

# MDG-1: Eradicate Extreme Poverty and Hunger

MDG target 1.B: Achieve full and productive employment and decent work for all, including women and young people

## CONSTRAINT:

### Lack of Skills among Young People and Employment Services

Lack of facilities, career guidance and entrepreneurship education for smooth school-to-work transitions

**Indonesia's Education and Skills Training for Youth Employment** initiative focuses primarily on facilitating the school-to-work transition of young people in five eastern Indonesian provinces (Maluku, NTT, Papua, West Papua, South Sulawesi) and in Aceh. Using an integrated, broad-based approach, the initiative supports constituents at the central and provincial levels to improve back-to-school programmes, skills training (including core work skills), career guidance, and entrepreneurship education.

## COMPONENTS:

- Enhance learning opportunities by assisting the government to implement its nine-year basic education programme. This includes (a) supporting bridging and equivalency education options for out-of-school children, and (b) making junior high school programmes more relevant through pre-vocational activities. This aims at the acquisition of personal and social skills to prevent children from entering the labour force before they have the qualifications necessary to find decent work.
- Improve access to career guidance and counselling; develop capacity among providers of secondary education and training to equip young people with knowledge about their own competencies, the world of work and related educational options.
- Develop institutional capacity to deliver market-oriented and competency-based skills training by (a) revitalizing three vocational training centres with a competency-based approach to training and increased linkages with the private sector, and (b) increasing the capacity of non-formal training providers in training-needs assessment, competency-based training and post-training support.
- Develop a culture of entrepreneurship among youth by enhancing the curricula of formal and non-formal providers of education with respect to entrepreneurship skills and attitudes.

## RESULTS:

- More than 4,900 direct recipients – teachers and instructors – have improved their capacity to deliver quality training, teaching, and counselling sessions to youth. This resulted in (a) a shift away from supply-driven skills training toward a demand-oriented approach, (b) a re-orientation of the school counselling sessions toward career guidance, (c) increased linkages of training providers with private sector employers, and (d) use of the tools proposed by the project by local teacher training institutions, for more than 600 additional schools in 30 provinces.
- More than 70,000 youth have benefited from improved services. This resulted in (a) a more proactive attitude of targeted youth toward training and entrepreneurship, (b) greater awareness of the relevance of education for the world of work, (c) choices of future job orientation that reflect the reality of the Indonesian labour market, and (d) 65 percent of the youth who followed skills training sessions either became employed or started a business, 47 percent of whom are young women.

## KEY ELEMENTS OF SUCCESS:

- The partnership facilitated a successful match between job seekers and employers. Close collaboration between the private sector and trade unions is crucial to the programme's approach. This facilitated tripartite agreements that link training graduates in targeted provinces directly to employment opportunities. These arrangements create a strong interest from the involved private sector institutions to collaborate with training institutions to ensure that the content of the training is relevant. In Maluku province, for example, 100 out-of-school youth are ready to be certified by the Indonesian Academy of Fishermen and employed as seamen as a result of a

partnership with a leading fishing company, the local government, a public training institution, and the Indonesian Seafarers trade union (which union also contributes to the training by holding informational meetings about workers' rights). Similar successful approaches will be sought through the local employers associations.

- The programme has met the target of having 40 percent women participants in all activities. In order to build the capacities of provincial government authorities and local stakeholders, ILO conducted participatory gender audit training. This resulted in seven implementing agencies, including four government institutions, signing up to conduct a gender audit of their organizations. Participatory gender audits are currently being undertaken in three provinces. It is expected that these participatory gender audits will advance recommendations for promoting gender equality in their respective areas.

## LESSONS LEARNED:

- Marketable skills are a key to decent work for young people. Skills training must be competency-based and in line with market demand for both in-school and out-of-school youth. It is therefore important to institutionalize the analysis of labour market information at the local level. To this end, the tool used should be user-friendly and adapted to the capacity of local planning offices. It should also capture the reality of the labour market of both the formal and the informal economies. With this in mind, ILO has designed a simple Skills Gap Analysis methodology that can serve as a basis for local planners who have to make strategic decisions at the provincial level.

## BACKGROUND INFORMATION:

In a highly decentralized governance system such as that in Indonesia, the approval and the support of the central authority are necessary, but not sufficient to ensure the successful outreach of services, tools, practices and regulations. Providing technical support at the national, provincial and district levels has proven effective in fostering commitment and strengthening the ownership of all stakeholders. At the national level, the project has been instrumental in mainstreaming youth employment in key policy documents (including in the Medium-Term Development Plan). At the provincial level, it linked with provincial planning boards and local Education and Manpower offices to mainstream youth employment into provincial policies and to identify synergies for joint implementation. At the district level, it has worked with education offices and school principals to advocate for a comprehensive educational response.

## IMPLEMENTATION PARTNERS:

Ministry of Manpower and Transmigration; Ministry of Education or the respective local offices under district and provincial government; trade unions; NGOs; the Embassy of the Kingdom of the Netherlands in Indonesia

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