouraging exchange and dissemination of Asian GPs in youth entrepreneurship. CAAYE is a network of young Asian entrepreneur national organisations promoting the cause of youth entrepreneurship in their respective countries: Bangladesh, Brunei, India, Malaysia, Maldives, Pakistan, Singapore, and Sri Lanka. Among other efforts, CAAYE has officially committed to supporting young entrepreneurs across the Commonwealth-Asia region and creating a network among member countries for advisory, mentorship, and other relevant support services to young entrepreneurs. Since the announcement of the Pipeline Partnership between Young Indians—CAAYE’s founding member organisation—with YEN for E-Coaching of young entrepreneurs, Young Indians has, after running its own due diligence, introduced potential coaches to the YEN Marketplace programme, as well as young entrepreneurs and members in need of business coaching.

*Source:* This GP is adapted from information previously available at [https://prezi.com/hhmqndpw\\_osh/yen-marketplace-e-coaching-caaye/](https://prezi.com/hhmqndpw_osh/yen-marketplace-e-coaching-caaye/) (accessed October 2013) and at [www.caaye.com/ecoacher.pdf](http://www.caaye.com/ecoacher.pdf) (accessed, August 2014) with the collaboration and validation of ILO’s Youth Employment Network (YEN).

### **Box 23: Indonesian Good Practice in Youth Microcredit: Komida’s Initiative for Poor Women**

#### **GP elements of Komida’s Microfinance Initiative for Poor Women:**

- Today operates in 8 provinces and 26 districts through 42 agencies:
  - Provides financing exclusively to the poorest, most disadvantaged women living mainly in rural areas (20 percent of credit portfolio devoted to financing agricultural activities)
  - Operates as a savings and credit cooperative and is based on loans granted to groups of five women<sup>1</sup>.
- In Rembang, Komida has proposed that its Microfinance Initiative for Poor Women runs training sessions to introduce its concept and mechanisms to women entrepreneurs-to-be, organises ‘games of trust’ to build healthy peer pressure, and financially supports young business women by:
  - borrowing from commercial banks at a 16 percent interest rate and
  - lending at a 25 percent interest rate, including savings and insurance products: 1 percent pension, 1 percent health insurance, and 3 percent savings.

#### **GP Impact so far:**

- Promising results in Rembang include the following:
  - Initiative reached 2,200 beneficiaries, including 437 youth (women aged 19–29 years old).

<sup>1</sup> ‘A five-member group is often found to be effective for small business operation, production and marketing of products/services and networking with other stakeholders’ (ILO 2009: 184).

- Less than 1 percent of the women beneficiaries failed to repay (using a weekly repayment scheme of Rp 25,000/week) in the 6–12 month maturity period granted.
- Savings for the women beneficiaries increased.
- Earlier results (January 2012) on Grobogan were equally encouraging:
  - Five branches opened in five subdistricts.
  - Business loans were given to 1,010 youth.
  - Total loans disbursed totalled Rp 770 million.
  - Total savings mobilised totalled to Rp 99 million.
- The GP ultimately demonstrates the effectiveness of group savings and credit schemes in :
  - [Improving access to credit]
  - [Spreading the individual risks involved]
  - [Reducing individual collateral requirements]
  - [Relying on peer pressure for repayment]
  - [Stimulating self-reliance of group members and increasing their bargaining capacity in dealing with providers of equipment as well as with middlemen and large buyers]
  - [Empowering women members of men dominated market environments]. (ILO 2009: 173)

*Source:* Authors' field mission notes and intermediary report presentation, September 2013; 'KOMIDA', accessed at [www.grameen-credit-agricole.org/en/content/komida-0](http://www.grameen-credit-agricole.org/en/content/komida-0); and adapted from ILO (2009).

#### **Box 24: Good Practice from Papua Increases Success of Poor Women Entrepreneurs**

Ingredients for successful businesses among Indonesian women (including the poor and those with low levels of literacy) in no way differ from those spelled out in the section on Pillar 2. In the case of Papua's Entrepreneurship Skills Development Project supported by the ILO, ingredients included the following, among others:

- The development, using an initial baseline survey of a 'database on micro and small enterprise potentials and existing entrepreneurs in the Papua Highlands'. By interviewing 102 indigenous Papuan business owners, especially women, this database played an 'important role in identifying micro and small enterprises' strengths and opportunities based on local resources in the area' (ILO 2010b: 3). 'The baseline study was also key to understanding the capacity, limitations and challenges faced by indigenous Papuan entrepreneurs' (ILO 2010b: 4), in particular women, in the highlands.
- A ToE programme, using the GET-Ahead module. The use of pictures and images in participatory and user-friendly settings (interactive activities such as role playing, game boards, and field visits) made the training accessible and fruitful for uneducated, low-income Papuan women. Furthermore, 'not only did GET-Ahead focus on the administration' but also introduced 'new ways of thinking about relationships between men and women and how these affected aspects of community daily lives' (ILO 2010b: 8), providing opportunities for women to speak out and giving them a voice. The training was followed by 'hands-on entrepreneurship training—with special attention to marketing' (ILO 2010b: 3).
- Enhanced collaboration with existing business development service providers and concerned government agencies: for example, the project supported set-up of a new BDS entity in Wamena City, headed by an indigenous Papuan woman and comprising experienced facilitators trained by the ILO in the principles of BDS (ILO 2010b).

- Training of an additional 137 resource persons from the NGO, church, United Nations Volunteers, and government sectors as GET-Ahead instructors through seven workshops to develop a pool of trainers who can provide continuous support to local entrepreneurs; the project baseline had shown that there 'were very few community members equipped to help existing and future entrepreneurs, especially in the remote areas of Lani Jaya and Yahukimo' (ILO 2010b: 4).
- Firm support by Bank Papua Wamena Branch, the government bank that broadened access to microfinance for 'high-risk' women entrepreneurs (ILO 2010b: 9), reiterating the importance of multistakeholder partnerships in any entrepreneurship venture.

*Source:* Adapted from ILO (2010b).

### **Box 25: Elements that Make Entrepreneurship GPs in Pillar 4 Attractive for Indonesian Youth**

It is important to recognise that GPs under Pillar 4 have the potential to address some of the well-documented constraints to youth entrepreneurship in Indonesia through the following:

- Development of an entrepreneurship spirit or mind set among youth (commitment, taste for risk, sense of efforts, and understanding of innovation)
- Promotion of entrepreneurship as both a respectable lifestyle and a sustainable pathway out of unemployment (not depending only on labour market demand to find a job) for youth from different academic backgrounds
- Expansion of opportunities to access entrepreneurship/business skills in informal training for the poorest, disadvantaged groups (rural youth, low-income young women, etc.)
- Increase in trust towards young women entrepreneur aspirants
- Promotion of provision of business training together with vocational and technical education
- Empowerment and promotion of BDS use (adopting a voucher system would also enhance access to and affordability of such services for young entrepreneurs)
- Promotion of alternative ways of accessing finance for young entrepreneurs: for example, when grouped together, graduates have better access to post-training credit from various microfinance institutions (MFIs) (government agencies and NGOs generally prefer to extend support services to groups, rather than to individuals, as it lowers the costs of such programmes) (ILO 2009).

*Source:* Authors' field mission notes and intermediary report presentation, September 2013.



## Pillar 5: Improving the Quality of and Access to the Labour Market Information System

### Box 26: Nontraditional Rural Activities: Examples from East Asia

- **Agriculture related:** nontraditional <sup>1</sup> fruits/vegetables (mushrooms); animal husbandry (small rodents, poultry, frogs, and snails); horticulture (flowers); tree nurseries; fish ponds
- **Resource based:** increased processing of agricultural products, including fruits; processing seafood products; natural fertilisers (compost); cattle fodder and poultry feed; and decorations made of semiprecious and other stones, shells, etc.
- **Linked with increasing incomes:** bakeries (pastries); food catering; ice cream, yoghurt, and other dairy products; beauty salons (hairdressing and cosmetology); toys and forms of entertainment (video screenings); and specialized products including baby clothes, loudspeaker boxes, etc.
- **Linked with improved housing:** concrete, adobe blocks, cement roof tiles, etc.; home decorations (dried flowers, Christmas/holiday decorations, etc.) and repair of household appliances.

Source: Categories and examples excerpted from a complete list in ILO (2002: 42).

<sup>1</sup> Obviously, the innovative characteristic of non-agricultural activities depends foremost on existing consumption patterns. Whereas bakeries may be new in one context, it could be more conventional in others (ILO 2002: 42).

### Box 27: Community Employment Assessments to Determine Youth Employment Opportunities

SKB [*Sanggar Kegiatan Belajar* or Learning Activity Centre] Ujung Padang...piloted an example of a good practice in conducting market surveys to develop vocational training programmes in collaboration with the ILO-EAST project [2008–11]. After two instructors received training on conducting community employment assessments to identify potential skills in demand and work opportunities, SKB Ujung Padang decided to develop a job order inventory before developing vocational training programmes...

As a result they launched two new courses on air conditioning and refrigeration and cell phone maintenance, and successfully delivered cell phone maintenance training to one batch of 20 trainees (2 women and 18 men). As the training was based on market demand, 70 per cent of the trained graduates immediately secured gainful employment once the training was completed. Eight young men started their own business and six young people (two women and four men) found employment. In fact, these employment contracts functioned like paid internships, allowing trainees to gain sufficient confidence in the trade to request a credit and open their own businesses. SKB was also successful in facilitating linkages with the Rural Entrepreneurship Training programme...through which six youths received start-up capital to establish their own business' (ILO 2011f: 12).

These community employment assessments led to enhanced youth employment outcomes under many other EAST GP projects, including at SMK YPKP Sentani and SMK Negeri 3 (Jayapura, Papua); SMK St. Joseph Nenuk, Naekasa Village (Belu District) and SMK Mentari in Oesapa Village (Kupang City), Nusa Tenggara; in

the villages of Fatukbot and Manuaman, Belu District, East Nusa Tenggara; in *Kelurahan Oesapa, Kecamatan Kelapa Lima, Kota Kupang*; and in *Kelurahan Manumutin, Kecamatan Atambua Kota, Kabupaten Belu*.

Source: ILO (2011f).

### **Box 28: Identifying Vocational Competencies Needed through Value Chain Analysis**

A value chain analysis 'is a simple analysis that identifies the various stages from production to the consumer and the added value for each of these steps...At each step, the stakeholders are, in turn, clients of the previous value chain level and suppliers to the next level' (ILO 2011f: 14). Value chain analysis questions can help determine specific (and often missing) vocational competencies to be acquired in market-demand training and serve to refine the vocational skills emphasis of the training provider. They may include the following:

- What are the skills that you currently use in your business?
- How do you think costs for your business can be reduced? What skills/new workers do you need for this purpose?
- Do you think your product answers the needs of your clients?
- Are there ways to improve your clients' satisfaction?
- Are there any new potential clients you can think of?
- What skills would you need to ensure that your products better respond to the needs of both existing and new clients?
- How do you think your product compares on the market with competitors' products?
- Are there ways to improve your position in the market?
- What skills and what extra workers would you need to improve your market position?
- Are you aware of the social and environment standards that apply to your activity?
- How do you apply them? What additional skills would you need to apply them?
- Does your company need higher levels of skills that can ensure higher productivity and better quality products? (14).

Source: ILO (2011f).

### **Box 29: Local Good Practices Generating Youth Employment Using Sectoral Information: Maluku**

Collaboration among government agencies to develop seaweed production training modules in Maluku boosted employment and business start-up rates during ILO-EAST (2008–11). Establishing training programmes based on the analysis of sectoral information to forecast skills needs and increase youth's employability potential has proved a successful good practice: 'The greatest livelihood potential for the approximately two million inhabitants of Maluku comes from fishing and seaweed cultivation' (ILO 2011c: 99). Production of seaweed in Maluku was, by then,

440,000 tons of wet seaweed per year and is expected to grow to 540,000 tons per year by 2013...Based on the latest provincial strategic plan, Maluku province has identified seaweed production as a priority for large-scale development. A detailed action plan was developed by BAPPEDA, which calls for the establishment of six major industrial cluster developments based in Southwest Maluku, Southeast Maluku, Aru Islands, Buru, Seram and Ambon. (99)

However, neither of the two major sea-related potentials had led to sustainable exploitation for the benefit of the province.

The seaweed industry comprises mostly small-scale operations...The seaweed drying and treatment plants depend on small-scale seaweed farmers for raw materials. While the farmers are able to earn a living, their farming methods are not optimum. Strains of seaweed should be chosen based on the coastal and water conditions in a given area; but many farmers lack resources for professional advice. Treatment of diseases is also not effective due to a lack of formal skills. Before implementation of [Bappeda's] new regional development plan, farmers did not have other marketing outlets than selling to buyers coming to their areas of operation. Pricing was, therefore, determined entirely by these buyers; as a consequence, farmers were not paid optimum price for their products. Many young people would like to enter the seaweed farming business, but they are hampered by the absence of formal training opportunities and by a lack of initial capital to start their businesses. (99)

In light of the above factors,

Bappeda developed a plan consisting of four integrated activities aimed at enabling young people with basic education to enter the industry: 1) preparation of training modules for basic seaweed growing; 2) technical training; 3) business training for new farmers as well as established farmers; and 4) free assistance in the form of seaweed seed, equipment and technical advisory services from the fishery office district facilitators and experienced local farmers. (ILO 2011c: 99–100)

At the request of BAPPEDA, ILO-EAST provided assistance in implementing the plan. (ILO 2011c: 100)

As an example of the success of this approach, the impact of seaweed training in the district of Kei Kecil, Southeast Maluku District, was particularly significant:

- '117 men and 73 women farmers—organised in groups—started their activities' (ILO 2011c: 101).
- 'Groups started with initial production of 30 kg of dried seaweed per line of seaweed with a sales value of [Rp] 300,000 (US\$35) per 30 kg' (101).
- 'Organization of business groups of seaweed farmers in each village have been established so the procurement of seeds and equipment and marketing of their products becomes more efficient. The average savings from being able to exclude middlemen for procurement is approximately 20 per cent' (ILO 2011c: 102).
- 'Farmer group members now earn more cash than is required for daily living'. (102)

Building on the analysis of partial sectoral information to enhance youth employment outcomes proved equally successful in another local GP implemented in Tumblur village, Southeast Maluku District. ILO-EAST was asked to assist with promoting development of artisanal sectors—sculpture carving and woven cloth, typical products in several areas of Southeast Maluku—that the provincial government had prioritised as growth sectors after analysing trends in tourism in the area and projecting an increase in visitors.

The skills required for producing these items have been transferred through generations and are considered a principal source of livelihood. However, designs and production techniques have not developed significantly over time, and the villages are seeing sales and income dwindle. This is not only due to designs and quality; it is also owing to the fact that the villagers are not active marketers but rather passive sellers to tourists and occasional visitors passing by. (ILO 2011c: 96)

Organisers [of the GP] selected 35 participants as trainees: 20 participants (all men)...in the craft of making wooden statues, and 15 participants (all women)...in the weaving project. The month-long intensive training was conducted by local senior artisans from the region...ILO-EAST provided tools and raw materials [as well as] marketing assistance to the village through various active marketing techniques. To assist the villagers in restarting their businesses, the local government has agreed to sponsor functions where their products could be exhibited. (ILO 2011c: 97)

Results of the project in Tumblur proved both the relevance of sectoral information/prioritisation and the 'potential

for improving income-earning potential of local crafts production’ (ILO 2011c: 98) through employment of trained beneficiaries. Indeed, compared with previous years, reports from the village ‘indicate that sales of their products have increased with several hundred statues being sold during the last six months alone’ (ILO 2011c: 97). ‘The cost of this intervention is limited to the training by locally available resources and supply of training materials. For the 35 participants, the overall cost was Rp 1,750,000 (US\$200) per trainee’ (ILO 2011c: 98).

In order for both of these model interventions to be replicated, it is important that all concerned stakeholders (relevant local government institutions, local NGOs, community groups, professional associations, etc.) agree on the growth and employment potential of the identified sector and are willing to prioritize and use it as a source of community empowerment. In doing so, they then need to be ready and able to assist in developing youth competency for the prioritised industries (e.g. through implementing appropriate skills training).

*Source:* ILO (2011c).

### **Box 30: Using Sectoral Information in Determining YE Opportunities: Turkey**

In Antalya, Turkey, the MDG-F Youth, Employment and Migration Joint programme facilitated a series of research studies including a labour market survey and a scan of priority economic sectors in order to increase school retention rates and ensure that the Public Employment Service (ISKUR)’s vocational training was offered in occupations for which there was a demand. This was done in the context of the global adoption of sectoral information based approaches to forecasting skills demands and to seize youth employment opportunities. (Salzano 2013: 56).

As result, in 2011 for example, a vocational course on flower farming was organized in collaboration with Antalya Provincial Agriculture Directorate. In addition, a training workshop on plant protection and use of pesticides was organized for 40 women farmers in the District of Antalya and 10 extension workers in cooperation with the Farmer Education & Extension Services Department and Women Farmers Department in Ankara.

ISKUR provided institutional support to the development of the vocational training programmes with the Vocational Training Centre of Tarımsal Uygulamalı (TUMEM) delivering the training to unskilled migrants and seasonal migrants. The placement of young unemployed after their participation in occupational training was found to be higher than standard training courses. (56)

*Source:* Salzano 2013.

### **Box 31: Transition Enterprise Project: Practical Approach to Small Enterprise Development**

Transition Enterprise Projects is “a practical approach in small enterprise development designed for non-formal training especially of marginalized, poor and under-educated target groups in the villages...It is called ‘transition’ for being part of a skills training programme and at the same time an instrument to help first-time small enterprise operators” (ILO 2007). Transition Enterprise Project covers a number of subjects and instruments/methods; some of the most important are ‘enterprise visioning’ and ‘small business and profit forecasting’, which effectively allow the community to identify market opportunities susceptible to support self-employment and generate short-term business action plans (strictly 2–4 months for non-farm projects and not exceeding 6 months for farm-based projects). ‘Group and individual ideas identified are listed and factors influencing the viability of a planned enterprise discussed one by one’ (ILO 2007).

*Source:* ILO (2007)

### **Box 32: TREE Case Studies in Asian Countries Combine Fast-Track and Systemic Approach**

Following the important impact of Training for Rural Economic Empowerment<sup>1</sup> in the Philippines, its tools and methodologies were further replicated in India in 2006–08, where TREE—integrating ILO’s value chain analysis and enterprise development tools—proved successful in four South Indian locations: Kollam, Kerala and Kanyakumari, Tamil Nadu. With a budget of US\$1,300,000, TREE targeted 3,000 youth and 2,000 women; women represented 65 percent of skills training participants and 70 percent of enterprise development training, and persons below the poverty line represented 98 percent of skills training participants and 36 percent of enterprise development training. During the training, 4,291 beneficiaries (3,611 youth and 680 women) received skills training in more than 60 trades; additionally, 1,215 persons received Start Your Business training; 3,450 GYB training; 580 IYB training; and 105 EYB. PWDs represented 1–2 percent of the trainees (60 people). In terms of impact, 82 percent of trainees became employed after skills training and 51 percent started their own businesses; 85 percent of previously unemployed skills trainees were now earning Rs 2,000–3,000 (US\$30–50) a month (minimum wage in these Indian states), whereas the other 15 percent who were employed before the project at levels below the minimum wage (Rs 1,000–2,000 per month, US\$15–30) were now earning Rs 2,000–5,000 (US\$30–80).

Applying the same method of Rapid Community Assessment and the Transition Enterprises Project (see box 31), the ILO TREE project in Sri Lanka—started in January 2006 and completed in December 2008 at a cost of US\$1,560,971—reached its main objective of contributing to restoring livelihoods and earning capacities of communities in the Ampara District, which was particularly affected by the 2004 tsunami. Using an upfront survey and consultation approach, the ILO helped generate sufficient self-confidence and motivation for members of vulnerable communities to establish group enterprises and choose self-employment as their future livelihood, instead of hunting for formal sector jobs. The methodology led to remarkable results: 840 trainees from 45 villages in 11 DS Divisions of Ampara District (including 75 percent of women, 25 percent of primary education graduates, and 37 percent of secondary education graduates), out of about 1,000 beneficiaries initially selected to take part in the project. This 84 percent success rate can be considered an achievement in its own right for a programme of this nature, in which beneficiaries were not paid any allowance or given any other financial/material incentive during their training. Beneficiaries were clustered in 91 entrepreneurial skills training events (community groups), leading to the creation of 88 community enterprises involving 96 percent of the trained beneficiaries (807 of 840). All enterprises, except one, operated successfully. All beneficiaries also declared their satisfaction with the level of income earned after the establishment of enterprises: from pre-training individual monthly incomes of about Rs 1,500–3,000 (US\$11–\$22) to Rs 5,000–7,500 (US\$38–\$57) after the training (and up to Rs 9,000, US\$69, in the case of some enterprises). Changes in attitudes were another important positive impact yielded by TREE: the concept of market competitiveness and the necessity of producing quality goods to reach and maintain a market position were better apprehended. The enhancement of income levels was also clearly attributed by group members to competency development, self-confidence, and group participation in the production system. Ultimately, TREE was integrated in rural vocational training and the national antipoverty programme of the Ministry of Labour.

Following its usual research-based upfront approach, TREE-Pakistan generated a good employment impact as well, in particular on its youth beneficiaries. Starting in 2002/2003 and ending in 2006/2007 at a cost of US\$3,096,858, TREE was implemented in rural areas of Mardan District in KPK province, and Attock District in Punjab province. It included 3,072 beneficiaries, among whom were rural women (33 percent of participants), disenfranchised unemployed youth, people with disabilities and other

<sup>1</sup> Please see page 23 of TNP2K Working Paper 19a for more on Training for Rural Economic Empowerment (TREE).

marginalised segments (3 percent); 91 percent of beneficiaries were classified as poor, very poor, or destitute. Within six months of project implementation, TREE had achieved a 90 percent success rate among its beneficiaries, the majority of whom became self-employed, including more than 40 percent women. In particular by the youth, TREE's acknowledged social impact included increased self-esteem, new-found respect for families and communities—young men became role models in their villages—and recognition/valuation by employers of the training certificate. Previously despairing over their futures, young men were able to access decent economic opportunities and increase their income and savings, which reduces the likelihood of their joining drug and crime or extremist groups. In light of TREE's success, the approach was further replicated and scaled up in Pakistan in additional programmes such as the National Rural Support Programme, the Prime Minister's Skills Development Programme, the 2010–15 National Skills Strategy, the Benazir Income Support Programme, and ILO's programme on Promoting Gender Equality for Decent Work.

*Source:* Compiled from country presentations during the ILO Office for East & Southeast Asia's 'Regional Technical Meeting on Implementing TREE', August 2010, Bangkok, Thailand, with the support of the ILO Office for East & Southeast Asia.

### **Box 33: World Bank Assessment of Impact of Active Labour Market Programmes**

According to a 2004 World Bank assessment (Betcherman et al. 2004), training for the unemployed in developing countries has not resulted in positive evaluations, although based only on a few studies. Because there is so little evidence, positive impacts from the most cost-efficient employment services in developing countries remain to be proven and questioned regarding their coverage and effectiveness in light of the informality of labour markets. However, when integrated with remedial education, job search assistance, and social services, relatively costly training for youth in Latin America appears to have positive impacts (Betcherman et al. 2004). The same cross-country evaluation report of the World Bank from 2004 acknowledges that 'the ingredients for successful interventions probably do not differ. Comprehensive packages of services, programs that are oriented to labour demand and linked to real workplaces, and careful targeting are good examples' (Betcherman et al. 2004: 54). More recently, the ILO has published a number of research papers and GPs regarding the effectiveness of integrated social policies in tackling youth unemployment and poverty reduction. Moreover, as the Betcherman et al. (2004) World Bank report highlighted:

Governments have little choice but to use active programming as one instrument in their response to the economic and social problems associated with unemployment and poverty in the labor force. They should be realistic about what ALMPs (active labour market programmes) can achieve and allocate resources on the basis of cost-effectiveness. The challenge, then, is to learn from existing experiences, investing in programs that have positive returns and altering or dropping programs that do not. If ALMPs are going to be an economically useful policy, it is very important that governments carefully evaluate their own programs and introduce interventions on the basis of what works domestically and in other countries. (Betcherman et al. 2004: iii)

*Source:* Betcherman et al. (2004).

### **Box 34: More International Good Practices in Career Fairs: Benin and India**

An interesting model for career fairs was developed by Benin's National Agency for Employment (ANPE) in cooperation with the ILO. Called 'Saturday for Careers', these fairs are organised one Saturday per trimester in response to the need to move from a 'diploma reflex' to a 'career reflex' among the youth according to the ANPE director<sup>1</sup>, by sensitising them to growing sectors and areas of employment. The objective is to convince the youth to shape their career choice, including training and job, based on realistic recruitment expectations in those dynamic professional fields showing employment prospects.

Benin's first edition of the Saturday for Careers fair was held in February 2012 at Cotonou City Hall and invited professionals from the agricultural world to showcase their work, present their skills needs, and discuss the potential for agricultural entrepreneurship with the hope of reviving and boosting the image of the agricultural sector among young job seekers (often perceived as a 'second class'<sup>2</sup> occupational sector), while helping to remedy Benin's skills mismatch. Training providers were also present in an attempt to promote alignment of training offers on real labour demand.

The impact of this approach can be broadly assessed as follows:

- Saturday for Careers events have been conducted five times so far on a shared cost and benefit basis, gathering about 1,000 participants each time.
- Youth have gained clearer insights into existing and short-term planned job opportunities in fields they might not otherwise have envisaged as possible career options (materials for construction, mining, hydrocarbon production, etc.); benefitted from job and career counselling; and received opportunities to network professionally and showcase their competencies.
- Employers accessed a forum to voice their skills needs and employment vacancies and address their recruitment difficulties.
- The initiative allowed for the generation and exchange of partial, qualitative labour market information, which benefited youth in making informed career decisions and realistic occupational choices.

TREE-India, a highly successful project, has also included a strong post-training component relying on soft skills training—mostly on job-search skills—and participation in career fairs in addition to the development of a job seekers' database. This has contributed to the significant impact of the project, in which 82 percent of trainees secured employment following skills training and 51 percent started their own businesses.

*Sources:* Unpublished material from an ILO specialist in Geneva, October 2013; the ANPE Benin website at [www.anpe-bj.org](http://www.anpe-bj.org); and country presentations at ILO Office for East & Southeast Asia's 'Regional Technical Meeting on Implementing TREE', August 2010, Bangkok, Thailand.

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<sup>1</sup> 'Interview de Didier Maixent Djeigo, Directeur General de l'ANPE'. Interview given in French by ANPE's Director General Didier Maixent Djeigo, available at [www.anpe-bj.org/index.php?option=com\\_content&view=article&id=63&Itemid=221](http://www.anpe-bj.org/index.php?option=com_content&view=article&id=63&Itemid=221)

<sup>2</sup> Ibid

**Box 35: Filipino Job Fair Best Practices**

In the Philippines, job fairs have been a priority of Isulan Municipality's Public Employment Services Office. In 2008 it initiated two job fairs: one at the Municipal Foundation of Isulan; and another at the Sultan Kudarat Polytechnic State College. Different employer entities participated, and job offers ranged from bank representatives within the municipality to call-centre attendants. Six hundred graduating students of the college attended the job fair at Sultan Kudarat Polytechnic State College, and the Public Employment Services Office Manager provided one-on-one counselling for those applicants who passed the preliminary interview round in order for them to also succeed at the final interview (ILO 2012a). In the same vein, Tagum City's Public Employment Services Office also regularly conducted job fairs with 'added features such as Livelihood and Skills Demonstrations, Livelihood Fair and Bazaar. Job applicants during job fairs range from 400–600 jobseekers. Barangay Councils have become major partners in these activities' (ILO 2012a: 168).

*Source:* ILO (2012a).



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## Appendix 1: List of Key Informants

The following is a list of key informants by category and then in alphabetical order by last name.

### *Ministries*

Ms Maria Anityasari, PhD, Consultant, Ministry of Education and Culture  
Mr Abdul Wahab Bangkona, Secretary General, Ministry of Manpower and Transmigration  
Mr Deibel Effendi, Expert, Ministry of Youth and Sports  
Ms Nora Ekaliana, Director, Instructor and Training Personnel Development, Ministry of Manpower and Transmigration  
Ms Rahma Iryanti, Deputy Minister for Poverty Alleviation, Employment Creation and SME, National Development Planning Agency (Badan Perencanaan dan Pembangunan Nasional)  
Mr Esa Sukmawijaya, Sub-Division Head, Development, Ministry of Youth and Sports  
Mr Surya Lukita Warman, Head, International Cooperation, Ministry of Manpower and Transmigration  
Dr Wartanto, Director, Courses and Training Development, Ministry of Education and Culture

### *TNP2K*

Mr Latif Adam, SME Specialist  
Ms Meby Damayanti, Kredit Usaha Rakyat (Public Credit) Evaluation Project Officer  
Mr Ari Perdana, Head of Cluster 3 Working Group  
Mr Theo Van Der Loop, Employment and SME Senior Advisor  
Mr Peter Van Diermen, then Technical Advisor to Cluster 3  
Ms Walia, Technical Assistant  
Ms Diah Widarti, Engagement Expert

### *International Labour Organisation (regional and country offices)*

#### **1. ILO Country Office for Indonesia and Timor-Leste (Country Office-Jakarta)**

Ms Gillian Dowie, International Consultant on Youth Employment  
Ms Janti Gunawan, former Job Opportunities for Youth project coordinator  
Mr Tendy Gunawan, former National Programme Coordinator for Youth Employment, Financial Inclusion and Entrepreneurship Development (now Senior Trade Officer, Switzerland Global Enterprise)  
Ms Nurvitria M. Krištofiková, Youth Employment Consultant  
Mr Lucky Ferdinand Lumingkewas, National Project Officer for Livelihood and Skill Development  
Mr Tauvik Muhammad, Programme Officer  
Mr Irham Ali Saifuddin, Capacity Building Specialist  
Mr Gorm Skjaerlund, Senior Technical and Vocational Education and Training Consultant  
Ms Dede Sudono, IPEC Education Officer  
Mr Peter Van Rooij, Director

#### **2. ILO Geneva**

Mr Michael Axmann, Senior Skills Development Systems Specialist  
Ms Valentina Barucci, Programme Officer (Youth Employment Unit)

Ms Laura Brewer, Skills for Youth Employment Specialist  
Ms Séverine Deboos-David, Technical Officer (Social Finance Programme)  
Ms Olga Strietska-Ilina, Specialist in Skills Policies and Systems (Skills and Employability Branch)  
Ms Donna Koeltz, Senior Employment Services Specialist (Employment and Labour Market Policies Branch)  
Ms Maaret Canedo-Lohikoski, Associate Expert (Youth Employment Unit)  
Ms Virginia Rose Losada, Technical Officer (Small Enterprises Unit)  
Ms Maria Prieto, Youth Employment Specialist  
Mr Gianni Rosas, Youth Employment Unit Chief  
Mr James Windell, Senior Specialist  
The Youth Employment Network

### **3. ILO Regional Office for Asia and the Pacific (Bangkok)**

Mr Matthieu Cognac, Youth Employment Specialist  
Ms Carmela Torres, Senior Skills and Employability Specialist

### **4. ILO Regional Office for the Arab States (Beirut)**

Mr Patrick Daru, Senior Skills and Employability Specialist

### *UNICEF Indonesia*

Ms Severine Leonardi, Youth and HIV/AIDS Specialist

### *World Bank*

Mr Cristobal Ridao-Cano, Lead Economist and Head of Human Development Department  
Mr Pedro Cerdan-Infantes, Education Economist

### *Local Institutions and Independent Experts*

Ms Cicilia Melly Andita, Team Manager for Statistics, Surveys, and Liaison, Bank Indonesia (Region V)  
Mr Aly Anwar, Director, Sentra Pendidikan Bisnis (ILO-EAST implementing agent for entrepreneurship programme)  
Ms Faridah Ariyani, Former ILO-EAST implementing agent  
Mr Muhammad Fahrudin, S.Pd., M.Pd, Head, UPTD Learning Activity Centre Ujung Pandang  
Mr Edwar Fitri, Director, Bina Mitra Usaha Nusantara  
Mr Suyono Hadi, Director, Magistra Utama  
Ms Rini Wahyu Hariyani, Start and Improve Your Business Master Trainer and Director, Riwani Globe  
Mr Bahrul Ulul Ilham, Start and Improve Your Business Master Trainer and Director, Makassarpreneur  
Ms Jepi Jumiarsih, Monitoring and Evaluation Officer, Plan Indonesia  
Mr Abdul Manaf, Programme Officer for East Java and West Java, Komida  
Ms Mega Nazaretha, Division Manager for Financial Access, Micro, Small, and Medium Enterprise and Communication, Bank Indonesia (Region V)  
Mr Lukas Kristian Windya Nugraha, Project Manager, Plan Indonesia  
Mr Abdullah Pandang, Head of Sulawesi Regional Board, Indonesian Career Counselling Teachers Association (Assosiasi Bimbingan dan Konseling Indonesia)  
Ms Clémence Quint, independent consultant

Mr Iman Riswandi, Instructor, Employment Development and Expansion Centre (Balai Besar Pengembangan Produktivitas) Lembang, Ministry of Manpower and Transmigration  
Mr Rusdi, Head, Education Quality Facilitation, Education Quality Assurance Agency (Lembaga Penjaminan Mutu Pendidikan) Provinsi Sulawesi Selatan  
Ms Hesti Candra Sari, Assistant Division Manager for Financial Access, Micro, Small, and Medium Enterprise and Communication, Bank Indonesia (Region V)  
Mr Steven Schmidt, former ILO-EAST consultant, Team Leader of the Employment Facilitation for Inclusive Growth Project, Austraining International  
Mr Nelson Soemanda, Start and Improve Your Business Master Trainer and Director, Nelson Consulting and Associate  
Ms Untari, Project Team Leader, Plan Indonesia

## Appendix 2: Selected Good Practices Websites

### *Websites Addressing Good Practices in Youth Employment*

The following websites appear in alphabetical order by title.

Au Service de l'Emploi et des Compétences (ANPE) Benin

<http://www.anpe-bj.org>

Centre for Development and Population Activities (CEDPA)

<http://www.cedpa.org>

Commonwealth Asia Alliance of Young Entrepreneurs (English)

<http://www.caaye.com>

<http://www.caaye.com/ecoacher.pdf>

Good Practices on Youth Employment (Buenas Practicas de Empleo Juvenil)

<http://www.youthpractices.org/biblioteca.php>

SoukTel:

<http://www.souktel.org>

Young Entrepreneur Center (YEC): About YEC

<http://yec-malaysia.blogspot.com/p/about-yec.html>

Youth Entrenet: <http://www.knowaboutbusiness.org>

### *Specific Webpages with Good Practices in Youth Employment*

The following list of web pages appear alphabetically by title:

[http://ec.europa.eu/education/archive/2chance/repcom\\_fr.pdf](http://ec.europa.eu/education/archive/2chance/repcom_fr.pdf)

Abdul Latif Jameel Poverty Action Lab: 'Vouchers for Private Schooling in Colombia'

<http://www.povertyactionlab.org/evaluation/vouchers-private-schooling-colombia>

Eironline: 'How is the New Deal for Young People Working?' <http://www.eurofound.europa.eu/eiro/2000/02/feature/uk0002155f.htm>

European Commission, 'Employment, Social Affairs, and Inclusion' <http://ec.europa.eu/social/main.jsp>

Grameen Credit Agricole: 'South and South-East Asia/INDONESIA, Komida'

<http://www.grameen-credit-agricole.org/en/content/komida-0>

The National Archives (United Kingdom): 'New Deal for Young People'

[http://webarchive.nationalarchives.gov.uk/+/www.direct.gov.uk/en/Employment/Jobseekers/programmesandservices/DG\\_173757](http://webarchive.nationalarchives.gov.uk/+/www.direct.gov.uk/en/Employment/Jobseekers/programmesandservices/DG_173757)

The Prince's Youth Business International (Ukraine): 'Youth Business Ukraine'  
<http://www.youthbusiness.org/where-we-work/ukraine>

UNEVOC/UNESCO: 'Republic of Korea: TVET [Technical and vocational education and training] mission, legislation, and national policy or strategy'  
<http://www.unevoc.unesco.org/worldtvvetdatabase1.php?ct=KOR>

<http://yenmarketplace.org/e-coaching>

Youth Employment Inventory (Bulgaria): 'Clearing the Path to Employment for Youths'  
<http://www.youth-employment-inventory.org/inventory/view/45>

Young Entrepreneurs Start Up (YES) Programme  
<http://www.ibl.or.id/execution/data/file/FactSheetYES2011.pdf?warna...>





## TNP2K Working Paper Series

	Title	Author(s)	Date Published	Keywords
Working Paper 1	Finding the Best Indicators to Identify the Poor	Adama Bah	September 2013	Proxy-Means Testing, Variable/ Model Selection, Targeting, Poverty, Social Protection
Working Paper 2	Estimating Vulnerability to Poverty using Panel Data: Evidence from Indonesia	Adama Bah	October 2013	Poverty, Vulnerability, Household consumption
Working Paper 3	Education Transfer, Expenditures and Child Labour Supply in Indonesia: An Evaluation of Impacts and Flypaper Effects	Sudarno Sumarto, Indunil De Silva	December 2013	Cash transfers, child labour, education expenditure, flypaper effect
Working Paper 4	Poverty-Growth-Inequality Triangle: The Case of Indonesia	Sudarno Sumarto, Indunil De Silva	December 2013	Growth, poverty, inequality, pro-poor, decomposition
Working Paper 5	English version: Social Assistance for the Elderly in Indonesia: An Empirical Assessment of the <i>Asistensi Sosial Lanjut Usia Terlantar</i> Programme*  Bahasa Indonesia version: Asistensi Sosial untuk Usia Lanjut di Indonesia: Kajian Empiris Program Asistensi Sosial Lanjut Usia Terlantar*	Sri Moertiningsih Adioetomo, Fiona Howell, Andrea McPherson, Jan Priebe	March 2013	ASLUT Programme, Elderly, Social Pensions, Lanjut Usia, Social Assistance, Social Security, Indonesia
				<i>*This Working Paper has been republished in 2014</i>
Working Paper 6	An Evaluation of the Use of the Unified Database for Social Protection Programmes by Local Governments in Indonesia	Adama Bah, Fransiska E. Mardianingsih, Laura Wijaya	March 2014	Unified Database, UDB, Basis Data Terpadu, BDT, Local Governments Institution
Working Paper 7	Old-Age Poverty in Indonesia: Empirical Evidence and Policy Options - A Role for Social Pensions	Jan Priebe, Fiona Howell	March 2014	Social Pensions, Old-Age, Poverty, Elderly, ASLUT Programme, Indonesia

	<b>Title</b>	<b>Author(s)</b>	<b>Date Published</b>	<b>Keywords</b>
Working Paper 8	The Life of People with Disabilities: An Introduction to the Survey on the Need for Social Assistance Programmes for People with Disabilities	Jan Priebe, Fiona Howell	May 2014	Disability, survey, Indonesia
Working Paper 9	Being Healthy, Wealthy, and Wise: Dynamics of Indonesian Subnational Growth and Poverty	Sudarno Sumarto, Indunil De Silva	July 2014	Neoclassical growth, poverty, human capital, health, education, dynamic panel
Working Paper 10	Studi Kelompok Masyarakat PNPM  Lampiran Studi Kelompok Masyarakat PNPM	Leni Dharmawan, Indriana Nugraheni, Ratih Dewayanti, Siti Ruhanawati, Nelti Anggraini	July 2014	PNPM Mandiri, penularan prinsip PNPM
Working Paper 11a	An introduction to the Indonesia Family Life Survey IFLS east 2012: Sampling Questionnaires Maps and Socioeconomic Background Characteristics	Elan Satriawan, Jan Priebe, Fiona Howell, Rizal Adi Prima	June 2014	IFLS, survey, panel, Indonesia
Working Paper 11b	Determinants of Access to Social Assistance Programmes in Indonesia Empirical Evidence from the Indonesian Family Life Survey East 2012	Jan Priebe, Fiona Howell, Paulina Pankowska	June 2014	Social assistance, Indonesia, poverty, targeting, welfare, IFLS East
Working Paper 11c	Availability and Quality of Public Health Facilities in Eastern Indonesia: Results from the Indonesia Family Life Survey East 2012	Jan Priebe, Fiona Howell, Maria Carmela Lo Bue	June 2014	IFLS East, survey, panel, Indonesia, Health, Public Health Facilities
Working Paper 11d	Examining the Role of Modernisation and Healthcare Demand in Shaping Optimal Breastfeeding Practices: Evidence on Exclusive Breastfeeding from Eastern Indonesia	Jan Priebe, Fiona Howell, Maria Carmela Lo Bue	June 2014	Exclusive breastfeeding, modernisation, health-care supply, health-care demand, Indonesia, IFLS East
Working Paper 12	Penyusunan Prototipe Indeks Pemberdayaan Masyarakat untuk PNPM Inti (Program Nasional Pemberdayaan Masyarakat)	Wahyono Kuntohadi, Bagoes Joetarto, Silvira Ayu Rosalia, Syarifudin Prawiro Nagoro	July 2014	PNPM Inti, pemberdayaan masyarakat, analisis faktor, dashboard
Working Paper 13	A Guide to Disability Rights Laws in Indonesia	Jan Priebe, Fiona Howell	July 2014	Disability, rights, law, constitution, Indonesia

	<b>Title</b>	<b>Author(s)</b>	<b>Date Published</b>	<b>Keywords</b>
Working Paper 14	Social Assistance for the Elderly: The Role of the <i>Asistensi Sosial Lanjut Usia Terlantar</i> Programme in Fighting Old Age Poverty	Sri Moertiningsih Adioetomo, Fiona Howell, Andrea Mcpherson, Jan Priebe	August 2014	ASLUT Programme, Social Assistance, Elderly, Poverty, Indonesia
Working Paper 15	Productivity Measures for Health and Education Sectors in Indonesia	Menno Pradhan, Robert Sparrow	September 2014	Health, Education, Productivity Measures, Spending, Expenditure, Indonesia
Working Paper 16	Demand for Mobile Money and Branchless Banking among Micro and Small Enterprises in Indonesia	Guy Stuart, Michael Joyce, Jeffrey Bahar	September 2014	Micro and small enterprises, MSEs, Mobile Money, Branchless Banking, Financial Services, Indonesia
Working Paper 17	Poverty and the Labour Market in Indonesia: Employment Trends Across the Wealth Distribution	Jan Priebe, Fiona Howell, Virgi Agita Sari	October 2014	Labour, Employment, Working Poor, Poverty, Wealth Distribution, Indonesia
Working Paper 18	PNPM Rural Income Inequality and Growth Impact Simulation	Jon R. Jellema	October 2014	PNPM Rural, Income, Income Inequality, Infrastructure
Working Paper 19a	Youth Employment in Indonesia: International and National Good Practices for Policy and Programme Improvement	Léa Moubayed, R. Muhamad Purnagunawan	Desember 2014	Youth Employment, Education, Vocational, Labour, Training



TNP2K's mission is to coordinate poverty alleviation policies in Indonesia. As part of its tasks, TNP2K conducts and commissions research reports and studies with the objective of facilitating and informing evidence-based policy planning. TNP2K has undertaken several research activities and policy initiatives related to employment in Indonesia. The working paper, 'Youth Employment in Indonesia: International and National Good Practices for Policy and Programme Improvement', specifically concentrates on the analysis of youth unemployment and possible answers for Indonesia from the perspective of local and international best practices. The paper, after setting the research context and methodology, presents a short literature review of programme lessons learnt worldwide; Indonesia's main challenges in a number of youth employment-related areas; country case studies as plausible responses to such issues; and evidence-based policy and programme recommendations applicable to Indonesia.

This compendium highlights a number of best practices in youth employment from across Indonesia and the world. It accompanies TNP2K Working Paper 19a-2014 on Youth Employment in Indonesia.

**TIM NASIONAL PERCEPATAN PENANGGULANGAN KEMISKINAN  
(TNP2K)**

Jl. Kebon Sirih No. 35, Jakarta Pusat 10110

Tel: +62 (0) 21 391 2812

Fax: +62 (0) 21 391 2511

E-mail: [info@tnp2k.go.id](mailto:info@tnp2k.go.id)

Web: [www.tnp2k.go.id](http://www.tnp2k.go.id)



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