



ENDLINE REPORT INDONESIA

The impact on the socio-economic situation of youth participating in the Empower Youth for Work project in Indonesia

EMPOWER
YOUTH
FOR WORK



OXFAM

December 2021

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
EXECUTIVE SUMMARY	5
1 INTRODUCTION.....	8
2 PROJECT OVERVIEW	9
3 EVALUATION DESIGN	11
3.1 EVALUATION QUESTIONS.....	11
3.2 EVALUATION DESIGN	11
3.2.1 QUANTITATIVE IMPACT ASSESSMENT	11
3.2.2 QUALITATIVE IMPACT ASSESSMENT.....	12
3.2.3 REFLECTION WORKSHOP.....	12
3.3 OVERVIEW OF THE SAMPLE	12
3.3.1 QUANTITATIVE SAMPLE.....	12
3.3.2 QUALITATIVE SAMPLE	14
3.4 LIMITATIONS	14
3.5 EXPLANATORY NOTE ON THE FINDINGS, FIGURES AND TABLES.....	15
4 PROJECT IMPACT.....	18
4.1 CHARACTERISTICS OF YOUNG PEOPLE AND COMMUNITY MEMBERS INTERVIEWED	18
4.1.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS.....	18
4.1.2 PARTICIPATION IN EYW ACTIVITIES & COVID-19 RESTRICTIONS	19

4.2	IMPACT ON SOCIAL AND ECONOMIC EMPOWERMENT	20
4.3	IMPACT ON AGENCY AND SKILLS.....	24
4.3.1	AGENCY.....	24
4.3.2	SOFT SKILLS.....	27
4.3.3	TECHNICAL SKILLS.....	29
4.3.4	ENTREPRENEURIAL SKILLS	31
4.4	IMPACT ON ECONOMIC OPPORTUNITIES	35
4.4.1	EMPLOYMENT RATE, DECENT WORK, INCOME AND EMPLOYMENT TRANSITIONS.....	35
4.4.2	BUSINESS OWNERSHIP AND ACCESS TO FINANCE	41
4.5	IMPACT ON THE ENABLING ENVIRONMENT	43
4.5.1	SOCIAL RESTRICTIONS TO EMPLOYMENT.....	43
4.5.2	GENDER-BASED VIOLENCE AND GENDER EQUALITY.....	51
4.5.3	SEXUAL REPRODUCTIVE HEALTH AND RIGHTS	54
5	CONCLUSIONS	56
5.1	CONCLUSIONS TO EVALUATION QUESTIONS.....	56
5.1.1	TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE’S AGENCY AND SKILLS?	56
5.1.2	TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE’S ECONOMIC OPPORTUNITIES?.....	57
5.1.3	TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN THE ENABLING ENVIRONMENT OF YOUNG PEOPLE?	57

5.2	OVERALL CONCLUSION	59
6	RECOMMENDATIONS FOR FUTURE PROGRAMMES.....	60
7	ANNEX.....	63
7.1	ANALYSIS TECHNIQUES.....	63
7.1.1	QUANTITATIVE ANALYSIS.....	63
7.1.2	QUALITATIVE ANALYSIS.....	65
7.2	DETAILS OF THE SAMPLE	66
7.2.1	QUANTITATIVE SAMPLE.....	66
7.2.2	QUALITATIVE SAMPLE	68
	ACKNOWLEDGEMENTS.....	70

EXECUTIVE SUMMARY

Empower Youth for Work (EYW) is a five-year programme (2016-2021) funded by the IKEA Foundation. The programme focuses on enabling young people (especially young women, 15-29 years old) in rural climate-affected areas of Pakistan, Bangladesh, Indonesia and Ethiopia to seek and obtain economic independence. To realize these goals, the programme applies a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment.

This report focuses on the impact achieved by the EYW project in Indonesia by comparing the results of the endline study (July-August 2021) with the baseline (early 2017) and midline (July-August 2020) studies. The main objective of this impact evaluation was to determine the impact of the EYW programme using the key performance indicators (KPIs) for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people. This endline study comprises both quantitative and qualitative components. The quantitative impact assessment focused predominantly on progress made with respect to the KPIs for each of the three pillars, while the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project. A two-day online reflection workshop ensured results were put into context and perspective.

We found positive changes for all three pillars when comparing the baseline situation to the situation at the endline. For many of the indicators, endline levels of the EYW participants were higher than the baseline levels, indicating a likely role played by EYW in these improvements. Differences between EYW participants and non-participants, and the benefits and value offered by EYW activities, were also found in the qualitative study. The conclusion of positive contribution by EYW was supported by progress on the main indicator formulated at the "impact level": socio-economic empowerment. Overall, comparing the baseline situation to the situation at the endline, EYW participants' levels of socio-economic empowerment improved. The results for the economic empowerment for women, in particular, pointed to a positive impact from EYW.

However, it is important to acknowledge potential external factors that may have contributed to the positive change, as for many indicators, non-participants also experienced improvements, but these were not as great as for the EYW participants.

There were gender gaps for some indicators. For instance, the level of socio-economic empowerment was higher for young men than for young women, and a similar difference was found for the employment rate and business ownership. Indeed, as became clear from the analysis of the social norms, young women face more social restrictions to employment than young men. These findings point to the

importance of acknowledging and accounting for an enabling environment for female youth employment.

Lastly, it is also important to consider the social and emotional contributions of the programme, which are not easily measured. By connecting youth for skills development, for instance, youth also had the chance to engage with peers, express their struggles and concerns, exchange ideas, learn from each other and make connections beyond their work life. These unmeasured impacts and outcomes should also be considered while looking at the overall impact of the programme.

Based on the insights, experiences and results presented in this report and discussed with project staff and partners, the following recommendations for future programmes have been formulated:

- **Adopt a holistic approach with a long-term vision:** EYW adopted a holistic approach to improving the socio-economic empowerment of young people. There are positive links between working on agency and skills, the promotion of an enabling environment, and economic opportunities. Hence, adopting a holistic approach will likely materialize in more benefits for young people. Furthermore, a long-term programme vision is important since changing (employment) outcomes takes time.
- **Acknowledge, account for and aim to shift social norms to contribute to an enabling environment, especially for young women:** Social norms have a direct bearing on the possibilities for youth employment. The findings show that there were gender gaps for indicators such as empowerment and economic opportunities, and social norms were more restrictive for women than for men. Changes in social norms take time. For the change process to remain sustainable and reach the next generation, youth programmes must continuously and progressively acknowledge and account for the societal barriers that limit the participation of young women and other marginalized groups in the labour market.
- **Target participants to improve impact:** Some indicators showed strong links with a person's level of education. This suggests that the added value of future youth employment programmes is strongest when targeting youth with relatively low levels of education. Furthermore, some activities, such as entrepreneurial skills training, will have more impact if targeted at those with an entrepreneurial mindset.
- **Bridge the gap between the supply side and the demand side of the labour market:** Often, youth employment programmes have a strong focus on the supply side of the labour market, for example, improving youth's employability by developing their skills. At the same time, it is also important to consider the broader environment that young people are part of, where market circumstances and policies can prevent them from accessing jobs, or where jobs simply are not available. It is thus best to tackle both the supply side and demand side of employment simultaneously when developing policies, as this is where the conditions for youth employment are created.
- **Allow for customisation of activities:** Allowing for customisation of training activities could ensure that they match with participants' interests and needs. For instance, after being introduced to the basic concepts of a certain topic, participants could be asked to vote or choose

from a set of pre-determined training topics or packages, or topics that are based on an assessment in the community. In this way, participants may have a sense of empowerment (being heard), and the programme can address a need that was explicitly mentioned by the community.

- **Operationalize both the informal and formal parts of the enabling environment:** The enabling environment consists of both informal and formal factors. It is of utmost importance that future programmes operationalize both the informal and formal aspects of the enabling environment. Only then can the gap between the supply and demand sides of the labour market be bridged.
- **Include a mentoring component in skills development training:** A best practice from EYW is the mentoring component integrated into the entrepreneurial skills training. These findings demonstrated the added value of having someone to support personal development, especially in an environment where social norms and attitudes towards self-employment are not always supportive.
- **Facilitate opportunities for replication of activities:** Facilitating opportunities for replication of project activities within the community would allow more people to benefit from the project. A best practice by EYW worth mentioning is the ‘Training of Trainer’ sessions: a selected group of young people who received a certain type of training are then trained to deliver this training to their peers. Facilitating the replication of activities within the community will, first of all, increase the reach of the project. Secondly, it also helps hone the communication and leadership skills of the youth who now act as a trainer for other people.
- **Continue the work on decent working standards:** Future programmes need to continue working on improved policies and practices to achieve decent working standards. This requires the involvement of workers, employers and government.
- **Consider the sustainability of the project, even after project implementation has ended:** As is the case with all development projects, it is important to consider ways in which to continue and sustain the work and progress made. Suggestions were made for setting up an EYW alumni community and the formal registration of the youth hubs facilitated by the EYW programme, so youth can stay connected and organized even after the project has ended. This gives them opportunities for continuous joint motivation, learning and action.

1 INTRODUCTION

Empower Youth for Work (EYW) is a five-year programme (2016-2021) funded by the IKEA Foundation. The programme focuses on enabling young people (especially young women, 15-29 years old) in rural climate-affected areas of Pakistan, Bangladesh, Indonesia and Ethiopia to seek and obtain economic independence. To realize these goals, the programme applies a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment.

The Impact Measurement and Knowledge (IMK) team, part of the Learning, Innovation and Knowledge (LINK) unit, of Oxfam Novib conducted an impact evaluation of the EYW project in Indonesia, together with Oxfam in Indonesia and its partners Indonesia Business Links (IBL), Aliansi untuk Desa Sejahtera (ADS), and consultants Asosiasi Pendamping Perempuan Usaha Kecil (ASPPUK), Yayasan Ekowisata Indonesia (Indecon), ICT Watch Indonesia and Angel Investment Network Indonesia (ANGIN).

This report focuses on the impact achieved by the EYW project in Indonesia by comparing the results of the endline study (July-August 2021) with the baseline (early 2017) and midline (July-August 2020) studies. The main objective of this impact evaluation was to determine the impact of the EYW programme using the key performance indicators (KPIs) for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people.

This endline study comprises quantitative and qualitative components. The quantitative impact assessment focused predominantly on progress made with respect to the KPIs for each of the three pillars, while the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project.

During programme implementation, and at the time of writing, the world, including Indonesia, was hit by the coronavirus pandemic (Covid-19). Covid-19 puts further pressure on the job market, and disproportionately affects young people – especially young women (ILO, 2020a¹; ILO, 2020b²). Estimates show that, globally, one in six young people have stopped working due to Covid-19, and working hours have fallen significantly among those still in employment (ILOa, 2020). Therefore, the findings of this study need to be understood within the context of the Covid-19 pandemic.

¹ ILO (2020a). ILO Monitor: COVID-19 and the world of work. Fourth edition.

² ILO (2020b). Youth and Covid-19: Impacts on Jobs, Education, Rights and Mental Well-being. Survey Report 2020.

2 PROJECT OVERVIEW

The EYW programme aimed to improve economic and social empowerment for young women and men living in rural, climate-change affected areas in Bangladesh, Ethiopia, Indonesia, and Pakistan. The Theory of Change consisted of three pillars – improving young people’s agency and skills (pillar 1), improving their economic opportunities (pillar 2), and creating an enabling environment for youth (pillar 3) – to ultimately increase their social and economic empowerment.

In Indonesia, the EYW project was implemented by different partner organizations and consultants in Southeast Sulawesi, Southwest Sulawesi and West Java. Partners include: Indonesia Business Links (IBL) and Aliansi untuk Desa Sejahtera (ADS). Consultants include: Asosiasi Pendamping Perempuan Usaha Kecil (ASPPUK), Yayasan Ekowisata Indonesia (Indecon), ICT Watch Indonesia and Angel Investment Network Indonesia (ANGIN)³.

For each of the three pillars, the EYW project in Indonesia organized tailored activities through its partners in the three provinces. These activities were designed to be contextually sensitive and inclusive in terms of participation and content. See Table 1 for details of how activities and focus areas relate to each of the three pillars in the EYW programme.

Table 1: EYW pillars and related activities

Pillar	Theme of activities	Focus areas
Pillar 1: Improving young people’s agency and skills	<ul style="list-style-type: none"> • Soft skills • Technical skills • Entrepreneurship 	<ul style="list-style-type: none"> • Communication • Negotiation • Problem-solving • Leadership • Character strengthening • Community-based tourism • ICT Literacy • Entrepreneurial mindset • Human-centred design
Pillar 2: Improving their economic opportunities	<ul style="list-style-type: none"> • Business Development Support (BDS) training to SMEs • Entrepreneurship • Job counselling 	<ul style="list-style-type: none"> • Business modelling • (Digital) marketing and product branding • Packaging • Networking • Finance and accounting • Business regulations and legalities
Pillar 3: Creating an enabling	<ul style="list-style-type: none"> • Gender Action Learning System (GALS) 	<ul style="list-style-type: none"> • Envisioning the change • Identifying opportunities and challenges

³ Note that initially there were some challenges in implementation. For instance, it was difficult to reach a signed Memorandum of Understanding with the Ministry of Social to work with youth. This induced other stakeholders to be hesitant to commit to EYW and suspension of EYW activities. Furthermore, there was a change of partners throughout implementation (change from AKVO to ICT Watch). This situation further complicated the implementation of EYW.

environment for youth	<ul style="list-style-type: none"> • Sexual and reproductive health and rights (SRHR) • Gender-based violence (GBV) • Social norms • Freedom of movement • Business environment (regulations) • Linkage with (local and village) government and influencing departments • Community development planning 	<ul style="list-style-type: none"> • Establishing targets/milestones • Developing action plans • Identifying allies • Stakeholder mapping • Media activities and campaigns • Influencing
-----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Please note that different themes had different but complementary types of activities. For instance, in addition to entrepreneurship skills training, young people also received one-to-one mentoring support and coaching. Also, community and youth hub discussion group meetings, and International Youth Days or Festivals, complemented activities such as skills development and entrepreneurial mindset. Most of the influencing activities, such as the economic empowerment of young people, were conducted online.

EYW in Indonesia had a strong focus on training for the skills development of young people. In general, there were two types of training 1) basic training and 2) advanced training. Often young people first participated in the basic training before participating in the advanced training, but this was not a necessary precondition. Mostly, basic training was focused on soft skills, covering topics such as character strengthening and how to develop a business mindset. In the case of Indecon, which focused specifically on tourism development, the basic training was about basic scouting, the introduction of tourism products, tourism services and institutional tourism. The advanced training was customized according to youth's needs and focused on entrepreneurship, ICT literacy or community-based tourism. Some of the advanced training focused on specific technical skills, such as natural colouring, wood waste management, product branding and packaging, and the business canvas model.

In response to the Covid-19 pandemic, partners shifted face-to-face activities to online platforms. While permitting activities to continue, this shift meant that activities might take longer to roll out and puts young people with no or limited access to the internet at risk of missing out. Furthermore, the topic of many activities post-Covid has shifted to anticipate the impact of Covid-19 in the long run, instead of the original focus areas of EYW. For instance, Covid-19 awareness sessions were organized, in addition to setting up mobile wash basins in public places and tourist areas, workshops on how to make facemasks, organic hand sanitiser, and seminars on organic farming and sustainable food production.

3 EVALUATION DESIGN

3.1 EVALUATION QUESTIONS

The main objective of this endline study was to determine to what extent the EYW programme had an impact on KPIs for the three pillars. The report also explores the gendered and regional differences for the outcomes and contextualizes the findings with respect to Covid-19. Furthermore, reflections from youth, community members and stakeholders on how change happened are included throughout the report. The main evaluation questions are presented in the Table 2.

Table 2: Overview of evaluation questions

Main evaluation question: To what extent have activities implemented by the EYW programme contributed to changes on KPIs related to the three pillars?

Sub-questions:

- To what extent have activities implemented by the EYW programme contributed to changes in young people’s agency and skills?
- To what extent have activities implemented by the EYW programme contributed to changes in young people’s economic opportunities?
- To what extent have activities implemented by the EYW programme contributed to changes in the enabling environment of young people?

The quantitative impact assessment focused predominantly on the KPIs, and the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project.

3.2 EVALUATION DESIGN

This was a mixed-methods evaluation, which means that the quantitative impact assessment was complemented by qualitative research and reflection workshops with youth and partners.

3.2.1 QUANTITATIVE IMPACT ASSESSMENT

The quantitative component of this evaluation was a quasi-experimental impact assessment, meaning that it benefits from data collected from a target group of programme participants as well as a comparison group. The comparison group included respondents who were living in villages that were not targeted by EYW project activities and had a similar demographic profile to the target group. The selection of respondents and their assignment to the target and comparison groups was not random – this is what makes this study “quasi-experimental”, in contrast to a fully randomized control trial. Comparing data from these two groups allowed us to identify both *trends* in outcomes over time for the target group and any changes that could be attributed to programme activities (the *impact* of the EYW programme so far).

The study compares baseline data (2017) to midline (2020) and endline (2021). At baseline and endline we have both a target and comparison group. At midline we have a target group only. Please refer to Annex 7.1.1 for more details on the methodology used for the quantitative impact assessment.

3.2.2 QUALITATIVE IMPACT ASSESSMENT

The qualitative study component used in-depth interviews (IDIs) to answer the following broad questions: a) How does change in employment happen for EYW youth participants? and b) How is change related to the effectiveness and relevance of the EYW Project? These interviews involved both male and female EYW participants and were focused on the changes they experienced in their professional lives and the changes they observed at the household and community level because of EYW. Discussions with community members focused on the community's awareness and opinion of EYW activities and how the activities led to changes in the employment, entrepreneurship and economic circumstances of youth in their communities.

Note that initially the qualitative data collection method involved focus group discussions (FGDs). Because of the Covid-19 pandemic and related mobility restrictions, it was decided to shift the approach to IDIs to be carried out over the phone.

3.2.3 REFLECTION WORKSHOP

A series of (online) workshops were held on 13 and 14 October 2021 to reflect on the preliminary results of the endline study. There were between 17-25 participants each day: Oxfam in Indonesia (4-6), implementing partners (6-8), and youth (7-11) involved in the EYW programme. A collaborative session to interpret the endline results was held with these participants. In two interactive days, participants reflected on the results presented with the main objective of validating the results and finding possible explanations for particular results. Reflections and suggestions from participants were incorporated into this report and are clearly labelled where they appear.

3.3 OVERVIEW OF THE SAMPLE

3.3.1 QUANTITATIVE SAMPLE

The quantitative sample for this endline study was designed to be representative of the EYW youth beneficiary group by the type of activity (training) engaged in⁴ but also the population distribution by province and city/regency, as well as to reflect the ratios of women to men participating in EYW. In addition, maximum comparability between the baseline, midline and endline was considered.

Lists of respondents for the target group were prepared randomly from records of programme participants maintained by EYW programme staff, with quotas for gender and city/regency. Initially, we planned for face-to-face data collection. However, the Covid-19 situation forced us to change the data collection approach – the main change was the shift to data collection over the phone for the majority

⁴ We initially aimed to oversample youth who had participated in a technical skills training or an entrepreneurship training, to be able to present stable statistical estimates about the characteristics of these groups of respondents separately despite the relatively small numbers of young women and men who engaged in them.

of survey locations⁵. Lists of respondents were adjusted to include only those participants for whom we had contact details, including a telephone number.

Data collection over the phone proved to be very challenging. Not only was the number of people on the list of respondents considerably reduced because of a lack of contact information for about 60% of young people, but in practice, much of the contact information for the remaining 40% proved to be outdated (changed SIM cards and invalid numbers). Furthermore, enumerators experienced higher rejection rates than they would have expected for face-to-face data collection.

To deal with these challenges, some trade-offs and changes to the sampling design and approach were made. The sampling approach changed from random sampling to non-probability sampling. In addition, instead of getting a representative sample at city/regency level, we shifted to representation at province level. Quotes for each type of training were not collected. Gender quotes at province level remained unchanged, which ensured that the endline sample was close to mimicking the gender distribution in the beneficiary database (53% women, 47% men).

Comparison group locations were randomly selected from lists of subdistricts not exposed to EYW to minimize spill-over effects. In the design of the sample, quotas were set for respondent gender and subdistrict. Within comparison group locations, non-probability sampling was used to select respondents. EYW youth respondents were asked to nominate their peers who had not participated in EYW. On other occasions, an announcement was posted online with specific criteria to find additional comparison respondents.

We also interviewed community respondents. Community members were selected based on two lists: 1) the beneficiary list for pillar three (enabling environment) for year four, the year when community activities were still regularly implemented; 2) a list compiled by partners and consisting of community representatives (including community leaders, parents, the private sector, government officials, teachers and academics). This second list – people that partners have engaged with for community activities – was purposely selected. Both lists were limited to people older than 29 years old. In the sampling design, the first list received priority over the second list.

To deal with the skews in the samples (both in terms of geography and training type), we used sampling weights⁶. These weights should control for the selection bias introduced by the challenges in collecting the data. We calculated weights for both target and comparison respondents at the baseline, midline and endline. Also, community respondents were weighted relative to their province.

⁵ Only in South Sulawesi and Wakatobi did the Covid-19 situation allow for some field visits. However, to keep the data collected as consistent as possible, we used online data collection for the entire endline sample.

⁶ Sampling weights were the inverse probability of being sampled. For each type of training within each province, we calculated the probability of being sampled, determined as the number of respondents from this group in the sample divided by the number of beneficiaries from this group in the population. The inverse of this probability was the sampling weight.

All respondents were interviewed in July-August 2021. Please see Annex 7.2 for a detailed overview of the baseline, midline and endline samples for both youth and community members.

3.3.2 QUALITATIVE SAMPLE

A total of 22 IDIs were conducted among youth (women and men) and community members in South Sulawesi, Southeast Sulawesi and West Java. These included nine interviews with young men, seven interviews with young women and six interviews with community members. At the beginning of the data collection process, the target number was 30 interviews in total. However, owing to communication and access challenges, this target could not be met. Furthermore, the selection criteria for the potential participants, corresponding to the type of training and the number of participants in each of the three provinces, were also defined. However, these criteria were not fully met during the data collection process. These limitations must be kept in mind when considering the findings from the qualitative component.

3.4 LIMITATIONS

This endline study had some limitations. The first limitation was that we had to rely on phone interviews rather than face-to-face conversations. This goes for both the survey and the IDIs. Generally, it was more difficult to engage respondents in a phone interview than face-to-face. We tried to ensure the quality of the phone interviews by extensively training enumerators. However, moving to phone interviews might still have impacted the quality of data collected.

Furthermore, moving to phone interviews introduced considerable selection bias since we had to limit the potential list of respondents to only those for whom we have contact information. Also, challenges in data collection induced several skews in the quantitative target sample in terms of geographical coverage and coverage by training type. We tried to control for these skews by working with sampling weights, however, this was not a perfect solution. The comparison sample also had its flaws because the majority of comparison respondents were friends of EYW participants. The selection criteria for the qualitative sample were difficult to meet for the same reasons as for the quantitative sample: we could only contact those respondents whose contact information was available.

In general, we selected target respondents from full records of youth participants held by local partners. This could also mean that we included youth in the sample who no longer participated in EYW and hence who might not remember all aspects of the training received. However, EYW aimed for sustainable, long-term impact, so even though project activities might no longer be fresh in the mind of some respondents, this should not matter much as we aimed to measure impact over time.

Also, there was a limitation in the way KPIs were formulated. First, there was the translation of global KPIs into local contexts, which came with trade-offs in standardization vs the local context (for example, for skills and enabling environment). Secondly, many of the skills indicators were based on self-assessments by the youth instead of more objective measurements. In general, people tend to avoid the more extreme answer categories in Likert scales, making it difficult to measure improvement. The self-assessment scores were already high at the start of the project for both the target and comparison groups.

Lastly, this impact study compared the baseline (2017), midline (2020) and endline (2021) results. Hence, there was less than one year between the second and third measurements, and these were in the middle of the Covid-19 pandemic. Measuring change after only one year is already ambitious given that generally, change takes time, especially if interventions cannot be fully rolled-out. These circumstances should be kept in mind when comparing progress made, especially between the midline and endline measurements.

3.5 EXPLANATORY NOTE ON THE FINDINGS, FIGURES AND TABLES

The next chapter presents the main findings⁷ of the endline study. In general, the chapters and sub-topics begin with the findings of the survey – the quantitative component. The descriptions of the quantitative findings are followed by the findings from the IDIs – the qualitative component – except in cases where a particular theme or topic was covered as part of the survey but was not explored in the IDIs.

The EYW programme was judged to have made a *significant impact* on an outcome indicator if the change observed among the programme participants (target group), from the baseline to the endline, was higher than the changes observed among non-participants (comparison group). Generally, positive impact means that programme participants experienced a higher increase in a certain indicator, for example, the level of soft skills, than non-participants. A negative impact means that the change for non-participants was larger than the change for participants. A negative impact is often, but not always, associated with a decrease in the level of a certain indicator. It could also indicate that a positive change is higher for non-participants, resulting in a negative impact for participants.

When the report mentions a *significant impact*, it means that the difference between programme participants and non-participants for that outcome indicator between the baseline and the endline was statistically significant at a confidence level of 95%. This means that if the survey were re-run 20 times, we would find that the project had an impact for 19 of those 20 times. **In short, a *significant impact* means that we have enough statistical evidence to believe that a change in an outcome indicator was entirely due to EYW programme activities.**⁸

⁷ Please note that the sample size for each outcome indicator can be different from the sample size mentioned in section 2.2. This could be due to one or both of the following reasons: respondents did not answer the question(s) related to that outcome indicator, respondents answered 'I don't know', or there was missing information in any of the covariates included in the model.

⁸ It is worth noting that in some cases, the outcome indicator might not have changed among project participants, but we still may find a significant impact. This can be the case when we observed a negative change in the group of non-participants, but the project helped to maintain an outcome indicator at the same level or helped to reduce a negative trend in the political and socio-economic context.

Figure 1

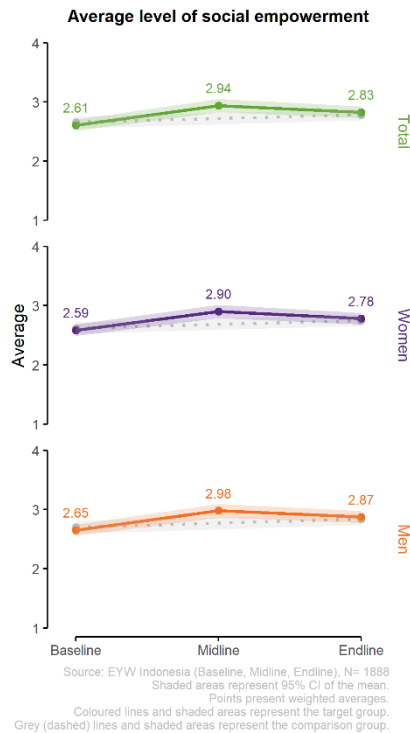
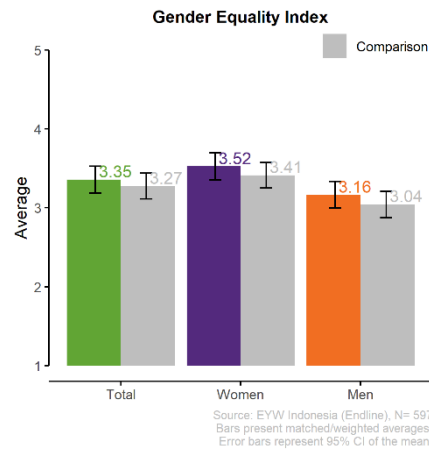


Figure 2



Most figures in this report visualize the results as line or bar graphs that show the average response to a given question by respondents in the baseline and endline studies (Figure 1), or only the endline study if baseline data for this question were

not available (Figure 2). The y-axis indicates the highest value a certain indicator can have.

Because the data is based on responses from a sample of the people in the baseline and endline studies, the results were subject to a degree of sampling error. These errors are visualized with a confidence interval, representing the range of

the estimate at a confidence level of 95%. In graphs such as Figure 1, the confidence interval is depicted as the shaded area above and below the straight lines. Coloured lines and shaded areas represent the target group; grey (dashed) lines and shaded areas represent the comparison group⁹. In graphs such as Figure 2, coloured bars represent the target group; grey bars represent the comparison group. The black line at the top of each bar represents the confidence interval.

Generally, if the confidence intervals of two estimates overlap, then it is likely that the difference between the estimates is not statistically significant. If the confidence intervals do not overlap, then the difference between the estimates is statistically significant. However, there are exceptions to this general rule, as the impact evaluation model – and hence the conclusions on significance – rely on many interacting factors (such as the influence of weights, covariates, and sample size). Therefore, readers are encouraged to rely on the report text and summary tables for definitive results regarding which comparisons or associations were statistically significant and which were not¹⁰.

⁹ Please note that no comparison group was interviewed at the midline in Indonesia. Hence, for the comparison group graphs just connect the data points between baseline and endline.

¹⁰ Note that the values on the graphs of women and men were based on predicted values of the general impact evaluation model. The general impact evaluation model used the sample of women and men together for the estimation. This means that the values on the graph with the label “Women” are the average predicted values for women based on the general impact evaluation model. Similarly for men. However, conclusions in the summary tables and text were based on conditional impact evaluation models specific to gender. This means, impact evaluation models estimated for each gender separately. This may explain some slight deviations in predicted values between tables and graphs. Additionally, the regional results in the tables were based on conditional impact evaluation models specific to region.

In the following chapter, summary tables are presented for each section. These tables present the results of each KPI and subscales used to estimate the KPIs. Hence, the tables provide an overview of all the analyses performed for the section. Most of these results are described in the text. However, results for some subscales or sub-KPIs are not described extensively in the text.

In the summary tables, an equals sign (=) means that there is no significant difference or result to report. An upward arrow (↑) indicates a positive impact, while a downward arrow (↓) indicates a negative impact. The number of asterisks behind the arrow indicates the level of significance (*, **, *** for $p < 0.1$, $p < 0.05$, $p < 0.01$, respectively). Hence, more asterisks mean stronger evidence for the result.

Note that for KPIs where there is no baseline data, we cannot estimate impact or change over time. Instead, we estimate whether the endline value is higher for the target group than the comparison group. In the table, this is indicated as 'Yes' (a higher value for the target group than the comparison group) or 'Yes, comparison' (a lower value for the target group than the comparison group). Again, asterisks indicate the level of significance.

4 PROJECT IMPACT

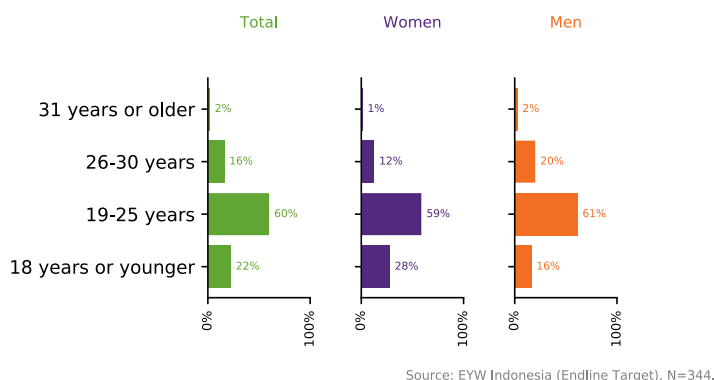
This chapter presents the findings from the endline study, using both quantitative survey data (2017, 2020, 2021) and qualitative data (2021). We begin with the questions: Can we say that the lives of young people have changed due to participation in the EYW programme, and can we understand how these changes occurred? First, we look at the young people and community members targeted by EYW project activities: who are they and what are their characteristics (section 4.1). Second, we explore the results of five years of EYW programme work on the social and economic empowerment of youth (section 4.2), young people’s agency and skills (section 4.3), young people’s economic opportunities (section 4.4) and their enabling environment (section 4.5).

4.1 CHARACTERISTICS OF YOUNG PEOPLE AND COMMUNITY MEMBERS INTERVIEWED

4.1.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS

Figure 3

What is your age?

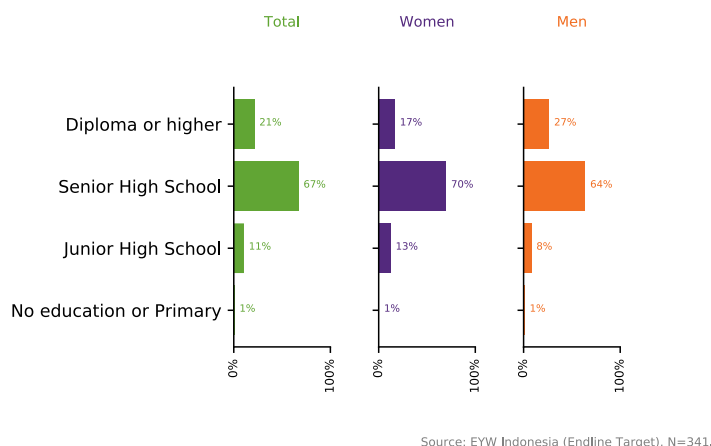


At the endline, we interviewed 636 young people who participated in the EYW project in Indonesia, slightly over half of whom were female (53%). This section presents some of the key socio-demographic characteristics of EYW participants at the endline.

The EYW project targeted young people between the ages of 15 and 29. More than half of the EYW participants in the endline sample were between 19 and 25 years of age.

Figure 4

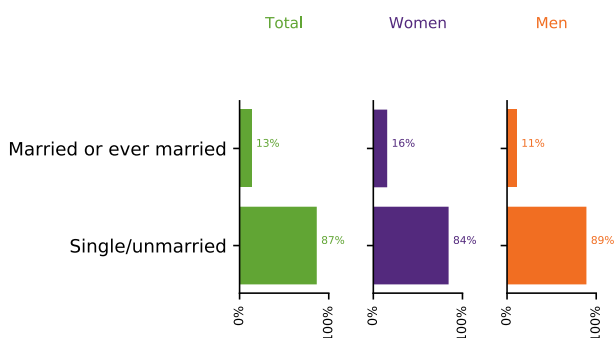
What is your highest achieved level of education?



At the endline, most of the youth had been educated to Senior High School level (67%). One in five youth had obtained a diploma, Bachelors degree, or Masters degree (21%). Only 1% of young people had not achieved any level of education. Compared to the baseline, young

Figure 5

What is your marital status?



Source: EYW Indonesia (Endline Target), N=335.

majority of community members were highly educated: 61% had achieved a diploma or higher. Only 8% not had any education or had only reached primary school level. One in ten community respondents were married. The majority of community respondents were employed (60%), self-employed (16%), or domestic workers (23%). Only 1% were unemployed.

The qualitative component did not delve deeply into the socio-economic characteristics of the participants except for their age profile. In line with the age profile of the youth surveyed for this evaluation, most youth participants were in the age group 19-25 years. Only two of the 16 youth who participated in the IDIs were older than 30 years of age. The age range of the community members who participated in the IDIs was much wider than for the youth, with the youngest participant aged 30 and the oldest being 65.

4.1.2 PARTICIPATION IN EYW ACTIVITIES & COVID-19 RESTRICTIONS

Activities in EYW were implemented through youth groups. At the endline, 79% of EYW target respondents participated in youth groups (compared with 26% of the comparison youth). Youth hubs provided young people with a safe and inclusive common place to connect. The hubs enabled youth to explore capacity-building opportunities and professional pursuits, to explore and develop business ideas and link these with markets, companies and micro-finance institutions, and to participate in training.

In the survey, we asked young people whether they had participated in activities on any of the following topics 1) soft skills, 2) technical skills, 3) entrepreneurship skills. Other areas and activities of EYW's work, for instance, ICT literacy or business environment (regulations), were not explicitly asked for in the survey. Youth could participate in multiple activities covering more than one pillar of EYW's ToC.

The survey focused mostly on the skills development of young people – in particular soft skills, technical skills, and entrepreneurship skills. A total of 68% of EYW participants in our sample said they had participated in soft skills activities, 37% had participated in entrepreneurship skills activities and 18% in activities for technical skills. However, it should be noted that these skills were interlinked, and during implementation, they were approached as one unit – the basic training focused mostly on soft skills, while the advanced training involved technical training and entrepreneurship training. Hence, soft skills,

people were significantly more (formally) educated at the endline. On average, young men were more educated than young women.

Lastly, the majority of EYW participants were single or unmarried (87%). Percentages were similar for men and women.

The community survey consisted of 48% women and 52% men. The average age of community respondents was 38 years old. The

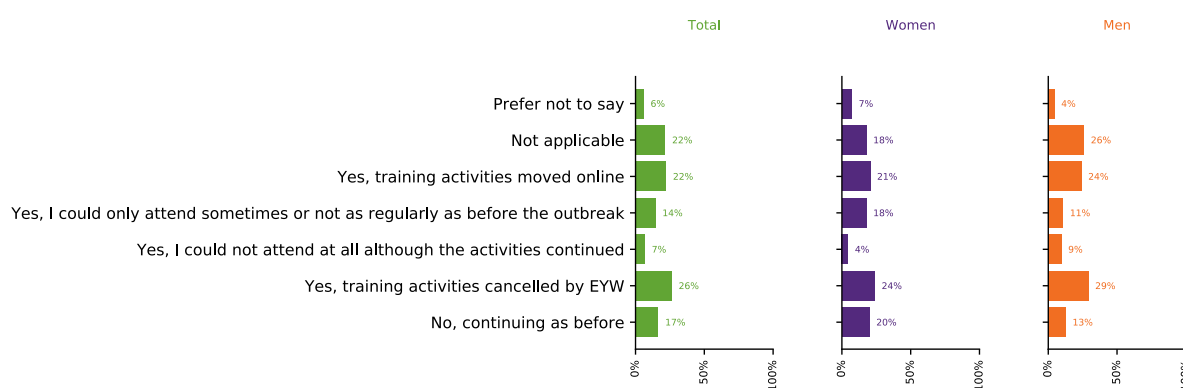
technical skills and entrepreneurship skills interventions were not implemented in isolation, and workshop participants thought that EYW participants participating in the survey might have difficulty understanding the difference between each of the three types of skills. This should be kept in mind when interpreting the results for skills training and development.

The Covid-19 pandemic placed considerable restrictions on the mobility of people, affecting the organization and implementation of EYW activities. This was also discussed in the reflection workshop by Oxfam staff and partners, who mentioned that post-covid engagement was difficult.

Only 17% of EYW participants said that their participation in EYW had *not* been interrupted or changed since the Covid-19 outbreak. For 26%, training activities were cancelled, and 7% said that activities had continued, but they could no longer participate. A total of 14% could only attend EYW activities sometimes, or at least not as regularly as before. A further 22% of EYW participants said that training activities moved online, and for another 22%, this question was 'not applicable' as they were no longer participating in EYW activities since the Covid-19 outbreak anyway. The impact of the Covid-19 outbreak on participation in EYW activities should be kept in mind when interpreting the results of five years of the EYW programme.

Figure 6

Has your participation in EYW activities been interrupted or changed since the Covid-19 outbreak?



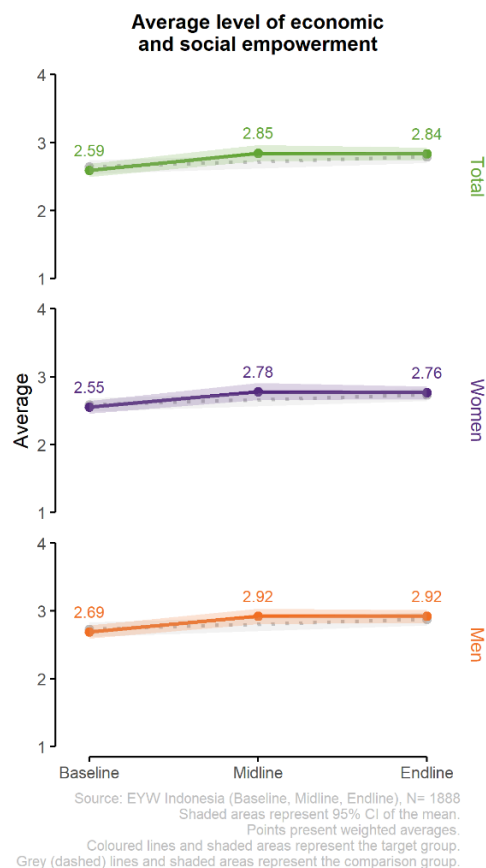
Source: EYW Indonesia (Endline Target), N=338.

4.2 IMPACT ON SOCIAL AND ECONOMIC EMPOWERMENT

KPI #: Economic and Social Empowerment			Total	Gender	
			Total	Women	Men
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)		
Impact	0	Average level of economic and social empowerment reported by young people	=	=	=
		Average level of economic empowerment reported by young people	=	↑*	=
		Average level of social empowerment reported by young people	=	=	=

Endline data only (Community)			Is there a significant effect for the target group at endline? (Contribution)		
Impact	0	Average monthly household income reported by <i>community members</i> (numerical, inflation-adjusted)	↑*	=	=

Figure 7



The ultimate goal of the EYW programme was to improve the economic and social empowerment of young women and young men. In this study, economic and social empowerment was measured by taking the average of two concepts: economic empowerment and social empowerment.

Economic empowerment was measured as the extent to which youth's income covered household needs¹¹. Social empowerment was measured by taking the average of two components: 'empowerment' and 'voice'¹².

We see in Figure 7 that youth's average level of socio-economic empowerment increased from the baseline to the midline, but from the midline to the endline, it stabilized (which may be due to the short time span between the midline and endline). Overall, comparing the baseline situation to the situation at the endline, young people's socio-economic empowerment improved. Since this was also the case for non-participants, we could not make any strong impact

claims, but it is very likely that EYW contributed to the increased levels of socio-economic empowerment among young people.

When we looked at each component of socio-economic empowerment separately, we found a positive impact for EYW on the economic empowerment of young women. However, there were gender gaps for socio-economic empowerment. Men had higher levels of socio-economic empowerment than women.

¹¹ Answer categories were a 1-4 point scale, where 1 was 'not at all' and 4 to 'to a great extent'.

¹² 'Empowerment' was measured by three statements 1) adults in my town or city listen to what I have to say; 2) adults in my town or city don't care about young people of my age; 3) in my town or city I feel like I matter to people. 'Voice' was measured by whether respondents feel comfortable doing four type of activities 1) suggesting activities to duty bearers or power holders; 2) sharing your ideas about rules or policies with duty-bearers or power-holders; 3) taking a lead role in organizing a program or activity in my community; 4) expressing my views, needs and aspirations among peers.

Another indicator was the average total household income (the income of all household members together). Community members reported higher average household incomes at the endline (4.7M IDR) than at the baseline (2.4M IDR).

Based on the discussions during the IDIs, the youth gained a sense of economic empowerment primarily through their ability to reduce their financial dependence on their parents and families. The pattern of responses was similar for young women and young men – the increase in income, according to most youth participants, helped to reduce financial dependence on their parents. These participants stated that they were now able to manage small expenses, such as buying clothes, paying mobile bills or internet costs, by themselves. It is important to note here that the participants were mostly young and in the initial stages of their careers. It may be too early to determine whether their income could cover household expenses and, in turn, enable a higher sense of economic empowerment.

I used to ask my parents for money to pay my tuition fees. After the training, I can pay the tuition by myself. Young woman, South Sulawesi

And about my job, this has changed me a lot, even more in financial terms. Because the difference from the previous job I had and the current one is huge. With my current income, I feel like I could contribute more to support my family, help my little sibling to go to school and to support myself. Young man, West Java

Before the training, I still don't own any business, I still ask for money to my parents once a week. But after running this small business, Alhamdulillah, my demand for money to my parents decreased, so they can save more. Young Man, South Sulawesi

Another common theme relating to empowerment that came up during IDIs with youth was having a network of friends and supporters because of the programme. Many young women and men stated that participating in EYW activities helped them to establish a network of like-minded individuals with whom they could discuss and share their business ideas, information, challenges, and solutions and even become buyers or patrons of each other's businesses. Two young women specifically stated that prior to the activities, they did not have a group of friends within their community, and now they felt happy about having a group of people they could rely on. Several youth participants also stated feeling empowered when their families and community members acknowledged and appreciated the work they were doing. They felt that they were being heard and respected when they were asked for advice and guidance and when they received words of encouragement and wishes for their continued success.

Youth also expressed their keenness to engage with others in their households and communities by providing information and support. Several youth participants stated that they tried to motivate youth in their families and communities towards employment and entrepreneurship. The responses indicated that they were eager to share the information and wisdom they had gained from the programme with the youth around them. For example, one youth talked about how he was helping his friends with developing business proposals after he was able to secure funding. Another youth talked about how she had tried to tell the community how locally produced goods can be improved in quality and sold with added value. This support was not limited to sharing of knowledge. Two youth participants talked about sourcing raw materials or technical support from within the community and how, in this way, the broader community could benefit if entrepreneurial attitudes and skills were encouraged.

There were also a few examples of social initiatives in their communities that youth had personally undertaken. One young man mentioned how he, along with other youth, had organised a cleaning drive

in their village. Another young man talked about a donation project he had started to help those in need. Interestingly, the responses relating to social initiatives in the communities came mostly from young men and not young women. This could be because of a lack of community platforms where young women felt safe and comfortable voicing their opinions and initiating actions. However, given the small sample size for the qualitative component, and without comprehensive investigations, we should be careful extrapolating this explanation to the entire group of EYW participants.

Community members echoed the sentiments of youth respondents. They believed the programme had enabled exposure to new options for income generation, which could potentially help reduce migration from their communities to cities or abroad by enabling economic activities within their villages and towns. The youth lacked exposure to new ideas and information because villages were remote. According to the community members, the circumstances in their communities were not conducive to the social and economic empowerment of youth. Many parents of youth in the communities were migrants who worked overseas. As a result, many young people did not have suitable guidance. In some cases, according to the community members, the lack of an enabling environment could leave the youth susceptible to risky behaviours (chiefly, alcoholism). A few youth participants also alluded to this while talking about how they did not have a like-minded group of peers in their own communities and how EYW helped to establish spaces to exchange new ideas and information and to request and provide support among people with similar beliefs and ambitions.

From the responses from community members, it appeared that they felt it was a bit too early to fully ascertain the contribution of EYW to the lives of the youth and community. They stated that the programme enabled guidance and exposure to the youth and that they did see changes in the youth from their communities who participated in the programme. They talked about women who were now economically empowered, youth whose enterprising attitudes were nurtured by the training, and through having a group of like-minded individuals. Other community members spoke more about what the programme *can* achieve. They expressed hope that the impact would be much higher and more significant if its scope and reach were expanded.

Quantitative and qualitative findings both concluded a mixed picture on socio-economic empowerment. Overall empowerment levels improved over time, and there were certainly many inspiring individual examples of increased empowerment for EYW participants. However, it remains difficult to make strong impact claims for EYW. This is because changing socio-economic empowerment takes time. Hence, long-term programmes with greater scope and reach would support improving socio-economic empowerment sustainably.

That's why I'm so grateful, and I felt lucky to be able to attend IBL and to start my business. I didn't have many friends before, but I do now, and I can share my experiences with them even though we had different kinds of ventures. I'm really grateful for IBL because my place is a remote village. There are little to no entrepreneurs here. There are some merchants, but none of them produce their own goods. So, I cannot share anything with them. Young woman, West Java

The most significant thing after the program is it enables us to create new learning circle, network or small community, which enables the people who shared the same vision to stay, learn together. It also creates another friendship circle, which enables people to help each other. From this community, we are often offered some projects which make us learn from the real experience or so-called learning by doing. Young man, South East Sulawesi

Among friends, we support each other, while among the society, they often talk about me or see my stories on social media, and they pray for my success. They said they hope that I can be an entrepreneur. Some of my neighbours always pray for my success if we cross paths. Young woman, South East Sulawesi

My business have banana as its main ingredient, and I bought it from the banana farmers who are the majority here. This really helps the farmers here. The banana would later be used as the ingredients for my business or would be sold by my husband in the market. So alhamdulillah, there are some who felt the effect of this IBL program, even without knowing anything about it. Young woman, West Java

From now, I have a huge motivation to grow my business. I try to provoke my friends who are still unemployed to join something. I call my friends, some are ignoring me, and some care about giving a response. I hold my spirit high. I keep motivating them. I motivate them as well. Let's grow our business. Even if we have to start small, and it should be. Young Man, South Sulawesi

We collectively picked up waste on the roads, in the gutter. We were given a rubbish bin along the road so that people that live here didn't throw garbage everywhere. Youth male, West Java

I think it is very helpful for them because on average the young people of Indramayu have never gone anywhere in their life, they always stay here. It made their outlook so narrow. When they finally get the chance to get out, they become migrant workers overseas. That, in turn, makes their family somewhat incomplete. Community member, West Java

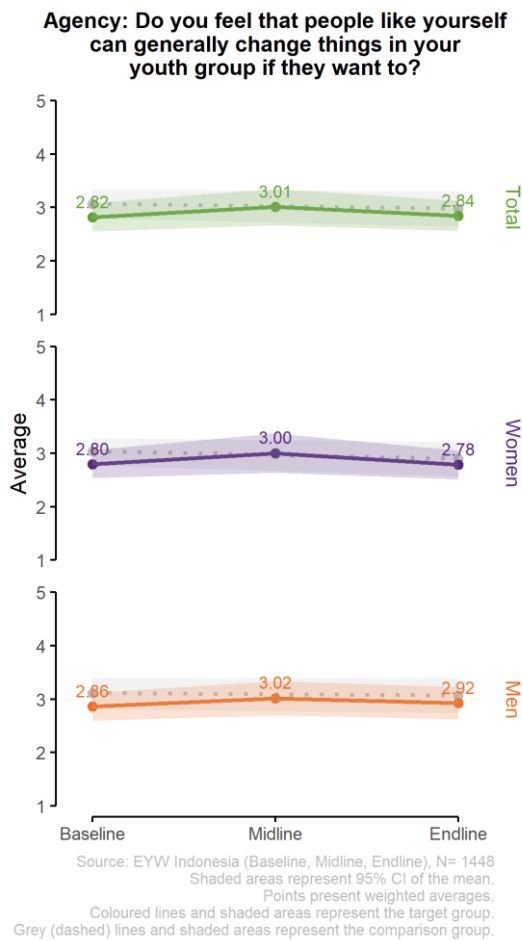
Those who were invited to join the training started to think openly. That is the impact on the community, if it is sustainable, it will encourage people not to migrate and instead stay in their village to provide for their families. Community member, South Sulawesi

4.3 IMPACT ON AGENCY AND SKILLS

4.3.1 AGENCY

KPI #: Agency			Total	Gender	
			Total	Women	Men
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)		
LT OM	1	Do you feel that people like yourself can generally change things in your youth group if they want to? (NB: only asked to youth who are part of a youth group. Not many comparison youth are part of a youth group, hence we can only compare this indicator for the target group over time)	=	=	=
Midline-Endline data			Is there a significant effect for the target group over time? (Contribution)		
LT OM	1	In the past year, do you agree that you have made changes for yourself and your family ?	=	=	=
		Do you feel that people like yourself can generally change things in your community if you want to?	↓***	↓***	=

Figure 8



Agency is about a person’s capacity to act independently and to make their own free choices. In this study, agency was operationalized with three survey items 1) the first focuses on a person’s capacity to change things in their own youth group, 2) the second is about young people’s capacity to change things in the community, and 3) the third looks at changes made for young people themselves and their family.

At the endline, 79% of EYW participants said they were part of a youth group. EYW activities and the youth hubs, in particular, helped young people to establish networks of peers in which they could discuss and share ideas, express their struggles and concerns, and build friendships. However, changing things in these youth groups was another thing. From the baseline to the endline, EYW participants’ self-assessed capacity to change things in their youth group remained unchanged (on a 1-5 scale, the average value was 2.82 at the baseline and 2.84 at the endline). Overall, youth appreciated the youth groups, and these groups supported them with their

personal as well as professional development, but the young people’s agency to change things in the youth group did not improve over time.

Indicators for young people’s capacity to change things for themselves and their families and communities were only included in the survey at the midline and the endline. Therefore, we can look at change over time for the target group, but we cannot estimate the impact of EYW since we did not have a comparison group at the midline. Looking at all EYW participants together, we did not see a change over time for the capacity to change things for themselves and their families (Figure 9). However, at the endline, levels are significantly higher for EYW participants than for non-participants.

Figure 9

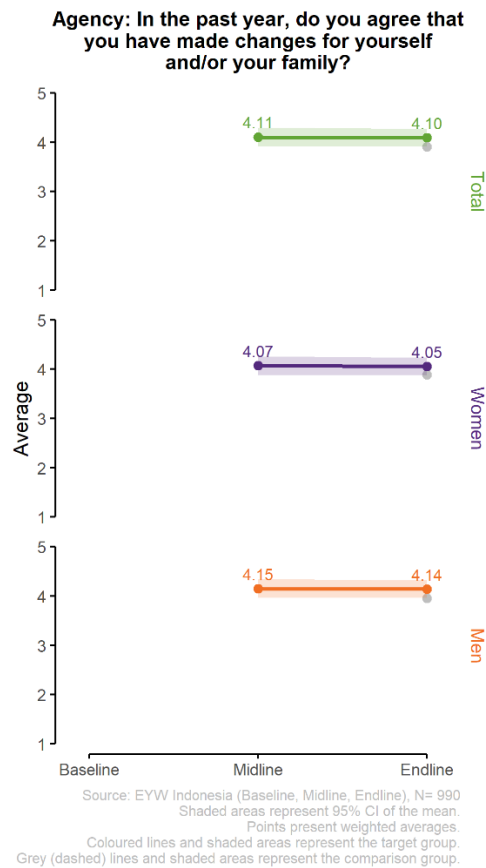
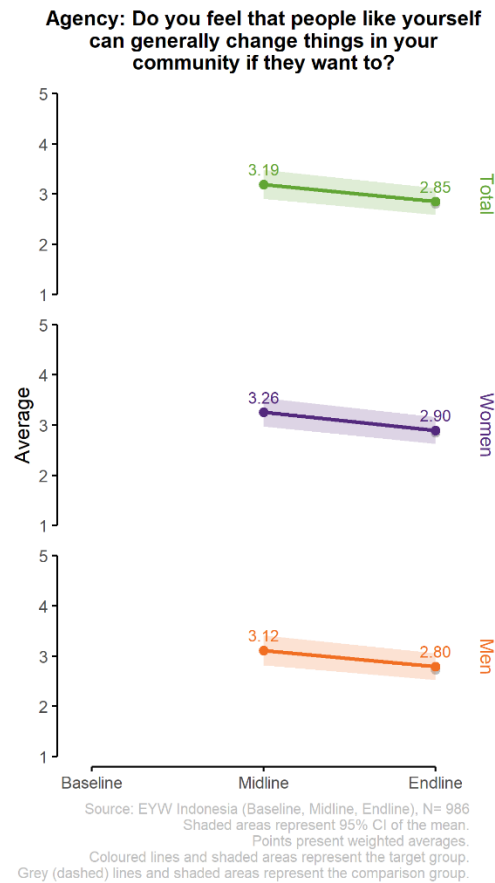


Figure 10



The survey data shows that young people found it more difficult to change things in the community at the endline than at the midline (Figure 10). The Covid-19 pandemic possibly contributed to this decrease in the feeling of agency, for example, because mobility restrictions reduced young people’s sphere of influence.

Overall, the quantitative findings for agency were mixed. However, there were many individual stories of improved agency. Participants in the reflection workshop, for instance, said that in their experience, they and their peers did make a positive change to their level of agency. Stories were shared about youth opening a business, even though the circumstances were difficult (for example, the Covid-19 pandemic), and youth lobbying local government to raise awareness of the youth situation and attract support. Workshop participants gave many examples of impactful stories that showed the braveness of youth and their motivation and commitment, especially towards entrepreneurship. In their opinion, these stories were illustrative of youth’s improved agency and EYW’s role in this.

The responses from the participants in the IDIs were similar to those of the participants in the reflection workshop. Several young women and men stated how, after the EYW programme, they were motivated to improve and expand their businesses. They talked about looking at business trends, finding out more information and resources related to their businesses and taking business risks and decisions. They attributed this confidence and the desire and vision to improve their businesses to the EYW programme – this is discussed in detail in section 4.3.4. Some participants tried to motivate others in their community and network to be economically productive.

However, it should be noted that the responses that indicated agency – the will and capacity among youth to initiate or be part of the changes around them – were largely limited to entrepreneurship and economic activities. Only two young men talked about enhanced agency in other spheres of life. These were the same two participants who talked about organizing a cleaning drive and setting up a donation programme, as discussed in the previous section.

Some participants – mostly young men – also talked about experiencing significant changes in the way they thought and how they looked at their future because of their participation in EYW. However, it was difficult to establish whether and how these experiences translated into actions or making changes in their own lives and in their household or community. This mix of responses indicated that the EYW programme enabled changes in agency, not just in terms of economic activities but in other spheres of life too. Overall, we recognized the positive influence of EYW on youth's agency. It is encouraging to hear about the many inspiring stories that demonstrate youth's agency and resilience, especially amid the global Covid-19 pandemic. Nonetheless, the findings suggest that for many young people, it was still difficult to translate agency into making actual changes in their youth groups, personal life, and the community.

We did not see any income opportunity before. But after participating in the EYW program, we turned the Pangkep regency into something beneficial. It triggered the enthusiasm of the society. Young woman, South Sulawesi

I think it changes the way I see things, If I used to just see things from the front side, now I can see it from multiple angle, it turns out that there are still so many things that we can do. A skill that has taught me learning to crawl, but now finally, I can walk. Even if they are just baby steps... I might be a little self-centered kind of person before. And then I realize that we should be more considerate and able share our feeling with others too. Young man, South Sulawesi

4.3.2 SOFT SKILLS

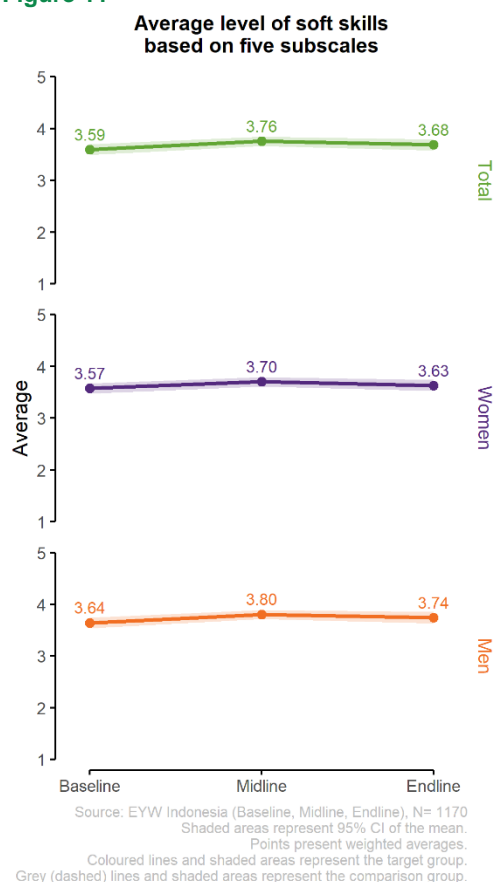
KPI #: Soft skills			Total	Gender	
			Total	Women	Men
Baseline-Endline data (Target only)			Is there a significant effect for the target group¹³ over time? (Contribution)		
LT OM	1	Average level of soft skills scale, based on five subscales (see below)	↑*	↑**	=
		Problem-solving (subscale value)	↑**	↑**	=
		Personal control (subscale value)	=	↑**	=
		Leadership (subscale value)	=	=	=
		Functional autonomy (subscale value)	=	↑**	=
		Attitudinal autonomy (subscale value)	↑*	=	↑***
Midline-Endline data (Target only)			Is there a significant effect for the target group¹⁴ over time? (Contribution)		
LT OM	1	To what extent do you agree that these skills are useful for you in finding a job or starting a business?	=	=	=

¹³ Here, target group is limited to those EYW participants who have done soft skills training.

¹⁴ Idem.

	In the past year, to what extent do you agree that have you made use of these skills in your daily life?	=	=	=
--	-----------------------------------------------------------------------------------------------------------------	---	---	---

Figure 11



Soft skills are personal attributes that enable someone to interact effectively and harmoniously with other people. These skills were measured for EYW by using five core capabilities: problem-solving, personal control, leadership, functional autonomy and attitudinal autonomy. These capabilities gave insights into an individual’s ability to take on an employment opportunity or start up a business.

Overall, soft skills improved from the baseline to the endline. Women saw their soft skills increase for problem-solving, personal control and functional autonomy. Men saw their attitudinal autonomy increase. The higher level of soft skills at the endline than at the baseline suggested a positive contribution from EYW. Young men’s level of soft skills was higher than that of young women’s.

When we looked at the figures more closely, we saw that the positive change in soft skills had more or less stabilized after the midline. A possible explanation put forward by workshop participants for this was the

relatively short time span between the midline and the endline. Consequently, there was relatively limited time to apply these skills. When young people felt they could not apply the skills they had developed, they might have felt that they had not actually improved these skills at all.

At the midline and the endline, young people were asked to what extent soft skills were useful in finding a job or starting a business and to what extent they made use of soft skills in their daily lives. At the endline, young EYW participants who participated in soft skills training rated the usefulness of soft skills in finding a job or starting a business as 4.38 (on a 1-5 scale). At the endline, they rated their regular usage of soft skills as 4.10, on average. Young people’s scores for the usefulness and usage of soft skills were similar at the midline and the endline. These high scores indicate that young people appreciate the importance of soft skills. As a workshop participant said, *“We have gained many benefits from EYW, especially on the soft skills side. It feels like we are one step ahead of those who haven’t yet received this training.”*

The qualitative component did not specifically look at subcomponents of soft skills. The impact on soft skills and their use was analysed using the responses from the participants to general questions on the perceived benefits of the EYW programme to their lives. The responses indicated that the programme impacted young men and women differently when it came to soft skills. This was indicated by young women talking more about enhanced confidence and public speaking skills, while young men mentioned a wider range of changes that they saw in themselves, such as a change in the way they

think and personal development in general. It should also be noted that while all young men talked about the impact of EYW on soft skills, only three out of the seven young women did so.

The three young women said that participation in the soft skills training and activities helped them to increase their confidence. This confidence was mostly associated with their improved ability to speak in public and interact with their peers, customers and clients. They stated that they felt shy and lacked confidence when speaking in public prior to participating in the EYW activities. The training helped them to get over their fears. Increased confidence also fuelled creativity and a better appetite for risk, as indicated by two young women. Responses from these young women showed that they considered self-confidence a necessary prerequisite for becoming a successful entrepreneur. This could be because the activities in EYW Indonesia were structured in a way that soft-skills training and activities were provided to those focusing on business and entrepreneurship.

Young men, on the other hand, talked not just about confidence but also about a change in their mindsets, enhanced productivity and discipline, better motivation, improved ability to take decisions and risks, and personality development in general. The differences in responses, and the lack of responses from other women on soft skills, did not mean that the programme activities catered to women and men differently. Since soft skills and entrepreneurship training were provided together, it could be that young women chose to speak more about their enhanced entrepreneurship abilities (discussed later) than the impact on soft skills. Furthermore, the difference in responses also indicated that when it came to social skills, young men had a head start because of favourable and less stringent social norms that influenced their behaviour and participation. It could be said that Young women had to begin with the basics – confidence-building and expressing themselves in public.

First, I used to be an underconfident person, but now I am braver. I was never a risk-taker kind of person, now I am braver with taking risks. Because during the training, we were taught about something related to taking risks. Young woman, South Sulawesi

We had to speak up and express our opinion in that training. At first, we were very embarrassed. But the trainers told us that public speaking is an essential feature entrepreneur must have to advance their business. Also, we cannot move forward if we cannot communicate and if we don't have any skill in public speaking. So, we, especially I, was motivated to improve public speaking skill. Besides, I have turned into a person who can manage my schedule well. Young woman, South Sulawesi.

It changed my way of thinking so that I can view my future with an open mind. This is because of the EYW program. Young man, South Sulawesi

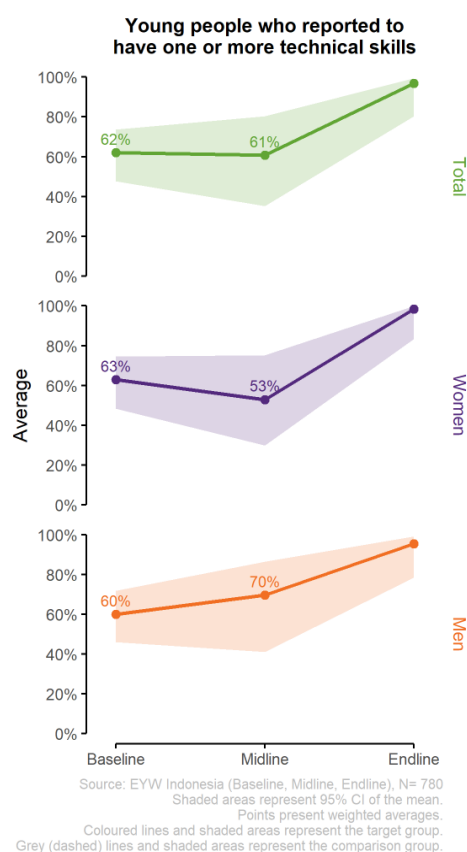
It's more like how you carry yourself, how to be more confident, how you present yourself as an entrepreneur, as the owner of a business. Youth Male, West Java

4.3.3 TECHNICAL SKILLS

KPI #: Market-led technical skills	Total	Gender	
	Total	Women	Men

Baseline-Endline data (Target only)			Is there a significant effect for the target group ¹⁵ over time? (Contribution)		
LT OM	1	% of young people who reported having one or more technical skills	↑***	↑***	↑***
Midline-Endline data (Target only)			Is there a significant effect for the target group ¹⁶ at endline? (Contribution)		
LT OM	1	To what extent do you agree that these skills are useful for you in finding a job or starting a business?	↓***	=	↓***
		In the past year, to what extent do you agree that have you made use of these skills in your daily life?	=	=	=

Figure 12



Many more young people at the endline said they had technical skills than at the baseline (96% vs 62%). Technical skills were operationalized by a list of market-led and professional skills, such as sewing, plumbing, decorations, painting, IT support, and climate-resilient farming¹⁷. The high increase in EYW participants having technical skills (for both men and women) suggested a positive contribution from EYW. The percentage of men and women having at least one technical skill was similar. As with soft skills, young people were asked to what extent technical skills were useful in finding a job or starting a business, as well as to what extent they made use of technical skills in their daily lives. At the endline, young EYW participants who participated in technical skills training rated the usefulness of technical skills in finding a job or starting a business as 4.34 (on a 1-5 scale). At the endline, they also rated their regular usage of technical skills as 4.17, on average. The high levels of usefulness and usage at the endline indicated that young people appreciated the importance of technical skills.

During the IDIs, participants referred to specific technical skills only while talking about the different kinds of training provided as part of EYW. The youth listed several types of technical skills training, such as food processing (seafood), woodworking, digital marketing and product packaging. These skills,

¹⁵ Here, the target group was limited to those EYW participants who had done technical skills training.

¹⁶ Idem.

¹⁷ The full list of market-led technical skills includes electrical installation maintenance, welder, sewing, machine operation, motorcycle service mechanics, plumbing, solar electrical service, tailoring and dress making, refrigeration and air conditioning, woodworking, cooking, food and beverage service, mason, IT support, mobile phone servicing, baking, lacquer polishing, beauty parlour, medical, decorations, tile setting, paint worker, and climate-resilient farming.

according to them, were helpful in creating a business venture of their own. How they put these skills to use is explained in section 4.3.4.

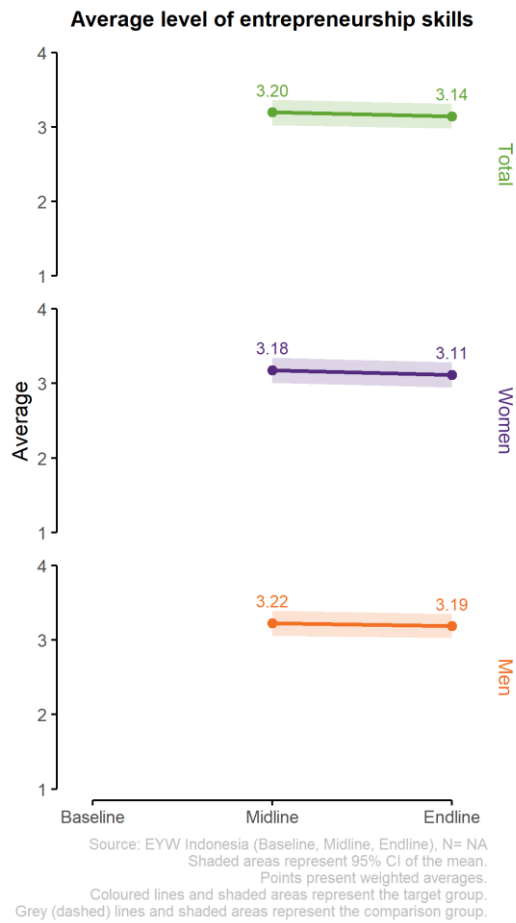
Reflection workshop participants said the young people participating in the survey might have had difficulty understanding what was classified as technical skills. This might partly explain the low number of technical skills respondents in our sample (N=59). Workshop participants also said that the list of technical skills included in the survey did not necessarily reflect the situation in the field and what was covered in the training delivered by EYW. For instance, the youth in the workshops repeatedly mentioned the usefulness of technical skills, such as product branding, marketing and digital innovation, but the survey operationalized technical skills mainly in the form of professions. Furthermore, while Indecon had a specific focus on tourism development, tourism was not included in the list of professions in the survey. Consequently, even though young people’s technical skills increased sharply over time, and young people appreciated these skills for improving their access to economic opportunities, we should acknowledge that the indicator might not have fully matched the technical skills themes of EYW’s activities or what the youth considered to be technical skills.

4.3.4 ENTREPRENEURIAL SKILLS

KPI #: Entrepreneurial skills			Total	Gender	
			Total	Women	Men
Midline-Endline data (Target only)			Is there a significant effect for the target group ¹⁸ at endline? (Contribution)		
-	-	Average level of entrepreneurial skills (NB: only asked to youth who did an entrepreneurship training or youth who are self-employed. Not enough responses at baseline to make a valid comparison over time).	=	=	=
		To what extent do you agree that these skills are useful for you in finding a job or starting a business?	=	=	↓**
		In the past year, to what extent do you agree that you have made use of these skills in your daily life?	=	=	=

¹⁸ Here, the target group was limited to those EYW participants who had done a entrepreneurship skills training.

Figure 13



Respondents who participated in entrepreneurial skills training were asked to self-assess their skills to run a business with a set of questions¹⁹. Since few youth at the baseline had done entrepreneurship training, we did not have enough baseline responses to make valid comparisons over time. Therefore, we only made comparisons between the midline and the endline.

On average, at the endline, EYW participants rated their entrepreneurial skills as 3.14 on a scale of 1-4. Young women and young men had similar levels of entrepreneurial skills. Although the numbers in Figure 13 were slightly lower at the endline than at the midline, the decrease in skills was very small and not statistically significant. On average, the entrepreneurial skills level remained stable between the midline and the endline. It should be noted that entrepreneurial skills were already high at the midline, and it is hard to make improvements to values that are already high. This was especially the case when people were modest and tended to avoid the more extreme answer categories.

The fact that entrepreneurial skills remained stable over time is not something that participants from the reflection workshop resonated with. In their experience, young people did experience major improvements. Not only did participants mention many examples of youth starting up businesses, even in challenging times such as Covid-19, they also mentioned the importance of acknowledging that progress takes time. In their opinion, youth learned a lot of new things after joining the entrepreneurial skills training. We should acknowledge the fact that putting knowledge into practice takes time. Furthermore, some may be faster with the operationalization of knowledge than others. These comments were linked to a recommendation from project participants to focus entrepreneurship training specifically on those already having an entrepreneurial mindset. It was said illustratively, *“It is impossible to fly directly without preparing some tools, such as the wings. We need to train the ones who already have wings.”*

At the endline, young people rated the usefulness of entrepreneurial skills in finding a job or starting a business as 4.41 on a 1-5 scale. At the endline, the extent to which they made use of entrepreneurial

¹⁹ We asked participants in entrepreneurship training how well they were able to perform the following activities: 1) find information about business opportunities, 2) save in order to invest in future business opportunities, 2) manage business finances effectively, 4) bargain with a supplier to obtain good prices when purchasing, 5) collect money from someone who owes money for purchases and who was not paying on time, 6) positive attitude and presentation, 7) new ideas to start or include in their business, 8) networking capacity, and 9) marketing skills.

skills in their daily lives was rated as 4.28. The high levels of usefulness and usage at the endline indicated that young people appreciated the importance of entrepreneurial skills.

The importance and improvement of entrepreneurship skills was the most prominent topic of discussion during the IDIs. With the exception of two participants (one young woman and one young man) who did not talk much about entrepreneurship, all other youth participants said they benefited immensely from EYW's entrepreneurship-related activities.

Two out of the six young women who talked about enhanced entrepreneurship skills started their businesses after they participated in the training. According to one of them, the training on digital marketing and sales, and bookkeeping and accounting helped her to better understand how businesses work. Subsequently, with the help of a grant provided by EYW, she started a small shop outside her home. She expressed hope that her business would continue to expand and improve as she practised the skills she learned during the training. The other participant stated that she was inspired by the training on woodwork and started a business producing and selling placards made using wood waste. The training on digital marketing and sales, financial management, bookkeeping and soft skills helped her confidently set up her business, with the hope that her business would continue to flourish.

Four young women stated that they already had business ventures of their own before they participated in EYW activities. All these four women mentioned that the training on digital marketing, budgeting and bookkeeping, product packaging and developing business proposals contributed to improved income and profitability. Two of these young women, involved in producing and selling food products, mentioned that training on food processing helped them to identify new products that they could add to their range.

Five out of the eight young men who mentioned benefiting from EYW's entrepreneurship activities said that they started their current business ventures after they participated in the training. Two young men – who were involved in the production and sale of food products – said that they had always wanted to be entrepreneurs but did not have the necessary knowledge and confidence to fulfil their dreams. The training familiarised them with business processes such as bookkeeping and accounting, digital marketing and sales, and the soft skills training helped them to develop the courage and confidence to start a business. While one young man ventured into hydroponics and fish farming, another young man started a new business when the pandemic severely affected his previous business. One young man was inspired by the training on woodwork and started a business in accessories, which was further aided by a business grant and training on digital marketing. Another young man stated that the training on product packaging made him aware of the extensive use of plastic and its harmful impact on the environment. He is now focused on using eco-friendly materials in his coffee business.

All the community members mentioned that the EYW activities were indeed helpful in igniting and nurturing an entrepreneurial instinct in the youth who participated. There were several references to one or more youth in their communities and neighbourhoods having started or improved their businesses with the help of EYW. At the same time, several youth participants said that their families and communities, in general, did not have a positive opinion of entrepreneurship. The tendency, according to them, was to choose more stable careers such as the civil service or formal employment. If none of these options was available or accessible, community members chose to migrate to other cities or countries.

However, according to the youth, more and more community members were becoming increasingly sceptical of migration, especially given the rising cases of exploitation and mistreatment of migrant workers overseas (discussed in section 4.4.1). Therefore, entrepreneurship skills were seen as important and necessary, especially in remote areas, to help reduce migration to other cities or overseas.

Overall, there were many inspiring individual examples of how EYW supported young people in developing their entrepreneurial mindset and skills, providing them with initial start-up grants, and providing young business owners with continuous support through one-to-one mentoring, especially in difficult business times such as the Covid-19 pandemic. That said, outreach of entrepreneurial activities was limited, and we did not find quantitative improvements in entrepreneurial skills. However, the many examples presented in this section do suggest a positive contribution from EYW for those young people that EYW engaged on the topic of entrepreneurship, particularly in the form of changed entrepreneurial mindsets.

This business is actually a family business that had been run by my parents. But then I took over to continue the business. Since the business had started since long time ago, they never name it before. They just keep selling it using the usual old fashioned packaging. I thought about about renewing the anchovy packaging that had been used by my parents. Also, we used to sell it only in front of our house and now, I am selling it online. Alhamdulillah the demand is increasing. We were also taught about the tips and suggestion from the trainer so that our product can go through the market like Alfamart, Alfamidi, or others. Young woman, South Sulawesi

When I joined the training, I proposed banana chips. But after I joined the training, I got a different idea for my product. Now I am thinking of one traditional food called Bagea, cookies from sago. Young woman, Southeast Sulawesi

Krasak village had furniture as their major businesses, and many wood wastes usually were burned or thrown away without use. So, I took the initiative to minimalize the wood wastes by reusing them as materials for making placards. Young woman, West Java

First thing is the mentoring process. Mentors are always actively asking about our business progress. Are we still consistent on building the business? They are very proactive. Mentors keep asking about business development, what is our challenge, and now the program is still running. They recently give us new material about marketing and digital marketing. Before EYW, ideas only existed in my head. I did not act on anything. I did not spend anything for the business. After the EYW and endless mentoring, I can develop my business. Alhamdulillah the hydroponics business is running successfully, and now I plan expand it with friends by developing fish cultivation in tarpaulin pool. Young man, South Sulawesi

I used to use plastic bag. After the training and learn more about 3P, I try using different packaging, the one that is environment-friendly. Young man, South Sulawesi

When we were evaluated regarding business development, it was discovered that my event organiser business could not be carried out during this pandemic. So based on the suggestions, I decided to open a new business, while waiting for normal conditions. Young man, Southeast Sulawesi

If you ask whether the program is helpful or not, Insah Allah, I am sure it is very helpful. Most community members still can't focus on the business, since most of them are taking it as their side hustle. They still can't focus solely on the program. But if it shows good progress, there will be one or two people who are eventually focus on business. Community member, South Sulawesi

The percentage of participants who are consistent to keep trying their business is not significant. For example, how many participants who do not have a business can initiate a business, how many those who already have a business can develop their business. Community member, Southeast Sulawesi

4.4 IMPACT ON ECONOMIC OPPORTUNITIES

4.4.1 EMPLOYMENT RATE, DECENT WORK, INCOME AND EMPLOYMENT TRANSITIONS

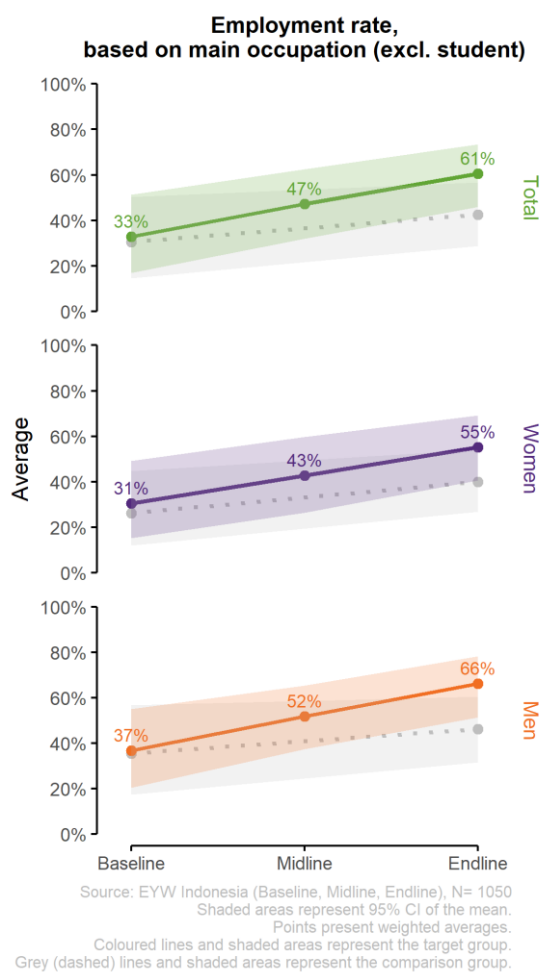
KPI #: Improved economic opportunities			Total	Gender	
			Total	Women	Men
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)		
LT OM	1	% of young people who are employed (= employed by someone else or self-employed/entrepreneur)	=	=	=
		% of young people who are employed (= employed by someone else or self-employed/entrepreneur; excl. young people whose main occupation is student)	=	=	=
		Average level of decent working conditions	=	=	=
		Average level of youth income (only youth with paid employment)	=	=	=
		Average level of youth income (the income of youth without paid employment is recoded to 0)	=	=	=
Endline data only			Is there a significant effect for the target group at endline?		
LT OM	2	% of young people who successfully transitioned from unemployment at baseline to employment (= employed by someone else or self-employed/entrepreneur) at endline	=	=	=
		% of young people who successfully transitioned from unemployment at baseline to employment (= employed by someone else or self-employed/entrepreneur) at endline (Excl. young people whose main occupation is student)	=	=	=

The ToC for EYW assumes that developing professional skills and meaningful social contacts will help youth in improving their economic opportunities²⁰. Economic opportunities were operationalized by looking at the employment status of youth, the working conditions of employed youth and youth income.

²⁰ Indeed, an upcoming paper analyzing the links between the different pillars in EYW's Theory of Change (ToC) finds a positive and significant relationship between increased skills and agency for youth with employment opportunities. More details on the links in the ToC were also presented at the EYW Global Symposium (September 2021). Please look out for the publication of this paper.

Employment rate

Figure 14



All respondents were asked about their main occupation. Respondents whose main occupation was farming or fishing for self-subsistence, daily agricultural labourer, daily wage labourer, entrepreneur or business owner, self-employed, or employed by someone else with a salary were labelled as 'employed'. Hence, 'employed' included young people who are employed for someone else and young people who were self-employed. Respondents who were unemployed, employed in unpaid domestic or care work, or had 'other' as an occupation were labelled as 'unemployed'. Respondents whose main occupation was student (62% at the baseline, 27% at the midline, 31% at the endline) were excluded from the analysis²¹.

From the baseline to the endline, the employment rate for EYW participants almost doubled (33% at the baseline to 61% at the endline). This positive increase held for both young women and young men. Since the employment rate also increased for non-participants, it was difficult to make definite impact claims. However, a higher level at the endline levels than at the baseline did suggest a

positive contribution from EYW in improving young people's economic opportunities. The employment rate was higher for young men than young women.

Of the employed EYW participants at the endline, 57% were employed by someone else²², and 43% were self-employed²³. When youth were asked what type of job they preferred, the majority said self-employment (83%) (Figure 15). This was a sharp increase relative to baseline, when only 37% of youth mentioned self-employment as the preferred type of job. Six out of the 16 youth participants who were interviewed as part of the qualitative process were self-employed, and four were employed by others. Four participants were students, but three of them had a business venture running on the side. Two of

²¹ We estimated the employment rate only for the economically active population of young people. This meant, only youth who were available for work at the time of the survey. We excluded the students from the indicator because most of them said that their priority was to study and hence were not available for work at the time of the survey.

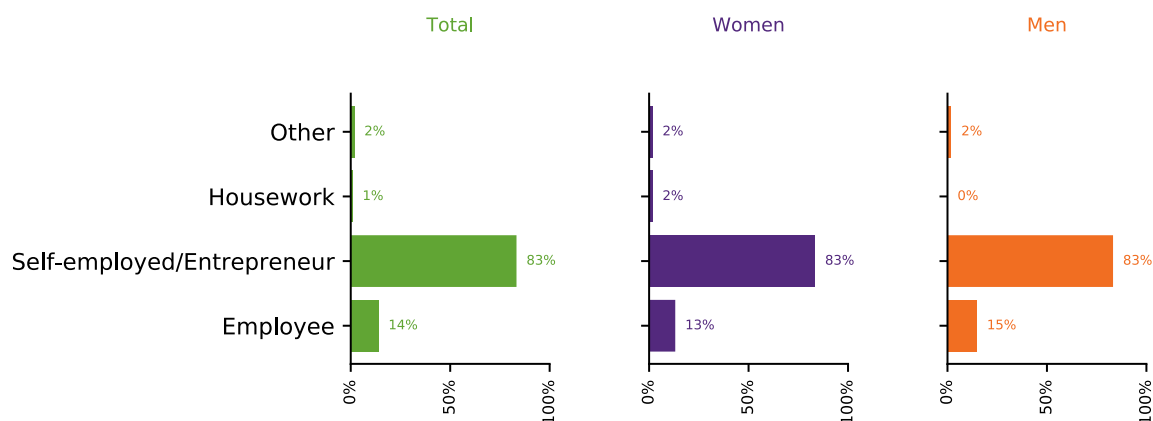
²² We aggregated the following occupations in the category of employment: farming and fishing, daily agricultural labourer, daily wage labourer or employed by someone else with a salary.

²³ We aggregated the following occupations in the category of self-employment: entrepreneurs, business owners or self-employed (working on their own account).

the participants stated that they were unemployed, but both expressed the hope of beginning a venture of their own in the future. Although the sample for the IDIs was small and not fully representative, it resonated with the same entrepreneurial sentiment, and the preference for self-employment found among the respondents in the survey.

Figure 15

Suppose you were working and could choose between different kinds of jobs. Which of the following would you choose?



Source: EYW Indonesia (Endline Target), N=330.

However, there was some nuance to self-employment analysis. According to youth participating in the reflection workshop, self-employment was still a secondary option instead of a real job. In their opinion, employment in government (being a civil servant) was the preferred job for many youth. The main reasons for this were its relative stability and social protection. In contrast, self-employment meant high risks – especially in times such as the Covid-19 pandemic, when your clientele and monthly income was not guaranteed. Participants said that some of their friends would rather be low-paid but have employment in an institution than self-employed. This is also relevant to the perception that employment is better than self-employment, especially if you have gained a high education: “*Why, after having received high education, would you open a new coffee shop? You have an education, so it’s better to engage in employment instead of self-employment.*” Employment is associated with appearing respectable. Overall, this suggested that there was a distinction between entrepreneurship out of necessity (because there were simply no other jobs available) and entrepreneurship out of opportunity (because there were market gaps that could be filled).

That said, workshop participants recognized that EYW contributed to promoting self-employment. Before the programme, not many youth were interested in self-employment, for the reasons mentioned above. However, after the programme youth saw the potential benefits of self-employment, especially in areas where there were not enough jobs in institutions. It was not only youth who started to appreciate self-employment more. Workshop participants also said the perception of community members had changed. In Baubau, for instance, it was said that at first, parents pressured their children to become employed in the government or another type of institution. Now, in their opinion, the community perspective of being a business owner had shifted. However, the importance of the government in creating and stimulating formal employment in the region should be noted. More employment in the region also means less migration outside the country.

A note on migration

The majority of IDI participants –among both youth and community members – did not see migration in a positive light. According to them, migration was a necessity, a compulsion because of a lack of economic opportunities in their towns and villages. While it did help to improve the economic circumstances of poor households, the participants listed several disadvantages of migration, especially the rising cases of exploitation and mistreatment of migrant workers overseas.

These reservations and the general sentiment against migration were particularly prominent among participants in West Java. According to them, West Java had one of the highest rates of migration to overseas employment destinations in Indonesia. Moreover, the majority of those migrating from West Java were women, who were mostly engaged as paid domestic workers or factory workers in other Southeast Asian countries and the Middle East. Although the remittances from abroad helped the families economically, the social repercussions were high as the children lived without one or both of their parents. In the latter case, they had to stay in boarding schools or with other family members.

Given this scenario, the participants thought that a programme like EYW had the potential to encourage economic activities within towns and villages, develop local economies and, in the process, reduce the incidence of migration in their communities. Some participants stated that most of the EYW participants chose to remain in their communities. Others stated that the programme would have to increase its reach and scope to have a significant impact on preventing migration. However, a common sentiment was that people migrate in the absence of alternatives. When given a choice, opportunities and the right kind of guidance and support, the younger generation would prefer to stay in their communities.

[Migration was considered good] because people thought they had the opportunity to uplift the local economy, but it started to be perceived negatively for the last couple of years because of the mistreatment of the workers overseas. So now there's a decline in percentages of those who wanted to work overseas. Young woman, West Java

I think it depends on how they do their job. For example, in the village, if they get good income, why would they want to move to the city? It is better to stay in the village so they can develop their business so everyone can witness. Young woman, Southeast Sulawesi

No, mostly those who work outside still work in factories or as household assistants, they do not receive any specialized skills training. So, most of them who come back and open up new businesses often fail, and that prompts them to go overseas to earn money again. So, it's a circle of leaving and coming back to earn money. Young man, West Java

You can't change the mindsets of those who work overseas. People back then had the mindset that when their children work overseas, it's something to be proud of. But at least we can change their children's mindset. Community member, West Java

Among those who are involved in the training, I can say they are 90%.of them don't migrate out of the village. Community member, South Sulawesi

Employment transitions

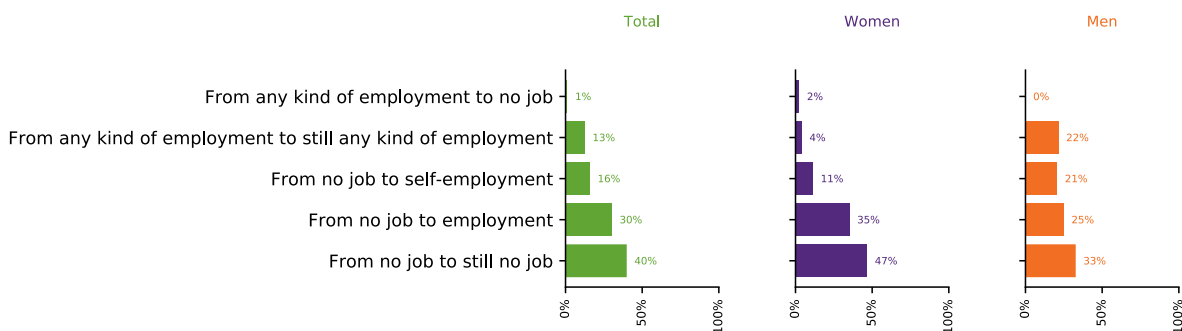
Respondents at the endline were asked to think back to their main occupation in 2015 before EYW started its activities. A 'transition indicator' was calculated, which compared the main occupation in 2015 to the main occupation in 2021. This indicator measured changes in employment at the individual level (in contrast to the previous indicator, which looked at the employment rate among all young people). Respondents could move from no job to still no job, no job to employment (by someone else with a salary), no job to self-employment, any kind of employment to still any kind of employment (regardless

of they were employed by someone else or self-employed), and any kind of employment to no job. As with the previous indicator, we excluded from the analysis young people whose main occupation in 2021 was student.

For both EYW participants and non-participants, we found a similar percentage of young people transitioned from unemployment in 2015 to employment in 2021. On average, 46% of EYW participants transitioned from no job in 2015 to either self-employment or employment in 2021. A total of 40% of young people who were unemployed in 2015 were still unemployed in 2021.

Figure 16

Employment transitions from baseline to endline (excl. student)



Source: EYW Indonesia (Endline Target), N=238.

Unemployed respondents at the endline were asked why they were not involved in paid employment or self-employment. The most frequently mentioned reason (38% of unemployed people, excluding students) was the lack of access to finance to start a business. A further 32% said there were no job openings available in their area. These reasons pointed to the links between the supply and demand sides of the labour market for youth wanting to find decent employment. It is important to remember that young people are part of a broader economic system where public and private sector barriers can limit their chances of accessing jobs, for instance, due to a lack of financial capital or because jobs simply are not available.

It should be noted that the Covid-19 pandemic put further pressure on the job market. On average, 42% of EYW participants employed at the start of the Covid-19 outbreak lost their job either temporarily or permanently. The main reasons for the loss of occupation were being fired/laid-off/furloughed (25%), resigning (25%), the business closing down (16%) and other (16%). A total of 74% of EYW participants said they had seen their average number of working hours decrease. The search for employment in Covid-19 times has not improved either: 90% of EYW participants answering this question said the search for employment was becoming more difficult.

Decent work

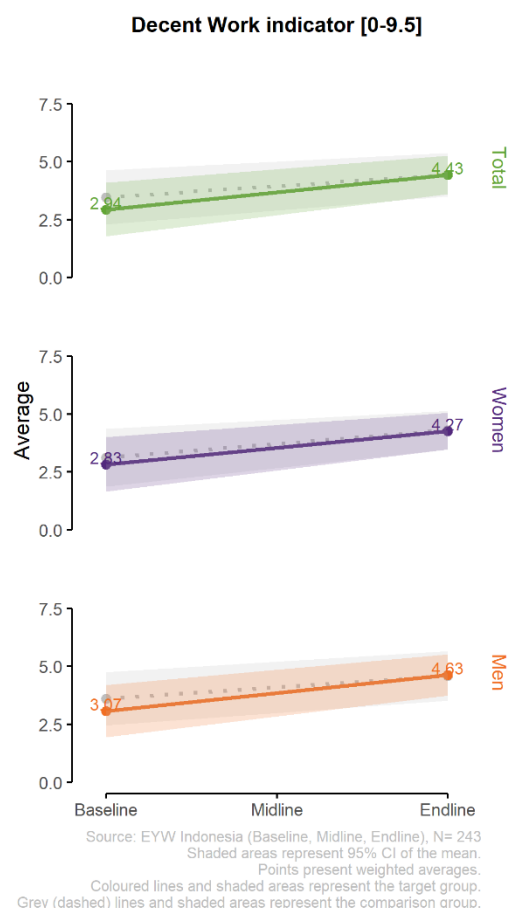
Improved employment was measured with a series of questions on decent work that evolved from for instance perceived eligibility to sick leave, to safety measures implemented by employers. Based on these questions, we created an indicator to measure decent work conditions, which had a 0-9.5 scale²⁴. We only asked the set of questions on decent work to young people who were employed by someone else with a salary (84 EYW participants at the endline). The average level of decent working conditions significantly increased from the baseline to the endline. As this positive increase also occurred for non-participants, it is difficult to make strong impact claims. It should be noted that although decent working conditions improved over time, the working situation of many employed youths did not reach the assumed decent and social protection standards of employment in an institution. At the endline, the indicator for decent work for EYW participants was given a score of 4.43 out of 9.5.

Youth income

The average income (in the local currency and adjusted for inflation) of youth in paid employment was used to measure youth income. We included income from first, second, and other occupations but excluded from the analysis the respondents who did not have paid employment. Youth income increased from the baseline to the endline. However, non-participants also saw their income increase, so it was difficult to make strong impact claims. The average monthly youth income for EYW participants was 2.6 million IDR. The positive increase in youth income was promising, especially since 69% of EYW participants mentioned a drop in their income because of the Covid-19 pandemic. Hence, without the Covid-19 pandemic, it is very likely that average income levels for youth would have been even higher.

We found that a person's level of income was strongly related to their educational level. When we look at the impact of the EYW project on youth labour income relative to the level of education, we found that potential impacts were highest for people with the lowest levels of education. This suggested that EYW might have had a positive impact on the income of youth with relatively low levels of education, but not for all youth as a whole.

Figure 17



²⁴ The indicator looked at the total number of working hours, employment contract, sick leave, maternity/paternity leave, insurance in case of a work-related accident, pension scheme, safety measures, facilities, and the incidence of harassment at work.

Discussions during the IDIs on the scope of economic empowerment among youth mostly centred around how the programme enabled an increase in their incomes. Several participants stated that the increase in income helped to reduce financial dependence on their parents, but others thought that this did not translate into significant contributions to household income and expenses. As a result, the benefits of the programme in terms of economic empowerment, according to the participants, were limited to individuals.

<i>I used to ask my parents for money to pay my tuition fees. After the training, I can pay the tuition by myself. Young woman, South Sulawesi</i>
<i>Well, considering it's only me here, so I don't think it has impacted the community. If the program was targeted towards the village itself, I believe many would be benefited by it. But only I can feel its impact. Young woman, West Java</i>
<i>Definitely, income has increased sharply after the program. This program enables networking... to link with other entrepreneurs in the regency. Young woman, South Sulawesi</i>
<i>I don't think the EYW has driven the earning. But it has driven the people. So, this program doesn't give us the job but drives us to look for the job. Community member, South Sulawesi</i>

4.4.2 BUSINESS OWNERSHIP AND ACCESS TO FINANCE

KPI #: Improved economic opportunities			Total	Gender	
			Total	Women	Men
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)		
ST	2.2	% of young people owning a business	=	=	=
OM		% of young people owning a business (excl. students)	=	=	=
Endline data only			Is there a significant effect for the target group at endline?		
ST	2.2	% of young self-employed people who successfully applied for a loan to start up a business	Not enough data		

Short-term indicators of economic opportunities included the ownership of a business (being self-employed or being an entrepreneur) and having access to finance to start up a business.

Business ownership

At the endline, more EYW participants owned a business than before the project began. However, the percentage of business owners also increased for non-participants; hence it is difficult to make strong impact claims. The higher levels of business ownership for EYW participants at the endline than at the baseline did suggest a positive contribution from EYW²⁵. During the IDIs, youth participants and community members supported this viewpoint. During discussions, there were several references to and examples of youth starting their own businesses.

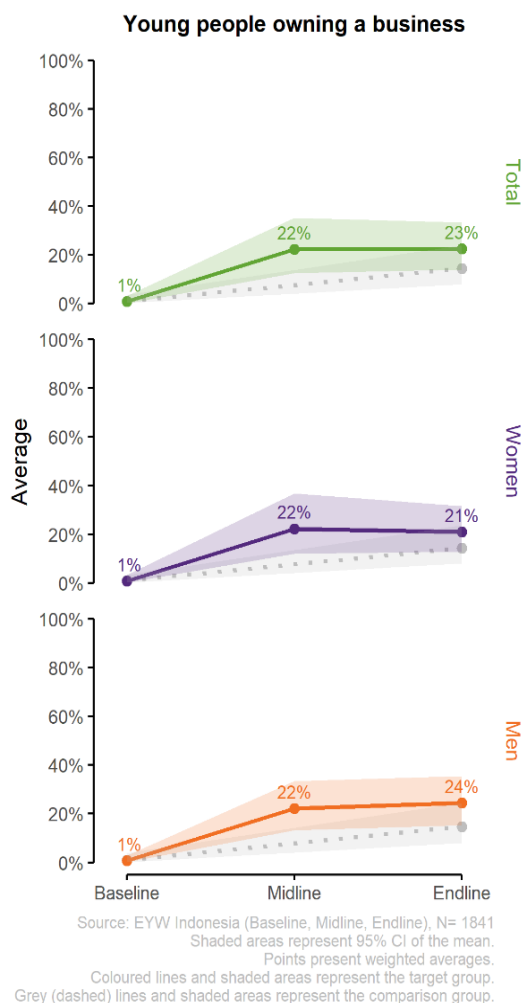
Indeed, reflection workshop participants acknowledged this increase in business ownership. They mentioned many examples of youth who started up their business after participating in EYW, even in challenging times such as the Covid-19 pandemic. In Indramayu, for instance, the project worked with mentors. The mentors told the partners that many youth had started businesses. Even now, after the programme has ended (October 2021), youth are still contacting the mentors when they need advice. For the partners, this was an indication that the programme was successful in facilitating an entrepreneurial mindset among youth and feeding the motivation to start businesses.

However, the Covid-19 pandemic is making the lives of young entrepreneurs more difficult. Of all self-employed EYW participants at the start of the Covid-19 outbreak (N= 61), more than half (57%) had to stop their operations at least temporarily, and 60% saw their number of clients and customers reduced.

Access to finance to start up a business

One of the benefits of youth hubs in EYW's implementation was its promotion of financial access, resources, networking and markets for youth. Young people who were self-employed were asked whether they had successfully applied for a loan (formal or informal) and what they had used this loan for. An indicator was then calculated by estimating the percentage of young people who had successfully applied for a loan (either formal or informal) and used this to start up a business. The reference group in this indicator was all young people applying for a formal or informal loan. At the endline, 58 EYW participants applied for a loan, compared with only 13 non-participants. The

Figure 18



²⁵ When interpreting the results in this section, we should be mindful of the fact that activities for entrepreneurship were more limited in reach than those for topics, such as soft skills training. .

comparison group was too small to make reliable statistical comparisons, so we could only provide estimates for the target group at the endline. In addition, no EYW participants at the baseline had applied for a loan, so we were unable to make comparisons over time. At the endline, 45% of EYW participants successfully applied for a loan to start up a business equals.

4.5 IMPACT ON THE ENABLING ENVIRONMENT

The EYW program aimed to empower youth to become involved in economic activities. But for this to be successful, it was essential that society accepted youth employment as something beneficial to both the youth’s personal development and the community at large. It was assumed that reduced external barriers, such as social norms, GBV, and perceptions around SRHR, would have a positive effect on gaining decent jobs or sustainable self-employment²⁶. To work towards an enabling environment for youth employment, the EYW project organized discussion groups with youth, community members, the village government and the city/regency government.

While EYW in Indonesia focused mainly on freedom of movement and the business environment (regulations), the enabling environment (pillar 3 of the ToC) was operationalized in this endline study by looking at social norms, GBV, and SRHR. Hence, the KPIs reported in this section might not fully capture what was done by the project in Indonesia with regards to the enabling environment. Furthermore, although themes such as GBV and SRHR were not explicitly operationalized in EYW activities, it was assumed that the outcomes in these areas would be improved indirectly by working on activities in the other pillars (agency and skills; economic opportunities).

4.5.1 SOCIAL RESTRICTIONS TO EMPLOYMENT

KPI #: Social restrictions to employment			Total	Gender	
			Total	Women	Men
Baseline-Endline data (Youth)			Is there a significant effect for the target group over time? (Impact)		
LT OM	3	Average level of perceived restrictions to labour market access by <i>young men</i>	=	na	=
		Average level of perceived restrictions to labour market access by <i>young women</i>	=	=	na
Baseline-Endline data (Community)			Is there a significant effect for the target group over time? (Contribution)		
LT OM	3	Personal attitude: Imagine you had a <i>son between the ages of 18 and 29</i> , would you agree to him 1)	=	=	=

²⁶ Indeed, an upcoming paper analyzing the links between the different pillars in EYW’s Theory of Change (ToC) finds a positive and significant relationship between the enabling environment and self-employment. No significant relation was found between the enabling environment and the employment rate. More details of links in the ToC were also presented at the EYW Global Symposium (September 2021). Please look out for the publication of this paper.

		opening a business outside the house, 2) earning a wage working for someone else.			
		Personal attitude: Imagine you had a <i>daughter between the ages of 18 and 29</i> , would you agree to her 1) opening a business outside the house, 2) earning a wage working for someone else.	=	=	=
		Empirical expectation: How common is it for <i>young men</i> to participate in the labour market	=	=	=
		Empirical expectation: How common is it for <i>young women</i> to participate in the labour market	=	=	=
		Normative expectation: What would other people in the community think if <i>young men</i> 1) open up a business outside their house or 2) earn a wage while working for someone else.	=	=	=
		Normative expectation: What would other people in the community think if <i>young women</i> 1) open up a business outside their house or 2) earn a wage while working for someone else.	=	=	=
Endline data (Community)			-		
LT OM	3	Counterfactual beliefs: What would be the negative consequences if <i>your son</i> would 1) open up a business outside their house or 2) earn a wage while working for someone else.	<i>Only endline data and no comparison group; hence no effect for the target group can be estimated.</i>		
		Counterfactual beliefs: What would be the negative consequences if <i>your daughter</i> would 1) open up a business outside their house or 2) earn a wage while working for someone else.			

Perceived restrictions to employment by young people

Young people were asked if they thought it was harder to find a paid job or to start up a business because of their gender and age. For both young men and young women, perceived labour market restrictions were lower at the endline than before the EYW implementation. However, since labour market restrictions also decreased for non-participants, it was hard to make strong impact claims. Overall, the scores for perceived labour market restrictions were quite low (on a scale from 0-3, it was 0.61 for young women and 0.63 for young men; see Figure 19 and Figure 20 below).

Figure 19

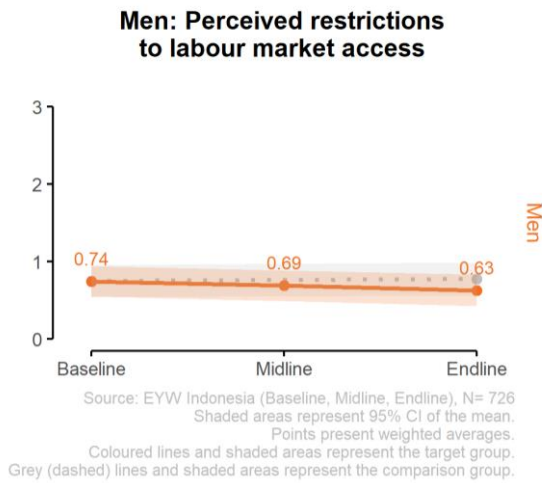
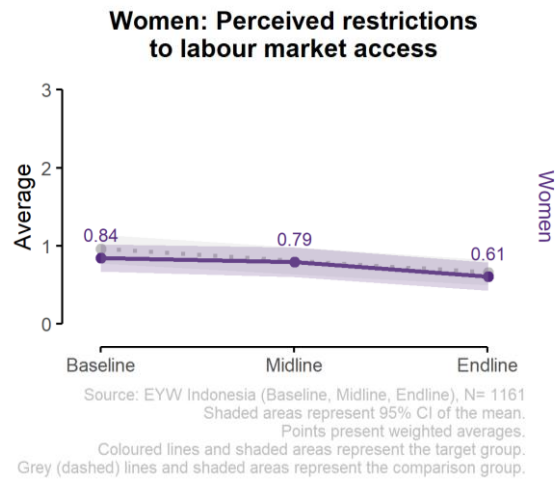


Figure 20



Social norms around youth employment

In addition to interviewing young people, community members were also asked about barriers to the youth’s participation in the economy. They were asked a set of questions on social norms around youth employment. A social norm is a shared expectation or informal rule to which individuals prefer to conform if they believe two things: that most people in their reference group conform to it (empirical expectation) and that most people in their reference group approve of conforming to it (normative expectation)²⁷. Social norms are kept in place by sanctions – counterfactual actions that follow confirmation of or breaking a social norm. Social norms interact with personal attitudes to influence personal behaviour.

We measured personal attitudes and two aspects of social norms: if people in a group approve of the norm (normative expectation) and if people in the group find it typical behaviour in their community (empirical expectation). Furthermore, we explored the sanctions that community members would inflict when breaking a social norm (counterfactual belief).

For personal attitudes, community members were asked if they would agree to their son or daughter 1) opening a business outside the house or 2) earning a wage working for someone else. For the empirical expectation, community members were asked how common it was for young men or young women to participate in the labour market. For the normative expectation, community members were asked about what people in the community would think if young men or young women would 1) open up a business outside their house or 2) earn a wage while working for someone else. Lastly, community members were asked about the consequences if their son or daughter would 1) open up a business outside their

²⁷ Researchers use the term ‘reference group’ or ‘reference persons’ to refer to the people whose opinions matter (Alexander-Scott, M. Bell, E. and Holden, J. (2016) DFID Guidance Note: Shifting Social Norms to Tackle Violence Against Women and Girls (VAWG)). A person’s reference group can consist of individuals in their own lives and public figures.

house; or 2) earn a wage while working for someone else (counterfactual situation)²⁸. We estimated the percentage of people that mentioned at least one negative consequence.

The findings suggested that community members supported both male and female employment, although support was higher for male employment than female employment (personal attitude; Figure 21 and Figure 24). Similarly, normative expectations for youth employment were high, although they were higher for young men than for young women (Figure 22 and Figure 25). The supportive personal attitudes and normative expectations of community members seemed to validate the low perceived social restrictions in labour market access (discussed in the previous section). Empirical expectations (how common youth employment was in the community) were lower than personal attitudes and normative expectations (Figure 23 and Figure 26), especially for female employment. Hence, despite overall support for youth employment, this did not necessarily translate into youth employment being typical behaviour. Again, empirical expectations were higher for men than for women, indicating that male employment was more typical behaviour than female employment. Lastly, even though personal attitudes, empirical expectations and normative expectations were all supportive of youth employment, sanctions inflicted when breaking a social norm were very common. These sanctions were expected to appear more often for female employment than for male employment (93% vs 63%).

Additionally, we asked youth the same questions on the normative expectation and the empirical expectation around youth employment²⁹. We found very similar patterns and conclusions to the community members.

²⁸ The following consequences could be mentioned: gossip about the individual's action, gossip about the individual's character, gossip about the parent's capability to control, gossip about the husband's capability to control (only in case of women), negative consequences for marriage opportunities, positive consequences for marriage opportunities, right for people to harass women of bad character (only in case of women), other consequence.

²⁹ We did not ask youth the questions on personal attitudes.

Figure 21

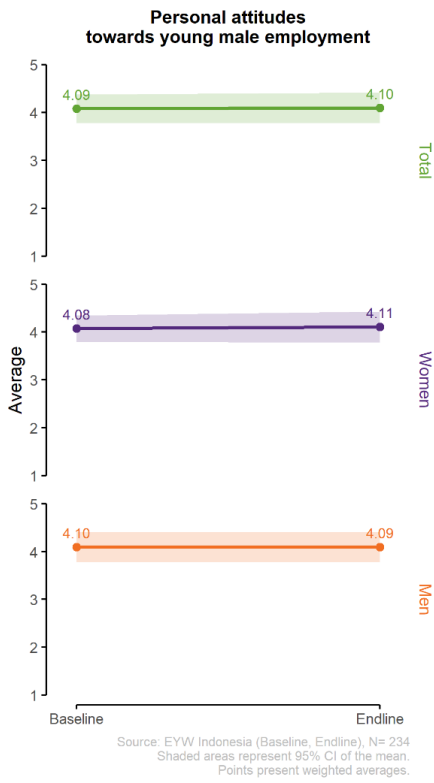


Figure 22

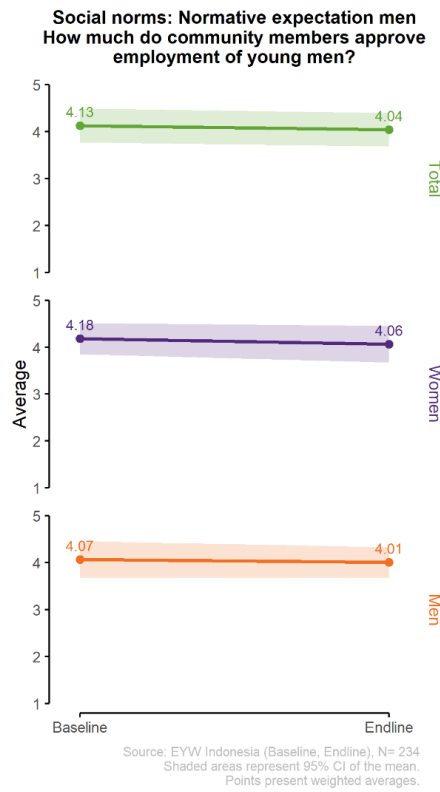


Figure 23

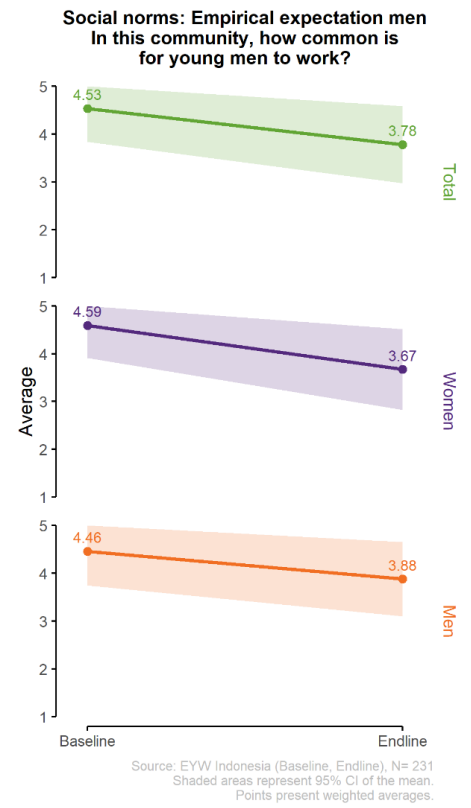


Figure 24

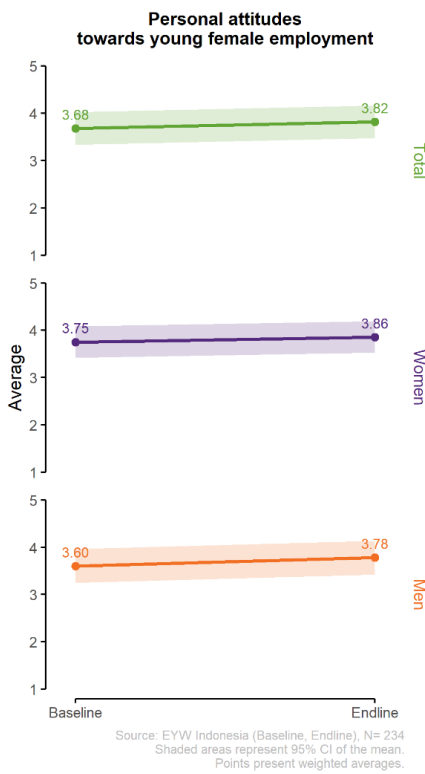


Figure 25

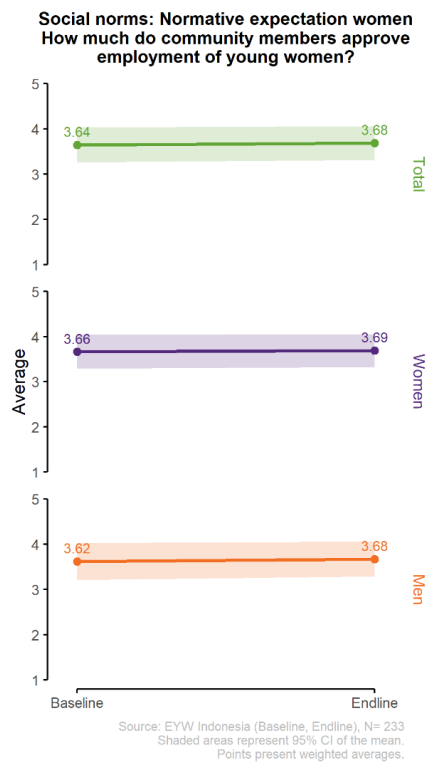
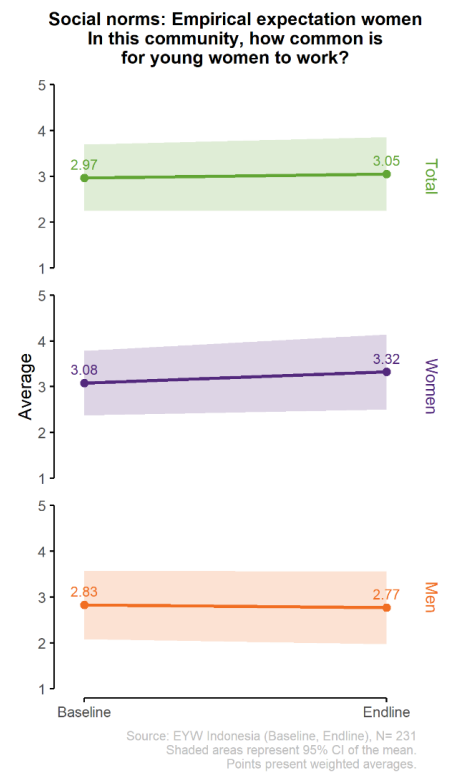


Figure 26



Discussions around empirical and normative expectations in the IDIs were mostly focused on women. From the responses, it could be said that, in general, the youth and the community members viewed women's engagement in economic activity as normal, and in some cases, even essential. According to the youth who participated in the IDIs, compared to a decade ago, it was now much more common for women to work – either for someone else or be self-employed. Responses from youth in South and Southeast Sulawesi indicated that in these provinces, it was more common for women to have ventures that they could run from their homes. Although women stepping out of the house was considered acceptable, the number of women who worked for others was lower than the number who were self-employed and working from home. In West Java, it was more common for women to work outside their homes, and especially migrating to overseas destinations (as discussed in section 4.4.1). Youth from West Java also pointed out that many women were now working at gas stations, shops and stores than ever before. It should be noted that these were perceptions of the youth and may not have accurately reflected the actual circumstances. Community members also thought that not only is it increasingly common for women to work, but it is also now expected of them to contribute to the household income.

In contrast, the normative expectations seemed to be stacked against women. Several youth and community members in the IDIs stated that the perception of women being self-employed, working outside or being economically engaged, in general, varies from one individual to another. In areas where it is common for women to step outside for work, such as West Java, the normative and empirical expectations were aligned – it is a common and accepted phenomenon. In areas where it was not common, women were susceptible to suspicion and scorn. Some young men and community members thought that women being engaged in economic activity was acceptable as long as the working hours were 'normal' and that the women did not ignore their familial responsibilities. It was, however, difficult to establish whether deviating from these conditions could lead to any repercussions.

I think some years ago, it was hard to see female friends work outside as they stayed at home. Now it is changing. Many women are working from office and even have their business. Young woman, Southeast Sulawesi

Some women even work in gas stations. Women did not work there before. They are also at mobile phone centres, and the majority of their employees are women. Young woman, West Java

Now, it's common for women to leave the house to find jobs or to work. Not only that, it's normal now for the women to move out to another region to find jobs. Young man, West Java

I see that women/housewives have the courage to become entrepreneurs or do business, especially in several sectors, including the hijab fashion sector, skincare, food, etc. In the online era, it is increasingly making housewives more comfortable working from home, making it easier for them to do business/entrepreneurship. Young man, Southeast Sulawesi

It depends on the family and themselves. Some of my friends are quite free to work. Some married women also are free because they get permission from their husband. Some single women might be afraid to start. However, to me, as long as we can take care of ourselves, why not? Young woman, Southeast Sulawesi

Well, it's a more conservative area, so women were often thought to be incompetent and should only works in the kitchen. There are also this mindset that those opening up businesses after graduating college we're not as smart as other graduates who works in companies or government bodies. Those kind of mindsets are still common in this village. I don't think there are any more boundaries for the women to what they can do and what kind of jobs they choose. Young man, West Java

Most of them prefers to work outside. They rarely opens up new ventures. They think they're going to embarrass themselves. They fear getting ridiculed. Young woman, West Java

I think one of the obstacles is that there are some women who are already working decide to stop after getting married. In my opinion, as long as the working hours are good and regular, there is no problem for women who work outside the home. Young man, Southeast Sulawesi

Women doing business is not a problem, the important thing is to be smart in choosing which type of business to develop. For example, in the food/culinary sector, women should be able to maximize their efforts in developing these businesses because she has a passion for it, even though now cooking is no longer a woman's business. The fact is that now many professional cooks are men. As a woman, it is not a problem to be successful in doing business, but women are still concerned with the main task in the family and must be smart about which type of business without neglecting the main task. Community member, Southeast Sulawesi

Taking things together, all aspects of social norms around youth employment were higher for young men than for young women. This indicated that, even though support for female employment had increased compared to a decade ago, community members were still more supportive of male employment than female employment. Little change was found in the community members' social norms between the midline and the endline. A fair point made by participants in the reflection workshop was that change, especially in social norms, takes time. Also, it is especially hard to change an indicator that already had positive values at the midline.

Social norms around the division of care work

The burden of unpaid care work is important to consider when working on employment, especially for women. For men and women to both develop economic activities, a shared burden of unpaid care work is important. Therefore, we investigated the social norms around the division of paid and unpaid care work. Questions related to these social norms were only asked at the endline. Hence in the remainder of this section, we are only describing the endline as we could not make comparisons over time.

Community respondents were asked to react to three stories that illustrated potential divisions of unpaid care work between a wife and a husband. The first story³⁰ illustrated a gendered division of labour, where women do all the unpaid care work and men the paid work. They both spend an equal amount of time on these responsibilities. The second story³¹ depicts shared responsibilities for paid and unpaid work between men and women. In the third story³², women do the majority of the work (both paid and

³⁰ Story 1: My husband Agus works as a carpenter, he leaves the house early and comes back in the evening. After preparing breakfast for my family, I work in the field in the mornings. I return to prepare lunch for my children. I fetch water when it is near my pond and firewood, make sure the house and compound are clean. When my husband comes back from work he is very tired. I bring him water to wash his hands and serve him food. I do the dishes and prepare the beds for all of us.

³¹ Story 2: Ever since we got together, my husband Mohamad and me have shared responsibilities. We get up around the same time, prepare breakfast, clean the house and help the children. We work on our farm together. When we come home from the field, he carries the vegetables and I carry some firewood. We both go and fetch water whenever we need it. I take the lead on cooking but my husband helps me chopping vegetables and cleaning the kitchen and compound.

³² Story 3: I do a lot of work. I work on the farm and do all the housework, bathing the children, collecting water and fuel, cleaning, cooking, making sure the house is okay. My husband Edi does some agricultural work and some casual labour. He often meets up with friends to chat or relax. Usually, he does not help me with my work. But sometimes he might get water or cook if I am sick or not at home.

unpaid), while men do some paid work and hang out with friends. Then, we enquired about personal attitudes, normative expectations (approval of other community members) and empirical expectations (typical behaviour in the community) of community members around the three stories. We also asked community members which story they related to the most.

The findings suggested a somewhat mixed result for personal attitudes towards the division of unpaid care work. The preferred scenario was shared responsibilities between husband and wife for paid and unpaid work (story 2; Figure 30), but also two in three community members supported a gendered division of labour (story 1; Figure 27). Hence, shared responsibilities between a husband and wife have wide support, but also it is a gendered division. For normative expectations, what others in the community would approve of, again, a mixed picture arises. Slightly more community members thought the community would approve of a gendered division of labour (Figure 28) rather than shared responsibilities (Figure 31), but the percentages were actually relatively close together. Lastly, the most common behaviour in the community for dividing paid and unpaid work between men and women was the gendered division of labour (Figure 29) – this was only mentioned by one in two community members. One in three community members thought that the scenario where women are exploited by their husbands was the most common scenario in the community (story 3; Figure 35). Concluding, many community members indicated support for a shared and equal division of the work between a husband and wife, but in practice, it is not the most common behaviour.

Figure 27

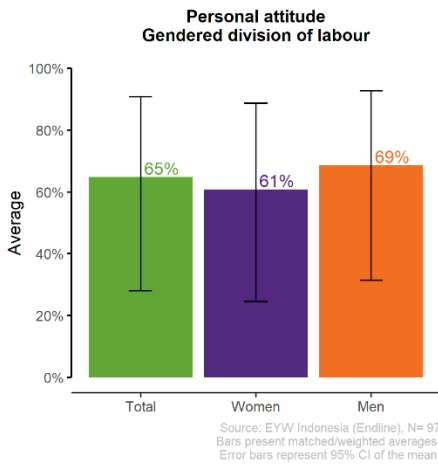


Figure 28

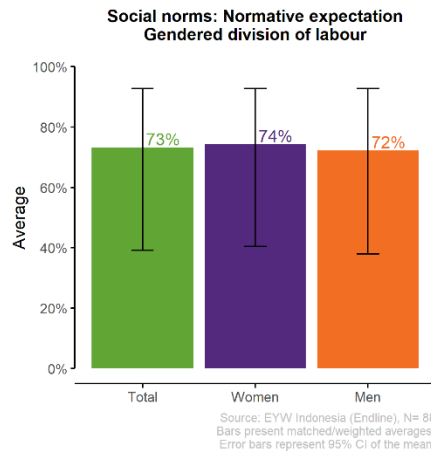


Figure 29

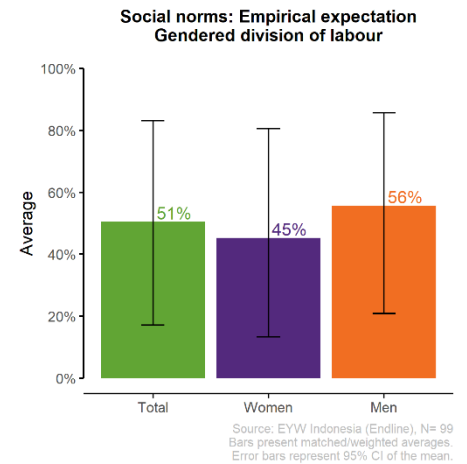


Figure 30

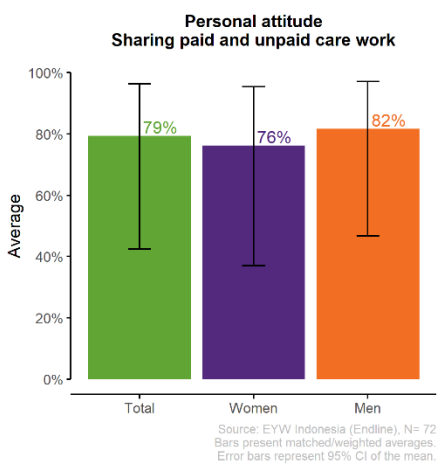


Figure 31

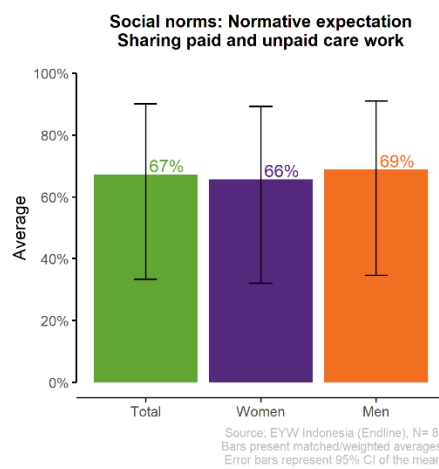


Figure 32

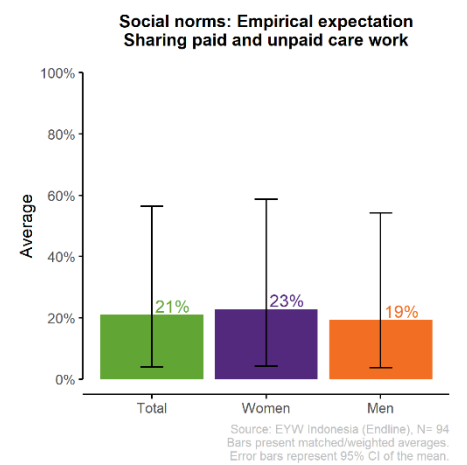


Figure 33

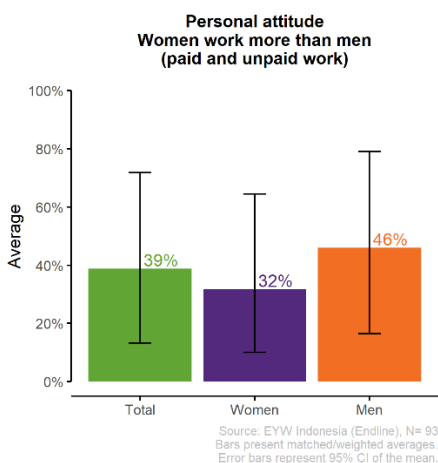


Figure 34

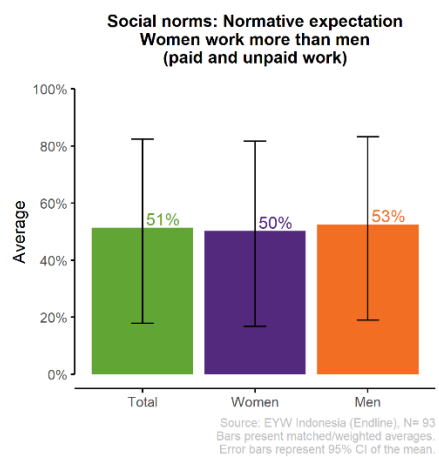
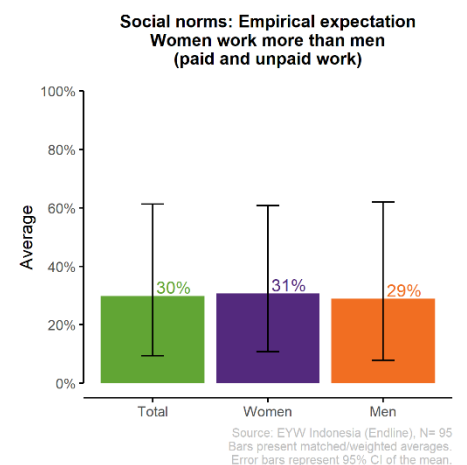


Figure 35

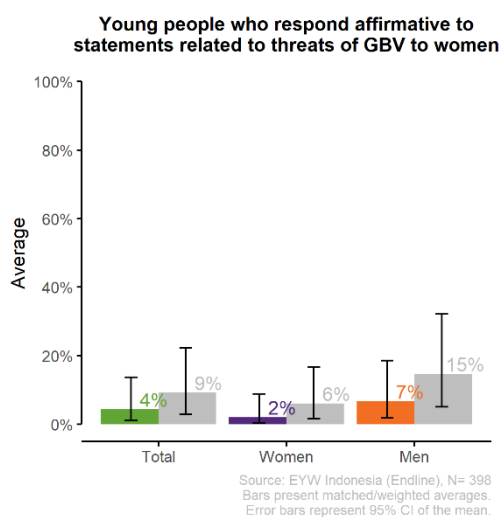


4.5.2 GENDER-BASED VIOLENCE AND GENDER EQUALITY

KPI #: Gender-Based Violence (GBV) and gender equality	Total	Gender	
	Total	Women	Men

Endline data only			Is there a significant effect for the target group at endline?		
ST OM	3.1	% of young people that responded affirmatively to 7 out of 11 questions on threats of GBV to young women	Yes** (comparison)	=	=
		% of young people with improved knowledge of GBV and who are taking action against GBV	Yes**	Yes**	=
		Average value of Gender Equality Index for young people	Yes*	=	Yes**

Figure 36



only 4% of young EYW participants responded affirmative (= agree or approve) to these GBV statements. This percentage was higher for non-participants than for EYW participants. This points to a positive contribution of EYW in improving attitudes against GBV. More young men than young women (7% vs 2%) agreed or approved of statements that related to GBV.

At the endline, young people were asked whether they had heard of GBV happening in their area and whether forms of GBV were common in their area. Here, GBV includes domestic violence, harassment in the public sphere, harassment in the workplace, economic violence (for example, denial of work, lower payment, denial of employment), child marriage, or any other form of GBV. If young people mentioned these forms of violence happening in their area, they were asked whether they had ever

³³ The GBV indicator equals 1 if seven out of eleven statements on GBV threats to women are responded to affirmatively:

- Disapprove of women working outside the house to earn a wage;
- Disapprove of women owning a business outside the house;
- Disapprove of women going to the market without male permission;
- Approve that husbands have the right to verbally discipline their wives;
- Approve that husbands have the right to physically discipline their wives;
- Approve of girls marrying before turning 16;
- Agree that women should do housework and care work and men should earn money;
- Agree that wives should give their income to their husbands;
- Agree that giving a dowry is traditional;
- Agree that young women on their own may be verbally harassed when going out on the streets;
- Agree that young women on their own may be physically harassed when going out on the streets.

spoken up or taken action against it. On average, 44% of EYW participants had heard of GBV happening in their area and had spoken up against it (Figure 37). EYW participants said they had heard of GBV and had taken action against it significantly more often than the non-participants. This was especially the case for female EYW participants. This was a promising result, as it indicated that EYW had contributed to making young people act as agents of change in their community and speaking up against GBV. However, more than half of young people did not speak up against GBV, so there remains room for improvement.

IDI participants stated that the incidence of GBV was very low in their respective communities. However, women were not expected or allowed to step out after dark. Those who had to must be accompanied by their husbands or a male relative. Reflection workshop participants, echoing the IDI participants' view, said that, in general, they did not hear a lot about GBV happening in the area. They acknowledged that people facing GBV might not want to share it openly but that it could also be that the number of cases was just very low. The era of social media has helped to raise awareness of the issue of GBV. Participants also mentioned the importance of avoiding jargon, as some people may not be familiar with terms such as GBV.

Figure 37

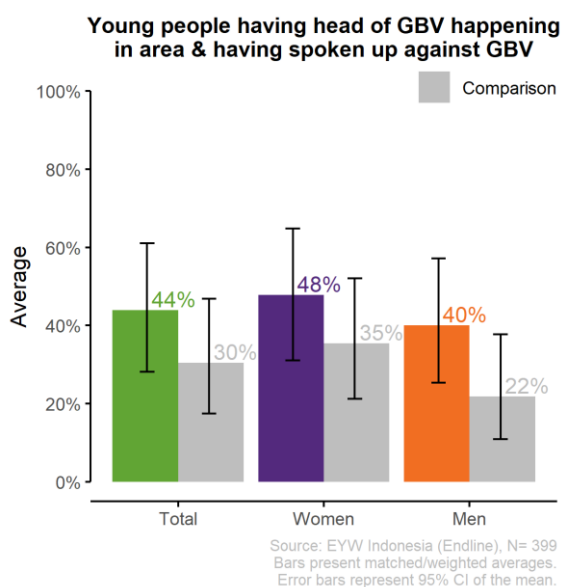
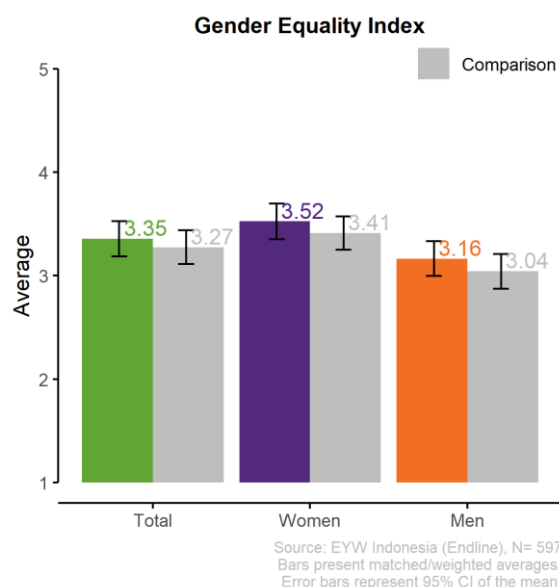


Figure 38



Previous results indicated that gender played an important role in the employment opportunities and outcomes for young people. For instance, social norms were stricter for young women than for men, and employment outcomes were better for men than for women. A Gender Equality Index was calculated, which basically looked at positive responses to seven statements about gender equality³⁴.

³⁴ The seven statements were:

- Disagree that it is much better for everyone concerned if the man is the achiever outside the home and the woman takes care of the home and family;
- Disagree that there is some work that is men's and some that is women's, and they should not be doing each other's;
- Disagree that in our culture, a woman's place is in the home, not in the office or shop;

On a 1-5 scale with 1 being 'very unequal' and 5 being 'very equal', the Gender Equality Index for young EYW participants was 3.35, on average (Figure 38). This indicated that, on average, attitudes towards gender equality were moderate. They were not equal, but also not unequal. The index was significantly higher for young women than for young men, meaning that young women's attitudes were more gender-equal than young men's.

It was promising to see that male EYW participants had attitudes that were more gender-equal than male non-participants. The same was evident from the responses of young men on gender equality during the IDIs. While young women and community members generally talked about how there was increased freedom for women to express themselves and be economically engaged, two of the nine men interviewed specifically talked about a change in their attitudes towards gender equality. According to them, the activities helped them to understand the status of women in and around their households and communities. The proportion of young men with these views may be low (based on the qualitative responses), but the awareness itself can be seen as a step in the right direction. Hence, the EYW project in Indonesia potentially contributed to more gender-equal attitudes, especially among young men.

I studied in faculty of engineering. Then, I disagreed with the concept of gender that the trainer taught us. After participating in the EYW training, I realized that what the trainer said is true. Women have their rights to expand their potential, even through entrepreneurship. It was so eye-opening for me. At first, I thought, why do women to earn? But after we finished the training, I can say that we can't see it only for a particular gender. Young man, South Sulawesi.

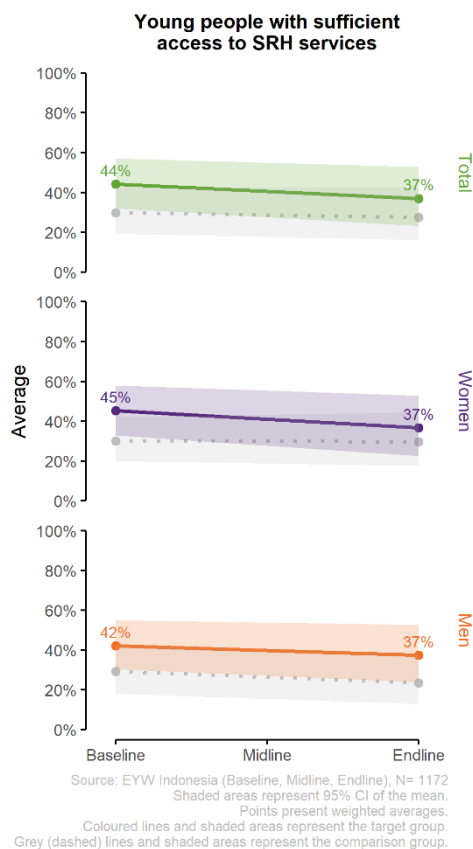
4.5.3 SEXUAL REPRODUCTIVE HEALTH AND RIGHTS

KPI #: Sexual and Reproductive Health Rights (SRHR)			Total	Gender	
			Total	Women	Men
Baseline-Endline data			Is there a significant effect for the target group over time? (Impact)		
ST OM	3.1	% of young people with knowledge about family planning methods.	=	=	=
		% of young people with access to SRHR services	=	=	=
Midline-Endline data			Is there a significant effect for the target group over time? (Contribution)		
ST OM	3.1	% of young people who know when girls are more likely to get pregnant	=	=	=
		% of young people who have heard about diseases that can be caught through sex	=	↑**	=

- Disagree that a wife who carries out her full family responsibilities doesn't have time for outside employment;
- Disagree that a wife should not expect her husband to help around the house after he comes home from a hard day's work;
- Agree that if a wife works full-time outside their home, the husband should help with housework;
- Agree that men should share the work around the house with women, such as doing dishes, cleaning, etc.

The last set of indicators in pillar 3 relates to SRHR. We assessed the influence of EYW on knowledge about family planning methods, perceptions of access to SRHR services, knowledge about when girls are more likely to get pregnant, and knowledge about diseases that can be caught through sex.

Figure 39



At the endline, 37% of EYW participants mentioned having access to SRHR services³⁵ (Figure 39). This level was similar to that at the baseline. Access to SRHR was similar for non-participants.

The knowledge of family planning methods for EYW participants improved significantly from the baseline to the endline (from 5% at the baseline to 20% at the endline). However, this increase was similar for non-participants; hence it was difficult to make strong impact claims. Since the knowledge level of EYW participants was higher at the endline than at the baseline, it is likely that EYW contributed to this.

Young people’s knowledge of when girls are most likely to get pregnant was very low. Only 4% knew the correct period during the menstrual cycle when a girl is more likely to get pregnant. This percentage was similar at the midline and the endline

Lastly, young people were asked whether they had heard of any diseases that could be caught through

sexual intercourse. Almost all (95%) EYW participants at the endline had heard of sexually transmitted diseases (STDs).

³⁵ This indicator equals 1 if young people disagree or strongly disagree with at least three of the four statements:

1. SRHR services are too far from where I live;
2. It is unacceptable for people like me to go to SRHR services;
3. I don’t know where SRHR services are available;
4. I need permission to access SRHR services.

5 CONCLUSIONS

This chapter presents the conclusions of the endline study of the EYW project in Indonesia. The programme applied a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment. In this endline evaluation study, progress with regards to each of these pillars has been assessed.

In this chapter, first, each of the three sub-evaluation questions related to each of the three pillars is answered individually. We close with an overall conclusion.

5.1 CONCLUSIONS TO EVALUATION QUESTIONS

5.1.1 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE'S AGENCY AND SKILLS?

We saw improvements in skills for EYW participants when comparing the baseline and the endline. Firstly, EYW participants' soft skills improved, especially for women. Secondly, we saw sharp increases in the percentage of EYW participants with technical skills – both for women and men. Lastly, although the entrepreneurial skills indicator remained stable over time (according to the quantitative findings), the qualitative responses suggested that EYW contributed to youth's entrepreneurship ambitions and capacities. Taking things together, we can confirm a positive contribution from EYW in improving young people's skills. However, we could not measure the final impact of EYW because we did not have a comparison group for these indicators.

We found mixed results for progress on agency. On the one hand, the quantitative findings cannot confirm a positive impact for EYW in improving agency, or positive improvements over time. On the other hand, based on the qualitative findings, we did see improved agency at the individual level, especially for entrepreneurship. There were several examples and experiences shared by community members and youth about how youth were setting up their own ventures or improving their existing ventures, and taking business risks and decisions with confidence. Many youth participants also talked about being part of a network of like-minded individuals, which enabled an exchange of ideas and provided support and encouragement. We heard similar sentiments and experiences during the reflection workshop, where participants emphasised improved agency at the individual level because of EYW. However, it was difficult to establish whether and how youth agency had improved in other spheres of life. In summary, we recognized the positive influence of EYW on youth's agency. It is encouraging to hear about the individual stories that demonstrated youth's agency and resilience, especially amidst the global Covid-19 pandemic. Nonetheless, the findings suggest that for many young people, it was still difficult to translate agency into making actual changes in their youth groups, personal life, and the community.

5.1.2 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE'S ECONOMIC OPPORTUNITIES?

Although the Covid-19 pandemic has put significant pressure on the job market, the employment rate improved significantly from the baseline to the endline. This points to a positive contribution from EYW, although the positive change was also found for non-participants. Hence, EYW could not claim sole responsibility for this positive change.

A positive contribution from EYW was found for promoting self-employment and a change in attitudes towards self-employment, in general, among community members. Before the programme, not many young people were interested in self-employment, primarily because it was considered unstable and risky. After EYW, according to the youth, many of them were able to see the potential benefits of self-employment, especially in areas where there were insufficient jobs in institutions. Community members believed that a sustained focus on entrepreneurship skills for youth could help to reduce intra-country and overseas migration. However, when talking about self-employment, it is important to make a distinction between entrepreneurship out of necessity (because there simply are no other jobs, hence the compulsion to migrate) and entrepreneurship out of opportunity (because there are market gaps that can be filled). It remains important for the government to create and stimulate formal employment in the region. This will also help to reduce the dependence on migration.

Decent working conditions for those EYW participants in employment improved significantly from the baseline to the endline. However, this was also the case for non-participants, and so EYW could not claim sole responsibility for this positive change. It should be noted that regardless of the positive change, working conditions for many youths still did not reach the desired standards.

Comparing the baseline and the endline, we also saw increases in youth income, especially for young people with low levels of education. Furthermore, several youth participants stated during the IDIs that their income improved after participation in EYW. But this improvement was limited to reducing their dependence on their families – it had not yet translated into improved contributions to the overall household income. As this change in income was found for both EYW participants and non-participants, we could not make strong claims of impact.

For business ownership, we again saw positive changes over time. More EYW participants at the endline had businesses than at the baseline. This was the case for both men and women. The IDI responses also indicated that several young women and men started their own business ventures after participating in the EYW programme. However, looking at the overall impact on business ownership, the increase existed for both EYW participants and non-participants.

There was not enough data to assess EYW's impact on successfully accessing finance to start up a business.

5.1.3 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN THE ENABLING ENVIRONMENT OF YOUNG PEOPLE?

Perceived social restrictions to labour market access decreased over time. In general, perceived social restrictions were quite low (at the baseline, midline and endline).

With regards to the social norms held by community members, we concluded that community members supported both male and female employment, although support was higher for male employment than female employment (personal attitude). Similarly, normative expectations for youth employment were also high, although they were higher for young men than for young women. The supportive personal attitudes and normative expectations of community members seemed to validate the low perceived social restrictions to labour market access by young people. Empirical expectations (how common youth employment is in the community) were lower than personal attitudes and normative expectations – especially for female employment. Hence, despite overall support of youth employment, this did not necessarily translate into youth employment being typical behaviour. Again, empirical expectations were higher for men than for women, indicating that male employment was more typical behaviour than female employment. The qualitative findings suggested that acceptance of women’s participation in economic activities increased. Youth and community members emphasised that women working and earning an income was not seen as unacceptable or taboo anymore. However, women’s economic participation came with some caveats. For example, ‘normal’ working hours and dutifully managing all family responsibilities were thought to be essential if a woman was engaged in any economic activity. Lastly, even though personal attitudes, empirical expectations and normative expectations were all supportive of youth employment, sanctions inflicted when breaking a social norm were very common. These sanctions were expected to appear more often for female employment than for male employment.

Taking things together, all aspects studied of social norms around youth employment were higher for young men than for young women. This indicated that community members were still more supportive of male employment than female employment. Social norms did not change much between the baseline and the endline. However, it should be mentioned that change, especially in social norms, takes time.

With regards to GBV, we found that EYW participants were less likely than non-participants to approve of situations involving GBV. Although we did not know the baseline level of this indicator, this finding points to a positive contribution from EYW in improving attitudes towards GBV. Also, at the endline, EYW participants had taken action against GBV more often than non-participants. This was a promising result, as it indicated the potential contribution of EYW in making young people act as agents of change in their community by speaking up against GBV. However, more than half of young people still did not speak up against GBV, so there remains room for improvement.

Young people showed moderate support for gender equality. Male EYW participants had more gender-equal attitudes that differed significantly from those of non-participants. This finding indicated a possible contribution from EYW in Indonesia to more gender-equal attitudes among men. For instance, some male IDI respondents said that EYW activities were helpful in understanding the status of women in and around their households and communities and improving the acceptability of women’s economic participation.

Lastly, with regards to SRHR, we did not find much change over time. This was not surprising since SRHR was not explicitly operationalized in EYW activities.

5.2 OVERALL CONCLUSION

We found positive changes in all three pillars when comparing the baseline situation to the situation at the endline. For many of the indicators, endline levels for EYW participants were higher than the baseline levels, indicating the likely role of EYW in these making improvements. Differences between EYW participants and non-participants, and the benefits and value offered by EYW activities, were also highlighted in the qualitative study component. The conclusion that EYW made a positive contribution was supported by progress for the main indicator at the “impact level”: socio-economic empowerment. Overall, comparing the baseline situation to the situation at the endline, EYW participants’ levels of socio-economic empowerment improved. The economic empowerment for women, in particular, pointed to a positive impact from EYW.

However, for many indicators, non-participants also experienced improvements – albeit less steep than those of EYW participants. Consequently, it is important to acknowledge possible external factors that might also have contributed to positive changes.

Gender gaps for some indicators remain. For instance, the level of socio-economic empowerment, the employment rate and business ownership were higher for young men than for young women. Indeed, as became clear from the analysis of social norms, young women face more social restrictions to employment than young men. These findings point to the importance of acknowledging and accounting for an enabling environment for female youth employment.

Additionally, it is also important to consider the social and emotional contributions of the programme, which are not easily measured. By connecting youth to skills development, for instance, youth also had the chance to engage with peers, express their struggles and concerns, exchange ideas, learn from each other and make connections beyond their work lives. These unmeasured impacts and outcomes should also be considered when considering the overall impact of the programme.

Lastly, an upcoming paper analyzing the links between the different pillars in EYW’s ToC found evidence of significant relationships between each of the pillars. The study found a positive relationship between increased agency and the skills of young people and their employment outcomes. Also, the research found positive relationships between positive social norms and the skills development of youth. Furthermore, the paper found that an enabling environment positively influenced self-employment for youth. This paper shows the importance of approaching youth employment in a holistic way.

6 RECOMMENDATIONS FOR FUTURE PROGRAMMES

Based on the insights, experiences and results presented in this report, the following recommendations have been formulated. These recommendations specifically apply to the provinces of West Java, Southwest Sulawesi and Southeast Sulawesi, but they could also be relevant for other provinces in Indonesia and for the civil society sector and future programmes working on youth employment and an enabling environment:

- **Adopt a holistic approach with a long-term vision:** EYW adopted a holistic approach to improving the socio-economic empowerment of young people. There are positive links between working on agency and skills, the promotion of an enabling environment, and economic opportunities. Hence, adopting a holistic approach will likely result in more benefits for young people. Furthermore, a long-term programme vision is important since changing employment outcomes takes time.
- **Acknowledge, account for and aim to shift social norms to contribute to an enabling environment, especially for young women:** Social norms have a direct bearing on the possibilities for youth employment. The findings showed that there were gender gaps for indicators such as empowerment and economic opportunities, and social norms were more restrictive for women than for men. Social norms take time to change. For the change process to remain sustainable and reach the next generation, youth programmes must continuously and progressively acknowledge and account for the societal barriers that limit the participation of young women and other marginalized groups in the labour market.
- **Target participants to improve impact:** Some indicators show strong links with a person's level of education. This suggests that the added value of future youth employment programmes is strongest when targeting youth with low levels of education. Workshop participants mentioned the importance of targeting participants for the entrepreneurial skills training who already had an entrepreneurial mindset. This is linked to the learning curve of becoming an entrepreneur and the importance of inclination and motivation for the success of the business in challenging circumstances.
- **Bridge the gap between the supply side and demand side of the labour market:** Often, youth employment programmes have a strong focus on the supply side of the labour market, for example, improving youth's employability by developing their skills. At the same time, it is also important to consider the broader environment that young people are part of, where market circumstances and policies can prevent them from accessing jobs, or where jobs simply are not available. This was also mentioned by workshop participants: a lack of jobs in the region triggers youth to engage become self-employed out of necessity, even though this is not always

their preferred option. Thus, it is best to tackle both the supply side and demand side of employment simultaneously when developing policies, as this is where the conditions for youth employment are created. Bridging the supply and demand side of the labour market can be achieved, for instance, by assessing what skills are required by the job market before developing training curricula³⁶ or by engaging the private sector to stimulate job creation, which ultimately should contribute to a stronger economic system.

- **Allow for customisation of activities:** Linked to the previous recommendation on matching the development of training activities to what is requested by the market, allowing for customisation of activities could further ensure the activities match with the participants' interests and needs. For instance, after being introduced to the basic concepts of entrepreneurship, participants could be asked to vote or choose from a set of pre-determined training topics or packages. These topics or packages could be based on a market assessment or resource mapping in their respective communities and undertaken by the participants themselves. Or it could be based on the availability and expertise of the training personnel. In this way, participants may have a sense of empowerment (being heard), and the programme can address a need that was explicitly mentioned by the community.
- **Operationalize both the informal and formal parts of the enabling environment:** The enabling environment consists of both informal and formal factors. Examples of informal factors are social norms, attitudes, family support and peer pressure. Formal factors include policies, legislation and institutions that set the ground rules for labour market participation (Linssen et al., 2021³⁷). It is of utmost importance that future programmes operationalize both the informal and formal aspects of the enabling environment. Only then can the gap between the supply and demand side of the labour market be bridged. Working on the formal part of the enabling environment can, for instance, be done by advocacy (to both public and private sectors) and participating in policy development.
- **Include a mentoring component in skills development training:** A best practice from EYW is the mentoring component integrated into the entrepreneurial skills training. Examples were mentioned in the reflection workshop of EYW participants reaching out to mentors, even after project activities were finished. This points to the added value of having someone to support personal development, especially in an environment where social norms and attitudes towards self-employment are not always supportive.

³⁶ For instance, EYW participants mentioned the need for more advanced and applied training on product branding and content marketing. Covid-19 forced training to move online, but EYW participants expressed their preference for offline training, as they valued the direct interaction with peers. In relation to the training curricula, EYW participants also mentioned the importance of ensuring that different activities do not overlap. There have been instances where topics covered in one training session were repeated in another training session. They would have preferred another topic to be covered or to look at the topic in greater depth instead.

³⁷ Linssen, R., Meeske, M., van Moorten, R., van Veen, S. (2021). How empowerment and an enabling environment matters for youth employment programme effectiveness. INCLUDE Evidence Synthesis Paper Series; 08/2021. <https://includeplatform.net/wp-content/uploads/2021/08/ESP-Oxfam-Novib-1.pdf>

- **Facilitate opportunities for replication of activities:** Some community members mentioned that the EYW activities could also be useful for those who were not classed as youth. Hence, helping to replicate project activities within the community will allow more people to benefit from them. A best practice by EYW worth mentioning is the 'Training of Trainer' sessions: a selected group of young people who received a certain type of training were subsequently trained to deliver this training to their peers. Facilitating the replication of activities within the community will, first of all, increase the reach of the project, but secondly, it also helps hone the communication and leadership skills of the youth who now act as trainers for other people.
- **Continue the work on decent working standards:** Future programmes need to continue working on improved policies and practices to achieve decent working standards. This requires the involvement of workers, employers and government.
- **Consider the sustainability of the project, even after project implementation has ended:** As with all development projects, it is important to consider ways in which to continue and sustain the work and progress made. Youth who participated in the reflection workshop suggested setting up an EYW alumni community, which would allow the youth to stay connected. Also, a best practice for sustainability of the project, implemented by EYW, is the formal registration of youth hubs. The hubs enabled youth to explore capacity-building opportunities, to explore and develop business ideas and link these with markets, companies and micro-finance institutions, and to participate in training. By registering these youth hubs, the project helped the youth to stay connected and organized even after the project ended. This gives them continuous opportunities for joint motivation, learning and action.

7 ANNEX

7.1 ANALYSIS TECHNIQUES

7.1.1 QUANTITATIVE ANALYSIS

Assessing the impact of the EYW programme: a counterfactual approach

To assess the project's effects on each of the KPIs, we investigated to what extent the KPIs changed over time. We compared the values of the outcomes at the baseline (2016, the start of the project) with those at the endline (2021, the end of the project).

Assessing change in a KPI over time for those who participated in the project is not a robust method for assessing the impact of the project, as we are only looking at those who actually participated. The outcomes can be affected by a myriad of factors that are not in the project's or program's sphere of influence. So, it would be inaccurate and 'unfair' to claim all changes that occurred between the baseline and endline as evidence of the impact of the project.

A more reasonable and accurate method would be to ask ourselves the question, "*What would have happened in the absence of the project?*" in addition to describing what has happened to the project participants. In order to arrive at a reasonable estimate of the effects of the project on a KPI, one would need to compare the change over time for a group of people who participated in the project's activities with the change over time in a situation where the project was not implemented. Both groups operate in the same context, but the only difference between them is whether they participated in the project's activities. This is a so-called counterfactual approach – comparing changes over time among a group of people who participated in the project with changes over time in a similar group of people who have not participated in the project. This comparison group consisted of people living in subdistricts where EYW did not work.

We then compare the changes over time for a KPI in the target group with the change over time for the same KPI in the comparison group. We can then assess the project's impact as we have a decent understanding of what would have happened when the project was not implemented.

Estimating attributable impact: analysing differences over time

Our analyses estimate the value of each outcome indicator, for instance, young people's level of empowerment (measured through a set of survey questions). The average level of empowerment is then estimated at the baseline and the endline for both the comparison and target groups. We can determine the trend or change over time for the target and comparison groups with these four estimates. We can then see whether young people's level of empowerment increased or decreased over time for the target group. Similarly, for the comparison group, we can see how young people's level of empowerment has developed over time, without any project activities being implemented.

The expectation is that young people's level of empowerment would improve over the project duration for the target group. The supposed increase in empowerment, or 'growth', for the target group is

calculated by taking the baseline values of this and subtracting them from the corresponding endline values. This is called the first-order difference.

Similarly, we assess the change among non-participants. Indeed, there might have been changes in the level of empowerment unrelated to the project. If we also find an increase in the level of empowerment in this comparison group, the changes cannot be attributed to the project as there have not been any project activities with young people in the comparison group.

For an accurate judgement of the project's impact, we need to compare the change over time in the comparison group with the change over time in the target group. If the change over time in the target group is bigger than the change over time in the comparison group, the project has had an attributable impact. So, in this example, if the increase in young people's level of empowerment in the target group is bigger than the increase in empowerment observed in the comparison group, one may speak of positive, attributable impact. This technique is called a difference-in-difference estimation (Athey and Imbens, 2017³⁸). An important assumption of difference-in-difference estimation is that project participants and non-project participants are exposed to similar external shocks. This is the so-called parallel trends assumption.

To assess changes over time in any outcome indicator, one would ideally want to interview the same people at each survey round to accurately assess changes over time (collect panel data). However, this was not possible. Instead of surveying the same people three times (baseline, midline and endline), we surveyed a cross-section of target and comparison groups at the baseline and the endline.

Matching: ensuring the comparability of the target and comparison group

As well as incorporating a comparison group in our design and using a difference-in-difference technique, we also know that it is likely that the target and comparison groups are not directly comparable. They may differ systematically for a range of characteristics at the baseline. For instance, the targeted communities might be more impoverished or be less well educated than those in the comparison group as projects choose to implement their activities among marginalized groups. Thus, it is likely that some socio-demographic characteristics influence whether the project targets a household or community.

Moreover, socio-demographic characteristics, such as age or residential area, might also influence our KPIs. In econometric terms, this means that both the probability of participating in the project's activities and the outcomes may be affected by pre-existing differences between the target and comparison groups. The probability of participating in the project activities is called the propensity score. This probability is not equal for all young people and is unknown³⁹.

³⁸ Athey, S., & Imbens, G. W. (2017). The state of applied econometrics: Causality and policy evaluation. *Journal of Economic Perspectives*, 31(2), p. 3-32.

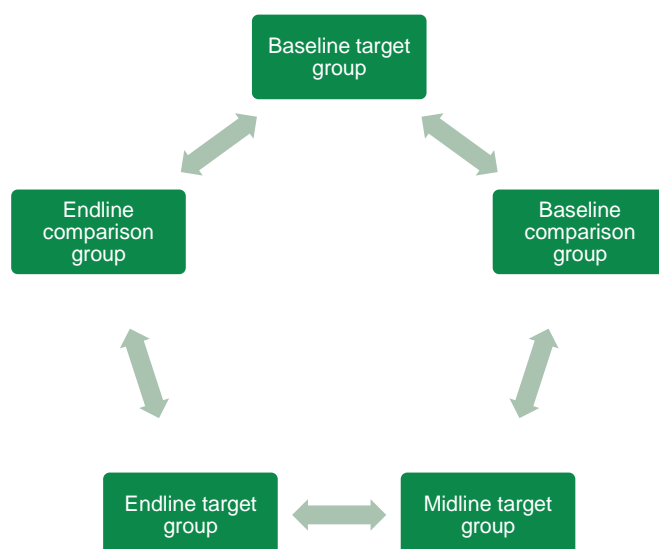
³⁹ Compare this to a situation where participation in the project would be determined by a coin toss (a randomized experiment). In this case, participation in the project would be solely determined by chance, not by any pre-existing characteristics of the people that (intend to) participate in the project. In this case the propensity score (the probability of being in the target group) would be known and equal to 0.5

We use this propensity score to reduce incomparability between the target and comparison groups in two stages. This technique is called propensity score matching. In the first stage, we calculate the propensity score to select or match a comparison group similar to the target group based on a set of mostly demographic determinants. In the second stage, we estimate our impacts using these matched target and comparison groups.

Calculating propensity scores

We have implemented propensity score matching using a multinomial logistic regression, where each person is given a weighting based on the characteristics used in the matching model⁴⁰. This weighting is expressed as a pro-portion of closeness between a subject in the baseline target group, baseline comparison group, midline target group, endline comparison group, and the endline target group. By estimating a propensity score weight using multinomial logistic regression, we ensured that the target and comparison groups of baseline, midline and endline were comparable and balanced while still employing a large share of the sample that we had collected. This is illustrated in the diagram below.

Figure 40



A range of characteristics was considered to be included in this multinomial logistic regression. Covariates include date of birth, gender, and district. The multinomial logistic regression was estimated using sampling weights. Subsequently, when calculating the average values for the outcome indicator, each person was given a weighting, so that closer and better matches, thus more comparable people, had a greater influence on this average compared to worse matches⁴¹.

Matched differences over time

In the analyses, we combined the weights from the multinomial logistic regression with the difference-in-difference-approach as outlined in the previous section. In the difference-in-difference model, we

⁴⁰ Stuart, E.A., Huskamp, H.A., Duckworth, K. *et al.* (2014). Using propensity scores in difference-in-differences models to estimate the effects of a policy change. *Health Services and Outcomes Research Methodology*, 14(4), p. 166–182.

⁴¹ Balance tables are available upon request.

controlled for date of birth, gender, district, education, marital status and the interaction between education and time. This is to further reduce any potential influence of factors other than participation in the EYW project.

We used the statistical software STATA for data cleaning and analysis. We have used STATA's MLOGIT package to estimate the weights and STATA's REGRESS and PROBIT packages to estimate the weighted-difference-in-difference analyses. STATA's PREDICT command was used to estimate predicted values of the estimation sample. We also used various Python and R packages to visualize these parameters.

7.1.2 QUALITATIVE ANALYSIS

The qualitative analysis process broadly involved the following steps:

1. Transcription of the qualitative discussions

The data collection team was provided with a transcription template along with the interview guide. The team was asked to record the interviews, after obtaining due consent from all participants either, verbal (recorded) or written. Post discussions, the data collection team was expected to transcribe the entire interaction verbatim according to the transcription template provided. These verbatim transcripts were shared with the Oxfam Novib team for feedback and clarification. Once all the transcripts were shared, a call was organised with the data collection team to clarify any doubts and to seek further information, wherever deemed necessary.

2. Developing the analytical framework

The analytical framework corresponded to the objective of the evaluation: determining the impact of the EYW programme using the KPIs for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people. The analysis of the qualitative data - for example, coding of the data - was based on the Global KPIs identified for each of the components within the above three pillars. In that sense, deductive content analysis was the chosen approach for data analysis.

3. Analysis of data collected

The qualitative data was analysed using MAXQDA 2020. This qualitative data analysis software is commonly used in social and human sciences because of the ways in which it helps with interpretative analyses. As mentioned above, the data was analysed with a completely deductive approach. This helped in developing a thematic categorisation and thereafter, thematic analysis. Themes and patterns that emerged from the data were refined and organised into higher-level categories – primarily the Global KPIs – and subsequently, the most relevant themes addressed by the participants were identified.

7.2 DETAILS OF THE SAMPLE

7.2.1 QUANTITATIVE SAMPLE

Table 3: Target sample

Administrative	Baseline	Midline	Endline
----------------	----------	---------	---------

Province	City/regency	Total	Women	Men	Total	Women	Men	Total	Women	Men
South Sulawesi	Maros	71	42	29	17	14	3	48	31	17
	Pangkep	102	72	30	48	30	18	62	34	28
	Barru	71	60	11	37	24	13	49	22	27
Southeast Sulawesi	Kendari City	105	78	27	44	26	18	46	23	23
	Kota Baubau	70	48	22	13	9	4	9	6	3
	Wakatobi City	69	46	23	41	24	17	22	12	10
West Java	Subang	13	8	5	0	0	0	0	0	0
	Indramayu	187	125	62	270	136	134	107	55	52
Total		688	479	209	470	263	207	343	183	160

Notes: This table presents the sample collected. The sample collected deviates from the sample designed, see also section 3.3. Deviations mainly exist in geographical coverage and oversampling of certain types of trainings. The gender balance of the collected sample at endline mimics the gender distribution in the beneficiary database.

When doing the data cleaning, some respondents at endline originally placed in the target group mentioned not to have participated in EYW activities, nor having received other trainings (non-EYW) to improve their economic opportunities, nor being member of a youth group of EYW (N= 94). Since these respondents were not exposed to EYW activities or other training activities, they have been moved to the comparison group. This should prevent making underestimations for progress in the target group.

Table 4: Comparison sample

Administrative		Baseline			Endline		
Province	City/regency	Total	Women	Men	Total	Women	Men
South Sulawesi	Maros	0	0	0	54	31	23
	Pangkep	0	0	0	60	33	27
	Barru	0	0	0	4	3	1
	Takalar	70	47	23	0	0	0
Southeast Sulawesi	Kendari City	0	0	0	9	7	2
	Kota Baubau	0	0	0	31	17	14
	Wakatobi City	0	0	0	71	44	27
	Buton Selatan	70	41	29	5	4	1
West Java	Subang	42	23	19	0	0	0
	Indramayu	0	0	0	58	42	16
Total		182	111	71	292	181	111

Notes: We don't have a comparison sample at midline. At endline we have sampled comparison respondents from the same city/regency as the target group, as it was complicated to get research permission in other non-exposed cities/regencies. Within the targeted cities/regencies, we made sure to sample non-exposed subdistricts (or in the case for Indramayu non-exposed schools). This should minimize spill-over of EYW activities and hence to create a 'pure' comparison group. Non-exposed subdistricts were randomly selected from a list.

Table 5: Community sample

Administrative		Baseline			Endline		
Province	City/regency	Total	Women	Men	Total	Women	Men
South Sulawesi	Maros	27	12	15	16	8	8
	Pangkep	26	18	8	34	16	18
	Barru	0	0	0	25	12	13
Southeast Sulawesi	Kendari City	17	0	17	0	0	0
	Kota Baubau	0	0	0	4	1	3

	Wakatobi City	31	18	13	8	3	5
	Buton Selatan	11	2	9	3	2	1
West Java	Subang	1	0	1	0	0	0
	Indramayu	42	31	11	25	14	11
Total		155	81	74	115	56	59

Notes: We don't have a community sample at midline. At endline community respondents are sampled from two lists: 1) the beneficiary list for BB3 for year four, the year when community activities were still regularly implemented; 2) a list compiled by partners and consisting of community representatives (incl. community leaders, parents, private sector, government officials, teachers/academics). This second list, of people that parents have engaged with for community activities, is purposely selected. Both lists are limited to those people older than 29 years old. In the sampling design, the first list received priority over the second list.

7.2.2 QUALITATIVE SAMPLE

The table below presents the sampling criteria for the qualitative data collection.

A minimum of nine interviews each in South Sulawesi, South-east Sulawesi and West Java – 27 were suggested for the qualitative processes. This included three interviews each with young men, young women and community members in each of the three provinces

Table 6: Sampling criteria in each of the provinces

Province	Sampling criteria
Southeast Sulawesi	Among the six youth respondents: <ul style="list-style-type: none"> At least three should have attended soft skills training At least one should have attended technical skills training At least two should have attended entrepreneurship
South Sulawesi	Among the six youth respondents: <ul style="list-style-type: none"> At least two should have attended soft skills training At least two should have attended technical skills training At least two should have attended entrepreneurship
West Java	Among the six youth respondents: <ul style="list-style-type: none"> At least four should have attended soft skills training At least two should have attended technical skills training

In total 16 IDIs were conducted among young women and men. The total number of male and female participants is presented in the table below.

Table 7: Youth IDIs

Province	Total	Women	Men
Southeast Sulawesi	6	3	3
South Sulawesi	5	2	3
West Java	5	2	3
Total	16	7	9

In total six IDIs were conducted among community members. The total number of community participants is presented in the table below.

Table 8: Community IDIs

Province	Total	Women	Men
Southeast Sulawesi	2	0	2
Southwest Sulawesi	2	1	1
West Java	2	2	0

Total	6	3	3

ACKNOWLEDGEMENTS

This report is based on the information provided by hundreds of youth and community members, who were interviewed in Indonesia's provinces of West Java, Southwest Sulawesi and Southeast Sulawesi over the course of 4.5 years (in 2017, 2020 and 2021). First and foremost, we want to express our gratitude to all of them for participating. Their willingness to give their time and discuss their socio-economic empowerment, skills and the enabling environment, resulted in valuable information to ensure evidence-based and adaptive programme implementation (at baseline and midline stage) and made this evaluation (endline) possible. The evaluation will be useful for accountability purposes as well as for informing the design of future programmes with similar objectives.

This endline evaluation was achieved through the extensive contributions and expertise of the entire EYW team, including partners Indonesia Business Links (IBL), Aliansi untuk Desa Sejahtera (ADS), and consultants Asosiasi Pendamping Perempuan Usaha Kecil (ASPPUK), Yayasan Ekowisata Indonesia (Indecon), ICT Watch Indonesia and Angel Investment Network Indonesia (ANGIN), Oxfam staff in Indonesia, the Impact Measurement and Knowledge team of Oxfam Novib (part of the Learning, Innovation and Knowledge (LINK) unit), and of course the data collection team Migunani.

Finally, we are grateful to the IKEA Foundation for funding the EYW programme and this evaluation.

© Oxfam Novib, December 2021

© Photo credits: Oxfam in Indonesia

This document has been produced by the Impact Measurement and Knowledge (IMK) team, part of the Learning, Innovation and Knowledge (LINK) unit, of Oxfam Novib. Marieke Meeske and Sunanda Poduwal were the lead authors.

For more information, or to comment on this publication, please email marieke.meeske@oxfamnovib.nl.

This publication is copyright but the text may be used free of charge for the purposes of advocacy, campaigning, education, and research, provided that the source is acknowledged in full. The copyright holder requests that all such use be registered with them for impact assessment purposes. For copying in any other circumstances, or for re-use in other publications, or for translation or adaptation, permission must be secured and a fee may be charged.

Published by Oxfam Novib in December 2021.

Oxfam Novib

P.O. Box 30919

2500 GX The Hague

The Netherlands

T +31 (0) 70 3421621

info@oxfamnovib.nl

www.oxfamnovib.nl