



ILO Jakarta

# Special Edition Go EAST

Education And Skills Training for Youth Employment in Indonesia ( the ILO EAST project)

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Special  
Editorial

## Tackling the Education and Skills Training Challenges in Indonesia



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The Republic of Indonesia is a labour surplus economy with 70 per cent of the workforce employed in the informal economy, and 55% of it composed of unskilled labourers. Youth unemployment is high with respectively 36.7 per cent and 23 per cent for the age groups 15-19 and 20-24. Unemployment among persons with junior high school or lower level of education is at an alarming 44.45 per cent. This situation requires not only investment and the creation of new job opportunities but an increased access to technical and vocational education in order to enhance the employability of young women and men through demand driven skills training.

Indonesia is confronted with the following challenges when wanting to achieve decent work for youth: (a) creating more jobs in the formal economy, (b) facilitating a movement of the workforce away from less productive jobs

and towards more productive and formal jobs and (c) improving the welfare of workers who are presently working in less productive jobs (as an interim measure). As part of facilitating the movement of young people from the informal to the formal market, education and skills training play a crucial role. Young Indonesians need the right mix of core work skills and technical skills to fit in the formal labour market, and to benefit from the growing national economy.



Core work skills are skills that are needed in all professions, and are critical for the employability of every person. These include but are not limited to functional literacy, numeracy, communication, information processing, negotiation, problem solving, self management, team work and learning skills. These skills are also very much linked to a positive attitude towards the world of work. Too often the ...

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ILO EAST is a four years project funded by the Government of Netherlands and executed by the International Labour Organization that aims (a) at improving 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) at contributing to the elimination of child labour.

- lack of understanding and knowledge of the labour market, and of a positive attitude towards the world of work makes the school to work transition of Indonesian youth an unnecessarily painful moment of their lives.

The Indonesian education system has worked to equip the youth with life skills / core work skills in junior and senior high schools. More remains to be done however in terms of (a) providing these core work skills in a systematic way across all the existing range of educational institutions, both formal and non formal, as well as technical and vocational training institutions, (b) giving the youth the right information support to make informed job and education related decisions (for instance through the School Counselors).

The Technical and Vocational Education and Training (TVET) system needs to be revitalized. The establishment of a standard setting organization, BNSP, to define competencies, has been an important step in that direction. We have now to ensure that (a) skills taught are the ones in demand, (b) training reflect the competencies defined by BNSP, (c) certification spells out clearly the skills of the trainee.

A proper certification system is core to this programme, as it promotes greater mobility of the workforce between firms, between regions, and between

occupations. It even has an impact in terms of social dialogue and collective bargaining, because a well designed certification system would provide for greater transparency of skills levels and related gains of productivity. A worker would then be able to prove his/her competence and a potential employer to take into account a recognized certificate for any job-related decision.

The ambitious objectives mentioned above require close consultation between the relevant ministries – the Ministry of National Education and the Ministry of Manpower and Transmigration - and between these ministries and the private sector, both at policy and at grass roots levels. We also want to promote life long approach to training, i.e. (a) adopting at policy and methodological level a comprehensive view on the education and training services provided to Indonesian youth, with a special focus on possible gaps and overlaps, (b) facilitating the school to work transition with increased information about the world of work shared in the schools, (c) ensuring increased access to former trainees and students to other learning opportunities to learn some new skills on demand on the market.

The EAST project tackles many of the aspects mentioned above and BAPPENAS looks at it as an important laboratory where innovative methodologies and tools can be tested for future possible replication. We are looking forward to the positive learning outcomes of this project. ❖

## Training for school counselors in NAD

85% of the high school students in Aceh enter directly the limited job market after graduation, with neither an adequate understanding of the labour market demand, nor the core work skills to apply successfully to jobs. In this context, Job and Education Counseling is very crucial at senior high school level to empower students to make education and career choices that reflect both the labour market realities and their specific skills. Focused counseling in senior high schools can play an important role in reducing information asymmetries, and facilitate school to work transition.

As part of the EAST project, ten provincial master trainers from Aceh were trained in September 2008 by P4TK Penjas and BK (a national teachers training center on school counseling) in Parung, Bogor, based on an innovative manual put together by ILO and this center. Together with Yayasan Nusantara Indah (YNI), these master trainers trained so far 132 school counselors in Banda Aceh and Pidie districts, out of 466 school counselors to be trained in eight districts of Aceh province. In turn, these counselors will provide services to 19,000 students of formal schools and non-formal education programmes in the province.

School counseling has not been prioritized for long in terms of teachers training, and counselors were appreciative of the methodology proposed and of the contents of the manual focusing on how to make an

*Counseling is very crucial at senior high school level to empower students to make education and career choices that reflect both the labour market realities and their specific skills.*

education or a job decision. As put by one of the school teachers "some of us have already received psycho-social training earlier, but none of us have ever received training on career counseling. We do not have any earlier experience on career counseling before. This training is a great step forward for school counselors to be able to provide better career counseling services linked to the world of work". ❖

(Pandji Putranto, Provincial Programme Coordinator NAD).

# EAST joins hands with the private sector *to revitalize* the TVET system in Papua and Aceh

**ILO** EAST together with private corporations / training centres have initiated On the Job Training courses for BLKI (Vocational Training Institutes) management staff and instructors as part of EAST activities to support the revitalization of the Indonesian Technical and Vocational Education System (TVET) system. During the last quarter of 2008, instructors from BLKI Papua and BLKI Sorong were placed in private companies and training centers, in order to upgrade their technical skills, and get exposure of latest technologies used.

IPN (Institut Pertambangan Nemangkawi) is the training arm of PT Freeport, the massive gold and copper mining company located in the Mimika district of Papua. IPN accepted five welding instructors from BLKI Papua and BLKI Sorong for a six week on-the-job training activity, as part of their IPN Corporate Social Responsibility programme (CSR). IPN's training workshop for welding is adjacent to its huge welding production workshop. The BLKI instructors were also able to get direct work exposure in the production workshops. IPN also hosted the metal workshop instructor of BLKI Jayapura. The metal workshop instructor traveled to the Kuala Kencana facility in late November and was trained on machining activities for 4 weeks.



Instructors' reports indicate that they were impressed with the overall organization of the various study and practical workgroups. Of note was the 20% theoretical and 80% practical approach of IPN to Competency Based Training. The instructors highlighted the fact that apprentices in IPN's study programs must pass a theory test and a practical test to be labeled "competent" in any specific vocational area. They were also impressed by the quantity of materials with which the trainees can experiment and learn on a trial and error basis, while, too often, the Government BLKIs can not afford

to give the trainees the opportunity to practice more than one time any specific task.

Late in October these same welding instructors also joined intensive welding courses at the German affiliated training institute, Inlastek, in Solo. The BLKI Sorong instructors began mid November on basic welding techniques for plate and pipes and they were joined by the BLKI Papua instructors early December for the more advanced areas of Mig/Mag, welding inspection and ultra sonic testing. The returning instructors have a much wider skill and competency range than before these training experiences. ILO will now be seeking to have the instructors tested for certification in various aspects of welding.

PT Daya Pioneer International, the Jakarta based licensee for Pioneer, Johnson and Evinrude marine engines provided a three week On the Job Training for the marine engine instructor of BLKI Jayapura as part of Pioneer's Corporate Social Responsibility activities. The instructor now has the competency to train students in tuning and repair of Pioneer, Johnson and Evinrude marine engines in addition to his original Mercury engine knowledge.

October also saw the Garment Making instructors from both BLKI Papua and BLKI Sorong traveling to Semarang for a combined industry experience and intensive workshop organized through the BLKI Semarang with garment and batik makers in Jogjakarta and Solo. The additional competencies of these instructors will assist providing a range of fee based courses not available before at the BLKI Papua. Batik with Papua design has been available in Papua for some time but not produced locally. Informed instruction in batik making, by these returning instructors, will assist local batik making once the necessary equipments and consumables are acquired.

Two instructors of BLKI Aceh were also trained at the International Garment Training Centre (IGTC), Bogor for 4 weeks. This skill upgrade training focused on industrial standards and practical training on industrial machinery including digital machines for embroidery. Ms. Nuraini, one of the instructors, was appreciative of the techniques she learnt in terms of workshop organization, learning tools and soft skills that will prove helpful to deliver more efficient trainings. Instructors will prepare a New workshop design in the BLKI Aceh. IGTC also agreed to provide a scholarship to the best graduates of sewing/embroidery at its Bogor center. Both instructors have collected samples for the entrance test, registration of trainees, test of English and computer skills. IGTC and BLKI management agreed to establish a network for further skill upgrading of instructors and providing scholarships to the best graduates of sewing/



embroidery from BLKI Banda Aceh at Bogor International Garment Training Center.

The Electronics instructor and the Electrical instructor of BLKI Papua traveled together for an 8 week skills and competency upgrading at a TVET Centre in Bandung. This intensive workshop type experience concentrated on electrical installation, air conditioning, PLC (programmable logic control), production line systems and methods of CBT delivery. They also visited local electronic/electrical manufacturers.

The PT. TJOKRO GROUP as a most experienced and reputed organization in the areas of Workshop Technologies, Welding and Computerized Numerical Control (CNC Machine) with more than 10 factories in Indonesia and ISO 9001 certified, provided for 3 instructors from BLKI Banda Aceh a) a four weeks on-the-job-training for 2 Technical Mechanic instructors and a six weeks on-the-job-training for 1 Technical Mechanic instructor for CNC in November/December 2008.

The instructors refreshed their skills to work on special machines following industry standards. They got very useful inputs for the use of the material (which material can be safe used for what) and how to organize the workshop maintenance.

Together with other EAST planned activities including repair and maintenance of existing equipment, the procurement of equipment and additional training on competency based methods, the direct exposure of management staff and instructors to the industrial reality and latest technology and training methods, will contribute to the implementation of competency based training methods. ❖

(Paul Frame & Wanda Moennig, ILO EAST TVET Specialists).

## Shelf Life

These are the various manuals that ILO EAST is currently piloting / using as part of its trainings.

Title	Status	Web address or person to contact for more information on the title
Supporting Child Rights through Education, the Arts, and the Media.	ILO IPEC module available in English and Indonesian	<a href="http://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang-en/index.htm">http://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang-en/index.htm</a>
Rights Responsibilities and Representation	ILO Module available in English and Indonesian	<a href="http://www.ilo.org/public/libdoc/ilo/2006/106B09_234_engl.pdf">http://www.ilo.org/public/libdoc/ilo/2006/106B09_234_engl.pdf</a>
Teacher's Manual on Preventing Drop-Out and Child Labour	Pilot Indonesian draft available	<b>Snezh Bedalli</b> , Child Labour and Education Specialist <a href="mailto:bedalli@ilo.org">bedalli@ilo.org</a>
Life skills for Junior High School	Pilot Indonesian draft available	<b>Agapitus Haridhanu</b> , National Program Officer - Child Labour & Education <a href="mailto:agapitus@ilo.org">agapitus@ilo.org</a>
Job and Education Counseling	3rd draft being piloted; Indonesian and English versions available	<b>Patrick Daru</b> , Chief Technical Advisor EAST Project <a href="mailto:daru@ilo.org">daru@ilo.org</a>
Community Employment Assessment	Pilot Indonesian and English draft available	<b>Srinivas Reddy</b> , Skills Development Specialist <a href="mailto:reddy@ilo.org">reddy@ilo.org</a>
Life skills for Out Of School Youth	Pilot Available in English and in Indonesian	<b>Srinivas Reddy</b> , Skills Development Specialist <a href="mailto:reddy@ilo.org">reddy@ilo.org</a>
Know About Business (entrepreneurship culture for senior high school and vocational high school youth)	Final version available in English and in Indonesian	<b>Budi Maryono</b> , National Program Officer - Entrepreneurship <a href="mailto:budim@ilo.org">budim@ilo.org</a>
Start and Improve your Business	Final version available in English and in Indonesian	<b>Budi Maryono</b> , National Program Officer - Entrepreneurship <a href="mailto:budim@ilo.org">budim@ilo.org</a>

# Entrepreneurship “on the rise” in Nusa Tenggara Timur



is different from other entrepreneurship training, as it provides hands on practical skills to youth to start their own business, including after training support and linkages to micro finance. The programme changed the way I am looking at entrepreneurship” said Yeremias Manu, SIYB Trainer in NTT. He added “the business games helped the participants in developing important business related skills, such as negotiation, production planning, book keeping, etc”. One of the trainees, Fitriyani Manuain (female, 29 years) from Timor Tengah Selatan (TTS) district, developed a business plan right after the training to start freshwater fish production and submitted a proposal to request credit from a local microfinance institution.

Both Yeremias Manu and Fitriyani Manuain participated in the

In line with the Government of Indonesia’s programme in supporting Small and Medium Enterprises (KUR, Kredit Usaha Rakyat, launched by Ministry of Cooperative and UKM <http://www.depkop.go.id/>), NTT provincial government has shown a high level of commitment to develop individual or group based small businesses. The new Governor has declared 2008 as “the Cooperative Year” for NTT and Bank NTT, the biggest government Bank, launched a microfinance programme for small businesses. Complementing the Government efforts, the ILOs EAST Project is raising the entrepreneurship culture of 6,700 vocational senior high school students, and 2,150 senior high school students with *Know About Business (KAB)* modules, it is also training 1,500 out-of school youth to prepare a business plan, and start a business with *Start and Improve Your Business (SIYB)* modules.

24 teachers from four districts were part of the first batch of the one week KAB training in Kupang for vocational senior high school teachers. Resource persons included representatives from the provincial Education Department and successful local entrepreneurs. Teachers started to deliver their KAB classes with the new year.

In addition, SIYB trainers have trained 120 youth on business skills, 60% of those being women. “SIYB approach

*“We know that students visiting enterprise is important, but after participating in the KAB course, I know how to design and prepare for effective visits to enterprises.”*

SMART FM radio program on entrepreneurship talk-show in Jakarta on 27 November 2008 and shared their experiences of joining ILO EAST entrepreneurship programme. In a context where white collar jobs are better valued, but rare, this joint effort of the NTT Government and ILO to promote entrepreneurship will contribute to bring about an important cultural shift in the way NTT youth look at the labour market, and ultimately to reduce youth unemployment in the province. ❖

*(Fauzan Azhima & Sosimus Mekas / Local Programme Officer and Provincial Programme Coordinator Nusa Tenggara Timur).*

# Skills Training for Jobs in South Sulawesi

**EAST** is actively promoting the message “Skills Training for Jobs” among partnering training providers. Practically it means that no vocational skills should be

that the proposed skills training meets with the labour market demand, ILO EAST and BPPNFI (a government owned training center for community based instruction) are supporting 35 non formal training providers to carry out Community Employment Assessment to identify skills in demand and develop appropriate vocational training packages. Some of the proposed skills training include cellular phone repairing, computer maintenance, handicraft, furniture craftsmanship and graphic design.

These skills training programmes will be delivered to 2,000 out of school youth in the province. This service will be complemented with entrepreneurship trainings for those among the trainees who have a specific business idea. A group of young girls are very excited about receiving this training on computer skills and entrepreneurship from ILO EAST Project. They are very keen to participate in the programme and establish business to run internet kiosks in their respective villages. EAST is also piloting a collaboration with the World Bank funded PNPM Mandiri to allow trained entrepreneurs



provided under the project without an assessment that will lead to gainful and decent job / business. In order to ensure

to benefit from access to start up capital. ❖

*(Imelda Sibala, Provincial Programme Coordinator South Sulawesi).*

## Making it Happen: delivering EAST services in Maluku

**Everyone** knows that Papua has the highest mountain range in Indonesia but few realize that access to the districts can be as challenging in remote areas of Maluku, with 1.452 islands, high mountains and limited road infrastructure. The last rainy season, which ended in September, made only things worse. Many bridges were destroyed and roads were engulfed by mud stream. One can not stop an education programme because of bad weather, and EAST partners continued to deliver services in the field.

This story is about Mr. Gani Fabanyo the Program Coordinator of YPPM – one of the EAST Implementing Agents who was scheduled to visit the Local Education Forum (LEF) in Seram bagian Timur (SBT).

He had no choice but to hire a motorbike; and it took him 10 hours overnight to cross 150 kilometres of jungle, through river beds (the bridges were washed away), and long and deep stretches of mud, in order to arrive on time for the Local Education Forum meeting, the morning after.

Lessons learnt: travel in certain parts of Maluku during the rainy season may be an issue and one should be prepared to travel through rough terrains and possibly extend his/her mission. This gives all the importance to the network of EAST Kabupaten Focal Points who are present at the Kabupaten level to coordinate activities and gather information in the field. They are the backbone of the outreach of the project to remote areas. ❖

*(Arifin Syachriel, Provincial Programme Coordinator Maluku).*

# Mobilizing Teachers to Prevent School Drop-Out and Child Labour in Jayapura, Papua

In the remote areas in Papua, working children are a common sight and considered a normal way of life. Although there has been progress and concerted efforts to combat child labour in Indonesia, indigenous children are not benefiting on an equitable basis, and child labour among indigenous peoples has not received sufficient attention. The level of awareness about child labour is low in these remote areas which are experiencing among the highest levels of poverty and child labour incidence as well as youth unemployment and underemployment. Education and training leading to decent work is key to breaking this vicious cycle of poverty and underdevelopment.

*Teachers in Papua were aware that working children are facing difficulties in schools, but before being introduced to these programmes, they did not prioritize the issue and did not adapt their teaching style to the learning needs of the children*

Since many indigenous children are outside their village or territory, this leaves them even more vulnerable to the worst forms of child labour. With the increasing use of cash and commercialization, traditional livelihoods based on agrarian subsistence on ancestral land are becoming eroded, leading to higher child labour incidence. Schools are often outside the village making it difficult for indigenous children to access education. Indigenous children have historically faced discrimination and social exclusion including in the formal education system itself since they do not learn in their mother tongue or through local customs.

Child labour has also become a coping mechanism by which indigenous communities adapt to the changing patterns of livelihood. Still, it is important to be clear on the difference between light educative forms of work based on traditional livelihoods and child labour including in its worst forms. In consultation with the provincial Education Department, EAST is currently undertaking a research on the subject, looking at the hazards involved, access to education, and the possibly competing education packages

that are delivered by the communities and by the schools.

Sadly, many children work to pay for their education. Trainers and teachers in one of the ILO EAST training programmes on preventing school drop reported the following: "We found that there are many SMP and SMA/K students in Jayapura who come from remote areas and the highlands such as Wamena and Membramo who finance their school and daily lives by themselves. Those children reported that they come to study in Jayapura for many reasons including lack of junior high schools in their village. Some of them stay with family members but many stay together in a Honai (traditional hut) that they build by themselves, and live either through the cassava or sweet potato planting they manage to have, or by doing odd jobs in the city. Consequently, they are too tired to focus in school or do their homework, and many drop out."

As educators in the classroom and the community, teachers have a crucial role to play in combating child labour. Teachers in Papua were aware that working children are facing difficulties in schools, but before being introduced to these programmes, they did not prioritize the issue and did not adapt their teaching style to the learning needs of the children. A 3-day training programme on inclusive education to prevent early school drop out and child labour was conducted in September in Jayapura for 20 participants.

After the training, monitoring missions to target schools demonstrated that the manual is being used and as a result, the teaching process has become more attractive and child-friendly. Students are encouraged to actively participate in the sessions and to contribute all the knowledge they have gained in and out of school. Group work, role plays, energizers have also been introduced to make the education experience more dynamic. At the same time, awareness about the risks of child labour and the importance of education has been heightened.

Students enjoy the class experience as it is easier for them to understand the curriculum and they are encouraged to speak out. In this short period, the impact could even be seen by higher attendance rates. Teachers also like this new innovative approach: they used to talk for 2-3 hours at a time which was tiring and difficult. Teachers are now truly convinced that this approach is both more enjoyable and more efficient in terms of preventing child labour and ensuring a smooth transition from school to work. ❖

*(Urmila Sartar, Child Labour and Youth Employment Specialist, ILO-ROAP).*

# What is EAST about ?

The Education And Skills Training project (EAST) is about facilitating school to work transition for youth from Papua, West Papua, Maluku, Nusa Tenggara Timor, Sulawesi Selatan and Aceh with life skills, job and education counseling, vocational skills and entrepreneurship. EAST is divided in seven components that are inter-related and support each other. See below.

Age groups	13-15	16-18	19-29
E A S T  7  C o m p o n e n t s	#1: Back to junior high school level education	#4: Livelihood skills (incl. vocational training for out of school youth with NFTP)	
	#2: Life skills (incl. Pre-Voc.) in junior high school	#5: Revitalization of TVET centers	
		#6: Entrepreneurship skills for youth	
	#3: Job and education counseling with school counselors and instructors of non formal training providers		
	#7: Policy level activities: research on child labour, business climate survey and support to young entrepreneurs networks for greater advocacy		



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## Selamat Jalan Pak Sos...



**Dr. Sosimus** Mekas (called Pak Sos or Pak Mus by his friends and colleagues), was a lecturer in University of Nusa Cendana and worked with various international agencies before joining the ILO EAST project as Provincial Programme Coordinator in Kupang. Pak Sos was married with Ibu Ance and had 2 children: Cici (fresh graduate) and Rusli (3rd grade in senior high school). Pak Sos passed away abruptly on the first day of 2009. He contributed to the project his long experience working in the education field in NTT both at provincial and community levels.

Beyond his professional skills, Pak Sos always showed a kindness to all that won him the friendship and affection of those who approached him. He is remembered and missed by his ILO EAST colleagues. ❖