



FINAL REPORT

Improving livelihood opportunities
for refugee and local youth in Indonesia

October
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This final report was prepared by Sara Andersson, Andrew Seo and Cong Xu with the support of ILO and UNHCR colleagues in Jakarta, Indonesia.



A successful partnership for a guilt-free product

Bismillah and Ingrid got to know each other in 2018 as participants in the pilot of the Ready for Business (R4B) programme in Jakarta, Indonesia.

Bismillah, who came to Indonesia as an unaccompanied refugee minor from Afghanistan in July 2014, joined the training as a participant, and was assigned to a group facilitated by Ingrid, a local business woman who had signed up as a volunteer to support the refugee community in Indonesia.

As part of the R4B programme, participants are asked to select one business idea that they can develop during the course of the training programme. For Bismillah, the choice was easy - he wanted to sell premium kettle cooked potato chips and was spending a lot of time trying to perfect his recipe: "Bismillah practiced making chips for more than four months because he thought it was very important to have a top quality product that people will recommend to their friends," shares Ingrid.

"Having an honest, hardworking and smart person by your side is a blessing. For me, that person is Ingrid."

Bismillah, Co-Founder of *Ashi Mashi*

The two eventually decided to become business partners and so Ashi Mashi was started. Today, Ashi Mashi sells about 400 bags of chips every month. "[They're] handmade, and hand cooked. No machine at all, so we make sure the quality of each chip produced. With fresh ingredients and no MSG, we create a bag of chips that can be eaten without feeling guilty. We try to help the local community by buying ingredients from local farmers [and] also support the #GoGreen movement by using recyclable packaging and cassava-based plastic bags." The golden snacks now come in three delicious flavours, Sea Salt, Chili and Seaweed – which can be delivered straight to your door in Jakarta via popular messaging platform WhatsApp.

Bismillah is grateful for the R4B programme, which was offered for the first time by the UN Refugee Agency (UNHCR) and the International Labour Organization (ILO): "It changed my life" he says. "After the programme ended, I moved to Jakarta to be closer to our customers. I now earn money every month and I am able to save money to invest in the business to make it grow even more."

For these two strangers who met for the first time in an entrepreneurship class, the future looks especially bright. Since launching their original business idea in 2018, the Ashi Mashi brand has already gained just under 200 followers on Instagram. The two entrepreneurs are now in the process of obtaining a product license to sell their products all over Indonesia and have even expanded their offerings to include hummus.

Chips and hummus – a natural pairing for two daring business partners who put their savvy business skills to good use.

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Executive Summary

In September 2018, the Office of the United Nations High Commissioner for Refugees (UNHCR) and the International Labour Organization (ILO), in collaboration with national partners, launched a pilot project offering community-embedded, activity-based learning opportunities on entrepreneurship, business management and soft skills to refugee and local youth in Jakarta, Indonesia.

Broadly speaking, youth and young people (age 15 to 24 years) in Indonesia face serious challenges entering the workforce, accounting for more than a half of the unemployed in Indonesia. With one of the highest inactivity rates in Asia (which includes those not employed, in school or enrolled in training programs), the country's young people are at-risk of falling behind as they lack the necessary skills to sustain their livelihoods and their families.

At the same time, Indonesia's refugee population, most of whom are under the age of 30, face a number of barriers when pursuing livelihood opportunities in the country. Refugees in Indonesia are not entitled to governmental social support, have limited access to education and skills training, and are prohibited from taking up formal employment. As such, their stay in the country remains precarious and displaced individuals are left to depend on a diminishing pool of resources.

With an overall objective to increase livelihood opportunities and improve self-reliance capacity among youth, the six-

month project focused on three key areas aimed at providing a sustainable pathway to self-employment for approximately 100 refugee and local participants:

1. Entrepreneurship and business management training through the ILO Ready for Business (R4B) programme;
2. Strategies and sessions to promote psychosocial well-being; and
3. Community-supported networking and social development

This final report summarizes the knowledge captured from the ILO-UNHCR pilot programme in Jakarta, which employed an activity-based learning model with heavy emphasis on local community participation. The preliminary evaluation consisted of both qualitative and quantitative assessments of survey data collected from programme participants (before, midline, and after intervention) as well as through focus group sessions held with program stakeholders including local volunteers, institutional partners and participant groups.

Overall, the training programme achieved its main objectives and target outcomes.

Among its **key findings**:

- 88% of participants increased their entrepreneurial knowledge and skills as a result of the training programme
- 85% of participants also felt motivated to start their own business afterwards

Moreover, at the end of the entrepreneurship and business management training programme, six aspiring business groups were awarded start-up grants for their ventures, and received additional coaching and advisory support from a local business incubator.

A substantial number of participants also reported improved psychosocial wellness and strengthened relations with the local community as a result of their participation:

- 89% of respondents stated that they felt better about themselves as a result of the programme, citing improved confidence, motivation levels and increased self-awareness.
- 76% of participants agreed that the training programme made them feel more a part of the local community; and actually improved their interactions and networks with the local community.

Qualitative responses revealed that participants appreciated the opportunity

to cultivate new friendships, engage in a multicultural environment, develop greater awareness of issues faced by refugees (among Indonesian locals) and create their own business plans with responsive feedback from facilitators and peers.

The preliminary findings demonstrate **immediate, evidence-based impact** of the ILO-UNHCR programme on a range of livelihood and learning outcomes for local and refugee youth. With the success of the pilot offering, process improvements suggested by program administrator, participant and stakeholder feedback will also be used to strengthen local partnerships and improve measurement tools to sustain greater impact among beneficiaries in the second phase of this initiative. Considering the unprecedented number of displaced people around the world, the ILO and UNHCR will attempt to build on this initial successful pilot and seek new opportunities to expand this highly scalable and cost-efficient approach to increase livelihood opportunities for refugees.



1. Background

1.1 Decent work and unemployment

With a population of over 266 million, Indonesia is the fourth most populous country in the world. It is the largest economy in Southeast Asia, with an annual gross domestic output of US \$932 billion. However, despite high economic and employment growth in recent decades, the country faces a number of decent work and employment challenges, including limited training and self-development opportunities for youth, significant skills mismatch in the labour market, a large informal economy and only modest productivity growth among its micro-, small- and medium-sized enterprises (MSMEs).

The term ‘decent work’ in this context is used to characterize opportunities that are productive and deliver a fair income, security in the workplace and social protection for families, as well as offering better prospects for personal development and social integration. The lack of decent work opportunities for young people, in particular, can have “scarring” effects that can damage long-term job and life prospects. Moreover, those who leave school early or not attend at all are most likely to remain trapped in jobs where their rights are not respected and where they work in conditions of great insecurity and poverty.

1.2 Youth unemployment in Indonesia

While the overall unemployment rate in Indonesia is relatively low, its youth unemployment rate sits at a staggering 19.68 percent. This is especially high when

compared to the global average of 12.8 percent (2016) or among other lower-middle income countries which average 12.2 percent. Moreover, young women and men workers (age 15-24) in Indonesia are five times more likely to be unemployed than older workers, and young people account for more than half of those unemployed.

An equally concerning trend is the number of young people who are neither employed, in education or training (NEET). More than 22 percent of Indonesian youth fall into this category. Meanwhile, NEET rates in neighboring countries such as Vietnam, Thailand, and Malaysia are about half the rate in Indonesia. Given such high levels of inactivity, many Indonesian youths feel socially excluded and experience negative impacts to their mental health due to the stress of having nothing meaningful to do and with limited recourse to change their current situation.

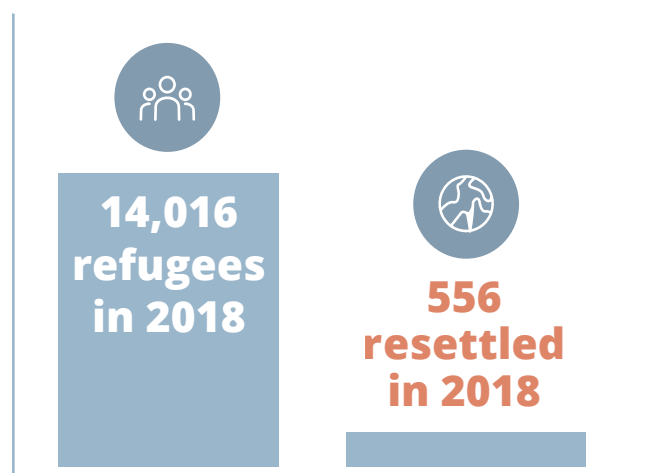
1.3 Indonesia’s young refugees

The lack of employment and self-development opportunities for youth also affects Indonesia’s refugee community who are severely affected by the country’s socio-economic environment. Of the approximately 14,000 refugees registered with UNHCR in Indonesia, just under half of the agency’s caseload are between the ages of 17 and 30, and another quarter are children.

Most refugees arrive in Indonesia seeking resettlement to a third country such as Australia, the United States, Canada or the

United Kingdom. Just over half are from Afghanistan, with significant numbers from Somalia, Iran, Iraq, Myanmar, Sri Lanka, Palestine and Pakistan. At the moment, however, resettlement opportunities are at a record low due to changes in migration policies in most receiving countries, resulting in only a small number of refugees in Indonesia eventually being resettled (556 in 2018). Thus, this possibility is limited for the vast majority of refugees, and most of them must find ways to support themselves while in Indonesia waiting for resettlement and other durable solutions.

Figure 1: Total number of UNHCR refugees registered in Indonesia vs. resettled in 2018



Source: UNHCR Indonesia, Figures at a Glance

1.4 Limited access to work, training and services

It remains to be noted, Indonesia is not a party to the 1951 Convention relating to the Status of Refugees or its 1967 Protocol, nor does it have a national refugee status determination system. As a non-signatory to the Convention, the country does not offer a channel for refugees to attain permanent residency or

allow them to work in conventional forms of employment.

Those refugees who do engage in income-generating pursuits may be seen as competing with Indonesian livelihoods by locals. As a result, many refugees avoid doing any form of visible labour out of fear that wielding a police record or offence may ultimately hinder their chances of being resettled. There have also been reports of refugees being detained and put in jail because they were reported to be engaging in income-generating activities. Ironically, there have also been cases of refugees self-surrendering to Indonesian immigration detention centres because they cannot find a way to sustain themselves in such an impoverished state without access to livelihoods.

There are also limited opportunities for refugee youth to engage in self-development and training exercises. Unaccompanied child refugees (between the ages of 14 and 17) typically reside in group homes and have access to some online courses and classes from volunteer teachers. However, the range of class topics, duration and quality depend on the availability of teachers. UNHCR has also developed partnerships with some NGOs and individuals with private businesses for vocational training and continues to seek support from the business community to create opportunities. So far these placements have been quite limited.

In addition to these precarious circumstances, many refugee youths must also cope with trauma experienced before their arrival in Indonesia, which may exacerbate the stress of resettlement as well as symptoms of depression and post-traumatic stress

disorder. Many refugees are forced to live on remittances from already impoverished families abroad, and struggle to support their own basic needs. This dependence often creates a sense of shame and guilt among them. Access to key psychological and mental health supports to address these underlying challenges are also limited within this regard.

1.5 A focus on self-reliance and livelihoods for youth

Committed to finding solutions to the situation of refugees in Indonesia, UNHCR has made improving refugee livelihoods and developing self-reliance a stronger priority given the low prospects of resettlement for the vast majority of refugees. Self-reliance refers to the ability of an individual, household or community to meet essential needs and to enjoy social and economic rights in a sustainable manner and with dignity. In this regard, the ability to establish successful livelihoods not only brings economic security, a key aspect of self-reliance, but also imparts refugees with a sense of agency and meaning in their lives (Jacobsen, 2014).

As such, the refugee agency's strategy in Indonesia places particular emphasis on the need for improved assessment, training, support for apprenticeship and self-employment, access to finance, and mentoring to displaced persons. Since self-employment is regarded as a favorable alternative of generating income as well as a possible chance of finding decent employment, UNHCR engaged ILO in discussions in late 2017 to explore the possibility of a joint intervention to assist the Indonesian refugee community

and local youth with practical training tools while increasing the availability of livelihood opportunities.

Based on expressed interest in pursuing entrepreneurship training from the Indonesian refugee community, the ILO-UNHCR partnership sought to build on the existing expertise of refugee-entrepreneurs and encourage a sense of ownership over their self-development goals, thus respecting personal dignity and improving the chances of livelihood success.

Data obtained from 6,014 Indonesian refugees indicate that refugees and other persons of concern to UNHCR possess working skills in some 164 'labour' areas. The non-exhaustive list of occupations includes: Sales representatives/merchant/trader, farmers (crop and vegetable); Car, taxi and van drivers; Builders (traditional materials); Salespersons, Farmhands and labourers; Tailors, dressmakers and hat-makers; Welders and flame cutters; Waiters, waitresses and bartenders; Mechanical engineers; Domestic helpers and cleaners; General managers (own or small business); Carpenters and joiners; Hairdressers, barbers, beauticians and related; Street food vendors, etc.

Of course, a focus on self-reliance and livelihood strategies also stands to benefit local Indonesian youth. In a broad sense, supporting youth and young people (age 17-30 years) gain access to livelihood opportunities can entail similar interventions that empower individuals to earn a living, pursue training in public service and entrepreneurship, and provide access to financial services.

1.6 Refugee entrepreneurship training practice and pedagogies

While there has been recent scholarly interest in entrepreneurship programs tailored to the refugee context, most studies and evaluations tend to focus on training efforts implemented in the developed West where resources are generally more abundant and can be vastly different environments for recently displaced refugees (Field et al., 2017; Wuertz, 2015; Fong et al., 2008). Fong et al. (2008), for example, in their sum-up of successes and lessons to be learned from a small pool of refugee entrepreneurs in the United States, noted a general lack of familiarity of opening and running a business in the American context as a key challenge. As such, they recommend that agencies provide sufficient literacy and financial training to interested refugees, and include community collaborations as key components of any capacity-building exercise.

While the availability of applicable case studies is growing, few studies critically examine the pedagogical underpinnings and design of offered entrepreneurship training exercises. Lessons that rely on expensive trainers or are technology-dependent are less likely to succeed in resource-constrained environments. Relatedly, such studies generally acknowledge the problem of scale when referring to entrepreneur-based training interventions (Nayak et al., 2019; Jacobsen and Fratzke 2016). That is, most training regimes tend to be small in size and are generally not scalable or transferable to larger settings. Particularly in urban areas, refugee livelihood strategies frequently involve “informal labour markets that depend on access to local networks and social capital as well as localized expertise” (Jacobsen, 3).

1.7 ILO’s activity-based learning approach

Given the lack of adaptable training pedagogies available, the ILO based its program design on a training methodology that the ILO has used extensively in the region to support marginalized and vulnerable groups, including refugees. C-BED, or Community-Based Enterprise Development training, is activity-based and delivered through a peer-to-peer learning approach that requires no teachers. Thus, the approach is both highly cost-efficient and can be delivered in local contexts where there is low institutional capacity, which makes it especially suitable for refugee communities and empowers local actors to facilitate training sessions on their own.

The approach was developed by ILO in an effort to make business development training an option in any community, specifically targeting vulnerable and marginalized groups. The community-based methodology offers a new approach for non-formal training in contexts. C-BED relies on self-facilitation and social learning techniques to build the business skill capacity of entrepreneurs. The approach taps into existing skills, knowledge, and experience as a learning resource thereby removing the dependency on subject-matter experts, teachers, or consultants to deliver training. Instead, training participants work together in small groups of 5-7 by following simple step-by-step instructions to complete activities and discussions set out in the learning manuals. By dramatically reducing the time, resource and capacity requirements for programs to be taken to scale and sustained, the approach has been successful in mobilizing

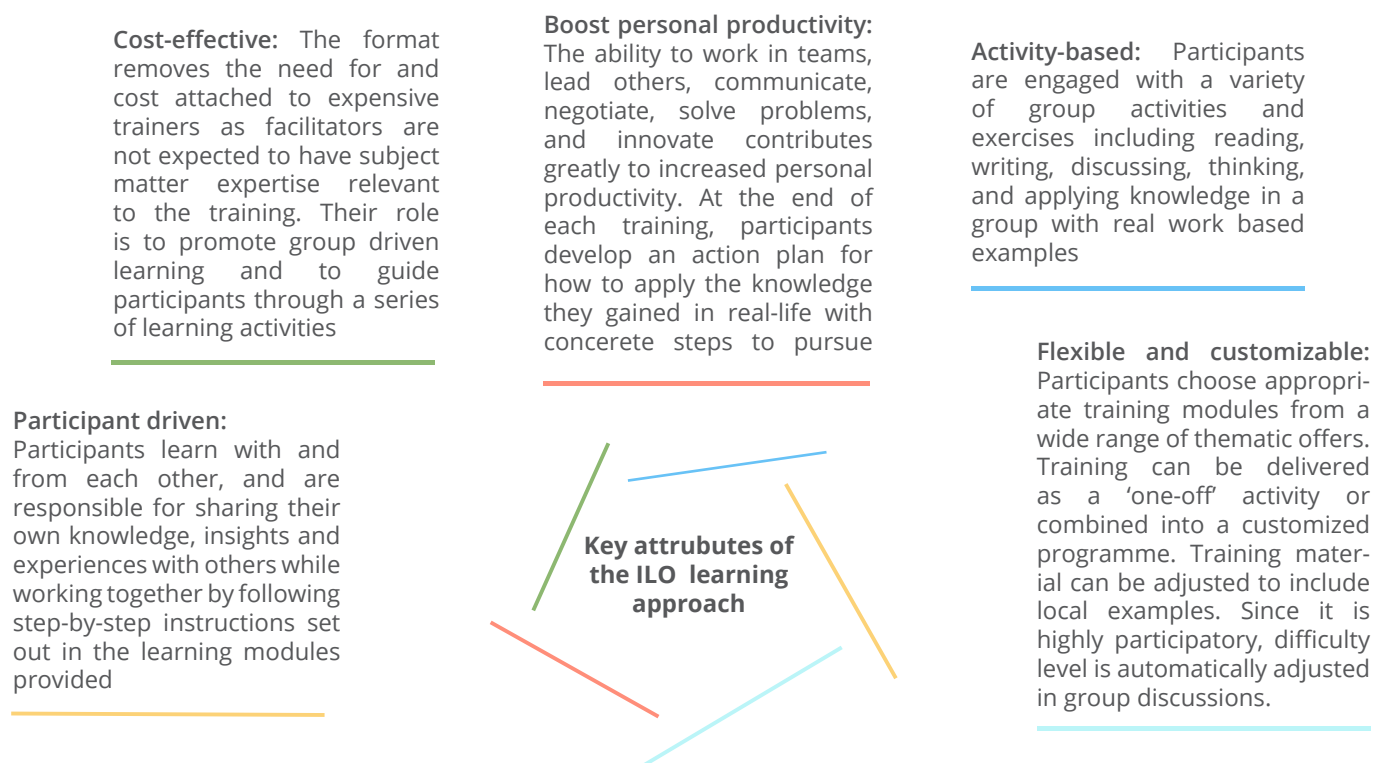
a number of new and diverse organizations to introduce training services targeting entrepreneurs in previously undeserved markets, including in refugee communities.

To date, more than 60 organizations in 14 countries in Asia and the Pacific, the Middle East and North Africa, and Latin America are using the C-BED model, with more than 70,000 entrepreneurs trained since 2014. Partners using C-BED include government ministries, employers' organizations, trade unions, UN agencies, NGOs, the private sector, and academic institutions. In other contexts, activity-based learning methods have been successfully employed and scaled up to transform the primary education curriculum (Grades 1 to 4) in Tamil Nadu state, India. Supported by teachers who embraced their new roles as facilitators instead of traditional instructors, learning activities in the South Indian state are pursued by each child independently at her own pace as well

as in small groups through carefully designed learning activities referenced on a learning "ladder" (Niesz and Ryan 2018).

As such, the action-based group learning methodology is highly suitable for refugees. The methodology strengthens social connections in the community and empowers training participants. While participants work together in small groups to solve problems and through sharing existing knowledge and experiences, they're able to help each other understand different concepts, the peer groups can also be used to support refugees in coping with their new reality, distress and traumas that they might have gone through. From this perspective, the C-BED peer groups can be considered a mental health intervention and a support-function for refugees that want to ventilate and share thoughts about what they are going through with each other.

Figure 2: Key attributes of the ILO activity-based learning approach



2. Project overview

2.1 Project strategy

The joint ILO-UNHCR pilot aimed to address the needs of refugee and local youth in Indonesia. The objective of the project was to contribute to reducing youth unemployment by improving self-reliance and livelihoods of refugee and local youth. More specifically, the intended impact of the programme is to strengthen the capacity of refugee and local youth to develop self-reliance by strengthening their knowledge of business and entrepreneurial skills, promote balanced psychological and emotional well-being, and improve their relationship to the host community.

Objective Statement: Through its targeted interventions and wrap-around supports, the ILO-UNHCR project will address high youth unemployment and the lack of decent work opportunities for refugees in Indonesia by focusing on improving livelihoods and building self-reliance among participants of an

Long-term development outcome:

- Reduced youth unemployment in Indonesia via increased availability of and capacity for pursuing decent work

Short to medium-term outcome:

- Improved self-reliance and livelihoods of refugee and local youth in Indonesia

To achieve this, the project delivered four outputs:

- 1.1 Entrepreneurship and business skills, training for refugee and local youth delivered.
- 1.2 Grants and coaching support to refugee and local youth for the best project plans delivered;
- 1.3 Psychosocial wellbeing support to refugee and local youth delivered; and
- 1.4 Activities to help refugee and youth improve their relationship with the local community organized.

2.2 Targeted beneficiaries

More specifically, first, the programme helps refugees and local youth develop the necessary skills that allow them to explore livelihood opportunities. Livelihood opportunities reduce personal and household income vulnerability, but also have the potential to have spill-over effects for other households which can benefit from employment with growing businesses without being business owners themselves. Second, the programme provides refugees with specific mental wellness supports – be that through psychosocial support groups, professional support or simply goal setting prompts and bringing a sense of purpose to one's daily life. Finally, the programme creates opportunities for refugees and local youth to work together on collaborative projects that allow the two groups to identify issues of commonality and nurture a shared sense of purpose in the community.

2.3 Linkages to SDGs

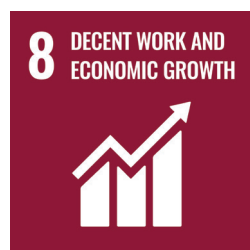
The project builds on the commitment of the 2030 Agenda for Sustainable Development to leave no-one behind, contributing especially to SDG goals 1, 4 and 8.



Resilience capacity is key to ensuring a decent life for refugees. Lack of access to economic resources, such as a means to earn an income, impedes refugees from self-reliance and contributes to socio-economic exclusion.



Refugees face restrictions and barriers to access training and education on all levels. This notably hinders refugees from building skills to ensure future employment and drives increasing inequalities.



Self-employment and entrepreneurship might be the most viable option for refugees seeking decent work, with protection of migrant workers being a key concern worldwide.

2.4 Key components of the ILO-UNHCR project

2.4.1 The Ready for Business training programme

The Ready for Business (R4B) entrepreneurship training programme was developed by the ILO together with the International Training Centre (ITC) and the William Davidson Institute of University of Michigan. The programme includes business-related elements plus modules and activities targeted at the wider needs of the youth. The intended impact is to improve the capacity for sustained self-reliance of youth in Indonesia by strengthening their business knowledge and skills. Since self-employment in general is regarded as a favourable alternative to generate an income and as there is an interest from the Indonesian local and refugee community to learn more about entrepreneurship and how to manage a business, going forward with an intervention that supports the community interested in pursuing this path was considered to increase the chances of the targeted community to exercise successful livelihoods in the future.

The R4B programme applies a peer-to-peer, activity-based learning approach. Local volunteers joined the programme as facilitators to run the peer-to-peer learning sessions. Participants met twice weekly to work together through a series of activities and discussions guided only by simple, step-by-step instructions in the training manual. New knowledge, skills and competencies were developed through the interactions between participants and through the sharing of knowledge and experiences. The highly participatory methodology is considered favourable as it also strengthens soft skills

and builds relationships among participants. The group learning methodology derives from the ILO's Community-Based Enterprise Development training programme (C-BED), developed in an effort to make business development training an option in any community, specifically targeting vulnerable and marginalized groups. It is considered highly suitable for refugees as it strengthens social connections in the community and empowers training participants.

The Ready for Business (R4B) entrepreneurship programme consists of 36 modules in total, divided into five main themes:

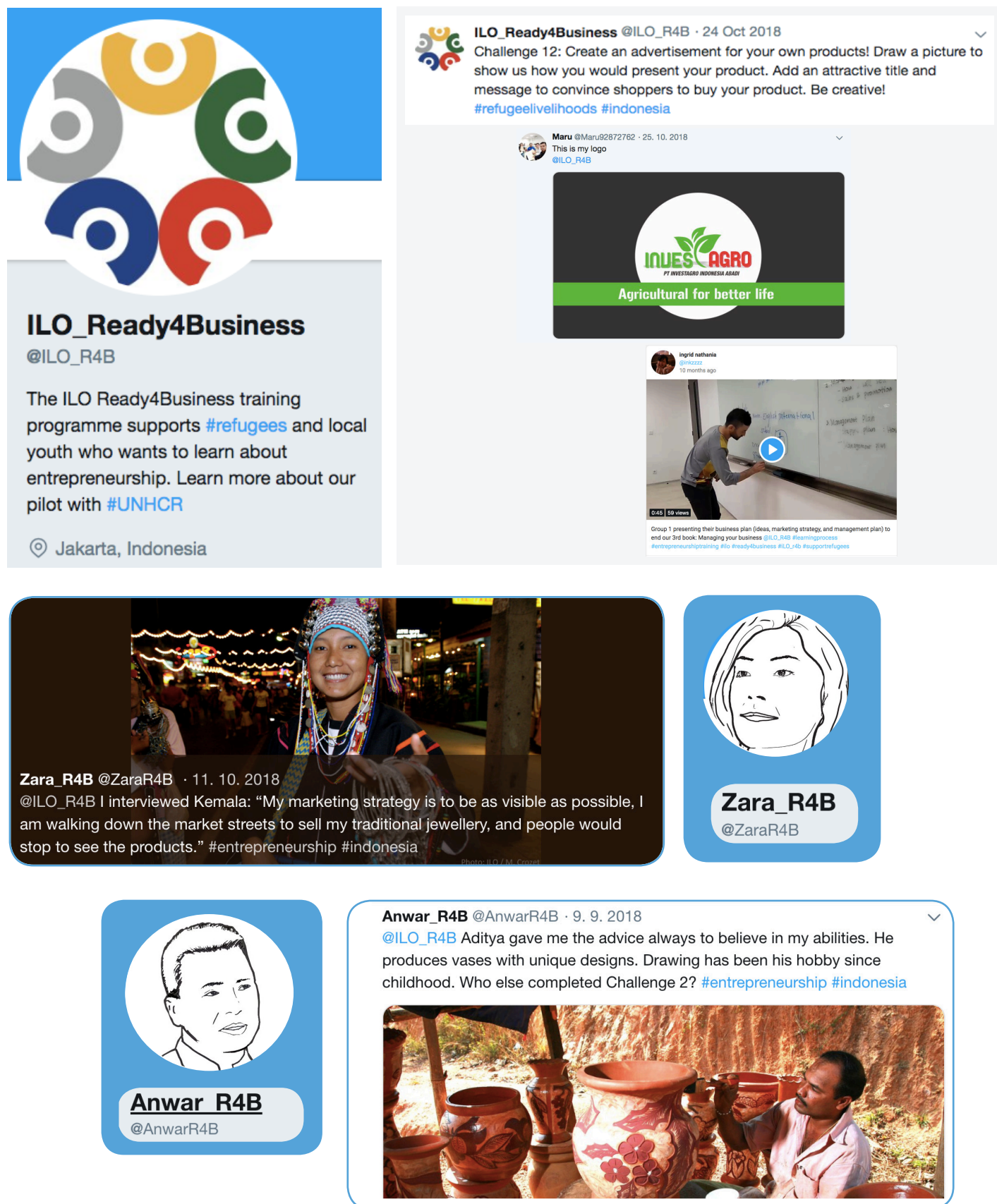
1. **Getting started with entrepreneurship:** setting a vision, the basics of entrepreneurship, selecting a business idea and understanding the market.
2. **Dealing with marketing and sales:** developing a marketing plan, building a brand, social media marketing, building an online business and sales techniques.
3. **Managing your business:** human resource management, managing quality control and productivity, time management and cultural awareness.
4. **Focusing on finances:** understanding costs, making a profit, bookkeeping, cash flow forecasting and accessing finance.
5. **Preparing for the future:** being a responsible business, self-awareness and action planning.

Figure 3: Entrepreneurship module on finances



The Ready for Business programme also has a microlearning component. This was delivered via Twitter (@ILO_R4B). At the start of Ready for Business, participants were asked to register on the social media application. Similarly, a Twitter account had been created for Ready for Business as well as for the fictional characters Anwar and Zara from the training materials. Twitter was intended to be the virtual meeting point where the Ready for Business team, together with Anwar and Zara, interact with the participants. On a weekly basis, tweets containing challenges and other types of tweets were posted to encourage participants throughout the six-month programme to continuously develop their business ideas, share learnings and experiences, and to ask questions of the Ready for Business team.

Figure 4: Print screens of the Ready for Business microlearning component on Twitter



2.4.2 Grant and incubation scheme

At the end of the Ready for Business entrepreneurship programme, participants develop a business plan for an idea selected at the onset of the programme. Participants that complete the business plan properly and form groups consisting of both refugees and local youth, were then eligible to submit a business proposal to the ILO and UNHCR to apply for a grant and receive additional support to help them set-up their business. The assessment and selection of the awarded business proposals was conducted jointly by the ILO and UNCHR. The granted proposals were selected based on their level of completeness, integrity, feasibility and readiness to launch. The selection committee then used the following benchmarks to evaluate potential grantees:

1. Marketing Analysis (market size, target customers, competitors, demand)
2. Marketing Strategy (Brand name, slogan, logo, packaging, location, price, rationale for specific product/service)
3. Sales and Promotion Plan (Sale and discount activities, delivery, signs, business cards, social media)
4. Management Plan (business purpose, staff plan including titles, skills and function, potential business partners)
5. Financial Plan (capital and cash-flow plan)

2.4.3 Psychosocial wellbeing support

Psychosocial wellbeing sessions support was provided to the refugee youth participating in the pilot, and aimed to help them cope with their present situation, think positively and manage their expectations for the future. The sessions were developed together with

experts from the Lifespring Counselling and Care Center, designed to cover mental health topics that may bear particular relevance to refugees, such as dealing with depression or handling loss or grief. The guided sessions primarily consisted of group discussions with their peers in already established training groups, as such forms of therapy have proven to be useful for individuals that have experienced trauma. In addition, participants were introduced to various self-care techniques that can be used to take care of their psychological and emotional wellbeing.

2.4.4 Community-supported activities

Participants were also supported and encouraged to participate in community-supported activities as part of their involvement in the program. Programming was delivered on a voluntary basis by the local community to add further value to the training component. The purpose of the activities is to raise awareness of various opportunities in the area, foster integration and acceptance among the local community and provide opportunities for social interaction between refugees and different local groups.

2.5 Partnership

The ILO and UNHCR worked closely with partners to deliver the pilot project in Jakarta, Indonesia. At the onset of the pilot, the Ready for Business training material was developed by the ILO together with the International Training Centre of the International Labour Organization and the William Davidson Institute at University of Michigan.

The implementation of the project was also supported by local partners Atma Jaya Catholic University of Indonesia and Dompét Dhuafa. The two organizations contributed with facilities as well as coordination support throughout the delivery of the Ready for Business programme. In addition, the partners also invited participants to join activities at their campuses, such as markets and fairs, providing them with practical experience selling their products.

InStellar, an Indonesian social enterprise incubator, also supported the project between May and July 2019 during the business incubation phase by providing mentoring and coaching to participant businesses and by distributing the grants based on their progress.

Lifespring Counseling and Care Center supported the psycho-social wellbeing sessions and developed the session materials for the project.

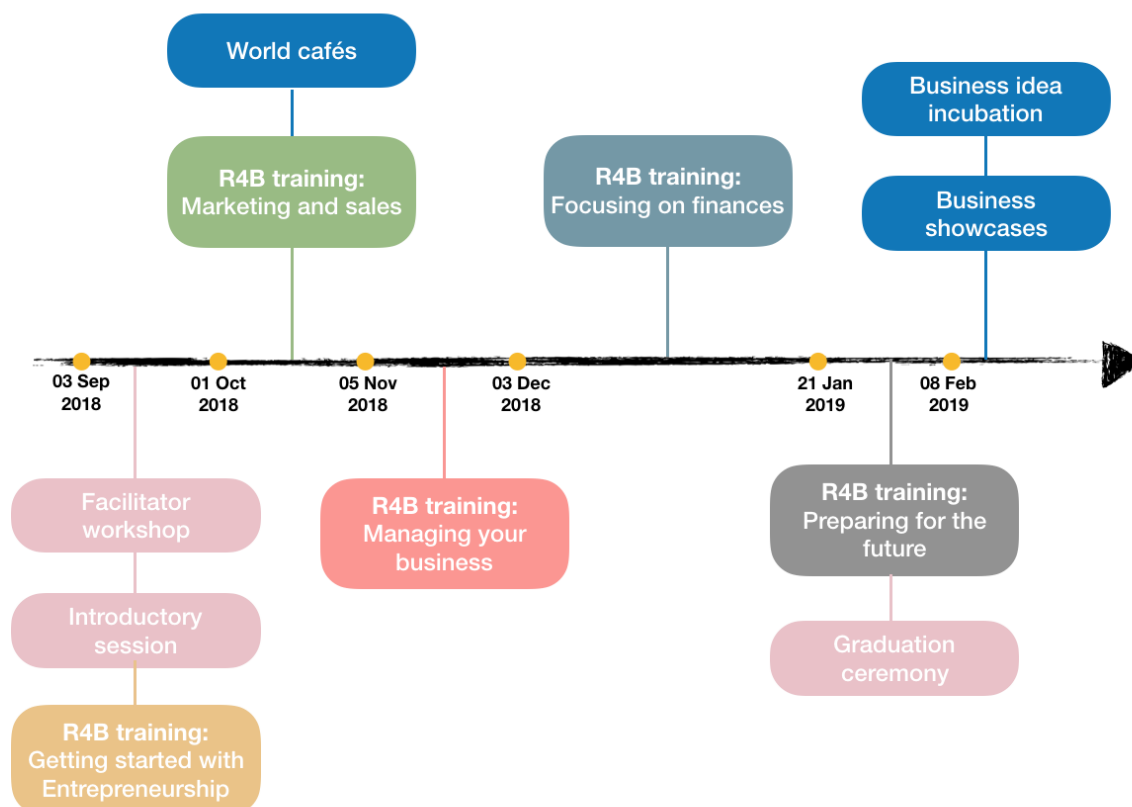
2.6 Implementation

The planning phases and pilot project took place from June 2018 to July 2019. Activities conducted during the first 3 months of the project included identification of partners, selection of facilitators, and the process of selecting refugee and local youth participants. In addition, the ILO together with partners developed the Ready for Business training materials.

The Ready for Business entrepreneurship programme started the first week in September. During the first week, UNHCR

Figure 5: Key supporting actors and beneficiaries



Figure 6: Implementation timeline of the programme

and the ILO hosted an informational session with local youth about the refugee situation in Indonesia. In addition, a facilitator workshop was conducted during a full day at Atma Jaya University and the first session with all participant groups was conducted.

During the following five and a half months, participant groups completed a total of 36 sessions across five overarching entrepreneurship and business themes (Getting started with Entrepreneurship, Marketing and Sales, Managing your business, Focusing on Finances and Preparing for the Future), as well as 4 module sessions on psychosocial well-being.

Half-day sessions were organized twice a week at the campuses of Atma Jaya University and Dompét Duafa. Activities with the local community were organized as well, including a World Café event, fairs and business showcases. Participants also had access to the microlearning programme developed specifically for Ready for Business via Twitter.

At the end of the programme, UNHCR and ILO engaged InStellar to “incubate” business ideas proposed by the participants and distribute grants based on their progress for five months. Coaching and mentoring were also provided during this period.

3. Methodology

This assessment summarizes the results of the joint ILO-UNHCR pilot project conducted between September 2018 and July 2019.

The evaluation aims to:

1. Deliver accountability to the beneficiaries of the project, in particular to ensure a 'do-no-harm' approach and document immediate impacts, as well as to capture lessons from the methodology for adjustment to and potential scale-up of this pilot initiative;
2. Understand the change effected through the combination of entrepreneurial training and mental wellness sessions on the self-reliance of the refugee community in Indonesia;
3. Capture what the programme team can learn about what works, what does not and what can be improved upon in order to refine the Ready for Business approach for scale-up in other communities hosting refugees or displaced persons.

Both quantitative data and qualitative information (survey data and focus group discussions) were collected to capture feedback from participants to assess progress towards the intended objectives and outcomes of the programme, particularly for the purpose of better understanding how the training programme actually impacts participant feelings of self-reliance and their overall capacity to earn a livelihood.

3.1 Training surveys

Quantitative data was collected through three phases: the pre-training survey, implementation process surveys, and the post-training survey. First, demographic information was collected in the pre-training survey. Participants were asked to fill out a questionnaire when they came to the introductory session. Second, five sets of questionnaires were allocated to participants after completing each theme of the training. They were used to capture the usefulness and quality of the modules delivered to the participants. Third, one post-training questionnaire was completed by participants after the completion of all training sessions aiming to capture the overall effectiveness of the training programme, including the improvement of participants' business and entrepreneurship skills and competencies, psycho-social well-being, and community relations. In the questionnaire, all responses were given on a five-point Likert scale ranging from 1 to 5 ('strongly disagree' to 'strongly agree'). The numbers of respondents who completed the questionnaires are shown in Table 1 below. The survey responses were analysed with SPSS, a widely used data analysis software in the social sciences.

Table 1: Number of survey respondents

Pre-training survey	Theme 1	Theme 2	Theme 3
94	40	49	50
Theme 4	Theme 5	Post-training survey	
51	55	54	

3.2 Focus group discussions – Lessons learned event

Focused-group discussions were conducted with the purpose of getting a deeper understanding of the quality and suitability of the Ready for Business programme and to learn more about the intended and unintended outcomes of the programme. Four participant groups consisting of 22 refugee and local Indonesian participants, 1 facilitator group consisting of 2 participants each from Atma Jaya University and Dompot Dhuafa, and 1 implementing organization group consisting of 1 coordinator each from UNHCR, ILO, Dompot Dhuafa and Atma Jaya University participated in the focus group discussions.

Feedback was collected from these group discussions to answer the following questions:

Part I: What went well and why?

Part II: What did not go well and why?

Part III: What can be done to improve the Ready for Business programme further?

Topics of discussion included the following:

1. Programme management
 - Planning and organization
 - Information sharing and communication
 - Collaboration
2. Quality of activities
 - Satisfaction with overall programme
 - Training content
 - Training methodology
 - Training materials
 - Facilitators
 - Satisfaction with community-supported activities
 - Micro learnings / Twitter
3. Output & outcome results
 - Motivation
 - Confidence
 - Knowledge
 - Psycho-social wellbeing
 - Integration into local community

3.3 Limitations of evaluation and future suggestions

There are a number of limitations to this study which should inform the results of this final report. First, as demographic information was only collected during the pre-training survey, indicators in implementation process surveys and the post-training survey could not be disaggregated by gender, age and other relevant key population factors, which may have further revealed some of these impacts on the training results.

For instance, research has shown that younger refugees have greater resilience and are less affected by forced displacement than older refugees (Green et al., 1991). Hence, it would be useful to examine the differences regarding training results among different age groups.

Furthermore, control variables were not controlled for in the multiple regression analyses due to the lack of demographic

information in the post-training survey. This may have led to some degree of results bias as certain demographic characteristics may have had an influence on the indicators involved.

For instance, the highest educational level attained by different participants may affect the degree of improvement observed in participants' entrepreneurial knowledge and skills. Demographic information thus is suggested to be well-collected beyond the pre-training survey in future projects.

Second, the issue of English proficiency among refugees may have also impacted the reliability of the data. For example, respondents may have misinterpreted certain concepts and meaning embedded in the questionnaires. Hence, impact surveys in future projects should factor in and help remediate the issue of language barriers amongst a multilingual audience.



Figure 7: The learning approach used is highly participatory and activity-driven

Table 2: Key indicators

Indicator	Baseline	Target	Means of Verification
Outcome 1: Improved self-reliance and livelihoods of refugee and local youth	# of businesses started by youth participating in the programme, by gender, refugee/local youth	N/A	At least 5 businesses started Tracer studies
	# of business plans submitted at the end of programme, by gender, refugee/local youth	N/A	At least 20 business plans submitted Training records
	# and % of trainees reporting business readiness at the end of the programme, by gender, refugee/local youth	N/A	At least 75% Survey among trainees
	# and % of R4B trainees enrolled, by gender, refugee/local youth	N/A	At least 80 participants Training records
Output 1.1 Entrepreneurship and business skills training to refugee and local youth delivered	# and % of R4B trainees graduated, by gender, refugee/local youth	N/A	At least 60 participants Training records
	Satisfaction rate with R4B, by gender, refugee/local youth	N/A	75% overall satisfaction level Survey among trainees
	# of partners supporting the R4B implementation	N/A	At least 3 partners Project documentation
	# of grants awarded to participants by gender, refugee/local youth	N/A	At least 5 groups Project documentation
Output 1.2 Grants and coaching support to refugee and local youth for the best project plans delivered	# of business groups provided coaching, by gender, refugee/local youth	N/A	At least 5 groups Project documentation
	# of sessions delivered	N/A	At least 2 sessions Training records
Output 1.3 Psycho-social wellbeing support to refugee youth delivered	# and % of trainees reporting improved wellbeing, by gender, refugee/local youth	N/A	75% overall satisfaction level Survey among trainees
	# of activities organized	N/A	At least 3 activities organized Project documentation
Output 1.4 Activities to help refugee youth improve their relationship with the local community organized	# of volunteers from the local community	N/A	At least 10 volunteers Project documentation
	# and % of refugee youth reporting improved relationships with the local community	N/A	750% overall satisfaction level Survey among trainees

Table 3: Survey items responding to key indicators

Indicators		Survey items
Outcome 1	# and % of trainees reporting business readiness at the end of the programme, by gender, refugee/local youth	<p>I feel I have the necessary knowledge and skills to start and run my own business;</p> <p>I feel motivated to start my own business;</p> <p>I feel confident to start my own business;</p> <p>How satisfied are you with the Ready for Business training programme;</p> <p>The instructions in the training manual are easy to follow;</p> <p>The topics covered were interesting and relevant to me;</p> <p>The facilitators were usually well-prepared and supportive during class;</p> <p>The group work helped me to share ideas, discuss and learn topics along with other participants;</p> <p>Having discussions allowed me to learn from other participants' ideas, opinions and experiences;</p> <p>What about the Ready for Business training programme do you like the most or have been most useful so far (open-ended question);</p>
Output 1.1	Satisfaction rate with R4B, by gender, refugee/local youth	<p>I feel better about myself as a result of the training programme</p> <p>The programme improved my mental wellness through (open-ended question);</p> <p>The training programme made me feel more a part of the local community;</p> <p>The training programme and activities helped me improve my relationships with the local community;</p> <p>The training programme improved my interactions and network with the local community.</p>
Output 1.3	# and % of trainees reporting improved wellbeing, by gender, refugee/local youth	
Output 1.4	# and % of refugee youth reporting improved relationships with the local community, by gender	

4. Results

The results of the evaluation demonstrate that the R4B training programme largely achieved its main objectives among graduates. The findings provide solid evidence that participants have made significant personal gains as a result of the programme. At the outcome level, six businesses were started by participants participating in the pilot.

At the output level, a considerable number of participants reported improvements in

"I know now that I can fulfill my dream of becoming an entrepreneur if I work hard to be successful."

- R4B programme graduate

their entrepreneurship knowledge and skills, psychosocial well-being, and relationship with the community. They also reported an increased ability to start and run a business after attending this training.

4.1 Outcome

	Indicator	Baseline	Target	Means of Verification
Outcome 1: Improved self reliance and livelihoods of refugee and local youth	# of businesses started by youth participating in the programme, by gender, refugee/local youth	N/A	At least 5 businesses started	Tracer studies
	# of business plans submitted at the end of programme by gender, refugee/local youth	N/A	At least 20 business plans submitted	Training records
	# and % of trainees reporting business readiness at the end of the programme by gender, refugee/local youth	N/A	At least 75%	Survey among trainees

A total of 6 businesses were started by participants participating in the pilot. These enterprises were all provided support during the business incubation period (two business groups of the eight selected dropped out

during the incubation process). By the end of the programme, 28 participant groups completed business plans, which might help them to turn their business idea into reality in the future.

Business plans covered the following areas:

- 15 in food and beverage;
- 2 in retail sales;
- 2 in clothing manufacturing;
- 2 in import and export brokerage;
- 1 in photography and printing;
- 1 in car servicing and repair;
- 1 in hair and beauty;
- 1 in phone and accessories;
- 1 in social service/ training;
- 1 in web development and design;
- 1 in wholesale business

Moreover, the majority of the graduates stated that their level of business readiness had been enhanced through the training. More specifically, after completing the training, 82% of participants (43% strongly agreed and 39% agreed) felt that they had the necessary knowledge and skills to start and run their own business; 85% (46% strongly agreed and 39% agreed) that they felt motivated to start their own business; and 83% (35% strongly agreed and 48% agreed) that they felt confident to start their own business. In addition, over 75% of the participants reported that they had completed a business plan (i.e. business profile and market analysis, marketing strategy and sales and promotions, management plan, financial plan, and executive summary) during the training programme. Focus group discussions also reinforced findings that participant morale, motivation and confidence to continue working on their businesses had increased as a result of their participation in the programme.

Figure 8: Participants' feelings of readiness

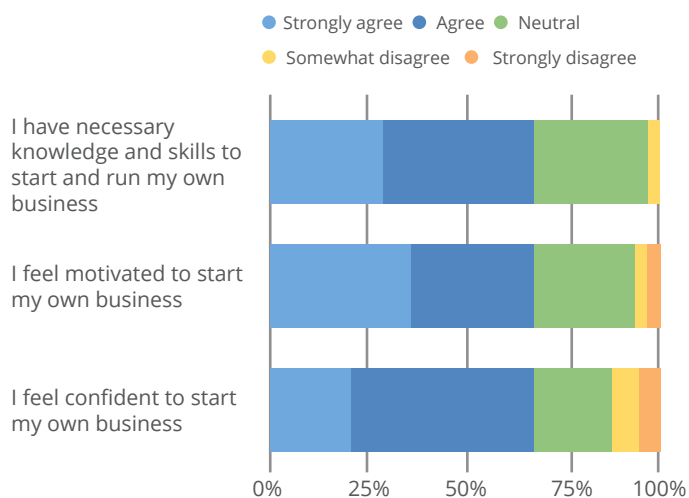
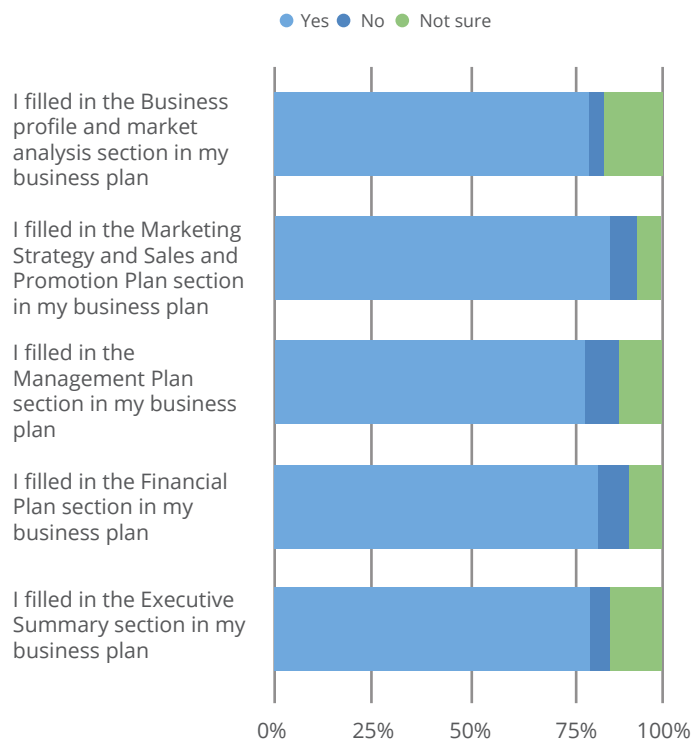


Figure 9: Participants' completed activities



4.2 Outputs

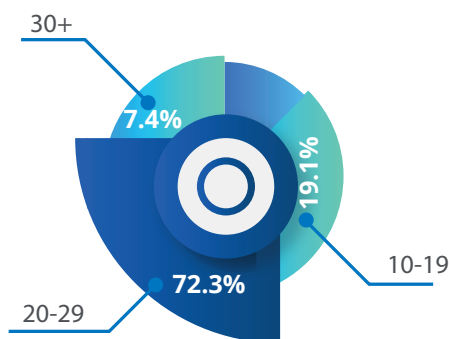
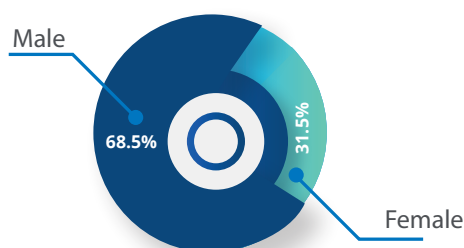
4.2.1 Entrepreneurship and business skills training to refugee and local youth delivered

	Indicator	Baseline	Target	Means of Verification
Output 1.1 Entrepreneurship and business skills training to refugee and local youth delivered	# and % of R4B trainees enrolled, by gender, refugee/local youth	N/A	At least 80 participants	Training records
	# and % of R4B trainees graduated, by gender, refugee/local youth	N/A	At least 60 participants	Training records
	Satisfaction rate with R4B, by gender, refugee/local youth	N/A	75% overall satisfaction level	Survey among trainees
	# of partners supporting the R4B implementation	N/A	At least 2 partners	Project documentation

In total, 36 training sessions for 5 groups were delivered from September 2018 to February 2019 with the support of 2 partners, Atma Jaya University and Dompot Dhuafa. 94 participants came to the introductory session and completed the pre-training survey questionnaire. The average age of the respondents was 23.45 year; 31.5% were female and 68.5% were male. 72.3% of the participant body were comprised of refugees; and 27.7% were local youth originating from Indonesia. The top three home countries of refugee participants were Afghanistan (43%), Indonesia (28%) and Somalia (10.8%). Others

were from countries including Ethiopia, Iraq, Eritrea, Pakistan, Sudan, Yemen, Iran, Myanmar, and Sri Lanka.

The drop-out rate of the programme turned out higher than expected: 37%. The number of registered participants that joined the training during the first week were 94 (68 refugee youth and 26 Indonesian) with only 59 participants (55 refugees and 4 Indonesians) graduating from the programme. In order to graduate from the programme, participants were required to attend a minimum of 75% of classes.

Figure 10: Age and gender breakdown of participants**Age****Gender**

Based on the focus group discussions, there seem to be three main reasons that resulted in a high drop-out rate. First, most of the Indonesian participants were university participants. They had scheduling conflicts between the training programme and their universities, and they considered school assignments and studies as their priorities. Since information about the programme was not communicated sufficiently in advance, they had to leave the programme. Second, there was not enough motivation among some trainees, due to a lack of proper incentives for the completion of the training and lack of qualified mentor feedback. Many refugee participants may have also been suffering from depression and other mental health issues that could affect their motivation and ability to participate fully in the programme. Third, refugee participants had language barriers as this training was mainly delivered

"Entrepreneurship is my passion. I am grateful that I can participate in this programme, together with youth from various countries. This is such a good learning opportunity for me to continue improving my business skills."

- R4B programme participant

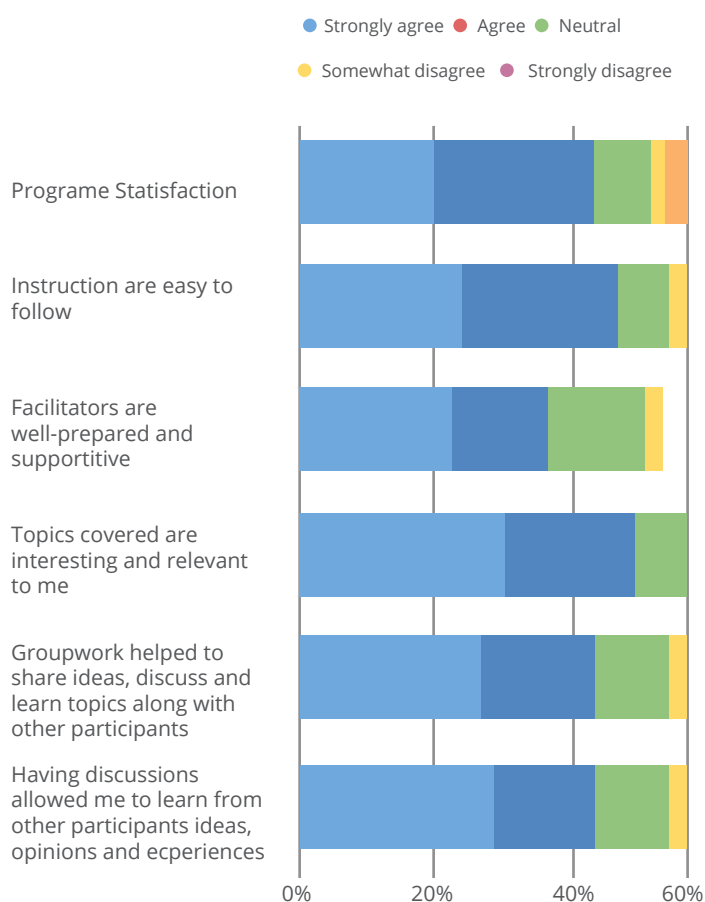
Figure 11: Graduates of the R4B programme

in English, a language that some were not proficient in.

Even though there was a relatively high drop-out rate, graduates' feedback is satisfactory. Specifically, 76% were either very satisfied (36%) or quite satisfied (40%) with the training programme on an overall basis. Most found the instructions in the training manual easy to follow (44% strongly agree and 44% agree) and the topics covered were interesting and relevant to them (38% strongly agree and 33% agree). In addition, almost 90% of the respondents found the facilitators to be well-prepared and a supportive presence during classes. In terms of the training methodology, over 80% of the graduates value the group work and team discussions as they allowed them to share ideas, opinions, and experiences, and to learn from each other.

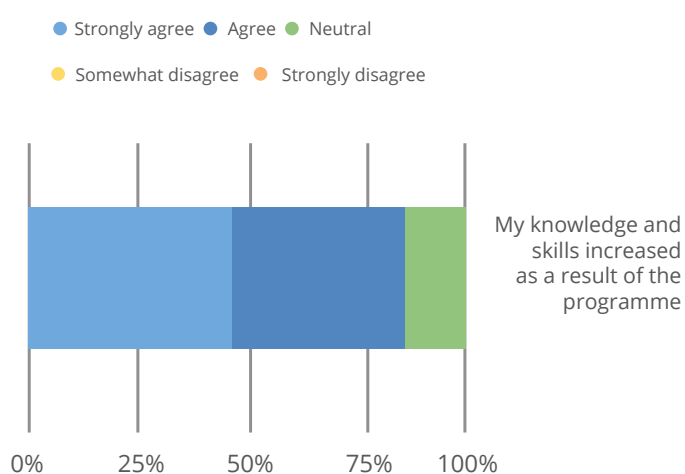
Similarly, focus group discussions demonstrated that participants felt the training was well-organized, information-sharing was good via WhatsApp group chat, and facilitators were actively engaged, friendly and dedicated. The training curriculum and the module content were deemed well-suited for those with no knowledge and experience on entrepreneurship and business. The modules offered good step-by-step instruction on how to start one's business. The practical materials can be easily applied. Participants also appreciated the discussions that were not technical or financial in nature, such as self-awareness and leadership topics – suggesting the value and demand for soft skills when starting and running a business.

Figure 12: Trainee feedback on training programme



The vast majority of respondents, 88% (44% of them strongly agreed and 44% of them agreed), indicated an increase in their entrepreneurial knowledge and skills as a result of the training programme. The overwhelming majority of respondents either agreed or strongly agreed that they understood what they learned during the training, including the meaning and the responsibilities of being an entrepreneur, business skills such as marketing strategies and sales, financial and resources management, and have gained better self-awareness and developed personal goals through their participation (see Appendix).

Figure 13: Improvements in knowledge and skills



4.2.2 Grants and coaching support to refugee and local youth for the best project plans delivered

	Indicator	Baseline	Target	Means of Verification
Output 1.2 Grants and coaching support to refugee and local youth for the best project plans delivered	# of grants awarded to participants by gender, refugee/local youth	N/A	At least 5 groups	Project documentation
	# of business groups provided coaching	N/A	At least 5 groups	Project documentation

Upon the completion of the Ready for Business training, businesses interested in receiving a grant and coaching support had to submit their finalized business plan. The grant scheme was not communicated to the participants until the very end of the training programme, which could have been a big motivation and incentive for participants to complete the full training programme. In total, 28 business plans were received from groups consisting of both refugees and local youth.

Moreover, 6 groups were provided with grants in amounts ranging between \$500 and \$1,000 US dollars. Additional coaching and mentoring support was provided during the incubation process to all groups. A business incubator named InStellar was engaged to help awarded groups to implement businesses and distribute grants based on their progress during the incubation period between May and July 2019.

4.2.3 Psycho-social wellbeing support to refugee and local youth delivered

	Indicator	Baseline	Target	Means of Verification
Output 1.3 Psycho-social wellbeing support to refugee youth delivered	# of sessions delivered	N/A	At least 2 sessions	Training records
	# and % of trainees reporting improved wellbeing, by gender	N/A	75% overall satisfaction level	Survey among trainees

The Lifespring Counseling Care & Center supported the project by designing four sessions on emotional wellbeing through the same activity-based learning methodology as the entrepreneurship programme. The goals of this element of R4B are explained as follows:

1. **Why is emotional well-being important?** This module provides an opportunity for participants to better identify their emotions. The ability to understand emotions will help them manage emotions related to their current and past experiences.
2. **Managing stress.** The way people think about a problem determines how they will ultimately try to solve it. This module helps participants to manage stress that might arise in various situations in their daily life.
3. **What impact does culture have on my emotional well-being?** Every individual comes from a culture that influences one's perceptions, values and other ways of life. At the end of this module, participants will be able to transform these barriers and think about how being exposed to other cultures can add value to their everyday life.
4. **What motivates you?** Motivation directs our behaviour and helps us to achieve our goals. This module will help participants find out what motivates and will give them some tips on how to stay motivated.

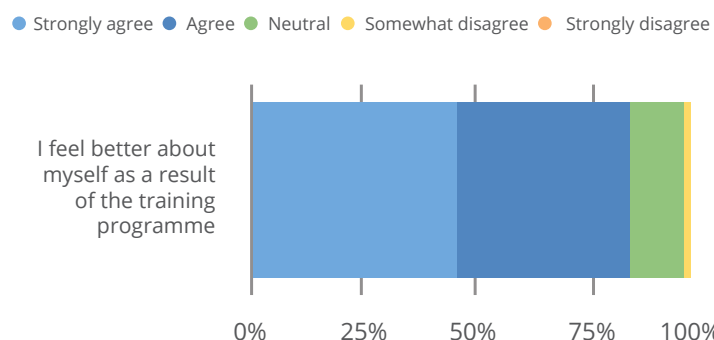
"The programme improved my mental wellbeing by helping me find the entrepreneur inside me."

- R4B programme graduate

The volunteering facilitators from Atma Jaya University and Dompot Dhuafa participated in a session with Lifespring on how to facilitate the emotional well-being modules. They then conducted sessions to deliver the four different modules at different occasions with participant groups after they completed an entrepreneurship training session.

The overwhelming majority of respondents indicated (38.9% strongly agreed and 50% agreed) that they felt better about themselves as a result of this training programme. Some of the most common reasons cited for why the programme improved participant's mental wellbeing include learning new skills; being busy/active/occupied; finding calm; meeting new people and being in a friendly environment; learning how to improve mental health and to think positively; and managing stress. Participants also cited improved confidence and motivation as well as better self-awareness including improved understanding of one's own strength and weaknesses as reasons for how the programme improved their mental health.

Figure 14: Participants' psychosocial wellbeing



4.2.3 Activities to help refugee and local youth improve their relationship with the local community

	Indicator	Baseline	Target	Means of Verification
Output 1.4 Activities to help refugee youth improve their relationship with the local community organized	# of activities organized	N/A	At least 3 activities organized	Project documentation
	# and % of refugee youth reporting improved relationships with the local community	N/A	75% overall satisfaction level	Survey among trainees

The following community-supported activities were conducted during project implementation:

- **2 World Cafés:** In October 2018, a World Café event was organized with the purpose of bringing together young entrepreneurs who are producing products and services, and interested in marketing them online. A similar event was organized in November 2018, based on refugee participants' interests in travel, education, and consultancy services. Approximately 80 and 50 participants attended the events respectively.
- **Business showcase:** After participants completed the R4B training programme, they were asked to showcase their businesses. The event took place in March 2019, attracting more than 130 participants.

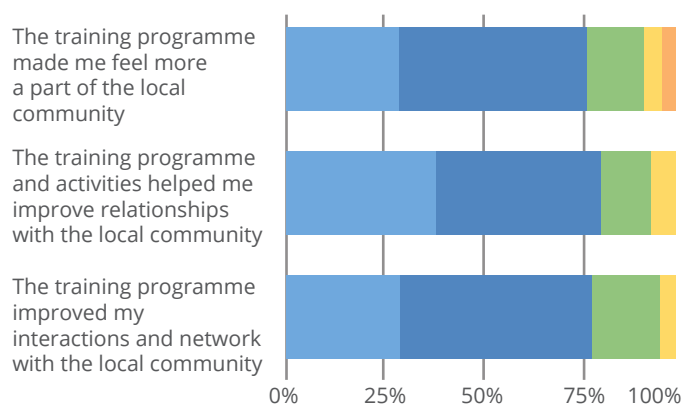
- **Campus fairs:** Atma Jaya University organized a fair at their campus every month starting in October. The purpose was for participants to apply their new skills by selling their own products to visitors. The first two fairs were held in connection to the World Café events. Approximately 20 participants sold their products at the fairs each time while more participants visited to support their friends.

The data shows that the training programme helped improve community relations among the network of participants. 26.4% strongly agreed and 49% agreed that the training programme made them feel more a part of the local community; 38.9% strongly agreed and 40.7% agreed that the training programme and activities helped them improve their relationships with the local community; 27.8% strongly agreed and 48.1% agreed that the training programme

improved their interactions and network with the local community. According to focus group discussions, local participants appreciated that it increased exposure to a multicultural environment and led to a better understanding of some of the issues faced by refugees. Both refugee and local youth appreciated how the programme activities helped them build a network for future business collaborations.

Figure 15: Improved relations with local community

● Strongly agree ● Agree ● Neutral ● Somewhat disagree ● Strongly disagree



5. Lessons learned

A key component of this evaluation exercise is to better capture what works, what does not and what can be improved upon in order to refine the Ready for Business approach for scale-up in other communities hosting refugees or displaced persons. Based on both formal and informal feedback received from participant groups, program administrators, local partners and volunteers, some of the key lessons learned that will be incorporated in the programme in the second phase include:

- **Increased focus on community-supported activities:** Ensuring a better mix of training sessions and community-supported activities in the schedule for the next programme will be important, as some participants expressed that the programme feels slightly repetitive. An increased focus on the community-supported activities will also contribute to better integration of refugee participants in the host community. In the next phase, it will therefore be critical to conduct more outreach in the local community at an early stage to identify partners willing to support the programme. Participants from Cohort 1 have expressed their interest in activities such as mentorship sessions, local entrepreneur sharing sessions, practical workshops with representatives of different crafts and technical skills, lectures, language classes (Bahasa), and networking sessions. Participants also expressed interest in continuing the peer-learning sessions if more modules were offered in the future.
- **Adjusted selection criteria for local participants:** The first phase of the Ready for Business pilot programme suffered from a high drop-out rate of local participants. A more thorough analysis of why this occurred reveals that it is primarily due to the time-consuming nature of the programme and that local participants had other commitments to prioritize. In the first phase, local participants targeted were university-educated and had already started a business and/or were interested in the programme because they wanted to support the refugee community in Indonesia. In the next phase it will be important to target vulnerable local youth that do not have the same access to higher education and who are interested in and committed to learning more about entrepreneurship, in order to minimize drop-out rates. The local youth that already have businesses or/and are interested in supporting the refugee community should be invited to participate in the community-supported activities.
- **Recruitment of graduate participants from the first cohort as co-facilitators when launching a new programme:** In order to ease the burden for facilitators, the programme should invite graduated participants from the first cohort to co-facilitate future programmes together with other facilitators. Using refugee and local youth graduates as co-facilitators would not only ease the burden for existing facilitators and help ensure that there is always at least

one facilitator available for each training session, co-facilitators could also bridge the gaps between participants and local facilitators, and act as role models for new participants. The graduated participants would also have a good understanding of what works and what does not when running the training programme again and can add value to the programme by applying their own experiences and ideas for improvements.

- **Additional networking opportunities with local business community:** For refugees to be able to start businesses in Indonesia, they need to identify a local partner. By organizing networking events to which local entrepreneurs are invited, the programme can increase the chances of refugee participants identifying a partner with whom to start a business.
- **Consider using other channels for the microlearning component:** The Ready for Business training programme has a microlearning component that in the first phase was delivered through Twitter. The microlearnings have in the first phase only reached a limited number of participants, since a majority of training participants are not Twitter users. For the next programme, other social media channels will be considered for this component to ensure broader participation. Participants who took part in the focus group discussions expressed the view that online media could have been extensively used to learn and share their experiences on business ideas and entrepreneurship.
- **Manage expectations by ensuring that information is being communicated to participants before the programme starts:** The pilot project would benefit from more thorough planning in the

second phase to ensure that all details are in place and that the schedule for the programme has been developed and approved by all partners. The schedule and additional information would need to be communicated to participants before the programme start, to ensure that enrolled participants all understand what they signed up for, what is required of them, and what they can expect to be delivered as part of the programme. This would be an important part of managing more carefully the expectations held by participants and avoiding any unpleasant surprises for those that participate in the programme.

- **Tap the skills of the local facilitators:** The project should also encourage facilitators to take a more proactive role and engage participants in activities related to the training, as that was much appreciated by participants in the first pilot. On planning and organization, in focus sessions facilitators from both facilitating partners, Dompet Dhuafa and Atma Jaya, felt that group discussions organized by the ILO prior to the beginning of the R4B programme served as a helpful orientation. The schedule arrangement for the facilitators was very well planned from the beginning to end of the program. Training for facilitators is considered as an essential part of making the learning component successful. The training, which was organized by ILO during the course of the training provided inspiration and guidance for leading sessions and encouraged facilitators to initiate their own practical exercises to supplement the existing module.

6. Concluding remarks and next steps

Overall, the Ready for Business training programme achieved its main objective, to strengthen young people's ability to address livelihood challenges and develop self-reliance measures.

Principally, a total of 6 business ideas were eventually implemented with the support of grants and coaching from a business incubator. A substantial number of participants reported an increase in their knowledge and skills related to entrepreneurship and business readiness as well as improved psychosocial well-being and strengthened relations and integration into the local community. Broadly speaking, participants were satisfied with the overall training programme, found the training materials and exercises easy to use, and expressed interest in signing up for additional training modules, if offered.

Upon the success of the Phase 1 of the programme, UNHCR and ILO aim to implement a second phase of the Ready for Business pilot programme in 2019, to

improve on our understanding of community-supported entrepreneurship training, and to continue to provide more opportunities for pursuing successful livelihoods for refugees in Indonesia.

While some modifications of the Ready for Business training materials will be made based on feedback and lessons learnt from the first phase, primary focus for the second phase will be on exploring new partnerships and institutionalizing current and new partnerships to add further value to the training programme. This will also contribute to ensuring the sustainability of the training programme over time.

In addition, the ILO and UNHCR are actively looking for new opportunities to test and scale-up the activity-based Ready for Business programme in the Asia-Pacific region. Considering the unprecedented number of displaced people around the world, the development community will depend on highly scalable, cost-efficient and impactful approaches to increase livelihood opportunities for refugees.

Appendix

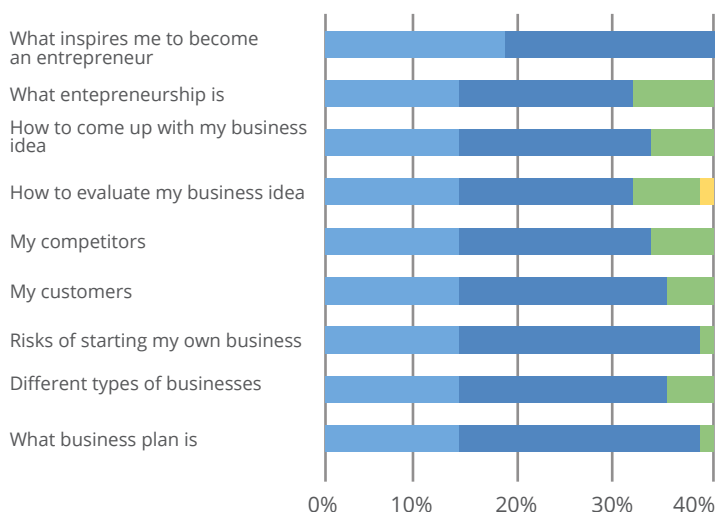
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2. Supplementary tables

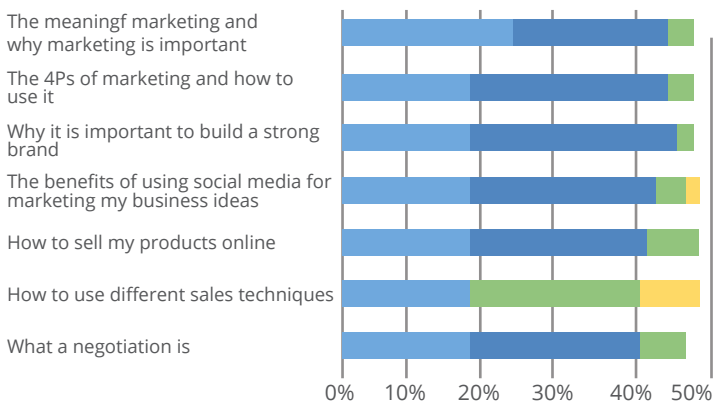
How much do the participants agree that they have a better understanding of the training content in Theme 1?

● Strongly agree ● Agree ● Neutral ● Somewhat disagree ● Strongly disagree



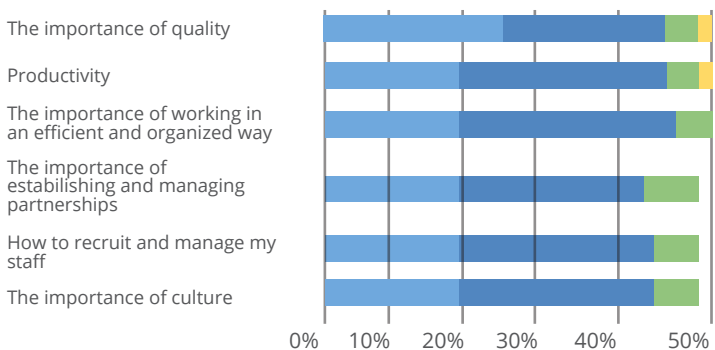
How much do the participants agree that they have a better understanding of the training content in Theme 2?

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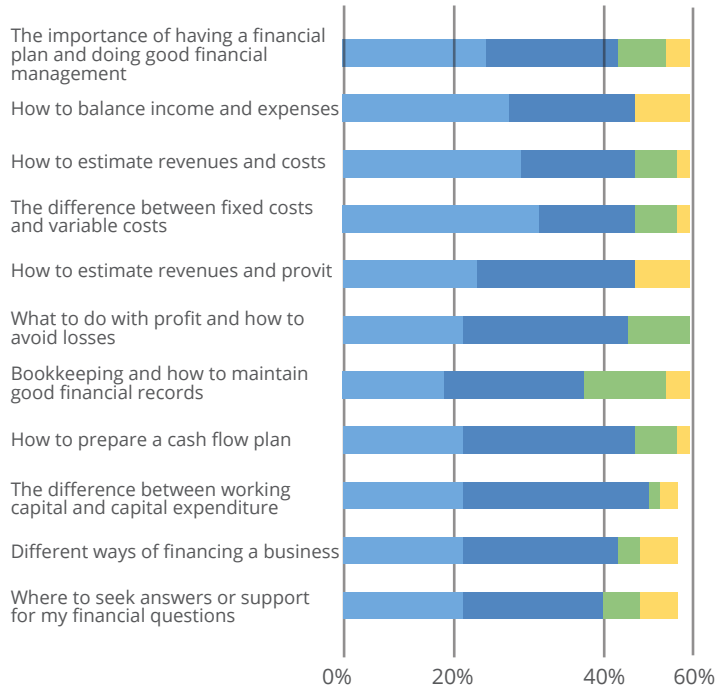
How much do the participants agree that they have a better understanding of the training content in Theme 3?

● Strongly agree ● Agree ● Neutral ● Somewhat disagree ● Strongly disagree



How much do the participants agree that they have a better understanding of the training content in Theme 4?

● Strongly agree ● Agree ● Neutral ● Somewhat disagree ● Strongly disagree



How much do the participants agree that they have a better understanding of the training content in Theme 5?

● Strongly agree ● Agree ● Neutral ● Somewhat disagree ● Strongly disagree

