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What Works

Good Practices from the ILO Education and
Skills Training for Youth Employment in
Indonesia (EAST) Project

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Foreword

EDUCATION AND Skills Training for Youth Employment in Indonesia (EAST) was a four-year project funded by the Government of the Netherlands and executed by the International Labour Organization (ILO). The geographical coverage of the EAST project extended from Papua, West Papua, East Nusa Tenggara, Maluku and South Sulawesi to Aceh. The objectives of the programme 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.

To capitalise on its experiences in the fourth and final year of implementing the programme, ILO-EAST consolidated lessons learned in two ways: (1) tracer studies that provide quantitative evidence of the projects impact, and (2) good practices that document the projects positive outcomes in specific circumstances at the level of beneficiaries/recipients. In the context of the ILO-EAST project and the priorities of national and provincial governments, “good practices” refer to programme activities that successfully contributed to (a) the prevention and elimination of child labour; (b) character building, and (c) improved employability and entrepreneurial skills that lead to wage/self-employment.

Good practices were proposed by the ILO EAST regional project teams. Independent consultants assessed the proposed good practices through interviews with beneficiaries and public and private cooperation partners. Of particular assistance to the research for this document were the EAST provincial project coordinators as well as the EAST expert team located in the ILO Country Office for Indonesia. The report was produced by external consultant, Gorm Skjaerlund. Rachel Rivera edited the document and proofreading was ensured by Nicki Ferland.

It is expected that implementing agencies, partner organizations, government institutions and other national and international organizations and agencies will learn from the project outcomes and processes, and adapt or replicate them in the context of their own activities.

We hope national and regional stakeholders in youth employment will find inspiration and useful hints in this report to aid them in their efforts to respond more effectively to task of creating livelihood opportunities for youth.



Peter van Rooij

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Office for Indonesia and Timor-Leste
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Introduction

THE GOOD practices documented in this paper describe programme activities ranging from broad policy-level activities to practices at the grassroots level in the field. Some of the good practices may only have taken place in a few locations and do not necessarily represent the overall project or programme. Even if a project outcome has not been successful, there could still be some good practices to be developed or applied. A key aspect is that a good practice is something that has actually been tried and shown to work in a specific environment, i.e. as distinct from what may be a potentially good idea but has not actually been tested.

The following criteria were established for the selection of good practices. They must be:

Innovative/creative – describing a practice that is not common in the particular environment where the good practice took place; i.e. it may have proved to be a good practice elsewhere, but must be new to the environment where it was piloted.

With clear documented impact – the impact is documented as per the various Means of Verification listed below. To the extent possible the documentation of the impact is quantitative and irrefutable. Sources are also quoted when available. Also, the impact is linked to youth employment and child labour.

Replicable – i.e. the environment in which the practice took place is analysed, and the minimum conditions for replication are defined.

Sustainable – good practices do not rely on unsustainable practices but rather on low-tech sustainable technology.

Ethical – practices contradict neither main human rights instruments (see <http://www2.ohchr.org/english/law/>) nor the ILO Declaration on Fundamental Principles and Rights at Work (<http://www.ilo.org/declaration/thedeclaration/lang--en/index.htm>).

Efficient – where available, a cost analysis of the practice shows it is easily replicable.

The good practices include the following themes and seek to document impact as well as means of verification:

Themes	Impact	Means of Verification
Elimination and prevention of child labour and reduction of dropouts	Increased school attendance in classes where ILO-EAST modules are used	Attendance sheet
	Reduced dropout rates in schools that participate in ILO-EAST project	Baseline data of dropout rates prior to EAST implementation and data after EAST implementation
	Government is constructing legal frameworks for prevention of child labour and dropouts.	Copy of Decree / SK / action plan, etc.
	Reduction of children's exposure to risks and hazards	Type of work prior and after participation in EAST programmes
	Reduction of children's working hours	Number of hours prior and after participation in EAST programmes
	Government is constructing legal/policy framework for the elimination of child labour	Copy of Decree / SK / action plan, etc.
Character building	Improved attitude among children participating in EAST programmes	Improved score in subject "Self Development" (or where material was implemented) in school report
	Children have made decisions on what they are going to do next upon completion of current education.	Counselling card report from the schools; interview
	Increased school subjects scores	School report
Employability	Trained youth have found employment in the area of skills training they received.	Proof of employment from the employers
	Trained youth have found jobs with decent working conditions (Occupational Safety and Health, income level, stability of income) .	Field visit to place of employment (to inspect Occupational Safety and Health); interview
	Trained youth have found more employment opportunities in the area of skills training they received.	Proof of more interview calls/apprenticeships from prospective employers
Entrepreneurship	Trained youth have started up a business.	Visit to business site; review business plans
	Trained youth have improved their business.	Proof of increased business profits (e.g. from bookkeeping records), increased number of employees, increased number of clients
	Trained youth generate higher incomes.	Interview; bookkeeping
	Trained-in-school youth have improved their knowledge of entrepreneurship.	School report on entrepreneurship subject

The good practices were documented by a group of independent consultants. In each of the six provinces a consultant was presented with a number of project interventions from which potential good practices were identified. The consultants verified and documented good practices through field visits and interviews with stakeholders.

The good practices documented in this report are a representative selection of the EAST project's themes and geographical coverage. It is hoped that these examples may inspire the regional government and non-governmental bodies to initiate programmes to eliminate child labour and improve the employability and capacity for entrepreneurship among young women and men.

Table of Contents

FOREWORD	i
INTRODUCTION	iii
TABLE OF CONTENTS	vi
TABLE OF FIGURES	xi
GLOSSARY	xii
Reduction of Child Labour and School Dropouts	1
1 Broad-based Capacity Development and Awareness-Raising Contribute to Increased Commitment of Stakeholders and Policy Mainstreaming of Child Labour and School Dropout Issues.	1
2 Timely Identification of Occupational Safety and Health (OSH) Issues Related to Informal Manganese Mining Enabled Prompt OSH Assessment and Provision of Policy Recommendations to Provincial Parliament and Government of East Nusa Tenggara.	6
3 Establishing a Referral System for Children Involved in or at Risk of Child Labour by the Provincial and District Action Committees on Elimination of the Worst Forms of Child Labour Results in: (a) Improved Access of Vulnerable Families to Relevant Services; and (b) Replication of the Capacity-Building Package by Provincial Offices of MoMT to the Established District Action Committees.	11

4	Agreements and Trust-Building between School and Non-Formal Education Providers Result in Children Returning to School.	19
5	Traditional Gender Prejudices Related to Education of the Girl Child are Successfully Challenged through Ongoing Awareness-Raising and Provision of Concrete Educational Support.	23
6	Non-formal Training Providers Implementing 3Rs, SCREAM and the Teacher's Manual on Inclusive Education Make Schools More Child Friendly.	27
7	Establishment of Trade Union Focal Points on Child Labour Result in Improved and Concrete Actions by Unions to Prevent and Eliminate the Worst Forms of Child Labour.	30
8	Awareness-Raising in ACEH Mosques Results in a Change of Families' Attitudes towards Child Labour.	33
	Character Building	37
9	Through Life Skills Activities, Students Get Involved in the Management and Operation of Pre-Vocational Activities.	37
10	Life Skills in SMP and KAB IN SMA/SMKs are Mainstreamed in the Local Curriculum, and Related Participatory Methodology is Also Used in Subject Curriculum.	41
11	Integrating Life Skills Pre-Vocational Activities into Vocational Skills Subjects Ensures Sustainability.	45
12	Implementation of Student-Centred and Teaching Contextual Learning Methodology Results in Students' Improved Attitudes, Increased Self-Esteem, Respect for Others, Teamwork and a Decrease in Bullying.	49
13	Through Life Skills Pre-Vocational activities, Students Gain Confidence and Improved Communication Skills.	53
14	Selection of Pre-Vocational Activities Based on Local Context Allows for Increased Relevance of the Education Content to Families and Communities.	56

15	Taking into Account the Governance Structure of the Education System (at District and School Levels) in Training Delivery and Monitoring Allows for Increased Commitment from All Stakeholders, Ensuring Future Sustainability of the Activities.	59
16	Job and Education Counselling Helps Students Make Informed Decisions about Future Education and Career Paths.	62
17	SMK and SMA Students Have Greater Motivation to Become Entrepreneurs as a Result of KAB Learning Sessions in Their Schools.	68
18	Synchronization of Local Entrepreneurship (Kewirausahaan) Curriculum and the KAB Module by Trained SMK Teachers in Kota Kupang through “Teachers’ Discussion Forums” (MGMP).	72

Employability 75

19	Discouraging Gender Division of Labour When Recruiting New Trainees Results in More Women Following Non-Traditional Skills Training and Securing Non-Traditional Jobs.	75
20	Purposeful Identification of People with Disabilities and Reasonable Accommodation of Their Needs Result in Increased Access to Skills Training, Jobs and Business Opportunities.	79
21	Collaborating with Government Programmes and Institutions, such as BPPNFIs, PNPM Mandiri, Departments of Education, Youth and Sports, Manpower, Women’s Empowerment and Child Welfare, Boosts Employment and Business Start-up Rates.	84
22	Partnerships with Employers Promote Apprenticeships and Employment Opportunities for Trained Youth.	89
23	Collaboration with Trade Unions Improves Recruitment Practices and Confidence Levels of Out-of-School Youth in Maluku.	89

24	Training of Training Providers Results in (a) Adjustment of Course Offerings Based on Market Demand; (b) Trainings Provided Based on Competencies, (c) Increased Access to Assessment and Certification under National Standards, and (d) After-Training Support, Ultimately Resulting in the Improved Employability and Business Start-Up Rate of Trained Youth.	96
25	Training Programmes Based on Value Chains Improve Employability and Business Sustainability.	99
Entrepreneurship		103
26	Thorough Selection of Training Candidates, Including Written and Oral Tests on Their Technical Capacities, Allows for Better Targeted Training, Participants' Higher Levels of Commitment to the Training, and ultimately, Higher Business Start-up Rates.	103
27	Vocational and Entrepreneurship Training Delivered Together as a Modular Package Result in Higher Start-up Rates for Businesses That May Even be Capable of Employing Others.	106
28	Linkages with Banks, Poverty Reduction Programmes, MFIs, Suppliers, Business Associations and Clients/Buyers Result in Increased Access of Trainees to Start-up Capital and Ultimately Contribute to Business Sustainability.	110
29	Linkages with Financial Institutions and Business Networks Contribute to Business Sustainability.	115
30	Group-Based Approach to After-training Support (ATS) Fosters Peer Learning for New Businesses, Allows for Timely Implementation of ATS and Results in Higher Business Start-up Rates.	117
31	Strengthening of the Start Your Business Framework through Training of Master Trainers Results in the Creation of a Trainers' Association and Promotes a SYB Entrepreneurship Training Network of 226 Trainers in 21 of 33 provinces.	120
32	Strengthening of the Start Your Business Programme through Close Cooperation with the National Community Empowerment Programme	124

ANNEX I: Outline of the 12 Main Methodological Tools Used by the ILO Education and Skills Training Project for Youth Employment (ILO-EAST)	127
BACK TO SCHOOL	127
CHARACTER BUILDING	128
TRAINING FOR OUT-OF-SCHOOL YOUTH	129
GENDER EQUALITY	130
Annex II: EAST Implementation Agents (IA)	131
List of Master Trainers on ILO Tools	134
1 3Rs & SCREAM	134
2 TEACHERS MANUAL	135
3 LIFE SKILLS	136
4 JOB AND EDUCATION COUNSELING	137
5 4 in 1	139
6 YOUTH RIGHTS @ WORK	141
7 START AND IMPROVE YOUR BUSINESS (SIYB)	142
8 START AND IMPROVE YOUR BUSINESS (SIYB)	144
9 PARTICIPATORY GENDER AUDIT (PGA)	145
Annex III: Basic Statistics of the Provinces under EAST Technical Assistance	146

Table of Figures

Figure 1 : The team meets with the vice governor of NTT	2
Figure 2 : Child labour in NTT	4
Figure 3 : Informal manganese mining is a family business	6
Figure 4 : Child labour information activities	8
Figure 5 : Result of awareness-raising: “Manganese Causes Deadly Diseases”	9
Figure 6 : Child labour at a building site	12
Figure 7 : Child labourer in Papua	16
Figure 8 : Signing of MOU	21
Figure 9 : Masita (white blouse) with friends in the Children Centre	24
Figure 10 : PKBM students in Atambua, NTT	27
Figure 11 : Workshop for union officials	30
Figure 12 : Embroidering in Aceh	39
Figure 13 : SMK welding course	42
Figure 14 : Preparing maize for sale	43
Figure 15 : Gardening as a pre-vocational activity	46
Figure 16 : Weaving at SMP Bina Karya	47
Figure 17 : Applying SCREAM and 3R in NTT	49

Figure 18 : The “Clever Box”	50
Figure 19 : Handicrafts from Wamena	56
Figure 20 : SMP students in Wamena	57
Figure 21 : Training of career counsellors	60
Figure 22 : Honay, traditional house in Papua	62
Figure 23 : KAB business game	68
Figure 24 : Young customer in Aceh’s “Honesty Cafeteria”	70
Figure 25 : Motorcycle repairwoman	76
Figure 26 : Jane Dale at her new cutting table	82
Figure 27 : Roberto Mayor on the job	83
Figure 28 : Youth group raising chickens	85
Figure 29 : Youth group making cement building blocks	86
Figure 30 : Trainees in a hotel kitchen	89
Figure 31 : Eka at the reception desk	92
Figure 32 : Newly trained seafarers ready to go to sea	94
Figure 33 : Carving statues in Maluku	96
Figure 34 : Learning to make anchors	100
Figure 35 : Workshop on seaweed production in Ambon, Maluku	101
Figure 36 : Learning to make anchors Seaweed farming is also a women’s business	102
Figure 37 : Community-based assistance to recruit participants for training	103
Figure 38 : Young entrepreneurs raising pigs	107
Figure 39 : Women’s group raising chickens	108
Figure 40 : Learning computer skills in South Sulawesi	111
Figure 41 : A graduate of LPK ARHAM has set up shop	112
Figure 42 : Wardah in her cell phone shop	114
Figure 43 : Raising pigs in Papua	117
Figure 44 : Group discussion	118
Figure 45 : Ibu Surya (right) visiting an entrepreneur at her home	122
Figure 46 : Leasing computers in Oesapa	125
Figure 47 : Making bricks in Manumutin	126

Glossary

ABBREVIATION	INDONESIAN	ENGLISH
3R		Rights, Responsibilities and Representation
APBD	<i>Anggaran Pendapatan dan Belanja Daerah</i>	Local government budget
APINDO	<i>Asosiasi Pengusaha Indonesia (Indonesian entrepreneurs' association)</i>	Indonesian Employers' Organization
ATS		After Training Service
BAKORLUH	<i>Badan Koordinasi Penyuluhan</i>	Office for Coordination of Extension Services
BAPPEDA	<i>Badan Perencanaan Pembangunan Daerah</i>	Regional Development Planning Board
BPS	<i>Biro Pusat Statistik</i>	Central Bureau of Statistics
BKKBN	<i>Badan Kependudukan dan Keluarga Berencana Nasional</i>	Agency for Population and Family Planning
BKM	<i>Badan Keswadayaan Masyarakat</i>	Community Self-reliance Agency
BLM	<i>Bantuan Langsung Mandiri</i>	Scheme for assisting poor people
BLT	<i>Bantuan Langsung Tunai</i>	Scheme for direct cash transfer for poor people
BP3	<i>Balai Pendidikan dan Pelatihan Perikanan</i>	Institute for Fishery Training
BPMD	<i>Badan Pembangunan Masyarakat Desa</i>	Village Community Development Agency
BPPNFI	<i>Badan Pengembangan Pendidikan Nonformal dan informal</i>	Non-formal Education Development Centre
BPR TLM	<i>Bank Perkreditan Rakyat – Tanoba Lais Manekat</i>	Rural Credit Bank
CEA		Community Employment Assessment
CFLM		Child Friendly Learning Method
CLMS		Child Labour Monitoring System

ABBREVIATION	INDONESIAN	ENGLISH
DAC		District Action Committee
DAP		District Action Plan
DINPPO	<i>Dinas Pendidikan Pemuda dan Olahraga</i>	Office of Education, Youths and Sports
DINSOS	<i>Dinas Sosial</i>	Office of Social Affairs
DISNAKERTRANS	<i>Dinas Tenaga Kerja dan Transmigrasi</i>	Office of Manpower and Transmigration
DISTAMBEN	<i>Dinas Pertambangan dan Energi</i>	Office of Mining and Energy
DPC	<i>Dewan Pengurus Cabang</i>	Branch management body
DPD	<i>Dewan Pengurus Daerah</i>	Regional management body
DPRD	<i>Dewan Perwakilan Rakyat Daerah</i>	Regional parliament
EFA		Education For All
ELC		Experiential Learning Cycle
FGD		Focus Group Discussion
GENCI	<i>Generasi Cerdas Mandiri</i>	
HWPCI	<i>Himpunan Wanita Penyandang Cacat Indonesia</i>	Indonesian Association of Women with Disabilities
KAB		Know About Business
Kabupaten	<i>Kabupaten</i>	District
Kecamatan	<i>Kecamatan</i>	Sub-district
Kelurahan	<i>Kelurahan</i>	Village
Keppres	<i>Keputusan Presiden</i>	Presidential decree
KSBSI	<i>Konfederasi Serikat Buruh Sejahtera Indonesia</i>	Indonesia Prosperity Trade Union
KSPSI	<i>Konfederasi Serikat Pekerja Seluruh Indonesia</i>	Confederation of All Indonesian Trade Unions
KSM	<i>Kelompok Swadaya Masyarakat</i>	Self-help groups
KSU	<i>Koperasi Serba Usaha</i>	Village cooperative
KTSP	<i>Kurikulum Tingkat Satuan Pendidikan</i>	School Based Curriculum
KUB	<i>Kelompok Usaha Bersama</i>	Joint business group
KUPP	<i>Kelompok Usaha Pemuda Produktif (productive)</i>	Productive youth group
LAPENKOP	<i>Lembaga Pendidikan Perkoperasian</i>	Training Institute for Cooperatives
LPA	<i>Lembaga Perlindungan Anak</i>	Child Protection Agency
LPK	<i>Lembaga Pelatihan Kerja; Lembaga Pelatihan Kejuruan; Lembaga Pelatihan Kursus</i>	Non-formal training centre
LSP	<i>Lembaga Sertifikasi Profesi</i>	Professional Certification Body
Madrasah	<i>Madrasah</i>	Islamic boarding school
MENPAN	<i>Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi</i>	Ministry of Administrative Reforms

ABBREVIATION	INDONESIAN	ENGLISH
MGMP	<i>Musyawarah Guru Mata Pelajaran</i>	Teachers discussion forum
MoNE		Ministry of National Education
MoU		Memorandum of Understanding
Mulok	<i>Muatan Lokal</i>	Local content
NAC		National Action Committee
NAKERTRANS or MoMT	<i>Tenaga Kerja dan Transmigrasi</i>	Ministry of Manpower and Transmigration
NAP		National Action Plan
NGO		Non-governmental organization
NTT	<i>Nusa Tenggara Timur</i>	
ORS		One-Roof School
OSH		Occupational Health and Safety
P2KP	<i>Programme Penanggulangan Kemiskinan di Perkotaan</i>	Urban poverty reduction programme
P4TK	<i>Pusat Pengembangan Pemberdayaan Pendidik dan Tenaga Kependidikan</i>	Center for Development and Empowerment of Teachers and Educational Staff
PERBUP	<i>Peraturan Bupati (</i>	Regulation issued by head of district
PERDA	<i>Peraturan Daerah</i>	Province or district regulation
PERGUB	<i>Peraturan Gubernur</i>	Regulation issued by head of province
PERMENDIKNAS	<i>Peraturan Menteri Pendidikan Nasional</i>	Ministry of National Education regulation
PJM	<i>Programme Jangka Menengah</i>	Medium term programme
PKBM	<i>Pusat Kegiatan Belajar Masyarakat</i>	Community Learning Centre
PKN	<i>Pendidikan Kewarganegaraan</i>	Civic education subject
PLN	<i>Perusahaan Listrik Negara</i>	State owned electrical company
PLS	<i>Pendidikan Luar Sekolah ()</i>	Non-formal school
PNPM - MP	<i>Programme Nasional Pemberdayaan Masyarakat - Mandiri Perkotaan</i>	National Community Empowerment Programme - Urban Self-help
PPCI	<i>Perhimpunan Penyandang Cacat Indonesia</i>	Indonesian Disabled People's Association
PPNFI	<i>Pusat Pendidikan Non Formal Indonesia</i>	Non-Formal Education Centre Indonesia
PPSE-KA	<i>Panitia Pengembangan Sosial Ekonomi – Keuskupan Atambua</i>	Socio-Economic Development Committee - Diocese Atambua
Puskesmas	<i>Pusat Kesehatan Masyarakat</i>	Community health centre, at sub-district level
PwD		Person with Disability

ABBREVIATION	INDONESIAN	ENGLISH
RAT	<i>Rapat Anggota Tahunan</i>	Annual members' meeting
RPP	<i>Rencana Programme Pembelajaran</i>	Teaching plan
SATAP	<i>Sekolah Satu Atap</i>	One roof school
SCREAM		Supporting Children's Rights through Education, the Arts and the Media
SIU	<i>Surat Izin Usaha</i>	Business license
SIYB		Start and Improve Your Business
SK	<i>Surat Keputusan</i>	Decree letter
SK Bukati		District Decree
SKB	<i>Sanggar Kegiatan Belajar</i>	Non-formal training centre
SKL	<i>Standar Kompetensi Lulusan</i>	Graduates' Competency Standards
SMA	<i>Sekolah Menengah Atas (general senior high school)</i>	Senior secondary school
SME		Small and medium enterprise
SMEA	<i>Sekolah Menengah Ekonomi Atas</i>	Senior secondary school of economics
SMK	<i>Sekolah Menengah Kejuruan</i>	Vocational secondary school
SMKN	<i>Sekolah Menengah Kejuruan Negeri</i>	Public vocational secondary school
SMPK	<i>Sekolah Menengah Pertama Katolik</i>	Catholic secondary school
SMPN	<i>Sekolah Menengah Pertama Negeri</i>	Public secondary school
SMPT	<i>Sekolah Menengah Pertama Terbuka</i>	Open secondary school
SPSI	<i>Serikat Pekerja Seluruh Indonesia</i>	All Indonesian Workers Union
SUPAS	<i>Survey Penduduk Antar Sensus</i>	Inter-Census Survey
SYB	<i>Mulai Bisnis Anda</i>	Start Your Business
TKI	<i>Tenaga Kerja Indonesia</i>	Indonesian migrant worker
TTS	<i>Timor Tengah Selatan</i>	South-central Timor
TTU	<i>Timor Tengah Utara</i>	North-central Timor
UKM	<i>Usaha Kecil Menengah</i>	Small and Medium Enterprises
UPTD-PTK	<i>Unit Pelaksana Teknis Daerah- Pelatihan Tenaga Kerja</i>	Regional Technical Implementation Unit -Vocational Training
UU	<i>Undang2</i>	Law
WFCL		Worst Forms of Child Labour
YANUBADI	<i>Yayasan Nusa Bunga Abadi</i>	Nusa Bunga Abadi Foundation
YBST	<i>Yayasan</i>	Bentara Sabda Timor Foundation

Reduction of Child Labour and School Dropouts

1 Broad-based Capacity Development and Awareness-Raising Contribute to Increased Commitment of Stakeholders and Policy Mainstreaming of Child Labour and School Dropout Issues.

Development of provincial and district regulations (PERDA) on child labour in South Sulawesi and an initiative to establish a legal framework for child protection and prevention of the worst forms of child labour (WFCL) in East Nusa Tenggara.

East Nusa Tenggara

CONTEXT

The Government of Indonesia ratified the ILO Convention no. 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour in 1999. It has since enacted corresponding legislation aimed at preventing and eradicating child labour in Indonesia.

However, in Nusa Tenggara Timur (NTT) province, little has been done to prevent child labour. There is no legal framework to prevent or reduce child labour in the capital city, Kupang, or in the NTT province as a whole. A government survey conducted by the provincial statistics office (SUSENASSUPAS BPS 2005) indicates that the number of child labourers in the province is as high as 23,000. In Kupang, it is common to see child labourers in the city's two largest traditional markets. They earn their wages from pushing carts for shoppers and traders in

¹ PERDA: Peraturan Daerah – provincial or district regulation.

² SUPAS (survey penduduk antar sensus/Inter census survey) BPS 2005.

Figure 1: The team meets with the vice governor of NTT



the market and from other occasional work. Most of them live in cheap boarding houses in the city slums. While child labour is very visible, the problem is not well understood by key government departments, and no action has been taken to stop or limit child labour.

Non-governmental organizations (NGOs) are aware and have worked on child labour issues through various means, but mostly through information and advocacy activities within the formal education system. While this may have had some effect, there is general agreement among concerned national and international organizations that effective reduction and elimination of child labour must start with strong provincial regulations, supplemented with a campaign to raise public awareness about child labour. The campaign should especially target local parliament members to raise awareness and understanding in order to promote legislation to eradicate child labour.

In 2007, when the International Labour Organization launched its Education and Skills Training for Youth Employment in Indonesia (EAST) Project in Nusa Tenggara Timur, discussions on regulations addressing child labour prevention had already started. These discussions involved several organizations: APINDO, the employers' organization; SPSI, the labour unions; YANUBADI, a local NGO; and other parties. From the government, the principal actors were the Office of Manpower and Transmigration (DISNAKER) and the Office of Social Affairs (DINSOS). The ILO was invited to participate and provide technical expert advice, as well as funding for information and advocacy purposes.

GOOD PRACTICE

At the project start, ILO-EAST held a workshop to raise awareness and train teachers to increase their understanding of child labour issues in NTT. In 2010, a second workshop on child labour drew 20 key participants, including representatives of APINDO, KSPSI, parliament members, teachers, and local NGOs. Participants recommended the creation of a working group to advocate immediate action by the provincial government to eliminate child labour by enacting provincial legislation on child labour prevention.

The working group, including civil society representatives, community leaders and volunteers, religious leaders, and representatives from APINDO, KSPSI, schools and the media, met with the Vice-Governor and other officials and secured official approval to begin its work.

The initial idea was to deal with the issue of child labour only in the city of Kupang, where child labour is most visible. But further discussions revealed child labour is also rampant in the rural districts surrounding Kupang, such as the districts of South-Central Timor (TTS) and Belu, where parents often depend on the labour of their children to make ends meet. Based on these inputs, the working group decided to focus on promoting province-wide child labour regulations.

To gather supporting evidence for their initiative, the working group collected preliminary data in the Kupang municipality on the condition of child labour and major issues related to child labour. Assessments were conducted in four villages surrounding the municipality of Kupang, where 849 cases of child labour were documented. During the course of gathering this data, the team held discussions with parents to inform them about the harmful consequences of child labour. The team explained the negative effects of child labour, while gathering information for their advocacy work. Afterwards, they discussed the results of their findings in a series of meetings with government officials to discuss the drafting of regulations to eliminate child labour in NTT.

The process of drafting and enacting provincial regulations on any subject involves a long bureaucratic process. It also requires substantial funds for community education and advocacy work.

The principal parties involved in the drafting of child labour legislation in NTT included technical agencies such as the Office of Manpower and Transmigration and the Office of Social Affairs supported by NGOs, international organizations and other civil society partners. Parties who were responsible for debating and enacting the legislation into law include the provincial and/or district parliament and the Governor's office, while the provincial legal office tied to the Governor's office handled the legal aspects.

Local NGOs held discussions with all layers of civil society to promote awareness, understanding and support for the process of drafting child labour regulations and to solicit inputs for the wording of the legislation.

The ILO provided expertise and technical guidance, as well as financial support, for meetings and other advocacy work.

A draft regulation to eliminate child labour in Nusa Tenggara Timur is in the final phases of discussion and drafting and could be ratified by the provincial parliament (DPRD) before the end of 2011.

IMPACT

Throughout the process, broad-based discussions on child labour issues were held with parents, community leaders, members of parliament and government officials, down to the village level. Discussions with poor families revealed the

Figure 2: *Child labour in NTT*



underlying conditions that drive children to work in order to contribute to the family income. Understanding these realities was particularly important in order to ensure that families would support the spirit of the anti-child labour regulations once they came into effect.

These discussions resulted in the parents' increased awareness regarding the importance of keeping their children in school to ensure that their future holds the promise of a better livelihood. In order to assist poor families to support themselves without their children's income, economic empowerment for poor parents through various government programmes was written into the draft legislation.

Provincial regulations will enable authorities to act where other means of fighting child labour are ineffective. The legislation will become the basis for the provincial and district governments in NTT to develop programmes that prevent and, ultimately, eliminate all forms of child labour.

COST

This process takes place in two stages. Initial activities focused on awareness-raising workshops, the formation of a working group and the introduction of a broad-based public information campaign that brought the issue of child labour up for discussion and promoted a dialogue about child labour throughout the province. The second part, which is the responsibility of the local government, takes place once the first stage is accomplished and the local government agrees to start drafting a regulation to eradicate child labour. The relevant government departments take over the process until the draft regulation has passed through the local parliament and been submitted to the Governor for signature.

The initial activities cost approximately IDR 24 million (USD 2,800). The second stage of the project, drafting the regulation, is estimated to be in the range of IDR 250 million to 350 million (USD 30,000 to USD 40,000).

CONDITIONS FOR REPLICATION

All layers of civil society, NGOs and other relevant parties must initiate community and government discussions about the necessity of enacting effective regulations to prevent and eradicate child labour. A campaign to educate and inform the public about child labour is especially critical to push local governments to take action against child labour in their communities.

The district of Takalar in South Sulawesi illustrates what can take place if a regional government's leadership is supportive of this process.

Strong drivers, either person(s) or organization(s), are required to initiate a public information campaign and to organise and raise funds for advocacy activities.

Close cooperation must be established with the ILO or other organizations with knowledge and expertise about regulations governing child labour issues.

2 Timely Identification of Occupational Safety and Health (OSH) Issues Related to Informal Manganese Mining Enabled Prompt OSH Assessment and Provision of Policy Recommendations to Provincial Parliament and Government of East Nusa Tenggara.

Information and awareness-raising activities on Occupational Safety and Health in the manganese mining industry led to regulation of the industry in five villages in Kupang district and three villages in the district of South Central Timor in East Nusa Tenggara.

East Nusa Tenggara

CONTEXT

Surface and underground mining are two of the most hazardous occupations. Traumatic injuries of different kinds are associated with mining activities. Workers in underground mines are exposed to the ever-present danger of cave-ins, explosive gasses, foul air, flooding and other risks related to the use of heavy equipment in confined spaces. Mining activities also result in environmental destruction through air and water pollution and toxic contamination of the soil. Mining is especially hazardous in areas like East Nusa Tenggara (NTT), where the manganese mining is informal and the value chain remains uncontrolled.

Manganese mining lends itself to informal work because of the simple extraction process. Manganese is generally found near the earth's surface, mixed with iron, and is used in the production of stainless steel, electrode coatings and rock crushers. Dangerous exposure to manganese happens both during mining, by inhaling the dust and during processing.

Figure 3: Informal manganese mining is a family business



Manganese mining in uncontrolled conditions is especially dangerous to the health of miners. Dusts and manganese fumes should be avoided even for a short period of time because of its high toxicity. Chronic exposure can result in manganese poisoning, which has been associated with damage to motor and mental skills (see box) and is especially damaging to children's growth and development. "Manganism," a type of neurodegenerative disease similar to Parkinson's has been associated with occupations along the value chain of manganese mining since the early 19th century.

The industry has remained controversial since manganese ore was discovered in NTT province about ten years ago; only a few permits have been granted for manganese mining. However, the price of manganese on national and international markets has increased steadily, triggering the presence of illegal and informal manganese mining activities.

There are various layers of actors engaged in these illegal activities, from local families who dig in their home yards and farm lands using traditional tools, to the network of local brokers who call on villages to collect manganese from mining families, to the larger companies that buy manganese from the middlemen and ship it to buyers in other parts of Indonesia and abroad. The value chain is outside the control of authorities, resulting in little protection for workers in the industry, in general, and for informal miners in particular.

At the household level, it is common for an entire family to mine manganese. Even children and grandparents dig manganese to generate additional income for the extended family. This type of informal mining is typically carried out with basic tools and without basic protection, including helmets, masks, gloves, socks or safety shoes.

Even legal and established mining companies that buy manganese informally employ local people to work in the mines and do not inform them about possible safety and health risks. Since 2008, these unregulated working conditions have led to a number of injuries and accidents, some fatal. The long-term effects of manganese poisoning may take some years before the symptoms become apparent. And as for the children who work in these mines, in addition to the

Symptoms of Manganese Poisoning

In the **initial stage**, symptoms include indifference and apathy, sleepiness, loss of appetite, headache, dizziness and asthenia; these symptoms can be present in varying degrees and appear either together or in isolation.

The **intermediate stage** is marked by objective symptoms such as a monotonous voice, whispering, slow and irregular speech, slow and awkward gestures, and the inability to run or to walk backwards.

During the **final stage**, when the disease is fully developed, various disorders appear, especially those that affect the ability to walk and run. This period is marked by muscular rigidity, slow motion, difficulty in maintaining balance, and tremors (typically in the lower limbs). The brain may work slowly, writing becomes irregular and words become illegible.

long-term health risks of manganese exposure, they are also kept from school, keeping them locked into a life of poverty like their parents.

The lack of enforcement of general local government regulations on Occupational Health and Safety (OSH) has been identified as the main cause of the unacceptable working conditions found in the informal mining industry. At the national level, general mining issues are regulated through the National Law on Mining and Minerals (Law No.4 in 2009). This law recommends local governments around the country to incorporate the national law into local regulations. At the provincial level, the government of NTT has released local regulation (PERDA) No.8 in 2010. However, because the local regulation refers to the national law, this PERDA only covers the issuing of mining area plans, the process of submitting proposals, obtaining mining permits and registering mining activities. Additional regulations are required to incorporate OSH considerations within mining regulations.

GOOD PRACTICE

In October 2010, ILO-EAST conducted preliminary assessments in NTT districts where most of the informal mining activities operate. The survey results indicated that most of the mining families working in small-scale manganese mines are not aware of the hazardous risks of mining without proper tools and protective gear.

ILO-EAST presented the survey results to the provincial and district governments and related stakeholders. Through meetings and discussions with the provincial Office of Manpower and Transmigration (DISNAKER) and the provincial Office of Mining and Energy (DISTAMBEN), ILO-EAST informed provincial and district officials about the serious health and safety risks associated with the informal mining sector. ILO-EAST also communicated with members of the district parliament of the South Central Timor district, which was in the process of drafting district regulations on mining and minerals.

While deliberations took place at the legislative level, a series of meetings for all stakeholders in the industry were held to communicate and explain the results of the manganese mining assessment. The findings and accompanying

recommendations—including keeping children out of the industry—are expected to be included in the provincial regulation on implementation of the mining regulation.

In January 2011, ILO-EAST was informed that the provincial

Figure 4: Child labour information activities



PERDA on Mining and Minerals (No. 8/2010) was passed by the local parliament. This PERDA regulates the procedure of getting mining permits and regulates Occupational Safety and Health procedures based on Regulation No. 5/1996 on Occupational Safety and Health. It also includes the procedure of establishing cooperatives and the delegation of authority to district governments to manage the technical arrangements for the issuance of *Ijin Pertambangan Rakyat* (Community Mining Permits).

ILO-EAST is currently conducting public information outreach activities in the districts of NTT with the highest prevalence of informal manganese mining to raise awareness about the impending regulations and the most urgent measures miners must take to protect themselves and their families. To support the advocacy campaign for safer mining, the ILO has distributed pamphlets and an instructional publication on the most essential occupational health and safety measures recommended for informal miners.

IMPACT

A number of positive developments in the mining sector are evident as a result of ILO-EAST activities in NTT. Mining activities have been temporarily halted in four villages pending mining companies' compliance with the new rules regarding health and safety measures. The issue of child labour in manganese mines has gained attention, and measures are being taken to stop the practice of employing children in mining operations. Regulation and control of mining activities have been strengthened; the issuance and control of mining permits has been delegated to the district authorities.

COST

The direct costs associated with the public information outreach activities were limited to expenses for local travel, meetings and the printing of information material, in addition to the cost of the initial assessment activities. The overall cost was IDR 100 million (USD 12,000).

Figure 5: Result of awareness-raising: "Manganese Causes Deadly Diseases"



CONDITIONS FOR REPLICATION

Informal mining takes place all over Indonesia. Experience has shown that when confronting the issue of informal small-scale mining, attempts to enforce existing legislation on buyers and informal miners will very likely fail. Action against the buyers could lead to the criminalization of the sector. Action against informal miners will also be futile. Given that informal miners use simple techniques and cheap common tools, they could easily acquire replacements and relocate to another part of the province or district, if their tools were confiscated.

The most effective means of replication would be for authorities to enforce current regulations and engage directly with the informal miners. Local authorities can help informal miners improve their practices by training them in basic and essential personal protection as well as safety and health measures. In addition, informal miners should be informed that mining is a cyclical activity determined by factors outside of their control. They should be encouraged to return to a more sustainable and less hazardous occupation, and offered further assistance.

Local NGOs and other community organizations should be enlisted to assist with advocacy measures, and in cooperation with national experts, to conduct basic assessments in order to gather the data required to support discussions about child labour with local stakeholders, industry representatives, government officials and the miners themselves. This example from NTT demonstrates that the local government will act if sufficient publicity and awareness about child labour are brought forward.

3 Establishing a Referral System for Children Involved in or at Risk of Child Labour by the Provincial and District Action Committees on Elimination of the Worst Forms of Child Labour Results in: (a) Improved Access of Vulnerable Families to Relevant Services; and (b) Replication of the Capacity-Building Package by Provincial Offices of MoMT to the Established District Action Committees.

Supporting the local action committees for the elimination of the Worst Forms of Child Labour (WFCL) to develop local action plans for the elimination of child labour; integration of a Child Labour Monitoring System (CLMS) into the policy efforts of the Papua (Jayapura District) and South Sulawesi (Takalar, Bantaeng and Bulukumba Districts) Governments to eliminate the WFCL.

South Sulawesi

CONTEXT

ILO-EAST child labour interventions in South Sulawesi targeted the districts of Bulukumba, Bantaeng and Takalar, identified by provincial and district action committees as facing particularly serious challenges with child labour. Incidences of child labour in these districts were found in plantations, construction sites, fishery sectors, seaweed cultivation and seaweed processing, the red bricks industry, porters in traditional markets as well as collection and processing of various forms of waste.

Based on information gathered by child labour monitors, the numbers of child labour cases in these three districts have continued to grow and become increasingly visible in urban areas. Despite evidence of increasing numbers of incidences of child labour, policy makers had not taken any measures to eliminate the worst forms of child labour. A lack of awareness in local communities about the seriousness of child labour also contributed to the overall lack of action to eliminate this practice.

In 1999, the Government of Indonesia ratified ILO Convention No. 182 on Prohibition and Immediate Action on Elimination of the Worst Forms of Child Labour. The following year, Indonesia enacted Law No. 01 in accordance with the principles of the ILO Convention No. 182. A National Action Committee on the Elimination of Worst Forms of Child Labour, established by presidential decree, developed a National Action Plan (NAP) aimed to prevent and stop children from engaging in child labour. The NAP requires local governments to establish policies to follow up on child labour at the local level.

Based on the 2002 KEPPRES (Presidential Decree) No.29 on the Worst Forms of Child Labour, the local governments of Takalar, Bantaeng and Bulukumba issued district decrees³ (SK Bupati) mandating the establishment of local committees

³ These decrees are SK Bupati Takalar No. 184 Tahun 2009, SK Bupati Bantaeng No. 050/28/II/2009 and SK Bupati Bulukumba No. Kpts. 401/IX/2009, respectively.

Figure 6: Child labour at a building site



and Child Labour Monitoring Systems (CLMS) in an effort to eliminate child labour. The committee members include officials from various public and private agencies such as the local parliament, the Offices of Education, Youth and Sports (DINPPO), and Women's Empowerment, as well as the Employers Organization APINDO, NGOs, the local press and others. Although the three committees have been established, they have yet to work effectively. Delays in the committees' work are a result of the lack of programme and financial support, which should be provided through the annual budget (APBD) cycle in each district.

GOOD PRACTICE

Since the establishment of the local action committees in 2008, ILO-EAST has provided intensive support through its implementing partners in the form of training and mentoring to enable local action committees to begin information outreach and awareness-raising activities. The committees' objective was to supply data and information to initiate the drafting of local action plans for eliminating child labour in each district.

A Child Labour Monitoring System framework was also piloted in the three districts. The ILO-EAST and the provincial action committees (PAC) agreed to send multi-disciplinary teams in to three districts in order to target their efforts to reach 180 vulnerable children. In addition to these activities, mapping of available social services was conducted in collaboration with government technical department units. The advocacy teams monitored child labour conditions in workplaces as well as conditions in schools and child centres, to assess family situations, workplace hazards, education levels and the social services needed by child labourers and their families.

The collaboration among ILO-EAST, ILO implementing partners and the local action committees prompted the district governments to pay attention to child labour issues. "Had there been no ILO intervention we would not have realised the child labour issue as a problem," said the BAPPEDA (Office of Development Planning) Chairman of Bulukumba.

Active members of the provincial action committee in South Sulawesi were trained twice in 2008 by the ILO-EAST on child labour and the Child Labour Monitoring Systems. Material on the Child Labour Monitoring Systems was included in the training package offered by the provincial action committee and the Manpower Office. The provincial action committee played a significant role in the process by providing technical assistance and coaching support as well as training sessions. The district action committees of Takalar, Bantaeng and Bulukumba were invited to participate in training sessions on child labour and Local Action Plan Formulation conducted in cooperation with the provincial Manpower Office. As a result, the Bulukumba, Bantaeng and Takalar districts, initially identified as the districts with the most serious child labour problems, have all issued regulations to prevent and eliminate child labour.

IMPACT

In **Bulukumba**, a district action committee for WFCL elimination was established in November 2010 by a Bupati decree No. 299/XI/2010. The committee's action plan was issued on 28 January 2011 through Bupati decree No. 37.1/I/2011. Financial support for the committee was allocated in the 2011 annual budget.

In **Takalar**, a district action plan was issued with Bupati Regulation No. 10/2010, which went into effect on 21 March 2011.

In **Bantaeng**, a district action committee was established with a Bupati decree in 2008 and renewed in 2010. The members of the committee include government

officials and representatives of trade unions, NGOs, the teachers' association, journalists and APINDO. The committee members were selected through a participatory process based on guidance from the provincial action committee. There are no salaries or honoraria paid to committee members.

A district regulation (Perda) concerning child protection and elimination of WFCL is being prepared for Bulukumba. While child labour in Takalar is regulated by the highest level of regulation that a district government can issue, Bantaeng and Bulukumba are in the process of "upgrading" their Bupati decrees (one level below) to Perda status, demonstrating their commitment to protect children from the worst form of child labour through regulations.⁴ The final draft of a new action plan is being prepared by the committee and is ready to be signed by the Bupati. The 2011 annual budget allocated financial support for the action committee secretariat's activities.

COST

Budgets for the committees' work have been allocated by the district annual budget. Bulukumba is allocated IDR 80 million (USD 9,500) and Bantaeng: IDR 20 million (USD 2,350). No information regarding the budget for Takalar district exists.

There is no information on the exact costs incurred for the activities in Sulawesi. However, the cost of capacity building and monitoring are similar to the cost for similar activities undertaken in Jayapura (see below).

CONDITIONS FOR REPLICATION

Implementation of the action plans in the three districts has been adjusted according to the structure of each district government and to its mechanism of financial accountability. Technically, each government unit proposes financing requests for action plans through the government budget cycle. Depending on how financing requests are structured, external parties, such as NGOs, may receive government funds to play a role in implementing a proposed action plan.

Further contributing to the rapid formulation of action plans was the introduction of Child Labour Monitoring Systems in the three districts that were supported by the ILO-EAST since the start of the project. The Child Labour Monitoring Systems

⁴ Indonesia legislation comes in different forms. The following official hierarchy of Indonesia legislation (from top to bottom) is enumerated under Law No. 10 Year 2004 on the Formulation of Laws and Regulations:

1. 1945 Constitution (Undang-Undang Dasar 1945 or UUD'45)
2. Law (Undang-Undang or UU) and Government Regulation in Lieu of Law (Peraturan Pemerintah Pengganti Undang-Undang or Perpu)
3. Government Regulation (Peraturan Pemerintah or PP)
4. Presidential Regulation (Peraturan Presiden or Perpres)
5. Regional Regulation (Peraturan Daerah or Perda)

In practice, there are also Presidential Instructions (Instruksi Presiden or Inpres), Ministerial Decrees (Keputusan Menteri or Kepmen) and Circulation Letters (Surat Edaran), which sometimes conflict with each other.

Once legislative products are promulgated, the State Gazette of the Republic of Indonesia (Lembaran Negara Republik Indonesia) is issued from the State Secretariat. Sometimes Elucidation (Penjelasan) accompanies some legislation in a Supplement of the State Gazette. The Government of Indonesia also produces State Reports (Berita Negara) to publish government and public notices. (Source: Wikipedia)

monitored and identified 180 vulnerable children (forty per cent girls) in the three piloted locations (Takalar, Bantaeng and Bulukumba).

The mapping of social services, which was done in the three districts, made it possible to provide information on the availability of social services for child labourers, as well as for parents in the districts. The social services provided include education and training services, health services, information on the productive economy and other services to assist parents and child labourers.

The Child Labour Monitoring Systems approach enabled each district to formulate approaches geared specifically to its own conditions, resulting in effective action plans based on actual conditions in the field.

Papua (Jayapura District)

CONTEXT

Economic development in Papua's Jayapura district is showing steady progress. Tourist arrivals are increasing, which has resulted in growth in certain economic activities, particularly within the service sectors. Unfortunately, economic development has been accompanied by an increase in child labour, which has become more visible across the district.

The district government was aware of the growing incidences of child labour and considered measures to prevent and reduce these incidences. A draft district government decree on the establishment of a local action committee was signed by the district head in March 2010. The committee was then formed with high-ranking officials from the relevant government technical offices, as well as representatives of community organizations, APINDO, workers associations and the media. However, the committee and draft action plans were abandoned and no further effective measures were taken to halt the rise of child labour in the district.

GOOD PRACTICE

ILO-EAST approached the Jayapura provincial government and offered technical assistance to the district governments that were ready to commit resources to implement effective and comprehensive legislation against child labour. The Jayapura district, which already had a district decree, accepted the offer.

In collaboration with the Jayapura district government, ILO-EAST organised a workshop for the 2010 World Day against Child Labour (WDACL). The objective of the workshop was to inform a broad segment of the district population about child labour and the local action committee's plans to take action against child labour. The district decree to prevent child labour was reaffirmed through on-going discussions with relevant government agencies and civil society organizations. A strong commitment for eradicating child labour was shown by naming the district Secretary (Sekretaris Daerah) as the head of the steering committee.

Figure 7: Child labourer in Papua



ILO-EAST, in collaboration with the local action committee, introduced and piloted the Child Labour Monitoring System (CLMS) through a multi-disciplinary monitoring team comprising representatives from various government offices, education, social affairs, religious affairs, police and trade unions. With ILO-EAST assistance, the monitoring team, called Tim Walifafa,⁵ immediately started identifying and monitoring incidences of child labour in the district. Tim Walifafa identified social services available to vulnerable children and families and developed a child labour and social services database. It also suggested strategies for referring child labourers to the relevant social services. Ongoing capacity building for the committee members and the monitoring team also took place during the support period. The support measures were aimed at strengthening the capacity of the action committee members and Tim Walifafa to prevent and eradicate the worst forms of child labour and to arrange, conduct and implement monitoring, identification and referral strategies.

Tim Walifafa conducted several monitoring activities and reported 37 incidences of child labour. They found children working as ojek drivers, mechanics, in sand mines or rock and stone quarries, and as farm labourers working more than four hours a day. The team also found that children were employed at various wage levels or not paid any wages at all.

⁵ The word "Walifafa" is derived from the local Sentani language. It means "we, who care about children".

Each child's situation was individually assessed and discussed among the local action committee members as well as with the children themselves and, when possible, with the children's parents or guardians. The local action committee prepared recommendations for action to be suggested to the administrative head of district (as the head of the local action committee of Jayapura district) to ensure follow-up of referrals of children to social, education or vocational training facilities. Recently, the local action committee successfully finalised the Jayapura District Action Plan for the Elimination of the Worst Forms of Child Labour, which is in the process of being submitted to the Head of District Office for endorsement.

IMPACT

The three South Sulawesi districts targeted by the Child Labour Monitoring System benefited 370 children aged 12-15 years old. There were 71 children who dropped out school and were working, 149 children who combined school and work and 150 children who were categorised as at-risk of dropping out of school for work. Once this data became available, the local action committees were able to prevent and reverse the tendency to drop out of school for work. Ten children who had stopped schooling all together were returned to school. During the monitoring process, home visits were conducted by the District Monitoring Team, which helped parents and children understand the effects and dangers of child labour and informed them about services available to support families with vulnerable children.

The Jayapura results are mixed, as it is difficult to completely prevent child labour when children are migrants from the mountain areas who have no means of support except their own labour. The number of child labourers withdrawn by the Jayapura district action committee is 52, including 45 boys and seven girls ranging in age from 13 to 17 years old. Currently, they are still working, but they have been referred to non-formal education institutions and Community Learning Centers (PKBMs).

The district action committee (DAC) has lobbied the local parliament to ensure the budget is allocated for the district action plans (DAP). The activities implemented in the Jayapura district and the commitment shown by the district action committee should serve as a model and encourage the Papuan provincial government to issue a decree endorsing the Provincial Action Committee and Provincial Action Plan for the Elimination of the Worst Forms of Child Labour. It could also contribute to a replication of similar child labour prevention and elimination approaches and strategies in other districts of Papua.

Child protection and the elimination of child labour in Jayapura has become a common concern of government, NGOs, trade unions, APINDO, education councils, teachers' associations, women associations and religious leaders. The community is increasingly aware of the importance of education as an investment for the future of their children. Community members have shown their readiness to participate in activities that encourage keeping children in school and discourage child labour.

In June 2011, ILO-EAST, in collaboration with the Ministry of Manpower and Provincial Manpower and Transmigration Office, organised a workshop to which they invited representatives from other districts across Papua. The objectives of the workshop were (a) to build the capacity of the provincial action committee and (b) to share experiences, including lessons learned and good practices, as well as implementation progress for district committees. As a result of this workshop, Papua now has a Governor decree for the establishment of a Provincial Action Committee for the Elimination of the Worst Forms of Child Labour, (Keputusan Gubernur Papua Nomor 128/Year 2011). A draft action plan has been formulated but not yet established as a decree. Following the workshop, and as a result of seeing the benefits of Jayapura district's activities, two more districts have enacted child labour decrees, namely Jayapura Municipality and Merauke District.

COST

The cost of capacity building for the local action committee and the monitoring team was IDR 2 million per person (USD 235).

The cost of monitoring children for a one-year period was IDR 2 million per head (USD 235). Note that this amount may be significantly greater if monitoring is to take place in rural areas with limited (and thus expensive) access.

Depending on the situation, covering the cost of assisting vulnerable children becomes the task of government agencies. If a child labourer returns to school, the Education Office will pay the associated costs. If a child has no place to live and needs accommodation, the Manpower Office will be responsible for the costs.

The cost calculations do not reflect the substantial cost of drafting and enacting provincial and districts decrees and regulations, as the cost of drafting and enactment is covered by government funds.

CONDITIONS FOR REPLICATION

National regulations stipulate that local action committees on child labour must be established. Parties in the community may set up interest groups or committees to start a dialogue and remind the regional government about the issue. The local mass media should also be part of the child labour advocacy group.

Free education, health services and continuous training by provincial action committees are other policies that have been launched in recent years to equip district authorities with the knowledge and skills needed to formulate district action committees (DAC) and district action plans (DAP) as well as to provoke competition between districts to qualify for good governance certification.

These conditions, combined with the willingness of local governments to cooperate with other institutions in the community such as educational practitioners, universities, media, NGOs, and teachers associations, have created a context that is conducive to the dissemination of programmes that aim to protect children from child labour.

4 Agreements and Trust-Building between School and Non-Formal Education Providers Result in Children Returning to School.

Children's Centres and child-centred curricula support dropout students returning to school and motivate children to complete their education.

Maluku

CONTEXT

With a gross regional domestic product (GRDP) of IDR 5.3 million (USD 621), the province of Maluku is the third poorest province in Indonesia. Based on data from the Central Bureau of Statistics (BPS) in Maluku (2009), the literacy rate of the population of Maluku is 98 per cent, which corresponds to the percentage of children completing primary school. The official number of unemployed in Maluku is about 9 per cent, and the official percentage of people classified as "poor" is 28 per cent of the 1.5 million inhabitants, or two times higher than the national rate. Maluku's high poverty rates have contributed to a widespread tendency for children to exit early from schools and enter into child labour. This is taking place despite the provincial government's introduction of free primary and secondary schooling for all (up to and including Grade 9). With a growing population and severe sectarian strife from 1999 to 2001, which resulted in economic paralysis, the number of vulnerable children in Maluku, including working children and school dropouts, is on the rise. Domestic problems stemming from low household income increase the pressures on children to seek work to supplement the family income. This in turn leads to loss of motivation to learn and, ultimately, to children giving up on school.

The provincial government is aware of these problems and is focusing on programmes that would reduce the incidence of child labour and the number of children leaving schools before completing their education. To keep children in school so that they may qualify for training or further education, the central and local governments have developed programmes to reduce dropout rates and incidences of child labour by encouraging the development of Equivalency Education providers such as the Community Learning Centres (*Pusat Kegiatan Belajar Masyarakat - PKBM*).

The PKBMs are mostly funded by the central government and are the main providers of Equivalency Education. Other providers include Pondok Pesantren (religious and social organizations), non-formal training centres (*SKB – Sanggar Kegiatan Belajar*) and vocational training units (*Unit Pelaksana Teknis*). These institutions are certified by provincial authorities to provide Equivalency Education based on standards developed by the Ministry of National Education (MoNE).

GOOD PRACTICE

In order to shed more light on the problem of early school dropouts and child labour, ILO-EAST, in cooperation with local partners in the education sector, began by identifying key stakeholders who could be enlisted in efforts to alert the broader community to the root causes of child labour and early exit from school. The following actions were initiated:

Stakeholders who could help communicate the issue to the broader community, such as school principals, teachers, community leaders, school committee, and parent/student representatives, were identified in cooperation with local implementation partners.

ILO-EAST formalised a letter of agreement, or Memorandum of Understanding (MOU), between the local government and various government and non-government agencies to establish a Children's Centre with the following objectives: (a) communicate and disseminate the message of child labour and (b) develop action-oriented proposals to eliminate child labour.

The main interventions agreed to in the MOU included:

1. Support to the establishment of the Children's Centre in order to :
 - 1.1. Motivate and facilitate students to actively participate in the learning process in school as well as in the Children's Centre;
 - 1.2. Monitor vulnerable students during the programme implementation aimed to ensure that students at risk and dropouts are able to follow the learning process and maintain their motivation so as to complete the learning process.
2. Promote the Children's Centre as a Learning and Innovation Centre for students.
3. Support the integration of dropouts who want to join or return to formal schooling;
 - 3.1. Ensure the continued relevance and existence of the Children's Centre as the ILO-EAST and implementing partners phase out.

Agencies involved in the agreement include the Office of Manpower and Transmigration (focal point), the Office of Social Affairs, the Office of Women's Empowerment, the Office of Education and Sports, the National Human Rights Commission, non-governmental organizations (NGOs), mass media, the regional parliament and the Regional Development Planning Board (BAPPEDA).

A Provincial Action Committee on the Elimination of the Worst Form of Child Labour was established early in 2011 and approved by the Governor of Maluku. The Committee was set up in accordance with the guidelines set by the National Action Committee on the Elimination of Worst Forms of Child Labour in which the Ministry of Manpower and Transmigration acts as a national focal point.

Figure 8: Campaigning against child labour in West Seram



Local Education Forums (*Forum Pendidikan Lokal*) were established at the district level, involving the same agencies and organizations that are involved in the Provincial Action Committee. The *Forum Pendidikan Lokal* meet every two months to discuss the process and development of educational issues related to school dropouts and child labour in the districts.

For the children who could not be admitted back into formal schools, ILO-EAST initiated cooperation with the PKBM (Community Learning Centres – *Pusat Kegiatan Belajar Masyarakat*) to enable children to acquire formal qualifications through non-formal schooling. The ILO-EAST introduced the SCREAM⁶ and 3R⁷ programmes to the PKBMs and trained teachers in their application. Through discussions with formal school headmasters, ILO-EAST assisted children who had joined PKBM courses to return to formal schools. The ILO-EAST programme also assisted PKBM centres to identify vulnerable students and convince them to enrol in PKBM courses. This has resulted in schools and PKBM accepting 267 vulnerable children from the areas of PKBM Kadewa–dewa at Pasar Gambus (Gambus Market) and TKB Merah Putih at Nania village, as well as three other Children Centres located in SMP 2 Ambon, SML AlWathan and SMA Kristen Passo Ambon.

ILO-EAST assisted formal and informal schools to agree to cooperate and join efforts to prevent dropouts by raising awareness of education-related actions that have the potential to reduce incidences of early exits.

⁶ SCREAM – Supporting Children's Rights through Education, the Arts and Media. See the Annex for an outline of ILO-EAST tools.

⁷ The Trainers' Kit on Empowerment for Children, Youth and Families: Rights, Responsibilities and Representation (3Rs Trainers' Kit or 3Rs kit). See the Annex for an outline of ILO-EAST tools.

IMPACT

The overall impact of the ILO-EAST Programme has been very positive, with 267 out of children readmitted to school — 246 to non-formal institutions and 19 to formal schools. The simultaneous introduction of SCREAM and 3R programmes into education and training programmes offered in formal and non-formal institutions resulted in more interesting and participatory learning and has served as an incentive for children to stay in school or return to school. Grades have improved with about 40 per cent of the vulnerable group students showing improvement.

The programme has made children more aware of the benefits of education and has 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.

COST

The advocacy groups operate on low budgets with very limited funding required for meetings and workshops. Most financial support comes from the donations of participants.

PKBM centres execute their programmes based on block grants from the Ministry of National Education. Upgrading the tutors is the greatest expense, which does not take place often. However, master trainers for all the ILO-EAST applications are available in the province, making further training considerably less costly than initial training.

CONDITIONS FOR REPLICATION

In most communities, it is possible to generate understanding and support for preventing and eradicating child labour. However, unless a driver is identified to start the initial information and awareness-raising activities, it is very likely that community support and understanding will remain dormant. ILO-EAST has shown various ways of starting such campaigns, which may serve as examples to follow. Training and upgrading of teachers in formal or non-formal schools and centres should be a high priority of the provincial and district governments.

5 Traditional Gender Prejudices Related to Education of the Girl Child are Successfully Challenged through Ongoing Awareness-Raising and Provision of Concrete Educational Support.

Through cooperation among stakeholders, children are kept in school and returned to school or to equivalent training institutions; the challenge of low participation of female children in the rural school system is addressed.

Bontomanai Village, Mangarabombang Sub-District of Takalar, South Sulawesi

CONTEXT

In traditional agricultural societies, boys are usually treated differently from girls. Boys tend to be given more freedom and access to educational opportunities. However, with that greater freedom of choice there is a possibility of exploitation and child labour. Boys are often employed early in income-generating activities, either helping their parents or working within the community. According to parents in the area, girls' education is not a priority. Girls are often shielded and not exposed to the world outside of family and relatives, a situation that leads to excessive dependence on their parents until marriage. As a result, girls are often not motivated and/or not allowed to seek more than a basic education. Such conditions are still prevalent in many districts in South Sulawesi, including Takalar, Bantaeng and Bulukumba.

The good practice is illustrated in the following story describing a young girl's struggle to return to school and further education.

Masita: Back to School

Two years ago, 14-year-old Masita Saban could not continue her education to SMP level because her parents were unable to pay for her education. Masita had to help her family earn additional income by taking a part-time job in agriculture. Despite her family's poverty and her parents' inability to pay for their daughter's education, Masita kept her dream of further education alive.

A year after completing primary school Masita joined the Children Centre (CC) "Anak Kreatif" in Bontomanai village, Mangarabombang sub-district of Takalar. After several months at the CC, Masita learned about the value of education and the risks associated with working at an early age. The tutors at her CC explained that she could still continue her studies if she really wanted to. The tutors also discussed the issue with Masita's parents when they met them in the village at an informal gathering.

Through these efforts, Masita was allowed to return to the formal junior secondary level in the 2009-2010 school year. She completed her studies at the SMP in 2010 and has now passed the entry selection and enrolled at a vocational secondary school (Sekolah Menengah Kejuruan – SMK) located in the capital city of Takalar district.

She is still engaged and attending activities at the CC. She has become a good example among her peers, particularly girls, who were dropping out of school and had given up hope of returning. Masita has proven that going back to school is possible with a strong will and support from parents, tutors and the community.

GOOD PRACTICE

Masita's dream to continue her study was strengthened by the motivation she got at the centre where she learned about children's rights, the risks of working as a child labourer, as well as the value of peer and formal education. As a motivated and clever student, with the support of her teachers, she also participated in an afternoon class at the nearby junior high school (SMP – *Sekolah Menengah Pertama*) to learn five subjects — mathematics, *Bahasa* (Language) Indonesian, English and natural and social sciences. The centre, which applies the SCREAM module of ILO-EAST, has strongly influenced Masita's decision to go back to school. The centre has been able to help her understand the risk of working at a young age and the benefits to be gained by continuing her studies.

Based on the above story, it should be noted that Masita's enrolment at SMPN 1 Mangarabombang demonstrated the need for a strong commitment from the school management to accept returning dropouts back in to a formal education institution. In Masita's story, it can be seen that the process of bringing back a dropout student to school is a challenging one. One single intervention is not sufficient. Results are achieved through a combination of programmes, such as SCREAM, combined with advocacy, home visits by a monitoring team and formal and informal discussions with parents in the community.

Informal education institutions play a critical role in reducing incidences of child labour and in motivating children to stay in or return to school. These centres adopt child-centred teaching methods, which help retain the interest of children (who are familiar with formal teacher-centred learning from their primary school experiences). Children-centred methods of teaching help to awaken and sustain the children's interest in formal schooling. In order to

Figure 9: Masita (white blouse) with friends in the Children Centre



facilitate this transition, ILO-EAST and informal school tutors have promoted communication between non-formal institutions and formal schools and spread the word about the role of formal schools and educators in supporting the transition from informal to formal education.

IMPACT

The communities in the three districts (Takalar, Bantaeng and Bulukumba) have experienced significant student dropout rates following primary school, mostly due to the financial problems of parents. During the four years of the ILO-EAST intervention in these districts, the attitude of the rural people towards gender issues and education gradually changed.

- As a result of advocacy in the communities, 11 children (7 males and 4 females) living in the districts of Takalar, Bantaeng and Bulukumba province have returned to school.
- Teachers trained on the SCREAM, 3Rs and the Inclusive Education methodologies⁸, such as the tutors in the four Children Centres in these three districts, are 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.
- Through a similar approach, as described in Masita's story, eleven children in the district of Takalar (9), Bantaeng (1) and Bulukumba (1) returned to school after dropping out and getting involved in hazardous work. The Children Centre's advocacy was the main influencing factor in their return to school.
- The local governments now acknowledge the importance of keeping children in school until they have completed the mandatory nine years of formal schooling.
- At the end of the project, 299 children avoided becoming early dropouts and are still studying at SMPs, SMAs and SMKs. Less than forty per cent of them are still involved in light work. None of them is engaged in hazardous work.

COST

The process of motivating children at the Children Centres is not very costly. Children enrolling at these centres do not pay for the services. However, the cost of getting the children back to school depends on their age, the level of their education and the financial situation of their parents. Schooling until the ninth grade is subsidised by the government and free of charge to parents. The government of South Sulawesi is not yet able to fully subsidise senior/

⁸ See an outline of ILO-EAST tools in the Annex.

vocational high school (SMA/SMK), which places a burden on parents who have ambitions to keep their children in senior level formal schools.

CONDITIONS FOR REPLICATIONS

1. Implementation of government policies, such as nine free years of compulsory education combined with the determination to implement the “Education for All” (EFA) goals by 2015 have played a key role in providing children (including at-risk children) with greater access to education.
2. While funding is required for keeping children in school and convincing dropouts to return, one the most important factors is parents’ awareness of the importance of children’s education. Another important factor is flexibility in the formal school system to give student dropouts another chance at education by accepting them back in to their respective schools.
3. Constant efforts towards awareness-raising regarding the importance of children’s education, as demonstrated by NGOs and other community-based organizations, has had a significant effect in terms of improving schools and informal education methods, as well as increasing parents’ understanding of the importance of education.
4. Enlisting religious and other community leaders in advocacy efforts can play an important role in spreading these messages.
5. Since its establishment in 2001, the Children Centre in Bontomanai village has accommodated approximately 100 children. Of these children, 50 per cent went on to study at formal schools; some of them enrolled at SMPN 1 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).

6 Non-formal Training Providers Implementing 3Rs, SCREAM and the Teacher's Manual on Inclusive Education Make Schools More Child Friendly.

Using child-centred learning methodologies (3Rs, SCREAM and Inclusive Education) makes non-formal learning institutions more attractive to students.

East Nusa Tenggara

CONTEXT

The Community Learning Centres (PKBM) are private institutions providing informal learning opportunities to school dropouts and others who are left out of the formal education system. The centres are privately owned and depend mostly on public (provincial and national) funding. Funding for PKBM is usually provided in government block grants or from other sources for programmes that may be proposed by the PKBMs or by other parties who are sponsoring the training of young people through PKBM. Due to these irregular funding mechanisms, the learning programmes at the PKBM are not offered according to regular schedules.

The students' profiles do not differ much between PKBMs. The students are usually children or unemployed youths who have dropped out of school for a variety of reasons, such as having to work, their parents' inability to pay for schooling and/or because of the long distances between home and school. Once out of school, re-entering the formal school system is very difficult. Many school dropouts come to PKBM to complete their education in the equivalency programmes offered in informal settings. The average age of the PKBM secondary school equivalence programme students ranges from 15 to 38 years old.

Figure 10: PKBM students in Atambua, NTT



Most of the students at PKBM Cendana Wangi in Kupang district, and both Nintabua and Manuaman in Belu district are also school dropouts. The students are economically underprivileged and most are living far from their home villages. Many of them must work to pay their cost of living and many are also expected to send money to their parents in their home villages for their younger siblings' school fees.

Because of the students' background and the need for them to work at least part of the day, learning activities at the PKBM institutions are designed to be flexible in terms of both the schedule and the methodology. In most of the PKBMs, teaching activities are not held every day and students do not have to wear school uniforms. In order to reach their students, teachers must sometimes conduct home visits, or classes must be held for only a handful of students in a location near their workplaces. Most teaching activities take place in the afternoon or evening as many of the students work in the morning.

GOOD PRACTICE

From 2009 to 2010, ILO-EAST and its implementing partners conducted training on 3Rs, SCREAM, the "Exponential Learning Cycle" (ELC)⁹ approaches and introduced the ILO-EAST's "Children Belong in School" manual. Participants were PKBM tutors, formal school teachers, principals, school committee members, inspectors and education office staff. The participants returned to their schools and shared their knowledge – usually in staff meetings – with other trainers and teachers.

Trainers and teachers practised the methods and materials in their own schools. In PKBM Cendana Wangi, the tutors adapted the ELC to various school subjects, including English language courses. They used cards to read different words in English and had students guess the names of objects in English. In PKBM Nintabua, ELC was used in other subjects, such as science. Students would identify plants in the wild through direct observation rather than limit their learning to the classroom. In math, students conducted role plays to learn arithmetic.

In June 2010, refresher training for the previously trained teachers took place. Participants shared and reviewed their achievements since their initial training and discussed suggestions for improving the next semester's courses. In the district of Belu, for instance, the challenges identified were teacher's lack of capacity to adapt the methods to subjects other than their main subject as well as difficulty in changing teachers' habits to adopt participatory facilitation techniques rather than reverting back to the conventional method of teacher-centred learning.

⁹ Experiential learning Cycle is an approach to education that describes four stages in learning which follow from each other: Concrete Experience is followed by reflection on that experience on a personal basis. This may then be followed by the derivation of general rules describing the experience, or the application of known theories to it (Abstract Conceptualisation), and hence to the construction of ways of modifying the next occurrence of the experience (Active Experimentation), leading in turn to the next Concrete Experience. All this may happen in a flash, or over days, weeks or months, depending on the topic, and there may be a "wheels within wheels" process at the same time.

Read more: Experiential Learning <http://www.learningandteaching.info/learning/experience.htm#ixzz1WNOF9GVM>

IMPACT

The Teacher's Manual on Inclusive Education ("Children Belong in School") and the child labour-oriented modules (3Rs and SCREAM) introduced the Experiential Learning Cycle (ELC) to education staff, emphasising children-centred learning. The tools were welcomed by the PKBM tutors as the approaches introduced alternative ways to tutor students on various subjects and made learning more interesting, participatory and interactive as compared to the conventional teacher-centred methods.

The heads of two PKBMs submitted reports indicating greater student participation and enthusiasm after the new tools were applied to teaching methods.

COST

The main costs of the programme comprised the training sessions undertaken by ILO-EAST through its implementing partner. However, 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.

CONDITIONS FOR REPLICATION

With master trainers in each province to undertake further trainings, the main condition for replication is awareness about the programme's benefits at schools and at the provincial and district education administration levels. Awareness-raising would ideally take place in forums where headmasters and teachers from all districts can meet. These forums should also include informal training providers.

7 Establishment of Trade Union Focal Points on Child Labour Result in Improved and Concrete Actions by Unions to Prevent and Eliminate the Worst Forms of Child Labour.

Trade unions' active involvement improves union members' awareness of child labour issues.

Makassar, South Sulawesi

CONTEXT

Trade unions have traditionally been concerned primarily with job security and the welfare of their members. The problem of child labour was a secondary issue that was not often very prominent on their agenda. As a result, many trade union officials are relatively unaware of occurrences of child labour and are not included in discussion forums concerning child labour. This was also the case for union officials in Makassar, South Sulawesi province.

When ILO-EAST began its activities in South Sulawesi, programme coordinators ensured that representatives of trade unions – and employers – were included in the provincial coordination meetings as a matter of priority.

Figure 11: Workshop for union officials



GOOD PRACTICE

Early in 2010, ILO-EAST conducted a child labour workshop in Jakarta that drew a national sample of trade union members, including participants from South Sulawesi. The workshop included training on child labour issues and focused, in particular, on the importance of information dissemination and awareness-raising regarding child labour. This, combined with the coordinated efforts of ILO-EAST in Makassar and the local trade union officials, led to the participation of trade unions in the monitoring and assessment of child labour cases in Makassar and surrounding districts. Trade union officials also took part in the joint monitoring team that assessed the programme to prevent and reduce the incidences of child labour through education in Bulukumba, Bantaeng and Takalar districts.

Senior confederation officials are now participating and voicing their support of efforts to eradicate child labour. At the World Day against Child Labour (WDACL) held in Makassar in June 2010, a senior trade union official spoke of the union's support and stressed the inclusion of civil society in efforts as a key strategy to prevent and eradicate child labour.

IMPACT

Trade unions have affirmed their support to contribute to the prevention and elimination of child labour. The following are actions taking by trade unions that indicate their commitment.

- Setting up an internal organizational section to deal with child labour and gender issues.
- One of four members of the union management structure has taken on the issue of child labour as part of his area of responsibility.
- Members of the union continue to demonstrate their commitment to preventing incidences of child labour. The representative of KSPI South Sulawesi, for instance, showed evidence of this at the provincial WDACL commemoration workshop in June 2010, by alluding to findings based on internal observation and monitoring by constituents.
- A publication called "Union Voices on the Elimination of Child Labour" was distributed in April 2010 to inform the public of the union's involvement in the prevention and elimination of child labour.
- The national Confederation of All Indonesian Workers' Union (KSPSI) website frequently carries items about child labour.
- In a letter dated 31 January 2011 from the leadership of KSPSI to the director of ILO Indonesia, the union confirmed its commitment to contribute to the prevention and elimination of child labour.

COST

There has been relatively little cost associated with these efforts as most activities have been integrated within the trade union's usual activities. The single largest expense was for a national workshop held in Jakarta for provincial trade union officials, which cost USD 15,000.

CONDITIONS FOR REPLICATION

In order to include a broad spectrum of civil society in all programme initiatives to prevent and eliminate child labour, the principle of tripartite representation should be maintained.

The commitment of the national union leadership is necessary to convince its members that child labour is a key issue that needs to be addressed by the trade union and requires the union's continual support.

Strong advocacy by the national union leadership is critical in promoting internal training, information dissemination and other methods of awareness-raising on the issue of child labour and by encouraging the involvement of more trade unions at the provincial level in this cause.

8 Awareness-Raising in ACEH Mosques Results in a Change of Families' Attitudes towards Child Labour.

Families change their attitudes towards child labour as a result of information dissemination and awareness-raising in mosques.

District of Aceh Besar, Aceh

CONTEXT

Incidences of child labour are widespread throughout the province of Aceh. Child labour takes place generally in most economic sectors and in the agriculture and fishing sectors, in particular. In many areas of Aceh, children attend school infrequently or have dropped out and are commonly found working in family businesses, on the streets begging or searching for odd jobs, in households as domestic workers, or in other unregulated situations where they are unprotected.

Family poverty is assumed to be the most common cause of child labour. Children are often forced to drop out of school in order to contribute to the family income. Other factors that also drive early school dropout include the long distances between home and school and parents' lack of understanding about the importance of education.

The direct consequences of early departure from school include growing up with little or no basic formal education to enable children to undertake training or further education of any kind, leaving them as unskilled labourers for the rest of their lives. Often, the next generation inevitably grows up in equally unfortunate conditions. In addition to the direct consequence for the afflicted children, society as a whole is also deprived of a great pool of educated young people who can be part of their community, province and nation's development.

Interview with Ismail Ali in Teupin Manee Bireuen

Ismail Ali is an Imam (religious leader), a community leader and village head. His village is situated near a river from which sand is excavated. Many children have dropped out of school to work, earning money as basic labourers in sand excavation activities.

The Imam has forbidden children from working at the excavation site. He is of the opinion that children should only work at home helping their parents with household duties and even then, only on the condition that it does not interfere with their education.

He has instructed parents to focus on their children's education and not expect them to work in order to add to family income. The Imam tells parents that they are responsible for all aspects of their children's upbringing including protection, schooling and religious teaching.

GOOD PRACTICE

Muslim religious leaders and scholars (*Imams*¹⁰) are central figures, both in rural and urban areas of Aceh. One important role of religious leaders and scholars is to guide the community towards harmony and prosperity in accordance with religious teaching. Using their influence in the community, the leaders can contribute to their communities' increased awareness of social ills, such as the occurrence of child labour.

Imams can stress the importance of education for children in their sermons. They can also make parents understand that they should respect children's rights to education and understand that education offers their children the possibility to seek further education and training in the future, which will give them a better chance of breaking free from poverty. *Imams* can emphasise that if parents fail to provide better education opportunities for the next generation, and if they allow children to leave school early for work, they jeopardise their child's future. *Imams* can also quote relevant verses of the Holy Quran to reinforce their message, such as: "God Almighty will raise the degree of his community when his servant goes to study,"¹¹ and "Indeed, Allah will not change the condition of a people until they change what is in themselves."¹²

Each week, community leaders and religious teachers hold recitation sessions for children and adolescents. Through the readings, the teachers emphasise reasons for children to stay in school. They explain what the world of work is like for children and adolescents who are not ready for the workplace. The community leaders and teachers also call for parents and children to report any forms of exploitation in the workplace.

In addition to these measures, parents are also made aware of their children's right to education and, in particular, that basic education is free for all children. They are reminded that poverty and lack of funds must not keep their children from school.

The religious leaders' messages are winning widespread acceptance in communities and have proven very useful in increasing overall awareness of the importance of education and of the risks children are exposed to if they leave school early to enter the workforce.

IMPACT

The community has no statistics on child labour; quantitative evidence of the reduction of child labour is, therefore, not available. However, community leaders report that through sermons and weekly meetings with parents, families have begun to understand the risks of child labour.

¹⁰A Muslim community leader; a leader of prayer in Mosques.

¹¹Surah Al-Muhaadalah, verse 11.

¹²Surah Ar Ra'd, verse 11.

COST

There is little or no cost associated with the anti-child labour advocacy work of religious leaders, as all activities are undertaken in connection with normal community activities.

CONDITIONS FOR REPLICATION

Conditions for replication may take place in any community where community life is anchored in the religious establishment.

Information sessions are required for religious leaders and teachers to understand the issues associated with child labour and the harm it does, in order to be able to disseminate this information to the community.

Character Building

9 Through Life Skills Activities, Students Get Involved in the Management and Operation of Pre-Vocational Activities.

Students are enthusiastic and interested in developing technical skills and soft skills.

Aceh: SMPN 7 District of Banda Aceh, SMPN 1 Darussalam, District of Aceh Besar, SMPN 2 Sigli, District of Aceh Pidie, SMPN 2 Sabang, SMPN 13 Banda Aceh, District of Banda Aceh, SMPN Abu Yatama, District of Aceh Besar

Rajes Aulia

Class: I 3 SMPN 2 Sabang, Provinsi Nanggroe Aceh Darussalam

Rajes Aulia lost both of his parents in the 2004 tsunami that devastated Aceh. He is now in junior high school and lives with a guardian. Rajes Aulia is interested in ribbon embroidery, particularly embroidered jilbab (head scarves). His interest was aroused by the pre-vocational activities at his schools, where he learned to sew and repair clothes. To participate in this activity he paid IDR 4,000 (USD 0.50) from his own pocket. This initial payment enables the student to buy material and supplies for the course.

He does not consider sewing or embroidery to be a traditionally female occupation and has not felt any negative reactions as a result. His teacher mentions that male students are just as neat and careful in sewing and embroidery work as female students.

CONTEXT

Children from low-income families often suffer from low self-esteem and low self-confidence. There is a high dropout rate among these vulnerable children, which

further prevents them from enjoying the benefits of academic programmes that can assist them in overcoming the disadvantages of their economic status.

Effective life skills and pre-vocational programmes are rare in Aceh schools, few schools have the necessary tools or programmes and there are very few teachers qualified to give training in modern life skills programmes. Also, many school headmasters are unaware of the importance of life skills programmes and choose to concentrate solely on the core academic programmes required to prepare students for the national examinations.

GOOD PRACTICE

Teachers from five schools participated in a life skills training programme arranged by the ILO-EAST and its implementing partner. When the teachers returned to their schools, the techniques and tools acquired during the course were used to design new life skills programmes for their classes.

The 36-hour course offered at the schools was divided into two-hour lessons. The main life skills subjects — 1) motivation, 2) team work, 3) problem solving, 4) self-management, 5) active listening, 6) decision-making, and 7) negotiating skills — were taught through lectures, assignments, games, group work and discussions. After this, the students started pre-vocational activities, such as cooking, fashion design and embroidery. The students decided what products to make and how to market their products.

The food stuff produced were snacks and different cakes, most of them made from local recipes. The foods were sold in the student cafeteria or by sidewalk sellers outside the schools. Cooking competitions between schools were also arranged. Some students took up simple food projects at home and sold their products from home, contributing to the family income.

Embroidery, used for items of clothing, bags and other goods, takes patience and precision; the work taught the students perseverance and pride in the quality of their work. The students also developed creativity and skills in market research and design to ensure the marketability of their products.

Students learned how to use sewing machines, create patterns, and use various other sewing techniques required to make clothes, which they then sell in their communities. While sewing courses are traditionally attended by females, ten per cent of students in these courses were males.

The students not only learned vocational skills but also management and marketing skills. Students also participated in raising funds and sourcing raw materials for production.

The life skills programmes were very popular. Once the programmes started and students began accumulating some capital, activities continued with little intervention from the teachers. The accumulated capital was used to buy more raw materials and to expand the product ranges.

IMPACT

Absence rates for the life skills courses were very low (five per cent) and resulted in improved grades for the students. Because of their enthusiasm for the programme, students were attentive and exhibited cooperative and positive attitudes.

Students learned new skills and managed the flow of money without mishandling or misusing funds.

The new skills they acquired gave students their first chance to make and sell products on their own, thus promoting independence.

Figure 12: Embroidering in Aceh



COST

Pre-vocational activities require equipment; cooking and preparing food, the most popular pre-vocational activity, requires stoves, refrigerators, utensils, and pots and pans, for instance.

ILO-EAST assisted with initial equipment and start-up costs for the first activities. For cooking activities, initial costs were IDR 100,000 (USD 12) for a group of eight students. For sewing, the cost was IDR 75,000 (USD 9) per person. The relatively high cost of sewing was due to the fact that the pre-vocational project was making compulsory school uniforms.

CONDITIONS FOR REPLICATION

Experiences from the ILO-EAST project were successful in convincing headmasters, teachers and parents of the usefulness of the life skills programmes. Interviews with teachers and headmasters revealed that good life skills programmes not only taught students creative and practical skills; they also had a positive effect on other school programmes and the general well-being and enthusiasm of students.

Once the life skills programmes have proven themselves, they continue and normally enjoy strong support from the school management and parents. Advocacy in headmaster and teacher forums by representatives of schools with successful life skills programmes seems to be the most effective means of replication.

10 Life Skills in SMP and KAB IN SMA/SMKs are Mainstreamed in the Local Curriculum, and Related Participatory Methodology is Also Used in Subject Curriculum.

Know About Business (KAB) Programme: Developing students' understanding and positive attitude towards entrepreneurship.

SMK YPKP Sentani, Jayapura district, SMK Negeri 3 Jayapura Municipality, Papua

CONTEXT

SMK YPKP Sentani is a private vocational secondary school operated and managed by a foundation. The average age of the students ranges from 15 to 19 years old. This vocational secondary school focuses on commercial subjects and prepares graduates for formal employment in office environments or self-employment in support services to other businesses.

SMK Negeri 3 Jayapura is a public vocational secondary school. The school teaches a large number of skills, including: machinery, welding, woodwork, drafting, plumbing, automotive, mining geology, computer network, audio-video, electrical home installation, and survey and mapping.

The objective of the vocational secondary school programmes is to prepare graduates for formal employment as semi-skilled workers or for self-employment in one of the many skills areas offered by the schools. As it is unlikely the less developed areas of Papua can provide formal employment opportunities for even a small percentage of the vocational school graduates, one of the main objectives of both schools is to prepare the students to consider self-employment as the best post-school option. In order to do so, the schools teach subjects related to entrepreneurship in addition to vocational skills.

Prior to the ILO-EAST programme in Jayapura, the entrepreneurship courses had not been very successful. The entrepreneurship teachers did not have up-to-date methodologies and tools to use in their teachings and they had little or no actual practice in operating businesses. Consequently, teaching took place – as in most classes – through one-way communication from teachers to students and with little opportunity to test the practical material covered in the teachers' lectures. Some rare initiatives have proven successful; one class received start-up capital from the school to produce various food items that were later sold for profit.

GOOD PRACTICE

The ILO-EAST programme for developing entrepreneurship knowledge in secondary schools starts with pre-vocational courses at the junior secondary school level, through ILO's Know About Business (KAB¹³) curriculum to the vocational secondary level with the Start Your Business programme (SYB¹⁴). This is an optional subject for seniors and for the training of out-of-school youth who wish to embark on self-employment. SMK YPKP Sentani and SMK Negeri 3 Jayapura are among several schools that participated in the ILO-EAST entrepreneurship component for in-school youth.

Participating schools sent their entrepreneurship teachers to a KAB training of trainers programme at a vocational teacher-training centre in Malang, East Java, operated by the Ministry of National Education (MoNE). This vocational teacher-training centre has a long history of cooperation with the ILO and some of its faculty members are ILO-accredited master trainers for the KAB and SIYB programmes.

Figure 13: SMK welding course



¹³ The objective of the ILO programme KAB (Know About Business) is to help students understand (1) the role of business in society, (2) its contribution to the wealth of nations, and (3) the social responsibilities of entrepreneurs. Students will also learn how an enterprise functions and about the proper entrepreneurial attitudes and behaviours. KAB is a 120 hour training programme designed for young students between the ages of 15 to 18 years old who are enrolled in vocational education, secondary education or higher education.

¹⁴ The ILO programme SYB and SIYB (Start Your Business or Start and Improve Your Business) is an easy-to-use business management skills training programme that strengthens the capacity of local business development service (BDS)

Participating teachers learned about specific objectives of the KAB programme, including:

- Developing positive attitudes towards enterprises and self-employment among the population by targeting both youth and stakeholders for enterprise development.
- Creating awareness of enterprises and self-employment as a career option for young people in secondary and vocational education.
- Providing knowledge and practise of the desirable attributes for and challenges in starting and operating a successful enterprise.
- Facilitating the school-work transition as a result of a better understanding of the functions and operations of enterprises.

The teachers returned to their schools and prepared KAB courses for the following school year. When the courses began, the school management backed up the programmes with capital to start up business training projects.

Figure 14: *Preparing maize for sale*



IMPACT

The result of the initiative for the graduating students is not available at the time of writing, but the students are clearly enthusiastic about the courses. In one of the schools, five students continued the business activities through the holidays, selling snacks at roadside stalls and at markets. At SMK Negeri 3, students were able to generate funds during the learning process by taking on small equipment-repair and welding jobs. The teachers reported improved participation and more enthusiasm in class. They also mentioned cases of students discussing small post-school start-up businesses, rather than formal employment opportunities.

COST

In order to implement KAB training, schools must invest in training. This training can be done in teacher-training institutes under MoNE. The cost of the training is IDR 500,000 (USD 60) per person. The following constituted the funding requirements of the initial courses:

- Preparing a set of lesson plans supported with the required teaching instruments: cost IDR 55,000 (USD 6.50) per topic, or IDR 550,000 (USD 65) for 10 topics per semester.
- Preparing teaching aids, such as white board markers, meta-plan paper, A4 paper, adhesives, cutters, instruments for business-related games (including plastic balls, rings, etc.): cost IDR 150,000 (USD 18) per class per year.

The schools also must invest in basic tools that enable students to undertake various production activities depending on the schools' vocational orientation.

CONDITIONS FOR REPLICATION

Entrepreneurship programmes are compulsory subjects at SMK schools. ILO's KAB is a new programme for the SMK schools designed to improve the present entrepreneurship curriculum. Local education officers, headmasters and teachers need to be convinced that this programme offers a solution to the challenges of motivating their students towards entrepreneurship rather than formal employment. The school management also needs to understand that investments are required to incorporate the KAB programme in to the schools' entrepreneurship programmes.

The KAB programme offers many benefits, and local education authorities and headmasters must be made aware of them. This can best take place by encouraging schools that have successfully implemented KAB training to inform other schools and local education authorities about their successes.

11 Integrating Life Skills Pre-Vocational Activities into Vocational Skills Subjects Ensures Sustainability.

Students' attendance and interest in the management and operation of pre-vocational activities increase while their risk of dropping out decreases.

Kelurahan Tulamalae, Kecamatan Atambua Barat, Kabupaten Belu (SMP Bina Karya)

CONTEXT

Most SMP secondary schools teach *Ketrampilan*, or vocational lessons, as part of their Mulok (local content) curriculum. For instance, SMP Bina Karya in Atambua teaches sewing, embroidery and decorative planting as part of their *Ketrampilan* subjects, and computer lessons, arts and culture and self-development are part of the extracurricular activities. The *Ketrampilan* subjects are part of the core teaching activities and are taught during regular school hours (time allocation: 2 teaching hours per week), while extracurricular activities are performed outside regular classes and depend on teachers' availability and extracurricular funding.

When ILO-EAST introduced life skills activities in the school, the teaching hours were changed to accommodate more practical work and less lecturing. *Ketrampilan* subjects have become more attractive to students as they have more choices of activities and because the *Ketrampilan* lessons are hands-on and allow students to see the results of their learning. Life skills subjects are regarded by students as easier than other subjects, but they also take them seriously because they are graded on their participation in the life skills lessons.

GOOD PRACTICE

During October and November 2008, ILO-EAST, through its implementing agency in Belu, trained 40 teachers (22 male and 18 female) from 20 schools in Belu District on life skills subjects. Each selected school sent two or three teachers to participate in the training.

Following the training, the schools submitted funding proposals to ILO-EAST for the pre-vocational activities they planned to conduct in each school. SMP Bina Karya, which previously conducted *Ketrampilan* subjects, such as sewing, embroidery and gardening, requested additional sewing machines and proposed new activities, such as traditional Ikat¹⁵ weaving.

After receiving clearance from ILO-EAST, the procurement process was supervised by the ILO-EAST cooperation partner. Funds were disbursed to schools to pay for the equipment for life skills activities, such as sewing machines, cloths and needles.

¹⁵ IKAT is a type of weaving where the warp, weft or both are tie-dyed before weaving to create designs on the finished fabric. (Source: Ikat Weaving, http://www.textiletravels.com/India/india_text/page2.htm).

The lessons were popular among students. Activities for the initial target group at SMP Bina Karya of one class of 30 students expanded to include all classes. In SMP Bina Karya, the first 15 minutes of the total two hours of class were used for technical explanations about sewing and the personal and social skills involved in the group work, while the remaining time is for practise. In the first semester, the activities focused more on the pre-vocational activities and less on associated personal and social skills.

In order to improve school managements' awareness and understanding of the programme, a one-day life skills awareness-raising workshop was arranged for school principals. This was immediately followed by a one-day refresher training for the teachers who joined the initial life skills course. During the refresher training for teachers, the first semester implementation was reviewed and suggestions for programme improvements discussed.

The aim of the two workshops was to bring principals and teachers together to discuss how they could best improve their life skills programmes. They also discussed how to continue to develop and improve their life skills activities after the ILO-EAST concludes its programme.

Figure 15: Gardening as a pre-vocational activity



Teachers and principals discussed preparation for the second semester courses. These preparations were supported by observations made by the life skills master trainers when visiting schools during the first semester. Guidelines were given to the schools with the main points for the second semester courses being a broader emphasis on personal and social skills, such as self-awareness, rational thinking and team work. The suggested time allocation for the briefing sessions was forty per cent of the coursework for social skills and sixty per cent for pre-vocational skills.

IMPACT

The schools' interpretation of the term 'life skills' often focuses on vocational activities without attention to the personal and social skills aspects of life skills teaching. The teacher-training courses and awareness-raising activities for headmasters resulted in a better understanding of the importance of the social and behavioural aspects of the *Ketrampilan* courses. This can best be seen by the teachers and principals' willingness to improve their second semester methodology based on their initial experience and coaching by a master trainer.

Ketrampilan classes may appear to be an easy part of the school day. However, the students take these classes seriously and are aiming to do well in the classes and earn good marks on their report cards. Teacher reported that students enjoy the pre-vocational activities and that the activities created a friendlier environment among the students.

The schools now accept pre-vocational activities as part of the standard school programme rather than merely an after-school activity.

Programme results also showed an increase in students' attendance rates. In the academic year of 2009-2010, SMP Bina Karya registered almost 100 per cent participation from all classes. This was the highest attendance rate the school has achieved since academic year 2001-2002.

There was also a decline in the dropout rate, from 10 students in the 2008-2009 academic year to only six students in 2009-2010, the lowest rate since the 2001-2002 academic year.

Figure 16: Weaving at SMP Bina Karya



COST

The cost of equipment was IDR 9,000,000 (USD 1,060) per school.

Consumable goods (e.g. bananas, peanuts, coconut oil, seaweed) were provided by parents free of charge.

CONDITIONS FOR REPLICATION

Schools should be encouraged to incorporate *Ketrampilan* into their standard programme. Strong support from school principals is key to implementing a successful programme.

Principals and school committees should be made aware of the benefits of pre-vocational activities for students through awareness-raising activities and discussions with schools that have successfully implemented the programmes. Discussion forums for school principals and teachers provide a good environment for informing them about the benefits of life skills training for students.

12 Implementation of Student-Centred and Teaching Contextual Learning Methodology Results in Students' Improved Attitudes, Increased Self-Esteem, Respect for Others, Teamwork and a Decrease in Bullying.

Implementation of 3Rs and SCREAM in One Roof Schools improve children's creativity and attitude.

Satu Atap Ekafalo (One Roof School), Village of Oenbit, North-Central Timor), SMPN 1 Tasifeto Barat, Village of Dualaus, District of Belu, Nusa Tenggara Timur

CONTEXT

There are three primary schools in the village of Oenbit. Graduates of these primary schools are expected to enrol in *Sekolah Satu Atap Ekafalo* (ORS – One Roof Schools) to complete the government's nine-year compulsory school programme. Almost all the parents of these children are farmers or fishermen. The majority of students of SMPN 1 come from similar backgrounds.

Figure 17: Applying SCREAM and 3R in NTT



When manganese mining operations began in NTT province, many parents changed their traditional means of earning a living to informal manganese mining. Manganese mining is a labour intensive occupation, and parents who work as small-scale informal manganese miners often take their children to work with them to help in the mines, which results in continual student absenteeism.

As a result, these children lose their chance to acquire a post-secondary education. Traditional methods of teaching are not sufficient for getting the children of mining parents to return to school or to prepare them for the world of

work after only nine years of schooling. Teachers and headmasters began looking for more innovative teaching tools to adjust students' learning experience to be more in tune with their needs.

The ILO-EAST SCREAM and 3R programmes offered teachers a way to improve their teaching methods to motivate children to stay in school, rather than work in the mines.

Figure 18: The "Clever Box"



GOOD PRACTICE

ILO-EAST offered training in 3R and SCREAM for all stakeholders in the educational system. Training took place in three districts with the participation of headmasters, instructors and teachers, school committee members, inspectors and local education officials, staff of PKBM and ORS and schools.

Teachers who participated in the training returned to their schools and passed on the skills they learned to other teachers. They employed what they learned

in different ways. In one school, an arts and culture teacher who returned from training developed short stories to be acted out by students in pantomimes or short dramas using material taken from the 3Rs and SCREAM modules. Pantomime competitions were arranged between classes every semester with themes such as child labour, a child's struggle as an orphan, violence against children and so on. He also initiated collage competitions between classes.

Students were asked to collect materials from the daily newspapers with articles on child labour and other topics relevant to children in their environment. The children developed their own stories based on migrant labour studies. They conducted a study of Nirmala Bonat, a female migrant worker from NTT who was tortured in Malaysia. For school subjects, such as civic education and arts and culture, the teacher used the "hot ball"¹⁶ game method to discuss definitions in a more understandable and entertaining way.

In SMPN 1 Terbuka Tasifeto Barat, the teacher applied his new skills to the teaching of religion and gender-related issues. In life skills classes or when he taught English, he used media like "Clever Box" cards with various topics written on them, which the students would then use to compose simple dialogues based on the cards they selected. The teacher also brought in clippings from newspapers to increase student's social awareness on issues such as malnutrition, the environment and other current events of interest to the students.

Refresher training for the same group of teachers was held in June 2010. Participants shared the implementation of 3Rs, SCREAM and other child-friendly learning methods and discussed suggestions for improving the next semester's implementation. The challenges identified were (1) teachers' lack of capacity to adapt the methodologies into other subjects' teaching processes, and (2) difficulties in transforming teachers' habits of conventional teaching to more interactive, participatory and child-centred learning methods.

IMPACT

Discussions with both teachers and students produced very positive results. In both schools, students learned to become more creative with their assignments. They were able to complete different kinds of assignments such as role-playing, collages, games and other activities with minimum supervision.

Students in both schools learned to manage team assignments with little supervision from teachers. They were nominated in internal and external competitions, including creative writing, collage-making, in-school speech competitions as well as sub-district and district level competitions.

Students have become better at absorbing material. One teacher reported that before applying the child-friendly learning methods, some students only gave

¹⁶ Hot ball is a children's game similar to musical chairs, in which participants sit in a circle and pass a ball, or any other object, around the circle as quickly as possible. The object of hot ball is to not be the one holding the ball when the music stops. Hot ball is a popular game for entertaining large groups of kids at parties, school, or other events that include children.

back plain answer sheets during subject tests or they would re-write the test questions on the answer sheets. After using the games and interactive methods they became more creative in completing examination questions. This resulted in improved grades. In SATAP Ekafalo, the graduation rate in the academic year 2010-2011 increased to 100 per cent from 74 per cent in the previous period. SMP Tasifeto Barat has maintained a graduation rate of 95 per cent.

Teachers reported that students now have more self-confidence to speak in public. For instance, one teacher observed three students who used to be very nervous every time they were asked to speak in front of the class. After attending life skills sessions and being involved in different types of interactive games in class, these same children have become more self-assured, are more outspoken in class and participate actively in discussions.

Some parents reported that students' attitudes at home had also improved. One teacher mentioned that some parents came to see him and thanked him because their children now show more respect and have better manners towards their parents and elders.

COST

The training of teachers and information outreach meetings with stakeholders in the educational system were the main costs of this initiative. Little additional material was needed for the teaching process, apart from newspapers and stationary items.

CONDITIONS FOR REPLICATION

Strong support from school management and parents is key to the success of the life skills programme and the 3R and SCREAM methodologies.

About 75 per cent of the targeted schools using life skills are continuing the programme, and 50 per cent of the schools using 3R and SCREAM are continuing the methodologies. Advocacy in headmaster and teacher forums by representatives of successful schools with good programmes seems the most effective means of replication and introduction to other schools.

13 Through Life Skills Pre-Vocational activities, Students Gain Confidence and Improved Communication Skills.

Junior secondary school (SMP) students acquire improved personal and social skills after participating in life skills education.

Junior Secondary Schools: SMP Negeri 1 Wamena, SMP YPPK St. Thomas Wamena, SMP Negeri 11 Jayapura, SMP YPK Martin Luther Sentani, Papua

CONTEXT

Papua, the eastern-most province of Indonesia, encounters unusual challenges in educating its population of approximately three million people (including the population of West Papua.) The area of the island is vast, mountainous and with very limited infrastructure. Many district towns are only accessible by aeroplanes or by river vessels.

There are few schools, and children from remote subsistence-farming communities often migrate to towns and cities for education. They come with no support from home and often live under the most basic conditions. However, most of the internal migrants have a strong drive to get an education and many attend school while undertaking unskilled work to support themselves. Despite their motivation to learn and attend school, the daily realities of having to make a living has resulted in high incidences of absences from school and lack of ability to concentrate on schoolwork. Doing homework is also especially challenging as many people live in places with little or no electricity and are not able to study after sunset.

Under these conditions, students from Papuan mountain villages often lack confidence and are easily discouraged; they lack confidence and are not good communicators except when they are among children of similar backgrounds. At school they are often silent and do not participate.

The Papuan government has emphasised the need for students in school to participate in essential life skills courses in addition to the standard school curriculum. However, SMP schools in the province are poorly prepared to conduct effective life skills programmes, and the emphasis of the formal school system is on core subjects to prepare students to pass the national examinations.

GOOD PRACTICE

ILO-EAST was asked to assist the junior secondary schools to implement effective life skills programmes. Initially, 80 teachers from 40 secondary schools participated in the ILO life skills training course. The five-day intensive course focuses not only on the core issues related to personal, social and pre-vocational skills but also on more practical aspects of raising funds for life skills activities for teachers to apply skills learned in the training sessions when they return to their classrooms.

After the training, schools were encouraged to submit proposals to the ILO for funding to cover equipment and materials to implement the life skills programmes. Pre-vocational programmes, for instance, required the purchase of basic cooking equipment and food items.

The implementation of life skills lessons would typically run as follows: in four to six lessons, students learned basic life skills related to personal and social behaviour. ILO-EAST provided continuous coaching from the programme implementing partners. This took place through visits where the learning process was observed, followed by discussions and suggestions for improvement.

Funding was processed and equipment and material supplied to the schools. After the initial sessions on basic life skills, students started their pre-vocational skills lessons. Due to the large student population the pre-vocational learning activities had to be organised with students taking turns doing practical tasks. In the pre-vocational classes the students learned about food and beverage processing, such as making cakes, various soft drinks and other food items. They also produced various forms of traditional handicrafts and souvenirs using local ingredients and materials.

Students sold their products to parents and other visitors who came to the school. Products were also displayed at the end of the semester when parents visit the schools to receive their children's examinations results. Products, such as snacks or drinks were usually sold to students in the schools, at the end of their life skills learning hours. This selling experience gave students confidence in how to organise selling activities and market their products to customers.

Refresher training for the same group of teachers was organised one year after the initial training. The four-day programme conducted early in 2011 encouraged teachers to network and exchange experiences.

IMPACT

At the time of writing, life skills programmes have been implemented in 30 of the 40 junior secondary schools that sent teachers for the training. Some schools are not able to implement life skills programmes because the headmasters are not supportive of the programme and have instructed teachers to concentrate on the core programme to achieve the highest possible passing rate at the national examinations. A lack of funding for basic tools and programme expenses is also a limitation for some schools.

From the schools that conducted life skills courses, there is evidence that students are very happy with the learning methodology and the personal progress they make during these classes. The teaching is more interactive than in other classes, and for most students the pre-vocational skills are interesting. In many cases, students were able to sell their products in roadside stalls near their houses.

STUDENTS' COMMENTS ABOUT ILO-EAST LIFE SKILLS PROGRAMME

Milka Tabuni, class 8F, junior secondary school (SMP) Neg.1 Wamena: *"I thank my teacher; through the life skills training introduced by ILO-EAST, I learned to improve my personal abilities and gained confidence in my own talents. It made me more*

diligent to study and to develop my abilities. When we learned to make different products, I also learned to share with my friends. Sometimes we had to take turns using the tools. So I had to be patient. With this experience, when the time comes, I can help my family's economic situation, because my parents are only farmers."

O. Respati Ardi, class IXB, Junior secondary school (SMP) Neg.11 Jayapura: *"My friends and I learned how we can realise our potential and gain pride in the abilities we have. Now if I am told anything, even though it was previously unknown to me, surely I will discuss with people and friends who I believe can help me."*

Yessi Kogoya, class 8A, junior secondary school (SMP) YPPK St. Thomas Wamena: *"I'm glad because first I could not get along with others in the school, but after attending the life skills programme, with the skills I learned there, I know how to exchange ideas and cooperate with my friends."*

TEACHERS' COMMENTS ABOUT ILO-EAST LIFE SKILLS PROGRAMME

Dra. Anna Rohana, teacher at SMP Negeri 1 Wamena: *"My students are now able to communicate well and make themselves understood with ease."*

Veronika Sinay, teacher at SMP YPK Martin Luther Sentani-Jayapura: *"Students respond well and communicate well with teachers."*

ABIGAEL Bawan, Teacher at SMP Neg. 11 Jayapura: *"The students now speak fluently and can exchange ideas and express their opinions even if still in a modest way, so that in a group discussion session they are able to voice their opinions."*

COST

The ILO provided a grant of IDR 6,000,000 (USD 700) per semester per school to buy equipment and other materials. In addition to the ILO assistance, raw materials for food preparation were provided by teachers and parents. Once the life skills programmes start selling their products, this should provide funds for the courses to become self-sufficient in terms of buying raw materials.

Training of life skills teachers has become affordable for provincial and district authorities. The ILO-EAST has trained master teachers in each province who are available when other schools are ready to introduce or upgrade their life skills programmes.

CONDITIONS FOR REPLICATION

Information and awareness-raising sessions for school headmasters is critical in implementing life skills programmes in schools. The most common reason for life skills teaching not being implemented in all schools is that it not a compulsory subject. Headmasters have the authority to determine how a school is run and what classes are taught.

Although the amounts required are small, not all headmasters see the reasons for spending the school's limited funds on life skills classes. Visits to schools that are operating successful life skills programmes are the most effective means of convincing headmasters to join the programme.

Teachers must be interested in learning and developing new teaching methods to make learning interesting and useful for students.

14 Selection of Pre-Vocational Activities Based on Local Context Allows for Increased Relevance of the Education Content to Families and Communities.

Parents and children participate enthusiastically in a programme that proves mutually beneficial.

SMP Negeri 1 Wamena, Jayawijaya District; SMP YPPK St. Thomas Wamena, Jayawijaya District, Papua

CONTEXT

Wamena is the capital of Jayawijaya District, Papua Province. The town of approximately 10,000 inhabitants is situated 1,550 meters above sea level in the mountains of the island of Papua. It is accessible only by aeroplane. There is little commercial activity in the area and tourist arrivals are important for the town's economy. Arts and craft items made by local craftsmen — such as wood carvings, bags and jewellery — are a principal source of income for many families.

Families living in the area of Wamena must develop several sources of income to make ends meet. At secondary schools in the area, efforts are made to ensure that children learn about the use of local materials to make souvenirs and food items so that they can assist their families with additional income through the sale of their products.

While vocational skills exist in communities where they teach, school teachers were interested in learning new teaching methods to make the life skills and pre-vocational teaching more interesting and more effective in equipping children with skills to produce marketable goods.

Figure 19: Handicrafts from Wamena



GOOD PRACTICE

ILO-EAST, in collaboration with the vocational training centre (BLK) situated in Sentani, provided life skills training to 80 teachers from secondary schools located in a number of districts across Papua. After the training, teachers were requested to prepare a list of materials and additional skills training they might require to start their life skills and pre-vocational skills programmes.

ILO-EAST financed the initial requirements of the schools, which enabled the teachers to start activities. Schools made contact with local craftsmen and other skilled persons to conduct the training.

In the SMP schools the life skills lessons are 90 minutes per week. The lessons focus on what students can produce by making use of everyday inexpensive materials found in the vicinity of the town. In addition to vocational skills lessons, teachers also taught include social skills, self-awareness, motivation, problem-solving, self-assessment as well as listening and negotiation skills.

HIV/AIDS is also a serious challenge in the area, and the teachers informed and counselled students on this subject.

IMPACT

The life skills courses were a new experience for many students. Parents participated enthusiastically in the programme as they often have various forms of expertise and ideas for products required for consumption or for sale to tourists. Parents also showed their interest by ensuring that their children attended the classes. Parents also helped provide raw materials for the activities.

The new skills acquired by students also proved useful at home. Children were able to apply their new cooking skills to help their families prepare for festive occasions. The children regarded their skills as useful for helping them earn money to contribute to the household income.

Figure 20: SMP students in Wamena



COST

To start their activities, participating schools received grants from ILO-EAST ranging from IDR 2,500,000 to IDR 5,000,000 (USD 300 to USD 600) per school. Smaller allocations from school budgets also contributed to the programme.

Cash generated from the sale of products from life skills activities in the schools are managed by the life skill teachers. Some schools have funds available for life skills projects if they make them a priority.

CONDITIONS FOR REPLICATION

Support from all levels of the educational system as well as the involvement and support of parents are key to the success of life skills programmes in the schools.

Support from the school management to train teachers and make funds available for teaching tools and equipment are necessary to implement the programmes.

15 Taking into Account the Governance Structure of the Education System (at District and School Levels) in Training Delivery and Monitoring Allows for Increased Commitment from All Stakeholders, Ensuring Future Sustainability of the Activities.

Recruitment and placement of career counsellors by local government.

Makale City, District of Tana Toraja; Rantepao City, District of North Toraja, South Sulawesi

CONTEXT

The standard practice of most schools in Indonesia is to emphasise the subjects required to pass the national examinations. The performance of schools is measured on the passing percentage in the examinations and schools also experience pressure from parents to ensure that their children are successful in school exams.

This situation has led to schools over-emphasising the teaching of core subjects and neglecting non-core subjects that are as important for children's development, such as life skills and career counselling. Due also to funding limitations, few school authorities have allocated money and time for teachers to be trained in these subjects and very few schools have employed dedicated life skills and career counselling teachers. Career counselling positions disappeared after the local autonomy law that made all school matters a provincial and district concern. If counselling activities took place at all, core-subject teachers with no particular training in the subjects did the counselling.

The result has been that in many schools, non-core subjects have been taught either in a very perfunctory manner or not taught at all. Many young people, therefore, receive little assistance outside the classroom during their school years. They receive little or no guidance in making career choices or how to plan for after school life. Many students leave after nine years of schooling or after senior secondary school with inadequate preparation for what they are going to do with the rest of their lives and how to meet the challenges they will face in the labour market.

GOOD PRACTICE

ILO-EAST started its activities offering assistance to the district governments in South Sulawesi province to promote an emphasis on non-core subjects at school. ILO-EAST stressed to government officials the necessity of appointing full-time dedicated teachers with the required training background to meet the needs of students preparing for their post-school lives.

As a result of ILO's efforts, the district head of Tana Toraja requested permission from the State Ministry of Administrative Reforms (MENPAN) to establish a number of civil service positions exclusively for career counselling teachers. The

proposal was approved by the Minister, and the district governments began recruiting candidates for the positions.

Figure 21: Training of career counsellors



While initial recruitment did take place on a limited scale; progress towards employment of more non-core subject teachers was slow due to funding constraints. 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 full-time 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.

The trained teachers quickly proved themselves through dedication and enthusiasm, and the school authorities soon realised the benefits of the programme. There was better discipline, less absenteeism and less conflict among students. 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.

In the South Sulawesi district of Wajo, the district government was particularly supportive. The Wajo district government allocated a budget of IDR 62,900,000

(USD 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 IDR 200,000 (USD 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.

IMPACT

The district administrations and school headmasters have seen the positive results of the initiative. Student problems and student behaviour issues, which were often neglected, are now handled more efficiently.

Interviews with teachers indicated that they found the training very useful and that it provided them with useful tools and new teaching methods.

The government also provides post-training activities for the benefit of the career counselling teachers. Every three months, the teachers are monitored by government officials to observe the extent to which the training objectives have been met.

COST

The overall cost of the programme is not known as it has been incurred among a number of sub-districts. All expenses, except the training of the 85 teachers, were borne by the local governments. The average cost of training was IDR 2,200,000 (USD 258).

With a master trainer located in the province, the expense of training more career counselling teachers should not burden district budgets in any significant way.

CONDITIONS FOR REPLICATION

Decisions on whether or not to prioritise non-core subjects, such as career counselling, rests almost entirely with the district and school administrators. There are no national or provincial laws that force the district to improve their school system by employing specialty teachers like job and education guidance counsellors (*Bimbingan Karir* – BK) and/or life skills teachers.

BK, supported by headmasters, should be the main drivers in the information and advocacy campaigns to assist students in preparing for their future education and careers. 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.

16 Job and Education Counselling Helps Students Make Informed Decisions about Future Education and Career Paths.

Students are able to make informed decisions regarding their future education and/or career after receiving Job and Education Counselling services.

SMP Negeri 5 Arso, Keerom District, Papua Province; SMK Negeri 3 Jayapura, Jayapura Municipality, Papua

CONTEXT

Counselling teachers play a key role in guiding and assisting students to identify their aptitudes and goals and in informing students about career choices. Less than optimal school and job counselling contributes to a lack of understanding about the world of work and how to appropriately enter the workforce (e.g. whether to continue to SMA or SMK for SMP students, what colleges/universities to enter for SMA and SMK students, and what kind of professions are appropriate for their interests and aptitudes).

Figure 22: Honay, traditional house in Papua (Source: Wikipedia)



Each school faces specific challenges. For a variety of reasons, students may not attend school regularly and may collide with school regulations. The reasons for these disciplinary issues are often rooted in conditions at home, where poverty, unemployment and other factors put students under severe stress. In some cases, teachers' approach to solving these challenges is simply to conclude that students are lazy, naughty and do not care, an approach that usually ends with punitive actions that contribute to high dropout rates.

SMP Negeri 5 Arso (junior secondary school) is located in Keerom district, around 90 Kilometres from Jayapura. Out of 172 students, around 85 per cent have parents who work as small-scale oil palm farmers, an occupation which generally generates only a small income.

If students continue schooling beyond junior secondary, they do so at SMA and SMK schools in Jayapura municipality as there are few SMA and SMK schools in Keerom district. This situation forces students to live far from their parents and often forces them to find jobs outside school in order to support themselves. The need to fund their room, board and school expenses may, in some cases, result in child labour.

Students migrating to the Jayapura area for further education are poorly prepared for what they meet due to insufficient preparation at their junior secondary schools in the rural areas and lack of formal professional counselling in rural schools. The schools do not have counselling hours within the school curriculum and very basic counselling services are provided only when teachers of other subjects are absent.

SMK Negeri 3 Jayapura is a vocational secondary school in Jayapura municipality that has 1,800 students with 12 skills specialties. The students at SMK Negeri 3 Jayapura come from different places in Papua Province (e.g. Jayawijaya district 45 minutes by plane from Jayapura and from the fringes of the Jayapura district, which can be more than 3 hours' drive from the city of Jayapura.)

The majority of students who come from rural areas are generally from poor families. While parents agree that their children should go to Jayapura to attain a good education, the parents are rarely able to provide financial support. As a result, the students live in Jayapura under very marginal conditions. Some are staying in other people's houses and some live in groups in traditionally built shacks (*honay*) and have informal or incidental jobs outside of their school hours to support themselves.

The students from the rural areas rarely know which skills they would like to pursue once they join an SMK school. Teachers will conduct math, science and English tests and will normally not follow up with individual counselling to ensure that students join the classes for which they may have the aptitude or desire to join. It is, therefore, often coincidental which classes individual students are assigned to.

One SMK school in Jayapura has only four teachers with counselling backgrounds to cover 1,800 students. This is not sufficient. The ideal ratio is one counselling teacher per 150 students. Another challenge hampering sufficient counselling is that no regular hours are set aside for one-to-one counselling sessions. The lack of counselling services for students is one of the factors contributing to high dropout rates. During the first year of SMK, the dropout rate ranges between 10 to 15 per cent. The students who do keep up with school and complete the first year usually continue until graduation.

GOOD PRACTICE

ILO-EAST, in cooperation with *Lembaga Penjaminan Mutu Pendidikan* (LPMP - Institute of Education Quality Assurance), conducted six-day courses in job and education counselling for 283 BK teachers (120 male and 163 female.) The teachers came from 140 SMP, SMK and SMA schools located in six districts: Jayapura municipality, Jayapura, Keerom, Jayawijaya, Boven Digoel and Merauke. The training was followed by on-site technical assistance from ILO-EAST, in cooperation with *Musyawarah Guru Bimbingan dan Konseling*, (MGBK - Assembly of Counselling Teachers).

LPMP also had its own programmes. With advocacy from the ILO-EAST, LPMP provided block grants for the counselling teachers' assembly¹⁷ in the form of equipment, such as LCD/projectors and laptops to assist counselling teachers to improve their delivery.

Counselling teachers from SMP Negeri 5 Arso and SMK Negeri 3 Jayapura were among the participants in the training. The counselling teacher from SMP Negeri 5 Arso was Bapak Kariman and from SMK Negeri 3 Jayapura was Ibu Rita Purba. Following the training and MGBK sessions Bapak Kariman and Ibu Rita Purba started to arrange and provide counselling services in their school based on the new methodology. The programmes that have been implemented in these two schools were group guidance, individual guidance and home visits. In order to strengthen the programmes, the "Learning Conversation" approach¹⁸ was also used in counselling classes, with two hours of lessons per week.

To implement the BK services, the counselling teachers make their lesson plans in a format made for BK teaching called *Satuan Layanan Bimbingan Karir* (Career Guidance Services Unit), in which the teacher sets out the lesson plan including the required learning instruments, such as teaching aids, counselling cards and attendance lists.

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.

Here is one example of how the BK teachers set their goals:

1. Topic: Know your goals
 - Explanation of the subject that will be taught
 - Giving task to read and collecting example though reading of biographies
 - Group discussions on personal values

¹⁷ Teachers' Assemblies are forums established by the Education Offices for teachers to share lessons learned and good practices from their schools. There are separate Teachers' Assemblies for each subject, including one for job and education counselling teachers, which is called Counselling Teachers' Assembly (Majelis Guru Bimbingan Karir - MGBK). Exchanges of experiences are expected to improve teachers' capacity in delivering their subject to students.

¹⁸ Learning Conversations are a way of approaching an exchange with another person or group. Learning Conversations can also be a set of skills and practices. As a way of approaching an exchange they are structured to provide the optimal environment in which to communicate and learn. The structure and resulting processes generate the conditions for trust and openness combined with balanced relationships and respect. Such structures allow participants to work toward communication that is helpful, candid and acceptable to others.

- Presenting results of group discussions
 - Conclusion
2. Topic: Social relationships can help promote success
- Explanation of various relationships
 - Discussing personal experiences in groups (both good and bad experiences)
 - Presenting experiences and the impact of these experiences

IMPACT

Counselling services are implemented regularly in schools that previously did not have regular counselling services. This resulted in children having:

- Better understanding of various jobs and professions available in the world of work.
- Better understanding on what they would need to do in order to get the job they want.

Indicators of impact include:

1. Previously the schools did not have lesson hours in the classroom. Now the schools have two lesson hours per week;
2. Previously, counselling teachers did not have budgets for providing guidance to students. Now schools allocate budgets for the provision of counselling services and for teachers to carry out home visits, develop lesson plans and supporting instruments;
3. Previously, counselling teachers rarely discussed with other teachers how to solve student problems, such as low grades and behavioural challenges. Now frequent interaction takes place;
4. Previously, counselling teachers often punished students for bad behaviour without probing for root causes of the bad behaviour. Now, counselling teachers start using personal approaches to probe the reasons behind student behaviour; and
5. Previously, BK teachers classified student problems in generalities rather than trying to identify the underlying reasons, such as conditions at home, social problems or other unidentified reasons. Now, they are using additional tools that enable them to be more specific. SMK Negeri 3 Jayapura, for example, is now using histogram¹⁹ checklists and sociograms²⁰ to identify students' problems.

¹⁹ Histogram is a graphical representation used by schools to understand a child's conditions (e.g. family background) in comparison with other children. By using this as a checklist, the condition and capacity of the student can be compared to her/his peers.

²⁰ A sociogram is a teacher-made device that is used to provide additional information regarding how a student interacts with peers.

In students' words:

Hesty (female): "I want to be a doctor. So, I will continue my education to SMA with specialty in Natural Science (IPA). I will need to work hard to learn physics, chemistry and mathematics."

Rahman (male): "I will continue my education to SMK with specialty in electronics. I don't want to continue my education at university. I want to be an electronics technician because, in my opinion, the skill has a big potential if I want to develop a small business in a remote areas."

COST

The cost of preparing and implementing the BK programme was as follows:

1. Preparing a set of lesson plans supported with the required teaching instruments: IDR 75,000 per topic (USD 90). With teachers covering ten topics, the total cost per semester was IR 750,000 (USD 900).
2. Preparing supporting tools and instruments for individual records (e.g. counselling card, students' personal book) was IDR 10,000 per student (USD 12).
3. Preparing supporting instruments for administrative arrangements of counselling services (e.g. inventory book of problems identified within the school, histogram checklist, visitation notes, etc.) came to IDR 1,000,000 (USD 120).
4. Home visits cost IDR 40,000 – IDR 100,000 per student per visit (USD 5 to USD 12.50).

The total budget of SMP Negeri 5 Arso with 172 students for planning and implementing the counselling programme was IDR 4,500,000 per year (USD 530) or IDR 26,000 (USD 3) per student per year. SMK Negeri 3 Jayapura with 1,800 students cost around IDR 49,500,000 (USD 5,800) per year or IDR 27,500 (USD 3.20) per student per year. These cost calculations do not include the salary of the BK teachers.

Johanis Degei's Experience

Johanis Degei is a 17-year-old in Grade 11, the second year of senior secondary school. His parents live in Paniai District (a 45 minutes flight from Jayapura). Because there is no SMK in his district, Johanis came to Jayapura to continue his education at SMK Negeri 3 Jayapura.

He wanted to become an automotive mechanic, but he did not pass the selection test in Grade 10. He then chose metal works as a second choice. He was not happy, however, and was close to dropping out during the first semester.

He persevered and in the second semester of Grade 10, he joined a counselling class. He realised that the purpose of the counselling class was to help him understand that he is responsible for his own future. He started to understand that while the metals work course was not his first choice, it would still lead him on a path to be able to sustain himself and become successful. With that realization, his grades started to improve and now – in Grade 11 – he is doing well at school.

CONDITIONS FOR REPLICATION

Headmasters and teachers often use lack of funds as the main reason for not introducing counselling services at their schools. However, headmasters have a major say in how a school's budget is allocated. If the headmasters and their staff are convinced of the benefits of BK counselling they may be motivated to allocate a portion of their budget to implementing BK counselling in their school.

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 programme.

17 SMK and SMA Students Have Greater Motivation to Become Entrepreneurs as a Result of KAB Learning Sessions in Their Schools.

SMK students become motivated to become entrepreneurs as a result of KAB-related initiatives such as linkages with the private sector and community, “Entrepreneurship Laboratories” and school-based businesses.

Village of Naekasa, District of Belu (SMK St. Joseph Nenuk); Village of Oesapa, City of Kupang (SMK Mentari) Nusa Tenggara

CONTEXT

SMK Mentari is one of several private vocational secondary schools located in the outskirts of Kupang city. It specialises in two major skills areas: office administration and hotel management. SMK St. Joseph Nenuk is also a private vocational secondary school located in the district of Belu. It specialises in technical skills, automotive (light vehicle), mechanical engineering, construction and wood working. As in other SMKs, most students enrol in these vocational schools with the expectation of getting job offers after completing their vocational school education, rather than continuing to universities or academies for further study.

The economy of NTT is not yet industrialised and is based on fishing, agriculture and tourism. Employment in any civil servant position is highly sought after. It is estimated that the percentage of the NTT population in formal jobs is only 10 per cent of the working population.²¹ It is often difficult for vocational school graduates to find formal employment. Many find that the only way to earn a living is through self-employment.

Figure 23: KAB business game



²¹ Source: NTT in Figures, 2010.

The vocational secondary schools teach entrepreneurship as a core subject to prepare students for self-employment. However, the topic has not been taught in a way that motivates and encourages students or provides useful knowledge for setting out as entrepreneurs upon graduation. The subject was mostly taught by teachers who had not operated any business themselves and therefore could not speak from experience. Teachers were also not equipped with a curriculum that addresses the real needs of entrepreneurship training.

GOOD PRACTICE

The ILO Know About Business (KAB) programme has been accepted by the Ministry of National Education (MoNE) as the official entrepreneurship programme for vocational secondary schools. ILO trainers have trained staff at MoNE teacher training colleges who are now KAB master trainers. Since the programme started approximately seven years ago, 875 teachers have been trained to become KAB proficient in the six provinces targeted by ILO-EAST.

Activities by ILO-EAST and its implementing agents started with a KAB awareness-raising workshop for 37 headmasters from SMA and SMK schools and with the participation of master trainers employed at a MoNE teacher training college. Headmasters agreed to send their teachers to Malang for KAB training. SMK Mentari and St. Joseph, respectively, sent two teachers to this training. All four had previously taught entrepreneurship subjects in their respective schools.

Teaching of KAB is different from standard teaching methods. KAB is highly participatory; with as many as 40 to 50 students in a class, excitement is high when groups are playing “trading apples,” “building matchbox towers” and other games. The teachers are happy with the KAB concept and the methodology has had a positive impact on other teachers who are trying to make their teaching more interactive.

In both schools, teachers are encouraging students to try managing their own businesses. Students have developed their own ideas to raise start-up capital and make and sell snacks at school. They have organised among themselves a weekly schedule to ensure the business will be looked after when some of the students are busy with other subjects. At SMK St. Joseph, a group of six students from the automotive class started to sell instant noodles, mineral water and sweets in their dormitory building. In some cases, the teachers provided start-up capital out of their own pockets. The students managed the business by using the information they learned in the classroom, and they returned the start-up capital to their teacher as soon as they earned a profit from the business.

A KAB refresher workshop for teachers participating in the first session was held in 2009. Some challenges were revealed by teachers during this meeting. One was the limitation of teaching hours (only two 45 minute sessions per week), which must be shared with teaching the core-subjects of entrepreneurship

²² OSIS: “Organisasi Siswa Intra Sekolah”, Intra-School Student Organization.

using the standard MoNE module. Another limitation is the unavailability of KAB materials for students (only teachers are provided with materials). Student materials should be made available, at least in photocopy. However, due to limited budgets not all schools can afford to photocopy the required number of copies.

ACEH PROVINCE: The KAB learning process in SMAN 1, Sabang is carried out through two approaches, contextual learning and community learning. 1) The contextual approach focuses on learning the KAB module content in economics classes. The learning methods most frequently used are discussions, questioning sessions and simulation games available in one of the KAB modules. 2) The community learning approach is undertaken by entrepreneurial working groups through launching of an “Honesty Cafeteria” managed by the student’s organization (OSIS²²).

The principle of this “Honesty Cafeteria” is that there are no sales persons to assist customers (fellow students). It is self-service; customers help themselves to what they want and deposit the money in a box placed in the cafeteria.

The “Honesty Cafeteria” activities began after a teacher found two unused refrigerators in the school. He also found that the students were very interested in the idea of trying to operate a real business and that the school management supported trying it out. The teacher discussed the concept with the entrepreneurship unit of OSIS, agreed to open an “Honesty Cafeteria,” and forwarded a proposal to the headmaster. The headmaster agreed and provided initial start-up capital of USD 50. The goods for sale are items most sought after by students, such as various types of beverages.

Figure 24: *Houng customer in Aceh’s “Honesty Cafeteria”*



The students operate the “Honesty Cafeteria” without teacher control. They learned to maximise their limited funds and shop economically, how to do bookkeeping and cash-flow analyses. The cash flow of the cafeteria varies each day between IDR 100,000 to IDR 150,000 (USD 12 and USD 18).

IMPACT

Students have improved their understanding of the possibilities of entrepreneurship through the KAB lessons. They also understand that being an entrepreneur is not “less reputable” than being in formal employment or being a civil servant. As one SMK Mentari student said, “As long as I can find markets and be creative and innovative, I will have a better chance to generate money than if I become an employee.”

Through the KAB sessions, students have developed entrepreneurial attitudes such as surveying market preferences, and know-how on producing innovative products in accordance with their own market research. They have learned how to deal with difficult customers and how to manage terms of payments and debtors.

Students have been motivated to start their own business with minimum supervision from teachers. All small business activities at the schools are managed by students. They only consult with their teachers when they meet problems (e.g. in SMK Mentari, class 11-A met their teacher when they needed help managing their cash book; and in SMK St. Joseph, they consulted their teacher when they developed a concept to expand their business to selling mobile phone credits.)

Both students and teachers consider KAB a big step forward, with students rating the KAB sessions as “good” and positive responses from more than 80 per cent of the students in most schools.

COST

The costs of KAB were incurred mostly in the introduction of the course and training of teachers. For future development of the KAB courses at secondary schools, school authorities must make funds available for teacher training.

To start the business activities in the schools, a small initial capital is required. In the first attempt, this capital was supplied by student contributions and assistance from teachers.

CONDITIONS FOR REPLICATION

District and school authorities have to be convinced that it is beneficial to improve their present entrepreneurship courses to a more effective system such as the KAB programme offers. Funds must also be made available for the required teacher training as well as development and supply of the required training materials. Good experiences disseminated through headmaster and teacher forums are the most effective means of initiating replication.

18 Synchronization of Local Entrepreneurship (Kewirausahaan) Curriculum and the KAB Module by Trained SMK Teachers in Kota Kupang through “Teachers’ Discussion Forums” (MGMP).

KAB promotion takes place through teachers’ discussion forums.

Kelurahan Oebufu, Kecamatan Oebobo, Kota Kupang (Location of SMK Wirakarya, the Coordinator of MGMP Kota Kupang)

CONTEXT

Periodically the curriculum used for schools is adjusted to accommodate new ideas and principles of learning. On a national level, MoNE develops policies as guidelines for provinces and districts to improve their curricula. At times it is a challenge for teacher in remote areas to keep up with new methodologies and implement them in their schools. Frequent consultations with peer groups and provincial and national officials are critical for new ideas and improvements to penetrate remotely located schools.

Teachers’ Discussion Forums (MGMP) are assemblies of teachers of a specific school subject located in districts and cities, as well as in sub-districts. Members of MGMP include all school teachers of a particular subject from both public and privates schools. It is a non-structural organization and does not have hierarchical relationships with other institutions, except with *Dinas Pendidikan Pemuda dan Olahraga* (Office of Education, Youths and Sports – DINPPO), which legalised MGMPs through an official decree.

In Kota Kupang, an MGMP for SMK teachers who teach entrepreneurship subjects was established based on a decree from the Office of Education, Youths and Sports in 2005. Right after its establishment, it remained inactive; it was only in early 2007 that the organizational structure was established. All public and private SMKs in Kupang joined the forum.

Through a MoNE regulation (Permendiknas No. 24/2006), the authority to determine courses and curriculum content was decentralised from ministry level to individual schools. With the 2006 regulation, each school is free to design its own curriculum based on its own particular situation. In doing so, schools are expected to solicit advice and opinions from teachers, staff, school committees and experts from universities and other relevant institutions.

Implementation of the 2006 decree started to have an impact in the 2007-2008 school year. Entrepreneurship teachers in the province needed a broader discussion in their communities and in the MGMP forum to develop their own curricula for entrepreneurship teaching. They also required better training than what they had received so far.

GOOD PRACTICE

The ILO-EAST assisted the entrepreneurship teachers in the Kupang area to obtain KAB qualifications.

In December 2008, a KAB awareness workshop was conducted by the SMK teacher training institution P4TK (*Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan*) for principals of SMA and SMK; it was attended by teachers from 37 schools (SMK) from the NTT province.

KAB training for SMK and SMA teachers from NTT province by P4TK in Kupang was held in March 2009. The workshop was attended by 74 SMK teachers and 58 teachers from SMA.

KAB refresher training for teachers was held in Kupang in November 2009, attended by a total of 64 teachers.

MGMP held a meeting in SMK Uyelindo in February 2010 and started to discuss the necessity of having agreed upon standard national curricula to help schools and teachers in developing their own curricula.

In May 2010, MGMP held a meeting at SMKN 5 Kupang, which was attended by ILO-EAST and P4TK staff. They discussed reviewing KAB implementation in each school and the possibility of synchronizing KAB with the standard entrepreneurship programme that was the norm before KAB was introduced. Agreements were reached to incorporate a number of the KAB modules into the revised curricula.

IMPACT

Entrepreneurship teachers in Kota Kupang have a model teaching reference, i.e. an entrepreneurship programme incorporating KAB modules.

With a standard model, individual teachers now have a reference point when designing their own curricula.

COST

Voluntary contributions from participants; between IDR 5,000 to 15,000 per meeting per person (USD 0.60 to USD 1.80) for those who attend the MGMP meeting.

IDR 30.000.000 (USD 3,530) for KAB training of teachers.

CONDITIONS FOR REPLICATION

MGMP was established as a teacher's association in 2005 before the ILO-EAST project commenced and will continue to meet after ILO-EAST concludes its work.

Good communication between trained teachers and P4TK Malang as the training provider is a key requirement of successful KAB training.

Most entrepreneurship teachers who were trained on KAB are also MGMP members. Teachers within MGMP should be willing to share knowledge not only limited to KAB or SYB.

Acceptance of the KAB teacher training programme at a MoNE-owned training institution ensures that training KAB teachers shall continue to be available for schools wanting to introduce the KAB programme.

There is a mechanism for schools to request specific training from DINPPO, when necessary.

Employability

19 Discouraging Gender Division of Labour When Recruiting New Trainees Results in More Women Following Non-Traditional Skills Training and Securing Non-Traditional Jobs.

Religious leaders promote gender equality in TVET training and employment.

Community Learning Centre (Pusat Kegiatan Belajar Masyarakat²³ - PKBM) Juku Ejaya, a Non-Formal Training Institution Located in the District of Bantaeng, South Sulawesi

CONTEXT

There are no formal gender barriers in public or private training institutions in Indonesia. However, apart from a few exceptions where a small minority of females have registered for training in traditionally male courses, long established skills-related gender barriers have not been dismantled.

Training courses in skills areas, such as automotive, motorcycle repair, electrical and mechanical engineering skills rarely attract females. While training institutions have no formal barriers in place, they are also not encouraging men and women to enter these skills areas. Nor are they making it easier for women to enter these skills areas by having segregated toilet facilities and locker rooms in the facilities of the traditionally male skills areas. It is also expected that the few women who do graduate from these courses will experience difficulties finding employment and may be subject to discrimination and various forms of gender-based harassment in the workplace.

²³ The *Pusat Kegiatan Belajar Masyarakat* (PKBM) or Community Learning Centres are privately owned non-formal training institutions that are supported mainly by block grants from public funds.

Figure 25: Motorcycle repairwoman



The ILO-EAST's implementing partner, PKBM Juku Ejaya, a community learning centre, was established in 1999 as a non-formal education provider. Initially the institution offered equivalency courses designed to offer the standard educational curriculum to youth who exited the formal education system and later wished to obtain equal qualifications. Juku Ejaya, in a later development of the institution, also offered training courses in seaweed cultivation, a common family-oriented occupation for people living in coastal areas. The courses were mixed gender as the seaweed business traditionally occupies both men and women.

As a result of experiences in Community Employment Assessments (CEA) implementation, training institutions have the ability to design new high-demand skills courses.

GOOD PRACTICE

ILO-EAST aims to promote gender equalization in education and training to provide both women and men greater independence of choice and more livelihood options.

In 2009, the ILO-EAST established collaboration with PKBM Juku Ejaya to conduct a training course in motorcycle service specializing in engine repair. The condition for the ILO-EAST supporting the course was that there should be at least equal participation of men and women in the course. The management of Juku Ejaya was given the task of recruiting participants.

The occupation of motorcycle repair person was chosen as a pilot programme for women seeking to enter a male-dominated occupation. The advantage of the

motorcycle repair profession is that the work is not heavy and care and precision has to be applied when overhauling engines and transmissions. With a steadily growing market for motorcycles, it is a growth industry and the profession lends itself well to self-employment through relatively modest establishment investments.

Various means were tried to convince women in the community that times have changed and women should become engaged in professions that society, for traditional reasons, does not consider suitable for women. The PKBM approached Muslim religious leaders and explained why lowering of gender barriers for choice of occupations would be of benefit to both men and women and the community as a whole. The religious leaders agreed; in religious community meetings held exclusively for women, the religious leaders stressed that there are no religious barriers to women entering into professions traditionally considered for men. They encouraged women to consider non-traditional occupations.

After three months of awareness-raising and promotion of the concept of broader choice of occupations for women, the first motorcycle repair course started with six women and 14 men participating in the training. While this was still far from the target of equal gender participation in all occupations the female participation served as a very public example for others to follow. Also, based on reports of impact, it is expected that with the start of mixed courses the reluctance of men and women to enter non-traditional occupations shall decelerate.

IMPACT

For unknown reasons, two of the women gave up after a short time of training, but four completed the motorcycle repair course. To secure employment for the female participants, the management of Juku Ejaya approached motorcycle repair shops in the vicinity of where the female participants lived. One woman was employed by an existing repair shop; the three others moved to other areas and opened their own repair businesses and are reportedly succeeding in their businesses.

Since this initiative, various government programmes have sponsored other programmes, including automotive training - another area where gender barriers are starting to disappear in Indonesia.

The direct impact has been encouraging. The owner of the motorcycle repair shop, which employed one of the graduates, has expressed strong satisfaction with the female employee. The female employee is happy as well. Her salary is USD IDR 750,000 (USD 88) per month, which is an average entry-level wage in rural areas. She is able to contribute to the family income and she wishes to start her own business once she has gained experience and saved money for start-up equipment. The initially sceptical parents of the female motorcycle mechanic are now supportive of their daughter's new job.

The latest reports from the PKBM show 42 per cent enrolment of women in non-traditional courses such as mobile phone repairs, motor cycle repairs, camera

crew for local TV station, computer technicians, tax administrators, welders, carpenters, air conditioning service and marine outboard servicing.

An indirect impact has been the interest the local government has shown to the concept. This has resulted in the government starting to fund continuation of training programmes that stress gender mainstreaming as a goal by making financial support conditional upon the programme presenting an acceptable gender mainstreaming strategy.

COST

The PKBM centre received assistance from the provincial Ministry of Education's office of non-formal education and from other donors.

The cost of setting up training facilities and conducting the first course for motorcycle repair for 20 trainees was approximately IDR 40,000,000 (USD 4,700).

CONDITIONS FOR REPLICATION

There is little awareness in communities of the desirability and advantages for the communities to open more male occupations to females or to open traditionally female occupations to men. There is also little evidence from experiences elsewhere that significant gender mainstreaming starts and grows spontaneously.

To develop and implement the concept of gender mainstreaming, advocacy for training courses or other motivators for pushing gender equality in the workplace is required. Funding for such activities must also be sought.

Based on the encouraging information from the South Sulawesi PKBM, recruitment of women for training in non-traditional vocations may become easier, particularly if the first ground-breaking courses are held exclusively for female participants. There are not yet reports of similar trends towards men entering traditionally female occupations.

20 Purposeful Identification of People with Disabilities and Reasonable Accommodation of Their Needs Result in Increased Access to Skills Training, Jobs and Business Opportunities.

Providing training and start-up capital to people with disabilities helps them to improve their lives and standing within their families and communities.

Three villages in Nusa Tenggara Timor

CONTEXT

There are an estimated 36,000 people with various forms and severity of disabilities in Nusa Tenggara Timor. Most of them live in deprived situations, stigmatised by society in general and often by their own families as well. Due to the perceived embarrassment of having a disabled family member, some families even go to the extreme of hiding their disabled children from the public eye. Families often deny disabled family members access to education or the possibility to develop their own social lives. Families resign themselves to the fact that disabled family members shall remain a burden to the family for the rest of their lives. Rather than spending funds for training of their disabled children, parents, in most cases, prefer to spend their limited funds for education of other siblings who in the future can financially assist the family.

Without basic education or skills, and without assistance from family members, disabled persons are unable to gain education or training to help them become independent of family assistance. Despite these conditions, some disabled people have managed to learn simple basic skills, such as sewing and making handicrafts. Some manage to set up small businesses but due to poor business skills, the businesses often remain marginal and cater mainly to family members.

In Indonesia, the Office of Social Affairs (DINSOS) is the appointed government agency charged with assisting disabled members of society. The ministry operates programmes to assist disabled persons with skills training, but the training is often limited to people living in DINSOS nursing homes for disabled persons.

DINSOS is also responsible for building partnerships with organizations that are dedicated to the empowerment of people with disabilities. One such organization is the Indonesian Disabled Persons Association (*Perhimpunan Penyandang Cacat Indonesia* - PPCI), an independent organization led and managed by persons with disabilities. It is a national organization with branches in all districts of NTT. PPCI is funded mainly by member contributions. The organization also receives limited assistance from Handicap International and other groups. Although PPCI is well organised and under strong leadership, lack of funding limits what the organization can do for its members.

GOOD PRACTICE

ILO-EAST initiated discussions with the provincial office of DINSOS to discuss the possibility of linking programme activities. PPCI, as the umbrella organization for disabled people, was also included in discussions. This initial cooperation was formalised in a Memorandum of Understanding (MoU) among DINSOS, PPCI and the ILO-EAST. A number of the district chapter chairpersons of PPCI were selected as focal points.

DINSOS, ILO-EAST and PPCI agreed to arrange a three-month sewing course for disabled persons. Disabled persons who already had basic sewing skills were identified as participants for the initial training programme. The course aimed to upgrade their skills to help them broaden their customer base and enable them to earn more income with their limited skills.

The course curriculum was based on the national competency standards (SKKNI) for sewing. Through separate agreements, the training was contracted to a vocational training centre under the Office of Manpower and Transmigration (UPTD-PTK) and was followed by a one-month internship with a local company, PT Citra Busana. All procurement for the course was done by UPTD-PTK and instructors for the course were from DINSOS, PT Citra Busana and PPCI.

The sewing training course was held at the PPCI secretariat in Kupang with 15 participants (12 female and 3 male). All participants were members of PPCI and came from various districts in NTT. Accommodation and daily allowance for the participants from outside Kupang were provided for by DINSOS with contribution from PPCI. The training followed the national competency standards and was targeted to level 2 of the national qualification framework. Basic equipment was provided for training and ILO-EAST supplemented with a few additional items.

After the skills training, participants also attended SIYB training conducted by LAPENKOP,²⁴ an ILO-EAST implementing agent. Upon completion of the training sessions, ILO-EAST provided sewing machines and DINSOS provided start-up capital amounting to IDR 5,000,000 (USD 590) per person to assist them in upgrading their businesses.

Today, all graduates are in business, according to the latest information from DINSOS. The businesses bring in monthly net profits of about IDR 500,000 to IDR 1 million (USD 60 to 120).

IMPACT

Participants in the training sessions learned additional skills, which enabled them to reach out to more customers to improve their earning potential. The training and new equipment enabled participants to take on more advanced sewing and dressmaking projects.

²⁴ *Lembaga Pendidikan Perkoperasian* (LAPENKOP) is a national organization established to provide training for entrepreneurs' cooperatives.

By being recognised as skilled persons in the community, the disabled entrepreneurs are now able to provide for themselves or at least contribute to the family income. This has helped them gain acceptance and respect in their communities and in their families.

PPCI, as a representative organization for persons with disabilities, also has been able to expand its role in assisting its membership base.

COST

IDR 30 million (USD 3,500) for training of 15 participants in sewing, entrepreneurship and internship.

IDR 6 million (USD 700) for transport and board during the training and internship period.

IDR 5 million (USD 600) per person in start-up capital.

CONDITIONS FOR REPLICATION

All required training resources for replication are available in the province of NTT. Developing effective programmes for skills training requires close cooperation between PPCI and DINSOS and the assistance of training organizations and private industry.

The PPCI as umbrella organization for disabled persons is established and well placed to play a more significant role but needs additional funding to do so. To fund increased levels of intervention for disabled persons, it is necessary for all stakeholders to actively solicit funds from various government and non-government sources for the programmes.

Jane Dale, Overcoming Disability to Operate her own Business

Jane Dale is a 32 year-old woman who lives in NTT. She is a local leader of the “Indonesian Association of Women with Disabilities” (*Himpunan Wanita Penyandang Cacat Indonesia*, HWPCI - a women’s wing of PPCL.) She contracted polio when she was a child but it did not stop her from doing everyday activities like others. She likes to sew and opened a small business in 2001. She occupies two rooms in her parent’s house not far from Kupang, where she lives with her widowed mother and one other sibling. Jane participated in the training that was arranged by the ILO-EAST in cooperation with DINSOS and PPCL.

Figure 26: Jane Dale at her new cutting table



The training was arranged as a programme to upgrade existing skills to level 2 of the national competency standards system. According to Jane, the training was interesting and useful. She learned various skills she did not have before attending the training programme. She also liked the way that the instructors taught them. One trainer in particular stood out: Ibu Sani, the owner of PT Citra Busana, where Jane had her one-month internship. “She was willing to give us more time if we wanted to try sewing new models, as long as we were able to supply the necessary material for it. I learned a lot from her.”

Ibu Sani herself has a long history of training persons with disabilities. Over the past twelve years, she was often hired by DINSOS to train persons with disabilities in sewing. She worked with people with various types of disabilities, including persons with hearing and speaking disabilities.

The money Jane received after training was used to repair her present equipment as well as to buy additional machines. She purchased a new manual sewing machine to complement her electrical machine (the manual one will address the problem of frequent power grid failures), and a cutting table. This equipment is important for her to expand her business. For example, before she acquired some of the special equipment she had to outsource part of her orders, resulting in a reduced income.

Jane thinks that her business is progressing and that she has better prospects now. More customers trust her to sew different kind of models; models that she did not dare to sew before. She said she has the courage to receive orders that are not limited to family and relatives only and she is happy to watch her business grow. However, when asked about business plans and record keeping, she said that until now she does not yet do proper book-keeping. She only has simple notes about orders and expenditures and she said she needs to work more diligently on that aspect of the business.

Regarding the possibility of expanding the business and obtaining an official operating permit, she said “I think I’d have to hire a staff or assistant first, and then I may qualify for an operating permit. I’ve been quite busy and I don’t think I need one at this stage.” She used to have an assistant from one of the vocational schools in the vicinity, but the assistant changed her mind and decided to go to university instead. “What can I say, it’s her decision.” Jane said she will wait and see what this current progress is leading to.

Roberto Mayor, Overcoming Disability to Gain Employment through Motivation and Dedication

Roberto Mayor is a 26 year old male who lives in Jayapura, Papua with a younger sister and an aunt. Roberto was born with Cretinism (congenital hypothyroidism). After graduating from high school, he continued his education at the tourism academy in Jayapura. However, he had to drop out after three semesters when both his parents passed away and nobody was left to pay for his education. He had been unemployed until he participated in a skills training course.

From April to July 2010, Roberto participated in a hospitality skills training course organised by the Papua Skills Centre, a semi-autonomous training institution under SMK Negeri 1 Jayapura, a vocational secondary school specialised in training for the hotel industry.

Figure 27: Roberto Mayor on the job



The training was arranged as a programme to upgrade existing skills to level 2 of the national competency standards system. According to Jane, the training was interesting and useful. She learned various skills she did not have before attending the training programme. She also liked the way that the instructors taught them. One trainer in particular stood out: Ibu Sani, the owner of PT Citra Busana, where Jane had her one-month internship. "She was willing to give us more time if we wanted to try sewing new models, as long as we were able to supply the necessary material for it. I learned a lot from her."

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21 Collaborating with Government Programmes and Institutions, such as BPPNFIs, PNPM Mandiri, Departments of Education, Youth and Sports, Manpower, Women's Empowerment and Child Welfare, Boosts Employment and Business Start-up Rates.

Reduction of unemployed youths through collaboration with the Office of Youth and Sports (DINPPO) in Nusa Tenggara Timur.

The Sub-District of Atambua, District of Belu

CONTEXT

The district of Belu is a high-unemployment area with social challenges due to the unrest that took place in connection with the independence of the Republic of Timor-Leste. Almost a quarter of the total population of Belu district ranges from 15 to 29 years of age. Lack of education and skills and lack of formal employment possibilities have been the main constraints for this age group to find decent and productive work. Statistics show that over 70 per cent of the total labour force in the district has only a primary school education. They can, therefore, only access non-skilled, low paying and, at times, unpaid work.

Atambua, the capital of Belu district, is the second largest city in West Timor. It attracts job seekers from nearby districts, further increasing the competition for the few formal job opportunities available in the town. As a result, migrant youths in the town have much time on their hands and petty criminality has become a serious problem in Atambua. In almost every area of the city, there are groups of youths, usually young men from similar ethnic backgrounds, fighting with other ethnic groups in the area.

In 2010, to address the issue of unemployed and juvenile youth, the Office of Education, Youths and Sports (DINPPO) in Belu launched the Productive Youths Enterprise Group (KUPP), a scheme funded through the district budget. The objective was to provide start-up capital to youth groups to start new businesses to enable group members to earn an income to support themselves.

By creating new jobs through entrepreneurship, DINPPO aimed to reduce the social problems associated with unemployment. The challenge for the local government was to determine what skills provided the best potential for entrepreneurship, which training providers could provide these skills and how to finance the training and provide start-up capital after the skills training.

Figure 28: Youth group raising chickens



GOOD PRACTICE

ILO-EAST offered its assistance to the Belu district government and a MoU was signed between the parties. The MoU stipulated that through cooperation with a well-established youth foundation, Yayasan Bentara Sabda Timor (YBST), ILO-EAST would provide training to conduct Community Employment Assessments (CEA) and core work skills training to about 200 young people, as well as SIYB training through the LAPENKOP organization. Start-up capital for entrepreneurs trained through this cooperation was provided by DINPPO.

The local government organised an event to introduce the KUPP programme to government stakeholders and representatives of sub-district and village administrations, representatives of community leaders and youth organizations. The event provided detailed information on the terms and conditions of the programme for the target age group (youth aged 15-30 years).

In June 2010, YBST conducted a brief CEA training session for 32 groups. The training was attended by representatives of the groups. After the training, CEA forms were distributed to the groups to conduct employment assessments in their respective villages. Initial surveys by the groups revealed that individual villages provided few employment opportunities. It was therefore decided to undertake a more comprehensive survey covering six villages. This survey took place in July 2010 and was conducted by the ILO-EAST in close cooperation with the youth groups and other stakeholders. Based on the result of the survey, groups submitted business proposals, including their proposed budgets to DINPPO.

In July 2010, the results of the comprehensive CEA, together with the business proposals, were presented to Head of BAPPEDA as well as to the targeted participants. The head of BAPPEDA decided that 28 out of 32 youth groups should be chosen as the target groups for the DINPPO-ILO-EAST programme. Decisions were made about the type of businesses to promote and the skills required. It was determined that the remaining four groups did not need vocational training as their business plans (e.g. kiosk operation and motorcycle cleaning) did not call for it.

In August 2010, DINPPO teams carried out verification in the field to check the presence of the groups at their addresses and their readiness to start activities. LAPENKOP then provided SIYB training to representatives from each of the youth groups with a total of 21 participants — 10 men and 11 women. Due to capacity constraints, the skills and business training did not include all members of the individual groups. Representatives were selected by the groups themselves and training of other group members took place under the supervision of the trained group members.

The material given to participants was taken from ILO's Start Your Business (SYB) materials. SIYB trainers provided more inputs on the type of business, strengths and weaknesses of various types of businesses and strategies that can be used for managing group businesses.

In October 2010, DINPPO disbursed the funds, IDR 9 million (USD 1,060) in cash, to each group. All groups were required to submit their expenditures within one week after receipt of funds. The groups reported most of the funds were spent for the purchase of items for the required production facilities, as well as for raw materials for the initial production.

Figure 29: Youth group making cement building blocks



Monitoring and supervision of the groups by DINPPO and post-training support (ATS) by SIYB trainers were conducted one month after start-up and repeated after three months.

IMPACT

From the latest reports 27 of the 28 groups being trained are still operating and many of them very successfully. Not all group members participate or contribute equally; also some members separate from the groups, either to set up other businesses or engage in other formal or non-formal employment.

New products have been introduced into the market by the groups. The photo shows the production of cement building blocks. This is a relatively new product in this area. It is more environmentally friendly than the red clay bricks presently

Youth in NTT Start Producing Cement Blocks

Pak Vincent is the leader of a group called “Oneizzer.” The group was set up to help young people start income earning activities to help them avoid a life of petty crime and poverty. Pak Vincent is not young anymore, but he is still a community elder in his area and one person that youths – even the worst trouble makers – listen to. He became concerned with the high rates of unemployment for both young and old in his area and he understood that unless something was done about it, nothing would change except that conditions in the neighbourhood would only worsen and youth would develop from petty crime into serious criminality.

Unemployed youths in his area decided to form the Oneizzer group with eight members (four men and four women) currently between the ages of 25 to 40 years old. The members thought that if a senior led the group, it would give them a better sense of direction and so they approached Pak Vincent for advice and asked him to become the group leader.

When the opportunity for skills training was announced through the KUPP initiative, the group opted for brick making skills. All group members were trained in brick making for a period of one month by an implementing agent of the ILO-EAST. After the skills training, the group was trained in SYB by LAPENKOP (also an ILO-EAST implementation agent).

Their initial capital was spent on a brick making machine and materials to make the wooden moulds that are required for production. In addition, they bought the first load of raw materials for production (cement and sand).

Production has started and the first sales have taken place with construction projects in the area. Wages are paid after payments are received from customers. The wages are not regulated to the legal minimum wage in the area but rather adjusted to the surplus available from the business. The profit is shared equally among members after putting aside funds for wages and group savings. At the time of writing, there were still not enough orders to keep everyone busy and provide sufficient income for all group members. To supplement their income, some group members work as motorcycle taxi drivers.

The cement building blocks produced by the group are replacing the red bricks that used to be the standard building material in the area. The change to cement block is taking place because accessing red clay has become increasingly difficult and the profits derived from red brick making have decreased over time. The ILO-EAST introduced the cement brick technology to the Oneizzer group based on earlier successes with the technology in Aceh and elsewhere. The blocks sell

in use because the raw material does not come from digging and hollowing river banks or other areas where removal of clay would harm the environment.

COST

The cost of the initiative is mainly for training of beneficiaries and provision of start-up capital.

One group raising chickens spent 4,500,000 (USD 530) to set up their production facilities and IDR 4,500,000 (USD 530) to buy 150 week-old chickens. This pattern of spending 50 per cent of the grants on production facilities and 50 per cent on raw materials for initial production has been fairly consistent for most start-up activities.

CONDITIONS FOR REPLICATION

The province of NTT has its own master trainers ready to continue training of new groups. Raising start-up funds is a challenge that needs to be addressed by all stakeholders. Ideally, micro-finance institutions should become actively involved in helping to set up systems to assist small business start-ups.

22 Partnerships with Employers Promote Apprenticeships and Employment Opportunities for Trained Youth.

Employment opportunities for youth in the hospitality industry are enhanced through partnerships with national and international hotels.

City of Ambon, Maluku

CONTEXT

The island province of Maluku has enormous potential for tourism development. The provincial strategic plan identifies the tourism sector as one of the most important growth industries for the province. A key prerequisite for being able to develop this potential is for visitors to feel safe and for comfortable board, lodging and transport to be available.

The local government has taken a number of steps to promote Maluku as tourist destination. One major promotional activity took place through an international event, "Sail Banda." Another on-going initiative is the promotion of training to improve the quality of workers in the hotel and tourism industry to ensure sufficient numbers of skilled workers as the tourism business expands. The government has encouraged young people to participate in tourism training programmes through awareness campaigns and through subsidies to informal training providers. The government has also appealed to the local hotel and tourism industry to contribute to improving human resources in the tourism sector.

Figure 30: Trainees in a hotel kitchen



GOOD PRACTICE

A number of hotels were recently opened in Maluku, including some that meet international standards. The local government wants to emphasise the importance of training young people to the hotel industry. With the Office of

Manpower and Transmigration (DISNAKER) and its implementing agent, the ILO-EAST initiated discussions with hotel management personnel in Ambon.

The initial discussions aimed to develop a training programme that would meet the requirements of the tourism sector and solicit support from the hotel industry. Of particular importance was the hotel managements' willingness to make their hotels available for internships and on-the-job training. The hotels agreed with the concept, and selection of the first participants in the initial training programme took place with the active involvement of human resource development (HRD) staff from the participating hotels. The overall management of the process was handled by DISNAKER.

Through a screening processes designed by the six hotels, 24 trainees were selected for informal hotel apprenticeships. (The internal screening process was conducted confidentially at the hotels, and no details were made available.) Two of the hotels are upscale hotels that meet international standards; the remaining are one to three star establishments.

The training took place over a three-month period that exposed trainees to various aspects of hotel operation. They experienced the working hours typical for hotel employees and learned skills — such as communication, teamwork, pro-active attitudes, initiative, active listening and leadership— that are keys to success in the hotel industry. Most trainees were paid a small training allowance by the hotels and were provided with meals and uniforms.

Of the 24 participants in the training, 18 were later employed by the hotels where they served their apprenticeships. The rest were not employed, due mainly to the lack of job openings in the hotels where they trained. A few trainees did not fulfil the requirements set by their workplace, in terms of attitude, personal appearance and other reasons.

IMPACT

This pilot initiative was considered a success. Upon completion of the training programme, 75 per cent of the participants were employed by the hotels where they served their apprenticeships.

The high percentage of employment resulting from the training indicated the selection process put in place by the hotels was well designed. Communication between the DISNAKER office and the hotel industry, which prior to this pilot was at best tenuous, has been established to continue to provide training to young people who otherwise have little chance of experiencing actual employment conditions.

The hotels were satisfied with the pilot apprenticeship programme, and there is agreement among the stakeholders to repeat the process with a new batch of trainees.

COST

No additional costs were incurred for this training. The programme was launched as part of the regular operations of the DISNAKER office.

The hotels did not incur extra costs than they otherwise would have to recruit new employees through other means. The apprentices were trained for a period of one to two months.

CONDITIONS FOR REPLICATION

The hotel apprenticeship pilot programme in Ambon showed that fostering communication among stakeholders in the industry can result in initiatives that bring mutual benefits for prospective workers and employers alike.

The Employers Association (APINDO) and hospitality sector associations can play a key role in developing a networking scheme in the hospitality industry.

Ela and Eka, Sisters who Gained Employment after Vocational Skills Training

In Jayapura, Papua, Ela and her sister Eka, who are employed following their participation in vocational skills training in the hospitality sector, are able to alleviate their family's economic condition.

Septiana Eka Koridama, called Eka (22 years old) and her sister Angelina Teresia Koridama, called Ela (20 years old) live in Entrop, Jayapura with six other siblings. Having eight children was quite a financial burden for their parents. Despite this, Eka graduated from senior secondary school (SMA) in 2006 and Ela in 2008. For both Eka and Ela, finding jobs has never been easy. The sisters repeatedly applied for jobs in the private sector and in government offices as civil servants, but their efforts have not been successful. Most employers expect levels of education higher than senior secondary school.

Figure 31: Eka at the reception desk



In February 2010, they heard from a family member about the hospitality training organised by the Papua Skills Centre (PSC) in collaboration with the local university and ILO-EAST. The sisters went through the selection process and were both accepted for training. In March 2010, Eka and Ela started the hospitality training programme, specialising in front office skills. They completed internships as part of the training; the older (receptionist) sister was accepted at the local Andalucia Hotel and the younger in Yotefa View Hotel in Jayapura. Both completed their on-the-job training and graduated from the course.

During their internships, the sisters were assessed by their employers. Both were found to be hard workers with good attitudes, honest and hardworking with discipline and confidence. Both hotels employed the sisters as permanent employees. They are now earning a salary and are able to contribute to their family's welfare.

Asked about her feelings after successfully gaining decent employment, Eka said, "Of course I am happy, because previously I needed to ask money from my parents, but now I can finance my own needs and I am able to alleviate the burden

of my parents instead of them supporting me." Each sister now contributes IDR 250,000 to 400,000 (USD 30 to USD 50) per month to their siblings' education. Occasionally, they also assist their parent when there is a financial need.

23 Collaboration with Trade Unions Improves Recruitment Practices and Confidence Levels of Out-of-School Youth in Maluku.

Seafarer training: Tripartite collaboration among Indonesia Seafarer Union, Maluku government and fishery companies.

Dobo and Ambon, Maluku

CONTEXT

Maluku is an island province rich in unexploited maritime resources. With many local and foreign and domestic ships fishing in the waters of the province, the sector has enormous employment potential. The government sees the fishing industry as a potential avenue to lessen youth unemployment.

As the majority of fishing is done by foreign registered vessels, the provincial programme has issued regulations that stipulate at least 70 per cent of employees of crews in fishing vessels in Indonesian territorial waters must be of Indonesian nationality. Unfortunately, the government has not been able to enforce this rule. Foreign vessel owners are reluctant to comply with the regulation as they bring their own experienced crew. The Indonesian authorities also cannot guarantee that qualified Indonesian seamen are available in sufficient numbers. Vessel owners are reluctant to hire employees of mixed nationalities because of concerns that this can lead to conflicts. Lastly, many Indonesians who have tried life at sea prefer to find other employment. Many find working conditions at sea too difficult or are unwilling to spend long periods away from their families.

Fishing vessels operating under the Indonesian flag are manned by Indonesian crews; but these vessels are often not from Maluku province and they bring crews from other parts of Indonesia.

Youth's Rights @ Work: An Example of a Successful Partnership

The Youth's Rights @ Work module was developed to train potential young workers and trade union members on youth rights in the workplace. A series of training of trainers programmes on Youth's Rights @ Work were conducted to train trade union officials on the module. The module is being piloted in six provinces to train youth participating in skills trainings organised by implementing agents of the ILO-EAST. ILO-EAST, four national trade union confederations (KSBSI, KSPSI and KSPI), and the Indonesian Migrant Workers Union (SBMI) in collaboration with ILO's Migrant Workers Project collaborated on the development of the Youth's Rights @ Work Module.

An objective of the collaboration was to deliver pre-departure training courses to out-of-school youth who are being trained to work abroad in Malaysia and other countries.

ILO-EAST's partnership with SBMI resulted in the successful delivery of two rounds of training programmes for prospective migrant workers, thereby helping potential migrant workers to understand their rights and, ultimately, making migrant work safer.

The Maluku government operates three floating ship terminals into which smaller fishing vessels are feeding their catches. The terminal ships deliver their loads to two land terminals, one in the city of Dobo located on the island of Aru, and one in the capital city, Ambon, which is the hub of the Maluku fishing industry. The land terminals provide some employment, but there is still a significant unfulfilled potential for employment on-board the fishing vessels.

GOOD PRACTICE

In order to start a new initiative to promote jobs for young people in Maluku's fishing industry, ILO-EAST initiated the cooperation of the Union of Indonesian Seafarers (*Kesatuan Pelaut Indonesia* - KPI), the Agency for Fisheries Education and Training (BP3) and the Maritime Vocational School (SUPM) to conduct training in basic seamanship for youth and school dropouts.

The locations targeted for the training were the two centres of the fishing industry located at Dobo and Ambon. Companies were approached to discuss their willingness to employ the graduates of the training programme. One company, PT Pusaka Benjina Resources (PT PBR) agreed to take 100 graduates from the first training course.

The recruitment drive started in the town of Dobo, where 100 participants took part in a three-month training course. Of these, 60 completed the programme until certification; the others dropped out after discovering they were not suitable for working at sea.

An additional course for 50 participants was arranged in Ambon with some adjustments to the course programme and length of course. All 50 graduated and were awarded certificates. A total of 110 participants completed the two courses and received a national certificate. In both cases, BP3 was responsible for conducting the courses and the certification to national standards was done by the relevant certification body (LSP-KP).

During the training process, BP3 and KPI started to work with fishing companies registered in Ambon. Nine companies submitted information on their companies

Figure 32: Newly trained seafarers ready to go to sea



and their crew requirements. In addition to the commitment of PT PBR, the total number of vacancies for entry-level seamen was 15.

Within a period of six months, most of the graduates from the training course secured employment; 48 graduates from Dobo immediately got jobs and the remaining graduates were employed within six months of graduation. All 50 graduates from Ambon were immediately employed.

IMPACT

The cooperation between the training institutes, the labour unions and the industry has produced good results. It was possible to recruit participants and the training was of a quality that enabled national certification and attracted the attention of shipping companies. The success of the first courses have shown that training in accordance with required standards is available in the province, and young people are indeed interested in taking maritime jobs.

COST

The direct cost of training was IDR 1,750,000 (USD 200) per participant. This did not include cost of travel and accommodation, which varies for each course and depends on travel requirements from a participant's home to the place of training.

CONDITIONS FOR REPLICATION

The seafarers' education and training falls under the administration of the Ministry of Communications/Transportation. The Directorate General of Sea Communication, being the administrator of the Standards Training, Certification and Watch keeping for Seafarers (STCW), is in charge of supervising and monitoring the seafarers certification activities and the working and living condition for maritime workers.

The education and training of seafarers under the government-assisted programmes is directly under the control of the Education and Training Centre of Sea Communication, under the Education and Training Agency at the Ministry of Communication. The education and training of seafarers under the private institution is licensed by the Ministry of Education but supervised and monitored by the Directorate General of Sea Communications.

The overall demands are difficult to document. A 2004 report by United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) estimated that 52,000 Indonesian seafarers were employed in national and foreign vessels. The replacement rate for this level of employment was estimated to be 1,600 per year.

With training centres already established in various regions of Indonesia, there is great potential for replication of this programme. It will require the collaboration of all stakeholders to inform job seekers, recruit participants and promote sponsorships to enable job seekers with no financial means to participate in the training.

24 Training of Training Providers Results in (a) Adjustment of Course Offerings Based on Market Demand; (b) Trainings Provided Based on Competencies, (c) Increased Access to Assessment and Certification under National Standards, and (d) After-Training Support, Ultimately Resulting in the Improved Employability and Business Start-Up Rate of Trained Youth.

Training to improve production and marketing skills of villagers making statues and woven cloth items resulted in the improved employability and start-up rate of trained youth.

Tumbur village, Southeast Maluku district

CONTEXT

Sculptures and woven cloths items are typical products in several areas of Southeast Maluku. 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. Village elders are concerned that if nothing is done, young people will not continue the tradition and family business, instead seeking work elsewhere.

Figure 33: Carving statues in Maluku



GOOD PRACTICE

ILO-EAST was asked to assist with promoting development of an industry that the provincial government has prioritised as a growth industry due to the projected increase of visitors to Maluku. Cooperation was established with the local Regional Development Planning Board (BAPPEDA) and the local Community Learning Center (PKBM). The programme's objective was to facilitate skills training for young people in the area in order to improve production and as well as provide training in marketing techniques.

While a number of villages require training to reinvigorate their handicraft industries, BAPPEDA recommended starting the training of youth at Tumbur Village because the village has long been known as a lead producer of black wood sculpture and woven cloth. Organisers selected 35 participants as trainees; 20 participants (all men) were interested in the craft of making wooden statues, and 15 participants (all women) were interested in the weaving project.

The month-long intensive training was conducted by local senior artisans from the region. The training took place in groups and in individual sessions. ILO-EAST provided tools and raw materials consisting of a saw set, elbows, various chisels, welding equipment and the black timber used for the statues. Trainees in the weaving programme constructed their own looms and received the necessary raw materials, such as timber for making their looms, yarns in three colours, rope, dyes, fruit trays and 2 fruit-dipping pots to prepare their dyeing materials (used for colouring the yarn and ropes). ILO-EAST also provided 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 can be exhibited. Other avenues for marketing are through domestic buyers dealing in local handicrafts, as well as exposure at the central government's SME exhibition centre in Jakarta, SMESCO UKM²⁶.

IMPACT

The immediate impact of the intervention has been training and employment of 35 new artisans. Reports from the village indicate that sales of their products have increased with several hundred statues being sold during the last six months alone.

In addition to the direct impact, this training has had several positive impacts, including improved cooperation and coordination among young people entering the industry and the senior skilled craftsmen assisting with training and mentoring. Cooperation among larger numbers of craftsmen has led to improved raw materials, which in turn, leads to lower costs of production.

²⁶ SMESCO UKM, Jl. Jend. Gatot Subroto Kav.94 Jakarta 12780, Indonesia. Phone: 62.21 2753 5400, Fax: 62.21 7919 4628, Email: www.smescoindonesia.com.

Production and sales have increased due to the active promotion that took place during the implementation phase and with a permanent handicraft outlet being established by the Trade and Industry office. The products have also been promoted at various festivals and bazaars that have taken place in the province. With basic marketing skills available in the village and with national interest in the industry through the SMESCO UKM organization, there is hope that this upswing in the village businesses will continue.

COST

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 IDR 1,750,000 (USD 200) per trainee.

CONDITIONS FOR REPLICATION

Relevant government institutions must be willing and able to assist. Local NGOs, community groups, and crafts associations must collaborate to initiate training workshops to develop local crafts industries. Results in Tumbur indicate the potential for improving income-earning potential of local crafts production.

25 Training Programmes Based on Value Chains Improve Employability and Business Sustainability.

Collaboration with government agencies to develop seaweed production training modules boosts employment and business start-up rates in Maluku.

Maluku

CONTEXT

The greatest livelihood potential for the approximately two million inhabitants of Maluku comes from fishing and seaweed cultivation. However, neither of the two major sea-related potentials has yet led to sustainable exploitation for the benefit of the province. Fishing activities are mostly done by foreign-owned vessels or vessels from other parts of Indonesia. The seaweed industry comprises mostly small-scale operations but industrial-scale activities are beginning to grow from small commercial developments.

The current production of seaweed in Maluku is 440,000 tons of wet seaweed per year and is expected to grow to 540,000 tons per year by 2013. Production of seaweed is the focus of the Regional Development Planning Board (BAPPEDA). 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. The clusters shall serve as collection and processing points for seaweed supplies from farmers situated around the cluster locations.

The seaweed drying and treatment plants depend on small-scale seaweed farmers for raw materials. During the last five years, communities of farmers and fishermen in rural and coastal areas of Maluku, particularly West Seram, Southeast Maluku and West Southeast Maluku district have taken up seaweed cultivation through their own initiatives and without government assistance. Newcomers to the business learn by observing established farmers.

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; many farmers lack resources for professional advice.

Treatment of diseases is also not effective due to a lack of formal skills. Before implementation of the 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.

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.

At the request of BAPPEDA, ILO-EAST provided assistance in implementing the plan.

GOOD PRACTICE

The programme's first task was to prepare training materials for short-term training courses aimed at young people whose formal education might be limited to primary school. National competency standards exist for the seaweed industry.

ILO-EAST and the Fisheries Education and Training Agency Institute (BP3) in Ambon, developed a hands-on competency training programme. BP3 produced a comprehensive set of materials that went through a number of pilot-testing sessions and a number of revisions.

Using the new training material, the first full courses were held for 500 farmers from various locations of the province. Following these sessions, the training material underwent a final revision. With the assistance of ILO-EAST, the provincial government published the first edition of the seaweed industry training material.

The training initiative was followed by entrepreneurship training, which included both new and experienced farmers who wanted to improve their commercial skills. In order to strengthen the farmers marketing skills and to share tools and equipment, seaweed farmers were divided into groups, with each group consisting of five people, two men and three women. Each group named a chairman, secretary and treasurer and selected group members were trained on the ILO Start Your Business (SYB) programme. SYB After Training Support (ATS) was provided through various means, most often with the assistance of experienced, well-established farmers in areas where new farmer were setting up business.

After completion of training, the ILO-EAST supplied participant groups with packages containing the necessary equipment and seeds to get started

Figure 34: Learning to make anchors



Figure 35: Workshop on seaweed production in Ambon, Maluku



in their businesses. The packages contained seaweed seeds, a plastic sheet to cover the seaweed after harvest, cutters, various sizes and lengths of ropes and lines, and 50 kg of cement to make anchors. Other equipment, such as buoys, nets for seaweed drying and small boats for transportation are expected to be provided by participants though the sharing of equipment owned by established farmers in the communities. Furthermore, group members had to work together to prepare ropes, make anchors and place them on the sea floor, installing buoys and plant (tie) seedlings. Each member also shared the task of caring for the seaweed beds and clearing moss and dirt from the seaweed ropes.

In addition to the provincial government's support to industrialise the business, the government has shown strong support for the initiative. IDR 600 million (USD 70,000) was allocated for training of farmers and support to train additional extension officers from the provincial arm of the Agency for Agricultural Human Resources Development, (Badan Koordinasi Penyuluhan - BAKORLUH) who will be deployed in the areas of intensive seaweed growing.

IMPACT

The impact of seaweed training in the district of Kei Kecil Southeast Maluku District has been as follows:

- 117 male and 73 female farmers - organised in groups - started their activities. Due to the training and supply of the required equipment the establishment phase was cut from four to two months and with fewer errors during the start-up phase;
- Groups started with initial production of 30 kg of dried seaweed per line of seaweed with a sales value of IDR 300,000 (USD 35) per 30 kg. (Each participant usually has an average of five seaweed lines generating cash of IDR 1.5 million (USD 105). The growth period from seeding to harvest is approximately one month;
- 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.

- Farmers are now able to hold on to their harvests and wait for optimum pricing rather than having to sell at any price the middlemen offer at the time of harvest. The group members now earn more cash than is required for daily living. However, information on savings is not available.
- With the new government-controlled cluster developments, it is expected that farmers will have a more secure off-taker of their products as well as fair and stable prices.

Figure 36: Learning to make anchors
Seaweed farming is also a women's business



COST

With local accredited trainers already present in the province, skills and entrepreneurial training are readily available. However, due to the extensive travel distances required, travel costs are high, a factor that will eventually become less important as extension officers develop expertise in many locations of the province.

The training costs for the programme included:

- Technical training in seaweed cultivation - IDR 1.7 million (USD 200) per participant
- SYB training - IDR 300,000 (USD 35) per participant.
- Equipment required for start-up - IDR 2 million to 3 million (USD 235 to 350) per group.

CONDITIONS FOR REPLICATION

Seaweed production training in the Maluku islands may be applied in other coastal areas with calm, unpolluted waters. While the skills required for successful seaweed farming are easily learned, the training and initial cost barriers are quite high for unemployed youth who have no income.

For seaweed farming to become a major source of development in any region, external funding support and government organizations are required. The Maluku provincial government has been able to coordinate the inputs of all stakeholders and aid organizations to launch a programme that offers the potential to contribute to the province's economic development.

Entrepreneurship

26 Thorough Selection of Training Candidates, Including Written and Oral Tests on Their Technical Capacities, Allows for Better Targeted Training, Participants' Higher Levels of Commitment to the Training, and ultimately, Higher Business Start-up Rates.

Engaging community-based organizations in the selection of trainees from vulnerable groups.

Makassar, South Sulawesi

CONTEXT

The training activities conducted by ILO-EAST are targeted towards assisting vulnerable groups of the population to acquire knowledge and basic skills to improve their livelihoods. Selection of participants is usually based on interviews with applicants and little else. This has led to training of participants whose main

Figure 37: Community-based assistance to recruit participants for training



qualification for participation is belonging to a vulnerable group, but who are otherwise not qualified in terms of motivation, personal difficulties and other issues that prevent participants from benefiting in programmes.

Upon completion of programme it was often established that the outcome of the training provided was less than optimum due to inadequate selection processes.

GOOD PRACTICE

LKP Widyaloka, an informal training institution working as a partner with ILO-EAST, has changed its recruitment strategy for recruiting participants for skills and entrepreneurship training.

In the past, LKP Widyaloka had recruited trainees mostly by posting notices in public places, distributing pamphlets and by advertisements in news media. These efforts generated good feedback, but respondents were often individuals for whom the programmes advertised were not suitable due to lack of motivation, age, personality and other issues.

In order to improve the quality of recruitment, the training institution changed its approach to work through community-based organizations by initiating the collaboration of community self-help groups (*Badan Keswadayaan Masyarakat* – BKM).

The BKMs are grassroots organizations managed by community leaders who organise various activities aimed at improving the welfare of their communities. They are particularly concerned with assisting youth in getting an education, starting a business and providing other assistance that young entrepreneurs may need to sustain themselves. The BKMs have detailed information and knowledge of the communities in which they operate and they maintain databases with basic information on their communities. From these databases, BKMs can assist in identifying community members who meet specific criteria for participation in various programmes.

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 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.

The BKM supplied all data to the training institution, which consulted with ILO-EAST in making the final selection of participants.

The process had very positive results that can be replicated in most areas where BKM's or other community self-help groups are established, especially for the recruitment process for skills development, entrepreneurship and vocational training.

IMPACT

The immediate impact is difficult to ascertain as the change to include the self-help groups took place late in the ILO-EAST project process. However, in interviews with three BKM coordinators, it was stated that community leaders were much in favour of approaches that engage the community to identify participants from vulnerable groups for ILO-EAST and other programmes.

COST

There is no cost to the practice. The community-based organizations are interested in seeing their communities prosper and provide these services without fees.

CONDITIONS FOR REPLICATION

Replication is very easy once training institutions and organizations involved in poverty alleviation, youth employment generation and other social programmes realise that a wealth of information exists in their communities - information that communities are eager to share for the common good.

27 Vocational and Entrepreneurship Training Delivered Together as a Modular Package Result in Higher Start-up Rates for Businesses That May Even be Capable of Employing Others.

Delivering vocational and entrepreneurship skills trainings as a package boosts youths' confidence in their capacity to start new businesses.

Village of Fatukbot, village of Manuaman, district of Belu, East Nusa Tenggara

CONTEXT

Lack of skills and education is the main reason for youth aged 15 to 29 years being unable to find jobs. Statistics show that over 70 per cent of the total labour force in Belu district has completed only an elementary school education. Consequently, they can only access low-skilled and low-paying jobs or unpaid work such as domestic work. (Many unpaid workers in domestic jobs are women.)

In the province of NTT, there is very little industrial development and very few large-scale employers. There are no large employers in Belu district. The agricultural sector is no longer considered an option as the main provider of livelihood for the population and no industrial development is replacing agriculture to create employment opportunities. As a result unemployment is a serious challenge in the district.

In Belu, as well as in other parts of NTT province, a large part of the population relies on an informal economy and the farming sector to generate income. The informal sector economy consists of trading and food production, such as raising poultry, pigs and goats. However, there are many cases of failed small businesses initiated by individuals and families.

One example is the poultry business. Initial capital may be available, but failure often happens if there is little basic knowledge of raising poultry, very limited skills to manage the business and limited knowledge about costing of products, setting sales prices, how to keep cash books as well as planning and expanding the business.

Low educational levels are a common reason why small-scale entrepreneurs cannot access the information and training required to be successful in business.

GOOD PRACTICE

Providing vocational skills, entrepreneurship skills training and start-up capital to those trying to start a business or who have just started a business play key roles in enhancing the success rate of new entrepreneurs.

ILO-EAST addressed this issue by combining vocational training and entrepreneurship activities to boost new business start-ups for youth groups. In addition to provision of skills and entrepreneurship training, start-up or additional capital was provided by the Office of Education, Youths and Sports (DINPPO) in Belu district.

Agreement was reached between a local skills provider UPTD-PTK, a training institution under the district's Ministry of Manpower and Transmigration (MoMT), an entrepreneurship training provider (LAPENKOP) and DINPPO for finance. The agreement stipulated how many youth groups would be trained. The youth groups conducted Community Employment Assessments (CEA) to determine priority sectors for their activities.

Start-up capital was provided to launch the skills and entrepreneurial training. SIYB trainers provided coaching and post-training support.

IMPACT

The success rate of getting youth groups into business was very high. More than 71.2 per cent (107 male and 87 female) out of 270 participants in the NTT vocational and entrepreneurship training started their own businesses.

The immediate success rate among the groups has been good with all groups initiating businesses as planned. The impact on profitability and the long-term sustainability of the initiative has to be measured at a later date. However, the youths who were trained have also applied their knowledge in activities that were not part of the training.

Before joined the training, many of the youths had been involved in non-productive activities. Through this initiative they have learned to start income-generating activities. For instance the ZERRO group in Fatukbot has been actively involved in other activities held by government agencies, such as arranging the logistics of commemoration of national days in Belu.

To be an *ojek* or motorcycle taxi driver is a very common occupation of youths who can find no other employment. There is much competition in the business, and it rarely provides adequate income. Some young men who initially worked less than six hours per day as *ojek* drivers joined the entrepreneurship groups and were doing both activities. An added advantage of the entrepreneurship programme for the *ojek* drivers is that they now have a better understanding of the benefit of keeping records of income and expenditures from *ojek* activities. For instance, in Manuaman, an interviewee revealed that he probably never would have known whether he was actually making profit or losing money from his *ojek* business before the training programme.

Figure 38: Young entrepreneurs raising pigs



COST

The cost of the initiative is mainly for training of beneficiaries and provision of start-up capital.

One chicken-raising group spent IDR 4.5 million (USD 530) to set up their production facilities and IDR 4.5 million (USD 530) to buy raw materials for production. This pattern of spending 50 per cent of the grants on production facilities and 50 per cent on raw material for initial production has been fairly consistent.

“ZERRO, Because We Started From Zero”

The ZERRO group was established in 2008 by the Family Planning Coordination body (BKKBN) in Atambua, Belu District. The group consisted mainly of housewives and young unemployed women, according to Iche, the group leader.

The group heard about a grant scheme for youth groups from the Office of Social Affairs (DINPPO) in Belu in mid-2010. Iche mentioned that although the group members recognized that they didn't have any experience, they would like to try raising broiler chickens. “We got the idea from observing and asking those in the neighbourhood who had already started this business. We thought: the market is still wide open because they often run out of stock due to excess demand.”

Figure 39: Women's group raising chickens



They planned to build a chicken coop in Iche's yard. The group's submitted proposal was verified by DINPPO, who interviewed them about the feasibility of their plan. “We just told them honestly that we did not have any experience running a business and I think they understood. They said as long as they know us and we don't look like a violent gang, it is okay,” added Iche. The group's proposal was approved and they got a USD 900 grant from DINPPO.

The group was happy when they found out that they would receive not only start-up capital, but also technical skills training and entrepreneurship skills training (SYB). The package would prove to be very useful for their group because, “We started from zero, so it will increase our capacity to run and improve our small business.”

SYB training was held in August 2010. What Iche remembers most from the SYB training was how to fill the red book (about business planning), and how to maintain an organised record of the cash and expenditures. In practice, the group has simplified these procedures a bit. “Our trainers said that we can use our red book, when filled correctly, to apply for a loan from a financial institution.” While Iche already had some basic bookkeeping skills because she worked for an urban poverty reduction programme in the past, she thinks her experience has been complemented by what she gained from SYB training.

better if they had been trained in the technical vocational skills prior to SYB so that they could have at least some basic knowledge about their particular business first. After skills training, they knew that the chicken coop they had built was technically incorrect and that they have to rebuild it. They learned-by-doing, as the skills training by a local training provider was done on site at their place of business.

They said that they now know better about where and when to sell the chickens. In addition to their neighbours and some local restaurants, they look for markets outside of Atambua as well. They also became more active in searching for information regarding stock supply from Atambua and Kupang (the provincial capital, approximately 300 km from Atambua). They seem to learn more every day and are enthusiastic about their prospects.

CONDITIONS FOR REPLICATION

All required training resources for replication are available in the province of NTT. The PPCI, as umbrella organization for disabled persons, is established and well placed to play a more significant role if it has the means to do so.

28 Linkages with Banks, Poverty Reduction Programmes, MFIs, Suppliers, Business Associations and Clients/Buyers Result in Increased Access of Trainees to Start-up Capital and Ultimately Contribute to Business Sustainability.

Networking and partnership in local communities provides a model for assistance to start-up entrepreneurs.

Takalar district, South Sulawesi

CONTEXT

LPK ARHAM is a family-owned informal training provider dedicated to providing job training to young people in the area. It is operated by a young couple who also has other businesses in the IT sector. LPK ARHAM is operated for profit, but sets its course fees at a level young people in the area can afford. In addition to that, the company also occasionally provides free courses for unemployed youth who have no funds of their own.

The objective of the training is to enable graduates of the programme to qualify for formal employment or to get help setting up their own businesses. With few formal job openings in the community, the majority of the graduates have to consider self-employment as their only choice.

In order to provide more assistance to their graduates, the owners of LPK ARHAM realised that they needed to seek partnerships with other parties in the areas, such as private and public companies, financial institutions, various government agencies and national and international aid organizations.

GOOD PRACTICE

In 2008, LPK ARHAM was introduced to ILO-EAST by a Non-formal Education and Training Centre (BPPNFI). Immediately after the first meeting, LPK ARHAM was offered the opportunity to join a one-week course on “Community Employment Assessment” (CEA) conducted by the ILO-EAST. Soon after the training and with initial CEA results available, LPK ARHAM started to offer training to the public to become computer operators. The training was attended by 20 trainees free of charge because they were from poor family backgrounds. LPK ARHAM covered all training costs as “investment” for the development of its own business.²⁷

ILO-EAST assisted with funding to train an additional 20 youths. The ILO SYB module was used as the main training material for entrepreneurship development. The training was designed to introduce young people to the idea of youth of starting their own businesses rather than relying on employment in the very limited formal sector. With employment assessment skills learned

²⁷ LPK ARHAM sees its graduates as “live advertisement” for further development of their business and if they set up businesses it is often in partnership or association with LPK ARHAM.

Figure 40: Learning computer skills in South Sulawesi



at the CEA course, LPK ARHAM started assisting graduates to identify potential business ideas. Once this was accomplished LPK ARHAM started to identify possible partners that could help the young people realise their business ideas. In a series of meetings to formulate a model of engagement, the partners that agreed to assist were Mandiri Bank, Bank Rakyat Indonesia (BRI), the state owned telephone company PT Telkom, and three other private companies.

Out of 20 graduates in the Takalar training programme, only two did not engage in business activities because they preferred to go to university. Nine (five male and four female) are running their own businesses in computer-based services provision such as internet cafés, computer courses, online payment, printing and document typing. Two graduates (female) were recruited by a local notary office, four (one male and three females) were employed by a mini-supermarket chain (MART 77), two (one male and one female) work at a resort (Tanjung Bunga Resort), and one (male) is employed by the training provider.

LPK ARHAM supports graduates setting up internet cafés by operating a micro-franchise system. If graduates agree to use a common sign board to LPK ARHAM specifications, they receive various forms of support from the company. There is no franchise fee, but graduates must buy the initial start-up equipment from LPK ARHAM and if more equipment is required as the business develops, the franchises must buy this from suppliers recommended by LPK ARHAM.

The creditworthiness of the graduates who start businesses is established by LPK ARHAM who requires them to buy all required start-up equipment on credit from LPK ARHAM. Only when the graduates have completed their outstanding debts through monthly instalments will LPK ARHAM recommend them as customers

Figure 41: A graduate of LPK ARHAM has set up shop



of a credit institution. LPK ARHAM reports good repayment rates. Only in a few cases, LPK ARHAM and the SYB trainers have had to assist businesses that have fallen behind with payment.

The management of Mandiri Bank in Takalar agreed to extend credit to the graduates through a scheme called “Micro-business Credit of Mandiri” (*“Kredit Usaha Mandiri Mikro”*). A special service will be provided for LPK ARHAM graduates if they apply for business credit even if some of them do not yet meet all formal requirements of the bank. The bank applies a rate of 2 per cent interest per month for general borrowers, but for LPK ARHAM graduates the interest rate was reduced to 1.8 per cent. Bank Mandiri is prepared to sign a long-term cooperation agreement with LPK ARHAM, the main purpose of which would be to support the setting up of new micro-businesses by LPK ARHAM graduates.

The management of BRI offered a scheme called “Credit for Micro Businesses” (*“Kredit Usaha Rakyat”* - KUR) for graduates of LPK ARHAM. One reason for the bank agreeing to this cooperation was that it considered the training conducted LPK ARHAM to be compatible with the bank’s own micro business support programme. The amount of credit is up to a maximum of IDR 5 million (USD 600). BRI sees the cooperation as a mutual benefit as the growing number of entrepreneurs in the district increases the bank’s client base.

PT Telkom has also participated in micro-business development by providing Speedy²⁸ components and installing internet equipment with lower than normal prices at all internet cafés owned by the LPK ARHAM graduates. The company also helps graduates with operating and maintaining the hardware and software

²⁸ “Speedy” is TELKOM’s internet system for general users.

in case of technical problems. Based on initial experiences with LPK ARHAM graduates, the management of PT Telkom acknowledges the professional attitudes of the new entrepreneurs.

The Office of Cooperatives and Small and Medium Enterprises in Takalar offered to assist the graduates to form cooperative groups. The incentive to do so would be financing at less interest than the banks are charging. Once cooperatives have been established, the Office of Cooperatives and Small and Medium Enterprises will help owners get credit provided through a credit programme operated by the Ministry of Cooperatives and Small and Medium Enterprises.

COST

The cost of this initiative was minimal due to the extensive partnerships that were developed. All parties participated because of the mutual benefits they gained from the partnership.

The banks were interested in the new entrepreneurs as potential future customers. TELKOM, the Internet provider, sees its investment coming back in increased Internet activity in the area, and the training provider has engaged its graduates in a franchise relationship that markets the internet cafés in a uniform manner. The success of the LPK ARHAM graduates will result in more recruits for its training programme.

CONDITIONS FOR REPLICATION

The government has initiated a programme called *"Internet Masuk Desa"* (Internet Comes to the Village), which aims to channel community-related information to the rural areas. While no numbers are available from the new entrepreneurs, internet usage is expected to continue growing with young people flocking to internet cafés. Access to Facebook and online communication among migrant workers and their families are the single most popular uses of rural internet facilities.

The main condition for replication is to have a strong initiator and driver of the process. In order for the private sector to become interested in a partnership, they must have confidence in the training and support that is being provided to micro-business start-ups. It is important to identify training providers that are offering reliable, high-quality training programmes.

Computer-related services are not in demand everywhere. However, there are many other potential areas for entrepreneurship development in rural areas, such as cell phone repair, motorcycle servicing and various food processing and marketing activities. The CEA process is important in order to identify the true potential for setting up and operating micro-businesses.

Wardah, a Cell Phone Service Entrepreneur

Warda is a young woman who lives with her parents on the outskirts of Makassar. She has little formal schooling and thus had few expectations of getting an education that would lead to formal or informal employment.

She heard of skills and entrepreneurship training through a non-formal training institution located not too far from her home. This institution facilitates various forms of skills training and cooperates closely with a business training school to provide basic entrepreneurial training using the SYB system.

Figure 42: Wardah in her cell phone shop



Warda enrolled in a cell phone service training course and immediately joined an entrepreneur course after graduation. After graduating from the entrepreneur course, she invested her own and some of her family's savings in tools, equipment and a market stall rental.

Her business is going well and she has bought a motorcycle. Warda is in the process of opening a business in another location and is looking for additional sites for cell phone businesses near the vicinity of her first shop. When she is surveying other sites or otherwise busy, her mother looks after the business.

29 Linkages with Financial Institutions and Business Networks Contribute to Business Sustainability.

The sustainability of new businesses is increased through linkages with finance institutions, access to capital and mentoring.

Lhoksumawe district, Aceh

CONTEXT

Access to capital is a must for new entrepreneurs to establish themselves in a business. Despite having access to skills, entrepreneurship knowledge and access to capital, new entrepreneurs still face the risk of failing due to lack of experience in marketing their products and lack of knowledge about running a business. Many failures can be avoided if new entrepreneurs have access to experienced mentors who are available to assist them.

GOOD PRACTICE

The Business Consultancy Clinic (BCC), an incorporated educational institution in Banda Aceh, was established in 2002. The institution's main objectives are to undertake business research and to create strong and independent enterprises, improve the prosperity of vulnerable communities, provide business education, business partnerships and finance for enterprises.

BCC takes an active role in tackling unemployment and assists prospective clients with financing from its own resources. Financing is offered to prospective entrepreneurs after they follow a business training course at the BCC Financial Centre. BCC provides loans to the businesses of qualified alumni who have participated in its Start Your Business (SYB) training. Businesses BCC has assisted include trading in women accessories, animal husbandry, trading in crops and brick making. BCC offers advisory and business consulting to help entrepreneurs operate their businesses in a sustainable manner.

Providing finance to an enterprise begins with an assessment of the capacity of the prospective SYB alumni to carry out her/his business idea. BCC assesses the educational background, work experience, business idea, financial details and training undertaken by the business owner. BCC recognises the content and quality of SYB training and assesses the applicant's understanding of the SYB material. Once approved in principle, the candidate is required to estimate expected income and cash flow based on real data in the market. This data becomes the baseline or reference point once s/he starts her/his business.

BCC does not take ownership of the businesses it assists. The loans provided vary and depend on the type of business. One business trading in women accessories received IDR 5 million (USD 600), while for animal husbandry loans may amount to IDR 24 million (USD 2,800). The repayment periods ranged from 12 to 24 months and were arranged through a sales dependent profit-sharing system, with 70 per cent of the income for the client and 30 per cent for BCC.

Financing provided by BCC benefits SYB alumni since no guarantee/collateral is required. The partnership is based on trust between the institution and the client based on BCC's thorough assessment process.²⁹ The financing programme is well suited for new entrepreneurs. It opens opportunities to get initial capital without complicated procedures that new entrepreneurs can rarely comply with. The payment process also benefits clients because the sales dependent pay-backs on loans will not hamper the operation if sales decline due to market factors, lack of feed stock or other circumstances.

BCC is also coaching SYB alumni to evaluate their business challenges such as marketing, pricing, product selection and other issues to enable them to realign their marketing strategies if required. During the operational phase BCC assesses progress by looking at daily operations, purchasing strategies, employee arrangements, bookkeeping and other operational aspects, such as possible use of funding that was not foreseen in the business plan. This sustained assessment and coaching greatly enhances the chances of success for clients who are generally young and have little experience.

The ILO-EAST input has been to introduce its SYB system backed by locally placed SYB trainers. ILO-EAST also referred graduates of its SYB courses to BCC.

IMPACT

SYB has been introduced to a new financing and mentoring partner who is training more young entrepreneurs and offering financing assistance for their new businesses.

The qualified SYB training alumni gain access to capital and business guidance from BCC.

COST

The cooperation with BCC is without initial costs. ILO-EAST has assisted a number of aspiring entrepreneurs with SYB training and referral to the BCC organization.

CONDITIONS FOR REPLICATION

BCC is a private initiative that could be replicated though franchising or other means of simulating the approach in other settings.

BCC should be considered by organizations dedicated to helping entrepreneurship start-ups to examine approaches for possible replication.

²⁹ Details of the BCC assessment process are not available.

30 Group-Based Approach to After-training Support (ATS) Fosters Peer Learning for New Businesses, Allows for Timely Implementation of ATS and Results in Higher Business Start-up Rates.

Papua's indigenous peoples are supported in their new business ventures.

Village of Harapan Sentani, District of Jayapura, Papua

CONTEXT

Mountain tribes in Papua have little access to other than very basic schooling. Their prospects in the village are few and limited to subsistence farming, hunting and small-scale trading. As a consequence, many young people from the tribes migrate to cities to seek education and better livelihoods.

With no business background and little understanding of how to handle funds, four young people from the Danni tribe left their villages and came to the Jayapura district to start businesses. Most chose businesses that they were familiar with in their villages, such as raising pigs, fishing and growing and selling vegetables.

While young indigenous people understand the basics of livestock and vegetable farming, most have no experience handling money or dealing with banks.

Figure 43: Raising pigs in Papua



GOOD PRACTICE

From their peers and community leaders, four entrepreneurs received information about the ILO-EAST entrepreneurship training workshop in February 2011. They registered for the course, passed the selection process and followed the Five-day Gender and Entrepreneurship Together (GET) Ahead³⁰ training. The training was delivered by national trainers associated with the School of

³⁰ The training package Gender and Entrepreneurship Together (GET) Ahead for Women aims to assist ILO partner organizations in promoting enterprise development among women in poverty who want to start or are already engaged in small-scale business. In Indonesia, the material has been modified for local conditions and to include male participants.

Economics and Finance, (Sekolah Tinggi Ilmu Ekonomi Ottow and Geissler - STIE Ottow Geissler) in Jayapura, who were trained and certified through the ILO-EAST entrepreneurship TOT courses.

After completing the training programme, the four participants reorganised their business activities, selecting the pig-raising business as their main business venture. As is the habit among indigenous peoples in Papua, family members and wives in particular are expected to assist with all aspects of the business. The distribution of work in the families follows traditional patterns, with the men managing the businesses and making all the decisions while the women serve as labourers. (One male entrepreneur said being married was a pre-condition for being a successful pig farmer.)

The group has not taken on outside employees as the business does not yet support the payment of salaries. As part of the training, the groups received several calls from an SYB trainer in the area who repeatedly visited their site of business and assisted with advice and suggestions.

Figure 44: Group discussion



As a result of the training, the group acknowledged that rather than having individual accounts and managing their cash flow independently, the business should be operated as a cooperative with profit sharing. The group then opened one bank account and now maintains one cash book for its business activities.

The group is extending the business by partnering with other pig farmers in the area. Pigs are often raised in remote areas, and there is a significant price difference between the price of piglets in the remote areas and at the city markets. A few of the piglets they buy from remote farmers are grown for themselves, but most are sold for profit at the city markets.

IMPACT

The training has produced very good results for the four participants.

Group member A: From February 2010 to December 2010, the sale of two pigs for IDR 18 million (USD 2,000) enabled him to buy a second-hand motorcycle for IDR 12.6 million (USD 1,400). He uses the motorcycle for general transport and as a motorcycle taxi during rush hours. In addition, he is now raising seven piglets and has six adult pigs that are ready to be sold at the market.

Group member B: While also participating in the pig business, Group member B, who previously had a job raising fish in freshwater fish cages, bought two cages to start his own business after completing the training programme. Each cage produces 20 kg of fish, selling for IDR 25,000 (USD 3) per kg. If he follows his plan to reinvest the initial profits, he will be able to buy eight more cages after the sixth harvest.

Group member C: She started selling vegetables at the market in 2009. But due to waste from goods that did not sell, she was losing money. Now she is operating a kiosk at home, selling daily necessities as well as helping out with the pig-raising business.

Group member D: He started out raising pigs to sell but when sales did not go well, he began trading piglets. He now buys the pigs in remote areas and then ships them to markets near Jayapura. The buying price in remote areas is IDR 200,000 to IDR 300,000 (USD 25 to USD 35), depending on their size. He can sell the same pigs in the markets close to the city for IDR 500,000 (USD 60).

COST

ILO-EAST funded the SYB training and participants supplied their own start-up capital from their savings upon completing the SYB course.

Now that there is a network of SYB and Get Ahead trainers available in the province, the cost of training entrepreneurs is limited to the trainers' fees, plus room rental and food costs.

CONDITIONS FOR REPLICATION

There are a number of government institutions whose mandate is to develop entrepreneurship in Indonesia. Limited coordination and cooperation between these government branches and stakeholders, however, hinders a faster development of entrepreneurship in Papua.

In particular, access to finance is difficult. Finance institutions demand collateral either in cash or in marketable property, conditions that few aspiring entrepreneurs can comply with. Entrepreneurs must, therefore, get started through their own savings or through various schemes that are individually designed and that do not lend themselves to large-scale replication.

31 Strengthening of the Start Your Business Framework through Training of Master Trainers Results in the Creation of a Trainers' Association and Promotes a SYB Entrepreneurship Training Network of 226 Trainers in 21 of 33 provinces.

Adoption of SIYB training module as its regular entrepreneurship training by the Office of Cooperatives and Small and Medium Enterprises in NTT.

City of Kupang, Nusa Tenggara Timur

CONTEXT

The Ministry of Cooperatives and Small and Medium Enterprises is the government office tasked with facilitating the development of cooperatives and small and medium enterprises (SMEs) in Indonesia. At the provincial level, delivering entrepreneurship training is one of the objectives of the local Office of Cooperatives and Small and Medium Enterprises.

The material used for the training is developed by the Ministry. References for design of the courses are taken from different sources with texts and materials being combined to become training modules. As a result, there are no standardised entrepreneurship training programmes issued by the ministry and the content of training material from the ministry may change from year to year, as the officials in charge of entrepreneurship development change.

Ministry officials exposed to the ILO-EAST Start and Improve Your Business (SIYB) training material were attracted to the structured approach, systematic layout and the strong focus on the output of the trainings. With the ministry signalling interest in SIYB, the provincial offices also were ready to discuss the SIYB material.

GOOD PRACTICE

In 2008, ILO-EAST started recruitment for its SIYB training of trainers in the six provinces where ILO-EAST is engaged. Candidates submitted applications to ILO-EAST and were called for interviews. From the six provinces, 10 participants (four women and six men) were selected and went to Bandung for the training of trainers (TOT) facilitated by an ILO SIYB master trainer.

Upon completion of the TOT programme, the 10 new SIYB trainers returned to their provinces and started training SIYB trainees in the six provinces. In NTT province, this took place with the ILO-EAST implementing agent, LAPENKOP.

ILO-EAST then conducted further SIYB Training of Master Trainers (TOMT) in Jakarta in 2010. The TOMT workshop included discussions on setting up an association of trainers, which would look after the interests of SIYB trainers and also serve as a forum for the exchange of ideas and experiences. Establishing a trainers association would help trainers become self-sufficient and was seen as especially important with the phasing out of the ILO-EAST project towards the end of 2011.

In 2010, before the annual planning and budgeting sessions of the Office of Cooperatives and Small and Medium Enterprises, the NTT SIYB master trainer proposed to the head of the Provincial Office of Cooperatives and Small and Medium Enterprises the adoption of the SIYB training material into the annual training plan of the Office of Cooperatives and Small and Medium Enterprises. The proposal was accepted and a work plan and budget for a 10-day SIYB training session for officials of the Office of Cooperatives was developed.

Due to provincial budget cuts, the number of training days available for entrepreneurial instructors has been cut by 50 per cent, along with other budget items. At the time of writing, a total of 35 new trainers have been trained by the cooperative department under collaboration with ILO-EAST; the Cooperative department covered 60 per cent of training costs.

IMPACT

The Office of Cooperatives and Small and Medium Enterprises NTT has conducted Training of Trainers on SIYB for its staffs from district Cooperative and SMEs offices throughout the entire province of NTT. Two batches of SIYB TOT courses were conducted from 20 June to 11 July 2011 in Kupang with a total of 34 trainers. As a result of this promising start, all district offices are now preparing budgets for conducting entrepreneurship trainings to cooperative members and other stakeholders.³¹

The trainers will have at their disposal a structured programme that is being employed worldwide. The SIYB programme is undergoing continual developments, the results of which are shared with registered SIYB trainers. This enables the Office of Cooperatives and Small and Medium Enterprises to continually offer the latest in entrepreneurship training to their beneficiaries.

There are now 44 active SIYB trainers in NTT. Among other tasks they will be employed to support the NTT Governor's "Anggur Merah"³² programme by linking the SIYB training programme conducted by district cooperative offices with the development of entrepreneurship at the Anggur Merah-targeted villages.

COST

The NTT Government contributed IDR 15 million (USD 1,775) to conduct SIYB TOT courses, and ILO-EAST contributed IDR 9 million (USD 1,050).

With a master trainer residing in the province, the cost of SIYB training for entrepreneurs and TOTs will be no more costly than other routine training programmes the province and district authorities are operating as a matter of course.

³¹ Training to cooperative member usually takes place by a cooperative selecting one of two members to participate in the SIYB training.

³² "Anggur Merah" translates as "red wine"; but in the NTT context is an acronym for "Anggaran untuk Rakyat Menuju Sejahtera" (budget allocations to promote public welfare). Source: NTA East Indonesia Aid

Mrs. Aminatus Zuhria, SIYB Trainer

Ibu Aminatus, Ibu Amin or Ibu Surya, that's what the training participants call her. She works for the Office of Cooperatives and Small and Medium Enterprises (SMEs) at the Kupang district as head of the small business and industries promotion section.

She was selected to become an SIYB trainer in 2008 and participated in the training of trainers. She's a people's person, likes to chat and is always active. She also has her own small business, trading alternative medicines, gems, clothes, etc. As a trainer at her office, she is familiar with the field visits to the remotest areas of West Timor where roads are scarce and access is difficult. She says she loves being an SIYB trainer, because it means she gets the opportunity to meet more people and help those who sincerely want to make a change in their lives. In addition to the job satisfaction, she also has financial benefits from being a trainer. Her income from training made it possible to save and buy a new motorcycle.

Figure 45: Ibu Surya (right) visiting an entrepreneur at her home



The problems she mostly finds during her "After Training Support" (ATS) visits in the field are "lack of persistence and hard work, and lack of sense of responsibility." Other reasons for poor business or business failure are whether or not the participants are permanent residents or mobile. If they move easily to areas where temporary jobs are available, they often do not have the time and commitment to develop their own business in one particular place. She also found that the entrepreneurs who use their own savings for business capital are more responsible in their business than those who receive grants from external sources.

Before going in to the field, Ibu Aminatus submits a visit plan to be approved by the ILO-EAST implementing agent (LAPENKOP). The standard budget for visits is USD 20 for three days travel and work; it barely covers the costs. "Maybe that's why not all trainers like to go in to the field. It's hard to manage on this small amount of money when we are in the remote villages, where one trip by motorcycle taxi can cost USD 5," says Ibu Aminatus. Nevertheless, she is always able to manage the money when she makes visits to entrepreneur groups. So far she has visited almost all of the trainees from her training sessions.

One of the groups she visited in Atambua, the youth group Fatukbot (Tirta Kencana poultry group) in Belu district, said that they like Ibu Aminatus because "she's talkative, she would tell us everything she knows to increase our skills and we like her as a friend," Octovianus, the head of the group recalled. The group members were given her mobile phone number, which they can use anytime in case they need to consult her on business-related issues. When the group members go to Kupang to buy materials for their business, she offers her house for them to stay in, "so that you don't need to spend funds unnecessarily; funds you can otherwise use for your business." They added that Ibu Aminatus seemed to be a field person since "she's not picky; she does not object or complain if she has to go to difficult places; we just inform her about the route to our place and she will find a motorcycle taxi and go there by herself."

According to Ibu Aminatus, facilitating the training participants beyond her responsibilities as an SIYB trainer is not a big deal: "I myself am an entrepreneur, so I know how difficult it is to survive running my business. That's why I am really glad when I can do something for them." In the future, when ILO-EAST is finished, Ibu Aminatus said that she will return to her regular tasks at the office. However, she hopes and expects that the SIYB material will eventually become the standard at the Office of Cooperatives and SMEs.

CONDITIONS FOR REPLICATION

The ministry's support of SIYB as a standard entrepreneurship programme should facilitate its development at the provincial level. Master trainers are available in most provinces in Indonesia, and training can be arranged at a relatively low cost. The establishment of the SIYB trainers association will also help promote entrepreneurship development.

32 Strengthening of the Start Your Business Programme through Close Cooperation with the National Community Empowerment Programme

Collaborating with PNPM: an exchange of resources to boost business start-ups for unemployed youth.

Kelurahan Oesapa, Kecamatan Kelapa Lima, Kota Kupang (BKM Pelangi Kasih); and Kelurahan Manumutin, Kecamatan Atambua Kota, Kabupaten Belu (BKM Manumutin)

CONTEXT

With a number of universities located in the area, Oesapa is one of the largest and fastest growing areas in the city of Kupang, consisting of 54 RTs or sections (*Rukun Tetangga*). The population is growing due to the influx of university students from outside Kupang who choose to stay near the Oesapa campuses. Similarly, Manumutin, a township in Atambua, Belu District, has a total of 46 RT sections. Both areas are experiencing challenges due to rapid population growth and face high unemployment, particularly among youth.

The communities benefit from the presence of PNPM Mandiri Perkotaan, the government's largest urban self-help programme. PNPM's organizational structure consists of "Community Self-reliance Bodies" (*Badan Keswadayaan Masyarakat - BKM*), a group for which members are elected by their community for a set period of time. The BKM groups consider plans for programmes and projects that are forwarded by community groups. Once a programme or project has been agreed upon, a KSM (*Kelompok Swadaya Masyarakat*) or community self-help group will be established to manage the programme. Various financial schemes can be accessed by the BKM/KSM through the PNPM programme — from charity assistance for poor families, such as *Bantuan Langsung Mandiri* (BLM), or direct cash assistance, to revolving funds and loans from commercial financial institutions.

GOOD PRACTICE

ILO-EAST targets unemployed youths to help provide decent work through formal and self-employment. This takes place through various types of programmes, particularly skills and entrepreneurship training. While the ILO programmes do not provide start-up capital for new entrepreneurs, they assist in creating networks that help entrepreneurs find financing sources to launch new businesses.

An agreement to collaborate to create entrepreneurs in vulnerable communities was established between PNPM and the ILO-EAST project. ILO-EAST was responsible for delivering Community Employment Assessments (CEAs), vocational skills and SIYB training. PNPM was responsible for identifying 10 pilot community self-help groups (BKMs) for this collaboration. The BKMs were selected from existing groups that PNPM considered "high performers," i.e. those that had high return rates on loans (90 per cent and above).

Figure 46: Leasing computers in Oesapa



Under this collaboration, PNPM informed all targeted village sections about the programme and developed work plans for the collaboration. The ILO-EAST provided CEA briefings for BKM members from the 10 villages and skills training based on the CEAs.

Based on the submitted plans, the ILO approved proposals from two villages in Belu and 5 villages in Kupang municipality. Courses were approved for hands-on training of computer operators in Oesapa (10 participants—5 men and 5 women) and cement-block makers in Atambua (10 participants—8 men and 2 women). Training instructors were recruited locally; in Oesapa, the instructor was recruited from an informal training institution (*Lembaga Pelatihan Kerja*), and in Manumutin, the instructor was recruited from a local SMK school.

The ILO-EAST SYB entrepreneurship training for all participants was conducted by province-based SYB trainers.

At the end of the skills training programme, groups continued to use equipment provided during the training, such as computers for Oesapa and the cement brick moulding machine in Manumutin (including leftover materials such as sands, rocks and cement) for their production activities. In December 2010, both groups had established businesses. The computer operator group started a business offering computer courses and rental computers. The block making group took over the training equipment to produce and market cement blocks.

IMPACT

Group members have acquired vocational skills through training provided by ILO-EAST and have gained additional income from their new businesses.

Provision of production equipment by ILO-EAST has reduced initial production cost and start-up capital needed by the groups.

Figure 47: Making bricks in Manumutin



Groups follow the PNPM monitoring and auditing system resulting in better management of funds and better overall management of their businesses.

By having a small business that is profitable, the businesses can now access credit from BPR (Bank Perkreditan Rakyat), which has signed an agreement with PNPM to provide loans for community self-reliance agencies (BKMs).

COST

IDR 300,000 per month (USD 35) for renting office space (for computer rental).

IDR 10 million (USD 1,200) for the bricks moulding machine.

CONDITIONS FOR REPLICATION

Good communication between civil society stakeholders and heads of relevant government programmes and proper identification of business potentials through CEA.

Urban self-help programmes (PNPM) are established through a system that supports the formation of business groups by providing access to skills training and start-up capital.

Groups who participate in this collaboration are groups with good track records in repayment of loans.

Government officials who are supportive and committed to improving livelihood in their areas.

BKM organizations that are highly committed to support business start-ups. In Oesapa, a private business owner provided space in his shop to be used as computer rental space with lower than normal rental cost. While waiting for capital from the PNPM scheme, the cement-making group in Manumutin sought alternative funding through a local trader (to barter cement bricks with materials such as cement and sand.)

ANNEX I:

Outline of the 12 Main Methodological Tools Used by the ILO Education and Skills Training Project for Youth Employment (ILO-EAST)

BACK TO SCHOOL

SCREAM (Supporting Children's Rights through Education, the Arts and Media) is an education and social mobilization initiative to help educators in formal and non-formal education settings cultivate young people's understanding of the causes and consequences of child labour. The programme places strong emphasis on the use of the visual, literary and performing arts and provides young people with powerful tools of self-expression while supporting their personal and social development. Through SCREAM, thousands of young people around the world, including Indonesia, have become young advocates engaged in successful initiatives to raise awareness about child labour and to promote fair globalization.

The Trainers' Kit on Empowerment for Children, Youth and Families: Rights, Responsibilities and Representation (3Rs Trainers' Kit or 3Rs Kit) is an action-oriented tool designed for trainers and field workers to improve their understanding about gender equality, rights, responsibilities and representation among children, youth and adults who face hardships in life. The overall goal of the 3Rs Kit is to provide life skills to migrants and to children, youth and adults in their communities. The increased understanding and skills will enable them to have their voices heard and increase their representation in their families, communities and workplaces. The 3R Kit is also a tool designed to help development partners increase their impact in action against labour and human rights abuses.

Children Belong in School is a self-learning guide for junior high school teachers committed to keep all children in school or to bring children back to school, including children involved in or at risk of child labour. It provides details on what child labour is and the impacts of child labour on education. It also provides guidance on implementing an inclusive learning environment and describes how to participate in the Child Labour Monitoring and Referral System. The



targeted audiences are teachers and tutors in junior high schools, one-roof schools, open junior high schools, and tutors of equivalency education ("Paket B"). First developed in 2008, the guide

was approved for pilot testing by the Ministry of National Education's Technical Working Group. The earlier version of this guide was pilot-tested for one full year (2008-2009) by 2,000 teachers and education practitioners in 58 districts across six provinces.

CHARACTER BUILDING

The **Life Skills Education** kit is designed to equip teachers, including vocational teachers and school counsellors, with the ability to train students in personal and social skills (core work skills) through selected pre-vocational activities. It was designed as part of a programme designed to reduce the number of school leavers. This kit includes implementation guidelines and a selection of lesson plans for reference.

The **Job and Education Counselling Manual** is primarily intended to build the capacity of school counsellors to support the decision-making process of children related to their education and career orientation. It includes four parts: (a) increasing the self-awareness students have of their own capacity and preferences, (b) increasing their awareness of opportunities on the labour market and in education, (c) supporting their selection of education and job pathways,



and (d) supporting them in implementing this decision. The manual includes guidelines and a collection of lesson plans. While the ministerial regulation for two weekly hours of counselling is rarely implemented, the manual advocates for a non-negotiable minimum counselling package of 25 hours per school year.

Know About Business (KAB) is an entrepreneurship education programme that seeks to introduce young women and men to the world of business and entrepreneurship. The

overall objective of the programme is to contribute towards the creation of an enterprising culture among young women and men - the entrepreneurs of tomorrow – by giving students an increased understanding of the role they can take in shaping their own future, as well as that of their country, by being entrepreneurial in their working lives and careers. More specifically, to Know About Business means to (a) recognise that businesses are an opportunity to create value, both economically and socially; and (b) understand the process of acting on this opportunity whether or not it involves the formation of a new business entity. Consequently, KAB focuses on raising students' awareness about the opportunities and challenges of entrepreneurship and self-employment, and training students in a participatory way on enterprising qualities such as initiative, innovation, creativity and risk-taking.

TRAINING FOR OUT-OF-SCHOOL YOUTH

The **4-in-1 Training Handbook** provides the needed tools for non-formal training providers to (a) identify skills in demand; (b) implement a competency-based inclusive training package; (c) organise assessment and certification; and (d) implement after training support. The handbook is based on the Training for Rural Economic Empowerment (TREE) methodology developed by the ILO, but has been refined through the lessons learned by the Ministry of National Education and ILO-EAST in Aceh, South Sulawesi, Maluku, NTT, Papua and West Papua.

Youth Rights @ Work is an exercise-based training package designed to empower young Indonesian women and men to defend their labour rights and entitlements, and apply principles of Occupational Safety and Health. The training package was adapted to the Indonesian context from an earlier version by the four Indonesian trade union confederations.

Start Your Business (SYB) is a materials-based training programme for potential entrepreneurs with a business idea who want to start their own businesses. This very interactive training can be organised flexibly according to clients' needs. It takes approximately five days and is taught using advanced adult training methodologies. The objective of SYB training is to enable potential entrepreneurs to develop concrete, feasible and bankable business ideas to start their own small businesses. By the end of the training course, these potential entrepreneurs will have completed a basic business plan. The business plan will serve as a blue print for the entrepreneur in starting up their business. SYB training is customised for potential entrepreneurs who want to start micro- or small-scale businesses. To benefit fully from SYB training, the potential entrepreneurs should be able to read and write and have a concrete and feasible business idea.

Improve Your Business (IYB) is a materials-based training programme for entrepreneurs who want to improve the management processes of their business. The training is modular in order to meet the specific needs of the target group. IYB is based on advanced adult training methodologies. The objective of IYB training is to enable micro and small-scale entrepreneurs to set up a basic business management system. By the end of the training course,



these entrepreneurs will know how to set up standardised processes for buying, stock control, record-keeping, costing, financial forecasting, marketing and productivity improvements through improved workplace practices. To benefit fully from IYB training, these entrepreneurs should be able to read and write. Furthermore, they should have been in business for at least six months before the training. IYB training is equally suitable for men and women, both young and old, in rural and urban areas.

GENDER EQUALITY

Gender Equality Mainstreaming Strategy is a set of 12 practical tools to facilitate the implementation of Gender Mainstreaming Strategies (GEMS) in organizations, policies, programmes and projects. The tools in the GEMS Toolkit have been designed in the form of quick reference guides, checklists and tips for ease of use. The first tool gives an overview of key concepts and definitions concerning gender equality and gender mainstreaming strategies in the world of work. The other GEMS tools are organised by topic, addressing gender concerns in organizations and in the design, implementation, monitoring and evaluation of programmes and strategies.

Participatory Gender Audit (PGA) is designed to support gender audit facilitators with easy-to-use tools for the organization, implementation and follow-up stages. Using this participatory self-assessment methodology, gender audits take both objective data and staff perceptions into account in order to better understand concrete and unsubstantiated facts and interpretations.

ANNEX II:

EAST Implementation Agents (IA)

MALUKU		
Name of IA	Logo	EAST Program Component
LPPM Lembaga Partisipasi Pembangunan Masyarakat Jl. Diponegoro Lorong Sagu No. 5 Ambon		Component 4
LPAM Lembaga Pemberdayaan Anak Marginal Jl. Kapten Piere Tendean, Lorong SLTP Negeri 3 Ambon		Component 3
YPPM Yayasan Pengembangan dan Pemberdayaan Masyarakat BTN Kebun Cengkeh Blok A5, No. 11 – Ambon		Component 1
Dinas Koperasi Usaha Mikro Kecil dan Menengah Jl. Cut Nyak Dien No. 16, Ambon		Component 6

PAPUA		
Name of IA	Logo	EAST Program Component
Wahana Visi Indonesia (WVI)		Component 1
Dinas Pendidikan, Pemuda dan Olahraga Provinsi Papua (Dikpora Prov. Papua)		Component 1
Dinas Sosial, Tenaga Kerja dan Transmigrasi Kabupaten Jayapura (Dinsoskertrans Kab. Jayapura)		Component 1
Unit Pelaksana Teknis Daerah – Balai Latihan Tenaga Kependidikan Papua (UPTD BLTK Papua)		Component 2
Lembaga Pengendalian Mutu Pendidikan Papua (LPMP Papua)		Component 3
Dinas Pendidikan, Pemuda dan Olahraga Provinsi Papua (Dikpora Prov. Papua)		Component 3
Universitas Cenderawasih (UNCEN)		Component 4
Sekolah Tinggi Ilmu Ekonomi Ottow Geissler (STIE Ottow Geissler)		Component 6
Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Malang (P4TK Malang)		Component 6
Yayasan Oikonomos (Oikonomos)		Component 6

WEST PAPUA		
Name of IA	Logo	EAST Program Component
PERDU		Component 1 and 2
YPPK		Component 3
YASOBAT		Component 4
BELANTARA		Component 5
UNIPA		Component 6 SYB
P4TK Cianjur		Component 6 KAB
Victory University		Component 6
St Paul Catholic Polytechnique		Component 6
Credit Union Mambuin		Component 6
SDSP Papua		Component 6

List of Master Trainers on ILO Tools

1. 3Rs & SCREAM

PROVINCE	Name	Agency / Organization	Contact Detail
ACEH	T. Nyak Arief	CC Muhammadiyah	085221204868
	M. Yamin	CC MUhammadiyah	0816343057
	M. Toto Wasjanto	YUM ACC	08562691937
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	Yan Manggar	LPMP	081 237 735 87
	Rosalin Tene	Guru SMKN 1 Kupang	085253333424 / 081339448285
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	Maurat Haudon Tobing	Pengawas Sekolah Dinas P&K	081343003919
	Avia Lopulalan	SMP Negeri 3	08134319 1311
	Sarlotta Wakanno	SD Negeri 1 Tawiri	08524381 3451
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	Rumondang Agustina Nababan	SMP Marthen Luther Sentani	08134476218
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	Ferlin Tanaty	SMP 5 Manokwari	81344474228
	Oktofina Titaley	SMP 1 Manokwari	85243560729
	Nurwulan	PKBM Papua Sejahtera	81344071442
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2. TEACHERS MANUAL

PROVINCE	Name	Agency / Organization	Contact Detail
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	M. Toto Wasjanto	YUM ACC	08562691937
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	Drs. Sukardi Umar	LPMP Sulawesi Selatan, Jl. AP. Pettarani, Makassar	081342676230
	Drs. Abdul Makka, M.Si	LPMP Sulawesi Selatan, Jl. AP. Pettarani, Makassar	081366378911
	Drs. Baharuddin, M.Pd	LPMP Sulawesi Selatan, Jl. AP. Pettarani, Makassar	08124218814, 0411-881156, baharwi@yahoo.co.id
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	S. Nussy SE	Staff Dinas P&K Maluku	0813 4304 2008
	Drs. B. Timisela	Staff Dinas P&K Maluku	0852 4358 3335
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	Reinhard St. Pattiasina	Staff Dinas P&K Maluku	0852 4387 1333
	Halidja Wattiheluw	Staff PGRI Maluku	0813 4310 2444
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ANNEX III:

Basic Statistic of the Provinces under EAST Technical Assistance

PROVINCE	Unit	Aceh	Maluku	NTT	Papua	West-Papua	SULSEL
Population (2010)	# people	4,486,600	1,531,400	4,679,300	2,852,000	790,900	8,032,600
Land area	Km2	57,956	46,911	48,718	319,037	97,024	46,717
Literacy	% Literate	96.9 %	97.5 %	88.6 %	68.3 %	94.8 %	87.8 %
Poverty <i>% of population living below poverty line</i>	% 2010	21 %	27.7 %	23 %	36.8 %	34.9 %	11.6 %
Economy							
% of poor people	% of population 2010	21%	27.7%	23%	36.8%	34.9%	11.6%
Annual growth rate of population	% per year 2010	1.35%	2.78%	2.06%	5.46%	3.72%	1.17%
GDP per Capita	Thousands IDR 2009	16,216	5,277	5,225	31,777	19,557	14,638
Employment <i>Population > 15 years</i>							
Working	# People 2009	1,732,561	533,015	2,160,733	1,082,028	325,759	3,222,256
Unemployed, but has worked	# People 2009	29,016	6,580	23,143	5,268	4,358	75,147
Never worked	# People 2009	136,345	56,435	66,252	40,170	22,268	239,517

Total unemployed	# People 2009	165,361	63,015	89,395	46,008	26,656	314,664
Total unemployed (%)	# People 2009	8.7%	10.6%	14%	4.1%	7.6%	8.9%
Education							
Primary School	# schools 2009/2010	3,288	1,593	4,357	1,890	786	6,176
Population per primary school	No of population per school	1,365	961	1,074	1,509	1,006	1,301
Secondary School	# schools 2009/2010	858	513	886	434	158	1,209
Population per secondary school	No of population per school	5,229	2,985	5,281	6,571	5,006	6,644
SMK School	# schools 2009/2010	119	66	117	73	31	293
Population per SMK school	No of population per school	37,703	23,203	39,995	39,068	25,513	27,415
SMA School	# schools 2009/2010	393	202	272	158	61	456
Population per SMA school	No of population per school	11,416	7,581	17,203	18,050	12,966	17,615
Students							
SD	# students	545,904	262,132	796,671	325,766	123,198	1,036,846
SMP	# students	214,213	87,948	224,933	98,490	35,628	344,065
SMK	# students	43,316	16,779	49,229	25,386	13,976	98,455
SMA	# students	143,828	56,060	105,221	41,214	18,665	166,896
Net Enrolment Ratio							
Elementary	%	97.3 %	95.0 %	93.0 %	76.2 %	92.3 %	92.9 %
Junior High	%	78.6 %	71.9 %	51.0 %	49.7 %	50.1 %	62.3 %
Senior High	%	62.4 %	59.8 %	34.9 %	36.1 %	44.6 %	42.8 %