

Country Youth Profile



INDONESIA



Women and Youth Empowerment Division
Resilience and Social Development Department
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1. Socio-Economic Profile

1.1. The Republic of Indonesia is a sovereign archipelago in Southeast Asia with an estimated population of 268,678,187 in March 2019¹. It is the world's fourth largest country, 10th largest economy in the world in terms of purchasing power parity and the largest economy in Southeast Asia². The economy has experienced steady growth since the Asian financial crisis in 1997, growing at an average of 5.3% between 2012-2016³. Indonesia's gross domestic product (GDP) per capita more than quadrupled between 2000 and 2017 increasing from \$ 857 to \$ 3,847⁴. These good economic fundamentals resulted in Indonesia achieving a middle-income status and becoming a G20 country. Although poverty was halved from its 1999 rate to 10.9% in 2016, about 40% of the population is at risk of falling into poverty, as their income is marginally above the national poverty line⁵.

1.2 As per the United Nations Development Program (UNDP) 2017 report, Indonesia's Human Development Index (HDI) increased by 31.4% between 1990-2017⁶. While its HDI level of 0.694 is above the medium-human development category, it falls below the 0.733 for countries in East Asia and the Pacific⁷. Its rank of 116th among 189 countries (three positions down from its 2016 position of 113rd). In comparison with China and the Philippines, two countries in the same region, with close HDI and population size, Indonesia sits in the middle of both countries at positions of 86th and 113rd respectively⁸.

Table 1: Youth at Glance in Indonesia

Categories	Females	Males
Age of marriage	16	19
Labor force participation (ILO 2017)	38.1%	55.5%
Unemployment (ILO 2017)	15.6%	15.6%
NEET (ILO, 2017)	28.0%	15.3%
Net enrolment (UNESCO, 2015)	77.58%	76.08%
Literacy Rate (UNESCO, 2016)	99.65%	99.68%
Out of School Youth (WEF-GGGR, 2018)	29.3%	24.6%

2. Youth in National Development: Institutional and Policy Frameworks

2.1 The Youth Law No. 40/2009 is the legal framework and the document of reference for youth development, which defines youth as young people between 16-30 years old. Indonesia's Central Bureau of Statistics (BPS)'s characterization of youth is aligned with the United Nations and the Asian Development Bank's classification of youth as persons aged 15-24. The Commonwealth identifies young people aged 15-29 as youth. While young people in the Member States of the Association of South East Asian Nations (ASEAN) are defined based on each country's law and regulations, the organization classifies youth as anyone aged between 15-35 years⁹.

2.2. Indonesia was positioned at 139th among 183 countries on the Commonwealth Global Youth Development Index in 2016¹⁰. The country's Youth Development Index score improved by 14% between 2010 and 2015¹¹. The country recorded significant increase in secondary enrollment and in the Civic Participation domain in the "helped

1 World Population Review (2019), Indonesia Country Data, <http://worldpopulationreview.com/countries/indonesia-population>

2 World Bank (2018a), The World Bank in Indonesia, <http://www.worldbank.org/en/country/indonesia/overview>

3 Asian Development Bank (2018a), Indonesia: Eastern Indonesia Renewable Energy Project (Phase 2) <https://www.adb.org/sites/default/files/project-documents/51209/51209-002-rrp-en.pdf>, P.1

4 Ibid

5 World Bank, op.cit

6 UNDP (2018), Indonesia Country Note, http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/IDN.pdf, P.2

7 Ibid: 3

8 Ibid:3

9 ASEAN (2017), First ASEAN Youth Development Index, https://asean.org/storage/2017/10/ASEAN-UNFPA_report_web-final-05sep.pdf, P.11

10 Commonwealth Secretariat (2016), 2016 Global Youth Development Index: Country Rankings and Domain Scores, <https://youtheconomicopportunities.org/sites/default/files/uploads/resource/2016%20Global%20Youth%20Development%20Index%20and%20Report.pdf>, P.126

11 Ibid:47

a stranger' and 'volunteered time' indicators. As a result, the proportion of the youth, who volunteered in the same period more than doubled to 32%¹².

2.3. The Youth Law, notes that youth of both sexes have been in the forefront of the country's political development and played an active role in the Indonesian struggle for freedom, unity and integrity¹³. The Law also states that young people have a strategic role in the reform and development of the nation and this requires the development of their potential and roles based on three pillars:

- Awareness raising for youth, for those with limited access to information;
- Empowerment for youth, to participate and engage; and
- Development to help youth to engage in programs to collaborate with government, the private sector and non-governmental organizations (NGOs)¹⁴.

The National Youth Strategy 2015-2019 will play an important role to create the links and frameworks needed to prepare strategies, programs, and resources to protect the rights and needs of young people throughout Indonesia¹⁵.

2.4 Indonesia's Youth Development Index (YDI) is defined as "a mandate of Presidential Regulation NO.66/2017 on Cross-Sectoral Strategic Coordination and Implementation of Youth Service. The YDI can also become the reference framework of coordination cross-sectorally for the organization, both at the central and regional level"¹⁶. Indonesia's 2017 YDI comprises five domains: education, health and wellbeing, employment and opportunity, participation and leadership, and gender and discrimination¹⁷. These domains are linked to the rights Indonesian youth are entitled to as detailed in the Youth Law: -i) protection ii) access to services without discrimination, iii) advocacy, iv) opportunity for self-development, and v) the opportunity to participate in policy planning, implementation, monitoring and evaluation on youth¹⁸. The YDI provides valuable information on the demographic situation of youth and is a useful summary of the government's performance on youth development¹⁹.

2.5. Youth development is improving as the YDI report showed that as the index increased from 47.33 points in 2015 to 50.17 in 2016²⁰. Education has the best performance value among the five YDI domains in two consecutive years, due to strong contribution of high school participation rates and the average length of schooling²¹. The domain reached 63.30 in 2015-2016²². Concerning changes in the index values, gender and discrimination had the greatest increase, as a result of improvements in reducing child marriage and the increased number of women in formal sector employment²³. Although the employment and opportunity index is listed as having the second-best achievement value, the domain requires special attention, because it is the weakest with values of 35 and 40 over two years²⁴.

2.6. Under Indonesia's 1974 Marriage Law, there is inequality between girls and boys as girls can marry at 16 years old while boys could do it at 19 years old. This contravenes the country's 2002 Child Protection Law, which defines a child as someone under the age of 18. Approximately one in nine girls marry before their 18th birthday, which translates to 378 girls every day²⁵. Furthermore, 0.5% of girls marry before they are 15 years; in economic terms, it

12 Ibid:47

13 UNFPA (2014), Indonesian Youth in the 21st Century, https://indonesia.unfpa.org/sites/default/files/pub-pdf/Indonesian_Youth_in_the_21st_Century_%28Youth_Mapping%29.pdf, P.38

14 Ibid:38

15 Ibid:39

16 UNFPA (2018), The Indonesia Youth Development Index: Strategic Investment of the Indonesia Government in Developing the Potential of Young People, <https://indonesia.unfpa.org/en/news/indonesian-youth-development-index-2017-strategic-investment-indonesian-government-developing>

17 Ibid

18 Ibid

19 Ibid

20 Ibid

21 Ibid

22 Ibid

23 Ibid

24 Ibid

25 UNICEF. Child Marriage in Indonesia. https://www.unicef.org/indonesia/Child_Marriage_SDG_Factsheet_English.pdf

has been calculated that child and early marriage costs 1.7% of Indonesia's GDP²⁶. Indonesia has the eighth highest absolute number of child brides in the world at 1,459,000²⁷. Indonesia has committed to eliminating child, early and forced marriage by 2030 in line with target 5.3 of the Sustainable Development Goals (SDGs)²⁸. During its National Voluntary Review at the 2017 High-Level Political Forum, the government stated that the elimination of child marriage is key in reducing risks to girls and women's health, in protecting human rights and in preventing maternal mortalities²⁹. During its 2017 Universal Periodic Review, Indonesia accepted recommendations to take all measures necessary to end child and early marriage³⁰.

3. Education

3.1. Indonesia introduced 12 years of universal education in 2016, with the aim of providing education to all adolescents aged 16-18 years³¹. Parity in education was achieved as early as 2008 at the primary school level with gross enrollment rates of 107.21 and 108.92 for girls and boys respectively³². The proportion of repeaters in primary school in 2016 was 2.2% and 1.2% for boys and girls, respectively and the transition rate from primary to secondary school over the same period was 87.36% for girls and 95.39% for boys³³. In secondary school, the gross enrollment rate in 2017 was 89.08% for girls and 86.54% for boys, and the net enrollment rate in 2015 was 76.08% and 77.58% for girls and boys, respectively³⁴. The gross enrollment rate in tertiary education was 38.5% for female and 34.16% for male³⁵. The number of women aged between 25-54 with college education in 2017 was 11.6% compared to 10.7% for men³⁶.

3.1.1. Although Indonesia's education system recovered after the economic crisis of the 1990s, the country is still under-performing compared to its neighbors³⁷. Indonesia is positioned at 62nd out of 70 countries on the 2018 Program for International Student Assessment (PISA), which focuses on how 15-year old students are prepared for life³⁸.

3.2. Skills-Based Training

3.2.1. The Indonesian government embarked on a project of revitalizing the technical, vocational education and training (TVET) sub-sector across its education sector to meet industry needs and reduce youth unemployment. The project covers all the sub-sectors of TVET education from secondary vocational and technical schools (SMK) to tertiary institutions, such as polytechnics and diploma level and at the university level or higher-level education institutions responsible for training TVET teachers (LPTK)³⁹. Regarding SMK, the focus is on 1) creating a roadmap for SMK; 2) improving curriculum and synchronising it with employers expectations (link and match); 3) increasing the quantity and the competence of teachers and other TVET personnel, 4) strengthening collaboration with other Ministries/Bureaus, local governments, and industries, 5) enhancing access to certification and accreditation for SMK graduates, and 6) establishing a task force to develop SMK⁴⁰. The aim of the project at the polytechnic and diploma level is to empower and prepare their graduates for employment based on the needs of industry. The TVET program at this level will be undertaken in conjunction with industry, providing 50% of trainers⁴¹. The long-term plans at the university level involve the following, a) improving the quality of teacher education (PPG), 2) improving SM3T (practice teaching in remote, marginalized and underdeveloped areas), 3) putting LPTK at the level of world-

26 Ibid

27 Girls Not Bride (2018), Indonesia Country Profile, <https://www.girlsnotbrides.org/child-marriage/indonesia/>

28 Ibid

29 Ibid

30 Ibid

31 UNICEF. The School Years. <https://www.unicef.org/indonesia/children2833.html>

32 UNESCO, op.cit

33 Ibid

34 Ibid

35 Ibid

36 WEF-GGGR, op.cit

37 World Bank (2014), World Bank and Education in Indonesia, <http://www.worldbank.org/en/country/indonesia/brief/world-bank-and-education-in-indonesia>

38 Facts Map (2018), PISA Worldwide Ranking, <http://factsmaps.com/pisa-worldwide-ranking-average-score-of-math-science-reading/>

39 AIP (2017), The Importance of TVET and its Contribution to Sustainable Development, <https://aip.scitation.org/doi/pdf/10.1063/1.5003559>, P.2

40 Ibid:2

41 Ibid:2

class universities, and 4) building a sustainable quality assurance system⁴².

3.2.2. The Asian Development Bank-funded project on Strengthening Vocational and Technical Schools was as an effective gender mainstreaming (EGM) project that included a gender action plan (GAP) to ensure women and girls benefit from project interventions⁴³. The overall female enrollment at the end of the project was 41% (55,289 out of 132,000), exceeding the program's target of 37%⁴⁴; and female enrollment in the male traditionally dominated jobs and sectors (construction, mechanic and automotive engineering) increased from 6,601 students (13%) to 13,380 (20%) students by 2013⁴⁵. In the ICT-related programs female enrollment increased from 25% in 2010-2012 to 40%-50% in 2014-2015⁴⁶.

3.2.3. Overall, 43%-46% of graduates both female and male gained employment within six months of graduating, with 8%-10% becoming self-employed⁴⁷. While sex-disaggregated data is not available for all 90 model schools, monitoring and evaluation reports indicated that females accounted for between 50%-55% of all graduates who secured employment⁴⁸.

3.3 Inclusive Education

3.3.1 Indonesia's legal commitments to inclusive education (IE) include the Universal Declaration of Human Rights (1948), World Declaration on Education for All (1990), UN Standard Rules on the Equal Opportunity for Person with Disabilities (1993), UNESCO's Salamanca Statement and Framework for Action (1994), Persons with Disability Act (1997), Dakar Framework for Action (2000) and the Declaration on International Children's Congress (2000)⁴⁹. Indonesia's ratification of the Convention on the Rights of People's with Disabilities (CRPD) was followed up with the enactment of Law No.19/2011 at the national level⁵⁰.

3.3.2. Inclusive Education gained attention in Indonesia in 2001 when the Directorate for Special Education of Indonesia initiated a pilot project on IE⁵¹. Official recognition for IE came with the adoption of Law No. 20 of 2003 on National Education which gave all citizens with disabilities the right to compulsory IE. The law was strengthened with a decree from the Minister for National Education for Children with Physical and Cognitive Disabilities⁵². The regulation clearly states that "inclusive education is an education that provides equal access for children living with any disability to enjoy education in general school setting along with non-disabled children"⁵³. In 2004, the Bandung Declaration "Towards Inclusive Education and 2005 Bukittinggi recommendations were issued to show the government's commitment to IE⁵⁴.

3.3.3. Despite Indonesia's robust legislative agenda to extend IE to all levels of the education sector, it has been observed that people living with disabilities (PWDs) have only been able to access education at the primary level without any difficulties⁵⁵. Rather, PWDs are often advised to pursue their post-primary education in vocational schools that provide them with basic skills in handicrafts, massaging, painting and so forth⁵⁶. While some moved beyond this barrier to further their post-primary schooling, some have confronted discrimination in doing so. In contrast, the Sunan Kalijaga State Islamic University in Yogyakarta has been applauded for pioneering IE in higher education. The university established a Center for Disability Service in 2007 to provide services and access support for students with disabilities to all university buildings⁵⁷. An institutional budget allocation was later approved to

42 Ibid:2

43 ADB (2015), Indonesia: Strengthening Vocational and Technical Education, <https://www.adb.org/sites/default/files/project-document/179095/33409-013-pcr.pdf>, P.42

44 Ibid:7

45 Ibid:7

46 Ibid:7

47 Ibid:7

48 Ibid:7

49

50 Ajisuksmo, C.R.P. (2017), Practices and Challenges of Inclusive Education in Indonesia Higher Education, <http://www.aseaccu2017.au.edu/wp-content/uploads/2017/08/PracticeschallengesIndonesian.pdf>, P. 2

51 Tsputra, A. (2017), Inclusive Education for Children with Disabilities in Indonesia: Suitable Framework for Indonesian Context, <http://www.australiaawardsindonesia.org/files/arg/ARTICLE%20FOR%20ARG%20BULLETIN-ANTONI.pdf>, P.4

52 Ibid:4

53 Ibid:4

54 Ajisuksmo, op.cit:3

55 Ibid: 4

56 Ibid:4

57 Ibid:5

support students living with disabilities, and finally, in 2014/2015 academic year, 45 students with disabilities were enrolled at the institutions⁵⁸. Thereby making Sunan Kalijaga State Islamic University the most inclusive education institution in Indonesia⁵⁹.

3.3.4 Asylum seekers and refugees in Indonesia are allowed to live in the country until they are resettled through the UN Refugee Agency, UNHCR, but they are prohibited from working, in addition their lack of formal rights, and have limited access to services such as education⁶⁰. To ensure that their children are educated, groups of Afghan Hazara refugees in the Indonesia province of West Java established a number of education centers to serve their community. The movement of refugee-led education initiatives in Indonesia began in Cisarua, West Java with the establishment of the Cisarua Refugee Learning Center (CRLC) in 2014⁶¹. Due to the success of the project, a non-profit organisation from Australia, the Cisarua Learning Limited (CLL), was founded to provide support to CRLC⁶².

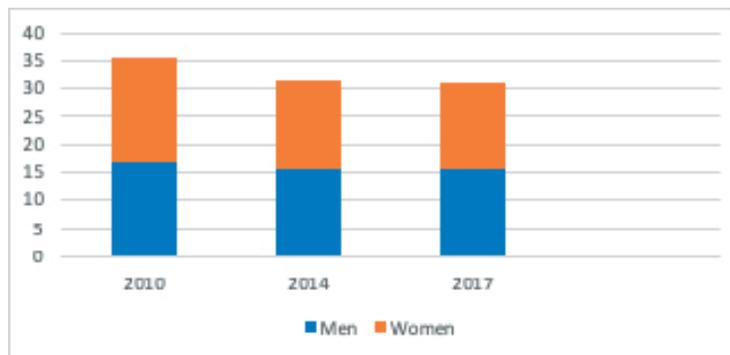
3.3.5 There are currently five learning centers in the area for refugees, which are all independent, although tailored along the CRLC model. These centers serve around 300 children aged 5-16 years, as well as providing English education for adult refugees⁶³. The curriculum is English-based as most refugees hope they will be resettled in an English-speaking country or where the language is a common lingua-franca. Refugee volunteers run each center and charge modest fees for their services, which are supplemented by donations from benefactor groups, private individuals or the expatriate communities in Indonesia⁶⁴.

4. Economic Empowerment

4.1 Unemployment and Employment

4.1.1. Indonesia's youth unemployment rate has been on a downtrend falling from 30% in 2006 to 19% in 2012⁶⁵ and 15.6% in 2017. Female labor force participation rate was 38.1% in 2017; their participation of NEET is 28.0% and 29.3% of out of school youth compared to 55.5%, 15.3%, and 24.6% respectively. The same proportion of female and male youth are unemployed at 15.6% each. The youth unemployment rate of 15.6% in 2017 almost quadrupled the adult rate at 4.2%⁶⁶.

Figure 1: Trends in Youth Unemployment 2010-2017



Source- ILOSTAT,2017

4.1.2. The government's first action to solve its very high youth unemployment rate was to become a "lead" country in the UN Secretary-General's Youth Employment Network (YEN), an initiative created with the framework of the

58 Ibid:5

59 Ibid:5

60 Forced Migration Review (2018), Refugee-Led Education in Indonesia, <https://www.fmreview.org/economies/brown>

61 Ibid

62 Ibid

63 Ibid

64 Ibid

65 ILO (2015), Jobs and Skills for Youth: Review of Youth Employment Policies in Indonesia, https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_336130.pdf, P.14

66 ILO (2018), Indonesia Country Data, https://www.ilo.org/ilostat/faces/oracle/webcenter/portalapp/pagehierarchy/Page21.jspx?_adf.ctrl-state=mxurv9zhy_4&_afLoop=1915036444475824&_afWindowMode=0&_afWindowId=null#!%40%40%3F_afWindowId%3Dnull%26_afLoop%3D1915036444475824%26_afWindowMode%3D0%26_adf.ctrl-state%3Dipcyubkf9_4

Millennium Development Declaration in 2002⁶⁷. In 2003, the government created the Indonesia Youth Employment Network (IYEN). The Indonesia Youth Employment Action Plan (IYEAP) 2004-2007 was developed on the platform of IYEN. IYEAP identified the following four pillars as the gateway to youth employment.

- Preparing Youth for Work: ensuring quality basic education for all young men and women, and developing demand-driven vocational and technical education system;
- Creating Quality Jobs for Young Men and Women: focusing on the generation of formal sector jobs, including the needs of the underserved communities such as poor and disadvantaged youth;
- Fostering Entrepreneurship: Empowering youth and facilitating their access to entrepreneurship, and the gradual transfer from the informal economy to the formal sector in order to create more and better jobs for young men and women; and
- Ensuring Equal Opportunities: providing young women with the same opportunities as young men.

Following the above, a variety of employment initiatives to reduce youth unemployment rate was initiated by the government. Among them, the following could be highlighted:

- Indonesia Decent Work Program, which reaffirms the national priorities of employment creation, industrial relations and social protection. The aim of the program is to mainstream employment issues in macroeconomics and social policies;
- Job Opportunities for Youth (JOB) aims to contribute to poverty reduction and the creation of income generation opportunities, especially for young women and men in Indonesia, complementary national policies and local initiatives that lead to more employment and intensive growth;
- Education, and Skills Training for Youth Employment in Indonesia (EAST) aims at improving employability and capacity for entrepreneurship among young women and men through improved access to high quality relevant educational training and opportunities, and at contributing to the elimination of child labor.

4.2 Ecosystem and Entrepreneurship

4.2.1 About 17 ministries and national institutions are implementing youth entrepreneurship programs across the country⁶⁸. Services provided by these programs range from training and mentoring sessions for youths to micro-businesses startup programs that facilitate and provide access to finance⁶⁹. The Youth Entrepreneurship Financing Body (Lembaga Pemodalan Kewirausahaan Pemuda) managed by the Ministry of Youth is one of the institutions created to develop youth entrepreneurship in the country⁷⁰, Similar organizations are operating at the provincial and local levels⁷¹.

4.2.2 Indonesia's startup ecosystem started around 2010 and gained momentum in 2015⁷². Funding for enterprises between 2012-2017 rose from \$44 million to \$ 3billion⁷³. It was a 68% growth, and the most significant increase was in 2016-2017 when funding rose from \$ 1.4 to \$ 3billion⁷⁴. Indonesia's startup has been applauded for having the most unicorns⁷⁵ in Southeast Asia, of which two have scaled overseas to Thailand. It is said that Indonesia has a vast tech-savvy population, with an average person owning two smartphones and uses the internet to conduct business⁷⁶. Finally, it was described as having one of the biggest hubs of investment venture capitalists in Asia⁷⁷.

4.2.3. Tokopedia- is a marketplace platform for small and medium-sized enterprises. This startup is considered

67 GoI (2004), Indonesia Youth Employment Plan, 2004-2007 https://www.google.sn/search?ei=RGzIW5q6N4qYgAa9wa6YDA&q=youth+employment+in+indonesia+policy&oq=youth+employment+in+indonesia+pol&gs_l=psy-ab.1.0.33i22i29i30k1l2.25437.27375.0.30095.4., P.

68 ASEAN (2017), Youth Entrepreneurship in Indonesia, <http://blog.aseankorea.org/?p=2538>

69 Ibid

70 Ibid

71 Ibid

72 TechSauce (2018), Indonesia: The Startup Ecosystem with the Most Unicorns in Southeast Asia, <https://techsauce.co/en/uncategorized/indonesia-the-startup-ecosystem-with-the-most-unicorns-in-southeast-asia/>

73 Ibid

74 Ibid

75 a privately held startup company valued at over \$1 billion

76 Ibid

77 Ibid

Indonesia first unicorn, with the Chinese investing Alibaba company supporting its development⁷⁸.

- Bukalapak- an e-commerce startup that has developed Indonesia's marketplace platform. A unicorn startup, which has grown from within the country through the investment of Emtek Group, an Indonesian technology, telecommunications, and media conglomerate and 500 startups⁷⁹.
- Go-Jek-, a unicorn startup that develops ride-hailing, logistics, and digital payment services. It is now set to be operating in markets in Southeast Asia. Its leading investor is Tencent, a Chinese leading company.⁸⁰
- Traveloka- is a Travel Tech unicorn startup. It provides airline ticketing and hotel booking services online that supports customers from six countries in the ASEAN region. The latest leading investors are Expedia, global travel technology company⁸¹.
- IDN Media is an online multi-platform startup that covers daily lifestyle news targeting millennials and Gen Z. It is currently seeking Series B funding with its leading investors being East ventures and Central Exchange⁸².
- Happy Fresh- is an e-commerce startup delivering consumer products by partnering up with leading supermarkets, it is one of the startups which started in Indonesia and now has expanded to other countries, including Thailand⁸³.

Other Incubators and Accelerators include- Techbator, Batavia Incubator, Indigo Incubator, GEPI (Global Entrepreneurship Program Indonesia), Kolaborasi, Skystar Ventures, Inkubator Bisnis Primakara, Binus Startup Accelerator, KLN Play (Kapanlagi Network), Merah Putih Incubator, Grupara Incubator, Ideosource, Start Surabaya, Jakarta Founder Institute, Ideabox, Alpha Startups Bootcamp (1337 accelerator), Project Eden (Statuplokal) and Faster Capital⁸⁴.

5. Youth Engagement and Civic Participation

5.1 Indonesian youth have wide-ranging concerns such as education, employment, citizenship, volunteerism, to safety and security and reproductive health rights, and so on. Youth have engaged in seminars and undertaken advocacy roles to voice out their concerns. They have demanded that they should be seen as 'problem solvers, and architects of solutions', rather than just beneficiaries⁸⁵.

5.2. Chapter 111 of the Youth Law protects the rights of youth to participate in the current affairs of the country⁸⁶, while Article 7 states about the increased participation and active role for youth in developing themselves, the society and the nation⁸⁷. The National Service Learning-program (Kuliah Kerja Nyata) was established in 1967 as an optional program for technical high schools⁸⁸. Students enrolled at technical high schools participate in civic engagement activities as part of the requirements for their internships. They act as facilitators for community empowerment, encouraging community members to exercise their rights and participate in the range of activities in their communities. The Ministry of Labor's Sub-Directorate on the Development of Volunteer Work is in charge of volunteering in Indonesia⁸⁹. It has established volunteer centers across the country and provides information and training for potential participants who are willing to volunteer, sharing their time and skills⁹⁰. Other volunteering programs in Indonesia include the UK's Voluntary Service Overseas (VSO) Global Xchange program, and Volunteer in Asia (VIA)⁹¹.

5.3. Youth Parliament Indonesia is a program of Indonesia Future Leaders, a youth-led foundation with the objective

78 Ibid

79 Ibid

80 Ibid

81 Ibid

82 Ibid

83 Ibid

84 INC 42 (2016), The Ecosystem Builders: An Exhaustive List of Incubators and Accelerators in Indonesia, <https://inc42.com/indonesia/accelerators-incubators-indonesia/>

85 Widiadana, R. and Muryanto, B. (2017), Granting Indonesian Youth Access to Reproductive Health, <http://www.thejakartapost.com/life/2017/06/07/granting-indonesian-youth-access-to-reproductive-health-rights.html>

86 Asia Times (2017), Indonesia Needs Stronger Participation of Youth, <http://www.atimes.com/indonesia-needs-stronger-participation-youth/>

87 Ibid

88 ICICP, op.cit

89 Ibid

90 Ibid

91 Ibid

of increasing youth participation in policy-making process and democracy in general⁹². The concept of 'parliament' and politics was introduced to young people aged 15-24 years through a series of activities including workshops in 11 cities, an online campaign, and voting, regional consultations, a national youth assembly, as well as the audience with government ministries⁹³. Thus far, 1,750 youth have participated in the roadshows activities, more than 1,400 participants have taken part in regional consultations across 34 provinces, 889 applications for youth parliament election has been received, as well as outreach through social as well as mainstream media⁹⁴.

6. Development Partners in the Youth Sector

- The Asian Development Bank (ADB)
- The World Bank
- The German Agency for International Development (GIZ)
- The United Nations System
- Save the Children
- Plan International

7. Recommendations

- i. The Bank should work with the GoI to formulate a national youth policy, with indicators, and an action plan ;
- ii. The IsDB should provide technical assistance to BPS, the statistics agency to enable it mainstream youth considerations in macroeconomic and sectoral policies;
- iii. The Bank should work in concert with the GoI to promote IE to ensure inclusivity and equal opportunities in secondary and tertiary education;
- iv. IsDB should work with the Ministry of Education and Culture to integrate youth boys and girls who did not complete primary school into skills programs;
- v. IsDB should provide technical support to assist the GoI implement SDG target 8b (develop and operationalize a national strategy for youth employment, as a distinct strategy or as part of a national employment strategy);
- vi. Due to the fact that Indonesia's startup scene is advanced and developed a Reverse Linkage modality should be used to share entrepreneurship best practices with other MCs.

92 World Forum for Democracy (ND), Youth for Democracy, https://www.coe.int/en/web/world-forum-democracy/youth-for-democracy/-/asset_publisher/pzZAdIsKacmp/content/youth-parliament-indonesia?_101_INSTANCE_pzZAdIsKacmp_viewMode=view/&desktop=true

93 Ibid

94 Ibid.

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