Current Status and Future Directions of Vocational and Technical Education in Indonesia

Losina Purnastuti

INDONESIA

KRIVET – SEAMEO VOCTECH
SEOUL
21 August 2009
I’m looking for a job
Indonesia at a Glance

- 17,000 islands and islets
- 241 million people
- 33 provinces
- 300 ethnically distinct groups
- 583 local languages and dialects
- A low or lower-middle income country (GDP: Rp 2,082,103.7 billion or $208 billion)
VTET Regulators:

- Ministry of National Education (MONE)
  Supervising quality assurance of curriculum of vocational education

- Ministry of Manpower & Transmigration (MOMT)
  Supervising quality assurance of system, mechanism, and implementation of vocational training VTET
VTET Providers:

**Vocational Education**
- secondary level: e.g. SMK
- tertiary level: e.g. Polytechnic, Academy

**Vocational Training**
- Public: State-owned Vocational Training Institution e.g. BLK (under auspices of MOMT)
- Private Training Institutions
Five strategic roles of vocational education:

- Vocational education improves the quality of Indonesian labor force, particularly for mid-level worker.
- Vocational education ensure life skills and employment readiness for those not continuing on to postsecondary education.
- Vocational education fulfills the need for mid-level workers in the sectors of manufacturing, industry, construction, mining, trading, social services, tourism, information and communications technology (ICT), agriculture, technology and arts.
- Vocational education reduces the level of unemployment in Indonesia.
- Vocational education drives the economic growth.
Policies

- The expansion access to education
- Improving quality, relevance, and competitiveness
- Strengthening management accountability and public image.
### Ratio of Students of SMK : SMA

<table>
<thead>
<tr>
<th>Year</th>
<th>Condition and Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>30:70</td>
</tr>
<tr>
<td>2005</td>
<td>32:68</td>
</tr>
<tr>
<td>2006</td>
<td>34:66</td>
</tr>
<tr>
<td>2007</td>
<td>36:64</td>
</tr>
<tr>
<td>2008</td>
<td>38:64</td>
</tr>
<tr>
<td>2009</td>
<td>40:60</td>
</tr>
</tbody>
</table>


Source: MoNE
Number of VSSS Students by Province 2007/2008

Source: MoNE.
Number of Vocational Senior Secondary School Students by Vocational Programs 2007/2008

Source: MoNE
## Labor Force Participation and Earnings 2006
(VSSS and GSSS Graduate)

<table>
<thead>
<tr>
<th>Items</th>
<th>General Senior Secondary School</th>
<th>Vocational Senior Secondary School</th>
<th>All Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Force Participation</td>
<td>67.6</td>
<td>77.6</td>
<td>66.2</td>
</tr>
<tr>
<td>% of Total Labor Force</td>
<td>14.8</td>
<td>7.1</td>
<td>100</td>
</tr>
<tr>
<td>% in Formal sector</td>
<td>56.2</td>
<td>66.2</td>
<td>31.1</td>
</tr>
<tr>
<td>% in Informal Sector</td>
<td>43.8</td>
<td>33.8</td>
<td>68.9</td>
</tr>
<tr>
<td>% Unemployed</td>
<td>18.1</td>
<td>17.3</td>
<td>10.3</td>
</tr>
<tr>
<td>% Underemployed</td>
<td>13.5</td>
<td>13.2</td>
<td>27.4</td>
</tr>
<tr>
<td>Earning in Rp/month (formal sector)</td>
<td>1,045,303</td>
<td>1,079,580</td>
<td>997,000</td>
</tr>
</tbody>
</table>

Source: SAKERNAS 2006
Policies (programs/practices) that have been implemented

1. The enlargement and fair distribution of the vocational school access by maintaining the quality.

The program is focused on increasing the number of Junior High School graduates to continue studying to the Vocational Senior Secondary Schools:

- founding new buildings of vocational schools,
- providing new classes,
- conducting rehabilitation of the school buildings,
- founding new building unit,
- providing aids for students,
- and other programs.


Source: MoNE
2. The improvement of quality, relevance, school competition, as well as the guidance to several vocational international schools.

The program is directed to improve the quality of the teaching and learning process as well as the graduates:

- development of SMK with international standards,
- development of ICT,
- development of industry participation in SMK,
- development of key competencies,
- development of entrepreneurship,
- improving competencies of teachers and other educational staff,
- improving quality and relevance of TVET,
- repair and maintenance of TVET education facilities,
- development of competency standards,
- development of vocational school models, development of libraries, certification of competency,
- development of talent and interest clubs, certification of English language, scholarships, student competitions, etc.


Source: MoNE
3. The improvement of the vocational school management by applying good governance principles.

To assure the quality management, Vocational Senior Secondary Schools in Indonesia are compelled to adopt the ISO 9001:2000 quality management system.
Major Issues and Challenges

• Human Resources
• Facilities
• Public Images
• Job Market and Industry Correlation
• Absorbtion into Job Market
1. Human Resources

<table>
<thead>
<tr>
<th>Year</th>
<th>Under Qualified Teacher</th>
<th>Qualified Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/2005</td>
<td>38.11</td>
<td>61.89</td>
</tr>
<tr>
<td>2005/2006</td>
<td>36.15</td>
<td>63.85</td>
</tr>
<tr>
<td>2006/2007</td>
<td>24.36</td>
<td>75.64</td>
</tr>
<tr>
<td>2007/2008</td>
<td>23.04</td>
<td>76.96</td>
</tr>
</tbody>
</table>

Note: Qualified teachers are teachers with the qualification of Graduate program of Teacher Training and above
Source: MoNE
2. Facilities


Source: MoNE

Source: MoNE
3. Public Image

- VTET still suffered from the negative image.
- VTET is still perceived as an education for those from economically and academically disadvantaged group only.
- The general public perception is that the quality of VTET is lower than general education.
- Vocational education has suffered from being perceived as a second class education.
- Low prestige attached to vocational education is a common perception in Indonesia.
4. Job Market and Industry Correlation

- Link and match between education and industry is still problematic.
- The quality and relevance of education is still low.
- The quality of academic education and relevance of vocational courses are generally not well regarded by employers.
- Questions remain about the relevance of vocational courses, including the gap between the courses and industry needs as well as the slow response to changing labor market needs and technological advances.
The employment absorption rate of VSSS graduate into job market is relatively low.

80%-85% VS 60%
Future Plans

• Period 2010-2015: Service Empowerment
• Period 2015 – 2020: Regional Competitiveness
• Period 2020 – 2025: International Competitiveness
THANK YOU