

ID-YWP@Work

Developing Young Water Professionals in Indonesia

FINAL REPORT

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MDF, Deltares, SWO

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2. Acronyms

BPSDM	HRD Department
EWP	Experienced Water Professionals
KSA	Knowledge, Skills, Attitude
MDF	Management for Development Foundation
PU	Ministry of Public Works
Pusdiklat	Education and Training Center of the Ministry of Public Works
RNE	Royal Netherlands Embassy
RVO	Netherlands Enterprise Agency
SWO	Wateropleidingen
TNA	Training Needs Analysis
WWA	World Water Academy (SWO)
YWP	Young Water Professionals

3. Introduction

Indonesia represents complex water issues, for which adequately qualified personnel are insufficiently available. The Indonesian government has asked the Dutch government for support in the development of skills amongst young water professionals, which will allow them to function better in complex projects.

The YWP@ Work project's aims were stated as the following:

1. The preparation of a curriculum for young employees, concerning working in line with the principles of 'Reformasi Birokrasi' within the Ministry of Public Works, in which particular attention is paid to working in multidisciplinary / multi stakeholder projects for young employees within DG Water Resources, in close consultation with Pusdiklat (the training institute in the Ministry of Public Works);
2. Training, coaching and supervision of 20 to 30 individuals in the target group (pilot project), in which case experiences within the pilot training programme are included in the curriculum;
3. Inspection of the existing training opportunities offered by DGWR, and that connection is sought with this;
4. An emphatic support basis must be guaranteed within the Ministry of Public Works, for the curriculum which must be prepared, and suggestions must be made for continuous financing of the new training programme.

MDF, World Water Academy (Wateropleidingen) and Deltares have formed a consortium in 2013 to submit a bid for the YWP@Work project in Indonesia. The consortium won the bid as stated in RVO's (Netherlands Enterprise Agency's) decision letter dated 17 January 2014. The project started on 17 February 2014 with an Inception Phase. On April 1st, 2014, the project was formally started by the signing of the project banner by his excellency Mr. Djoko Kirmanto, minister of Public Works (Indonesia), and her excellency Mrs. Schutz Verhaegen, minister of Infrastructure and the Environment (the Netherlands). The inception phase activities were slightly delayed, as explained in the inception report, and hence the inception report was officially approved by RVO on 4 July 2014 and by DGWR on 19 August 2014, after which the project activities could start (with the curriculum development for the first training).



The consortium eventually settled on the design of a YWP Master Class. The idea behind this title, and the way it is set up, is that the YWP's need to be motivated by an interesting

name for the (set of) courses. They mostly already have a Master's degree and a Masters Class is the title used for continuing education for people with a Master's degree. Thirdly, the YWP is supposed to become a 'master YWP' through following the Master Class.

The Master Class training was implemented in two periods of two weeks training. Selected international water projects provided internships for the Young Water Professionals. Discussions and identification of needs, both with the projects as well as with the Directorates and YWP's, led to a design of the internship as follows: after each two-week training the YWP had time (3-4 weeks) to prepare for his/ her internship through reviewing the taught components of the training and finalise an assignment. Then, the possibility of a four week internship at a project focussed on how the taught components of the training can be applied, followed by an after-internship assignment. Finally, an end-of-Master Class paper would have to be written by the YWP to qualify for certification.

The YWP@Work project had a few delays due to various factors and was extended by some months until the end of 2015. The last workshop took place on 14 December, after which the holiday period started. The final report was written and submitted in February 2016 to RVO.

This final report describes the process and results of the project, identifies future possibilities and provides recommendations for a follow-up/ next phase of the Master Class.

4. Process and results achieved

4.1 Inception phase

A separate inception report has already been submitted, but in short the following progress and results were achieved during the inception phase:

- Obtained approval and commitment from the relevant Indonesian as well as Dutch counterparts
- Increased understanding on all sides on the need for a Master Class and the needed topics
- Identified knowledge, skills and attitudes of the YWP's, EWP's and mentors, and YWP selection criteria for participation in the Master Class
- A proposed draft curriculum of the Master Class; design, structure and planning, as well as draft modules of the curriculum
- Identified trainers and resource persons for the Master Class, as well as dates, location and resources needed
- Identified committed international water projects who could provide internships for the YWP's
- Established management structure and coordination mechanisms.

For further details on the inception please refer to the final inception report.

4.2 Implementation phase

The implementation phase of the project covers the four result areas and actions, as identified in the proposal and confirmed in the inception report:

Result 1: Curriculum Development

- Starters kit for YWP's and mentors/ course manual
- Starters kit for the projects and coaches/ course manual
- curriculum weeks 1+2
- mentor training curriculum
- monitoring and evaluation instruments
- assignments for pre-training and internships
- end of project assignment (recommendation paper)

Result 2: Pilot Project

- Roles and tasks of the relevant actors developed and codified (trainers, course assistants, logistics, etc.)
- logistics for trainings
- Instruction of potential counterparts
- training weeks 1+2+evaluations
- Design of the digital platform web-based learning modality
- Analysis evaluations
- mentor training
- internship 1
- training weeks 3+4
- Analyse evaluations
- internship 2
- End of training assignment
- Certification and closure meeting

Result 3: Existing training programs

- Inventory of existing PU trainings, overlapping or complementing MC
- Report written and adjustments to curriculum

Result 4: Embedding and sustainability

- OD research into strategic embedding and sustainability
- workshop to discuss and explore strategic (Renstra) options

Below, the various actions and their results will be discussed.

4.2.1 Result 1: Curriculum Development

• Starters kit for YWP's and mentors/ course manual:

A course manual has been developed, sent out for comments and revisions and has subsequently been sent by DGWR to the YWP's and by the consortium to the mentors and project team leaders. The manual was referred to during the trainings.

• Starters kit for the projects and coaches/ course manual

The starters kit has been incorporated largely into the above mentioned manual, which has been received by all stakeholders.

• Curriculum

The curriculum for the 2x2-weeks training has been developed, discussed and implemented. During and after the training the curriculum has been discussed internally in the consortium and needed changes were documented. By the end of the Master Class pilot a properly documented curriculum with all electronic training aids and documents was handed over to PU for their use. For PU to be able to implement this curriculum by themselves, however, quite some capacity building of an implementing PU partner (most likely Pusklat) needs to be done (see below).

- **Mentor training curriculum**

The mentor training curriculum has been developed and successfully implemented. An additional, and unplanned, refresher training was also developed and organised to address slow progress in mentorship activities.

- **Monitoring and evaluation instruments**

Extensive monitoring and evaluation was done during the trainings, which resulted in an evaluation report. Internship monitoring was mostly done by the project coaches, who were regularly in touch with the Consortium and evaluated the YWP at the end of the internship.

- **Assignments for pre-training and internships**

The assignments for the internship had been prepared during the first training and was discussed and coordinated with the international project team leaders. The YWP's were prepared well for the internship assignment. The assignment for the interim period in between the internship and the second training has been developed in the form of a checklist "focus@work".

- **End of project assignment (recommendation paper)**

This assignment for the YWP's was developed and the response of the YWP's was good, but varied in quality. Some recommendation papers were very good, others were of lesser quality, which is to be expected.

4.2.2 Result 2: Pilot project

- **Roles and tasks of the relevant actors developed and codified (trainers, course assistants, logistics, etc.)**

This task has been finalised and incorporated in the above mentioned training manual (under Result 1) that has been sent to all parties involved in the project. This way there is one comprehensive document with all roles, procedures, regulations etc.

- **Organise and clarify logistics for trainings**

The trainings were organised and delivered well, although some of the logistics from the counterpart could have/ should have been delivered earlier, especially the YWP invitation letters. Nevertheless, ultimately it turned out that the trainings were well-organised and ran smoothly (see the Evaluation section and the separate evaluation reports).

- **Involve potential counterpart**

The consortium has met with Pusdiklat, the training counterpart, on various occasions and Pusdiklat seemed very interested to be part of the Master Class implementation and future follow up. The official invitation and 'instruction' to Pusdiklat, however, was very late and Pusdiklat was not involved from the beginning, so it did not allocate a budget. All this led to Pusdiklat not being fully ready. Pusdiklat assisted the consortium as much as possible. The attendance of counterpart trainers at both the trainings, however, left to be desired (merely a few days). This doesn't bode well for future implementation of the Master Class by Pusdiklat and is a point of attention and concern for future follow-up.

- **Implement training weeks (all) + evaluations**

The first 2x2 week training blocks were implemented from 20 to 31 October 2014 and 13 – 23 May 2015 at the Pusdiklat premises in Jakarta. The trainings were opened by Pak Arie Murwanto (first training only), Simon Warmerdam and Bart van Halteren. 15 YWP's, 3 mentors and 4 project team leaders were present during the formal opening of the first training. The trainings went well and were well received by the YWP's. In the next chapter the training will be evaluated more in-depth.

- **Design of the digital platform web-based learning modality**

The first discussions on the digital platform had taken place during the inception period. The Consortium discussed with Pusdiklat about their needs in February 2015. A digital platform was subsequently set up and used during the two trainings and exists until today. The platform was used by the YWP's and the trainers, and at the same time the participants also used other means of communication as a group, such as WhatsApp and other digital methods.

- **Analyse evaluations**

The implemented trainings have been evaluated, analysed and an extensive evaluation report written, which was sent separately to all parties involved. A summary of the analysis of the evaluations is presented in the next chapter.

- **Implement mentor training**

The mentor training has been implemented in Bogor, on 29 and 30 October. A smaller number of mentors than expected showed up (6), the others citing other commitments. Pak Arie made the effort coming to Bogor to attend the opening. The training went well and was well-evaluated. A separate evaluation report on the mentor training was sent to all parties on 12 December 2014. An additional, and unplanned, refresher training was also organised to address slow progress in mentorship activities.

- **Implement internships 1+2**

The internships had been allocated to the YWP's, with thanks to the project team leaders. Ultimately, the consortium managed to find a sufficient number of relevant international water projects willing to take on the YWP's as interns. During the trainings the YWP's were explained what their tasks would be, as well as an explanation on the various projects. Some confusion and uncertainty existed related to the budget/ finances for the internship, which led to delays. Ultimately, 8 YWP's have participated in the internships, of which 5 completed their first internship and 2 YWP's used the second internship to fulfill the required 4 weeks.

- **Certification and closure meeting**

A certification and closure meeting was held in October 2015 in Jakarta, which was attended by a number of higher officials, but due to late invitations and busy work schedules only three YWP's could attend. Nevertheless, the meeting, attended also by Pak Arie, Ibu Anita from HRD and Simon Warmerdam, was considered a success. Ultimately, the Consortium decided to award the certificates in two categories: a Certificate of Attendance and a Certificate of Completion.

4.2.3 Result 3: Existing training programs

- **Inventory of existing PU trainings, overlapping or complementing the Master Class**

A study has been conducted in May/June 2015 regarding the potential overlap of the regular trainings provided by Pusdiklat with the YWP Master Class training topics. The report of this study concluded that no significant overlaps were present, and that on the few topics where overlap was present this was little and the YWP Master Class presented it in such a different way, with a different focus, that it was recommended to not change the curriculum.

- **Report written and adjustments to curriculum**

Extensive evaluation reports have been written and shared with the relevant parties. A summary of these evaluations are presented in this report in chapter 5.

The curriculum has been updated after both 2-week training programs, taking into account the learnings during the training, the evaluations and the experiences of the trainers. The final curriculum has been formally handed over to PU.

4.2.4 Result 4: Embedding and sustainability

- **Organisation Development research into strategic embedding and sustainability**

Extensive and ongoing discussions took place throughout the implementation, including various visits to Jakarta and discussions with higher officials. The reorganisation of PU, however, did limit the possibilities for this part of the project significantly, including the option to be involved in the PU Renstra development. This was however offset by the involvement of the Consortium in the new HRD strategy and assessment of staff.

- **Organise workshop to discuss and explore strategic (sustainability) options**

This workshop took place on 14 December and was considered a success which led to a PU (line) managers being increasingly aware of the possibilities for embedding the YWP Master Class in the new PU HRD strategies and the importance of talent management.

4.3 Conclusions on process and results achieved

Overall, the Consortium is pleased with the results of the YWP project. All objectives have been achieved and well-received. This would not have been possible without the active involvement of Simon Warmerdam, Hugo de Vries and the international project managers, from PU Pak Arie Murwanto, Ibu Anita Firmanti, Pak Amwazi Idrus, as well as actual representation of the Consortium at PU for extended periods.

The Consortium encountered the following major process obstacles:

- Delays, to a large extent because of capacity at PU. In case of a future follow-up, it is suggested that PU/ HRD assigns a dedicated, high capacity project manager to run the project from the perspective of PU/ HRD.
- Unclearities (especially among the YWP's and their supervisors) about the budgets for the costs of internships and trainings.
- Pusdiklat's involvement and interest left a lot to be desired. They were unable to attend meaningfully due to various issues, not the least being budget constraints, and it is unlikely that Pusdiklat can take up the management and training of the Master Class in the near future without capacity building and support.
- The 2014 Presidential election, and the subsequent reshuffling, restructuring and mergers of positions at various Ministries, had affected project implementation.

5. Evaluation results of the trainings and internships

5.1 Methods of evaluation

At the end of each classroom training block, the participants filled in an evaluation form and shared their view on the classroom training with the project staff. The results of these evaluations is reflected in the respective course reports:

- Course Report Master Class for Developing Young Water Professionals Block 1: Systems in present and future; Stakeholders engagement. Jakarta/Utrecht, December 2014
- Course Report Master Class for Developing Young Water Professionals Block 3: Project Management, Leadership, Personal Empowerment and Change Management. Bali, June 2015.

As part of the closing/certificate session on October 22nd, 2015, we reflected with the participants, staff of the ministry and international experts that were present on the usefulness of the master class in its current form.

Early November 2015 we sent out an extra overall evaluation form to the participants. Based on the earlier response and on the response on the questionnaire we held interviews with selected participants and their superiors to probe further. See for the results the report:

- Participants' view on the YWP@WORK master class 2014 – 2015. Responses to the Questionnaire. November 2015

And the summarizing report:

- Assessment of the implementation and transfer of the YWP Master Class. December 2015.

The results of these questionnaires and interviews were presented at a workshop on December 14th, 2015, see the report:

- Report of the Workshop Master Class for Developing Young Water Professionals Embedding YWP experiences in HRD strategies and Talent Management in the Ministry of Public Works and Public Housing (PUPR). Bali, December 2015.

In the paragraphs below we summarize the main outcome of the different types of evaluation.

5.2 Evaluation of the classroom training

5.2.1 First Classroom Training Block: Jakarta, 20-31 October 2014

According to the response of the (15) participants on the evaluation forms at the end of the first classroom training, 40% of the participants rated the course as meeting their expectations mostly (which is the maximum score), and 60% rated it as partly fulfilling their expectations and objectives.

Overall, the participants assessed the two weeks with an average score of 8.2 on a 10-point scale (1= very bad, 10 = very good)

The representative of the participants, in her speech at the closing session concluded that she and her colleagues acquired 3 important things in the past two weeks:

- New knowledge about integrated water resource management, stakeholder analysis, and participatory processes.

- A new form of learning: serious but fun methods.
- Network: new connections among the participants

From the results of the individual and group exercises, the interaction and observations, the trainers were able to confirm that the participants had grown in several of the fields mentioned in the training objectives.

The following points for improvement were identified:

- More real life case work in the first week to add to its effectiveness
- More Indonesian trainers to add to the depth as far as real life difficulties in spatial planning and water resources management in Indonesia is concerned.
- A more intentional sharing of knowledge and background between the participants from the different DG's in the beginning to give a better understanding of each other's background from the beginning.
- More time for the highly appreciated field day in the second week, especially for the preparation.

5.2.2 Second Classroom Training Block: Jakarta, 18 – 29 May 2015

Almost all 10 participants of this second Classroom Training Block considered the contents of the training as excellent. Overall, the participants assessed the two weeks with an average score of 8.8 on a 10-point scale (1= very bad, 10 = very good)

Most participants (80%) considered the training as complete (80%), relevant to their daily work (90%), and applicable to their jobs (80%), and 90% participants considered the topics as up to date.

The following points for improvement were identified:

- More real life case work might add to its effectiveness
- More time for both RBM and soft skills so there would be more practice and time for more in-depth discussion in relation to their respective cases.
- As the Ministry is currently undergoing major organizational change, most participants felt the topics related to change management were appropriate and could have been more.

5.2.3 Insights on the classroom training from the Evaluation Questionnaire and interviews in November 2015

From nine participants we received after-the-masterclass feedback through the questionnaires and the interviews.

In general, all topics were considered useful and applicable. The topics mentioned more than once as very useful are listed below (1 is most appreciated):

Topic	# of times mentioned as nr. 1, 2 or 3		
	1	2	3
IWRM	3	3	
Outcome mapping	3	1	
Stakeholder analysis/engagement/participation	3		2
Leadership	2		1
Change management	2		
Project management	1	2	1
Results based management	1		

Several participants said that they especially learned a new way of thinking and looking at things:

- “I learned how to express opinions”
- “We were encouraged to think systematically ... whilst before, we did the work based on instruction, just did what the boss told us to do.”
- “I learned a lot about ... how to communicate with staff”,
- “It changed my mindset: it encouraged me to think from the perspective of benefit for the people ... Before, I and my unit worked just because there was budget available that we needed to disburse, business as usual, and we didn’t think about benefits for the people then. Now every time we want to do something, we always think first, “what’s in it for the people?”.

All respondents indicated they appreciated the master class (very much), both the contents and the way of delivery.

Several indicate that although the topics were relevant, they have not always been able to apply the knowledge and skills learned in their jobs, because they were transferred to a job that does not require that knowledge and skill, or are not stimulated to apply those.

In general they think that the master class is in principle (very) useful for their department and ministry and would certainly recommend their colleagues to participate in the future. Most would agree with the participant that stated: “What I learned is useful not only for myself, but also for my unit, because I work in a team and they all get the benefit of working in a systematic manner as I have shown”.

They also see room for improvement in the implementation of the master class. Recommendations that are made by several are:

- Involve the supervisors (and their supervisors) from the beginning: and train them also,
- Clearer link between participation in the master class and career development.

5.3 Evaluation of the internships

It was difficult to match the international projects’ time frame with the busy schedule of the participants. Several of the participants were not able to leave their offices for the internships at all, due to the uncertainties surrounding the reorganization of the Ministry, but especially due to the amount of work in their offices.

In the end, eight participants were able to do an internship at an international project, six of which were able to have a full, 4-weeks, internship. Their work and reports were overall appreciated by the coaches from the international projects.

Overall the participants’ experiences in the internships were (very) positive, as illustrated by one participant’s remark: “The internship was a new experience, [the international project coach] had a different way of thinking: gave a bigger room for us to say what we wanted to do than I am used to in my job. Because of this I am now also more open with my staff: there are other ways to the goal than my way”. All relevant stakeholders have been informed of the evaluations of the internships.

One participant thought that the internship could be very helpful, but in his case it wasn’t: “There were too many days I was just sitting in a chair without knowing what to do. To me the culture/system in the internship project was a kind of “closed””.

Interestingly enough, another participant that did his internship in the same period at the same project with the same coach found it a very helpful experience. He actively asked the coach for tasks and “found opportunity to learn more on leadership in the internship as I observed that different styles of leadership were much influenced by the culture of the leaders”.

5.4 Mentor training and mentorship

5.4.1 Mentor training

Eight mentors from DGWR and DGSP attended a refresher mentor training in Bogor on 29 and 30 October, four of whom were able to attend only partially.

The four participants that attended the full programme, considered the overall quality and relevance of the course as good. A topics like “What is coaching” was considered “very good”, whereas the mentoring simulation exercise and the debriefing after the meeting with the mentees could be further improved. They also indicated the need for further training in improving the skills of the mentors and how to analyse the success of a mentor.

5.4.2 Mentorship

Some mentor-mentee relationships have functioned during the master class, in the sense that meetings actually took place and the participants indicate that they were helped by it. Some mentor relationships, however, did not develop at all.

One participant has never met with the mentor because “I didn’t know what exactly the role of the mentor was and I thought the mentor could become a “bridge” if/when I have problems or stuck with my boss”. Another also never met with the mentor as “I had not time to meet with the mentor and I did not know why I should meet the mentor. When necessary, I could discuss with my supervisor and other participants”.

Another participant indicated that he was helped by his mentor, who is also his supervisor. Clearly, the mentorship function in the masterclass and the supervisor’s possible role in this must be reconsidered.

In the December workshop this was confirmed: it was concluded that “it would be good if the mentors are the line managers who are competent” and that mentor training is needed.

5.5 Final assignment

Most participants eventually managed to do the final assignment at the end of the masterclass, although several had difficulty finding time to write the report. One participant, for instance, found it “very relevant, but I did not have enough time to write the report. It was a very hectic period because we were starting the Pelopor process”. For another the final assignment was quite helpful for his work. He “dreamed of some innovation in his final assignment and when I proposed it to my boss, I got approval and was asked to lead the implementation”.

5.6 Conclusion

Overall the Master Class was effective, content-wise, as was shared by participants, supervisors and other stakeholders.

A few changes can be made in the order and in the length and intensity of the programme, particularly related to the duration of the internship period.

Regarding the context some improvements can be made to make the Master Class more effective and sustainable:

- First of all, participants should be given the opportunity to actually attend the whole program. Therefore, supervisors and other managers should be involved in the programme from the start (and select high potentials together), and departments should be 'compensated' for the gap in human power that arises when one of the high potentials can't be productive.
- Secondly, participants should be able to apply the newly acquired competencies in the job. Failing this means a substantial decrease in quality.
- And thirdly, integrating the Master Class in the career development structure of the Ministry gives it more status and will make it easier for supervisors to comply with it.
- Change the role of external mentor towards a combination of mentor and supervisor

6. Constraints and successes affecting the sustainability of the Master Class

6.1 Strategic opportunities and importance for PU

The role of HR department has changed during the execution of the YWP@Work project. The HR management, including recruitment, selection, training, etc. of (new) employees was centralized under one HR department as an umbrella organization for the individual departments of PU. At the moment the new organisation is embarking on an assessment of staff capacities and competencies, and the match with the organisational needs. This provided the YWP Master Class with a unique opportunity to show the importance of the program and overall the importance of training and retaining young professionals through an integrated talent management program. A new organisation leads to new opportunities for embedding the Master Class:

Dr. Ir. Anita Firmanti, head of HRD, mentioned some of the challenges of PU in the next period: *building 49 new dams, improving 10.000 kilometres of roads and 1 million houses and 100% universal waste water*. She stated that PU staff is decreasing both in quantity and experience. The outflow of experienced staff is larger than the inflow of young replacement. Besides, she explained PU's new mission that the public servant at PUPR should be flexible, innovative, collaborative and work with integrity. This requires a well-functioning and professional HRD. It implies more attention to talent management.

Dr. Ir. Anita Firmanti's points on public servants are mostly addressed in the developed YWP Master Class. The participants are trained to have a broader perspective, facing challenges from various sides and to oversee interests of various stakeholders. They have to work together in a flexible and innovative environment.

The Master Class was well-evaluated amongst the participants. The interactive teaching methods and the field work to the sites and contact with the public led to enthusiasm. The participants will spread this Master Class in their network and colleagues. This will lead to an increase of interest for the Master Class. After the execution of some Master Classes, the news will spread also outside PU. People from outside can become interested and this leads to a positive feeling for PU as potential employer. Eventually this can lead to an increase of high potentials.

Looking at the Workshop on 14 December, many staff members are sharing the same concept of talent management and are aware of the relationship between HRD and line management. The embedding of the YWP-ID@Work led to a raised awareness and first ideas on how talent management could become more incorporated in the organisation. The HRD is in the beginning of this process and if pursued wisely can lead to constructive discussions within the organisation. PU can take a leading position when it comes to maintaining (talented) staff and succession planning if they decide to continue this process. In terms of strategies and implementation of capacity building activities PU might need short and long-term assistance respectively, particularly on strategies for Talent Management and on capacity building of an implementing partner to train young staff (such as Pusdiklat) on the topics that were addressed in the YWP@Work project. For both the first and the second, the current Consortium would be able to substantially assist PU with this, provided (partly) external funding can be identified.

6.2 Management and implementation constraints and opportunities

Some of the main constraints of implementing the YWP Master Class, as well as for PU to continue this program at a later stage are the following, which will be described in more detail below:

- Time availability of the YWP's
- Direct line managers' support and commitment
- Mentorship of the YWP's
- Implementation of the Master Class' skills and knowledge by the YWP's

Time availability of the YWP's

Education and training cost time. This Master Class is asking a lot of time of the participants: Four times one week classroom training, two times one month internship and a final assignment. This time cannot be used for regular work activities. Regarding using the experiences of the Master Class, it is strongly suggested to reconsider the timing of the year that these Master Class activities take place (at the beginning of the year is best) and ensure involvement (hence support and commitment) of line management in the planning stage in order to enable YWP's to participate fully and later be able to implement the taught skills in their daily work. Some of the Pusdiklat managers even suggested that the Master Class package would be very useful if given at the beginning of the career as civil servants. This will also reduce the issue of time availability.

Direct line managers' support and commitment

Direct line managers need to be open to provide the necessary time for the trainings and internship and for implementing the trained skills. These skills require another approach to the regular work activities, like meetings, project management and cross-sectoral/ -departmental cooperation. For a better embedding of the Master Class the role of line managers should become bigger. The line managers need to be involved better and more directly. They, as well as the HRD department staff need to be trained in aligning organisational and individual (development) goals.

Mentorship of the YWP's

In PU's (and the wider Gol's) culture mentorship is not very common. On the one hand the participants did not always consult their mentor, on the other hand the mentors are not used to play the role as mentor (even though the project trained the mentors). One of the reasons is that the roles of the direct line manager and the mentor sometimes were perceived as conflicting: the mentor is advising on work activities, which could interfere with the line manager. In future the benefits of a mentor could be increased if the direct line managers will be trained in mentoring skills and take on the role as mentor, which would potentially also increase the support and commitment of the line manager (see above). Or, even better, when the mentors are trained in personal coaching and the line managers are trained in performance coaching. From our discussions with the line managers and the mentors, specifically during the last evaluation, the line managers in particular would strongly support their increased involvement in this manner.

The Master Class' and its relation with wider PU talent management strategies

Many staff members of PU had heard of the YWP Master Class but they had not yet made the connection with talent management or other HRD policies. This particular connection at the workshop was an eye-opener and they expressed the need for the organisation to use the experiences and best practices as a first step to implement talent management strategies, thus embedding the YWP Master Class in a wider HRD strategy. Legal regulations regarding promotion and career management within the Government obviously need to be taken into account.

There also needs to be more clarity on the roles and responsibilities within PU who in future will be having what responsibilities in organising the Master Class: HRD's and Pusdiklat's roles. HRD has the connections, but not the mandate of trainers. Pusdiklat is currently focusing on, and indeed implementing, regular trainings provided by trainers on the payroll of Pusdiklat as well as external consultants as the trainers should be experienced professionals in the required topics. This implementation issue needs to be addressed in a potential next phase/ follow-up.

6.3 Suggestions for embedding the Master Class in the long-term HRD strategies of PU

The following conclusions, mostly drawn from the embedding workshop of 14 December, could be identified:

1. Share BPSDM's new vision on HRD and HRM to managers in all departments.
2. Implement Talent Management in HRD and HRM, and in doing it, take into consideration lessons learned from YWP implementation and embed the YWP Master Class.
3. Apply strategic change management (counterpart, ownership, project team)
4. Train managers in talent management.
5. Involve top management.
6. Determine within PUPR whether the mentors should be the line managers, or other people, and train the future mentors.
7. As the interactive and experiential learning methods was one of the good aspects of the YWP program that the participants were impressed by, it would be good to have some kind of sharing session between the YWP trainers with the trainers in PUPR Pusdiklats, and conduct an interactive training design workshop with PUPR trainers.

Pusdiklat

This Master Class needs didactically skilled professionals with experience in the field. A possibility for Pusdiklat is to hire these trainers from the field instead of using own trainers. This is confronting and maybe not possible due to regulations, so that it might better to create a Pusdiklat+. This Pusdiklat should be a cooperation between HRD and Pusdiklat and each of the organisations with an own role and task. Alternatively, an upgrading of Pusdiklat might be needed.

Change of mentorship

Mentorship in PU's culture is not used and this project does not pretend to have changed a deep-rooted cultural behavior. However, the project did identify ways and means to tackle this issue in a practical and culturally adapt manner: using the experiences of the YWP-ID@Work project, we strongly suggest to merge the mentorship and the role of the line manager. The line managers will guide the participant during the Master Class. They will be involved in the Master Class more and will experience the benefits. Meanwhile they do not have to deal with mentors, outside his department. This better fits the culture of PU.

Training of line managers

The engagement of YWP supervisors and line managers is key as they play an important role in the rollout of the Master Class. Extra effort and training is needed to ensure engagement, support and motivation.

7. Conclusions and recommendations

7.1 Conclusions

The YWP Master Class program implemented 2 trainings of two weeks each. The curriculum was established after consultations with various stakeholders during the inception and implementation phases, and tested during this pilot project. The results and achievements of the YWP@work project are successful and according to the proposal and inception phase documents:

- A YWP Master Class curriculum has been designed and handed over to PU, matching the needs of the organisation
- Two trainings have been successfully implemented, followed by good internships at international projects
- Mentors and coaches have been trained and prepared for their tasks to guide the YWP's successfully
- The pilot has been properly evaluated and proven to be well-received
- The Master Class has been introduced and as much as possible been integrated (and advocated to be integrated) into the existing HRD strategies of PU to improve the sustainability

Overall, the participants assessed the two trainings with an average score of 8.2 and 8.8 respectively, on a 10-point scale (1= very bad, 10 = very good). Especially appreciated topics were: integrated water resource management, stakeholder analysis, and participatory processes. Besides these topics participants mentioned their appreciation for the new style and ways of working ("serious but fun") and the possibility to network with others.

Participants mentioned the following improvement points: more real life case work, more Indonesian trainers to add depth to context-specific real life case issues, more time for RBM, soft skills and change management.

Also in the second evaluation all respondents indicated they appreciated the master class (very much), both the contents and the way of delivery. However, several indicated that although the topics were relevant, they have not always been able to apply the knowledge and skills learned in their jobs, because they were transferred to a job that does not require that knowledge and skill, or were not stimulated/ allowed to apply those.

As for the internship, it was sometimes difficult to match the international projects' time frame with the busy schedules of the participants. Several of the participants were not able to leave their offices for the internships at all, due to the uncertainties surrounding the reorganization of the Ministry, but especially due to the amount of work in their offices. In the end, eight participants were able to do an internship at an international project, six of which were able to have a full, 4-weeks, internship. Overall the participants' experiences in the internships were (very) positive.

The Consortium encountered the following major process obstacles:

- Delays, to a large extent because of capacity at PU. In case of a future follow-up, it is suggested that PU/ HRD assigns a dedicated, high capacity project manager to run the project from the perspective of PU/ HRD.

- Unclarities (especially among the YWP's and their supervisors) about the budgets for the costs of internships and trainings.
- Pusdiklat's involvement and interest left a lot to be desired. Somehow they were unable to attend meaningfully and it is unlikely that Pusdiklat can take up the management and training of the Master Class in the near future without capacity building and support.
- The 2014 Presidential election, and the subsequent reshuffling of positions at various Ministries, had affected project implementation.

The Consortium encountered the following implementation obstacles:

- Time availability of the YWP's
- Direct line managers' support and commitment
- Mentorship of the YWP's
- Implementation of the Master Class' skills and knowledge by the YWP's

Overall, the Consortium is pleased with the results of the YWP project. All objectives have been achieved and well-received.

A strong learning point has been that relations matter, especially in the government context of Indonesia. Hence, the frequency of presence of a consortium member at PU has certainly facilitated positive results of the project.

Additionally, as a positive result/ spin-off of the YWP@ Work project, MDF's office in Indonesia has been granted training opportunities by the Indonesian government (various ministries, but also PU), funded by the Gol's own finances. This project has provided a positive impetus for MDF's work with the Government of Indonesia.

7.2 Recommendations

There is room for improvement in a potential follow-up of the master class. Recommendations are:

On the YWP Master Class:

- The implementation of the pilot project has taught the Consortium that the following implementation schedule of the Master Class is preferred:
 - 1- 2 Week training
 - 2- Implement and apply taught components in their (YWP's) own work\
 - 3- 2 Week training
 - 4- 2 Week internship
 - 5- Joint meeting of all YWP's together with the trainers and supervisors. Each YWP to present: a one-page document with recommendations to their own organisation, and a one-page Personal Development Plan
- The duration and time-frame of the YWP Master Class project should be treated flexibly, but should ideally start in February.
- Participants should be given the opportunity to actually attend the whole program. Therefore, supervisors and other managers should be involved in the programme from the start (and select high potentials together), and departments should be 'compensated' for the gap in human power that arises when one of the high potentials can't be productive.
- Involve the supervisors (and their supervisors) from the beginning.

- **Change of mentorship;** Mentorship in PU's culture is not used. Using the experiences of the YWP-ID@Work project, we strongly suggest to merge the mentorship and the role of the line manager. The line manager will guide the participant during the Master Class. He will be involved in the Master Class more and will experience the benefits. Meanwhile he does not have to deal with mentors, outside his department. This suits better to the culture of PU.

Organisationally:

- Clearer link between participation in the master class and career development with the systems of PU. Integrating the Master Class in the career development structure of the Ministry gives it more status and will make it easier for supervisors to comply with it.
- Participants should be able to apply the newly acquired competencies in the job (see above mentioned involvement of supervisors). Failing this means a substantial decrease in quality.
- Share BPSDM's new vision on HRD and HRM to managers in all departments.
- Implement Talent Management in HRD and HRM, and in doing it, take into consideration lessons learned from YWP implementation and embed the YWP Master Class.
- Apply strategic change management (counterpart, ownership, project team)

Follow-up:

- In a potential next phase it should be the HRD department who is in charge of the YWP Master Class, but implementation most likely done by Pusdiklat.
- However, this requires substantial capacity building of Pusdiklat. It is suggested to start with the following:
 - 1- Identification of possible (alternative) implementing partners within the Ministry; BPSDM, Pusdiklat or others, and in what capacity and configuration and what roles?
 - 2- Training needs analysis and organisation analysis of the chosen implementing partner (implementation qualities and quantities)
 - 3- Identification of possible strategies to strengthen the implementation partner (these activities will then most likely only take place in 2017)
 - 4- Creation/ continuation of the support base within the Ministry, ensuring full use of the current 'momentum' (since the Ministry is now busy identifying capacities and capacity needs of its personnel).
- This Master Class needs didactical skilled professionals with experiences in the field. These trainers need to be trained and made available and hence Pusdiklat needs to be trained to handle the YWP Master Class. A possibility for Pusdiklat (or other implementing partner) is to hire these trainers from the field. This is confronting and maybe not possible due to regulations, so that it might better to create a Pusdiklat+. This Pusdiklat should be a cooperation between HRD and Pusdiklat and each of the organisations with an own role and task.
- As the interactive and experiential learning methods was one of the good aspects of the YWP program that the participants were impressed by, it would be good to have some kind of sharing session between the YWP trainers with the trainers in PUPR Pusdiklats, and conduct an interactive training design workshop with PUPR trainers.
- Train managers within PU in talent management and involve PU's top management.

Annex 1, Final List of YWP's

No.	Name	Position	Unit/Division
1	Juniferanne N. Brahmana, S.Psi., M.Sc	Kepala Seksi Pengaturan I, Subdirektorat Pengaturan	Direktorat Bina Penatagunaan SDA, Ditjen SDA
2	Rubai'ah Darmayanti, ST, M.Sc	Pelaksana, Subdit Wilayah I	Direktorat Irigasi dan Rawa, Ditjen SDA
3	Hendra Utama, ST, MT	Perencana Teknik	Direktorat Sungai dan Pantai, Ditjen SDA
4	Kalmah, ST, MSc	Kepala Seksi Wilayah I, Subdirektorat Evaluasi Kinerja	Direktorat Bina Program, Ditjen SDA
5	Arie Bayu Purnomo, ST, MPSDA	Staf Subdit OP Bendungan	Direktorat Bina Operasi dan Pemeliharaan, Ditjen SDA
6	Geri Ramdhan D, ST, MPSDA	Pelaksana Teknik	BBWS Ciliwung Cisadane
7	Aditya Heri S., ST, MPSDA	Perencana Teknik Jenjang I	BBWS Citanduy
8	Wayan Andi Frederich Gunawan, ST, MT	Pelaksana Teknik PPK Perencanaan dan Program	BWS Bali Penida
9	Ardian Alfianto, ST, M.Eng	Pelaksana Penelitian dan Pengembangan, Urusan Program dan Pengolahan Data	Balai Sabo
10	Pipit Ardhi Putri, ST, MSc	Staf Subdit Pengendalian	Direktorat Binda I, Ditjen Penataan Ruang
11	Citra Fadhilah Utami, ST, MT	Staf Subdit Pengembangan Perkotaan	Direktorat Perkotaan, Ditjen Penataan Ruang
12	Yunianto Rahadi Utomo, ST, MM	Kepala Seksi Wilayah IIB2, Subdit Bimbingan Teknis Wilayah IIB	Dit. Binda II, Ditjen Penataan Ruang
13	Salahuddin Al Faridi, ST, M.Eng	Staf Bagian Keuangan	Setditjen, Ditjen Penataan Ruang
14	Ramadhan Firdaus, ST, MT	Kepala Seksi Pengaturan I, Subdirektorat Pengaturan	Direktorat Taruwilnas, Ditjen Penataan Ruang
15	Dian Ayu W, S.Sos,M.Si	Kepala Seksi Informasi dan Komunikasi, Subdit Data, Informasi, dan Komunikasi,	Dit. BPK, Ditjen Penataan Ruang