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JADI PENGUSAHA MANDIRI (JAPRI)

Cooperative Agreement
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Submitted By:

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Final Performance Report

April 13, 2017 – April 12, 2022

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ACRONYMS

BAPPEDA	Badan Perencanaan Pembangunan Daerah/ Development and Planning Office
BMC	Business Model Canvas
BMW	Business Motivation Workshop
COVID-19	Corona Virus Disease 2019
DPIT	Disabilities' Perspective and Interaction Training
DPO	Disabled Persons' Organization
ET	Entrepreneurship Training
HEI	Higher Education Institution
HWDI	Himpunan Wanita Disabilitas Indonesia/Indonesian Association of Women with Disabilities
IIE	Institute of International Education
IR	Intermediate Result
ITATS	Institut Teknologi Adhi Tama
IUMK	Izin Usaha Mikro-Kecil/ Micro-Small Business Permit
JAPRI	JAdi Pengusaha Mandiri / Become an Independent Entrepreneur
KPI	Key Performance Indicators
KPS2K	Kelompok Perempuan dan Sumber-sumber Kehidupan / Women's Group and Sources of Life
LPPM	Lembaga Penelitian dan Pengabdian/ Center of Research and Community Service
MEL	Monitoring Evaluation and Learning
MoECRT	Ministry of Education, Culture, Research, and Technology
MRUF	Mien R. Uno Foundation
NIB	Nomor Induk Berusaha/Business Identification Number
ODBT	One-Day Business Training
OSS	Online Single Submission
P-IRT	Pangan Industri Rumah Tangga/ Food Product License
PJI	Prestasi Junior Indonesia
PWD	People / Persons with Disabilities
P&V	Poor and Vulnerable
SKU	Surat Keterangan Usaha/Certificate of Business Registration
STKIP	Sekolah Tinggi Keguruan dan Ilmu Pendidikan
ToC	Training of Coaches
ToT	Training of Trainers
UM	Universitas Negeri Malang
UC	Universitas Ciputra
UNESA	Universitas Negeri Surabaya
UNIKA	Universitas Katolik Soegijapranata
UNUSA	Universitas Nahdlatul Ulama Surabaya
UPI	Universitas Pendidikan Indonesia
USAID	United States Agency for International Development
UTM	Universitas Trunojoyo Madura
USG	United States Government
WEE	Women's Economic Empowerment

EXECUTIVE SUMMARY

“JAPRI provides an opportunity for young people like me to be brave to open and own a business. With more confidence and enthusiasm, young people can certainly create job opportunities for people in need.”

AYU MAGHIROH (21), OWNER OF KAVINA SHOP
COSMETICS, BANGKALAN REGENCY, EAST JAVA
USAID JAPRI WEE PARTICIPANT, 2021



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PROGRAM OVERVIEW

JAdi Pengusaha Mandiri (Become an Independent Entrepreneur, or JAPRI) was a five-year USAID-funded program implemented by the Institute of International Education (IIE) with a consortium of local organizations between April 13, 2017 – April 12, 2022. The goal of the program was to improve work opportunities for poor and vulnerable (P&V) individuals (youth ages 18 to 30, women, and persons with disabilities) in Indonesia by creating self-employment through entrepreneurship.

In its project lifecycle, JAPRI leveraged and tailored existing entrepreneurship resources to develop, test, and scale customized approaches for promoting entrepreneurship among P&V individuals. To identify potential successful entrepreneurs, JAPRI first worked with relevant local governments, community groups, and universities. Once participants were selected, JAPRI focused on increasing the interest of participants in entrepreneurship through a Business Motivation Workshop. After interest was demonstrated, JAPRI delivered an Entrepreneurship Training or a One-Day Training. Entrepreneurship Trainings were delivered by certified trainers who had completed JAPRI's Training of Trainers, while One-Day Trainings were delivered by JAPRI to participants who already had a business or were about to start a business.

Part of JAPRI's unique approach was found in its emphasis on business mentoring and coaching as follow-on activities after the initial training had taken place. Business mentoring was delivered by successful business owners who inspired participants by sharing their experience, tips, and tricks in their trades. Business coaching was delivered by certified coaches who had completed JAPRI's Training of Coaches. Coaches helped participants set targets for their businesses and find ways to address challenges. Business mentoring and coaching accelerated self-employment through entrepreneurship because they helped promote participants' confidence and provided a support system for entrepreneurs. They directly contributed to the creation and improvement of businesses.

From April 2017 – March 2021, JAPRI implemented its Full Implementation programming, which focused on supporting youth entrepreneurs. Within this phase, activities were implemented by IIE in collaboration with its partners Prestasi Junior International (PJI) and Mien R. Uno Foundation (MRUF). This consortium

offered entrepreneurship expertise; a proven ability to work directly with P&V youth in Indonesia; and access to networks of local governments, universities, and successful youth entrepreneurs. JAPRI also collaborated 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 also engaged with the private sector, including financial institutions that could potentially support the participants' needs for capital.

Between October 2019 – December 2021, JAPRI also implemented Women's Economic Empowerment (WEE) programming after IIE was awarded additional funding from USAID's Women's Global Development and Prosperity initiative to support activities focusing on women in East Java. Building on its work in the Trenggalek and Blitar districts, JAPRI expanded its reach to focus on increasing women-owned businesses. Recognizing that an empowering environment at home must also be present for women to successfully run their own businesses, JAPRI incorporated gender training activities for men. For JAPRI WEE, IIE leveraged the technical expertise of Kelompok Perempuan dan Sumber-Sumber Kehidupan (KPS2K) as well as MRUF.

Between October 2020 – February 2022, JAPRI concurrently implemented activities that directly supported people with disabilities (PWD) in East Java after receiving additional funding from the Employment and Economic Empowerment of Persons with Disabilities Program. For JAPRI PWD, IIE leveraged the technical expertise of Himpunan Wanita Disabilitas Indonesia (HWDI), a local Disabled Persons' Organization, alongside MRUF and KPS2K.

During the final two years of project implementation, IIE and its partners were faced with the COVID-19 global pandemic. They mitigated its impact on project activities by adapting materials for online usage and providing additional support mechanisms for participants. As a result, all key performance indicators were met and even exceeded. (SEE COVID-19, PG. 73)

The following report details the JAPRI program's design, activities, achievements, and participant success stories to demonstrate how the project supported the creation and development of a new cadre of entrepreneurs in Indonesia, increased the capacity of local organizations to adapt and continue the implementation of the JAPRI model, and provided customized support to women and person with disabilities.

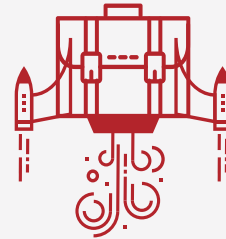
Improved Poor & Vulnerable Individuals' Work Opportunities through Entrepreneurship



19,744

Youth, Women, and People with Disabilities

COMPLETED JAPRI TRAININGS



16,611

Youth, Women, and People with Disabilities

IMPROVED ENTREPRENEURIAL SKILLS

4,341

Youth, Women, and People with Disabilities

CREATED A NEW BUSINESS



645

INDIVIDUALS
Qualified as Business Trainers and Coaches

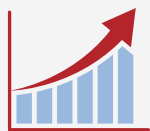


11,313

UNIVERSITY STUDENTS
Learned JAPRI Materials

10,943

YOUTH, WOMEN, AND PEOPLE WITH DISABILITIES WITH BETTER BUSINESSES



3,669

WOMEN AND PEOPLE WITH DISABILITIES

INCREASED EARNINGS

8



University Partners
Institutionally Engaged



150

UNIVERSITY LECTURERS

Qualified as JAPRI Business Coaches and Trainers

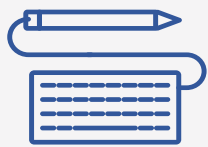
JAPRI Youth Key Achievements

April 2017 – March 2021

GEOGRAPHIC LOCATIONS



UNIVERSITY STUDENT AND NON-STUDENT YOUTH ACHIEVEMENTS



11,072 YOUTH COMPLETED JAPRI TRAININGS

7,036

YOUTH ACCESSED BUSINESS COACHING AND MENTORING



UNIVERSITY PARTNERS AND STUDENTS TRAINED THROUGH THE JAPRI MODULE

West Java	Universitas Pendidikan Indonesia	3,470
Central Java	Universitas Katolik Soegijapranata	1,092
	Universitas Muhammadiyah Purwokerto	284
	Universitas Semarang	248
	Universitas Muhammadiyah Surakarta	274
East Java	Universitas Trunojoyo Madura	1,149
	Universitas Negeri Surabaya	988
	Universitas Nahdlatul Ulama Surabaya	584
	Institut Teknologi Adhi Tama Surabaya	771
	STKIP Trenggalek	286
	Universitas Negeri Malang	823
	Other Universities	1,909
	Institut Teknologi Sepuluh November	102
	Universitas Islam Madura	30
	Universitas Hang Tuah	56
	Universitas Airlangga	455
	Universitas Islam Balitar	96
	STIKES Soetomo	171
	UIN Sunan Ampel	87
	Universitas Madura	271
NSC Politeknik	76	
Total		11,313



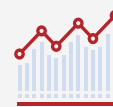
10,027

YOUTH IMPROVED THEIR SKILLS



395

INDIVIDUALS Qualified as Business Trainers and Coaches



2,933

YOUTH IMPROVED THEIR BUSINESSES



2,985

YOUTH CREATED NEW BUSINESSES

JAPRI Women's Economic Empowerment Key Achievements

October 2019 – December 2021

GEOGRAPHIC LOCATIONS



1,152

WOMEN CREATED
NEW BUSINESSES



3,137

WOMEN INCREASED THEIR
BUSINESS EARNINGS



2,029

Male Beneficiaries Trained
to Become Effective Allies
of Women Entrepreneurs



133

INDIVIDUALS
Qualified as Business
Trainers and Coaches



7,669

WOMEN COMPLETED
JAPRI TRAININGS

3,170

WOMEN LEGALIZED
THEIR BUSINESSES



700

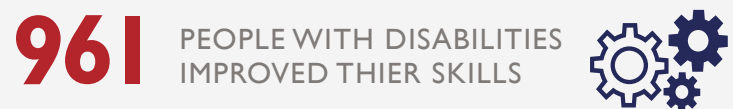
WOMEN

Received Seed
Funding to Support
Their Businesses

JAPRI People with Disabilities Key Achievements

October 2020-February 2022

GEOGRAPHIC LOCATIONS



POOR & VULNERABLE INDIVIDUALS' WORK OPPORTUNITIES IMPROVED THROUGH ENTREPRENEURSHIP

Project Design & Key Achievements



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PROJECT DESIGN

Theory of Change & Results Framework

Unlike most traditional entrepreneurship training programs, the purpose of JAPRI was to equip P&V individuals with basic entrepreneurship skills and access to business coaching and mentoring to help improve their work opportunities through self-employment.

The theory of change underpinning JAPRI was that *if* P&V individuals were empowered to start and/or grow businesses, *and* the capacity of local stakeholders to provide entrepreneurs with ongoing support was strengthened, *then* work opportunities would be improved.

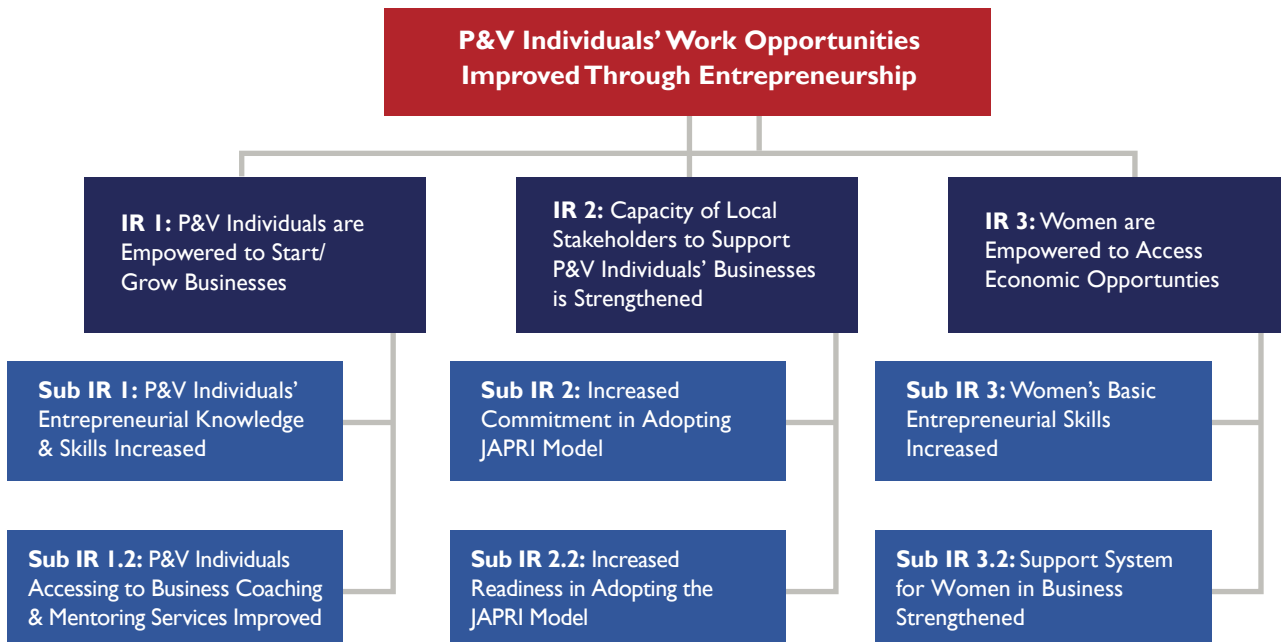
This theory of change was based on several key assumptions. The first was that support from the government or other stakeholders would be available to ensure sustainable support for youth. The second assumption was that P&V individuals were interested in joining the JAPRI entrepreneurship training program and that those who were interested would be supported by their families and communities. The third was that JAPRI partners would be able to identify and recruit enough quality trainers to equip P&V individuals with the targeted skills. Finally, the fourth assumption was that the existing local systems could support P&V businesses.

Throughout the implementation of JAPRI, IIE and its partners saw these assumptions proven true. Through the support provided by JAPRI for P&V individuals to start and grow business, the workforce development for P&V individuals improved. JAPRI achieved its goal through the following objectives and corresponding Results Framework below:

Objective 1: JAPRI will empower P&V individuals to start and/or grow businesses through an increase in entrepreneurship knowledge and skills and access to business coaching and mentoring

Objective 2: JAPRI will strengthen the capacity of local stakeholders to provide P&V entrepreneurs with ongoing support through increased commitment and readiness of stakeholders to adopt the JAPRI model

Objective 3: JAPRI will empower women to access economic opportunities through increased basic entrepreneurship skills and strengthen the support system for women in business



¹ JAPRI's definition of individuals are young men and women aged 18-30 years old, women of all ages, and PWDs. Modified to reflect USAID's priorities for the Full Implementation, Women's Economic Empowerment and Persons with Disabilities phases of the program.

Theory of Change & Results Framework

JAPRI introduced a model for P&V individuals to start and grow businesses. The model began with activities to generate interest among P&V individuals (through mapping or assessment and outreach). It was then followed by capacity-building activities including training and practical business experience.

JAPRI introduced a customized module for entrepreneurship training, Training of Trainers, and Training of Coaches. Finally, JAPRI also engaged stakeholders such as community organizations, governments, universities, and the private sector to both prove that is model was effective and could be marketed to potential stakeholders for replication, and to provide continued support for P&V individuals during and after the program to further their businesses' sustainability.

During its 18-month pilot phase in 2017- 2018, JAPRI developed the following learning pathway (see below) to

help stakeholders understand the program's approach to entrepreneurship development. The learning pathway was a sequence of activities which sought to achieve JAPRI's goal of creating work opportunities through new or better businesses.

In this phase, JAPRI also developed customized training materials for training participants on both business motivation and entrepreneurship. The entrepreneurship training materials focused on teaching basic business skills, including business planning, market analysis and strategy, marketing, and accounting. The business motivation training materials addressed work readiness and building motivation to improve quality of life, moving outside one's comfort zone, and developing business ideas. After the pilot phase, JAPRI continued to provide these services while at the same time providing capacity building for the stakeholders to ensure sustainability after the project ends. JAPRI also developed Training of Trainers and Training of Coaches modules in collaboration with its private sector partner Coaching Indonesia.



The most valuable lesson I received from JAPRI was about building an entrepreneurial mindset, which I applied in my business ‘Karya Kayu’, where I learned to be more creative and always try to create new things.

M. KHOIR FIRDAUS (24), CARPENTRY BUSINESS, BANGKALAN REGENCY, EAST JAVA
 USAID JAPRI FULL IMPLEMENTATION PARTICIPANT AT TRUNOJOYO UNIVERSITY, MADURA, 2019

KEY ACHIEVEMENTS



Economic inequality has always disproportionately impacted P&V groups in Indonesia. Entrepreneurship is one of the most strategic means for offering P&V groups a viable and sustainable path out of poverty. Entrepreneurship can help increase income while also creating new economic opportunities for individuals and their families. Additionally, it can also create a positive causal reaction for not only vulnerable groups, but also to others in their community, increasing the potential for job creation and the creation of a vibrant economic ecosystem, which ultimately contributes to the broader Indonesian economy.

The USAID JAPRI program worked with P&V groups to develop and implement approaches to promote entrepreneurship across West, Central, and East Java. The collaboration that JAPRI fostered with its stakeholders resulted in the creation of practical tools and methods that was relevant and replicable among its wide range of participants, which included youth, women, and people with disabilities. The following section highlights the key achievements of the USAID JAPRI program between 2017 and 2022.



I want my dreams to come true to be able to help my family and be financially independent.”

ABRILLA HANI A. (19), OWNER OF ABRILLA DESSERT, KEDIRI CITY, EAST JAVA
USAID JAPRI WEE PARTICIPANT, 2021

Expanding Access to Economic Opportunities for Women

In 2019, IIE learned about a potential funding opportunity through the Women’s Global Development and Prosperity Initiative and applied for funding to expand the JAPRI model.

IIE proposed to target women to benefit from the entrepreneurship development program. There was a requirement from the initiative to increase awareness of gender equality and to increase access to ownership for women. To meet the requirements, IIE incorporated two new approaches:

- To increase awareness of the gender equality, JAPRI conducted gender trainings for the immediate family members of the women participants. The gender training participants were male and the objective was for the male participants to create a support system for the women participants by sharing the domestic burden since the women were involved in the economic activities.
- To increase access to ownership, JAPRI conducted activities to encourage women registering their business. This initiative was in line with the government’s effort to encourage business registration. By registering their business, women entrepreneurs were able to access bigger market opportunities and other programs, such as financing.

IIE was awarded the additional funding in September 2019. As a result of this expansion:



1,152

Women created new businesses

3,137

Women experienced increased income

7,669

Women completed JAPRI training pathways

3,170

Women legally registered their businesses

133

Individuals became qualified trainers and coaches

2,029

Male participants engaged in gender sensitivity training



700

Women received seed funding to strengthen and expand their businesses

Expanding Access to Economic Opportunities for People with Disabilities

In 2020, another funding opportunity came from the Employment and Economic Empowerment Office of USAID/ Washington. The funding opportunity was to support the inclusion of persons with disabilities in employment opportunities. IIE submitted a proposal that tailored the JAPRI model to meet with PWDs’ needs within the entrepreneurship space and was awarded funding that expanded the program in August 2020.

Working with HWDI as its implementing partner, IIE emphasized the inclusion of PWDs in the program (physical, sensory—blind, deaf, and mute, and non-sensory disabilities—mental and intellectual). In addition to directly working with these populations in JAPRI activities, IIE and its partners understood that the support system for its PWD participants also needed to be strengthened. Therefore, JAPRI required that its stakeholders attend a Disabilities’ Perspective and Interaction Training (DPIT) and provide reasonable accommodations for each type of disability. The DPITs led by HWDI opened the eyes of JAPRI stakeholders, including IIE and its other implementing partners, to the unique needs of PWDs and strengthened stakeholder commitment to the inclusion of PWDs in their work.

As a result of this expansion of the project in 2020:





Strengthening of Local Organizations

JAPRI was implemented by a consortium led by IIE in collaboration with implementing partners PJI, MRUF, KPS2K, and HWDI, all local Indonesian organizations. The consortium offered a wide range of expertise in the fields of entrepreneurship, gender equality, and disability, and members had the proven ability to access and work with JAPRI's target beneficiaries, who were women and people with disabilities as well as individuals from poor and vulnerable backgrounds.

Although JAPRI's consortium members provided different expertise that enriched JAPRI's intervention for its beneficiaries, through IIE, the program also provided long-term capacity building for its consortium members.

Due to the capacity building provided by IIE to JAPRI's consortium member, they became ready, administratively and strategically, to expand on their work and receive and manage funding. In terms of programmatic implementation, the consortium members now have the experience to apply a monitoring and evaluation system that will enable them to effectively measure impact.

Capacity-building assistance and support that IIE provided to JAPRI consortium members throughout the program included:

- Strengthened the consortium members' organizational management and administration procedures (guidelines, compliance, reporting) to be more professional and in line with international donor regulations
- Built members' skills on results-based and measurable management of activities, resulting in improved ability to monitor, evaluate, and learn from activities
- Provided access for consortium members to reach and support beneficiaries in areas where members had not previously been active, increasing the consortium's capacity in dealing with different implementation conditions and developing effective implementation strategies
- Improved the consortium's understanding of the importance of gender and disability inclusion, as well as how to implement supporting activities
- Served as a pilot ground for the consortium's e-Learning platform development. Although this came about as an emergency plan due to the COVID-19 pandemic, the use of online platforms has proven to be very useful in keeping activities on track and effectively reaching beneficiaries
- Created opportunities for consortium members to collaborate with other local organizations and partner with universities, institutions, community organizations, and local governments

Government Partnerships

Throughout its different stages of implementation, the JAPRI program emphasized scalability and adaptability to ensure program sustainability beyond the award lifecycle. In practice, this meant testing training models and approaches, then reframing and adjusting activities to meet the specific needs of stakeholders and communities. To support this effort, creating an exit strategy was crucial to help ensure that JAPRI's proven methods and tools would be adopted and adapted into the local context. As such, creating effective government partnerships at the local, provincial, and central government levels was a key priority of the program, as detailed further below.

For its work in East Java, JAPRI maintained good communication and collaboration with government agencies in many of the areas. This was primarily achieved through relationships with the BAPPEDA (Development and Planning Office) at the provincial and local levels, as well as with the mayors, district heads, regional secretaries, and other offices in Trenggalek, Blitar, Bangkalan, Sampang, Kediri, and Malang. Collaboration with local governments increased JAPRI's ability to access potential participants for its activities, in identifying and designing approaches that were effective and efficient, and in identifying stakeholders who were able and willing to support JAPRI.

In many areas, this close collaboration with the program led to the local governments' adaptation and embedding of JAPRI's approach and tools into their own programming. Meanwhile, other cities and districts incorporated JAPRI's approach in more informal ways into their own programming, taking best practices from entrepreneurship development, gender perspectives training, and JAPRI's approach in promoting and fostering entrepreneurship for PWD communities. Through JAPRI, all district and city partners gained access to trained resource persons that will be beneficial for their future activities.

JAPRI also successfully received critical buy-in from local governments to not only implement activities, but to also

continue activities after the project ends. For example, after implementing JAPRI as a pilot project in Trenggalek, BAPPEDA Provinsi Jawa Timur offered to scale up this program to 17 regions in East Java as part of the Anti-Poverty Program.

At the national level, JAPRI also left its mark. In the beginning of the project, JAPRI developed an entrepreneurship module to provide technical guidance for youth in creating their business plan through basic entrepreneurship knowledge and tools. It provided a holistic approach starting from business motivation, to identifying business ideas, to marketing, then financial management. A workbook and simplified Business Model Canvas form were also prepared to compliment the module.

In 2022, JAPRI closely worked with Indonesia's Ministry of Education, Culture, Research, and Technology (MoECRT) to adapt and upload its module and learning materials onto MoECRT's e-learning platform, SPADA. Seven chapters from JAPRI's entrepreneurship module were developed into learning videos delivered by lecturers from JAPRI's partner stakeholders and universities, including:

1. Dr. Indra C. Uno, lecturer at several universities
2. Dr. Lili Adi Wibowo, S.Pd., S.Sos, M.M., Deputy Dean for Student Affairs, Indonesian University of Education Bandung
3. Agus Sugiharto S.Sos, M.Sc., Head of the Community Service Section, Universitas Ciputra, Surabaya.

Through this opportunity provided by MoECRT, JAPRI was able to leave behind a broader legacy that will continue to disseminate the model's benefits and will be more widely accessible as a learning resource to university students and lecturers on a national level in Indonesia.

JAPRI's e-learning materials on SPADA can be accessed at <https://lmsspada.kemdikbud.go.id/course/view.php?id=3420>

In Blitar, the local government has adopted JAPRI's approach through the following activities:



- District Manpower Office: PAK CAMAT PMI (Pelatihan Kewirausahaan bagi Calon Wirausaha dan Mantan Pekerja Migran Indonesia) / Entrepreneurship Training for Aspiring Entrepreneurs and Former Indonesian Migrant Workers.
- District Cooperative and Micro Enterprise Office: ABANG WIRA (Audisi Pengembangan Wirausaha) / Entrepreneurship Development Audition.
- District Industry and Commerce Office: ABANG MARKO (Audisi Pengembangan Marketing Online) / Online Marketing Development Audition.

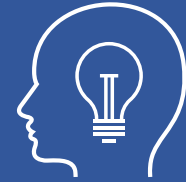
Private Sector Engagement

As part of its implementation strategy, JAPRI engaged the private sector to help leverage their resources to complement JAPRI's own resources and efforts. Private sector partners who collaborated with JAPRI in joint activities included:

PRIVATE SECTOR PARTNER	ROLE
Coaching Indonesia	Coaching Indonesia is a company specializing in fostering human capital through targeted and measurable coaching approach. JAPRI worked with Coaching Indonesia from the pilot phase onwards to create a group of local coaches who would provide coaching services to youth beneficiaries. The collaboration was later upscaled to include online learning for ToCs and coaching activities through web-based platforms called ViseClass and ViseCoach. JAPRI was able to train a total of 235 business coaches in JAPRI's work areas across the country, who in turn provided business coaching sessions to program beneficiaries.
Bank Rakyat Indonesia Microfinance	JAPRI collaborated with the Bank Rakyat Indonesia Microfinance Center for mentoring activities throughout the program. Prior to the COVID-19 pandemic, JAPRI invited representatives from the Microfinance Center to act as resource persons for mentoring sessions, while during the pandemic, they organized a series of online mentoring sessions and invited JAPRI participants. Through this collaboration, JAPRI and Bank Rakyat were able to promote the importance of financial inclusion for entrepreneurs.
Cargill	JAPRI collaborated with Cargill, an American global corporation who focuses on trading, purchasing, and distributing grain and other agricultural commodities such as raising livestock and producing feed. Cargill has sites in Blitar (a JAPRI target location) and Sidoarjo. JAPRI and Cargill worked together to provide poultry farmers with new entrepreneurial knowledge to help them grow their businesses and increase their capacity.
WhatsApp	JAPRI collaborated with WhatsApp in its business mentoring activities following WhatsApp's introduction of their new platform, WhatsApp Business. This is an app built to enable businesses to easily interact with customers by providing tools to automate, sort, and quickly respond to messages. Through this collaboration, JAPRI was able to further introduce the use of technology as a means to help support business development, especially in reaching a wider market.

As with JAPRI's collaborations with other stakeholders, collaborating with the private sector enriched JAPRI's effort in promoting entrepreneurship and provided the opportunity for businesses to adopt the approach and tools that they developed alongside JAPRI in their own activities.

Spotlight



Private Sector Partnership



Thanks to JAPRI, Coaching Indonesia has been able to interact more closely with local communities and support them in sharing their experiences with one another.

Since 2018, JAPRI has been in a partnership with Coaching Indonesia to provide quality business coaching on skills for local coaches in JAPRI's working areas. As a private sector business which focuses on human development, Coaching Indonesia is internationally accredited by International Coach Federation. Coaching Indonesia provided training to JAPRI's local coaches through the Training of Coaches, supporting participants to learn how to deliver business coaching to poor and vulnerable individuals. The collaboration has made a significant contribution to assisting JAPRI's beneficiaries in running their businesses, with more than 10,000 youth, women, and people with disabilities reporting that their businesses grew after they had completed at least three coaching sessions.

Through working together, JAPRI provided access and opportunities for Coaching Indonesia to reach more beneficiaries in under-served areas, which was part of Coaching Indonesia's mission. Thanks to JAPRI, Coaching Indonesia has been able to interact more closely with local communities and support them in sharing their experiences with one another. Working with diverse populations has

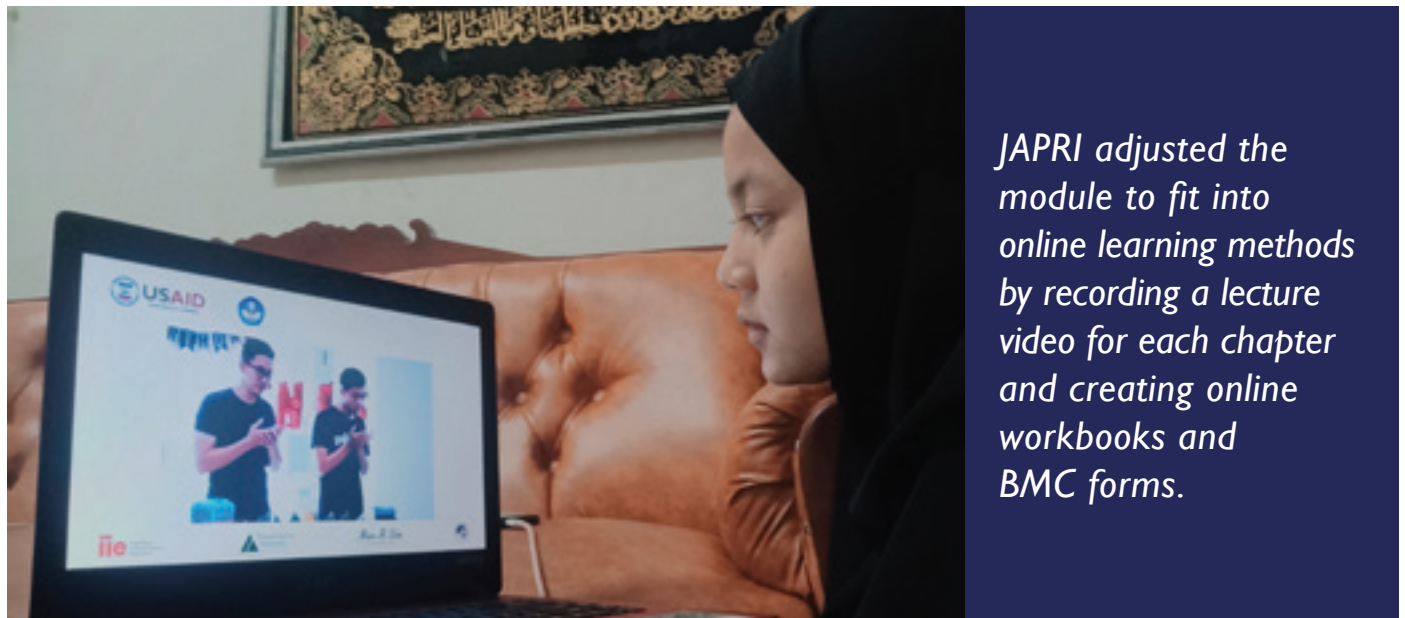
also helped Coaching Indonesia to better adjust its coaching approaches. In the fourth year of the partnership, JAPRI also strengthened the institutional capacity of Coaching Indonesia by providing gender training as well as Disability Perspective and Interaction Training. In these trainings, professional coaches from Coaching Indonesia learned about gender justice and disability perspectives to interact more ethically with women and people with disabilities. They also received knowledge about gender justice for women entrepreneurs, then incorporated their new understanding and skills into their training and coaching models for these groups.

After Coaching Indonesia's coaches became heavily involved in JAPRI's activities, they also incorporated JAPRI's entrepreneurship materials into their own programs for self-learning, coaching, and mentoring. Coaching Indonesia included JAPRI materials, such as financial management, marketing, and business coaching, into the features of their online coaching and mentoring application, ViseCoach. As a result of learning how to be more inclusive, ViseCoach can now be downloaded by anyone with a smartphone, better reaching micro and small business owners.

Collaboration with Higher Education Institutions

To reach university participants, JAPRI collaborated and implemented activities with eight higher education institution (HEI) partners, including:

No	Name of HEI Institutionally Engaged	City/District	Province
1	Universitas Pendidikan Indonesia (UPI)	Bandung	West Java
2	Universitas Katolik Soegijapranata (UNIKA)	Semarang	Central Java
3	Universitas Trunojoyo Madura (UTM)	Bangkalan	East Java
4	Institut Teknologi Adhi Tama (ITATS)	Surabaya	East Java
5	Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP)	Trenggalek	East Java
6	Universitas Negeri Malang (UM)	Malang	East Java
7	Universitas Nahdlatul Ulama Surabaya (UNUSA)	Surabaya	East Java
8	Universitas Negeri Surabaya (UNESA)	Surabaya	East Java



Through collaboration with these eight universities, JAPRI trained a total of 150 university lecturers to be business trainers and business coaches. With these lecturers, JAPRI reached 11,072 university students who were trained and included in JAPRI's entrepreneurship development activities. As for the module itself, it was adopted in the campus curriculum and was delivered in the entrepreneurship and business management courses. When the COVID-19 pandemic hit in early 2020, JAPRI adjusted the module to fit into online learning methods by recording a lecture video for each chapter and creating online workbooks and BMC forms.

Spotlight



Higher Education Institution Partnership



UC is now in the process of creating a new Center of Sociopreneurship with gender equality and social inclusion perspectives.

In Indonesia, Universitas Ciputra (UC) is well known for advancing entrepreneurship. JAPRI engaged with UC as a partner for the program to leverage its knowledge, expertise, and resources and collaborated with the Center of Research and Community Service (LPPM) that is under the supervision of the university's Vice Rector. LPPM's role is to develop new research models focused on entrepreneurship that explore community development and sustainability.

To incorporate more inclusive perspectives into educational institutions, JAPRI strengthened the institutional capacity of UC by delivering a DPIT. UC's lecturers also participated in JAPRI's gender training session to improve their understanding of gender equality principles and how they can be applied to support women entrepreneurs. Lecturers were very enthusiastic because these activities provided them with new experiences in delivering entrepreneurship materials with inclusion perspectives. The lecturers fully participated in the two mandatory activities before they led a Training of Trainers for JAPRI's local trainers, followed by a Business Model Canvas Mentoring for PWD participants. After they finished the JAPRI trainings, UC participants' first action plan was to create a WhatsApp working group. In this WhatsApp group, lecturers provided mentoring sessions for people with disabilities in running their business ideas. They assisted beneficiaries by suggesting practical methods and solutions that beneficiaries can use to solve their business problems.

In terms of institutional capacity strengthening, JAPRI's gender equality training and DPIT have also been incorporated into the university's community development models. After receiving JAPRI's DPIT and gender training materials, UC continued to develop research models and community service approaches through LPPM, and incorporated disability perspectives and gender equality components into their existing curriculum and other research projects. Through LPPM, UC now implements activities for vulnerable people by taking into consideration their specific needs and desired means interaction.

UC is also now in the process of creating a new Center of Sociopreneurship with gender equality and social inclusion perspectives. These new approaches aim to encourage and assist more vulnerable groups, such as students, women, and people with disabilities, to develop entrepreneurial mindsets and run better businesses. In initiating this center, UC will undertake additional research and comparative studies with their overseas university partners. Their more inclusive approach will also be beneficial to improving the quality of learning center and university accreditation. This is just one way that UC is contributing to the creation of enabling environments for marginalized social groups in Indonesia.

Additional Stakeholder Resources

Throughout the project, JAPRI received support from the local stakeholders, namely local governments, university partners, and the private sector. Some of them provided in-kind contribution in the forms of manpower and logistics (i.e. venue, transportation, meals, etc.) For people with disabilities participants, JAPRI collaborated with the local governments of Blitar, Trenggalek, Malang, and Kediri for organizing the International Day of People with Disability activities. The local governments contributed both financial support and manpower valued at USD 17,563. JAPRI also collaborated with

a local university, Universitas Ciputra, in the implementation of the Training of Trainers, in which the university was not paid (assistance totaling an estimated USD \$14,000). Another collaboration was with WhatsApp business who provided mentoring sessions for JAPRI participants on how to utilize their platform as a means to reach wider markets (total estimate of USD 428). The additional support demonstrated the partners' commitment to the JAPRI model and the value added to their local communities.



Replication of JAPRI Model in Pakistan

Under the new USAID-funded Higher Education System Strengthening Activity (HESSA) in Pakistan, IIE plans to introduce the JAPRI entrepreneurship model to Pakistani HEIs for adaptation based on the Pakistani and institutional context. In addition to introducing the JAPRI model to participating HEIs, HESSA will support a delegation of Pakistani higher education administrators to Indonesia so they can meet with JAPRI stakeholders and see the impact of the program first hand in 2022 or 2023. After the study tour, the participating HEIs will adapt and implement the JAPRI model at their institutions to support the expansion of student entrepreneurship in Pakistan.



Key Performance Indicators

Spotlight

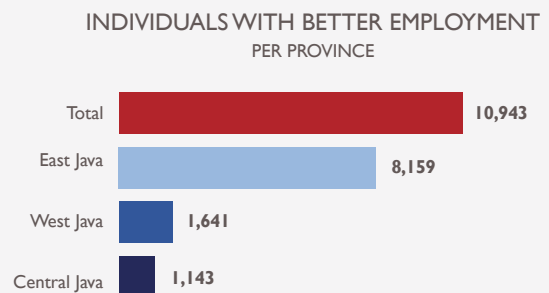
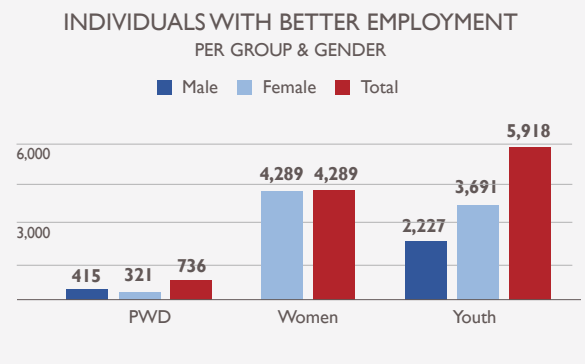
Percent of Individuals with Better Employment Following Participation in USG-Assisted Workforce Development Programs

10,943 individuals, or 55% of the 19,744 participants who fully participated in JAPRI trainings, successfully reported better employment. 76% percent of those participants were women. The top three business sectors represented among participants were culinary (3,914 individuals), fashion (2,137 individuals), and services (1,528 individuals). 'Better employment' refers to business growth along one of the following six variables: Growth in customers; growth in gross sales (revenue); growth in employment; growth in transactions; growth in production capacity; and growth in asset ownership.

In addition to the above, participants also reported personal improvement after receiving JAPRI capacity development support. Examples include improving the packaging of their products, enlarging their business networks, and improving their business financial reports.

Business coaching and mentoring in particular helped them to guide their businesses to survive during the pandemic. The coaching and mentoring sessions were often useful to provide motivational sessions as most of the time participants' business problems were also related to surrounding life challenges. The participants reported feeling more consistent and confident in running their businesses, with more perseverance to increase revenue, customers, transaction, employment, and production capacity. The majority of their businesses became more structured by developed targeted marketing strategies, stable production, and sound budgeting.

New technology also played a huge part in persuading more individuals to develop a business. Nowadays, anyone can run a business with a smartphone and internet connection. While the pandemic certainly posed tremendous challenges, JAPRI saw that it also created opportunities for individuals to become entrepreneurs and excel.





Key Performance Indicators Spotlight

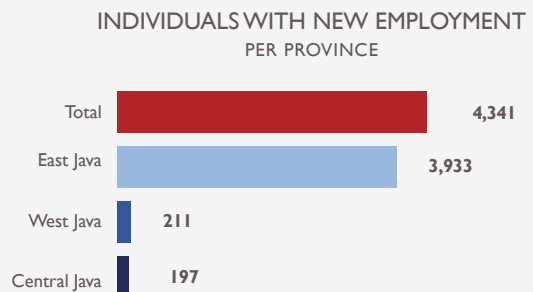
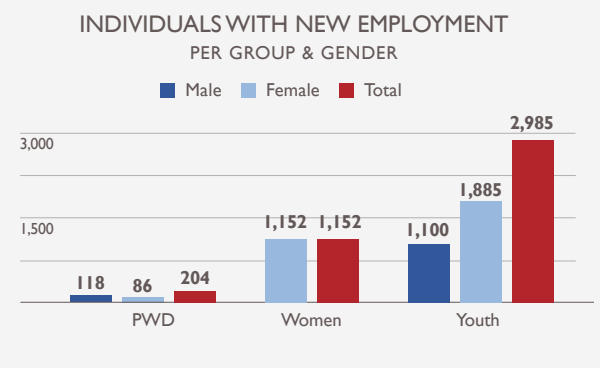
Percent of Individuals with New Employment Following Participation on USG-Assisted Workforce Development Programs

4,341 individuals, or 22% of the 19,744 participants who participated in JAPRI Entrepreneurship Trainings and One-Day Business Trainings, gained new employment through a business. 76% percent of those individuals were women. The top three business sectors represented among participants were culinary (1,521 individuals), fashion (806 individuals), and trading/retail (635 individuals). New employment is a transition from a status of 'do not have a business,' to a status of 'have a business.' These are youth, women, and PWDs who have become engaged in commercial activities, such as producing and selling goods and services for profit.

Upon gaining new entrepreneurship knowledge through JAPRI's training, business coaching, and mentoring, participants felt more empowered to open up a new business. Most individuals started their businesses based on their motivation to support their family's income.

Once participants began running their business, they felt the need to improve their business through means such as adding more products or broadening their marketing strategy through tools like social media. The coaching and mentoring activities led by JAPRI-certified coaches provided a safe environment and inspiration for youth, women, and people with disabilities to explore their businesses' strengths, weaknesses, potential, and new opportunities.

By strengthening the participants' collaboration with JAPRI local trainers and coaches, JAPRI expects that these relationships will continue to flourish well beyond the end of the program.



Upon gaining new entrepreneurship knowledge through JAPRI's training, business coaching, and mentoring, participants felt more empowered to open up a new business.



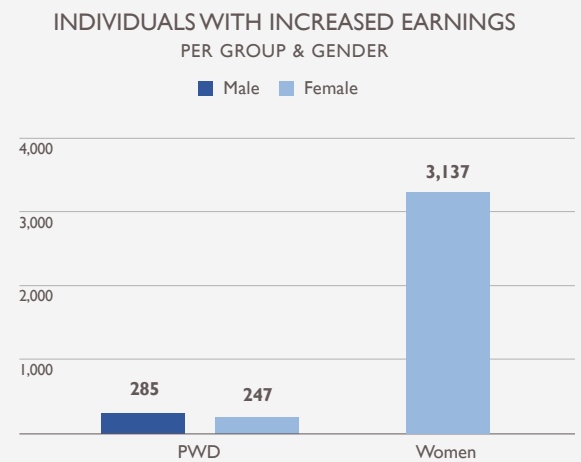
Key Performance Indicators Spotlight

Number of Individuals with Increased Earnings Following the Completion of USG-Assisted Workforce Development Programs

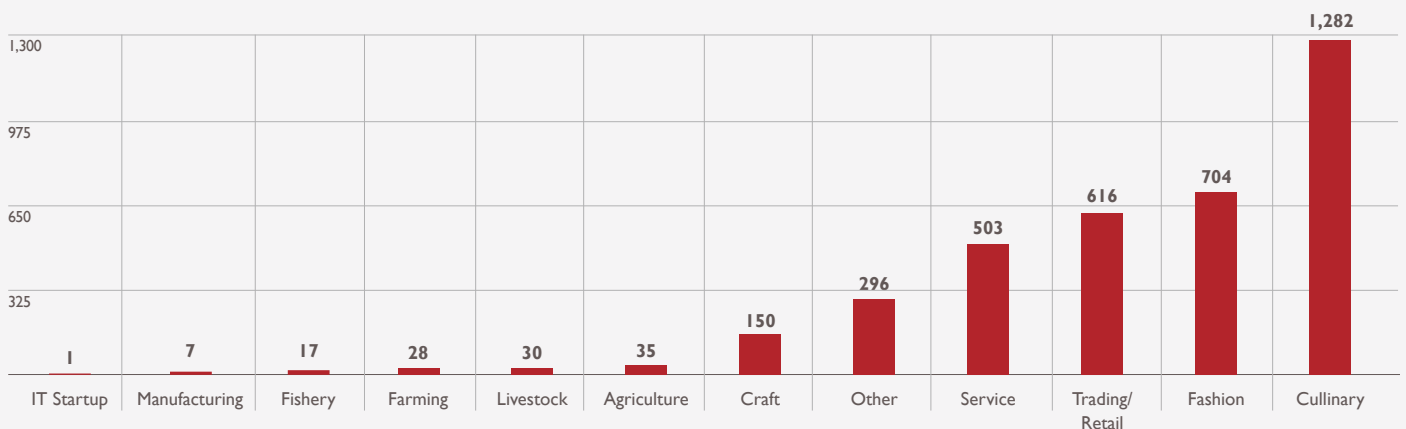
3,669 PWDs and women beneficiaries successfully showed an increase in their business earnings as one of their business growth variables. Of that number, 92% were women. Overall, the PWD and women beneficiaries saw increases of between IDR 1 million (USD \$69) and 50 million (USD \$3,857) at least in six months after completing business coaching and mentoring sessions.

To support these increases in earnings, JAPRI used extensive business coaching and mentoring sessions following trainings to encourage and guide its women and PWD beneficiaries.

This level of wraparound support was crucial to the program's success during the beginning of COVID-19, as strict lockdowns and social distancing measures were put in place by the Government of Indonesia. During this time, participants' business operations saw a massive drop in demand across most sectors. To overcome this challenge, JAPRI's mentors routinely shared their business knowledge and explained how to take advantage of market demands such as varying their business products and optimizing online sales. Optimizing social media and online marketplaces were effective methods to reach consumers in the midst of social distancing measures.



INDIVIDUALS WITH NEW EMPLOYMENT BASED ON SECTOR



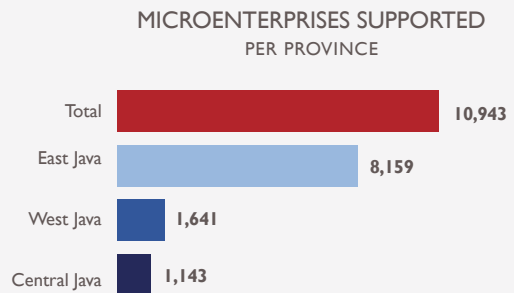
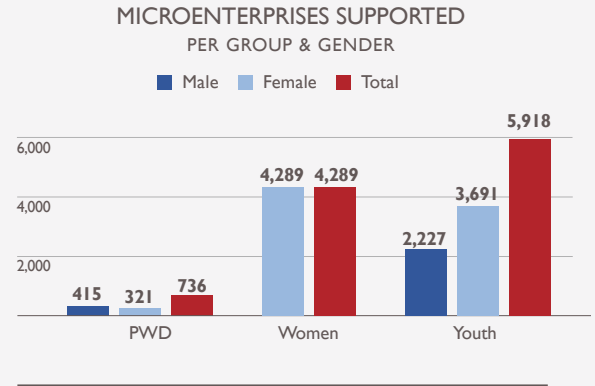


Key Performance Indicators Spotlight

Number of Microenterprises Supported by USG Assistance

10,943 microenterprises received assistance from JAPRI through its local trainers and coaches. In the context of this program, a microenterprise is a very small enterprise that was owned and operated by youth, women, and/or people with disabilities that had participated in JAPRI capacity building, coaching, and mentoring services.

More specifically, participants' microenterprises were supported through their collaboration with local trainers and local coaches from community group, universities, and local government partners in JAPRI's working areas across West, Central, and East Java. With JAPRI's entrepreneurship trainings, one-day business trainings, business coaching, and mentoring activities, local trainers and coaches helped participants create realistic next steps and map challenges through finding solutions, something that was particularly critical during the COVID-19 pandemic. In terms of business sectors, the majority of microenterprises served by JAPRI were culinary businesses (3,914), as well as a growing number of fashion (2,137), craft (446), trading/retail (1,368), and service sector (1,528) enterprises.



Percentage of Participants Reporting Increased Agreement with the Concept that Males and Females Should Have Equal Access to Social, Economic, and Political Resources and Opportunities

Across JAPRI's WEE programming, 1,774 of the 2,029 (87%) male participants reported increased agreement in promoting gender equality. This was measured by changes in their mindset regarding equal access to resources and opportunities, including support for women entrepreneurs and improvement in the fair distribution of roles in domestic work and household partnership. The expectation is that by becoming more sensitive to gender concerns and roles, men will also champion women's economic empowerment. To collect data for this indicator, JAPRI conducted a pre- and post-training survey for its male WEE participants to compare the results before and after the gender training. Using a scoring rubric, JAPRI analysed the male participants' responses to open-ended questions across four gender analysis variables: access, control, benefit, and participation.

The primary conclusion drawn from the training survey, as well as the trainings themselves, is that a good support system can be initiated by increasing understanding and agreement



between men and women in communities. Male participants clearly indicated in their statement their new awareness and understanding related to gender equality as well as household partnership to eliminate multiple burdens and avoid the potential for gender-based violence. They also agreed that fair distribution of roles between males and females in any responsibilities will potentially contribute to the development of women businesses and likely lead to better familial income. Meaningful integration of gender equality needs to consider women's roles and responsibilities in households, ensure access to opportunities and services, while also enabling women's voices in decision-making opportunities.



Key Performance Indicators Spotlight

Number of Individuals Reporting Legalized Businesses

JAPRI collaborated with its stakeholders to encourage and assist WEE participants to formalize their businesses by providing them with the necessary information to apply for business licenses. 3,170 women legalized their businesses after receiving assistance from JAPRI's local trainers and coaches. The top three business sectors represented among legalized businesses were culinary (1,337), fashion (667), and trading/retail (573).

The category of business legalization varies across multiple levels of government. The minimum standard of business legalization at the village level is SKU (Surat Keterangan Usaha/ Certificate of Business Registration). At the sub-district level, JAPRI beneficiaries applied for IUMK (Izin Usaha Mikro-Kecil/ Micro-Small Business Permit) or P-IRT (Pangan Industri Rumah Tangga), a license specifically for food products.

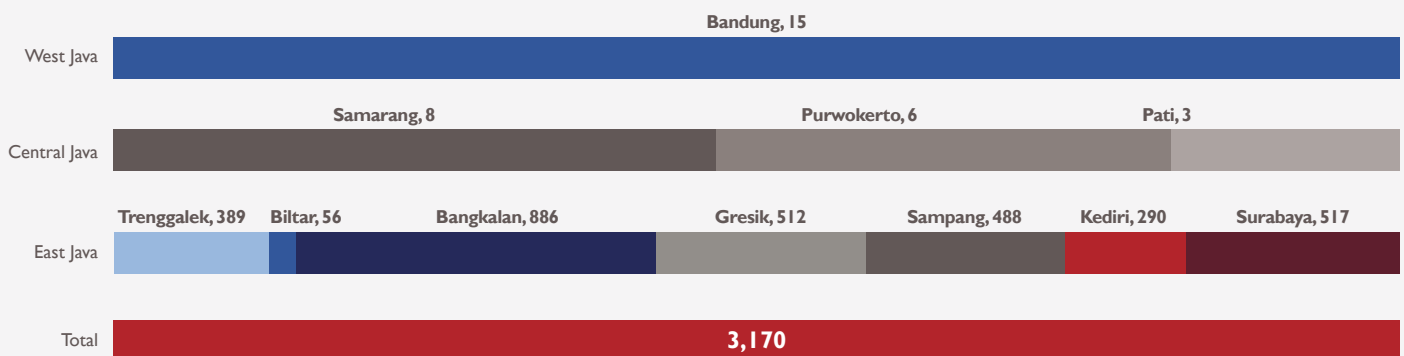
Apart from applications run through local government bodies, the Ministry of Investment/Indonesian Investment Coordinating Board created the Electronic Integrated Business Licensing Services called Online Single Submission (OSS) system² in 2018. Through this online system, small and medium enterprises are able to apply for a NIB (Nomor Induk Berusaha/Business Identification Number) and IUMK. The NIB functions mainly as identification for business actors and by having an NIB, business actors can apply for a Business Permit and a Commercial or



Operational Permit. It also functions as a Company Registration Certificate, Importer Identification Number, and provides customs access. Business actors who have obtained an NIB are also registered as participants in health social security and employment social security.

JAPRI beneficiaries were able to immediately obtain these two business licenses once they completed all the necessary data and information in the website. JAPRI collaborated with stakeholders, such as local trainers and coaches from community groups to facilitate the beneficiaries in applying for business license through OSS website. They invited their respective training participants to mentoring sessions where they would assist the whole registration process. The process itself took only 15-20 minutes until the license is issued. Since the process was conducted through a website, the session could be held using online means via instant messaging or phone call but could also be done in-person.

LEGALIZED BUSINESSES
PER CITY/DISTRICT



²OSS can be accessed through the website <http://oss.go.id>

SUCCESS STORY



Providing Skills Training in Line with
Needs of Persons with Disabilities

BRYAN PRESTIAN W.

Bryan Prestian Wijaya (30), from Blitar District, is an entrepreneur with a visual disability. Bryan became visually impaired following an accident in 2015, but despite the enormous challenges that ensued with relearning how to move about life with a disability, he continued to pursue his interest in entrepreneurship.

In business, Bryan felt there were two types of challenges: external and internal. Externally, he saw that being a person with a disability limited his access to business opportunities, infrastructure, financing, and capacity building. As for the internal challenges, Bryan found that “Adapting to being visually impaired was difficult for me, in my daily activities and in my effort in building a business, I had to learn from zero all over again.”

In 2018, Bryan started a household products business, making laundry detergent, floor cleaner, and dish cleaner. He called it SunFloor. To help him in his business, especially in production and marketing, Bryan was joined by two employees.

In 2020, Bryan participated in USAID JAPRI’s entrepreneurship training for persons with disabilities, with the hope that he would be able to develop his business further. After participating in the USAID JAPRI training, he became even more excited about his business because he was taught to identify potential consumers in the disabled community.

“USAID JAPRI’s activities are different from other entrepreneurship training activities. Here, the method is adapted to the needs of people with disabilities,” noted Bryan. He felt that in previous entrepreneurship training activities that he had participated in, the different needs of people with disabilities were not attended to.

Bryan immediately applied his newfound knowledge in marketing to his sales process, using a business-to-business selling system to resellers, government agencies, and even to local restaurants. He also expanded his reach to networks



within the local Social Services Office, introducing his products in WhatsApp groups and other communication channels, where he was able to gain new acquaintances as well as clients.

Now, Bryan sells on average 200 jerry cans and 50 cartons of refill products, with a turnover of IDR 8-10 million (USD 560-700) a month. One jerry can sells for IDR 35,000 (USD 2.45), while a whole carton costs IDR 150,000 (USD 10.50). Bryan noted thanks to JAPRI, he has improved his ability to pitch his products and negotiate with consumers. With these skills, he is now able to make larger deals by selling his goods in bulk to consumers.

Despite the barriers he has faced, Brian is optimistic about the future, saying, “It’s not good to live without dreams and hopes, because dreams and hopes make you bigger, as I always dreamed this business would be successful. Right now, I am still fighting for my efforts to be bigger, with prayer I want my life to be blessed in every step I take.”

“USAID JAPRI’s activities are different from other entrepreneurship training activities. Here, the method is adapted to the needs of people with disabilities.”

BRYAN PRESTIAN W.

POOR & VULNERABLE INDIVIDUALS ARE EMPOWERED TO START AND/OR GROW A BUSINESS



USAID
FROM THE AMERICAN PEOPLE

POOR & VULNERABLE INDIVIDUALS' ENTREPRENEURIAL KNOWLEDGE AND SKILLS INCREASED

JAPRI applied a holistic approach in delivering its entrepreneurship development learning materials to its participants. JAPRI's most basic target was to increase its participants' knowledge in skills in entrepreneurship, which JAPRI delivered through its Business Motivation Workshops and Entrepreneurship Trainings/ One-Day Business Trainings. Providing different stages of activities for participants allowed them to better facilitate their needs in starting or developing their businesses. These activities are detailed further below:



Business Motivation Workshop

The Business Motivation Workshop (BMW) was an activity designed to increase participants' interest in entrepreneurship, identify entrepreneurial potentials, and develop business ideas according to existing participant potential and market opportunities. By the end of the workshop, participants increased their motivation in developing their businesses ideas. Between 2017-2021, a total of 1,536 youth and 449 PWDs from Bandung, Trenggalek, Surabaya, Blitar, Malang, and Kediri participated in BMWs.

JAPRI conducted the workshop as a two-day event, utilizing games and experiential learning methods. Upon the completion of the workshop, participants presented their business ideas. The main topics of the BMW were:

- JAPRI Program Overview
- Entrepreneurial Motivation
- Create Your Golden Opportunity
- Find out / Sharpening Business Idea or Business Development Ideas

Between 2017-2021, a total of 1,536 youth and 449 PWDs from Bandung, Trenggalek, Surabaya, Blitar, Malang, and Kediri participated in BMWs.

The BMWs were conducted in-persons before COVID-19, then conducted online during the pandemic. The online BMW provided the participants the chance to become self-learners. All learning materials in the form of videos could be accessed by participants through the program's Learning Management System. Participants completed a quiz after they accessed each learning segment and if they had questions related to the learning materials, they could drop in questions through the Google Form. After watching and learning the videos, completing a quiz, and asking questions related to the learning materials through the Learning Management System, participants were then invited to a virtual discussion. This session was facilitated by trainers and aimed to share participants' thoughts as well as key lessons learned to be applied in business practices.

Entrepreneurship Training

The Entrepreneurship Training (ET) was an activity designed to provide participants with technical guidance in developing business plan proposals for their business ideas. These business plans help participants identify and make decisions regarding each of their business activities. The ET included topics such as production, marketing, and financial planning. Participants were introduced to the concept of Business Model Canvas that aided them in shaping their business and could later on be used to present their business to potential investors or lending institutions. Between 2017-2021, a total of 7,665 youth and 1,003 PWDs from Bandung, Trenggalek, Surabaya, Blitar, Malang, and Kediri participated in ETs.

To support this activity, JAPRI developed an ET module in the beginning of the project for university students and P&V youth. The project then adjusted the ET module a number of times to fit the needs of its new target groups (women and PWD) and to better accommodate online learning during COVID-19. Finally, as the project neared the end of its lifecycle, JAPRI once again adapted the materials for MOECRT so the module could be hosted on the Ministry's online learning platform, SPADA. Following the end of JAPRI, the Ministry will maintain the module on SPADA.

Below is an overview of the JAPRI entrepreneurship module:

TOPICS	DESCRIPTION
Introduction to Entrepreneurship	<ul style="list-style-type: none"> • Become an Independent Entrepreneur (Successful Businessman Character and Become an Ethical Entrepreneur) • Exploring Business Idea (Business Aspects Analysis, SWOT, Competitor Analysis) • Business Recognizing (Consumer Products and Competitive Advantage)
Introduction to Production & Financial Projection	<ul style="list-style-type: none"> • Business Resources, Capital & Production Process • Production Cost • Set the COGS (Cost of Goods Sold) • Estimated Calculations for Operating Cost • Estimated Calculations to Cover Operating Cost • Calculation for BEP (Break Even Point) • Production Targets, Sales & Gross Profit
Introduction to Marketing	<ul style="list-style-type: none"> • Develop an Effective Marketing Strategy • Marketing Cost
Introduction to Finance	<ul style="list-style-type: none"> • Personal Finance and Business Finance • Managing Business Finance • Financial Record
Business Planning	<ul style="list-style-type: none"> • Creating BMC • Presenting BMC in the group

One-Day Business Training

When implementing its entrepreneurship trainings, JAPRI learned that a number of the trainers and participants were having trouble in setting multiple schedules to conduct or commit in the participation in the trainings. To resolve the challenge JAPRI designed the One-Day Business Training (ODBT), which was designed to provide entrepreneurship knowledge and skills to university students and P&V youth using a compressed version of the JAPRI ET module, delivered within one full day with the same output as the three-day ET activity. Like the ET, each participant was expected to be able to generate a Business Model Canvas by the end of the ODBT session. The ODBT enabled JAPRI to deliver its module in full and in one day, making it easier for the trainers and the participants to set and commit to a training

The ODBT engaged participants in a comprehensive and distributive learning process to build their knowledge and skills that are necessary for every young entrepreneur. This business training activity provided a strong motivation to the P&V youth in their quest of becoming successful entrepreneurs and strengthened their basic technical understanding of the business process, which assisted them in running their own business. By the end of the training, youth could understand and build upon the skills they needed to be successful as entrepreneurs. Between 2019 to 2021, 3,510 youth from Bandung, Semarang, Surakarta, Surabaya, Bangkalan, and Pamekasan participated in ODBTs.

JAPRI collaborated with local community groups which had access to P&V youths in implementing ODBTs and targeted 200 participants for each training session. For such a large group, JAPRI assigned facilitators for several groups of participants to ensure that participants had equal understanding of the material and received quality support.

Facilitators used an interactive method where they adapted their material to the participants' level of knowledge (participants are expected to already have a business or at least be in the early stages of starting a business). For participants who already had businesses, JAPRI aimed to help them create plans to improve their businesses. For those who were in the early stages of establishing a business (i.e., had a business idea), JAPRI provided technical assistance to them in the activity so they could develop a business plan. As with the ET, JAPRI used the Business Model Canvas as a simple



visual tool to help the participants in creating business plans. Using this approach, the trainers could adjust the materials accordingly and focus on providing what was truly needed by the participants. During the training, participants engaged in practice-based activities, directly putting to use the lessons received in exercises, which were then directly measured by JAPRI. By ensuring that each component of the BMC was completed by participants, JAPRI was able to measure an improvement in participants' skills

COVID-19 initially greatly impacted the implementation of ODBTs as the government restricted large-group gatherings. Several ODBT in Central and East Java were postponed until the decision was made between JAPRI and its ODBT partners to turn the training into an online mentoring activity, where the materials delivered were designed to be shorter than it would be if delivered in an in-person ODBT. JAPRI made the decision to shorten the time because it is much harder to have an active engagement with the participants due to the lack of direct interaction and it would drag too much if the training followed the original time frame, resulting in participants getting bored and potentially leaving the online training. Additionally, the JAPRI Full Implementation phase was ending during and the ODBT was not implemented under JAPRI's WEE and PWD component. This alternative solution still provided satisfying results for the program and its participants. More than 200 participants were able to finish their sessions and the well-trained ODBT facilitators were crucial in supporting the participants' learning process.



Between 2019 to 2021, 3,510 youth from Bandung, Semarang, Surakarta, Surabaya, Bangkalan, and Pamekasan participated in ODBTs.

POOR & VULNERABLE INDIVIDUALS' ACCESS TO BUSINESS COACHING AND MENTORING SERVICES IMPROVED

JAPRI understood that each of its participants are unique and have different challenges in their effort to become independent entrepreneurs, challenges that cannot be resolved just by joining JAPRI's Entrepreneurship Training or One-Day Business Trainings. To further provide assistance to its participants that was more in line with the participants' needs, JAPRI designed Business Coaching, Business Mentoring, and Seed Funding activities. Each is described in further detail below.



Coaching & Mentoring

JAPRI conducted coaching and mentoring activities to further facilitate the delivery of quality entrepreneurial development support to P&V individuals after they completed an ET or ODBT. Throughout the project, coaches supported 7,036 youth and 782 PWDs, contributing to the 2,204 new businesses and 4,450 better businesses. Mentoring was also delivered to 7,036 youth and 782 PWDs. While both activities are focused on specific areas of entrepreneurial knowledge, the strategy and approach method differs between the two activities, as detailed further below.

Coaching was a one-on-one activity where JAPRI business coaches provided specific assistance directly to P&V individuals to enable them to resolve unique challenges in starting businesses, increase their entrepreneurial mindset, and identify business opportunities. As with all JAPRI activities, coaching sessions were conducted in person, unless forced to be online (video call) due to extenuating circumstances. Coaches were required to deliver at least three coaching sessions to the coachee and were not encouraged to provide direct answers to problems faced by the coachee. Instead, coaches facilitated by asking multiple questions to participants to prompt them to discover answers to their business challenges. Upon the

Throughout the project, coaches supported 7,036 youth and 782 PWDs, contributing to the 2,204 new businesses and 4,450 better businesses.

completion of these coaching sessions, participants were able to start a business or show progress in their business.

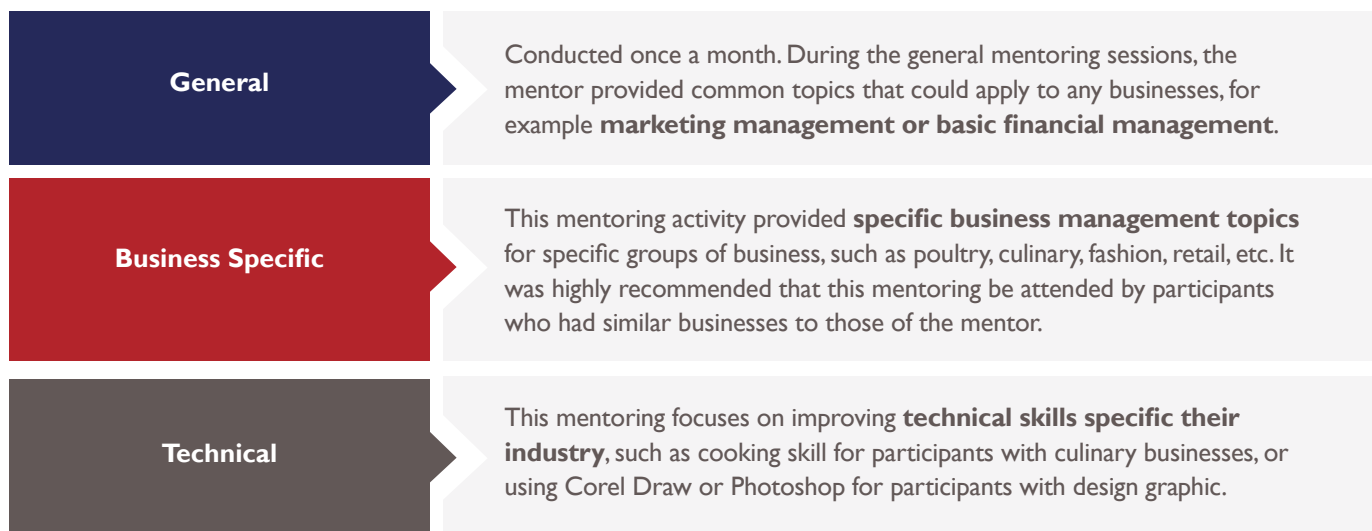
During the COVID-19 outbreak, coaching was transformed into a life-business coaching method. The purpose of using this method was to encourage the participants to remain healthy and stay positive in conducting their business in the midst of unstable conditions. The life-business coaching method optimized deep listening techniques. The coach not only focused on business development, but also listened to problems or business challenges that had a direct impact on the personal life of the coachee. Through the life-business coaching method, the coachee was expected to gain new insights and awareness, and create action plans during the process so that the coachee could remain productive and think creatively in conducting business in the midst of the pandemic.

Coaching & Mentoring *(continued)*

Additionally, the online coaching helped participants re-map their main business or side business that they ran, as businesses could not run normally during the COVID-19 outbreak. At the end of the coaching sessions, an action plan was agreed upon by the coach and the coachee. The coachee then tried to put the plan into action and the coach would follow up the results of the action plan.

Mentoring was a classroom-oriented activity facilitated by a local business practitioner or professional to provide participants with specific business development knowledge. To implement its business mentoring sessions, JAPRI leveraged the support of several stakeholders, including JAPRI trainers and lecturers, community organizations, and business practitioners. The activity was designed as a mechanism to connect more experienced entrepreneurs with participants so they could support participants through knowledge-sharing and providing real examples of the business development process. Upon the completion of the mentoring session, participants gained a broadened perspective in business, whether it be in marketing, financial management, or other technical skills. As a result, participants were able to adapt new knowledge for their businesses.

TYPES OF MENTORING PROVIDED



After the implementation of JAPRI's entrepreneurship training and coaching activities, program implementers saw that a large number of youth and PWD participants needed strengthen their knowledge of creating BMCs. To further support the participants, JAPRI provided them with additional technical assistance through BMC Mentoring. After the ETs, JAPRI worked with participants on how to develop BMC components such as production, marketing, and finances. The mentors also facilitated the delivery of BMC materials based on business sectors. BMC Mentoring was seen as a great beneficial additional to the program, and all participants showed high levels of enthusiasm in joining the activities and reported that they looked forward to applying their new business plans.

During COVID-19, JAPRI adjusted the in-person mentoring sessions using several different online methods: JAPRI

E-Learning platform; Partners' online platform; WhatsApp Groups & Zoom Meetings. JAPRI used video-based learning where three selected business practitioners pre-recorded their lecture and each delivered different topics. JAPRI prepared the following videos for online mentoring:

- Business in the times of pandemic, is it possible? (Abdullah Umar, Owner of Opak Ngapak)
- Motivation for Young Entrepreneurs (M. Salman Alfarys, CEO Yuk Bisnis)
- Utilization of Digital Platforms to Enhance Sales & Retain Customers (Nicky Clara, COO Thisable)

All mentoring videos were provided in the JAPRI E-learning platform which embedded in MRUF's website. Participants could choose to watch at least one video and leave a question or feedback to a particular business mentor.

Seed Funding

JAPRI provided seed funding to selected youth and PWDs for starting and growing their businesses. Recipients were selected by an independent panel of judges. 180 youth from Bandung and Trenggalek were selected to receive the seed funding at the amount of IDR 2,000,000 (USD \$140) in 2018. In total, JAPRI provided IDR 360,000,000 (USD \$ 25,200) in seed funding to youth between 2018 to 2021.

JAPRI also made seed funding available for 350 PWD participants during COVID-19. To assist the participants who were not able to use technology to upload their business proposal, JAPRI gave a mentoring session for them to complete and send in their business proposals. The successful participants received the seed funding at the amount of IDR 2,400,000 (US\$ 200) in 2021.

JAPRI designed a business proposal competition to decide seed funding recipients. During the application period JAPRI participants could submit their business proposal and BMC. In this period, JAPRI worked together with local trainers and local coaches to ensure that their respective participants were well aware of the funding opportunity and process. Once the application period closed, all applicants went through a screening process led by the JAPRI team to ensure that the applicants met the following requirements:

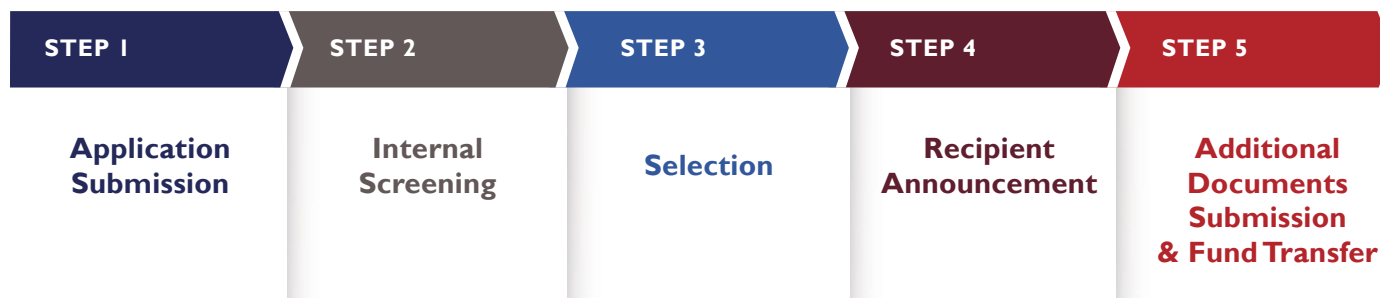
- 1) Completed business proposal form
- 2) Attached BMC
- 3) Participated in JAPRI's ET/ODBT and Coaching/ Mentoring sessions
- 4) Owned a personal bank account
- 5) Showed authenticity and originality in business proposal/no plagiarism



Applicants who met the requirements would continue the selection process where their submitted business proposals were assessed by selection team. JAPRI strengthened the internal screening process to ensure the quality of business proposal before submitting to selection team. JAPRI found that the most common reason for the disqualification was an incomplete business proposal form and unattached BMC.

Each member of selection team gave scores based on proposals which showed profit motives, attractive value proposition, and higher chance to success. Their business also had to display good potential to sustain and grow as well as demonstrate their innovative and creative ideas. Other than points, the selection team could also give recommendations on which proposals they thought deserved to receive extra funding from JAPRI after weighing on the aspects outside of standard grading elements, for example how elaborate the answers were or the relevance of their seed funding plan to their business development. JAPRI took these considerations into account and also weighed whether they had legalized businesses before deciding who were the final successful applicants.

APPLICATION PROCESS



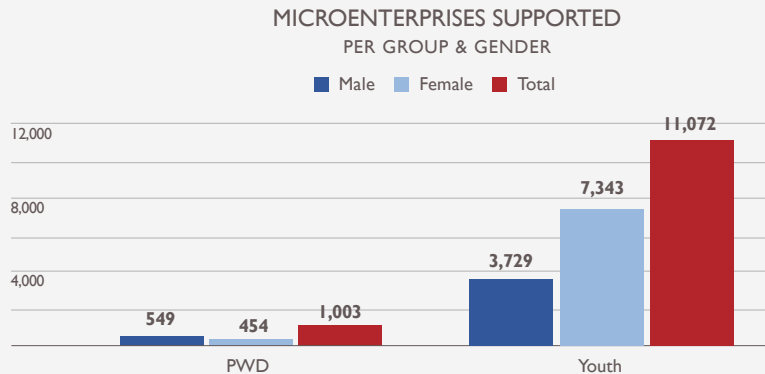
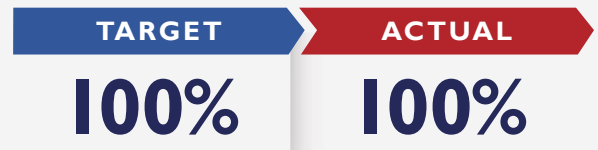
Spotlight



Key Performance Indicators

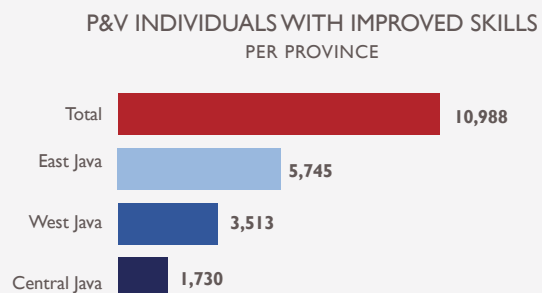
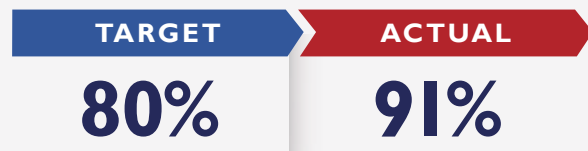
Percent of Individuals Who Completed USG-Assisted Workforce Development Programs

JAPRI reached 100% of the program's 12,075 targeted vulnerable individuals, all of whom fully completed JAPRI trainings, including ETs and ODBTs. 65% of these individuals were women. 6,180 P&V individuals completed WDPs in East Java, 4,018 in West Java, and 1,877 in Central Java. By attending JAPRI's training, participants learned about basic knowledge of entrepreneurship based on the JAPRI entrepreneurship module. The entrepreneurship knowledge provided was made to be general so it could be applicable across different business sectors.



Percent of Individuals with Improved Soft Skills Following Participation in USG-Assisted Workforce Development Programs

Of the 12,075 youth and PWDs who completed JAPRI's trainings, 10,988 (91%) showed improved skills. 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 finance. JAPRI provided the business plan worksheet through a Google Form sent to participants via WhatsApp messenger. A completed BMC indicates improved skills toward an intermediate that linked to longer-term workforce outcomes, such as new employment and increased earnings.





Key Performance Indicators Spotlight

Number of P&V Youth Reporting Self-Efficacy at the Conclusion of USG-Assisted Training/Programming

Self-efficacy refers to people’s belief in their capacity to produce actions that are necessary for achieving desired outcomes/attainments. It aims to assess positive feelings by the participants after the BMW activities in relation to their ability to be successful entrepreneurs. In this case, positive feeling is defined as self-efficacy.

A total of 1,536 youth who completed JAPRI BMWs indicated improved self-efficacy. 70% of those individuals were women. The achievement shows that the motivation and passion of the participating youths to start or develop

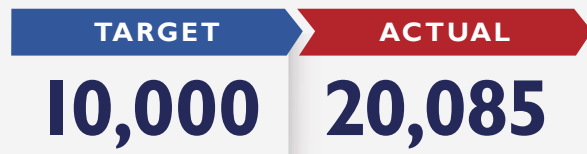


businesses increased through the intervention conducted in the BMW sessions. Youth also obtained basic entrepreneurial knowledge and more capacity to develop a business idea as an output of the BMW.

Number of P&V Youth Trained in Social of Leadership Skills Through USG-Assisted Programs

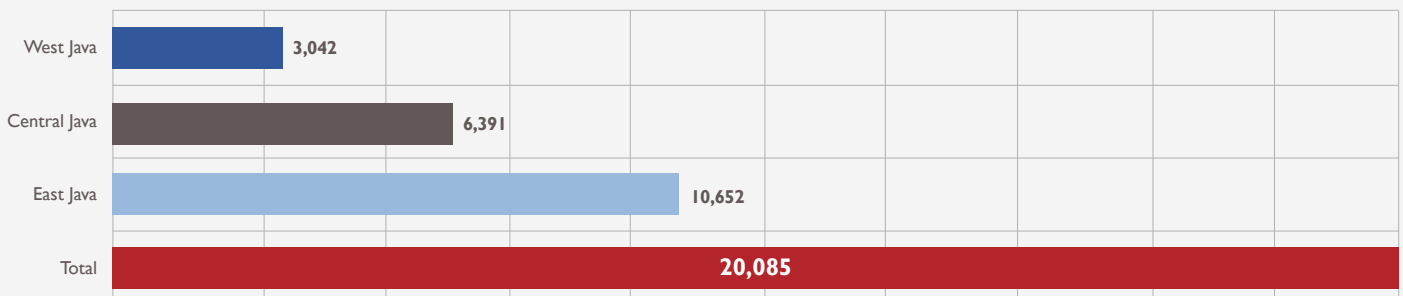
Youth training is defined as youth who participate in JAPRI training or courses, including entrepreneurship training, public lectures, and public seminars hosted by third parties, regardless of whether the youth completes the whole training. If a public seminar is held for two days, and a participant attends only one day of training, they are counted as trained in social or leadership skills.

20,085 youth contributed to this indicator. 64% of those individuals were women. All activities mentioned above



are important in fostering an entrepreneurial spirit among P&V youth. Through these activities, JAPRI provided entrepreneurship assistance that developed their skills, not only entrepreneurial skills, but also social and leadership skills which are important in becoming successful entrepreneurs.

YOUTH TRAINED IN SOCIAL OR LEADERSHIP SKILLS PER PROVINCE





Key Performance Indicators Spotlight

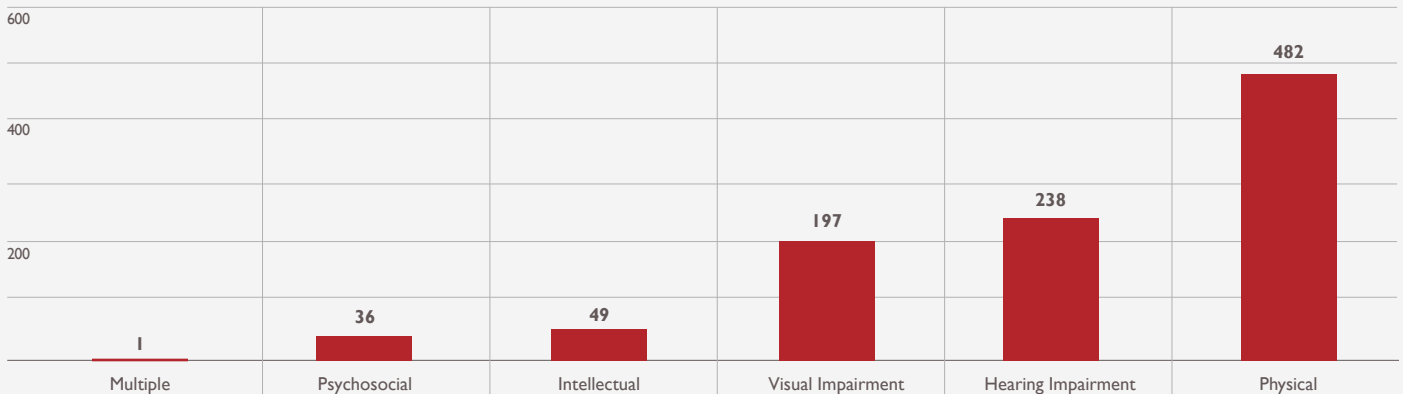
Number of Vulnerable Persons Benefiting from USG-Supported Social Services

Vulnerable persons are defined as PWDs who have physical, mental, intellectual, and sensory impairments which in interaction with various attitudinal and environmental barriers, which may hinder their full and effective participation in society on an equal basis with others. Benefiting from USG-supported social services means that PWDs participate in entrepreneurship training activities aiming to promote the welfare of individuals.

1,003 PWDs (45% women) completed the ETs delivered by the JAPRI-certified local trainers who previously participated in a JAPRI Training of Trainers.



VULNERABLE PERSONS BENEFITING FROM USG-SUPPORTED SOCIAL SERVICES PER DISABILITY TYPE



Percentage of P&V Youth Who Have Satisfaction with the Quality of Training

Satisfaction is defined as a condition when participants report that the JAPRI training met their expectations and needs. The quality of the BMW could be based on the facilitators' ability to 1) clearly explain the content of the workshop, 2) deliver games and presentation with two-way active communication, and 3) create relevant practices in every session rather than just delivering theory.

100% of 1,536 participants believed that the quality of the BMW met the highest level of satisfaction. BMW participants reported that almost all sessions were packaged into interactive games that kept them active and the content delivered was easily understood and met participants' needs. They felt they had benefited from the training and gained new knowledge about entrepreneurship that they can apply to their business.





Number of P&V Youth Accessing JAPRI Business Coaching and Mentoring Sessions

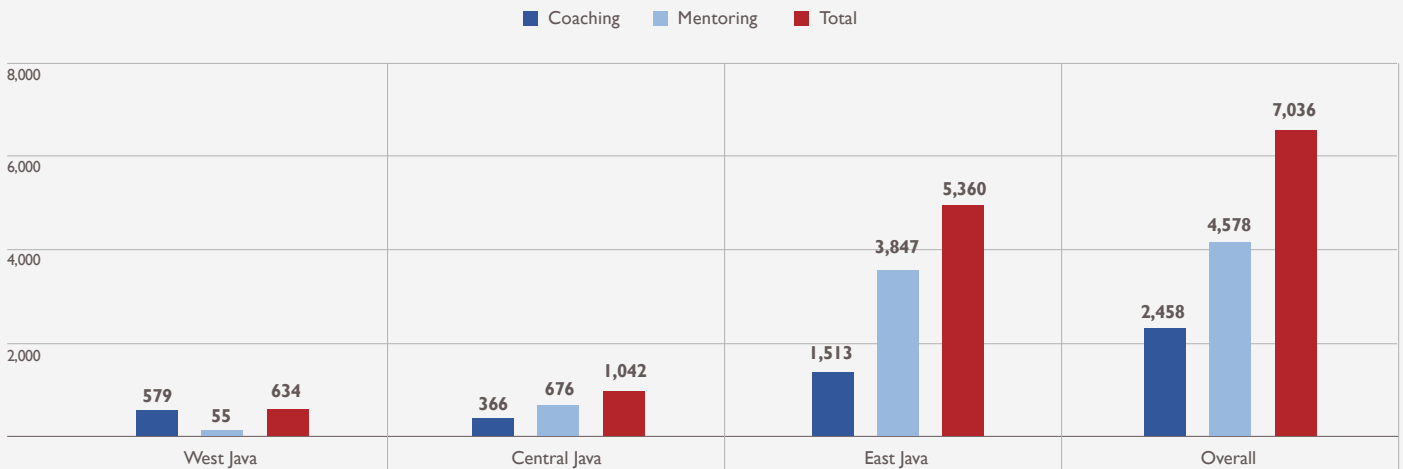
Business coaching and mentoring sessions supported P&V youth in continuing the business process by assisting them to overcome mental barriers, such as low self-efficacy and lack of confidence, which were identified as the greatest barriers during the business start-up period. The aim of the coaching and mentoring process was to assist improvement or initiation of P&V youth businesses.

JAPRI's coaching and mentoring sessions encouraged 7,036 P&V youth (58% women) to step outside their comfort zone and gain a broader perspective in seeing their businesses.

Business coaches and mentors provided P&V youth inspiration by helping them to understand strength, weakness, potential and opportunity in their owned business. Business coaching and mentoring has thus been an important part of the process to achieve an improvement in youth businesses.



YOUTH ACCESSING BUSINESS COACHING AND MENTORING PER PROVINCE AND ACTIVITY



SUCCESS STORY



Providing Quality Entrepreneurship
Training to a New Generation

INTAN SARIKULLAH

Every citizen has the right to work and to earn a decent living. This is stated in Indonesia's constitution. Everyone has an equal right to opportunities to earn a living for themselves and their family but in reality, not all are able to access those opportunities.

Intan Sarikullah (21) from Lamongan District, East Java, is a university student who is pursuing her dream of becoming a successful entrepreneur. Since high school, Intan has been interested in entrepreneurship. It all began in 2018, when Intan and two school friends began experimenting with processing the seeds of the trembesi tree (rain tree). The seeds fell from the trees in their schoolyard, so instead of just letting them become waste, they collected them to turn the seeds into crackers. Intan even joined an entrepreneurship competition for high school students, winning an award for her trembesi seed crackers. This gave her more confidence to pursue becoming an entrepreneur.

After graduating high school, Intan continued her education by pursuing a degree in management at Universitas Negeri Surabaya. She invited two new university friends to join her business and help her market the crackers, which they called Asseed Chips. Intan started to sell her product through an online marketplace in hope of reaching a wider market. To further improve her knowledge in entrepreneurship, Intan took an entrepreneurship course offered by her university, and was invited to participate in JAPRI's entrepreneurship training and business coaching in 2020.

Intan soon realized that JAPRI was different from the entrepreneurship training she had received during high school. Through JAPRI, Intan was able to participate in diverse activities that focused on a variety of entrepreneurial knowledge and skills. She was also able to receive business coaching that enabled her to dive more into detail about the specific business challenges she faced. After joining JAPRI, she also began to keep financial records for her business, something she had never done before.

As of 2022, JAPRI's impact on Intan's business is already visible. Based on the training she received, she has established different



roles on her team to support each stage of her business. Intan's parents help with production, while Intan and her two friends design packaging and market the crackers through social media and online marketplaces. Intan is also trying to expand her market to include local government offices, hoping that they will order her products for government events.

Currently, Intan is selling between 300 to 400 packets of Asseed Chips every month. This is her current maximum production capacity because she uses the sun to dry the crackers, which takes a little longer than a mechanized drying system. From these sales, Intan now turns over between IDR 3 and 4 million (USD 210-280) a month, which is more than twice the amount of her previous monthly turnover (IDR 1-2 million/ USD \$71-85) before she participated in JAPRI. To further strengthen her business and improve market trust, Intan is now planning to apply for a business license to go along with her patent license, which she received in 2021. From there, Intan's ambitions know no bounds as she seeks to expand her legacy as a successful entrepreneur.

“ I will fight while I'm still healthy, because these Trembesi Seed Crackers will be my savings in my old age. I want to grow old seeing the achievement of something I've been fighting for since high school. ”

SUCCESS STORY



Changing Social Perceptions of Disability

RISNA AMANDASARI

Being a person with disability often has its difficulties, such as getting access to education and employment. A lot of the time, we also get discriminated against due to the lack of public understanding of people with disabilities' (PWD) conditions and limitations. Discrimination against PWDs is largely associated with the public's perception of PWD as unable to work productively, whether they are hearing impaired, physically disabled, or have another type of disability. Risna Amandasari, 38, is from Surabaya, East Java, and says she often feels she is discriminated against because she is But, she says, being deaf does not mean that she is not able to interact with others. Other than using sign language, thanks to the development of technology, deaf people can interact actively with others and now have more access to more sources of information than ever before.

Right now, Risna is trying to make good use of technological advances to support her business. Risna loves to cook and bake, and this motivated her to start a cooking business where she sells homemade cakes and snacks and try to earn a decent income.

In 2021, Risna participated in the JAPRI program, which had heard about from her friends. Risna saw that JAPRI was a great chance for her to learn more about entrepreneurship and gain knowledge to improve her business. It was during one of JAPRI's activities that Risna became friends with other people with disabilities. One of them was JAPRI trainers, Mr. Margi, who helped Risna make videos to promote her products through Mr. Margi's YouTube channel.

From JAPRI, Risna learned about all elements of business, including how to make simple packaging designs that make her products more attractive and how to reach a wider market.



She was also very happy to increase her knowledge on using technology for business; she learnt how to better use social media and online messaging applications to promote her products more effectively.

"I want to prove that although I am deaf, I am able to be financially independent, Risna said. "I also want to prove that being deaf does not limit me in being able to interact with others." Thanks to her persistence and motivation, Risna completed all JAPRI activities and even received seed funding, which she will use to further develop her business. She's even thinking about expanding into other business sectors, like fashion. Not only that, but Risna also felt her participation in the JAPRI program helped her grow her network of other businesses run by both PWDs and able-bodied people, reaching a whole new network of potential markets.

I want to prove that although I am deaf, I am able to be financially independent. I also want to prove that being deaf does not limit me in being able to interact with others.

RISNA AMANDASARI

CAPACITY OF LOCAL STAKEHOLDERS TO SUPPORT POOR & VULNERABLE INDIVIDUALS' BUSINESSES STRENGTHENED



USAID
FROM THE AMERICAN PEOPLE

INCREASED COMMITMENT TO ADOPTING THE JAPRI MODEL

Throughout the USAID JAPRI program, IIE and its implementing partners always promoted the building of partnerships between the program and stakeholders in its working areas. These stakeholders included local governments, community organizations, higher education institutions, and business associations. Building partnerships was a crucial pillar of JAPRI's approach to not intervene directly with its participants, but rather provide capacity building support to stakeholders that were closest to its participants. This created ownership of the learning materials among stakeholders and helped ensure JAPRI's local sustainability after the completion of its project life cycle.

To empower and build the capacity of its stakeholder partners, JAPRI implemented two primary activities: Training of Trainers and Training of Coaches. Each are detailed further below.

Training of Trainers

The Training of Trainers (ToT) activity was designed to prepare and develop the capacity of business trainers from local stakeholders in JAPRI's target areas to deliver the entrepreneurship training to youth and PWD participants so they could increase their potential in starting or developing their businesses. The ToT was a two-day training during which participants received lessons on training delivery methods for the JAPRI entrepreneurship module. At the end of the training, participants had improved their skills in delivering entrepreneurship training using the JAPRI module. During the COVID-19 outbreak, ToTs were held online via Zoom. To overcome screentime fatigue, the online ToT was held across 4 days (2 sessions per day). One day of training lasted eight hours.

Between 2018 to 2021, JAPRI conducted 19 ToTs, 16 of which were conducted in person and the remaining three online. A total of 410 participants completed the ToTs. Beyond the JAPRI program, these participants can now embed the training materials and methodology into their own community activities and lectures.



Between 2018 to 2021, JAPRI conducted 19 ToTs, 16 of which were conducted in person and the remaining three online. A total of 410 participants completed the ToTs.

Training of Coaches

The Training of Coaches (ToC) activity was designed to create support services for participants in starting or growing their businesses. The ToC participants were members or leaders of community organizations, lecturers, or university students who will then act as JAPRI's business coaches. The ToC was a two-day training delivered by Master Business Coaches from Coaching Indonesia, a coaching firm staffed by internationally accredited coaches through the International Coach Federation.

On the first day, participants learned about the theories and methods of basic coaching and were introduced to the iGROW (intention, goal, reality, option, and wrap-up) method. iGROW is a method used by coaches to focus the conversations and avoid unnecessary or irrelevant topics of discussion. On the second day, participants practiced coaching skills using role play and writing coaching logs while supervised by the Master Business Coach from Coaching Indonesia. As an outcome of each ToC, participants had improved skills as business coaches. This included skills to actively listen, probe, and patiently responding to P&V youth and PWDs in a coaching session.

Between 2018 to 2021, JAPRI conducted 14 ToCs, 12 of which were conducted in person and the final two virtually. The total of 155 individuals completed the ToCs.

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INCREASED READINESS TO ADOPT JAPRI MODEL

Throughout its different stages of implementation, the JAPRI program understood that its approaches had to be practical and adaptive enough to meet the needs of the wide range of its participants' backgrounds, while also ensuring the scalability. This meant that JAPRI had to work closely with its local stakeholders to test training models and approaches, then reframe and adjust activities to meet the specific needs of the stakeholders and communities at hand. By doing this, like the likelihood that JAPRI could be sustained and replicated greatly increased.

To support its sustainability efforts, JAPRI focused on creating effective partnerships between the program and its stakeholders, particularly with local governments and higher education institutes. Within these partnerships, JAPRI crucially created exit strategies to help ensure that JAPRI's proven methods and tools could and would be adopted and adapted into the local context.


Engagement with Local Government Partners

Another strategy that JAPRI applied to support its effort in increasing the stakeholder's readiness to adopt its model was to direct engage with local governments across West, Central, and East Java throughout each stage of its implementation.

Engagement with local governments was facilitated by the East Java Planning Agency in 2018. The agency invited and facilitated JAPRI to present the model and approach to 14 local governments, and the interested local governments sent a letter of request to the Planning Agency to implement the JAPRI programs. JAPRI then chose three districts to work with: Blitar, Sampang, and Pacitan. For people with disabilities, JAPRI also conducted four stakeholder meetings in Blitar, Kediri, Malang, and Trenggalek in 2020. The meetings were held virtually via Zoom and were facilitated the local planning agency.

By engaging and collaborating with the local governments, JAPRI was able to create a mutually beneficial relationship. For JAPRI, it allowed the program to expand the reach of its participant recruitment through the local governments and access government-owned facilities to conduct its activities. On the other side, local governments have been able to embed the JAPRI model into their own development efforts, allowing them to improve their community's economy through entrepreneurship beyond the USAID project lifecycle and promoting scalability and sustainability in the process.

JAPRI's collaboration with local governments in commemorating the International Day of People with Disabilities in December



Government Partner	Beneficiaries
Trenggalek District	Youth, Women, PWD
Blitar District	Youth, Women, PWD
Kediri City	Women, PWD
Malang City	PWD

2021, as well as its JAPRI's close out event in February 2022, captured the sum of this achievement. For the International Day of People with Disabilities, JAPRI delivered seed funding support for PWD participants and showcased the success of the program and its participants. The local governments provided venues and manpower for the events, and the heads of local government (Bupati/Mayor) of Kediri, Blitar, Trenggalek, and Malang attended the events. For JAPRI's close out event in February 2022, JAPRI took a high-level approach that focused on the program's achievement and sustainability. Emil Dardak, East Java's Vice-Governor, presented in the last session of the event, and three more presentations were delivered by Mrs. Rini Syarifah (District Head of Blitar), Mr. Abdullah Abu Bakar (Mayor of Kediri), and Mr. Syah Muhammad Nata Negara (Assistant District Head of Trenggalek). They each talked about their support for JAPRI's capacity development activities and the program's achievements, as well as their adoption of JAPRI activities into their regional programs. This level of support and collaboration was emblematic of the demonstrated commitment and handing over of JAPRI's model to its stakeholders, demonstrating the program's extended impact beyond the lifecycle of the program.

Engagement with Higher Education Institutions

In the effort to ensure that JAPRI's modules were also disseminated into the higher education community of Indonesia, Mitra Kunci collaborated with the Ministry of Education and Culture to connect JAPRI with local universities. Mitra Kunci first organized an event in 2018 for higher education institutions to showcase the broader Mitra Kunci umbrella of programs (which included JAPRI). Then, those that had demonstrated an interest in incorporating the JAPRI module into their curriculum were approached by JAPRI. In 2018, JAPRI conducted a readiness assessment with those universities, seeking to gain a better understanding of their resources (funding and human resources), commitment, and number of students. Based on its findings, JAPRI then chose to work with the following eight universities: UPI Bandung, UTM, UNUSA, UNESA, UM, STKIP PGRI Trenggalek, UM Surabaya, and ITATS. Since entrepreneurship courses were mandatory for all students in those universities, the JAPRI module served as a complementary module to their broader entrepreneurship curriculum.

As with JAPRI's collaborations with other stakeholders, collaborating with higher education institutions enriched JAPRI's efforts in promoting entrepreneurship across a broad spectrum of Indonesians.

HEIs also provided key support to JAPRI, including:

- Having lecturers participate in JAPRI's ToTs and delivering JAPRI's learning materials to students
- Providing JAPRI with direct access to student participants
- Furthering program sustainability by embedding the JAPRI model in the HEI's own learning curriculum and providing tools that HEIs could adapt further for their own activities.

After JAPRI concluded its Full Implementation activities with the participating HEIs, it also established a relationship with Universitas Ciputra (UC) under the PWD program in 2021. JAPRI and UC, through its Center for Research and Community Service, found that both had the same interest in promoting entrepreneurship to vulnerable individuals. UC was willing to commit support for JAPRI in its activities. For JAPRI PWD's Trainings of Trainers in 2021, the university contributed manpower (Master Trainers) for the two-day ToT events in Malang, Kediri, Blitar, Trenggalek, and Surabaya. The collaboration with UC further expanded after the ToTs, with UC providing JAPRI's participants with mentoring sessions on the Business Model Canvas, and specific mentoring on business sectors relevant to the PWD participants' needs.

Engagement with Community Organizations

At the onset of the project, as well as throughout its whole project lifecycle, JAPRI regularly mapped and identified locations for project implementation based on the following key considerations:

- Mix of urban and rural areas in diverse USAID-targeted provinces
- Possibilities for small businesses across a broad range of sectors
- Leverage implementing partners' existing presence and networks
- Build and expand upon on other USAID investments
- Ability and willingness to support JAPRI's delivery of activities
- Potential key partnerships with educational institutions, community-based organizations, and government offices.

The collaboration that JAPRI created with community organizations enabled the program to pinpoint its exact

target participant groups. Across its five years of program implementation, JAPRI established a diverse network of community organizations from different backgrounds including youth organizations, business associations, women-focused organizations, and disabled persons organizations. Collaborating with community organizations in particular provided JAPRI the opportunity to work on the micro-level, learning hands on what the exact needs were of the community and the type of services or benefits that JAPRI could provide. Crucially, this collaboration also gave the community organizations a sense of ownership of the program by deeply involving their representatives as JAPRI's trainers, coaches, and vocal points across JAPRI's activities.

Ownership of JAPRI's approach and learning materials by these organizations meant that they will be able to continue to deliver the initial benefits that JAPRI brought to them. Through internal capacity building activities that they may conduct, it has also created the opportunity for a multiplier effect within the organization for new entrepreneurship development champions. One such example can be seen in JAPRI's collaboration with Persatuan Penyandang Disabilitas Indonesia (PPDI) below.

Spotlight

Persatuan Penyandang Disabilitas Indonesia



Before participating in JAPRI trainings, most had never separated their personal and business financial records, so they had difficulties in analyzing their cashflow.

JAPRI collaborated with Persatuan Penyandang Disabilitas Indonesia (PPDI), the Indonesian Disabled Peoples' Organization. PPDI, which was established in 1998, aims to enhance the capacity of people with disabilities in Blitar and most of its members are entrepreneurs from various sectors such as fashion, culinary, and services. PPDI members were quite keen to become involved in the JAPRI program through Training of Trainers (ToT), Training of Coaches (ToC), entrepreneurship training, coaching, and mentoring, to gain new knowledge and skills.

After participating in JAPRI's ToT, local trainers from PPDI delivered JAPRI's materials to fellow PPDI members. They held sharing sessions, particularly to discuss on how to reach more consumers and properly manage their business finances. PPDI members were very enthusiastic to learn the JAPRI module, so sessions were held once a week. Before participating in JAPRI trainings, most had never separated their personal and business financial records, so they had difficulties in analyzing their cashflow. JAPRI's local coaches from PPDI also helped fellow members to explore their business problems and find solutions. This assistance didn't only focus on technical matters, but also on building motivation and confidence.

In 2021, JAPRI built PPDI's capacity through the delivery of activities on accessing and using small business loans. This was

very beneficial for PPDI to learn, because members learned how to access business capital from microfinance institutions. To empower its members, PPDI incorporated this knowledge by establishing Karya Mandiri, a saving and loan cooperative which aims to support PPDI members in accessing business capital. PPDI applies for savings and loans on behalf of cooperative members who needed capital for their business development. The Karya Mandiri cooperative offers low interest rates so that the payments are smooth and not burdensome for its members. This cooperative also offered borrowing opportunities for PPDI members who just started new businesses.

After PPDI engaged in JAPRI's activities, they had meetings to discuss the organization's plan to adopt JAPRI model to further strengthen its organizational capacity. PPDI will use the annual budget from the Blitar District Social Office to carry out capacity building activities such as training and coaching activities. PPDI will also involve and take advantage of their networks to join in the training activities, such as the private sector and civil society organizations. These activities will be prioritized for PWDs who have never before participated in entrepreneurship training. With the business skills gained through the JAPRI model, PPDI hopes all PWDs in Blitar are able to take this opportunity to enhance the self-confidence and motivation of PWDs to create self-employment.

Spotlight

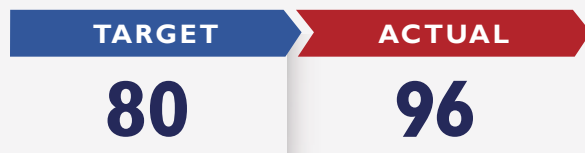
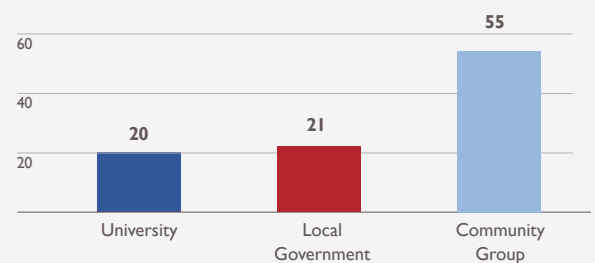


Key Performance Indicators

Number of Stakeholders Delivering Training and Coaching to P&V Individuals After Completing JAPRI Training and Coaching

96 stakeholders from universities, community groups, and local governments delivered JAPRI's entrepreneurship training and coaching after completing the ToTs and ToCs. The stakeholders gained a strong understanding of entrepreneurial knowledge and technical skills related to business, which they could then apply within their own institutions to accommodate P&V youth with an interest in entrepreneurship. These stakeholders provided youth with practical and applicable model in a classroom setting and along with a more personal approach within a coaching session.

STAKEHOLDERS DELIVERING TRAINING AND COACHING TO P&V YOUTH PER INSTITUTIONAL GROUP

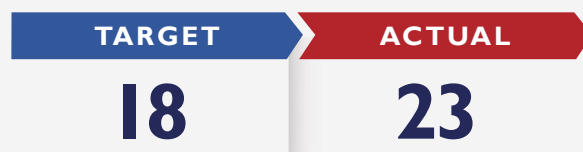


Number of Host Country Tertiary Education Institutions Receiving Capacity Development Support with USG Assistance

This indicator is defined as HEIs who received capacity development support, including training and coaching. Each HEI is only counted once regardless of how many JAPRI trainings the HEI's representatives attended. HEI representatives were lecturers from the universities who completed ToTs and ToCs to integrate the JAPRI module into their curriculum or business incubator program.

JAPRI involved 23 HEIs in ToTs and ToCs. The lecturers from the universities who fully attended these JAPRI's trainings stated that the trainings equipped them with new methods

in delivering materials that are beneficial and practical in their curriculum and significantly influence their ways of delivering course materials. The lecturers committed to deliver JAPRI materials at their universities to strengthen students' entrepreneurial knowledge and skills.





Key Performance Indicators Spotlight

No	Name of Higher Education Institution	City/District	Province
1	Universitas Pendidikan Indonesia (UPI)	Bandung	West Java
2	Universitas Katolik Soegijapranata (UNIKA)	Semarang	Central Java
3	Universitas Muhammadiyah Semarang (UMS)	Semarang	Central Java
4	Universitas Muhammadiyah Purwokerto (UMS)	Purwokerto	Central Java
5	Universitas Trunojoyo Madura (UTM)	Bangkalan	East Java
6	Universitas Islam Madura (UIM)	Pamekasan	East Java
7	Universitas Islam Negeri Sunan Ampel Surabaya (UINSA)	Surabaya	East Java
8	Institut Teknologi Adhi Tama (ITATS)	Surabaya	East Java
9	Universitas Islam Balitar (UNISBA)	Blitar	East Java
10	Universitas Nahdlatul Ulama	Blitar	East Java
11	Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP)	Trenggalek	East Java
12	Universitas Negeri Malang (UM)	Malang	East Java
13	Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I)	Surabaya	East Java
14	NSC Politeknik	Surabaya	East Java
15	Universitas Doktor Soetomo	Surabaya	East Java
16	Universitas Nahdlatul Ulama Surabaya (UNUSA)	Surabaya	East Java
17	Universitas Negeri Surabaya (UNESA)	Surabaya	East Java
18	Universitas Madura (UNIRA)	Bangkalan	East Java
19	Universitas Al Mujtamak	Pamekasan	East Java
20	Institut Agama Islam Nazhatut Thullab	Sampang	East Java
21	Sekolah Tinggi Agama Islam Nahdlatul Ulama (STAINU)	Pacitan	East Java
22	Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP)	Pacitan	East Java
23	Akademi Komunitas Negeri (AKN)	Pacitan	East Java



Key Performance Indicators Spotlight

Number of Service Providers Trained Who Serve Vulnerable Persons

JAPRI counts service providers who are skilled individuals providing a social service as defined by country programs. This can include individuals within public, private, DPOs, local governments, and community groups, reduce risks, develop, or reinforce capacities and/or knowledge, and support and provide assistance to PWDs.

117 participants (including both of PWDs and able-bodied persons) achieved 100% participation in ToTs and ToCs. 54% of those participants were women. Most participants were

members of local communities committed to delivering the training and coaching sessions. They are counted as service providers who gained competencies, such as entrepreneurial knowledge and skills, from JAPRI trainings.



Activities	Participants	Disability Types	Participants	Total
TOT	PWD	Physical	24	57
		Hearing impairment	7	
		Visual impairment	11	
	Non-PWD	N/A	15	
ToC	PWD	Physical	24	60
		Hearing impairment	10	
		Visually impairment	5	
	Non-PWD	N/A	21	
TOTAL			117	





Key Performance Indicators Spotlight

Number of Disabled Persons Organization Facilitators Who Serve Vulnerable Persons

JAPRI counts the number of DPO representatives who fully complete a JAPRI ToT or ToC. Once they fully complete either activity, they are certified as a trainer or coach and become eligible to deliver the JAPRI module to PWDs.

59 PWDs and able-bodied facilitators from 14 DPOs completed JAPRI's the trainings (47% women). ToT participants became more understanding and sensitive to disability issues as a result of JAPRI's training, helping them ensure their coaching sessions are more inclusive for

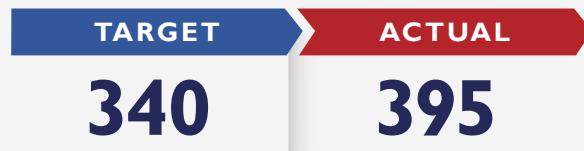


PWDs. ToC participants considered as JAPRI local coaches and will deliver business coaching for ET participants in their respective areas as well.

Number of Staff Certified on New Competencies

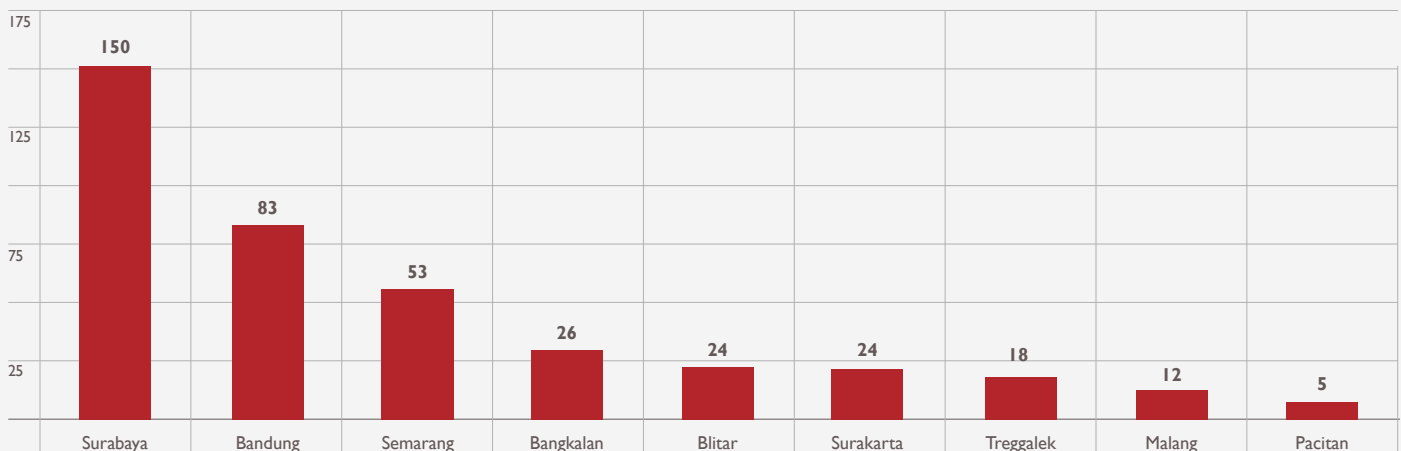
Staff certified refers to representatives of educational institutions, local government, and community groups who have completed JAPRI's ToT or ToC and received certification. Competencies are defined as new knowledge and skills gained from JAPRI training materials.

JAPRI conducted ToTs and ToCs which were fully attended by 395 people. Of that number, 155 participants completed ToCs, while 240 completed ToTs, Full attendees were then certified as a trainer or coach and became eligible to deliver the JAPRI module to beneficiaries. These participants committed to deliver the JAPRI materials to their youth and students in their universities and community groups. Following the



completion of the ToTs and ToCs, participants experienced capacity improvement in terms of gaining knowledge on basic entrepreneurship skills from the JAPRI entrepreneurship module. They also understood how paramount the business coaching process is and how to successfully implement it by applying soft skills such as active listening and asking powerful questions within that process.

STAFF CERTIFIED ON NEW COMPETENCY PER DISTRICT/CITY



SUCCESS STORY



Normalizing Mental Disability

NURMA DIAN

Living with a mental illness is not easy. Nurma (30) from Jiwut Village, Nglegok, Blitar District, was diagnosed with a Bipolar Type I, a mood disorder, in 2019. Nurma is not very good at expressing her feelings or socializing, but she loves painting because it is a channel through which she can express her feelings. Nurma says that since her school days, she has often been labelled as a 'bad girl' because of her attitude. Before Nurma was diagnosed, she couldn't think straight when she had a problem and often felt suicidal.

After her diagnosis, Nurma began therapy and made friends in the Indonesian Schizophrenia Care Community (KPSI), a non-profit organization that aims to share knowledge and experiences about schizophrenia and other mental illnesses, as well as treatment and recovery. With the support of her fellow survivors at KPSI, Nurma started a new chapter in her life by being more concerned with mental health issues and volunteering in several activities related to mental health.

In 2021, Nurma learned about the USAID JAPRI project, and at first, she was just engaged as a facilitator in the JAPRI Disability Perspective and Interaction Training. This became a starting point for Nurma to open up to others by sharing her story in public.

After learning more about JAPRI's activities, Nurma soon became interested in becoming a participant herself. She registered and took part in the online JAPRI entrepreneurship training. In 2020, to increase her family's income, Nurma had begun an online drop shipping business for COVID-19 health kits, including items such as masks and hand sanitizer. She had chosen to be a drop shipper because she didn't have the capital to buy her own supply of goods.

Nurma was happy that JAPRI was willing to provide her with further assistance and gave her opportunities to ask questions if she didn't understand something. After that training, Nurma's involvement didn't stop there; she committed to join other JAPRI entrepreneurship development activities, such as business mentoring.

One of the most memorable JAPRI activities for Nurma was the Business Motivation Workshop, particularly the business proposal development activity. There, she had the chance to enhance her business plan and polish it so it would be more attractive and ready to pitch. This newfound knowledge was quickly put to good use when JAPRI announced the opportunity to compete in its seed funding competition. Nurma saw this opportunity as a great chance to gain the business capital that she had been needing to improve her business.

On December 1, 2021, Nurma was chosen to be one of JAPRI's seed funding recipients, receiving IDR 2,800,000. Not expecting to win, she was thrilled to learn that she had been chosen to receive seed funding. Nurma feels very enthusiastic about her business and with this funding, she will keep pushing to improve her business.

For Nurma, JAPRI provided an opportunity to gain new skills and become more confident in her ability to manage her business. However, JAPRI has also empowered Nurma in ways beyond just being an entrepreneur. As Nurma reflected, "USAID JAPRI has opened my mind that there are still many people with positive thoughts and support my steps to be brave and speak in public."

USAID JAPRI has opened my mind that there are still many people with positive thoughts and support my steps to be brave and speak in public.

NURMA DIAN

WOMEN ARE EMPOWERED TO ACCESS ECONOMIC OPPORTUNITIES



USAID
FROM THE AMERICAN PEOPLE

WOMEN'S BASIC ENTREPRENEURIAL SKILLS INCREASED

In 2019, JAPRI received additional funding from the Women's Global Development and Prosperity initiative to support activities focusing on women in East Java. Building on its previous work conducted in the Trenggalek and Blitar districts, JAPRI expanded the program to focus on increasing women-owned businesses.

To support this target, JAPRI delivered its already established entrepreneurship development activities, such as the Entrepreneurship Training / One-Day Business Training, and JAPRI's business coaching and mentoring activities. JAPRI refined its modules and learning material with additional components on gender equality which is hoped to help empower JAPRI's women entrepreneur participants with the perspective that they can be thriving economic actors for themselves, their families, and community. As a result of the JAPRI WEE expansion, 1,152 women started businesses, and 3,137 increased their business earnings. These activities are further detailed below.

Entrepreneurship Training

As described above for JAPRI's youth and PWD-focused activities, JAPRI's ET is an activity that provides technical guidance for participants by supporting them in developing business plans using the Business Model Canvas.

Due to the government requirement of avoiding in-person activities during the COVID-19 pandemic, which covered the majority of JAPRI WEE's lifecycle, ETs were mostly held online. To select the most appropriate online platforms for hosting the ETs, JAPRI considered two major issues — the familiarity of participants in using the platform and adequate internet connection to participate in online trainings. This led to JAPRI using the following platforms: MRUF's already established JAPRI e-learning platform, Zoom, WhatsApp (for chat groups), and Google Classroom. These platforms were user-friendly, free, and widely accessible for participants, who mostly accessed the internet via their mobile phones.

Each entrepreneurship trainer was required to deliver a minimum of two entrepreneurship trainings targeting two different group of women — 20 young women without prior business experience and 20 young women with existing business. JAPRI targeted these groups separately in order to ensure that each group received specific knowledge relevant to their situations and to help JAPRI prepare the pathway for these groups to continue onto the next layer of activities.

In total, JAPRI WEE reached 5,167 women youth entrepreneurs from the five East Java areas in which JAPRI operated. In terms

of skills improvement from the ET participants, JAPRI recorded that 68% (3,536) participants showed improved skills in creating business plans.

An important lesson learned from the implementation of the ET was that JAPRI's entrepreneurship trainers played the greatest role in participants' success and enjoyment, whether trainings were delivered face-to-face or online. The trainers were the individuals most responsible for ensuring that participants followed the training effectively, for handling any difficulties encountered by participants in accessing the online learning materials, and for collecting data on participants' progress.

JAPRI WEE ENTREPRENEURSHIP TRAININGS

City / Regency	# Trainings	# Participants
Trenggalek	111	2,469
Blitar	53	1,100
Bangkalan	69	1,362
Gresik	8	192
Lamongan	2	44
TOTAL	243	5,167

One-Day Business Training

Like the entrepreneurship training, the One-Day Business Training (ODBT) provided technical guidance for participants on how to develop business plan proposals for new businesses or to expand existing businesses. Facilitators used an interactive method where they adapted their material to the participants' level of knowledge. For participants who already have businesses, ODBTs aimed to help them create plans to improve their business. For those who are in the early stages (e.g. have business ideas), the event helped participants create business plans.

JAPRI used the Business Model Canvas as a simple visual tool to help the participants in creating business plans. During the training, participants engaged in practice-based activities, directly putting to use the lessons received in exercises, which are directly measured by JAPRI. JAPRI's ODBT was held in large group setting targeting at least 200 participants in one full-day session (eight hours). Due to the COVID-19 pandemic, JAPRI delivered ODBTs mostly online for women participants, before holding two ODBTs in person when restrictions were relaxed in late 2021.

To implement the ODBTs, JAPRI collaborated with local communities, such as Tri Surya Jaya in Surabaya, Bangkalan, and Kediri, and Yayasan Perkumpulan Manbaul Ulum in Gresik, as well as local government agencies. Each stakeholder handled different components of the implementation of the ODBTs, such as the recruitment of participants and training logistics such as the venue and meals.

Throughout its life cycle, JAPRI WEE reached a total of 1,828 women entrepreneurs through six ODBTs. Following a post-

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training assessment, 78% (1,424) of participants successfully improved their skills in creating business plans.

JAPRI and its stakeholders in Gresik and Surabaya held online ODBT activities in two batches in each area. The online ODBTs were implemented by JAPRI and Yayasan Pendidikan Manbaul Ulum in Gresik and Tri Surya Jaya in Surabaya, using JAPRI's online learning platform. A webinar session was arranged for participants which invited successful young entrepreneurs to provide motivation to the participants. In Gresik, Tarmizi, CEO of Kakatoo.id, spoke at the session while in Surabaya, Mehdy Riza from Kebun Sayur Surabaya, was the main speaker. Both webinar sessions were conducted through Zoom. After COVID-19 restrictions were lifted, JAPRI held in-person ODBTs in Sampang and Kediri in collaboration with the local governments for at least 40 participants. After the ODBTs, JAPRI continued to assist the participants in business legalization as well as business mentoring sessions one month later.

JAPRI found that collaborating with local communities was very helpful in handling large group settings, especially considering the limited number of JAPRI team members. The collaboration also brought benefits to the local communities as JAPRI gave them the experience in managing training for youth.



Coaching and Mentoring

JAPRI held coaching and mentoring activities to further facilitate the delivery of quality entrepreneurial development support to female youth. While both activities focused on specific areas of entrepreneurial knowledge, the approach differed. Coaching was a one-on-one activity that provides specific assistance by JAPRI's local business coaches directly to female youths to enable them to resolve unique challenges in increase their entrepreneurial mindset, and identify business opportunities. Coaches were required to deliver at least three coaching sessions to the coachee, and were not encouraged to provide direct answers to problems faced by the coachee. Mentoring was a classroom activity facilitated by a local business practitioner or professional to provide youth with specific business development knowledge. It was designed as a mechanism to connect a more experienced entrepreneur who could help beneficiaries through various methods, such as knowledge-sharing and providing real examples of business development process. Upon the completion of the mentoring session, the youth had a broadened perspective on business, whether it be in marketing, financial management, or other technical skills.

Across WEE's lifecycle, JAPRI provided coaching and mentoring for 5,704 female youths across eight districts and cities, including four areas where JAPRI beneficiaries could access both coaching and mentoring. These sessions were particularly important for the participants' success, as most of their business problems stemmed from surrounding life challenges. As a result of coaching and mentoring, participants reported feeling more consistent and confident in running their businesses. The majority of their businesses became more structured as they were coached to develop targeted marketing strategies, stable production plans, and sound budgeting.

Business Coaching

In JAPRI WEE, business coaching sessions were provided for ET participants who were already running their own businesses. The decision to provide business coaching for participants with businesses was based on the lessons learned from JAPRI's Full Implementation phase, where participants with businesses were better prepared for more in-depth business discussion in the coaching sessions and can show greater potential of improvements in their business. To give



more support for their business to flourish, each participant had three coaching sessions with their assigned local coach. By the end of the program, JAPRI had 23 local business coaches across East Java who were capable of delivering business coaching sessions.

Due to the COVID-19 pandemic, most coaching sessions were held online. However, when participants lacked good internet connection, JAPRI permitted local coaches to hold one-on-one in-person sessions while following strict health and safety protocols. JAPRI focused on five districts and cities for business coaching, with JAPRI's coaches provided coaching to a total of 1,834 women entrepreneurs.

One of the challenges in implementing JAPRI's business coaching activities was ensuring that participants completed all three sessions. JAPRI identified several different reasons for this. On the coachee's part, the most common reasons for dropping out after the first session were conflicting schedules, unable to be contacted, and no longer running a business (mainly due to gaining formal employment or COVID-19). As a solution, JAPRI strengthened the selection of coachees from ET participants, and only enrolled those who were fully committed to finish all three sessions in order to reduce the number of dropouts.



Across WEE's lifecycle, JAPRI provided coaching and mentoring for 5,704 female youths across eight districts and cities, including four areas where JAPRI beneficiaries could access both coaching and mentoring.

Coaching & Mentoring *(continued)*

On the other hand, JAPRI saw that the business coaches' skill in delivering the coaching sessions were the most important factor in ensuring the participants were able to receive good quality business coaching. The coaches' ability to build trust with their coachees was another important component and helped ensure participants' participation until the end. It took good communication skills for the coaches to explain and ensure that coachees could see the business benefits of participating in the activity. To help JAPRI's business coaches learn from each others' experiences and gain motivation, JAPRI provided group coaching sessions with Coaching Indonesia to help them improve the skills that they already have and have sharing sessions with peer business coaches to discuss the challenges faced in the field. This proved to be beneficial for the coaches because they are able to learn from others' experiences and apply the solutions to their own challenges.

JAPRI recorded that from a total of 1,834 coaching participants, 1,407 (77%) showed an increase in gross sales following coaching. This was evidence that business coaching activity was effective in supporting JAPRI's women entrepreneurs in improving their business. However, while business improvement was indeed the main objective of business coaching, coaching also help participants shift their entrepreneurship mindset and behaviour as well as strengthen their entrepreneurial skills, supporting their business to flourish even more in the future.

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Business Mentoring

For its women-focused activities in the WEE initiative, JAPRI designed its business mentoring activity as a special activity for ET or ODBT participants without prior experience in running a business. Business mentoring was held one month after ETs and ODBTs. Through business mentoring, JAPRI reached 3,870 women participants.

To adapt to the large-scale social restrictions during the COVID-19 pandemic, JAPRI prepared online materials for mentoring sessions. Participants could choose to watch videos based on the topics that they were interested in. JAPRI's trainers provided guidance to participants on how to access the e-learning materials as well as how to incorporate the materials into their business plans. Aside from mentoring topics that have been regularly delivered to JAPRI's participants, for its women focused activities JAPRI increased the effort to mentor the participants knowledge on the importance of having business licensing.

Business licensing of small businesses is very important for entrepreneurs because it enables them to access more opportunities, particularly with regards to branding and distribution. Therefore, JAPRI collaborated with its stakeholders in business mentoring activities to encourage and assist its women entrepreneurs' participants to formalize their businesses by providing them with the necessary information to apply for business licenses. The types of business licensing / legalization that JAPRI helped the participants acquire ranged from SKU, IUMK, and/or P-IRT, a license specifically for food products. (SEE PG. 26)

Apart from providing mentorship to its participants in business license applications being run through local government bodies, JAPRI also provided guidance on how the participants could use the Ministry of Investment/Indonesian Investment Coordinating Board's Electronic Integrated Business Licensing Services system in 2018. For participants with access to the internet, JAPRI helped them apply for a NIB and an IUMK in a much more streamlined manner. In total JAPRI had helped 3,170 women entrepreneurs to legalize their businesses after receiving assistance from JAPRI's local trainers and coaches.

One of the reoccurring challenges that JAPRI faced with the implementation of the online business mentoring activity was internet connection trouble. JAPRI worked in areas where ideal internet connection is rare, so as a solution, JAPRI applied a mixed approach between online materials and in person mentoring sessions for those who lived in areas with poor internet connection. In this approach, trainers gathered participants in one location with good internet connection, then helped them to attend online mentoring and discuss the related topics. Through this format, participants had the chance to discuss challenges and ask questions regarding their businesses with both trainers and other participants.

SUPPORT SYSTEMS FOR WOMEN IN BUSINESS STRENGTHENED

Women as economic actors, specifically as entrepreneurs in Indonesia, face many challenges. These challenges are mainly derived from the fact that in Indonesia, patriarchal societal norms and expectations are still very predominant. Though women are not formally restricted from having access to, participating, or having a voice regarding the socioeconomic opportunities and benefits that men do, they oftentimes face tremendous barriers and exclusion.

Within the framework of this program, JAPRI ensured that women were given the same opportunities to access benefits from its entrepreneurship development activities. It crucially also helped support the development of a supportive ecosystem for the women entrepreneurs by involving the men in the women entrepreneurs' immediate surrounding, such as the fathers, husbands, and siblings to create positive partnerships between men and women in a household economic setting. These activities are further detailed below.

Training of Trainers

JAPRI's ToT activity was designed to develop and prepare the capacities of its entrepreneurship trainers to be able to deliver effective entrepreneurship trainings to JAPRI's participants. For its women-focused entrepreneurship development activities, JAPRI involved representatives from its stakeholders, such as the local government, business communities, and higher education institutions as participants of the ToT.

In the three-day ToT, JAPRI's master trainers led the delivery of learning materials that were derived from eight chapters of JAPRI's entrepreneurship module, described earlier in this report. JAPRI's gender specialist also delivered the training materials on fostering partnerships between women and men in a household economic setting.

To ensure that the participants fully absorbed the lessons and were able to deliver them to JAPRI's participants, JAPRI conducted a micro-teaching session on the third day of the ToT. The micro-teaching session was designed so that the participants, who came from many different backgrounds, could practice in delivering the entrepreneurship training materials to their peers before delivering it to program beneficiaries in

the field. Following the micro-teaching session, participants and JAPRI's master trainers were able to discuss best practices as well as suggestions for improvements to be made.

For the WEE initiative, JAPRI held four ToTs in its East Java work areas of Trenggalek, Blitar, Bangkalan, and Gresik. Through these, JAPRI successfully trained 113 participants as JAPRI entrepreneurship trainers.



Training of Coaches

In its entrepreneurship development activities, JAPRI ensured that participants were able to have access to a set of activities that will facilitate their different level of needs, as the entrepreneurship trainings were the core activity for all participants, Coaching was the post-training follow up activity that aimed to help participants in better understanding their business constraints and coming up with solutions in greater detail.

To ensure that the participants received effective business coachings from JAPRI, JAPRI conducted ToCs, which, like the ToTs, involved participants from JAPRI's stakeholders. This enabled JAPRI to broaden its reach while also promoting sustainability, since the coaches mostly lived in the same areas as beneficiaries and were thus easy to reach. In total, for the WEE initiative, JAPRI trained 20 business coaches (eight women and 12 men).

To implement the ToC, JAPRI worked in collaboration with Coaching Indonesia. During the COVID-19 pandemic, due to large-scale social restrictions that prohibited face-to-face gatherings, JAPRI and Coaching Indonesia implemented the ToC online, using Zoom as well as Coaching Indonesia's own online learning platform, ViseClass.

ToC participants were equipped with concepts and methods of entrepreneurship coaching and were introduced to the iGROW concept (intention, goal, reality, option, and wrap-up) method. iGROW is a method used by professional coaches to keep conversations focused and avoid unnecessary or irrelevant topics of discussion. In between each session, participants were given time

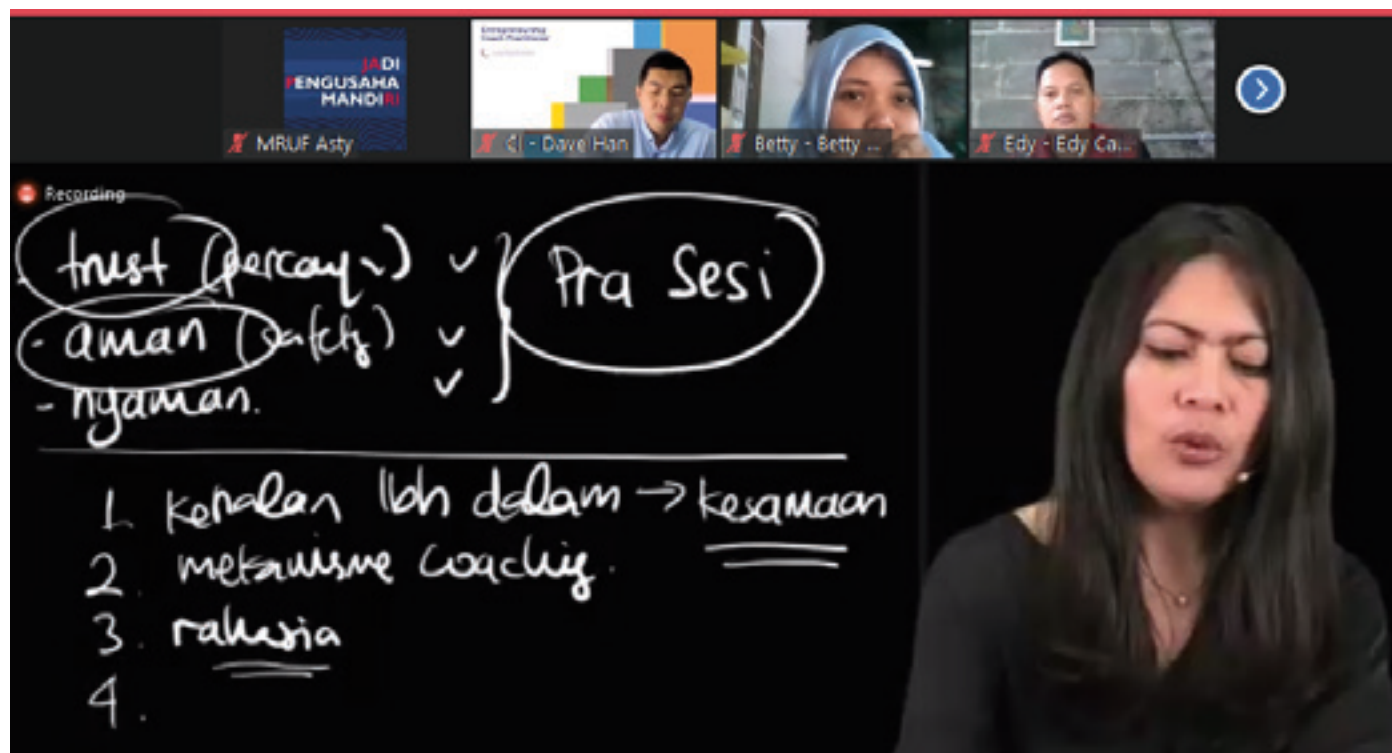


In total, for the WEE initiative, JAPRI trained 20 business coaches (eight women and 12 men).

to practice their coaching skill through role play while supervised by coach mentors. Participants also learned about the most central skills of coaching: active listening and powerful questioning.

Since the trained business coaches were to primarily be involved in JAPRI's women-focused activities, they also received a session on gender perspective to enable them to better understand how to interact with women and guide them in becoming successful business women.

The ToC built participants' skills as business coaches so they would be able to encourage JAPRI's women participants to be more confident and creative in executing their business plans and resolving business problems. Based on JAPRI's and Coaching Indonesia's observations throughout the learning process, participants showed good results in practicing their new coaching skills, such as making collaborative conversation, probing ideas, and finding solutions, as well as displaying good coaching behavior like creating a friendly environment, demonstrating the ability to focus on goals rather than problems, and providing space for coachees to talk in a two-ways communication.



Gender Equality Training for Men

JAPRI WEE's unique approach to empowering young women's to access the economic opportunity through entrepreneurship was to also strengthen their support systems, especially the men closest to them. This intervention was crucial due to the persisting large socioeconomic gap between men and women, especially for women who cannot access the same opportunities for decision making. By providing gender training for the men closest to the women entrepreneurs that had been trained in JAPRI's ETs and ODBTs, those men could help the participants in developing their businesses and/or reducing barriers to their success. More specifically, by participating in gender training, men were able to improve their awareness and willingness to support women's business development to be economically independent through sharing roles in domestic household responsibilities.

As with JAPRI's other key activities, the gender trainings were affected by the COVID-19 pandemic, so JAPRI adapted the implementation of the gender training to use online delivery methods. JAPRI developed e-learning gender training videos for men's groups to support the already available in-person training materials. To ensure that JAPRI selected the most appropriate online channels to deliver the gender training, JAPRI first conducted a small assessment to its potential participants on the field, which indicated that WhatsApp was the most accessible and user-friendly option. Before launching the WhatsApp delivered gender training, JAPRI's gender trainers piloted the online training in Sampang, an area representing a community with complex challenges related to language, culture, religion, geography, and internet connection.

In terms of achievements, JAPRI's gender training exceeded the set targets. From 2020 through 2021, gender trainings were completed in eight districts and cities across East Java: Trenggalek, Blitar, Sampang, Gresik, Surabaya, Kediri, Malang, and Bangkalan. Participants were all male supporters of women entrepreneurs who had participated in either the WEE or PWD initiative. In total, 2,029 men participated in the gender trainings.

The main challenge for implementation was that the concept of gender equality was a new and hard-to-understand topic for participants, as patriarchal values are deeply embedded in participants' everyday activities. This meant that JAPRI had to ensure that JAPRI's entrepreneurship trainers were also provided with gender perspective training during the ToT.

The gender trainings for men were delivered in three sessions covered topic including:

- **Understanding the Concept of Sex and Gender.** This session explored the difference of sex and gender, which is fundamental for the participants to understand social gender roles and why they can lead to injustice for women.
- **Gender Justice for Women Entrepreneurs.** This session discussed gender justice, means of gender justice for women entrepreneurs, and the positive effects of gender justice for both men's and women's lives.
- **The Role of Men to support women entrepreneurs.** This session talked about how important it is for men to work towards gender justice and how men need to actively and concretely be good role models to decrease the injustice experienced by women entrepreneurs.

As a result of the trainings, 1,774 of the 2,029 (87%) participants said they agreed or strongly agreed with women attending out-of-home activities (such as workshops, trainings, and seminars) related to entrepreneurship ('access'), agreed that women can operate their own business independently ('control'), agreed that women can be actively involved in businesses developed by women ('participation'), agreed that women should be able to access more finances to develop their business ('benefit'), and agreed to commit to sharing domestic work.

“From JAPRI's gender training I learned that sharing domestic work at home with my wife is important so that both my wife and I have an equal opportunity to do other things that is productive for us and our family.”

MUKOSIM (46), CULINARY ENTREPRENEUR, TRENGGALEK REGENCY, EAST JAVA
PARTICIPANT AT USAID JAPRI GENDER TRAINING, 2021

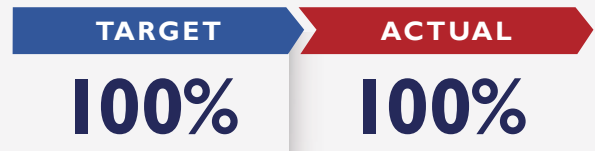
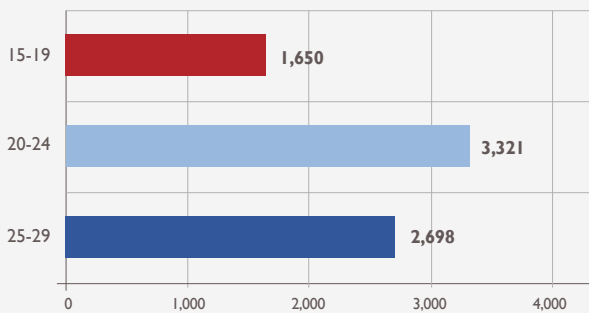


Contributing Key Performance Indicators

Individuals Who Complete USG-Assisted Workforce Development Programs

One hundred percent of JAPRI's 7,669 women participants fully completed their JAPRI trainings, including ETs and ODBTs in nine districts/cities in East Java. By attending these trainings, participants learned about basic knowledge of entrepreneurship based on JAPRI's module.

WOMEN WHO COMPLETED USG-ASSISTED WDPS PER AGE GROUP

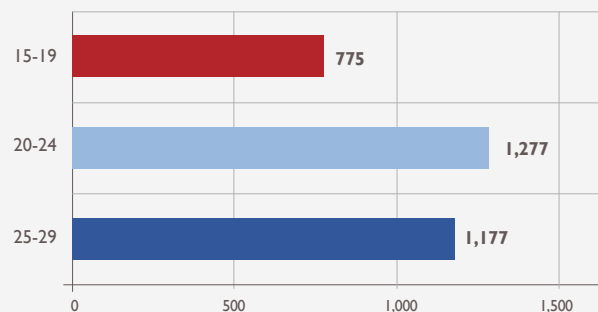


Percent of Individuals with Improved Soft Skills Following Participation in USG-Assisted Workforce Development Programs

Of the 7,669 women who completed JAPRI's training, 5,623 (73%) showed improved skills. Participants' skill improvement is calculated through an online business plan and BMC form in which they completed by the end of training.

Most beneficiaries developed a better skill in creating marketing strategies as well as financial planning for their business. Marketing refers to the strategies or methods used to promote and sell products to potential customers, while financial planning mostly refers to identifying and calculating the cost for business operation, production, equipment, and marketing.

WOMEN WITH IMPROVED SKILLS PER AGE GROUP





Key Performance Indicators: JAPRI WEE

Number of Education Administrators & Officials Who Complete Professional Development Activities with USG Assistance

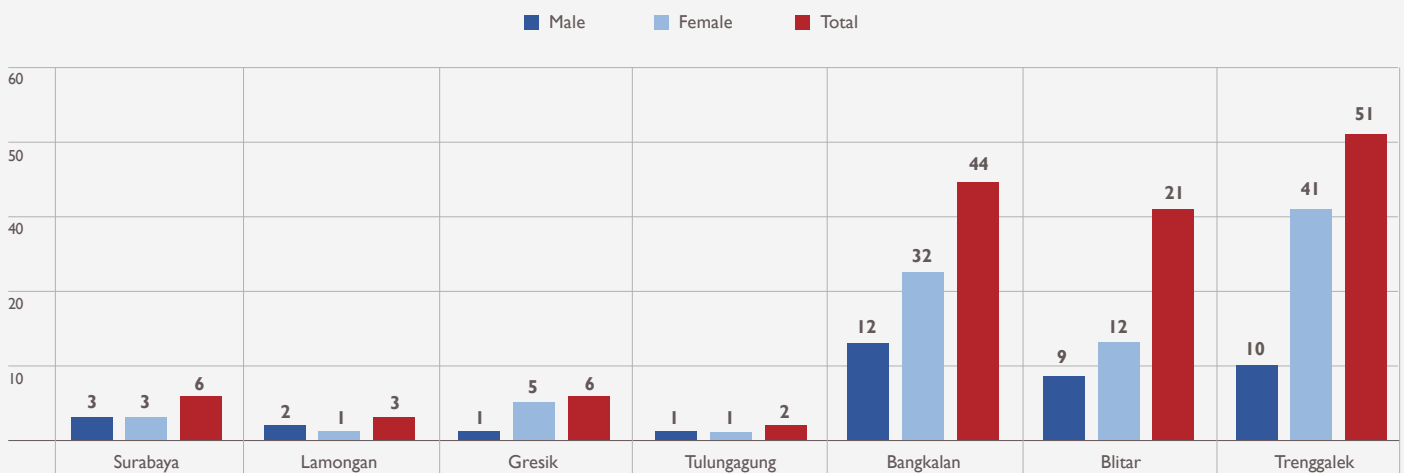
This indicator refers to a representative from stakeholders, such as HEIs, local governments, or community groups who completed 100% participation in a JAPRI ToT or ToC and received a certificate of completion. They are counted as education administrators and officials who gained competencies, such as entrepreneurial knowledge and skills, from a ToT or ToC.

JAPRI reached 133 individuals across the program's stakeholders who are involved in the organization,



management, operations, and support within education systems. They were certified as trainers or coaches and subsequently became eligible to deliver the JAPRI materials to women beneficiaries in their assisted communities.

EDUCATION ADMINISTRATOR AND OFFICIALS WHO COMPLETED PROFESSIONAL DEVELOPMENT ACTIVITIES PER GENDER AND REGION



Number of Male Beneficiaries Trained to Become Effective Allies of Women Entrepreneurs

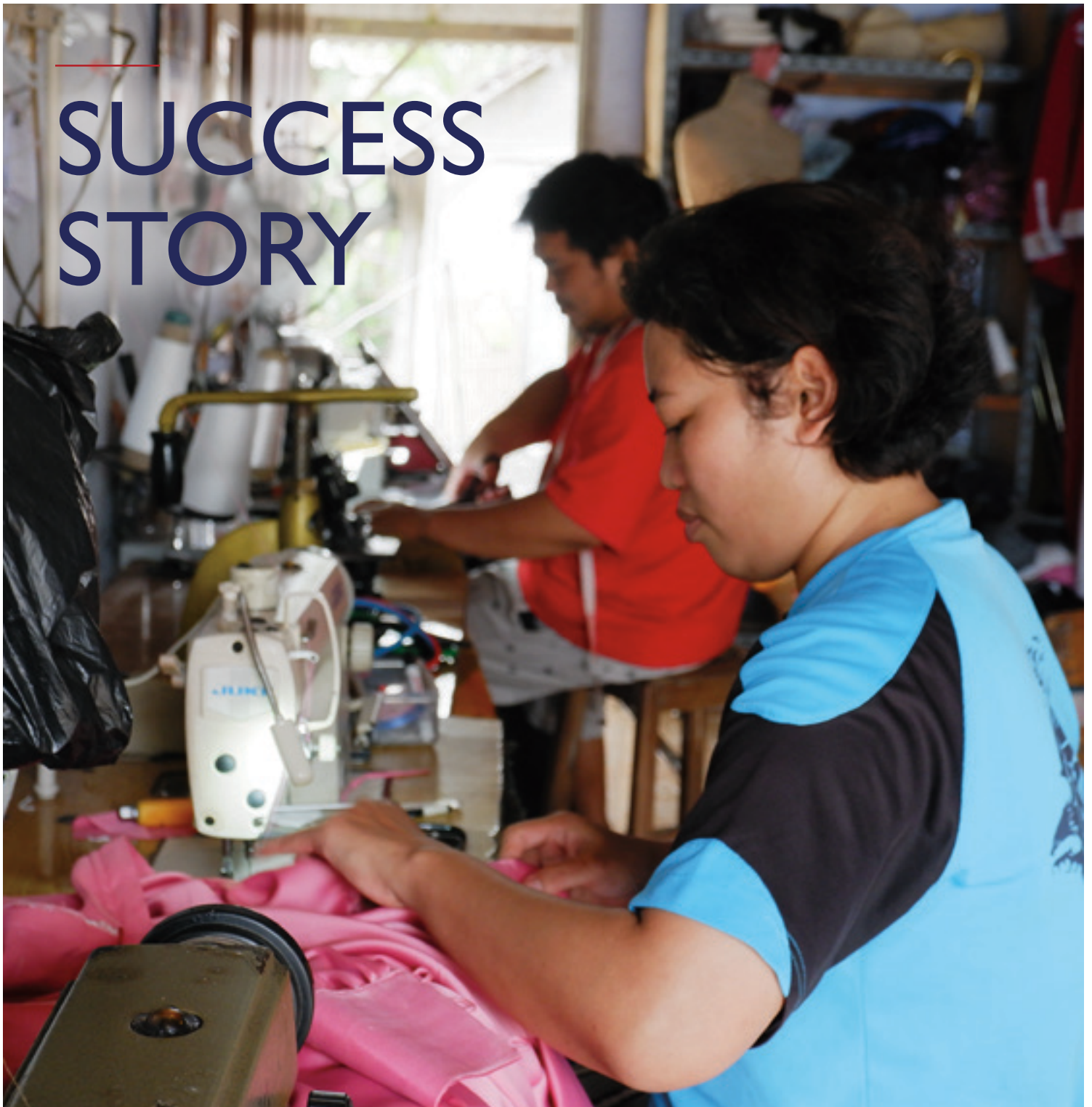
This indicator counts male participants who completed 100% participation in a JAPRI gender training.

JAPRI recorded that 2,029 male beneficiaries were trained to become effective allies of women entrepreneurs. Women who are running businesses face multiple challenges such as cultural barriers and access to markets and capacity building. JAPRI gender trainers delivered the basic concepts of gender equality to the male participants. Through completing the JAPRI gender training, the male participants received new knowledge

about the differences of sex and gender, the concepts of gender equality, male roles to support women entrepreneurs, as well as the importance of men-women partnership within the households and the communities.



SUCCESS STORY



Husbands Supporting
Wives in Business Endeavors

SUWARDI & MARSITI

Gender is social and cultural construct that shapes and defines women’s and men’s nature, roles, and positions. It is influenced by beliefs, religion, culture, politics, and economic systems, and, as a social distinction between men and women, leads to gender inequality. To promote and build positive partnerships between men and women in household economic practices, the USAID JAPRI program initiated interventions to address the issue of gender inequality by supporting women’s active participation as economic actors and men as the support system for women.

Understanding that men have significant potential to become support systems for women entrepreneurs, JAPRI worked to promote and help create healthy domestic environments that encouraged women’s active participation in business. From 2020 to 2022, in tandem with the program’s entrepreneurship training for women, JAPRI delivered gender equality trainings for the men closest to those women, including husbands, fathers, and brothers.

Suwardi (41) and Marsiti (42), from Blitar, East Java exemplify the success of those trainings. Husband and wife, both have physical disabilities and jointly work as tailors in their business, Endu Collection. Suwardi sews men’s clothing, such as batik and shirts, while Marsiti sews kebaya and Muslim women’s clothes. They have found that trying to make a living has been a particularly challenging struggle, as being disabled individuals comes with numerous stereotypes.

When JAPRI’s program focusing on persons with disabilities came to Blitar and offered entrepreneurship development activities along with gender equality training, both Suwardi and Marsiti jumped at the opportunity. Suwardi joined the



online gender equality training to learn more about how to support his wife in running a business, while Marsiti joined JAPRI’s entrepreneurship development activities.

Suwardi learned from JAPRI’s gender training that creating a positive partnership between men and women in household economic practices is a must. Since then, it is something he has worked hard to implement in his daily activities. As a husband, he encourages and supports his wife to develop her business knowledge so she can become financially independent and support their family’s finances. Suwardi also agrees that men should not feel that doing household work is only for women; both men and women must be able to fill in for each other whenever they are engaged with other things to do. For example, whenever Marsiti has a lot of sewing orders to finish, Suwardi steps up to bear the load of household responsibilities. And when it comes to making decisions for their family or their business, Suwardi and Marsiti now make those decisions together.



We must be able to share responsibilities and help each other both in the household and the business, so that the business can run smoothly, the house is also clean, and everyone’s needs are fulfilled.

SUWARDI

SUCCESS STORY



Knowing Your Target Market is Key
to Becoming a Successful Business Woman

ABRILLA HANI A.

Abrilla Hani Artavia (19), from Kediri City, East Java, is a role model for today's young businesswomen. Much like many other families around the globe whose lives been affected by the COVID-19 pandemic, Abrilla had to let go of her hopes in getting into college because her parents had lost their jobs.

But for Abrilla, this unfortunate situation has only motivated her to work harder. She is determined to find a way to make enough money so she can continue her education and help her family. In reflecting on what drives her, Abrilla said, "I want my dreams to come true — to be able to help my family and be financially independent."

So Abrilla went on a mission. She looked for information on what kind of business she should establish, eventually deciding to run a business that makes desserts. After doing a bit more research to find out what types of desserts would be popular among potential customers, she went to her aunt who knows how to bake. Together, they developed a number of recipes, and started baking. After a short while, Abrilla finally found her formula and launched her business Abrilla Dessert.

Despite having identified a great recipe, Abrilla quickly realized that she still lacked some key entrepreneurial skills and needed to seek out ways to grow. After hearing about the JAPRI program on social media, she quickly registered to join JAPRI's entrepreneurial development activities. Through JAPRI, Abrilla felt that not only that she was able to learn from excellent facilitators, but she also got to meet other young women like her who were doing their best to start successful businesses. This group of peers motivated Abrilla even more.

One part of the JAPRI program that Abrilla very enjoyed much was learning on how to take photos of her products to make them more eye catching, and how to effectively use



them on all available marketing channels, both online and offline. She also had many opportunities to network with local institutions and participate in business exhibitions. Crucially, JAPRI also assisted Abrilla in gaining a business identification number, which means that her business is now legally licensed and eligible to receive government support for MSMEs in the future.

Another challenge that JAPRI helped Abrilla overcome was accessing capital. During the pandemic, accessing loans or finance for business capital was not easy, so Abrilla was thrilled to learn about JAPRI's seed funding competition. With her trainer, she worked to develop a business proposal and succeeded in winning a seed funding spot. The money she received was used to buy a refrigerator, which she is using to ensure that her products stay fresher for longer.

For Abrilla, JAPRI's support was not limited to technical training. Through the program, Abrilla gained a new network of peers, overcame large business hurdles, and found the motivation to keep pursuing her financial independence.



I want my dreams to come true — to be able to help my family and be financially independent.

ABRILLA HANI A.

IMPLEMENTATION CHALLENGES & PROBLEM-SOLVING



USAID
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ADDRESSING CHALLENGES IN PROMOTING ENTREPRENEURSHIP

During its five-year project lifecycle, the JAPRI program experienced challenges in its efforts to promote entrepreneurship, challenges both internal and external to the project.

Internally, IIE and its implementing partners were instructed by USAID and its Ministry counterparts to work with higher education institutions, which forced JAPRI to expand its hosts of partners in order to be able to reach the desired target participants. Then due to funding limitations and increased target indicators, the program was forced to pivot from its original model of direct intervention to a capacity-building approach, which required the addition of new activities and roles. Finally, the expansion of the program and changing guidance from USAID also required numerous changes to the program's Monitoring and Evaluation plan.

Externally, the most difficult challenge that JAPRI experienced was the COVID-19 pandemic. COVID-19 negatively impacted the Indonesian economy, particularly in its entrepreneurial communities. In Indonesia, both the formal and informal sectors have faced unavoidable constraints, having to halt activities – either temporarily or permanently – due to unfavorable conditions caused by COVID-19. This included JAPRI's implementation of activities. COVID-19 challenged the JAPRI program to adapt its activities to resolve the limitations it experienced. As a result, JAPRI expanded the use of the delivery channels and modes of its activities. Due to this pivot, JAPRI was able to continually provide support to its participants and help them become entrepreneurs.

The following section highlights the key implementation challenges that the USAID JAPRI program faced, as well as the problem-solving methods that it used to address these challenges.



Expanding Definition of Poor & Vulnerable Youth

When USAID originally developed the JAPRI program under the umbrella of the workforce development program, JAPRI was meant to be an 18-month pilot program supporting P&V youth. P&V youth were initially understood to mean out-of-school students or youth from families receiving social assistance/ funding from the government. Accordingly, JAPRI initially only worked with local government offices, particularly the Social Affairs offices, in two areas to reach both urban and rural P&V youth populations. Trenggalek, East Java served as the rural district, while Bandung, West Java served as the urban district.

However, since the workforce development program fell under the purview of the MoECRT (formerly the Ministry of Research and Higher Education), JAPRI was soon expected

to also collaborate with local HEIs. To address this gap, JAPRI pivoted in its proof-of-concept note to USAID to include two components. The first component involved offering the JAPRI model — training, coaching, and mentoring services and seed funding — to local governments for the inclusion of P&V communities in entrepreneurship initiatives. The second component introduced the JAPRI model to HEIs. Through this partnership, JAPRI would reach a whole new host of P&V youth while also helping to sustain the program model through its integration in the classroom and HEI business incubation centers. Thanks to its positive collaboration with the Ministry, JAPRI identified strong HEI partners that helped the program rapidly expand over the next few years during JAPRI's full implementation phase and reach 11,072 university students.

Pivoting from Direct Intervention to a Capacity-Building Model

When JAPRI first began, IIE and its partners focused on reaching its targets for individuals with new or better businesses through direct intervention models (i.e., directly providing trainings, coaching, and mentoring services). In December 2018, USAID directed the program to increase its target number for those individuals from 400 to 4,000, a tenfold increase. To achieve such targets, IIE pivoted the intervention model to focus more on capacity building, meaning that it provided more Training of Trainers and Training of Coaches activities to stakeholders. In doing so, this enabled the program to far exceed its targets and help ensure the sustainability of the model following the project's closure in April 2022.

Shifting Monitoring & Evaluation Expectations

As mentioned above, USAID directed the JAPRI program to drastically increase its target numbers in 2018. Accordingly, IIE needed to update its Monitoring, Evaluation, and Learning (MEL) plan and did so in February 2019. Once the program received its WEE expansion in July 2019, it also needed to modify its Results Framework to incorporate the new targets for women beneficiaries as well as the men who would participate in the gender trainings. However, this also came with a new direction from USAID/Washington regarding the F indicators, which focus on new and better employment (or in the JAPRI context, new or better businesses). IIE once again updated its MEL plan in February 2020, which was approved by USAID in May 2020.

Shortly afterwards, IIE learned that the MEL plan would need to change once more due to the addition of the new PWD component and because USAID had again changed the F indicators. EG6.1 and EG6.4 became EG6.15 (percentage of

individuals with better employment) and EG6.12 (percentage of individuals with better employment). IIE pivoted and submitted an updated MEL plan that was approved in April 2021.

These changes in indicators had a direct impact on the program. With shifting measurement definitions, IIE was required to adjust the implementation of its program activities and data collection strategies. Since the JAPRI program is implemented by a consortium of implementing partners, this meant that IIE had to communicate the continuously changing needs to its subrecipients. Despite this challenge, the positive, collaborative relationships that IIE had established with its partners allowed the program to pivot and meet and exceed its targets for all KPIs. IIE also provided technical assistance to its subrecipients in running daily MEL tasks by delivering knowledge through MEL meetings to discuss how to design survey tools, define and track project indicators, collect and analyze data, and write MEL reports.

JAPRI Adaptation to COVID-19 Pandemic

One of the greatest implementation challenges that JAPRI experienced was the unprecedented global COVID-19 pandemic. The pandemic forced the Government of Indonesia to issue a large-scale social distancing regulation and JAPRI's activities in the field were first stopped for three months, from April through June 2020. IIE and its implementing partners understood that the pandemic would not be a short-lived phenomenon and as such, took advantage of the temporary break in activities to re-strategize, test, and develop new tools to support a new implementation strategy. Beginning in July 2020, JAPRI continued its activities with the following implementation strategy:

- **ET:** JAPRI entrepreneurship module transformed into videos and uploaded on the JAPRI e-learning platform (hosted and sustained by MRUF). While the online ET must be delivered across a total of 8 hours, the delivery of the materials is more flexible than in person and can be consumed in shorter segments according to the participants' needs and availability.
- **Coaching:** All sessions to be conducted by video calls. It is essential to conduct coaching sessions through video calls for the coaches to assess the body language and other gestures of the participants.
- **ToT, Business Mentoring, Gender Training:** Conducted online through Zoom and WhatsApp.
- **Health Protocols:** JAPRI activities were partially switched back to in-person whenever possible. Strict health protocols were put in place for in-person activities and followed local and national regulations. In-person activities were particularly crucial to ensure the inclusivity of people with disabilities, particularly those with sensory and non-sensory disabilities.

In July 2021, the large-scale social distancing regulations were once again imposed by the government. JAPRI utilized the above strategy it had developed in FY2020, but further improved its e-learning videos by including sign language interpreters to make them more accessible to people with disabilities.

IIE and its implementing partners learned through the COVID-19 pandemic that while there can be much success with pivoting activities online, in-person activities remain crucial for greater impact. In addition to inclusivity and equity concerns, both in terms of disabled persons' access and digital access, there are also some aspects of in-person activities that cannot be replicated in a virtual setting. Human connection, sensing and responding to emotion, networking, and maintaining participant focus are all key to taking trainings to a deeper level.



IIE and its implementing partners understood that the pandemic would not be a short-lived phenomenon and as such, took advantage of the temporary break in activities to re-strategize, test, and develop new tools to support a new implementation strategy.

PROGRAM ADMINISTRATION & FINANCIAL MANAGEMENT



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Staffing

As the prime implementer of the JAPRI program, IIE established a field office in Jakarta with five full-time staff members. This office was crucial for managing the project’s core consortium, activities, and building relationships with key stakeholders.

These staff members were supported by IIE’s U.S.-based core staff, who provided program oversight and targeted technical and administrative support. Additionally, IIE utilized the services of consultants as needed in areas such as Communications and Outreach, and Finance and Administration.

The IIE JAPRI field office staff included the following positions:

- Chief of Party
- Deputy Chief of Party
- Finance Manager
- MEL Specialist
- Administration Manager



JAPRI Implementing Partners

JAPRI was designed by IIE as a consortium of local implementing partners to leverage each partner’s area of expertise and geographic reach. At the onset of the program, IIE was supported by PJI, PRUF, and IIEF. PJI managed project implementation in rural areas, while MRUF supported activities in urban areas. IIEF supported project communication and outreach, though this work was later shifted to a consultancy-based model in 2018 to support

project cost-savings, meaning IIEF no longer served as an implementing partner for JAPRI.

Once JAPRI was expanded to support WEE activities in 2019, KPS2K joined the consortium to deliver the new component’s gender trainings. Similarly, HWDI joined in October 2020 to implement JAPRI’s PWD activities. Each implementing partner and their role in supporting the JAPRI program is highlighted below:

Consortium Member	Role	Period of Performance
IIE	Prime implementing partner with USAID. Program design, monitoring, evaluation, and implementation. Organizational capacity-building support for local subrecipient partners and stakeholders.	April 13, 2017 – April 12, 2022
IIEF	Support project communication and outreach activities	May 1, 2017 – October 12, 2018
PJI	Implement activities to deliver entrepreneurship materials through training, coaching, and mentoring for youth	May 1, 2017 – April 30, 2021
MRUF	Implement activities to deliver entrepreneurship materials through training, coaching, and mentoring for youth and women	May 1, 2017 – January 31, 2022
KPS2K	Implement activities to deliver gender equality perspective through gender equality training for male participants	October 1, 2019- September 30, 2021
HWDI	Implement activities to deliver entrepreneurship materials through training, coaching, and mentoring for people with disabilities	September 1, 2020 – February 28, 2022

Project Office & Asset Management

During the project's startup period, IIE secured an office lease in the Menara Imperium building in Jakarta and benefitted from the disposition of office furniture and other non-expendable assets from previous USAID projects, including PRESTASI II. The IIE team remained in that space for the duration of the JAPRI program, though it did extend its space as the program itself expanded with the addition of WEE and PWD activities. IIE closed its leases on March 31, 2022.

On October 12, 2021, IIE presented a draft disposition plan to USAID for review ahead of submission to MoERCT. In that plan, IIE proposed the following:

- Transfer all subrecipient assets to the program's subrecipients (IIEF, PJI, MRUF, HWDI)
- Transfer all IIE assets to MOERCT

Following USAID's approval of the draft disposition plan, IIE contacted MOERCT on the proposed disposition of its assets in close coordination with USAID. Following those discussions, in February 2022, MoERCT approved the transfer of non-expendable personal property located in East Java to PJI, MRUF, and HWDI. All of IIE's assets were approved for disposition to HWDI, which were then transferred to the organization by the end of the JAPRI program's period of performance.

Program Deliverables & Financial Management

During the lifecycle of JAPRI, IIE submitted all program deliverables outlined in Agreement AID-497-A-17-00005 on time. This includes the quarterly SF-425. Additionally, IIE submitted numerous supplemental reports to USAID throughout the program to both assist USAID in its own reporting requirements and to provide timely programmatic and financial information.

In total, USAID obligated the program \$4,440,561.00. The Agreement Ceiling was \$6,444,345. As of February 28, 2022,³ JAPRI spent 95% of its obligation.



³ As this report was prepared ahead of the project's accounting closure, the percentage above does not reflect the final amount spent under Agreement AID-497-A-17-00005.

Annex I: JAPRI Key Performance Indicators

Objectives	Indicators	TARGET			ACTUAL LOP
		LOP	Breakdown Per Project		
GOAL: P&V individuals work opportunities improved through entrepreneurship	Percent of individuals with better employment following participation in USG-assisted workforce development programs (FEG.6-15)	52%	Full Implementation 50%	50%	55%
			PWD 50%		
			WEE 55%		
	Percent of individuals with new employment following participation in USG-assisted workforce development programs (FEG.6-12)	20%	WEE 20%	20%	22%
			PWD 20%		
	Number of individuals with increased earnings following the completion of USG-assisted workforce development programs (FEG.6-5)	2,050	WEE 1,750	300	3,669
			PWD 300		
Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities (F. GNDR-4).	70%	WEE 70%	70%	87%	
Number of microenterprises supported by USG assistance (FEG.5-3)	7,250	WEE 2,750	2,750	10,943	
Number of individuals reporting legalized business	2,000	WEE 2,000	2,000	3,170	
INTERMEDIATE RESULT I: P&V individuals are empowered to start and/or grow business	Number of P&V youth reporting increased self-efficacy at the conclusion of USG-assisted training/programming (Youth Power)	540	Full Implementation 540	540	1,536
	Number of youths trained in social or leadership skills through USG-assisted Programs (Youth Indicator)	10,000	Full Implementation 10,000	10,000	20,085
	Number of vulnerable persons benefiting from USG-supported social services (FES. 4-1)	1,000	PWD 1,000	1,000	1,003

Annex I: JAPRI Key Performance Indicators (continued)

Objectives	Indicators	TARGET		ACTUAL LOP
		LOP	Breakdown Per Project	
SUB-IR 1.1: P&V individuals' entrepreneurial knowledge and skills increased	Number of individuals who completed USG-assisted workforce development programs (EG.6-3)	9,000	Full Implementation 8,000 PWD 1,000	12,075
	Number of individuals with improved skills following the completion of USG-assisted workforce development programs (EG.6-2)	7,000	Full Implementation 6,400 PWD 600	10,988
	Percentage of P&V youth satisfied with the quality of trainings	70%	Full Implementation 70%	100%
SUB-IR 1.2: P&V individuals access to business coaching & mentoring services improved	Number of P&V youth accessing JAPRI business coaching and mentoring sessions	3,610	Full Implementation 3,610	7,036
INTERMEDIATE RESULT 2: Capacity of local stakeholders to support P&V individuals' businesses	Number of host country tertiary education institutions receiving capacity development support with USG assistance (FES.2-1)	18	Full Implementation 18	23
SUB-IR 2.1: Increased commitment to adopting JAPRI Model	Number of stakeholders delivering training and coaching to P&V individuals after completing JAPRI ToT and ToC.	80	Full Implementation 80	96
SUB-IR 1.2: Increased readiness to adopt JAPRI model	Number of staff certified on new competencies	340	Full Implementation 340	395
	Number of service providers trained who serve vulnerable persons (FES. 4-2)	100	PWD 100	117
	Number of DPO facilitators trained to conduct JAPRI modules	30	PWD 30	59
INTERMEDIATE RESULT 3: Women are empowered to access economic opportunities	Number of individuals who completed USG-assisted workforce development programs (EG.6-3)	5,000	WEE 5,000	7,669

Annex I: JAPRI Key Performance Indicators (continued)

Objectives	Indicators	LOP			LOP
		Target	Breakdown Per Project		Actual
SUB-IR 3.1: Women's basic entrepreneurial skills increased	Number of individuals with improved skills following the completion of USG-assisted workforce development programs (EG.6-2)	3,000	WEE	3,000	5,623
SUB-IR 3.2: Support system for Women in business strengthened	Number of education administrators and officials who complete professional development activities with USG assistance (F.E.S. 1-12).	130	WEE	130	133
	Number of male beneficiaries trained to become effective allies of women entrepreneurs.	2,000	WEE	2,000	2,029

Annex II: Index of JAPRI Reports & Information Products

No.	Time Period	Name
Reports		
1	April – June 2017	Quarterly Progress Report — Quarter 3 Fiscal Year 2017
2	July – September 2017	Quarterly Progress Report — Quarter 4 Fiscal Year 2017
3	April – September 2017	Annual Report — Fiscal Year 2017
4	October – December 2017	Quarterly Progress Report — Quarter 1 Fiscal Year 2018
5	January – March 2018	Quarterly Progress Report — Quarter 2 Fiscal Year 2018
6	April – June 2018	Quarterly Progress Report — Quarter 3 Fiscal Year 2018
7	July – September 2018	Quarterly Progress Report — Quarter 4 Fiscal Year 2018
8	October 2017 – September 2018	Annual Report — Fiscal Year 2018
9	October – December 2018	Quarterly Progress Report — Quarter 1 Fiscal Year 2019
10	January – March 2019	Quarterly Progress Report — Quarter 2 Fiscal Year 2019
11	April – June 2019	Quarterly Progress Report — Quarter 2 Fiscal Year 2019
12	July – September 2019	Quarterly Progress Report — Quarter 4 Fiscal Year 2019
13	October 2018 – September 2019	Annual Report — Fiscal Year 2019
14	October – December 2019	Quarterly Progress Report — Quarter 1 Fiscal Year 2020
15	January – March 2020	Quarterly Progress Report — Quarter 2 Fiscal Year 2020
16	April – June 2020	Quarterly Progress Report — Quarter 3 Fiscal Year 2020
17	July – September 2020	Quarterly Progress Report — Quarter 4 Fiscal Year 2020
18	October 2019 – September 2020	Annual Report — Fiscal Year 2020
19	October – December 2020	Quarterly Progress Report — Quarter 1 Fiscal Year 2021
20	January – March 2021	Quarterly Progress Report — Quarter 2 Fiscal Year 2021
21	April – June 2021	Quarterly Progress Report- Quarter 3 Fiscal Year 2021
22	July – September 2021	Quarterly Progress Report- Quarter 4 Fiscal Year 2021
23	October 2020 – September 2021	Annual Report — Fiscal Year 2020
24	October – December 2021	Quarterly Progress Report — Quarter 1 Fiscal Year 2022
25	October 2021- March 2022	Annual Report — Fiscal Year 2021

Annex II: Index of JAPRI Reports & Information Products

No.	Time Period	Name
Information Products		
26	October 2017	Youth Mapping Report
27	November 2018	JAPRI Training of Coaches Module
28	January 2020	Gender Assessment Report
29	December 2020	PWD Needs Assessment Report
30	December 2020	JAPRI Entrepreneurship Module
31	February 2021	JAPRI ET,TOT, Modules in Braille