

**USAID/Indonesia**

**IR3. Increasing Educational Relevance  
and  
Workforce Skills for Youth**

**Report for the USAID Education Strategic Objective:**

**Improving Quality of Decentralized Basic Education**

**Jakarta, Indonesia**

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### **IR3. Increasing Educational Relevance and Workforce Skills for Youth**

#### **I. Summary Statement of Purpose**

*Two groups of youth will be served through this IR. The first group is in-school youth, and especially those at the junior high school level. These are youth who, for family financial reasons, will receive their terminal degree at the end of junior high school. They will be among the 42 percent who actually finish the nine years compulsory education but now are left with few job opportunities or the skills to help them find or keep a job.*

*The second population we seek to impact through this IR are those who never complete nine years compulsory education. They have already dropped out of the primary education system or the junior high school level for family financial reasons. They have perhaps even fewer community resources than their in-school counterparts to gain skills for livelihood or gain access to work.*

#### **II. Background Issues**

There is a dire need for improving the quality of basic education in Indonesia for the poorest parts of the country in urban and rural areas. First, quality deficiencies are not attributable only to overall resource constraints but also by limited local capacity and prioritization of resources at the local level. Secondly, primary school graduates compete for quality, accessible slots to junior high.

As shown in the table below, more than 44 percent of youth lack access to junior high school, either because there is no facility or because they go to work (See Table 1). Over 22,000,000 young people between the ages of 19 and 24 have no access to the educational level appropriate to their age.

**Table 1**  
**New Entrants to Primary, Junior High and Senior High School Levels**  
**and Those Lacking Access to Formal Education**

Age Group	No. in Age Group	New Entrants	Number w/out Access	Percent
7-12	25,857,117	24,434,976	1,422,141	5.5
13-15	13,095,083	7,293,961	5,801,122	44.3
16-18	13,466,700	4,352,759	9,113,941	67.8
19-24	25,784,500	3,688,794	22,095,706	85.7

Identifying the skills and capacities of youth who have no formal education beyond sixth grade is discussed here in the context of serving in-school youth, while the larger percentage of youth who do not attend junior high school or any level thereafter is described here in the context of serving out-of-school youth.

The absence of facilities is partly to blame of lack of access. The primary reason so many youth drop out of school, however, is to work. And, because the quality of the public education system is poor, youth see no relevance between school and work.

While Indonesia's primary school enrollment continues to grow, challenges remain in making basic education function effectively, helping youth develop their full capacities, continue their learning and/or reenter the educational system. The combination of reduced public funding for education as a result of the economic crisis of 1997, higher costs of schooling, and lower family incomes all resulted in higher dropout rates, particularly in urban areas and among girls. According to a World Bank study, in 1998-99 dropout rates in primary schools rose 3.1 percent and in junior high rose 6.4 percent. In Jakarta, female enrollment at the junior high school level dropped by 19 percent during the same school year.

The official government policy is that education officials are actively attempting to prevent students from dropping out of primary and junior high school through the compulsory education law. Yet, student and parental dissatisfaction with the education system is registered in different ways including high dropout rates and relatively low proportions of students proceeding to junior high school even in localities with accessible facilities. For those who have dropped out of school, the division of Nonformal Education within the Ministry of National Education (MONE) provides small grants to Community Learning Centers (CLCs) to help youth obtain the equivalent out-of-school education degree.

### **II.A. Absence of Livelihood Skills in Learning Environments**

Employability skills that focus on service, preparation for the workforce, time management and working with others that lead to positive outcomes for youth are virtually non-existent. There was one book to be found written by MONE officials and their staff in 2003. The development of "life skills" started with an analysis of relevant references which were discussed and refined during a series of meetings in 2003. The current, initial national effort purports that:

Education designed to equip its participants with life skills, which integrate generic and specific skills to solve and handle problems is needed. Education should be functional and have clear benefits for its participants, so that it does not become merely a collection of trivial knowledge.

Authors of the publication referenced concluded there are complaints rising from the business community that graduates entering the workforce lack preparation for work.

### **II.B. Issues Related to Poverty**

Recent evidence from Indonesia reveals that, in addition to more than 20 percent of the

population who are currently poor, an additional 10 to 30 percent of the population is at substantial risk of falling into poverty. Concentrated poverty adds to the problems of weak educational outcomes. Poor school outcomes for some youth bring down others, as peer pressure works against those trying to succeed. Weak career prospects of youth also heighten social problems when youth are responsible for their own family's survival.

In high poverty urban and in rural areas, teachers and tutors are generally trained in those very same systems. Local government offices are urged to hire staff for education and youth centers from a pool of candidates who have come from their own, sometimes poor, systems. Teachers who had little support during their educational experience need additional skills to reach youth and help them succeed.

Teaching resources and materials are absent from the classroom, particularly in the CLCs. In the absence of materials, tutors are left to their own devices to create engaging, active and stimulating classes and activities. Programs in which basic skills and skills for life are poorly taught will, not surprisingly, yield weak outcomes.

### **II.C. Poor Institutional Supports for Assessment and Continuous Improvement**

Neither MONE nor MORA, the primary national agencies responsible for supporting the educational system, use local information or school enrollment data to help improve conditions at the local level. Currently, there is no leadership that exists to provide accessible and understandable planning data at the local level to inform community leaders, teachers and youth about attachment to employment. MONE's Balitbang, responsible for research and planning, conducts and prepares reports designed to improve the quality of local program offerings. Yet, this office lacks the resources and capacity to enforce district compliance to provide information that could benefit supervisors, administrators and teachers.

### **II.D. Limited Access to and Use of Technology**

In 1997, Indonesia launched a program called "Nusantara-21" to anticipate globalization in the field of telecommunications, overseen by a team of 14 ministers and IT professionals. The team demonstrated the difficulties involved in launching Telematika Indonesia.

Despite the economic crash in 1998, the government continues to support development of IT through the education system. Efforts have been made to overcome barriers to IT use in the schools but these remedial efforts are focused at the senior high school level. According to Indonesia's Minister of Economic Affairs, one of the goals of the program is to connect as many as 1,000 schools each year to eventually reach all 11,000 high schools and 3,000 vocational schools in the country. A recent report in the Jakarta Post states, however, that only one percent of households are Internet-ready.

## **II.E. Poor Preparation for the Workplace**

Those documented as active in the labor market is 34,545,249 (the total labor force is 90,807,417). The largest share of workers are school dropouts and those who have completed primary school-in 2001, there were 18,663,030 individuals who made up the workforce and who had completed only a primary school education or had dropped out of school. These figures mean that 28 percent of the Indonesian workforce consists of primary school dropouts and more than 60 percent of the country's workforce have less than a junior high school education.

Over the last decade and through 2001, data indicate the rate of youth employment has increased substantially and youth unemployment is now twice the rate of total unemployment. The unemployment rate among school-aged youth is 29 percent. In some areas, youth unemployment is as high as 54 percent.

Many individuals in the Indonesian economy hold two jobs. They actively seek to supplement their incomes, particularly those who hold civil service positions and/or lack skills or preparation for the workplace. Some youth must believe that their efforts working are better help to their own families who struggle, especially in an environment where education is costly.

In developed countries, it is possible for youth to respond to a challenging labor market by postponing entry into the job market and remaining in school because they don't have families to support. In Indonesia, many youth support their parents and other members of the family.

### **III. Recommended Areas of Intervention**

*In light of this background, recommendations are proposed in the areas of youth development, preparing in-school youth, preparing out-of-school youth and promoting self-assessment for continuous improvement of youth programs.*

#### **III.A. Promoting Youth Development**

There is no single definition of “youth development.” It most often means organizing systems and supports around youth rather than around the adults who teach and serve them. One definition of youth development is:

...purposefully seeking to meet youth needs and build youth competencies relevant to enabling them to become successful adults. Rather than seeing young people as problems, this positive development approach views them instead as resources and builds on their strengths and capabilities to develop within their own community. To succeed youth must acquire adequate attitudes, behaviors, and skills.

The Indonesian education system does not promote this perspective in the classroom, yet citizens are actively urged to understand and participate in local government, their villages and cities through civic education. Important to achieving community change that improves the conditions for youth is engagement of youth themselves. There is ample evidence from practitioners in the developmental field that encouraging students’ participation in simulations of democratic processes and procedures provides genuine and meaningful opportunities to make youth voices heard in the decisions that affect them.

Adults sometimes make the mistake that all youth are apathetic and want to avoid engagement. Yet, many youth care deeply about public issues and are interested in becoming involved in addressing society’s issues. A recent example in Indonesia is one in which youth in the Simpang Permuda in the capital of East Java organized a protest in January 2004 calling on all citizens to boycott corrupt candidates in the upcoming general election of 2004. Efforts like these, wherein youth take a leadership role in their community, have great potential for educational improvement that bridge geographic, cultural and racial differences that otherwise divide communities. When young people feel they are respected and granted the opportunity to make their voices heard, they respond positively.

Strategies that actively promote youth involvement should be considered as part of the overall educational USAID strategy proposed elsewhere for teacher training at the pre-service and in-service levels. While it is commonly remarked by teachers, supervisors and administrators that there are few resource materials and those they do have are generally of poor quality, teachers also lack the skills and knowledge to develop these instructional materials. Instructors and administrators would also benefit from knowledge of youth development principles.

### III.B. Preparing In-School Youth

*Urian is now 16 years old. Born and raised in an urban environment, he finished junior high school and has since that time worked primarily in the informal labor market running one of the small shops offering Internet service to anyone who walks in. His English is good and he was a good student in school. Urian has good problem-solving skills that he has obtained on the job and because of his grades could re-enter the school system to become a technician or even an engineer. Like most Indonesian youth, he must supplement his income with a second job. His hobby being recreation and fitness, a fitness center was eager to hire him because of his interests, his language abilities and his positive attitude.*

Urian believes he was better-prepared for the workplace because his teachers encouraged him to learn languages and encouraged him to develop his interest in sports and recreation. Though he is overqualified for the position he holds in the fitness center, his attitude is positive and he is hopeful that a better economy will improve his chances for getting a job in his field. He does say, however, that he could have benefited while in school with writing job applications and understanding the culture of the workplace.

Employment preparation for adulthood and citizenship-livelihood skills--could have been helpful for Urian. They are (to incorporate work already advanced by the International Labor Organization) complementary to technical training but not a substitute for technical training. They include the kinds of skills youth require for finding and keeping a job and for managing transition. For example, youth might learn about job-hunting through the practice of writing real applications for jobs.

Livelihood skills are those promoted within effective youth programs that build the competencies of youth in the areas of cognitive, social, physical, emotional, moral and vocational development. Livelihood skills encompass orientation for the world of work, adult basic education, social and basic management skills. The development of livelihood skills and teaching methodology should build on the experiences of youth in ways that youth can relate a problem to his/her daily life. The teaching of livelihood skills should involve youth in order to encourage their own participation. Importantly, this methodology may also immediately solve problems. As a starting suggestion, livelihood skills include some of the shown in Table 2 that youth would be able to accomplish to become productive and responsible citizens:

**Table 2**  
**Examples of “Livelihood Skills”**  
**Recommended for Indonesia's Youth:**

Cognitive Development

- Expand knowledge;
- Develop critical thinking and reasoning skills; and
- Experience competence through academic achievement.

Social development:

- Increase communication and negotiation skills;
- Increase capacity for meaningful relationships with peers and adults; and
- Explore adult rights and responsibilities.

Physical development:

- Begin to mature physically and to understand changes that come with puberty;
- Increase movement skills through physical risks;
- Develop habits that promote lifelong physical fitness; and
- Learn to take and manage appropriate physical risks.

Emotional development:

- Develop a sense of personal identity;
- Develop a sense of personal autonomy and control; and
- Develop coping, decision-making, and stress-management skills.

Moral development:

- Develop personal values;
- Develop a sense of accountability in relation to the larger society; and
- Apply values and beliefs in meaningful ways.

Vocational development:

- Awareness of work and careers, including variety of opportunities available and understanding of the competencies required for particular occupations;
- Awareness that academic instruction links to real-life work issues and situations;
- Possession of basic academic skills required across occupations (reading, writing, numeracy); and
- Possession of generic skills such as teamwork and collaboration, business management, awareness of quality



The above set of livelihood skills are general enough to be incorporated into any academic or occupation-specific training program at the local level. At the same time, they describe the skills useful in the workplace for any young person. The intent of recommending this specific set of livelihood skills is that would be valued by employers generally, will advance the options students have to explore a career interest, and provide a starting point for a measurable set of competencies to be achieved by youth.

Regardless of the final set of competencies advanced, school management committees and district Education Council members should be encouraged to participate in their development. The Division of Nonformal Education has made some progress in defining “life skills” for Indonesia's youth and connections. With this division, consideration should be given to convening meetings around work already done and MONE’s plans for the future.

Indonesia has experience incorporating livelihood skills into the academic curriculum at the junior high school level through vocational education. The Minister of Education who served from 1993-98 developed national policy to intercept those youth who had only finished junior high school but were not planning to attend high school, and enroll them in livelihood skills training. Today, there are some districts that use this approach and have incorporated livelihood skills training within the basic compulsory education curriculum. This is easily done assuming leadership at the school and district levels. Local leaders, parents and others in the community should be educated on the discretion localities have in developing 20 percent of the national instructional curriculum for formal education programs.

There is also some history of encouraging local leadership and decentralization efforts aimed at educational outcomes. The Directorate of Vocational Education and Training within the Ministry of National Education has written of widespread variation in quality, equipment, facilities and the quality of teaching staff at the junior vocational high school level, noting that even short-term livelihood skills training that prepares youth for the world of work is non-existent. Consequently, he proposed a system of management to shift from centralized to decentralized management. He also proposed short-term training at the junior high school level to develop youths’ appreciation of work, encourage positive attitudes about work and encourage entrepreneurship, especially for those who may not continue to the senior high school level.

In addition to these responses indicating both need and support, the USAID team has discovered that the “civic education” component of the national education curriculum enjoys widespread support by education administrators, teachers and students alike. Consideration should be given to ways of developing livelihood skills in ways that support the popularity of current models and that support youth voice and involvement. Models of livelihood skills training could incorporate discussion of current local workplace conditions for youth around health and safety, the environment, farming and small enterprise business management in ways that young people view as important to their lives. Such models of active participation will improve the relevance of classroom instruction.

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Examples of supports that teachers and tutors can provide and that involve youth themselves include development of a “Livelihood Plan” that would facilitate junior high school students' smooth transition from school to work or further learning. Such a template would assist students in relating their work interests and higher education aspirations to individual aptitudes and achievements. The specific objective of such a plan is to provide concrete plans and tentative career goals, identify the steps required and reinforce the commitment and responsibility of each student to take charge of his or her life and work. This written document would be developed by students, with help from parents and school personnel. Teacher and education administrators would be responsible for helping youth achieve their goals.

Finally, the provision of regular “check-in” services for youth who reenter the education system and/or connect to the workforce can be a small expense that pays high dividends. Check-in services include activities such as regular phone calls or meetings with youth to learn how they are faring in a new education or workplace setting. These types of connections offer insurance that youth will continue their success or that an adult has the chance to reconnect youth to training or education.

Check-in services are delivered by teachers, tutors and community mentors. It is true that these kinds of services have been successful in reducing dropout rates and drawing young people back into education along with employment and should, therefore, be considered for both in-school and out-of-school youth populations.

### **III.C. Re-connecting Out-of-School Youth**

*Preema is a 13-year old boy from a rural area who is working for an entrepreneur selling rice noodles on the street from a vending stand. Preema did not finish junior high school but received some training in culinary arts during the year he dropped out. He has no skills in food safety, sanitation, business management or accounting. He speaks no English. He dropped out of school to help supplement his family's income in order that they could purchase the family home. Preema's teacher has asked him why has stopped coming to school and has encouraged him to attend the Community Learning Center where she moonlights as a tutor. Preema does not expect to return to school. He believes his future includes someday earning enough to purchase his own small vending stand.*

Workforce connections for youth who have already dropped out of school are absent from supports and services, except through avenues of the Ministry of National Education, Division of Nonformal Education at the national level, and the CLCs at the local level that are supported by this division.

Nonformal education is comprised of life skills education, early childhood education (known as Play Group--similar to kindergarten in that it promotes socialization skills), youth education, women's empowerment, adult literacy training and study skills for

passing the country's equivalency exams. The goal of the division is to enhance the knowledge, skills and attitudes according to youths' own talents and interests in ways that prepare them to be independent, to find a job or to pursue further education.

It is also this division's responsibility to provide learning opportunities for the poorest individuals whose families cannot afford basic education. While not the same as vocational training schools, the CLCs provide some employment training in programs including agriculture, sewing, hairdressing, computers and English language. Most importantly for youth who may be working one, two and three jobs, these programs are flexible, with open-entry/open-exit. They are staffed with individuals who must be flexible in responding to students' time constraints and other responsibilities.

MONE supports the nine-year compulsory education law by providing equivalency degree study programs within the CLCs and, therefore, a primary product of the nonformal education system is the preparation of youth and adult dropouts for the national equivalency exams. Package A, B and C programs are equivalency degree programs for primary, junior high and senior high school, respectively.

The number of students who studied for Package A programs has increased since 1990. In 2003, approximately 60,000 earned their Package A (primary school) equivalency degree and most of them (89.7%) passed the equivalency examination. In 2003, approximately 400,000 individuals studied for Package B (junior high school) equivalency degree and most of them (90%) passed the examination.

There is demand for these programs, in part, because of the compulsory education requirement. The cost of taking a Package A exam is 400,000 Rupiah (approx. \$50.00 US). The per person cost for taking the Package B exam is 600,000 Rupiah (approx. \$75.00 US). These costs are high considering the monthly average teacher salary is 120,000 Rupiah!

In terms of dispersal throughout the country, there are 29 Nonformal Education Centers at the District level, each of which provide and operate their own equivalency study programs. There are 142 CLCs at the village level, all of which operate and provide their own equivalency study programs. They are in all but the most remote locations. As for flexibility in providing study programs for Packages A and B, it is understood that students and teachers together decide on the time and days that study programs will be offered.

The CLC programs are open to youth and adults, though on site one sees a majority of youth enrolled in equivalency study programs. They are supported by parents and others in the community. They are staffed by the same teachers trained within the state teacher training institutes and are, in turn, supervised by supervisors who most often were also prepared for their jobs through the same national teacher training institutes. In addition to regular teachers often present in the CLCs, tutors also staff the programs. Tutors must be high school graduates (in contrast to regular teachers who must hold a Diploma II).

The CLC programs are funded through de-concentration funds provided by MONE. To receive funding, the school and district together prepare an annual proposal to operate a local program. Funding pays the costs of operating the program, including teacher salary. Because these are publicly-financed programs, participants are not to be charged tuition. They may, however, have to pay the cost of the exam (There are few examples such as Save the Children which uses donor funds to pay scholarships to youth so they may pay for the exam).

As for in-school youth, and given that the primary aim of the CLC is expected to continue to be to prepare youth and adults to pass the equivalency exams (Packages A, B and C), USAID efforts should focus on engaging youth, recruiting them to programs, maintaining their interest and providing livelihood supports that can help them succeed. Emphasis should be placed on building the capacity of the CLCs and community youth programs to recruit and engage youth as young as age 11 who lack access to junior high school. In addition, older youth should also be targeted to become re-engaged in education and learning of any variety because of the large number of youth aged 19-24 without any access to formal education for their age level.

The development of livelihood skills within the CLCs should include teachers trained in youth development principles and should also include young people. Livelihood skills needed/wanted by youth will be different within and across age groups. Therefore, it is important that youth have the opportunity to participate in constructing these. Livelihood skills also should be tied to the competencies that will help youth make use of various technologies in agriculture, management, health and safety, sanitation and information.

Like the recommendation for in-school youth, check-in services should be available to learn how youth are faring in their job or training, and to reconnect them to supports when necessary.

### **III.D. Self-Assessment and Continuous Improvement of Programs**

Questions need to be asked of Indonesian programs serving youth about the following:

- *What are the current effective practices and how might these be shared?*
- *What, if any, student assessments are used and how do these promote youth's success?*
- *What happens once youth earn their equivalency degree? Do they then receive job search assistance, connections to the labor market, or work experience through subsidized public employment?*

Answers to these questions are as varied as the number of school districts. Some programs provide data to the district's Education Council, use data to inform their own program offerings and provide presentations to local government officials to inform them of the program's success. For the most part, however, program information on effectiveness of youth programs is lacking. Systems for sharing information from one locality to another are, therefore, also absent.

Data on youth, programs and outcomes must be focused on use for program improvement. Efforts should be made quickly and effectively to put into place accountability and data management systems, then to share these systems in order to learn how well programs are serving youth and how information can be used to improve performance. Development of benchmarks, including results-based accountability approaches should include community needs assessments at the local level. Input from parents, youth, service providers and advocates should be sought. The assessment should lead to an action plan that prepares for and implements needed improvements to the system.

Consideration should be given to classroom and CLC assessments that seek to gain information on current educational and occupational skills and abilities of each youth, including gaining youths' perspectives on instruction that would be most beneficial.

An initial step that could be implemented prior to full implementation of the recommendations proposed here would be to provide self-assessment instruction at the school management committee level to teacher and education administrators once the target locations are selected. It is conceivable that a gradient or ladder could be developed, with poor-performing schools and centers attempting manageable levels of improvement; average schools and centers attempting larger increments of change, etc. In this way, implementation allows for differences in program effectiveness and provides for schools and centers to "ramp up" to higher levels of quality.

Involving members of the school management committee and the district Education Councils serves the purpose of both informing them and involving them in quality improvements at the programmatic level.

One example of a Self-Assessment to consider for early implementation is to provide resources and technical assistance available from the Promising and Effective Practices Network (PEPNet) of the National Youth Employment Coalition (US), especially for staff of youth and community programs like CLCs. Tools like the PEPNet Self-Assessment provide the opportunity for administrators to look critically at their practices (rather than asking administrators to compare their program against some external standard). Such tools allow districts and schools the opportunity to establish their own timelines for improvement. They also serve as a professional development opportunity, allowing staff to work with one another to recognize and share program strengths and weaknesses.

Training should also be provided on using data as the basis for performance agreements between the MONE and nonformal education programs, particularly the CLCs. In the performance agreement, MONE and the school or center will mutually agree upon the targets achievable for the organization. Examples are measures that could be included in performance agreements include:

- gaining and keeping a job
- rates of those who go on to higher education

- finding work or self-employment in the informal labor market
- rates of those students who go on to higher education or continue to hold a job six months after program participation

In the non-formal educational classrooms we visited, there was not a single book in use in any of six classrooms. It was remarked that teachers have few materials and that they are generally of poor quality. Teachers, furthermore, lack the skills and knowledge to develop teaching aides on their own-teachers themselves state they would benefit from additional training to develop materials relevant to the subject they are teaching. Therefore, as with the in-school program recommendations, similar needs exist for teacher and tutor preparation and training. For CLCs, the Teacher Forum offered each year by MONE seems to be insufficient for teachers' needs.

Consideration should be given to working through NGO such as Save the Children to actively encourage and build their current efforts to connects teachers and tutors. The current program in Bandung, for example, supports a forum in which teachers come together to solve problems in their programs throughout the area. An administrator responsible for monitoring and evaluation has created this activity to improve the capacity of teachers working in their 23 NGOs around the country.

#### **IV. Summary of Recommendations**

The two authentic stories from interviews with Indonesian youth tell the story of the challenges for both in-school and out-of-school Indonesian youth. In Preema's case, he had little or no educational preparation for work; in Urian's, he has completed the compulsory nine years education, yet has few prospects because of the economy. Preema, unless he is supported with assistance to come to the CLC, is unlikely to gain any additional education or skills except those obtained on the job--a result likely to have a bearing on his own health, his future family and those in his immediate environment. For Urian, who had the advantage of junior high education, he has had no training to help him stay motivated during job search, plan for his own future or organize himself around his own goals.

In spite of these differences, both youth have had similar experiences. There is no adult who has worked with either Preema or Urian to help them develop their goals, organize a life (Livelihood) plan or develop the kinds of skills needed for the workplace and adulthood. Neither Preema nor Urian were encouraged during their education to participate in their own development or to take a leadership role in designing their curriculum.

The strategies presented here will help support the development of youth and encourage their leadership, contributions and self-management. These strategies are also tied to improving the primary and junior high school educational outcomes for youth:

*Promoting Youth Development.* At all levels of the educational delivery system, greater awareness of and focus on practices used in places throughout the world that involve youth in their own development and provide opportunities for their leadership, in school and in CLCs, is needed. While there is intuitive knowledge about local labor market conditions for school dropouts and for those in school, attempts to determine what youth need and want, and what youth can contribute to their own education, is absent.

*Preparing In-school Youth.* For in-school youth at the junior high school level--those in grades 7,8 and 9-- programs to develop and support "livelihood skills" for young people are recommended. Improving the general competencies that all employers require of workers means that firms and youth will further benefit from the specific training a firm subsequently provides. The combination of specific vocational skills taught within the workplace enhance a worker's current and future employability. Current national efforts to support development and dissemination of livelihood skills should be supported. The Life Skills curriculum for Out-of-School Youth of the Division of Nonformal Education should be consulted.

Livelihood skills are those that support development of youth, regardless of the course of study. They include a variety of competencies necessary for the workplace and adulthood. Examples include time management, exercising leadership, personal health and safety, working collaboratively, decisionmaking and problem-solving.

*Re-connecting Out-of-School Youth.* For out-of-school youth-those who have dropped out at either the primary or junior high school level and are between the ages of 11-24-- strategies should focus on training of teachers and tutors on strategies to reach youth, engage them and retain them in further education or livelihood skills development programs. Like the recommendation for in-school youth, the combination of specific vocational skills taught within the workplace enhance a worker's current and future employability is needed. Current national efforts to support development and dissemination of livelihood skills should be supported. The Life Skills curriculum for Out-of-School Youth of the Division of Nonformal Education should be consulted.

*Self-Assessment and Continuous Improvement of Programs.* For both in-school and out-of-school youth programs, systematic continuous improvement efforts must be undertaken at the program level to directly impact quality of youth programs. Self-assessment data at the school and CLC levels to assess youths' needs and strengths would go far in improving the prospects for youth given the current educational system and capacity needs of MONE. There also are no opportunities that teachers or tutors have to share challenges they face, and to use their own problem-solving skills to improve youth programs.

All levels of staff and youth should be involved in these continuous improvement efforts. Individuals at the school management committee and district Education Council levels should also be involved.

## **V. Expected Outcomes**

Implementing these strategies is expected to result in both in-school and out-of-school youth like Preema and Urian continuing in basic education, and having good teacher and tutors who use appropriate and relevant learning materials, can connect them to employment, help them earn their equivalency degree and encourage their participation in livelihood skills programs relevant to their future. Specifically:

### Outcomes for in-school youth:

- Enrollment rates for junior high school will increase in the targeted districts.
- Dropout rates between primary and junior high school will be reduced over the life of the project.
- Selected teachers and tutors in the targeted districts will be trained in youth development principles and will have initiated inclusion of youth in designing their futures.
- Selected schools in the targeted districts will have access to quality livelihood skills curriculum.



- Youth exiting from selected junior high schools will have achieved competencies in livelihood skills as measured by pre- and post-tests.
- Participation at the school management committee and district Education Council level will improve qualitatively as measured by presence of performance agreements and Self-Assessments.
- Post-junior high school check-in services will be provided to youth by teachers or tutors on a regular basis to all youth who exit the program.

#### Outcomes for out-of-school youth

- All 142 Community Learning Centers will offer livelihood skills in conjunction with Package A, B and C exam training preparation.
- All 29 Nonformal Education Centers will offer livelihood skills in conjunction with Package A, B and C exam training preparation, literacy, income-generating, youth and Play Group programs they already offer.
- Selected teachers and tutors will be trained in youth development principles and will have initiated inclusion of youth in designing their futures.
- Nonformal Education Centers and Community Learning Centers will recruit from the local communities to reach and recruit youth who have only a primary school education.
- Nonformal Education Centers and Community Learning Centers will retain youth recruited for a period of time by providing quality, relevant livelihood skills training that involves youth.
- Nonformal Education Centers and Community Learning Centers will connect all youth retained to a certain number of local employers or employment opportunities.
- Participation at the school management committee and district Education Council level will improve qualitatively as measured by presence of performance agreements and Self-Assessments.
- Post-program check-in services will be provided to youth by teachers or tutors on a regular basis to all youth who exit the program.

## **VI. Additional Recommendations Related to In-School and Out-of-School Youth**

### **VI.A. Role of Non-Governmental Organizations (NGOs)**

The methodologies that NGOs use have moved increasingly away from telling the members of the community what they should do, to involving them in decisionmaking activities. More participatory approaches, including facilitation of broad-based community discussions on issues and challenges and how they might be solved are being used by NGOs. For large donor agencies, a primary advantage of encouraging and strengthening the capacity of NGOs for education is that they are closer to the schools and communities they serve.

Donor agencies, government and NGOs can hold beliefs that support one another. For example, USAID and IRD may both be committed to serving the poorest populations in Indonesia around education. Although IRD's mission may be to promote public health and intervene around a nation's health, the agencies' combined resources may increase the potential impact. Materials funded and translated into Indonesian by US agencies like the Department of Agriculture might be helpful for the promoting the public health mission of IRD and also useful to USAID and the strategies presented here for promoting English literacy.

NGOs in Indonesia, perhaps supported by agencies like International Relief and Development (IRD) and Save the Children, can also assist in creating or training school management committee members and Education Council members.

In addition to these considerations, The Asia Foundation (TAF) has for five years supported development of "civic education" throughout madrasahs and pesantrens in Indonesia. It is a curriculum that promotes active learning and direct participation of youth through civic engagement of youth. Some administrators say that, because of the enthusiasm of youth, it is the first time that academic teachers have asked for assistance from other teachers to improve learning in their own classrooms.

### **VI.B. Public-Private Alliances**

Close institutional links between employers and schools are critical to aligning incentives of employers and youth so that employers are encouraged to hire and train students. These alliances require a significant investment of time and should be cultivated over time and on the basis of shared purpose: improving the skills and success of youth.

Partnerships between education and the private sector should be well-considered prior to any approach or request for assistance. Employers have a stake in educational outcomes for their own workforce, and may contribute to training that is firm-specific. Livelihood skills that focus on service, preparation for the workforce, time management, working with others, among others, lead to positive outcomes for both in-school and out-of-school youth and can therefore benefit employers too.

While alliances at the highest corporate level are important at early stages of development, real work and connections for youth and education programs will occur at the local levels. Once sites are selected for program implementation, local employers can be invited to participate to understand district needs. Over time, education and industry will together support jobs, develop job ladders and increase job retention of youth in the program.

Due to the demand for English language skills throughout the world, and particularly in sizeable organizations and corporations, consideration should be given to English language training as a general employability skill, perhaps with the assistance and involvement of the American Chamber of Commerce. Any effort should also consider how Q Channel, hosted by the Division of Nonformal Education and broadcast throughout the country, could be informed and perhaps involved. This division has stated as one of its goals that all youth should have “the ability to do functional reading and writing in Bahasa Indonesia and at least one foreign language (English, Arabic, Mandarin).”

Indonesia is the first country to step up to the challenge posed by the UN Secretary General to participate with the Youth Employment Network (YEN), an international effort supporting youth development and preparation for work. Indonesia is uniting government ministries, private companies and NGOs to mobilize technical and financial resources. The World Bank and UNDP are also working in partnership with the Ministry of National Education to target the special needs of marginalized youth, and the ILO is supporting the network's activities by conducting school-to-work transition surveys, developing vocational training policy guidelines and providing support to young workers in the informal sector. Consideration should be given to pursuing partnerships with these organizations in order to support the dual goals of youth development and preparation for the workplace.

#### **VI.C. Role of Ministry of National Education vs. Local Leadership**

The Ministry of National Education will have a role to play in the future of all Indonesian youth and for many adults as well. Because of the intricacies of general and special allocations and de-concentration funds for school finance, MONE provides a lifeline that perhaps many of these school-based and community programs could not do without. MONE will continue to play a role in policymaking, research and evaluation. The opportunity will exist in the very near future to use their research, planning and policymaking functions to convene schools and districts, once these are selected. In addition, the Division of Nonformal Education (particularly if the current Director remains in his position after the upcoming national elections) could provide leadership, access to and support for the strategies described here.

At the local level, accommodation of local variation, the type of institutional infrastructure that is necessary to house the various programmatic components and organizational partners, and the speed of expansion must be considered. The following

considerations are offered as important in the scaling up of national strategies proposed here:

- Standardize the program, allowing for local flexibility, and make sure it is well-structured to attract others;
- Prepare the program so that it is easy to promote and market, and
- Build in financially viable and sustainable elements at the outset.

Finally, use by local districts of incorporating livelihood skills as their 20 percent local content should be encouraged. Based on MONE's previous support in developing civic education and life skills for in-school youth, and its support for life skills training for out-of-school youth, MONE may be supportive and even helpful in moving this development forward at the local level.

## **Glossary**

Balitbang	Research and Development Agency of the MONE
BBE	Broad Based Educational
CLC	Community Learning Center
MONE	Ministry of National Education
Package A	Equivalency Degree for Primary School
Package B	Equivalency Degree for Junior High Schooling
Package C	Equivalency Degree for Senior High Schooling
PPPG	Center for In-service Training and Education
SD	Primary or Elementary School
SLTP	Junior Vocational High School (most courses are now combined with SMP)
SLTA	Senior High Schooling
SMK	Vocational High School
SMP	Junior High School