

This is the English version of the UNICEF Concept Note template. Prospective partners may also submit their Concept Note using the [Arabic](#), [French](#), [Russian](#) or [Spanish](#) template.

Note: A prospective partner submits a concept note to express its interest in partnership with the UN and to provide an outline of proposed programmatic interventions.

A prospective partner may submit a concept note in response to a specific Call for Expression of Interest (CFEI) issued by a UN agency. A prospective partner may also submit a Concept Note on an unsolicited basis to propose programmatic interventions unrelated to any CFEI.

Each UN agency has its own agency-specific concept note template. Concept notes submitted in the appropriate template are reviewed by the receiving UN agency to identify partners with the mandate, capacities and comparative advantage to support the achievement of desired results. The submission of a successful, favorably received concept note is typically the first step in the development of a partnership agreement between a UN agency and a prospective partner.

Note: We encourage to use eCN on this link <https://ecn.unicef.org> to fill the concept note using online platform for better alignment with UNICEF digital partnership system. This allows better accessibility after selection and during program document development phase.

Once concept note is completed and ready in <https://ecn.unicef.org>, use the export feature to download and submit the PDF to UNICEF using UNPP.

See [workflow diagram](#) for more information in electronic concept note (eCN).

Section 1. Concept note overview				
Name of prospective partner	INSTITUT TEKNOLOGI SEPULUH NOPEMBER (ITS) SURABAYA			
Type of concept note	Response to UNICEF-issued CFEI	☒	Unsolicited concept note	☐
	CFEI ID	CEF/IDN/2026/004	CFEI ID	N/A
Concept note title	Enhancing Skills for Adolescents to Thrive in East Java (Generasi Terampil)			
Geographical coverage	Indonesia, East Java, Central Java, 32 districts			
Planned Programme duration	Start: July 2026		End: June 2027	
Program budget (cash + Supplies) (please indicate currency)	Contribution from prospective partner	Rp. 1,137,250,000		
	Contribution requested from UNICEF	Rp. 2,450,000,000		
	Total	Rp. 3,587,250,000		

Section 2. Program Strategy

2.1 Rationale/Context (400 words max)

Indonesia is entering a demographic bonus period leading up to 2030, when the productive-age population will reach its largest proportion in the history of national development. However, this opportunity risks being underutilized if young people lack skills relevant to future needs. Although access to education continues to increase, a skills gap remains between the competencies possessed by graduates and the needs of the rapidly evolving world of work, entrepreneurship, and the digital economy. Twenty-first-century skills such as critical thinking, creativity, communication, collaboration, digital literacy, financial literacy, and entrepreneurship are increasingly needed to support the job readiness and economic resilience of the younger generation.

East Java Province is the second most populous province in Indonesia, with approximately six million adolescents aged 10–19. Despite these opportunities, challenges remain in developing youth skills, particularly for vulnerable groups and women. Various factors, such as limited access to quality training, limited exposure to the world of work and entrepreneurship, and persistent gender stereotypes surrounding technology and innovation, can hinder young girls' participation and confidence in developing future skills. This situation has the potential to widen the gap in economic and career opportunities in the future.

Since 2022, UNICEF, in collaboration with the East Java Provincial Education Office, has implemented various youth skills development programs, including the Digital Skills Programme, which reaches both formal and non-formal schools. Furthermore, the East Java Provincial Education Office, in collaboration with the Sepuluh Nopember Institute of Technology (ITS), has developed a Double Track Program, which this year reached 144 schools with over 9,600 students, supported by 320 instructors and 20 mentors. These experiences demonstrate that project-based learning, practical skills development, and business engagement can enhance adolescents' motivation, creativity, and readiness for the workforce.

Based on these lessons learned, the Skilled Generation Program is proposed to strengthen 21st-century skills, digital marketing, financial literacy, and entrepreneurship through an Adapted UPSHIFT Approach integrated with case studies of the inclusive and gender-responsive Double Track Program. This program will involve approximately 2,500 adolescents from approximately 91 schools and madrasahs in East and Central Java, with a target of at least 60% female participants. Through the stages of problem identification, idea development, prototyping, hackathon, and demo day, this program is expected to improve the skills, work readiness, and innovation capacity of adolescents, while encouraging the birth of creative solutions that have a positive impact on their communities. This program is in line with national priorities in strengthening the quality of human resources, educational transformation, and developing inclusive and sustainable future skills.

2.2 Implementation Strategy & Technical Guidance (400 words max)

The Skilled Generation Program will be implemented through the Adapted UPSHIFT Approach, integrated with the Double Track Program. This approach combines the development of 21st-century skills, digital marketing, financial literacy, and entrepreneurship through project-based learning, youth innovation, and engagement with the business and industrial world (DUDI).

The program will reach approximately 2,500 adolescents from 82 schools, including Islamic schools, in East and Central Java, with a target of at least 60% female participants. Additionally, approximately 164 teachers, facilitators, mentors, and education stakeholders will receive capacity building as direct beneficiaries.

Program implementation is carried out through six main stages as follows:

Stage 1. System and Capacity Strengthening

Adapting modules, assessment tools, and training materials to integrate 21st-century skills, digital marketing, financial literacy, entrepreneurship, and Gender Equality, Disability, and Social

Inclusion (GEDSI) principles. Training for teachers, facilitators, and mentors was also conducted at this stage.

Stage 2. Consultation and Problem Identification

Engaging youth, particularly girls and vulnerable groups, to identify the challenges they face in their schools and communities. The consultation results are used as the basis for developing solutions relevant to youth needs.

Stage 3. Development of Ideas and Skills

Participants received training in 21st-century skills, digital marketing, financial literacy, and entrepreneurship. They then developed solution ideas through problem-solving, design thinking, and collaborative work.

Stage 4. Prototype Development

Participants are accompanied by facilitators, mentors, and business partners to develop ideas into testable prototypes or solution models. This stage also includes validating user needs and refining the solution.

Stage 5. Hackathon and Solution Refinement

Participants take part in Hackathon activities to strengthen the quality of solutions, improve presentation skills, obtain feedback from mentors and practitioners, and broaden their insights into the world of work and entrepreneurship.

Stage 6. Demo Day and Ecosystem Strengthening

Participants presented solutions and prototypes to government, the private sector, educational institutions, and other stakeholders. This phase aimed to build networks, open up collaboration opportunities, and encourage program sustainability through integration with the education system and partnerships with the industrial and business sectors.

The main innovation of this program lies in the integration of the UPSHIFT methodology with the implementation experience of the Double Track Program, resulting in a contextual, inclusive, gender-responsive, and sustainable youth skills development model.

Details of the proposed activities and financing can be seen at <https://bit.ly/digskill-2026>

2.3 Capacity Development: (400 words max)

ITS has experience in managing technology-based education and skills development programs, including the Double Track Program since 2018, which by 2026 reached 144 schools with more than 9,600 active students and more than 50,000 alumni who have worked or become entrepreneurs. Due to the success of the Double Track Program, ITS and UNICEF implemented the Digital Skills Program since 2023. This experience has become a strong foundation in program management, curriculum development, facilitator training, monitoring and evaluation, and managing partnerships with the government and the private sector.

In terms of governance, ITS implements financial management, procurement, and risk management systems that adhere to institutional provisions and applicable laws and regulations. In financial management, ITS adheres to the Input Cost Standards established by the Ministry of Finance of the Republic of Indonesia and the institution's internal cost standards. To ensure accountability, efficiency, and fraud prevention, ITS regularly undergoes program and financial audits conducted by the Supreme Audit Agency (BPK), internal auditors, and other external parties. This experience strengthens ITS's capacity to manage national and international partnership programs, including programs supported by UNICEF.

In program implementation, ITS deploys personnel with the appropriate competencies, experience, and responsibilities for program management, finance, procurement, monitoring and evaluation, and reporting. Each activity is supported by internal control mechanisms, risk management, and a multi-level approval process to ensure compliance with applicable procedures.

Regarding the Prevention of Sexual Exploitation and Abuse (PSEA) and safeguarding, ITS has issued ITS Rector's Regulation Number 33 of 2022 concerning the Prevention and Handling of

Sexual Violence, which must be complied with by the entire academic community. ITS has also developed standard operating procedures for reporting and handling cases, conducted regular outreach, and provided a complaint mechanism accessible to students, educational staff, partners, and the community. Furthermore, ITS is committed to implementing the principles of child protection, prevention of sexual exploitation and abuse, and safeguarding in all stages of program implementation.

All supporting documents related to financial governance, risk management, fraud prevention, PSEA, and safeguarding are available and can be accessed via the following links: <https://bit.ly/digskill-2026>.

2.4 Other Partners involved: (400 words max)

The Skilled Generation Program will be implemented through multi-stakeholder collaboration to ensure relevance, quality implementation, sustainability, and strengthening the youth skills development ecosystem in East Java. The partners involved and their key roles are as follows:

1. East Java Provincial Education Office

- Strategic partners and program coordinators at the provincial level.
- Facilitate coordination with target schools and madrasas.
- Support program integration with existing youth skills development policies and programs.
- Support program sustainability and replication after the implementation period.

2. Participating Schools and Madrasahs

- Providing program participants, accompanying teachers, and school facilitators.
- Supporting the implementation of training, mentoring, hackathon, and Demo Day activities.
- Integrate program learning and good practices into school activities.

3. Business World and Industrial World (DUDI)

- Provide mentoring and career inspiration for participants.
- Supports idea validation, prototype development, and solution testing.
- Providing insight into the needs of the world of work and entrepreneurship.
- Opening up opportunities for collaboration, internships, or business development for participants.

4. Banking and Financial Partners

- Mandiri Bank
- Bank BNI
- East Java MSME Bank

Role:

- Supporting strengthening financial literacy and entrepreneurship.
- Providing resource persons, mentors, and financial education materials.
- Introducing relevant financial services and ecosystems for youth and aspiring young entrepreneurs.

The collaboration between these partners is expected to create a learning ecosystem that supports the development of 21st-century skills, digital marketing, financial literacy, and entrepreneurship for youth in an inclusive, gender-responsive, and sustainable manner.

2.5 Gender, equity, and sustainability (250 words max)

Describe the practical steps in the program to address gender, equality and sustainability considerations and how these steps are assessed based on program priorities as “major”, “Significant”, “Marginal” or “None”.

Gender Rating: There isn't any ☐; Marginal ☐; Important ☐; Headmaster ☐

Story:

The Skilled Generation Program integrates the principles of gender equality, social inclusion, and sustainability throughout its implementation. The program targets a minimum of 60% female participants to increase access and participation of young girls in 21st-century skills development, digital marketing, financial literacy, and entrepreneurship. Learning materials, facilitation methods, and mentoring processes will be designed in a gender-responsive manner to encourage active participation, leadership, and self-confidence in female participants.

Equity Rating: There isn't any ☐; Marginal ☐; Important ☐; Headmaster ☐

Story:

In terms of equality and inclusion, the program pays special attention to adolescents from vulnerable groups, including students from low-income families, madrasahs, and groups with limited access to skills development opportunities. The principles of Gender Equality, Disability, and Social Inclusion (GEDSI) will be applied in the program's planning, implementation, monitoring, and evaluation processes. Furthermore, the program will implement child protection, safeguarding, and Prevention of Sexual Exploitation and Abuse (PSEA) policies to ensure a safe and inclusive learning environment.

Sustainability Rating: There isn't any ☐; Marginal ☐; Important ☐; Headmaster ☐

Story:

The program's sustainability will be supported by leveraging the ecosystem established by the East Java Provincial Education Office and ITS through the Double Track Program, as well as the experience of implementing the Digital Skills Program. Strengthening the capacity of teachers, facilitators, and mentors will enable the program's materials and approaches to continue being used after the funding period ends. The involvement of schools, Islamic schools (madrasah), the industrial and industrial sectors (DUDI), the banking sector, and local governments will also strengthen the program's sustainability through the development of partnership networks and the integration of best practices into existing youth skills development programs in East Java.

2.6 Risk management (250 words max)

Describe potential areas of risk that may negatively impact the implementation of the proposed program to address the root causes and drivers of risk and proposed mitigation actions that will be incorporated into the program to manage the identified risks (if any).

Social & Environment: Implementing GEDSI principles, ensuring the participation of women and vulnerable groups, and minimizing environmental impacts during activity implementation.

Financial: Implement internal controls, adequate financial documentation, and internal and external audits in accordance with applicable regulations.

Operational: Develop a clear work plan, conduct regular monitoring, and utilize existing school and mentor networks.

Organizational: Placing competent personnel and implementing institutional governance and risk management.

Political: Establish ongoing coordination with the Department of Education and relevant stakeholders to maintain program alignment with applicable policies.

Strategic: Integrating the program with the Double Track and Digital Skills Programme ecosystem to support program sustainability.

Safety & Security: Implement child protection, safeguarding and PSEA policies and provide safe and accessible reporting mechanisms.

2.7 Partner non-financial contribution

UNICEF recognizes that partners often make important financial and non-financial contributions to the program intervention. This field captures those partner contributions that are not already quantified and captured in the budget section. Examples can include use of materials previously developed by the partner, technical knowledge, or sharing of premises.

2.8 Key personnel

Provide a list of key personnel who will be critical in the management as well as the operational and financial oversight of the proposed program.

Name and position	Relevant qualifications/experiences
Name: Fajar Baskoro, S.Kom, MT.	He holds a background in Data Science from Institut Teknologi Sepuluh Nopember (ITS) and is currently a lecturer at the Faculty of Electrical Engineering and Informatics, ITS.
Position: Program Director (PJOK)	He has extensive experience leading the implementation of large-scale education and skills development programmes, particularly the UNICEF Digital Skills Programme and vocational entrepreneurship initiatives, overseeing all phases from planning and execution to monitoring and evaluation. His relevant professional experience includes: - IT & Media Coordinator, UNICEF Digital Skills Programme – East Java (2023–2024). Programme Profile: - IT & Media Coordinator Program Digital Skills UNICEF Jawa Timur 2023-2024; Profil Kegiatan: https://www.youtube.com/watch?v=TFjqafM9Zk https://www.youtube.com/watch?v=K8ofjX3CFn4 https://www.youtube.com/watch?v=svK7Ak_t58U - Resource Person, UNICEF Digital Skills Programme Socialization Workshop, Makassar, 5–7 February 2024. IT and Media Coordinator, East Java Double Track Programme (2019–Present). Programme Profile: https://www.youtube.com/watch?v=wsng_5_A77s - Programme Planning Coordinator, East Kalimantan Double Track Programme, a collaboration between the East Java Provincial Education Office and Institut Teknologi Sepuluh Nopember (ITS) (2023–Present). Programme Profile: https://www.youtube.com/watch?v=a0oOgYseXn4 - Team Leader, IT Team for the Student Admission System (PPDB), Sidoarjo Regency Education and Culture Office (2019–2024). System Website: https://smp-ppdb Sidoarjo.id/

<i>Name:</i> Arya Yudhi Wijaya, S.Kom, M.Kom	He holds Bachelor's, Master's, and Doctoral degrees in Informatics Engineering from Institut Teknologi Sepuluh Nopember (ITS) and is currently a lecturer at Institut Teknologi Sepuluh Nopember (ITS), Surabaya.
<i>Position:</i> Digital Learning & Technology Coordinator	He has extensive experience in designing and developing digital learning materials, integrating educational technologies including Learning Management Systems (LMS), Artificial Intelligence (AI) tools, and multimedia resources and evaluating the effectiveness of technology-enhanced learning to improve educational outcomes. He also develops evidence-based recommendations for continuous programme improvement. Relevant experience includes: ▪ Monitoring and Evaluation System for the East Java Double Track Programme. https://admindt.net/auth/index ▪ Monitoring and Evaluation System for the East Kalimantan Dual Track Programme. https://www.dualtrack.id/beranda ▪ Monitoring and Evaluation System for the East Java Vocational Entrepreneurship Training Programme (SMK). https://www.pervektsmk.id/ IT Team Member, Student Admission System (PPDB), Sidoarjo Regency Education and Culture Office (2022–2026). https://smp-ppdb Sidoarjo.id/
<i>Name:</i> Dr. Hozairi, MT	He holds an Applied Bachelor's Degree (D4), Bachelor's Degree (S1), and Doctoral Degree (Ph.D.) in Information Technology from Institut Teknologi Sepuluh Nopember (ITS).
<i>Position:</i> <i>Curriculum & Capacity Development Coordinator</i>	He has extensive experience serving as a Curriculum Coordinator for several technology- and skills-based education programmes managed by ITS. His expertise includes curriculum design, competency framework development, learning pathway planning, and alignment of training programmes with industry needs and national education policies. Relevant experience includes: ▪ Academic Coordinator, PRODISTIK (Applied ICT Education Programme). https://www.its.ac.id/prodistik/myportal/ ▪ Curriculum Coordinator, East Java Double Track Programme – A collaboration between Institut Teknologi Sepuluh Nopember (ITS) and the East Java Provincial Education Office. https://www.smadt.id/ ▪ Curriculum Coordinator, Digital Skills Programme – A collaboration among UNICEF, the East Java Provincial Education Office, the Surabaya City Education Office, and Institut Teknologi Sepuluh Nopember (ITS). https://www.itsdigitalskill.net/ ▪ Curriculum Coordinator, East Kalimantan Dual Track Programme – A collaboration between Institut Teknologi Sepuluh Nopember (ITS) and the East Kalimantan Provincial Education Office. https://www.dualtrack.id/beranda ▪ Curriculum Coordinator, PROTEG (Economic Empowerment Programme for Teachers) – A collaboration between Institut Teknologi Sepuluh Nopember (ITS) and

	the East Java Provincial Education Office. https://www.proteg.id/ In addition to his academic and professional expertise, he has an extensive cross-sector network throughout East Java Province, particularly within the secondary education sector, including madrasahs, senior secondary schools (SMA), vocational schools (SMK), and Islamic boarding schools (pesantren). These strong institutional relationships significantly support programme coordination, stakeholder engagement, and the successful implementation of education and skills development initiatives.
Name: Drs. M. Zainul Asrori, M.Si. Position: Operation & General Affairs Coordinator	He serves as the Programme Director of the East Java Double Track Programme, a strategic collaboration between the East Java Provincial Education Office and Institut Teknologi Sepuluh Nopember (ITS). He also served as Project Director (PJOK) for the ITS–UNICEF Digital Skills Programme (2023–2024) and as the Deputy Director of PRODISTIK (Applied Information and Communication Technology Education Programme) at ITS. He holds a degree in Materials Science from the University of Indonesia (UI) and is currently a lecturer at the Faculty of Science and Data Analytics, Institut Teknologi Sepuluh Nopember (ITS), Surabaya. With extensive experience leading the Double Track Programme and the ITS–UNICEF Digital Skills Programme, he has demonstrated strong expertise in programme leadership, strategic planning, multi-stakeholder coordination, and the implementation of large-scale youth skills development initiatives. His experience and institutional knowledge position him well to support the successful implementation of future UNICEF programmes, ensuring effective coordination, high-quality delivery, and sustainable impact.
Name: Rofiudin, M.Kom Position:: Communication & Partnership Coordinator	He has extensive experience managing both internal and external communications for the East Java Double Track Programme and the East Kalimantan Dual Track Programme, working closely with participating schools and a wide range of stakeholders. His responsibilities include coordinating programme communications, disseminating training activities through social media, producing communication materials, and ensuring comprehensive documentation of programme implementation. He holds Bachelor's and Master's degrees in Informatics Engineering and has established strong partnerships with industry (DUDI) in the field of Information and Communication Technology (ICT). His experience in stakeholder engagement and collaboration with private sector partners has contributed significantly to strengthening programme implementation and expanding industry participation. Drawing on his experience in managing the East Java Double Track Programme and the East Kalimantan Dual Track Programme, he is well positioned to support the successful implementation of UNICEF programmes by strengthening stakeholder coordination, programme communications, public outreach, and strategic partnerships.
Name: Bella Widya Gunawan	Experienced in administration, accounting, and reporting within the Double Track High School collaboration program between the East Java Provincial Education Office and ITS Surabaya.

<i>Position:</i> Officers	Regarding financial reporting from UNICEF, we will adapt to existing patterns.
2.8 Other (250 words max)	
The Skilled Generation Program benefits from integrating the experience of implementing the Double Track Program and the Digital Skills Program, which have been running in East Java. By 2026, the Double Track Program had reached 144 schools with over 9,600 active students and over 50,000 alumni. Since 2023, the Digital Skills Program has reached hundreds of schools and thousands of participants. With the support of the East Java Provincial Education Office, this program didn't start from scratch, but rather leveraged existing ecosystems, school networks, facilitators, mentors, and partnerships. This enabled the program to be implemented more effectively, efficiently, and sustainably. This program also integrates 21st-century skills, digital marketing, financial literacy, and entrepreneurship through the Adapted UPSHIFT Approach, which is connected to the needs of the workforce and the business world. The involvement of the industrial and business sectors (DUDI), the banking sector, schools, Islamic schools (madrasah), and local governments is expected to strengthen the program's relevance and open up opportunities for sustainability after the funding period ends. With a combination of implementation experience, institutional support, and multi-stakeholder partnerships, the Skilled Generation Program has the potential to become a model for youth skills development that can be replicated and expanded across Indonesia.	

Section 3. Expected results, performance indicators, activities, implementation period and budget

Complete the table below to provide an indicative outline of the results framework of the proposed program, including program outputs, performance indicators, activities, implementation period and budget. Note that each program output should refer to a service or product resulting from the program, and should have accompanying performance indicators. Note that each of the performance indicators should include a baseline, target and means of verification.

Result statement: Please insert the high-level result statement here.

Output 3.3

Level of integration into the government education system of a national guideline on gender-responsive and inclusive learning to support the development of adolescent skills for the 21st century

Program Outputs	Performance Indicators (including baselines, targets, and means of verification)	Activities	Implementation Period	Activity-Level Budgets (IDR)		
				Contribution from prospective partner	Contribution requested from UNICEF	Total
Programme Output 1: PEO of East Java has improved capacity to implement upgraded programme on development of 21st century, digital, and entrepreneurship skills for marginalized adolescent girls and boys in formal and non-formal education settings through the existing skills development platform of East Java government.	1.1 Guideline on gender equality, disability, and social inclusion (GEDSI) pedagogy and learning approaches for teachers and mentors is finalized and adopted 1.2 Non-formal education learning modules and guideline are finalized and integrated into programme implementation in non-formal education 1.3 Number of teachers, facilitators and mentors are trained on relevant adolescent skills development topics. 1.4 Learning assessment toolkit that focuses on 21st-century skills (e.g., critical thinking, problem-solving) and	1.1 GEDSI Guidelines Revision Drafting Meeting	Month 1		26,800,000	26,800,000
		1.2 Module and Guide Development Meeting for Non-Formal Education and Madrasahs	Months 1-2		26,800,000	26,800,000

Program Outputs	Performance Indicators (including baselines, targets, and means of verification)	Activities	Implementation Period	Activity-Level Budgets (IDR)		
				Contribution from prospective partner	Contribution requested from UNICEF	Total
	digital skills (e.g., digital literacy, effective use of technology) is finalized and utilized to support programme monitoring and evaluation (including baseline and endline).	1.3 TOT for Teachers on GEDSI, Modules to be used, and training related to Game Changers	Month 2		432,350,000	432,350,000
		1.4 Meeting on Preparation of Learning Assessment Tools	Month 1		8,700,000	8,700,000
Programme output 2: Programme design and engagement approaches are informed and tailored to suit the needs of adolescents, with a focus on girls and on more marginalized.	2.1 # of consultations with girls and boys to inform programme content, delivery methodology, and outreach strategies 2.2 # of girls providing programme feedback at mid and end of programme. 2.3 % of girls and boys expressing satisfaction with programme activities	2.1 Initial consultation with teachers, schools, and adolescents, especially adolescent girls, regarding input on program design.	Month 4 & 6		8,800,000	8,800,000
		2.2 Dissemination of pre and post tests and implementation of mid-semester discussions	Month 6		45,300,000	45,300,000

Program Outputs	Performance Indicators (including baselines, targets, and means of verification)	Activities	Implementation Period	Activity-Level Budgets (IDR)		
				Contribution from prospective partner	Contribution requested from UNICEF	Total
Programme Output 3: Adolescents, with a focus on girls and marginalized boys, have increased knowledge and skills on 21st century, digital, and entrepreneurial skills that enable them to create solutions on issues affecting them.	3.1 Number of adolescents participating in gender- responsive 21st century, digital (including AI/Coding), green, and entrepreneurial skills learning, including mentoring from industry professionals and career building. 3.2 Number of adolescents participating in gaming hackathon and developing gaming solution ideas for issues affecting them 3.3 Number of additional solution idea prototypes (digital and non-digital) developed by adolescents. 3.4 Percentage of trained of girls and boys reporting increased self-esteem, confidence, and problem solving from the training to use their skills to create a solution to the issues affecting them, and a shift in perceptions of gender norms influencing career pathways. 3.5 Percentage of girls and boys in selected schools reporting an increase in knowledge about game development that benefits them in developing solutions for their communities. 3.6 Percentage of girls and boys reporting increased knowledge and interest in pursuing careers in non-traditional fields.	3.1 Implementation of the Skilled Generation program in schools and the implementation of Hackathon Game as a solution	Month 3 - 8	457,000,000	451,500,000	908,500,000
		3.2 Mentoring Idea Solution Digging by mentor	Month 6		63,700,000	63,700,000
		3.3 Implement career guidance by incorporating gaming component elements	Month 8		72,800,000	72,800,000

Program Outputs	Performance Indicators (including baselines, targets, and means of verification)	Activities	Implementation Period	Activity-Level Budgets (IDR)		
				Contribution from prospective partner	Contribution requested from UNICEF	Total
		3.4 Implementation of end-of-program survey for several component measurements	Month 7		51,000,000	51,000,000

Program Outputs	Performance Indicators (including baselines, targets, and means of verification)	Activities	Implementation Period	Activity-Level Budgets (IDR)		
				Contribution from prospective partner	Contribution requested from UNICEF	Total
Program Output 4: Adolescents, with a focus on girls and marginalised boys, are bolstered by an enabling environment, systems and processes designed to promote their learning, employability, active citizenship, and positive sense of self.	4.1 Conduct advocacy initiatives to encourage issuance of relevant policies that support learning opportunities and/or skills development especially for disadvantaged adolescents. 4.2 Number of additional solutions ideas and business plan are presented to the relevant stakeholders during DEMO DAY	4.1 Implementation of demo day	Month 9		576,950,000	576,950,000
		4.2 Advocacy implementation meeting regarding the follow-up plan for the integration of the Skilled Generation	Month 9		13,050,000	13,050,000
Programme Output 5: Documentations of the programme implementation developed for programme advocacy, replication and expansion, and sustainability purposes..	5.1 Programme documentation products developed and disseminated for advocacy, replication, and scaling purposes	5.1 Implementation of documentation and story development programs (schools, teachers, and students)	Month 10		60,000,000	60,000,000

Program Outputs	Performance Indicators (including baselines, targets, and means of verification)	Activities	Implementation Period	Activity-Level Budgets (IDR)		
				Contribution from prospective partner	Contribution requested from UNICEF	Total
Programme Output 6: <i>Effective and efficient program management</i>	<i>6.1 staff costs, pro-rated to their contribution to the programme</i>	EEPM: Program Director (PJOK), IT & Media Coordinator, Curriculum Coordinator, General Affairs Coordinator, Officers	Month 1-10	680,250,000	612,250,000	1,292,500,000
Total Budget				1,137,250,000	2,450,000,000	3,587,250,000