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USAID JAdi Pengusaha Mandiri (JAPRI) Program

Cooperative Agreement Number: AID-497-A-17-00005

Quarterly Progress Report

Quarter 3 Fiscal Year 2019 (April – June 2019)

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Date: July 30, 2019

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List of Acronyms and Abbreviations

BAPPEDA	<i>Badan Perencanaan Pembangunan Daerah/Development Planning Agency at Sub-National Level</i>
BMC	Business Model Canvas
BMW	Business Motivation Workshop
BRI	Bank Rakyat Indonesia
HEIs	Higher Education Institutions
IIE	Institute of International Education
JAPRI	<i>Jadi Pengusaha Mandiri/Become an Independent Entrepreneur</i>
KPI	Key Performance Indicator
MEL	Monitoring, Evaluation and Learning
MOU	Memorandum of Understanding
MRUF	Mien R. Uno Foundation
PJI	Prestasi Junior Indonesia
P&V	Poor and Vulnerable
PSE	Private Sector Engagement
SOP	Standard Operating Procedures
ToC	Training of Coaches
ToT	Training of Trainers
UPI	<i>Universitas Pendidikan Indonesia /Indonesian Education University</i>
UTM	<i>Universitas Trunojoyo Madura/Trunojoyo Madura University</i>
USAID	United States Agency for International Development
USG	United States Government

RINGKASAN EKSEKUTIF

Pada pelaporan kuartal ke-3 tahun 2019 ini, kegiatan JAPRI berfokus pada pelaksanaan pelatihan untuk pelatih (*training of trainers/ToT*) untuk menguatkan kapasitas para mitra agar dapat menyampaikan materi kewirausahaan JAPRI, dan pelaksanaan kegiatan *coaching* dan *mentoring* untuk anak muda kurang mampu dan rentan (*poor and vulnerable/P&V*) serta mahasiswa usia 18-30 tahun. Kegiatan-kegiatan ini akan mendukung tujuan keseluruhan JAPRI dalam membangun komitmen dari para pemangku kepentingan untuk mengadopsi model JAPRI, dan untuk dapat menjangkau penerima manfaat dari para pemangku kepentingan dan melakukan kegiatan utama seperti pelatihan dan pendampingan.

Agar dapat berkontribusi dalam peningkatan kapasitas pemangku kepentingan, JAPRI mengadakan kegiatan pelatihan untuk pelatih (*ToT*), yang dirancang untuk mempersiapkan dan mengembangkan kapasitas pelatih bisnis untuk memberikan pelatihan kewirausahaan yang berkualitas kepada para pemuda P&V sehingga mereka dapat meningkatkan potensi mereka dalam menciptakan bisnis. Pada kuartal ini, JAPRI telah menjalankan tiga kali *ToT* yang telah melatih 26 pelatih lokal.

Kegiatan kunci lain yang diadakan JAPRI pada periode ini adalah kegiatan **mentoring** dan **coaching**. **Coaching** adalah kegiatan individu yang memberikan bantuan khusus oleh pelatih bisnis JAPRI langsung kepada pemuda P&V untuk memungkinkan mereka menyelesaikan tantangan unik dalam memulai bisnis, meningkatkan pola pikir wirausaha mereka, dan mengidentifikasi peluang bisnis. **Mentoring** adalah kegiatan kelas yang difasilitasi oleh praktisi bisnis lokal atau profesional untuk memberikan pengetahuan pengembangan bisnis khusus P&V kepada kaum muda. Ini dirancang sebagai mekanisme untuk menghubungkan pengusaha yang lebih berpengalaman yang dapat membantu penerima manfaat melalui berbagai metode, seperti berbagi pengetahuan dan memberikan contoh nyata dari proses pengembangan bisnis.

Dalam periode ini, IIE bekerjasama dengan USAID/Indonesia memasukkan konsep ide untuk mengembangkan kegiatan JAPRI di Jawa Timur menanggapi kesempatan yang diberikan oleh Inisiatif Presiden melalui program *Women's Global Development and Prosperity (WGDP)*. Konsep ide ini akan terintegrasi dengan program JAPRI dengan fokus penguatan kapasitas perempuan di sektor perunggasan.

Kegiatan-kegiatan yang telah dilaksanakan oleh Program JAPRI yang didanai USAID pada periode Januari - April 2019 adalah sebagai berikut:

- a. **Pelatihan untuk Pelatih (ToT) – Modul Pelatihan JAPRI:** Pada periode ini telah terlaksana satu kali *ToT*, dengan jumlah peserta 26 orang.
- b. **Private Sector Engagement (PSE):** JAPRI pada periode ini juga memulai berusaha untuk melibatkan sektor swasta dalam kegiatan-kegiatannya. Upaya ini dimaksudkan untuk meningkatkan partisipasi dan membangun jaringan di antara pemangku kepentingan *corporate social responsibility (CSR)* baik publik maupun swasta untuk mengidentifikasi kebutuhan tenaga kerja dan mengoordinasikan upaya untuk menciptakan dan mempertahankan program pengembangan tenaga kerja yang adil dan efektif, terutama bagi kaum muda yang dijangkau oleh JAPRI. Saat ini, JAPRI telah membangun komunikasi dan menyusun rencana kegiatan dengan CARGILL Indonesia, sebuah perusahaan besar yang berfokus pada pertanian dan berbasis di Jakarta, serta dengan BRI, salah satu bank milik pemerintah terbesar di Indonesia.

EXECUTIVE SUMMARY

During the third quarter of fiscal year 2019, running from April 1 – June 30, 2019, the Jadi Pengusaha Mandiri (JAPRI, or Become an Independent Entrepreneur) program implemented a series of activities to support the achievement of its objectives. These activities include implementing three training of trainers (ToT) to strengthen the capacity of partners in delivering JAPRI entrepreneurship material, and coaching and mentoring activities to target beneficiaries, poor and vulnerable youth (P&V) ages 18-30 years. These ToT activities support JAPRI's overall goal of building commitment from stakeholders to adopt the JAPRI model and effectiveness in reaching beneficiaries. JAPRI held ToT to prepare and develop the capacity of business trainers to provide quality entrepreneurship training to P&V youth to increase their business development potential. JAPRI trained 26 local trainers during the ToT.

Other key program activities included mentoring and coaching. Coaching is a one-on-one activity that provides special assistance to P&V youth to enable them to solve unique challenges in starting a business, improving their entrepreneurial mindset, and identifying business opportunities. Mentoring is a classroom activity facilitated by local business practitioners to provide knowledge about the development of businesses. Mentoring is designed as a mechanism to connect more experienced entrepreneurs who can help beneficiaries through various methods, such as sharing knowledge and providing concrete examples of the business development process.

In this quarter, IIE worked with the Mission to submit a concept note to expand JAPRI activities in East Java to respond to the Women's Global Development and Prosperity (WGDP) Presidential Initiative's opportunities. The concept note will be integrated with JAPRI program with a focus on women empowerment in the poultry sector.

An overview of activities during this period include:

- a. **ToT:** Three events for 26 participants
- b. **Private Sector Engagement (PSE):** JAPRI began efforts to involve the private sector in program activities to increase participation and establish networks among public and private corporate social responsibility (CSR) stakeholders to identify workforce needs and coordinate efforts to create and sustain equitable, effective workforce development programs, especially for P&V youth. JAPRI began communications and developed an action plan with Cargill Indonesia, a large agricultural company based in Jakarta, and with BRI, one of the largest government-owned banks in Indonesia.

I. JAPRI Quarterly Overview

I.1 Program Summary

As Indonesia’s economy continues to grow, economic inequality also increases, and the population living near or below the poverty line is at-risk of being left behind. Entrepreneurship provides an important avenue for P&V youth to improve their livelihoods, create economic opportunity for themselves and others in their communities, and contribute to Indonesia’s economic development. JAPRI leverages and tailors existing entrepreneurship resources to develop, test, and scale an approach to promoting entrepreneurship among P&V youth. JAPRI is implemented by a consortium led by the Institute of International Education (IIE), in collaboration with implementing partners Prestasi Junior Indonesia (PJI) and Mien R. Uno Foundation (MRUF). The consortium offers entrepreneurship expertise; a proven ability to work directly with P&V youth in Indonesia; and networks of local governments, universities, and successful youth entrepreneurs. JAPRI also collaborates with local governments and universities to identify potential P&V youth and leverage the knowledge of youth representatives to ensure a youth-friendly entrepreneurship module. Lastly, to increase the effectiveness and sustainability of promoting entrepreneurship among youth, JAPRI has also begun engagement with the private sector that are part of the business enabling environment.

I.2 Overview of Results

JAPRI has 10 key performance indicators (KPIs) for its program activities. The following table provides a general overview of the indicator targets for the year and achievements to-date.

In the last quarter JAPRI learnt that, with decreased funding and direct intervention, it was hard to rely on stakeholders to help youth start or grow business. For example, UPI successfully adopted the JAPRI module in the Faculty of Economics and Business Education (FPEB). However, it was difficult for UPI students to start or grow their business because UPI cannot provide additional support for them (business consultation/coaching). Therefore, JAPRI requested to USAID to lower the total target for FY19 and FY20, and subsequently, reduce the FY19 target. The revised FY19 target is put in the notes below.

Based on FY 19 targets, there are two indicators that have reached the target (indicators number 6 and 9). Most other indicators have not reached the targets, but activities are ongoing in the upcoming quarter. For more details, the following data is presented to show results against performance indicators.

Indicator	FY 19 Target (October 2018 – September 2019)			Notes
	Planned	Achieved in Apr-Jun	Cumulative Achieved	
1) Number of individuals with new or better employment of USG assisted workforce development programs (F.EG.6-1)	2,320	349	565	It is expected that by Sept 2019, 924 individuals will have new or better employment. The remaining 1,606 will be achieved in FY20 through intensive coaching and mentoring sessions.

2) Number of P&V youth reporting increased self-efficacy at the conclusion of USG-assisted training/programming (Youth Power)	360	N/A	183	The data for this indicator is collected from the business motivation workshop (BMW). In this quarter, JAPRI did not hold BMW activity. Target FY19 will be achieved in the next quarter.
3) Number of youths trained in social or leadership skills through USG assisted program (Youth Indicator)	6,900	719	2,480	It is expected that by Sept 2019, 3,530 youth will be trained in social or leadership skills. The remaining 3,370 will be achieved in FY20 through a series of entrepreneurship training and seminar/public lecture.
4) Number of individuals who complete USG-assisted workforce development programs (F.EG.6-3)	4,100	229	831	It is expected that by Sept 2019, 1,904 individuals will complete USG-assisted JAPRI training. The remaining 2,196 will be achieved in FY20 through a series of entrepreneurship training and workshop.
5) Number of individuals with improved skills following completion of USG-assisted workforce development programs (F.EG.6-2)	3,280	173	693	It is expected that by Sept 2019, 1,491 individuals will have improved skills. The remaining 1,789 will be achieved in FY20 through a series of entrepreneurship training and workshop.
6) Percentage of P&V youth have satisfaction with the quality of trainings	80%	N/A	100%	Overachieved this quarter The data for this indicator is collected from the business motivation workshop (BMW). In this quarter, JAPRI did not hold BMW activity.
7) Number of P&V youth accessing JAPRI business coaching and mentoring session	1,925	587	1,033	It is expected that by Sept 2019, 1,075 individuals will have improved skills. The

				remaining 850 will be achieved in FY20.
8) Number of host country tertiary education receiving capacity development support with USG assistance (F.ES.2-1)	14	7	11	It is expected that by Sept 2019, 12 representatives will have improved skills. The remaining 2 will be achieved in FY20.
9) Number of stakeholders delivering training and coaching to P&V after completing JAPRI	20	9	26	Overachieved this quarter
10) Number of staff certified on new competency	275	23	234	Target FY19 will be achieved in the next quarter

II. Program Administration

During the quarter, IIE Director of USAID Program, David Simpson, visited Indonesia and had the opportunity to meet with JAPRI's recruited coaches and stakeholder in Bandung. From this visit and meeting, JAPRI learnt the challenges faced by the coaches and stakeholder, Universitas Pendidikan Indonesia. To join JAPRI's Training of Coach, coaches have to have at least 10 participants to be coached and they have to deliver at least 3 coaching sessions. Coaches have been struggling to keep the youth engaged in the coaching sessions resulting in difficulties in recording their business progress. From UPI we learnt that the university is unable to monitor the students completing the entrepreneurship subject or to ensure that those students start or continue a business. From this visit, JAPRI revisited the implementation strategy and formulate a revised strategy.

III. Program Activities - Key Highlights during the Reporting Period

I.3 Training of Trainers

JAPRI implemented two Training of Trainers (ToTs) in Surabaya, East Java. The participants were members of higher education institutions (HEIs) in East Java Province with whom JAPRI had previously engaged with in the past. Participants in the ToTs represented the entrepreneur community.

The first ToT was held on May 21-22, 2019, while the second was held on June 20-21, 2019. A total of 23 participants from various HEIs and community groups attended the two events. JAPRI Master Trainers delivered the training, which aims to ensure participants are capable of delivering the topics in the JAPRI Entrepreneurship Module using JAPRI's methods of approach and entrepreneurship module that incorporates experiential learning and the Business Model Canvas (BMC). The BMC is a simple visual tool to create a business plan. Each two-day ToT included micro-teaching sessions, in which the participants practiced what they have learned with their fellow participants.

Participants of the JAPRI ToTs are expected to be able to deliver the JAPRI Entrepreneurship Module using JAPRI's approach to their students. This is a part of the project's effort to increase entrepreneurship capacity for young people, as well as

promoting JAPRI's sustainability through the adoption and adaptation of its approach in the participants' respective organizations and institutions.



*JAPRI's Training of Trainers
Surabaya, May 20th-21st 2019*

Content of JAPRI ToTs

1. **Program Overview:** To give an understanding of what JAPRI is and its aim. JAPRI's master trainers provided a brief introduction about JAPRI. During the introduction, participants learn about the goal of the ToT and what JAPRI hopes will be the results of participants' delivering the JAPRI Entrepreneurship module in their work. With that, JAPRI expects that the participants will have the same perspective on the importance of the promotion of entrepreneurship and what impacts are measured to identify achievements.
2. **Introduction to JAPRI training delivery:** JAPRI's Master Trainer explain that in order for a training session to be successful, a trainer has to have certain qualities. One such quality is the ability to utilize the COACH approach;
 - **Centered.** Trainers will be the center of attention and knowledge. Trainers will be considered to know everything. So, trainers must keep learning and learning to renew their knowledge.
 - **Open.** Open to accepting various opinions. Trainers must be open to accepting all participants' opinions.
 - **Aware.** Give equal attention to all audience members. Trainers must keep paying attention to all participants, not only a selected few.
 - **Connected.** Trainers must be able to connect with all audience members. The speaker must be "present" in all training sessions, body and soul.
 - **Hold.** Keep all the knowledge trainers get from the audience. In training, trainers will get a lot of knowledge from the participants. Trainer must save all knowledge they get for the next training development.

Other important points that increase the effectiveness of a training delivery are:

- **Opening.** Opening is an important moment. The first 30 seconds of opening will determine whether the trainees will focus on the trainers or not. Opening can be an explanation of program overview, questions about the purpose of training to trainees, or stories that illustrate the importance of ongoing training.

- **Content.** Content must be relevant to the characteristics of trainees, trainees' needs, and training objectives. An interesting and informative presentation must be created by trainers so that participants can focus on the training material.
- **Closing.** Closing must be able to summarize the material that has been delivered by the trainers. To strengthen the closing session, trainers can create a closing quote that relates to the purpose of the session.

- 3. Entrepreneurship Motivation:** JAPRI delivers an opening session on developing an entrepreneur mindset and motivation. JAPRI's master trainer emphasizes the importance of being able to see opportunities to become entrepreneurs as something beneficial for young people today. Being an entrepreneur is not something momentary and short-term, it has the potential for sustainability and can develop into something that benefits the economy.

To be a successful entrepreneur, one needs physical and mental resilience as well as a supportive ecosystem to ensure the positive development of young entrepreneurs. One method is through support from higher education institutions and practitioners that are close to the young entrepreneurs. These supporting ecosystems must be equipped to be able to inspire the youth and provide business concepts that are suitable to their needs. This is the role JAPRI plays.

- 4. Business Analysis:** This session focuses on how the trainers can give guidance to their future trainees/students on the ground rules of creating a good business analysis. The topics discussed during the session are:

- Finding business ideas;** In this session the participants are guided on how to probe business ideas from their audience, by using business opportunities that are already existing in their community and how to incorporate that to their own personal ideas and interests.
- Analyzing potential business ideas using the method:**
 - Pros-cons analysis:** Analyzing the feasibility of business ideas is based on fundamental factors in starting a business: expertise, availability of raw materials, presence and number of competitors. Grouped according to the pros (pros), as well as their weaknesses (cons)
 - SWOT Analysis:** Measuring the strengths and weaknesses of internal factors (entrepreneurs, businesses, and products); and opportunities and challenges from external factors (markets, competitors, suppliers, etc.). Here we will also find out where our business is in four quadrants (aggressive, hold on, be different, retrenchment) and from there the strategy will be determined later.
 - Competitor Analysis:** Analyze the strengths and weaknesses of competitors, and how to win the competition. A method used to measure the potential of our products in the intended market.

- 5. STP (Segmenting, Targeting, Positioning) Analysis:** Another process that needs to be understood by participants in delivering entrepreneurship development material is called STP Analysis. This analysis is important so that entrepreneurs are able to determine strategies to reach their intended market.

- Segmenting.** Segmenting is a heterogeneous division or grouping of market conditions to be homogeneous with various characteristics. According to Griffin (2006)¹, segmentation is the process of dividing the overall market of a product or service into several segments that have similarities in terms of interest, purchasing

¹ Ebert, Ronald J. & Ricky W. Griffin, "Business", Translated, RD Soemarnagara, Jakarta, Erlangga

power, geography, buying behavior and lifestyle. By segmenting the market, marketing will be more directed and effective so that it can provide satisfaction to consumers.

- b) **Targeting.** Targeting is evaluating various segments to decide which segment is the target market. Marketing programs carried out must be in accordance with the characteristics of the target market to be addressed.
 - c) **Positioning.** Positioning is how a product in the eyes of consumers differentiates it from competing products. With efforts to identify, develop, and communicate excellence that is distinctive and a competitive advantage. In this case, it includes brand image, promised benefits and competitive advantage. That way, the company's products and services are perceived as superior and special compared to competitors' products and services in consumer perceptions.
- 6. Production:** The participants are introduced to the aspects needed in the production component of running a good business. Production components are explained in simple terms so that the participants are able to replicate and use the language most effective for their own trainees. Through this session it is expected that the participants are accustomed to the dimensions of production. Dimensions of production include the components of a production activity; understanding the main resource; initial capital and flow of production; costs of a production process; how to set a price; set a production and sales target; and determining the target of a break even point.
- 7. Marketing:** Another crucial component of a business is understanding the art of marketing. In this session JAPRI introduces participants to “The Marketing Mix” (also known as the 4 Ps), a foundation of marketing models for businesses. The marketing mix has been defined as a set of marketing tools that are used to pursue marketing objectives in the target market and refers to four broad levels of marketing decisions: product, price, place, and promotion.
- 8. Micro-Teaching:** As the final and most important part of the JAPRI ToTs, the Micro-Teaching session is designed so that participants are able to practice the things they have learned during the training. Participants can apply their learnings in a safe space before directly delivering training to their students or trainees and hear inputs and suggestions from the master trainers and their peers. In this session, the participants were divided into 2 groups and assigned to one JAPRI Master Trainer. Each participant was asked to present one topic from the JAPRI module for 10 minutes in front of the other participants. The master trainer provided an assessment and gave feedback at the end of the session after all participants had completed their micro-teaching session. At the end of this activity, participants were provided with information on JAPRI's flow of monitoring and evaluation that will be conducted on each training participant according to their lecturing and training schedules.

In general, the ToTs successfully achieved their objectives, which was to; 1) strengthen knowledge and build the participants' skills through experiential learning and facilitation techniques using the JAPRI entrepreneurship module, and 2) improve the participants' teaching methods through micro-teaching sessions.

The participants' feedback about the training is that they learnt new and exciting approaches from JAPRI on how to deliver entrepreneurship materials that are applicative and simple to use in a campus or community setting. One request from participants is that the training should invest more time in the session on Financial Planning, because it is a difficult subject to deliver and they need more assistance on the effective delivery methods.

Challenges & Lessons Learned from the JAPRI Training of Trainers in Q3

JAPRI identified one challenge during the course of the two-day training sessions. The challenge was that a number of the participants have education backgrounds that are not related to entrepreneurship. To respond to this issue, JAPRI's master trainers adapted their materials to ensure they were using terms that are commonly used and easily understood by all participants. Another strategy emphasized the trainings' experiential learning method by giving participants who already had knowledge on entrepreneurship, finances, and other economic subjects to share their experience with the other participants. By using these interactive methods, the sessions were interesting and engaging for the participants.



*JAPRI's Training of Trainers
Surabaya, June 22st-22nd 2019*

JAPRI Training of Trainer Participants, May 21-22, 2019

No	Name	Institution
1	Rino Hayyu Setyo, S.Pd.	Universitas Negeri Malang
2	Achmad Mudjidin, S.E.	LP3I Surabaya
3	Dr. Siti Mahmudah, S.Sos., M.Si	NSC Surabaya
4	Lilis Masyfufah A.S., S.KM., M.Kes	STIKES Dr. Soetomo Surabaya
5	Serlly Frida Drastyana, S.KM., M.KL	STIKES Dr. Soetomo Surabaya
6	Flora Puspitaningsih, SE., M.Pd.	STKIP Trenggalek
7	Didin Mujahidin, S.Pd.	Ikatan Mahasiswa Muhammadiyah Malang

JAPRI Training of Trainer Participants, June 19-20, 2019

No	Name	Institution
1	Andy Rachman, S.T., M.Kom	Institut Teknologi Adhi Tama Surabaya (ITATS)
2	Anindya Rachma Dwicahyani, S.T., MT	Institut Teknologi Adhi Tama Surabaya (ITATS)
3	Anwar Sodik, S.Kom., M.T	Institut Teknologi Adhi Tama Surabaya (ITATS)
4	Choirul Anam, ST., M.Ds	Institut Teknologi Adhi Tama Surabaya (ITATS)
5	Dr. Agus Budianto, S.T., M.T	Institut Teknologi Adhi Tama Surabaya (ITATS)
6	Fairus Atika Redanto Putri, S.T., M.T	Institut Teknologi Adhi Tama Surabaya (ITATS)
7	Fajar Rizki widiatmoko, S.T., M.Sc	Institut Teknologi Adhi Tama Surabaya (ITATS)
8	Farida, S.Kom., M.Kom	Institut Teknologi Adhi Tama Surabaya (ITATS)
9	Misbahul Munir, S.T., M.T	Institut Teknologi Adhi Tama Surabaya (ITATS)
10	Rony Probowo, S.E., S.T	Institut Teknologi Adhi Tama Surabaya (ITATS)
11	Suparjo, S.T., M.T	Institut Teknologi Adhi Tama Surabaya (ITATS)
12	Suparto, S.Si., M.T	Institut Teknologi Adhi Tama Surabaya (ITATS)
13	Azmil Chusnaini, SIP, MSM	Universitas Nahdlatul Ulama Surabaya (UNUSA)
14	Denis Fidita Karya, S. Si., M.M	Universitas Nahdlatul Ulama Surabaya (UNUSA)
15	Niken Safitri Primasari, S. E., MM	Universitas Nahdlatul Ulama Surabaya (UNUSA)
16	Riyan Sisiawan Putra, S.E., M.SM	Universitas Nahdlatul Ulama Surabaya (UNUSA)

I.4 Coaching and Mentoring

To support JAPRI's goal of promoting entrepreneurship and helping to create better businesses, the project designed the coaching and mentoring activities to provide more specific and holistic assistance for program participants. Coaching and mentoring provide opportunities to monitor participants' progress while giving participants assistance with the businesses they are running or developing.

New youth entrepreneurs and youth who want to become entrepreneurs face unique challenges associated with starting a new business or within their specific business sector. JAPRI address this challenge by designing mentoring sessions to provide youth with a resource to address their unique challenges.

To identify which topics the participants needed, JAPRI assessed which topics are considered to be the most important for their business development. The participants contributed by providing their thoughts on the capacities they needed to improv. JAPRI then made a list of the topics of most interest to the participants and designed the mentoring using these topics.

i. Mentoring

APRIL

April 20, 2019 (morning)

The first mentoring session was held in Blitar, East Java, on April 20, 2019, as a part of the general mentoring sessions. A total of 49 JAPRI participants took part in the session, including one disabled participant from Blitar.

Senior business practitioners facilitated the sessions as mentors, delivering presentations and sharing their experience in response to the needs of the participants. Following the presentations, the business practitioners held a Q&A session and in-depth interactive discussion.

JAPRI delivered the “Designing a Business Agreement” topic as a theme for the general mentoring session, in the Perdana Room of the Blitar District Government Office from 9am to 12pm. The topic was delivered by Dr. Aris Armuninggar, SH MH, an expert trainer in business cooperation development.

The objectives of the session were:

- Provide guidance for participants on how to make an appropriate business agreements for SMEs;
- Help participants build the habit of creating business agreements so they have more security.

Participants learned that in general, the standard components of a business agreement are as follows:

- Title
- Opening
- Information on the parties involved in the business agreement
- Reason a business agreement is made
- Terms
- Exception clause
- Closing

The number of participants in the mentoring session was higher than what JAPRI expected, and it is hoped that future mentoring sessions could be attended by a wider range of young entrepreneurs in Blitar, not only USAID-JAPRI program participants.

Indicators	City/Regency Kab Blitar				
	Male	Female	Disabled Male	Disabled Female	Total
Number of Total Participants with Full Attendance	12	36	0	1	49
Number of Total Participant Attended Only at Day 1	0	0	0	0	0
Number of Total Participant Attended Only at Day 2	0	0	0	0	0

Participants with Full Attendance	Male	Female	Difabled Male	Difabled Female	Total
15 – 19	0	4	0	0	4
20 – 24	3	12	0	0	15
25 – 29	9	17	0	1	27
30	0	3	0	0	3

April 20, 2019 (afternoon)

To provide more business development insight to program participants, JAPRI also provided a mentoring session about the technical aspect of a business. Participants gained new technical knowledge that will help them develop their business.

JAPRI introduced participants to the concept of franchising as a way to step into a business that is more secure and scalable. M. Lukman Ihwan, the owner of Kebab Pisang Pusing, a well known and established franchise, facilitated the mentoring activity for JAPRI.

Lukman explained his personal journey from starting his business to opening franchises. He said many entrepreneurs think that creating a franchise can be done straight off the bat, and disregard the importance of the managerial skills and systems needed to run a business as a franchise. Quite often, these types of entrepreneurs fail because they are not ready and do not have the capacity. Hard work, perseverance, and patience is important so that entrepreneurs can level up as franchise owners and succeed, Lukman said.

There are conditions that an entrepreneur must consider if they want to use the franchise system:

- Business ownership is not 100%, because a franchisee must also have a share in developing the business
- SOPs must be created and thoroughly tested before the franchise becomes a new business system
- The MoU must benefit both the franchisor and the franchisee
- The franchisor must ensure that all the business resources needed by the franchisee are available

A number of participants were very interested into learning more about the potential benefits of using the franchise system. JAPRI gave guidance for them to first do an assessment of their current business condition, and re-evaluate the whole system that they are using at the moment to determine their readiness to create a franchise.

Indicators	City/Regency Kab Blitar				
	Male	Female	Difabled Male	Difabled Female	Total
Number of Total Participant with Full Attendance	12	36	0	1	49
Number of Total Participant Attended Only at Day 1	0	0	0	0	0
Number of Total Participant Attended Only at Day 2	0	0	0	0	0
Participants with Full Attendance	Male	Female	Difabled Male	Difabled Female	Total

15 - 19	0	4	0	0	4
20 - 24	3	12	0	0	15
25 - 29	9	17	0	1	27
30	0	3	0	0	3

Specific Mentoring (April, 2019)

In April, JAPRI also delivered specific mentoring sessions at three partner universities. A specific mentoring is based on an individual participants' needs and provides P&V youth entrepreneurs with first-hand experience from mentors who have generally worked in the same sector. Mentors share how they started their businesses, managed problems, and dealt with sudden challenges. Mentors participate in a question and answer session. The primary aim of this type of mentoring is to provide P&V youth entrepreneurs with information based on real experience so they can adapt lessons learned from mentors on how to run successful businesses and ensure their sustainability. Between 20 and 30 students attended each mentoring session held on campus, with a discussion topic of 'How to Calculate your Dream and Find your Business Passion', delivered by JAPRI's mentoring facilitator.

The three sessions were as follows:

- a) **April 11, 2019 – FPEB UPI, Tasikmalaya, West Java:** Delivered by Muhammad Salman Al-Farisy, a financial technology business and CEO of online fintech SyarQ, and Ipah Rosipah, a social entrepreneur
- b) **April 29, 2019 – UTM, Madura, East Java:** Delivered by M. Faisol Anwar, a retail business practitioner and owner of Sprei Suka-Suka; Nur An Nisaa, a social entrepreneur; and M. Yamin, a representative from BMC (BRI Microfinance Center)
- c) **April 30, 2019 – UNNES, Semarang, Central Java:** Delivered by Bryan Erfanda Putra, a business practitioner, and Agus Rachmadi, Director of BMC (BRI Microfinance Center)

The mentoring theme and material was taken from JAPRI's Soft Skill Training material. Participants learned how to better understand their dreams and passions relating to creating and running businesses, as well as how to develop measurable business goals. The mentoring facilitators provided insight by sharing their own personal experiences and stories behind their entrepreneurship journeys, as well as what drives them to work hard to achieve their goals. In addition, for two of the three mentoring sessions held on university campuses, BMC (BRI Microfinance Center) participated as resource persons representing BRI, a large bank in Indonesia, to provide information about access to finance.



The Director of BRI Microfinance Centre (left), Bapak Agus with mentoring participants After the mentoring sessions in Unnes, Semarang.

MAY

Mentoring on Product Photography (May 4, 2019)

Based on the assessment done by JAPRI, participants' social media accounts for their businesses have not been performing as well as they expected. One major reason for the poor performance is that the pictures used are of poor quality and do not fully represent the participants products' value. Therefore, JAPRI facilitated a mentoring session with an expert in product photography to increase the effectiveness of product promotion through social media. The product activity activity was held on May 4, 2019, running from 8am to 4pm in D Garden Resturant Bu Dukut, Blitar, East Java. The mentor for the session was Andika, the Founder of MataVision, a graphic design company, who is also a local trainer and a coach from JAPRI.

Andika explained that in order for a photograph or a picture to be able to “sell”, it must **first** be able to capture the uniqueness of the product the participants are trying to sell. How is the product special and different from other similar products? How will it encourage people to buy the product? **Second**, the tools to take the product photos are also flexible; the participants doesn't necessarily need a sophisticated or expensive camera, because they can use tools as simple as the camera on their phones. **Third**, if a tool has been selected, then what should be done next is to find the best angle to shoot the products.

The session reaffirmed that practice is key, with JAPRI designing the second part as an active photo shoot. Participants used their phones to take photos of objects from different angles and try to experiment on different ways they can make a photograph look good. Andika provided feedback on participants' photos and facilitated a Q&A session.

Indicators	City/Regency Kab Blitar				
	Male	Female	Difabled Male	Difabled Female	Total
Number of Total Participants with Full Attendance	3	20	1	1	25
Number of Total Participants Attended Only at Day 1	0	0	0	0	0
Number of Total Participants Attended Only at Day 2	0	0	0	0	0
Participants with Full Attendance	Male	Female	Difabled Male	Difabled Female	Total
15 – 19	0	4	0	0	4
20 – 24	1	6	0	0	7
25 – 29	2	9	1	1	13
30	0	1	0	0	1



Product Photography – Mentoring Session (Practicing Photo Angles)

This mentoring session on product photography was attended by 25 participants (21 females and 4 males), including two disabled participants. Through this mentoring session, participants sharpened their skills in creating quality photographs and using cameras and handphones. By doing so, participants will increase their chance of capturing the interest of the market through their social media and, in turn, increase sales.

Mentoring on Digital Marketing (May 12-13, 2019)

In order for a business to thrive, an entrepreneur must be able to identify and use all potential channels to market their product. In this era, everything cannot be separated from the role of technology. As Indonesia enters the age of Industry 4.0, it has become necessary for entrepreneurs, especially young ones, to use technology as a part of their product development and marketing. JAPRI saw an opportunity to facilitate a mentoring session that focuses on “Digital Marketing” in order to accelerate the entrepreneurs’ ability to reach a wider market.

This mentoring session took place in the Perdana Room, Blitar Government office, over two days, May 12-13, 2019. JAPRI invited Mr. Yudi Widsman Drahta, S. Kom, who has significant experience in digital marketing and is a resource person for the Gapura Project, a digital marketing program initiated by Google Indonesia.

Day 1

Participants were asked to introduce their products, so that the mentor can understand how the participants need to communicate their products. In this session, participants were asked to design the logo of their products using Corel Draw, a widely-used design software. Participants then learned how an image can be integrated with a QR code by using a QR code generator, so that consumers can simply scan the code to be linked to the products' social media account.

Day 2

On the second day, participants learned about the importance of point of view, which is connected to the previous mentoring session on product photography. Point of view helps participants to determine the strength and uniqueness of the product to be photographed. Each product always has a unique side, which, when communicated through images increases consumer interest.

Indicators	City/Regency Kab Blitar				
	Male	Female	Difabled Male	Difabled Female	Total
Number of Total Participants with Full Attendance	4	17	1	1	23
Number of Total Participants Attended Only at Day 1	0	0	0	0	0
Number of Total Participants Attended Only at Day 2	0	0	0	0	0
Participants with Full Attendance	Male	Female	Difabled Male	Difabled Female	Total
15 – 19	0	3	0	0	3
20 – 24	1	3	0	0	4
25 – 29	3	10	1	1	15
30	0	1	0	0	1

JUNE

Mentoring (June 16, 2019)

JAPRI delivered a mentoring session on “Business Communication” in Blitar on June 16, 2019. A total of 33 participants took part in the session.

This mentoring session was held in the Meeting Room in Kampung Bubur Blitar, East Java, from 9am to 12pm. JAPRI's Master Trainer facilitated the session with the objectives of identifying and explaining errors made by entrepreneurs in business communication and how to resolve them and building an understanding of how to communicate effectively in business so that goals can be achieved.

Participants found that an important take away from the session is that having good business communication will benefit not only by retaining customers but also engaging new ones. By building good relationships with customers, entrepreneurs can earn their trust and learn

more about what customers need and want. In doing so, an entrepreneur can continuously develop their products or services based on what the market really needs or wants.

JAPRI concluded the session by discussing a number of communication strategies that can be practiced by the participants by themselves, which are:

- Use communication language, terms, and/or expressions that are familiar and can be easily understood by other people
- Pay attention and focus when communicating with other people
- Give a good impression by using convincing gestures
- Keep a comfortable distance while talking to other people so they are not intimidated or feel that their space is being intruded upon
- Look for similarities or things in common with other people and make it the topic of conversation to build chemistry.

Indicators	City/Regency Blitar				
	Male	Female	Difabled Male	Difabled Female	Total
Number of Total Participants with Full Attendance	11	21	0	1	33
Number of Total Participants Attended Only at Day 1	0	0	0	0	0
Number of Total Participants Attended Only at Day 2	0	0	0	0	0
Participants with Full Attendance					
	Male	Female	Difabled Male	Difabled Female	Total
15 – 19	0	3	0	0	3
20 – 24	3	6	0	0	9
25 – 29	7	9	0	1	17
30	1	3	0	0	4

Mentoring (June 19, 2019)

During the assessment of mentoring needs of the participants, JAPRI found that there are individuals who have needs that are different from other participants, this is largely because they are engaged in business sectors that are uncommon or unique, to facilitate these specific needs of each individual, JAPRI conducted three mentoring sessions in Blitar that are focused on business sectors like; **Koi Fish Breeding, Clothing, and Modern Make up for Muslim Brides.**

a) Koi Fish Breeding

Mentoring on Koi fish breeding was facilitated by Kevin Handoko, the owner of Good One Koi Farm. Kevin is an active member of the Indonesian Koi Lovers Association and is often a judge at koi contests. Kevin explained many aspects of good Koi breeding practices, like: Maintaining an ideal pond for Kois to be placed in, how to overcome possible diseases affecting Kois, and how to reach markets by actively participating in contests and joining Koi hobbyist communities.

b) Giyomi (Clothing Industrial Management and Market strategy)

This mentoring session provided a new perspective on the problems that have been experienced by youth engaging in the clothing business, such as stock taking and online marketing. JAPRI collaborated with the people at giyomi.id, an online fashion store, to provide valuable insights to the participants. By the end of the mentoring session, participants learned how to: Promote their products through networking

or through their friends using various communication channels; find updates on fashion trends through the use of the media; and using available online shops to market their products.

c) Modern Make up for Muslim Brides

The modern make-up mentoring took place in Surabaya, at the Galuh Kirana Make Up Gallery. Ms. Dwi, the owner of Galuh Kirana, facilitated a mentoring session focused on practicing and sharing her experience. Participants practiced make-up techniques, styling clients, taking photographs, and uploading photos on social media.



Mentoring session on Modern Make Up

ii. Coaching

Coaching is the process of accompanying, guiding, and instructing someone in order for them to acquire and be aware of the skills or methods required to do something to achieve their desired goal. JAPRI uses coaching methods to increase the effectiveness of its entrepreneurship training for youths.

JAPRI provided training of coaches to individuals so they would become local coaches. These individuals come from an array of different backgrounds including business, government, and education. Due to their diverse background, the perspective coaches are well-placed to increase their capacity as business coaches and are able to provide adequate coaching to youth entrepreneurs. The business coaching activities are designed to help youth develop or grow businesses so that they can properly cope with challenges in sales, marketing, management, and team building. To increase JAPRI's reach and ensure its targets are met, JAPRI also mobilized its own Master Coaches to deliver business coaching to youth entrepreneurs alongside the local coaches.



Coaching by Rizky Ibrahim Isra (JAPRI Master Coach) and Abdullah Umar Mukhtar (Local Coach) - Central Java

Before a coaching session begins, every local coach will arrange a coaching plan to decide the objectives and success indicators with their coachees. The items to be discussed in each session are then included in the coaching plan. A coaching session is divided into 5 stages:

1. **Goal:** The coach asks what the coachee wants to achieve by the end of the session.
2. **Reality:** The coach engaged the coachee by asking the coachee what challenges he/she is facing at the moment, and what ideal condition does he/she wants to be in. This is a very important stage for the coach and coachee, because they need to understand about their business' current positions.
3. **Option:** After getting a grasp of the coachee's condition, then the coach leads the coachee to start thinking about possible solutions to the challenges the coachee is facing.
4. **Wrap-up:** In this stage, the coachee is guided and asked to describe his/her action plan after the coaching session is completed. This includes their action plan, activities, and schedule.
5. **Impacts:** In this stage, the coach will assess the results gained after the coachee implemented their action plan.

One important element to note is that under JAPRI's coaching approach, a coach is not allowed to provide the coachee with answers or solutions to their challenges. Instead, a coach's role is to facilitate the coachee by challenging them in coming up with their own feasible solutions.

JAPRI reached 198 youths in its coaching activities. The youth are in JAPRI's three regions: West Java, Central Java, and East Java, with details as follows:

Province	City/District	# Coaching Participants
West Java	Bandung	14
Central Java	Semarang	28
East Java	Surabaya	29
	Blitar	64
	Madura	27

	Trenggalek	16
	Pacitan	20
Total Participants		198

Although coaching is designed as an activity that can be facilitated through a number of methods, like direct face-to-face coaching sessions or indirect – through phone calls or other forms of communication methods – the method still faces a number of challenges. In West and Central Java, JAPRI faces a challenge of youth commitment in participating in business coaching. One example of why this happened is because some youths are still indecisive about whether they want to continue focusing on entrepreneurship or not, which resulted in them backing out of the coaching sessions mid-way. To respond to the challenge, JAPRI developed a new strategy by moving on to recruiting other potential youth to engage as business coachees. To do this, JAPRI is supported by local stakeholders like universities and the business communities.

In East Java, JAPRI's challenge mostly revolves around the unique characteristics of the youth residing there, especially those residing on the less-developed Madura Island. JAPRI's local coaches expressed that they face a challenge in the form of the transactional nature of the youth in Madura, with those who took part in JAPRI activities hoping to get seed funding for their business development, which JAPRI cannot provide. Although JAPRI's partner in Madura, UTM's Business Incubator, already provided clear information when first introducing JAPRI to the local young people, there are still cases where some youth requested funds. Consequently, many participants exited the business coaching program after the initial sessions when they realised, they will not gain any seed funding from the activities. To resolve the challenge, the local coaches in Madura are allowed to look for additional candidates from outside the UTM environment. This is expected to minimize the emergence of transactional reasons. Despite such challenges in East Java, JAPRI is optimistic that it will achieve 100% of its targets here by the end of FY 19.

IV. Monitoring, Evaluation, and Learning

JAPRI continued its data collection and analysis process to achieve the program's targets and improve reporting on comparison over time, trends, and changes in performance data from the previous quarter. At every activity, JAPRI stores the attendance lists of training and coaching participants from the JAPRI-certified trainers and coaches who delivered JAPRI materials to P&V youth. JAPRI also follows up on data through telephone calls, emails, and WhatsApp messenger.

JAPRI has updated and deployed several data collection tools during Q3 FY 19:

- Entrepreneurship training/course/seminar participants database, collected by JAPRI itself and the JAPRI-certified trainers
- Business coaching logs and mentoring participants database, collected by JAPRI itself and the JAPRI-certified coaches
- Training of Trainers (ToT) participants database collected by JAPRI itself
- Higher Education Institutions (HEIs), local government, local community organizations database collected by JAPRI itself
- Improved entrepreneurial skills test, deployed after P&V youth completed their training classes (smartphone-based electronic test)
- Business growth survey deployed at least one month after P&V youth completed their training classes or coaching and mentoring sessions (smartphone-based electronic survey).

To improve data quality and efficiency, JAPRI redesigned some of its data collection methods, turning manual (pen-and-paper) collection into fully digital capture methods using smartphones and web-based tools developed in Google Forms. JAPRI used the digital app to collect data directly from youth beneficiaries. The data collection methods were used to calculate youth with new or better employment (indicator F.EG.6-1) and youth with improved skills (indicator F.EG.6-2). Using Google Forms app for data collection helped JAPRI easily gather data while improving efficiency (paperless, and reduction in time and cost compared to manual data entry and transcription) and quality (data entry fields are designed to reduce error by limiting responses to pre-selected options). All the collected data are saved on the JAPRI's G-Drive system, which means that it is secure and easy to trace. Using electronic data collection methods help also ensures data are uniform and largely ready to use immediately after collection. This arrangement reduces the administrative costs of data management.

During the third quarter, JAPRI created three additional variables to measure youth business growth (indicator F.EG.6-1). The three additional variables are number of transactions, assets, and productions, while the existing variables are number of customers, gross sales, and employment. Currently, JAPRI has six variables to measure youth business growth for indicating individuals with new or better employment of USG-assisted workforce development programs.

Results Against Performance Indicators

Indicator I – Goal: Number of individuals with new or better employment of USG-assisted workforce development programs (F.EG.6-I)

Target FY 19	Actual 3rd Quarter	Cumulative Achieved (Q1 – Q3)
924	349	565

New or better employment is defined as P&V youth who start or improve their businesses after taking part in one of JAPRI's capacity building activities, such as a training, course, and coaching or mentoring session. A business is determined as "new" once there is a financial transaction, while an "improved" business is defined as one that shows progress or an increase in six business growth variables. These variables are following:

1. Growth in customers
2. Growth in gross sales (revenue)
3. Growth in employment
4. Growth in transactions
5. Growth in production capacity
6. Growth in asset ownership

In addition to measure the six variables, the youth beneficiaries were also asked to narrate report their personal improvement after receiving JAPRI capacity development support. It is part of qualitatively measurement to support the data collection that not only captures a business progress quantitatively, but also considering another business improvement assessed by youth beneficiaries.

JAPRI collected data on youth businesses through a Google form and online coaching log that provided several questions to be filled by youth beneficiaries. The youth filled out one of these tools and those who showed an increase on one of six variables were counted as individuals with an improved business.

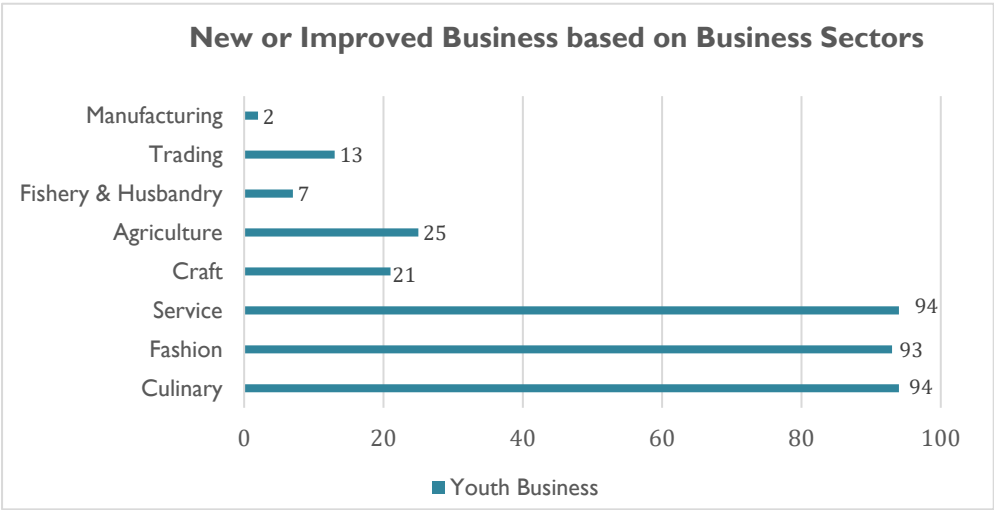
The graphic below shows youth businesses started or improved in Bandung, Semarang, Blitar, Surabaya, and Madura. During the April-June, the beneficiaries were accompanied by a coach and facilitated by a mentor to strengthen their skills and knowledge in running their businesses. The coaches empowered youth by monitoring the progress of their businesses and providing ongoing coaching, the mentors shared their experience and networks in order for youths to access opportunities to develop their businesses.

A total of 349 youth businesses are counted in this indicator, consisting of 256 improved businesses and 93 new businesses. This achievement is significantly higher compared to the previous quarter where no participants had started or improved their businesses. This is due to activities from the February-March period, in which youth indicated progress after receiving entrepreneurship training, coaching, and mentoring delivered by JAPRI and its stakeholders.



The business improvement of youth beneficiaries are in part due to the feedback given by JAPRI coaches and mentors during business coaching and mentoring activities. It should be noted that JAPRI mentors and coaches are dominated by business practitioners that having a strong and practical understanding and experience of the business world. Hence, they are able to present effective and useful feedback for the business improvement of beneficiaries. The beneficiaries that experienced significant business growth were involved in multiple activities to boost their sales, such as trade exhibitions, optimizing online shops, and increasing the number of resellers,

Aside of the business improvement, there is an interesting phenomenon to note: many beneficiaries experienced an improvement from a qualitative perspective. That is, although they may have not yet started a business, beneficiaries have a strong understanding of the importance of financial reports, standard operating procedures, business plans, marketing strategies and so on.



The graphic above shows the number of youth businesses sustained by sectors. It was a result of data compilation collected in Bandung, Semarang, Blitar, Surabaya, Trenggalek, and Madura during April-June. The business sector for culinary and service topped the list with 94 youths involved. Mostly beneficiaries chose one of three sectors: fashion, culinary, and services. This is because these sectors provide a wide-open market for new business products, as well as minimum capital opportunity for any entrepreneur joining the market. Most P&V youth started their businesses in simple ways, such as university students selling their products at campus canteens and university exhibition events, while youth beneficiaries in local communities sold their products or services in their own neighborhood.

Many also took advantage of existing trends for particular products and attempted developing similar items for sale.

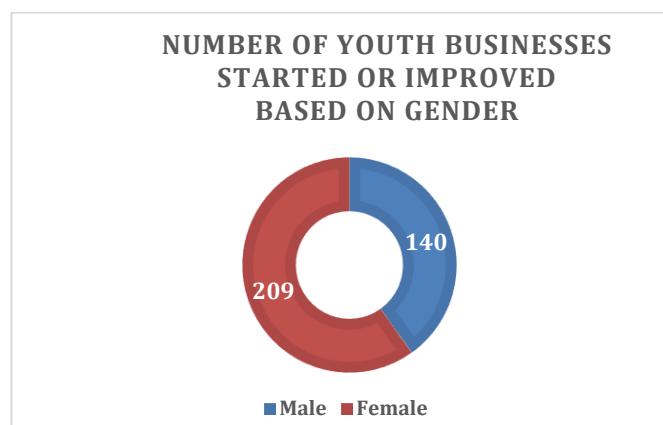
The table below illustrates the amount of growth in sales, customers, employees, transactions, assets, productions in the three sectors over the course of April to June.

The Highest Achievement of Youth Business Growth April – June		
Variable	Amount	Sector
Gross Sales (Revenue)	Rp 150,000,000	Culinary
Customers	9,000	Culinary
Employees	8	Culinary
Transactions	500	Culinary
Assets Ownership	Rp 50,000,000	Trading
Capacity Production	700	Trading

Gross sales are the overall sales of a business, unadjusted for costs incurred in generating those sales. As the table above illustrates, the highest achievement in gross sales of the culinary sector was IDR 150 million (US \$10,714) from a business selling *ayam geprek* (currently trending dish of smashed chicken with chili sauce). It is a business owned by a JAPRI beneficiary from Surabaya, East Java. JAPRI hopes that the youth can influence fellow JAPRI beneficiaries to improve their skills as well as their spirit of reaching great business achievements.

Customers are defined as those who buy the product or service, and can be either the end users or resellers. The highest number of customers was also in the culinary sector, it was the same *ayam geprek* business, which sold its dishes to 9,000 people. The customers were counted only once regardless of how many transactions they completed over the period. People’s purchasing power in the culinary sector, for example, with regards to *ayam geprek*, were very competitive and relatively higher than other sectors. Many youth business owners took advantage of the market as local food producers because raw materials for the foods are relatively easy and cheap.

Employment refers to people employed in the business process. As the table above shows, one youth business in the culinary sector had eight employees. The culinary sector in general had the highest number of employees compared to other sectors. This is because the production, promotion, and the increasing number of sales processes are time sensitive and thus require more employees. In other words, the increased level of employment proves that youth businesses were growing.



From 349 youth businesses started or improved over the recording period, 209 were women-owned business and 140 were men-owned businesses. JAPRI always aims for a gender balance for participants. However, the number of youth businesses started or improved were dominated by female participants. This may indicate that female participants have greater opportunities to grow their businesses, such as linking to business networks and expanding their businesses to new areas.

Indicator 2 – IR 1: Number of P&V youth reporting self-efficacy at the conclusion of USG-assisted training/programming (Youth Power)

Target FY 19	Actual in 3rd Quarter	Cumulative Achieved (Q1 – Q3)
360	N/A	183

There is no data to be reported under this indicator as JAPRI did not hold the business motivation workshop (BMW) in this quarter. The data for indicator number 2 is collected after youth participate in the workshop.

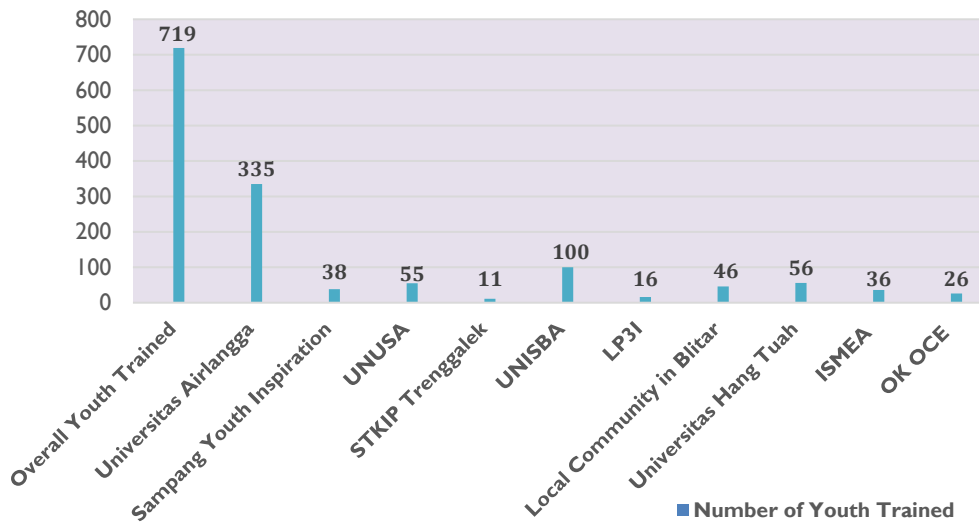
Indicator 3 – IR 1: Number of P&V youth trained in social or leadership skills through USG assisted program (Youth Indicator)

Target FY 19	Actual 3rd Quarter	Cumulative Achieved (Q1 – Q3)
3,530	719	2,480

Youth trained is defined as youth who participate in JAPRI trainings or courses, including entrepreneurship trainings, public lectures, and public seminars hosted by third parties, regardless of whether the youth complete the training. For example, if a public seminar is held for two days, and a youth attends only one day of training, they are still counted as trained in social or leadership skills. In these activities, JAPRI master trainers were invited to explain an entrepreneurship topic that is applicable for young people, such as exploring business ideas, marketing, and developing financial plans. The trainers delivered an interactive training with two-way communication, presentation, and sharing experiences. These events aimed to strengthen participants' entrepreneurial mindsets, improve their business management skills, and enrich their entrepreneurial knowledge.

This indicator calculated the number of P&V youth who attended entrepreneurship trainings in Blitar; public lectures and workshops at Universitas Airlangga, OK OCE, and ISMEA business course; public seminars in Sampang hosted by Sampang Youth Inspiration; and entrepreneurship courses at Universitas Nahdhatul Ulama Surabaya (UNUSA), STKIP Trenggalek, Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I), Universitas Islam Balitar (UNISBA), and Universitas Hang Tuah. The students who received JAPRI materials in these capacity building events are counted as youth trained in social or leadership skills.

Youth Trained in Social or Leadership Skills



As the chart above shows, 719 youth have been trained in social or leadership skills in Q3. This number consists of 397 youth trained through public lectures and workshop at Universitas Airlangga, OK OCE, and ISMEA; 238 youth trained through entrepreneurship course at UNUSA, STKIP Trenggalek, UNISBA, LP3I, and Universitas Hang Tuah; 38 youth trained through public seminar in Sampang; and 46 youth trained through entrepreneurship training delivered by local trainers in Blitar. These activities have benefitted both urban and rural youth by assisting them to develop their understanding of entrepreneurship.

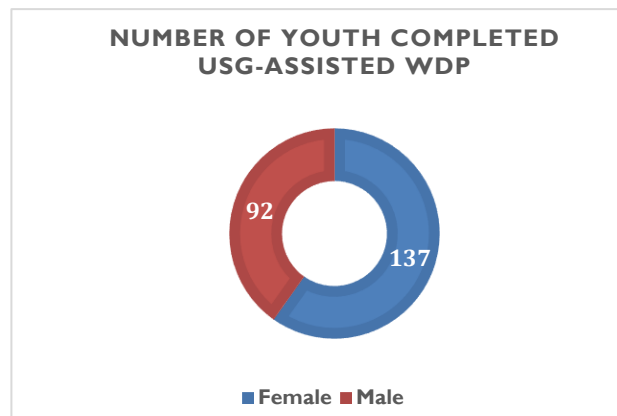
Indicator 4 – Sub.IR 1: Number of individuals who complete USG-assisted workforce development programs (F.EG.6-3)

Target FY 19	Actual 3rd Quarter	Cumulative Achieved (Q1 – Q3)
1,904	229	831

This indicator is defined as youth who have fully completed JAPRI trainings. Completing the workforce development program means that the P&V youths have met 100% completion of at least one of JAPRI’s trainings, either directly implemented by JAPRI or its stakeholders. In this case, JAPRI stakeholders are those who completed the JAPRI ToT.

Participants who completed the entrepreneurship training delivered by the recruited trainers are counted in this indicator. The recruited trainers are lecturers from four universities: UNISBA, LP3I, STKIP Trenggalek, and Universitas Hang Tuah as well as representatives of local communities, the private sector, and business owners who committed to deliver the JAPRI module to young people in their assisted areas. They facilitated young people in several sub-districts in Blitar to improve their skills and knowledge in entrepreneurship through trainings.

Overall Youth Completing Training Programs	University Students	Youth from Local Community
229	183	46



As the table above illustrates, an additional 229 youth completed the JAPRI trainings delivered by its stakeholders. The youth participants consist of 183 university students from three universities and 46 youth from local community in Blitar. The 183 university students consist of 100 from UNISBA, 16 from LP3I, 11 from STKIP Trenggalek, and 56 from Universitas Hang Tuah. Disaggregated by gender, 92 male (40.2%) and 137 female (59.8%) completed the trainings.

According to the entrepreneurship training activities, both delivered at universities and in the local community, there are slightly more female participants than male participants. The activities are inclusive in which everybody allowed join the trainings, so it can be concluded that women have a stronger interest to join the events.

Training participants learned about the potential, passion, and opportunities to create jobs in terms of making a contribution to their community. Through group discussions, participants also learned about business planning, including how to understand and create a BMC. At the end of the training, each group presented what they will do for their businesses in accordance with their BMC. The entrepreneurship trainings served to educate the youths about being positive for both themselves and their communities.

Indicator 5 – Number of individuals with improved skills following completion of USG-assisted workforce development programs (F.EG.6-2)

Target FY 19	Actual 3rd Quarter	Cumulative Achieved (Q1 – Q3)
1,491	173	693

This indicator is defined as youth who have improved skills after completing JAPRI trainings. Completing the workforce development program means that P&V youths completed 100% of at least one of JAPRI’s trainings, both directly carried out by JAPRI and its stakeholders, such as the entrepreneurship training or course.

JAPRI counted the number of participants with improved skills through the entrepreneurship course held at UPI and during entrepreneurship training in Blitar. Both activities were delivered by JAPRI stakeholders. An improved skill is measured by utilizing a business plan; that is, how participants created components for the BMC, such as information on production, marketing, or finances. JAPRI provided the business plan worksheet through a Google form to be provided to participants via WhatsApp. The participants wrote their business plans and submitted them to JAPRI.



All 173 youth that submitted online business plans indicated an improvement of skills following the entrepreneurship training. Several measures are used to calculate improved skills. In this period, most beneficiaries developed their plan based on the differentiation of products offered as well as their marketing strategy. Differentiation of products refers to variants in products produced to meet customer preferences. Marketing refers to the strategies and methods used to promote and sell products to various customers.

Overall, all 173 youth met these two main indicators, consisting of 100 UNISBA students, 16 LP3I students, 11 STKIP students, and 46 youths from local communities in Blitar. They now share a common understanding of what is entrepreneurship and how business plans and marketing strategies must be formulated at the early stage of a business.

Indicator 6 – Sub.IR 1.1: Percentage of P&V youth have satisfaction with the quality of trainings

Target FY 19	Actual in 3rd Quarter	Cumulative Achieved (Q1 – Q3)
80%	N/A	100%

There is no data to be reported under this indicator as JAPRI did not hold the business motivation workshop (BMW) in this quarter. The data for indicator number 6 are collected after youths participate the workshop.

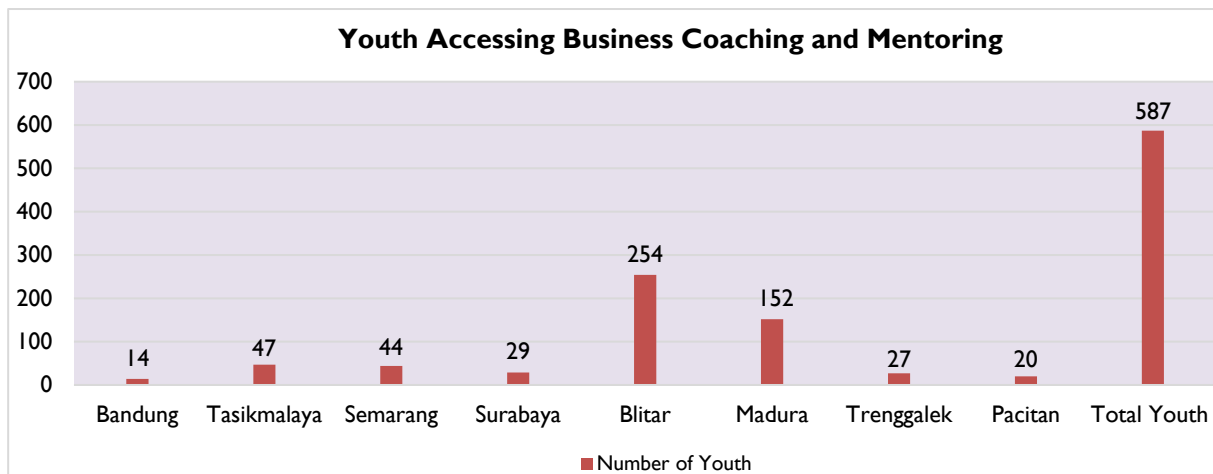
Indicator 7 – Number of P&V youth accessing JAPRI business coaching and mentoring sessions

Target FY 19	Actual 3rd Quarter	Cumulative Achieved (Q1 – Q3)
1,075	587	1,033

Business coaching and mentoring sessions support P&V youth in continuing in the business process by assisting them to overcome mental barriers, such as low self-efficacy and lack of confidence, which were identified as the greatest barriers during the business start-up period. During the period of April to June, JAPRI continued its coaching activities to P&V youth in Bandung, Semarang, Surabaya, Blitar, and Madura.

Business coaching is designed as individual consultations: face to face meetings between the business coach and P&V youth. In the implementation of business coaching, the coaching sessions are often used as additional motivation sessions for the participants, since most beneficiaries' business problems are psychological in nature - lack of confidence in decision making, lack of self-motivation, etc. According to the coaches, such sessions are needed to facilitate the business coaching process and build personal trust between coach and coachee. The time and place of business coaching sessions are jointly decided between coachee and coach.

JAPRI's local coaches completed coaching and mentoring sessions for 587 youth over Q3. Blitar topped the chart with 254 youth, followed by Madura, Tasikmalaya, Semarang, Surabaya, Trenggalek, Pacitan, and Bandung. Of the 587 youth who have been coached and mentored, 349 youth recorded an improvement in the quality of their business. One youth who was coached in Surabaya has shown the highest gross sales of all beneficiaries, with IDR 150 million (US \$10,714) in sales from their business.

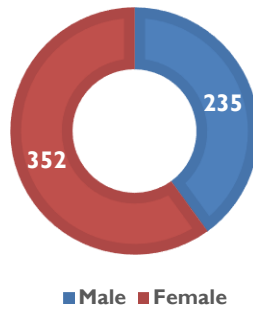


Province	City/District	# Coaching Participants	# Mentoring Participants	Total Participants
West Java	Bandung	14	N/A	14
	Tasikmalaya	N/A	47	47
Central Java	Semarang	28	16	44
East Java	Surabaya	29	N/A	29
	Blitar	64	190	254
	Madura	27	125	152
	Trenggalek	16	11	27
	Pacitan	20	N/A	20
Total Participants				587

As of April 2019, many beneficiaries had undertaken just one coaching session. This meant there was no significant data yet on their sales improvement or other growth factors. In addition, the majority of youth were just starting their business, so data on gross sales and employment figures are still zero.

By June 2019, youth who received coaching reported feeling more committed and consistent in running their businesses, with more perseverance to increase sales and customers. The majority of their businesses became more structured due to a targeted marketing strategy, stable production, and sound budgeting. This was in line with JAPRI's expectation for growth following coaching sessions.

YOUTH ACCESSING BUSINESS COACHING BASED ON GENDER



Of the 587 youth accessing coaching sessions in the reporting period, 352 were female and 235 were male participants. During beneficiaries' initial registration, the local coaches registered their assisted youth with an equal gender balance. Assisted youth refers to those people who will be coached in their business process. However, over the last two months, the majority of participants in all five cities were female.

Indicator 8 – IR 2: Number of host country tertiary education receiving capacity development support with USG assistance (ES. 2-1)

Target FY 19	Actual 3rd Quarter	Cumulative Achieved (Q1 – Q3)
12	7	11

This indicator is defined as higher education institutions (HEIs) who received capacity development support, including partnerships, training, and coaching. In this reporting period, JAPRI recorded the number of universities that have been involved with and/or have received capacity development support through ToTs. Lecturers are representatives from the universities who completed the ToT to integrate the JAPRI module into their curriculum or business incubator program. To calculate the data for this indicator, an HEI is only counted once regardless of how many trainings the HEI's representatives attended.

Below is a table showing the universities who have received capacity development support through ToT activities in 3rd quarter of FY 19.

No	JAPRI Capacity Support	Name of Higher Education Institution Receiving Capacity Development Support	Location
1	Training of Trainers	Universitas Nahdlatul Ulama Surabaya	Surabaya
2		Institut Teknologi Adhi Tama Surabaya	
3		Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I)	
4		Sekolah Tinggi Ilmu Kesehatan dr. Soetomo	
5		Politeknik NSC	
6		STKIP Trenggalek	Trenggalek
7		Universitas Negeri Malang	Malang

As the table above shows, there were seven universities who received capacity development support through ToTs. Lecturers from these seven universities who attended the event stated that the ToT equipped them with new methods in delivering materials that are practical, easily understood, and beneficial for the sake of students' entrepreneurship learning. They also stated that ToTs significantly influenced their way of delivering course materials to students. Subsequently, the lecturers committed to deliver JAPRI materials as part of entrepreneurship courses at their respective universities to build students' entrepreneurial knowledge and skills.

Indicator 9 – Sub.IR 2.1: Number of stakeholders delivering training and coaching to P&V youth after completing JAPRI training and coaching

Target FY 19	Actual 3rd Quarter	Cumulative Achieved (Q1 – Q3)
60	9	26

This indicator defines a stakeholder as a representative from a community group who delivered JAPRI's business coaching activities. It is a commitment designed by JAPRI and agreed upon with its stakeholders after they received the capacity development support through a ToC carried out by JAPRI. The stakeholders are counted institutionally once they deliver the JAPRI business coaching to P&V youths in the community.

In this reporting period, nine local communities delivered JAPRI's business coaching after its stakeholders attended the ToT in Q3. JAPRI reached the target earlier in this quarter, and by the end of the reporting period, JAPRI has over-achieved the FY19 target by six additional stakeholders. In terms of data collection, to avoid double counting, JAPRI no longer counts stakeholders who have been counted in the previous quarter, although they also delivered JAPRI training or coaching to P&V youth.

Below is a table showing the local communities that applied the JAPRI business coaching model to assist P&V youth during the period:

Regional	Name of Stakeholder Delivering ToT	Total
East Java	STKIP Trenggalek	9
	LP3I	
	APP Pacitan	
	Local Community in Trenggalek	
	APP Sampang	
	Kampung Bubur Educational Tourism	
	Guava Village Educational Tourism	
	Tourism Awariness Union	
	Blitar Social Office	

With support from JAPRI, the above nine stakeholders now have a strong understanding of entrepreneurship and business-related matters. They have been delivering entrepreneurship training to the P&V youth in their respective areas since April 2019. Following the training, stakeholders realized that JAPRI's entrepreneurship materials are very much needed by their community's young people. Through the materials, young people feel more positive and enthusiastic about running their businesses and are able to make better plans. This is a positive development, indicating that the stakeholders have seen value in assessing youth satisfaction and are becoming motivated to create or develop their own businesses.

Indicator 10 – Sub.IR 2.2: Number of staff certified on new competency

Target FY 19	Actual in 3rd Quarter	Cumulative Achieved (Q1 – Q3)
275	23	234

Staff certified refers to representatives of educational institutions, local government, and community groups who have completed JAPRI's ToT or ToC and received certification. Once they fully complete either the ToT or ToC, they are certified as a trainer or coach and become eligible to deliver JAPRI module to beneficiaries.

Several ToT activities were held in Surabaya, East Java. The total number of staff certified was 23 people. All the JAPRI-certified trainers from these ToTs should be active in delivering JAPRI trainings that involves P&V youth in universities and local communities.

# Staff Certified	Activity	Institution	Name of Institution
23	ToT	- University - Local community organization	- Institut Teknologi Adhi Tama Surabaya - Universitas Nahdhatul Ulama Surabaya - STKIP Trenggalek - Sekolah Tinggi Ilmu Kesehatan dr. Soetomo - LP3I - NSC Politeknik - Ikatan Mahasiswa Muslim Muhammadiyah - Universitas Negeri Malang

In the ToT, JAPRI observed practice teaching during a microteaching session. Participants were divided into groups to practice teaching using the entrepreneurship materials listed in the JAPRI module. JAPRI master trainers and co-trainers observed each participant and scored them based on the JAPRI scoring standards. The teaching methods emphasized the business games, group discussion, and presentation skills judged by the master and co-trainers.

Annex I: Success Stories

MAKING MY OWN BRAND

Despite not having an entrepreneurial background, Rizal Khoiril Insan never stopped trying to build his own business. He pursued a degree in Fine Arts at a university in Bandung, West Java, which sparked his interests and passion as a creator. In 2015, Rizal had the desire to start his own brand, spurred along by his confidence in developing brands for others.

"If I can make a brand for other people, why not for myself?"

In the same year, Rizal then realized his idea and created his own brand, "RADIUZ." Because his business was still in its infancy, he tried to produce different varieties of products like t-shirts, hats and other fashion related items. Unfortunately, they did not sell well, which forced Rizal to re-think and step back a little to figure out what to do. Throughout 2016-2017, Bandung experienced long rainy seasons, which sparked Rizal's idea to create a laptop bag that is weather proof, and since Bandung is full of students, this might be a good market for his product. Unexpectedly, the products received positive responses from consumers, in addition to complaints about the products not being fully waterproof.



In 2017, Rizal continued developing his waterproof laptop sleeve business, starting with the creation of different designs. Rizal's step into business, and his creation of branded products, brought him opportunities to take part in numerous national-level entrepreneurial competitions, along with other contestants who were mostly experienced entrepreneurs with turnover of hundreds of millions of Rupiah. Through participation in these competitions, Rizal gained many valuable insights. As an art student who studied business on his own, Rizal was encouraged to continue building his business further.

Rizal has a strong commitment to developing Radiuz to become one of the biggest brands in Indonesia. This dream means Rizal is always thirsty for knowledge and things related to business. In 2018, he was selected as one of the participants in the USAID JAPRI program. He says that USAID JAPRI has helped him a great deal in developing his business. One of JAPRI's activities that contributed greatly to Radiuz was business coaching and mentoring. Rizal revealed that coaching and mentoring activities made him more disciplined in determining business targets, thus making his business more focused. Moreover, through JAPRI he was brought together with young entrepreneurs, leading to a large business network.

For almost two years, Rizal has made various innovations, one of which was adding a clothing arm to Radiuz at the beginning of 2019. Currently, the business' turnover reaches IDR 30 million to 40 million every month, even though they have only four employees. At the beginning of 2019, he was chosen to be one of JAPRI's local coaches responsible for fostering young entrepreneurs in Bandung. In addition to being able to support others, he believes that helping young entrepreneurs is one way to learn and improve his own business. In the future, Rizal plans to take his business so it can compete globally while still employing and empowering local craftsmen. By running several lines of businesses, he hopes RADIUZ will become a large electronics gear company able to compete with other brands.

SEEING THE OPPORTUNITY

Darmiati is a hard-working 27-year-old woman, living in Gandusari Village, Blitar, East Java. Like most of her friends, Darmiati started her career in formal work instead of being an entrepreneur. A misfortune came to her when the company she was working in had to let go some of its employees due to a budget cut, Darmiati was one of the staff released. This became a turning point for Darmiati and what made her decide to focus on entrepreneurship.



In 2006, Darmiati started a local bag business going by the brand name of 'TukuTas'. She works with local bag producers in Blitar as her supplier of goods, and she herself acts as the one marketing the products. However, consumer demand was not as high as she had expected. After doing some market research, consumers turned out to like imported bags more than locally made ones. This pushed Darmiati to broaden her market reach by fulfilling the interest of her customers, by looking for distributors who can provide her with imported bags. Although she

felt confident with her new marketing strategy, she also faced a bit of a challenge. A bad collaboration with one of the bag distributors made her lose several million rupiah, which made her re-think of new ways so that she can have more security in her business. One way that she tried is by using online channels to help market her products; because of this, her product sales can reach customers anywhere in the nation. Many expedition companies are ready to deliver her bags to the customers. In May 2018, her business reached a turnover of IDR 18 million.

In December 2018, Darmiati had the opportunity to attend JAPRI's Business Motivation Workshop and learn more about entrepreneurship. JAPRI saw her amazing spirit and drive to become a successful entrepreneur from the way she participated in the workshop and when she wanted to continue learning through the Business Model Canvas mentoring. Darmiati was selected to be a participant in JAPRI's business coaching and mentoring activities, where she receives more intensive support to develop her business from JAPRI's Master Coach and professional business practitioners.

During the coaching process, Darmiati has shown that she is committed to improving her business. With JAPRI's support, she has learned how to produce better photos to accurately demonstrate her products; how to improve her digital marketing campaigns; and how to develop promotional videos. She diligently works with JAPRI to resolve business challenges like stock management, marketing, and creative content for her social media. Now she has even hired a shopkeeper for her outlet to help her in facilitating consumers who want to buy directly at her shop. And to help her with her online marketing, Darmiati now has a staffmember to focus on creating material for her online shop. Darmiati plans to continue growing her business in the coming years and has big hopes for its future.