



University of Brawijaya • Malang • Indonesia





Strengthening
TVET Competence
and
**International
Partnership**

University of Brawijaya
Malang • Indonesia

BACKGROUND

SEMINAR CONCEPT PAPER

"STRENGTHENING TVET COMPETENCE AND INTERNATIONAL PARTNERSHIP"

25 - 26 May 2016, Malang, Indonesia

A critical challenge that face Indonesia is the development of a competent workforce to support a sustainable socio economic growth. The human resources development through TVET Education initiatives contribute significantly in promoting the competitiveness of the companies, social progress and the society at large in a global environment.

This international seminar **"Strengthening TVET Competence and International Partnership"** will focus on the issues of the development of human resources and the challenge of building the capacity of educational institutions, the national and international recognition of professional skills acquired by students; the necessary synergy of education systems with the industry to prepare the students for the 21st Century skills driving force for their future employability.

The main mission of the Directorate of Technical and Vocational Education, Directorate General of Primary and Secondary Education, Ministry of Education and Culture. Indonesia is to prepare qualified human resources at the middle level workers and responsible citizens. Therefore by conducting this international seminar, we expect to identify current and new approaches of TVET education, to promote the establishment of partnership and networking among other institutions and industry. The strategy 2015 - 2019 of the PSMK already emphasis on the necessity to open the SMK - Teachers, Staff and Students - on their ecosystem at the local level but also at the global level. As an example, the instrument of the Teaching factory is one of the main components of this orientation valuing the dual education system and the networking between SMK and stakeholders.

This seminar is held in parallel to the organization of the Indonesian Skills Competition, In Indonesian we called it Lomba Keterampilan Siswa (LKS)





for Technical and Vocational Education/ Sekolah Menengah Kejuruan (SMK) 2016. Those competitions are an important time for the entire educational community and the professionals. They give the opportunity to present the expertise of SMK in vocational education and enable students to showcase their expertise to the professional and teachers of the different juries.

52 specialties compete for this year. The competitors are the delegates from the 34 provinces of Indonesia. In the series of events, LKS SMK held also exhibitions of the students' work and performing arts vocational school from throughout Indonesia.

As part of this collaborative and region-wide effort in Indonesia, this seminar will serve as a vehicle for developing a networking platform to achieve collective goals. This seminar will act as a instrument for developing curriculum harmonization and their internationalization through out teacher/ student exchanges programmes, for promoting joint workshop programmes and for boosting linkages between Industry and TVET institutions.

The workshop will involve policymakers and specialists on TVET, directors and principals from TVET institutions and representatives from industrial sectors. Regarding the initial stage of this regional effort, the programme will

be focused on some specific field studies that will potentially contribute to the harmonization and Internationalization between TVET institutions:

- a. To set up a standard competency of TVET through the improvement of Internationalization and harmonization of TVET institutions.
- b. To promote and develop curriculum harmonization and Internationalization of study programmes through improved teacher/student exchanges, joint workshop programmes and industrial linkages
- c. To create a sustainable networking platform among participating TVET institution and industrial sectors that will facilitate partnerships and joint activities among participants in the future
- d. To identify practical mechanisms and comprehensive action plans that will accelerate Internationalization and harmonization among participating TVET institutions, Ministries of Education.



RUNDOWN PROGRAM

VENUE

**UNIVERSITY AUDITORIUM
GEDUNG WIDYALOKA
UNIVERSITY OF BRAWIJAYA**
JL. VETERAN - MALANG - 65145
JAWA TIMUR - INDONESIA

WEDNESDAY 26 MAY 2016

TIME	AGENDA
08.00 - 08.30	Registration, MC: Miss Marcella Danti
08.30 - 08.50	Speech by Drs. M. Mustaghfirin Amin, M.B.A. , Director of Technical and Vocational Education, MoEC
08.50 - 09.10	Speech by Prof. Dr. Ir. Mohammad Bisri , Rector of Brawijaya University
09.10 - 09.30	Speech by Hamid Muhammad, Ph.D. , Director General of Primary and Secondary Education, MoEC
09.30 - 09.45	Coffee/Tea Break



TIME	AGENDA
09.45 - 12.00 Moderator: Mr. Thierry Lextrait	Presentation 1 Innovation through Partnerships and Collaboration in TVET By Prof. Emilienne Baneth Noualhetas Attachee de Cooperation Educative, France Embassy
	Presentation 2 Sustainable Economic Development through Technical and Vocational Education (SED-TVET) By Mr. Stefan Erber , Programme Director, GIZ
	Presentation 3 Work readiness By Dr. Alan Nankervis , Curtin University, Australia
12.00 - 13.30	Lunch
13.30 - 15.00 Moderator: Ms. Jenny	Presentation 4 Communication through Information Technology By Mr. Victor Chan
	Presentation 5 ICT in Education By Mr. Moses Wan , Vice President, Certiport, USA
15.00 - 15.15	Coffee/Tea Break
15.15 - 16.00 Moderator: Ms. Jenny	Presentation 6 Aviation, FOKKER, Netherlands By Mr. Martin Van Grieken
16.00 - 17.30	Heading to Gala Dinner
17.30 - 20.00	Dinner
20.00 - 21.00	Return to hotel

THURSDAY 27 MAY 2016

TIME	AGENDA
08.30 - 10.00 Moderator : Ms. Merlita Putri	Presentation 7 Science and Technology By Mr. Nizam
	Presentation 8 Kerjasama Industri dan SMK berbasis Industri Bp. Darwoto, SE dan Ibu Lispiyatmini, S.Pd. Yayasan Mitra Industri, Cikarang
10.00 - 10.15	Coffee/Tea Break
10.15 - 11.45 Moderator: Dr. Rully Marianti	Presentation 9 Regional Technical and Vocational Education Training in Asia By Mr. Eka Simanjuntak Executive Director The Institute for Good Governance & Regional Development
	Presentation 10 Industrial Partnership, Mechanical, Electrical and Civil Engineering Mr. Shin Jong Hyun Director of PT Utama Jaya Teknik
11.45 - 12.00	Presentation 11 Harmonization and Internationalization of TVET By Dr. Gatot Hari Priowirjanto Director, SEAMEO Secretariat Bangkok - Thailand
12.30 - 13.00	Conclusion and Closing Remarks
13.00 - 14.00	Lunch

TVET mission, legislation and national policy or strategy

TVET Strategy

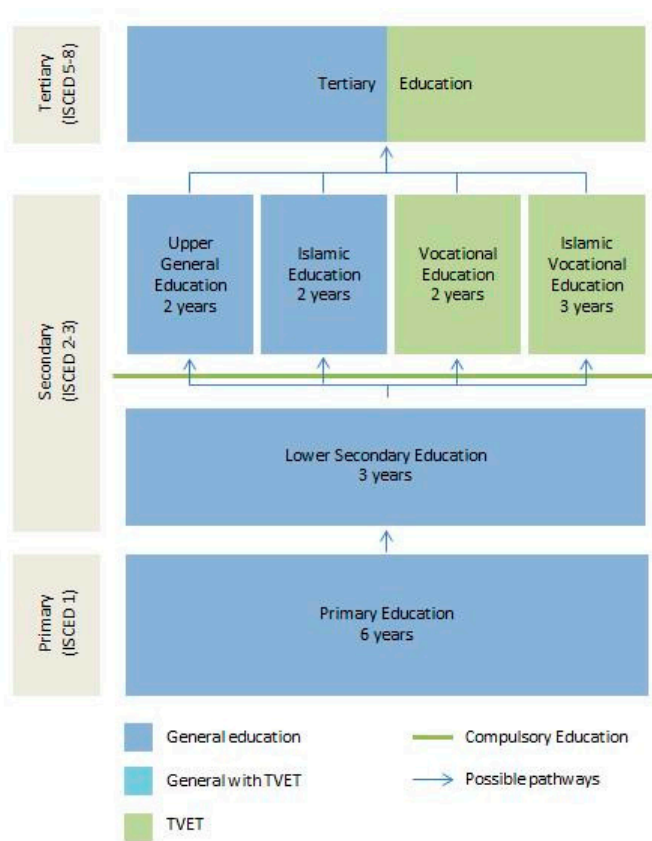
Indonesia is currently undergoing a transition period towards a knowledge economy and increased competitiveness, growth and employment performance. Skills gaps are seen as significant obstacles in this respect, and the country's government is investing more in the development of the nation's education and training system in order to close these gaps and to transform the Indonesian TVET system into one that provides demand-driven and practice-oriented programmes, aimed at improving employability and participation in lifelong learning.

The Ministry of National Education that administers formal TVET has increased its investments and made TVET expansion a priority. The Ministry has also set a goal to shift the ratio of students enrolled in general senior secondary education to those in vocational senior education school to 40:60 by 2015.

TVET legislation

- The overall structure of the Indonesian education system including TVET is stated out in the National Education System Law, enacted in 2003. It describes all levels of education and the structure attached to each of them.
- Manpower Act n. 13 of 2003 regulates the national training system (preparation for work).
- The Teacher Law of 2005 and its respective regulations provide for the organisation of teacher profession and its quality.





TVET formal, non-formal and informal systems

Scheme compiled by UNESCO-UNEVOC from UNESCO-IBE (2011). World Data on Education VII Ed. 2010/11. Indonesia. Geneva: UNESCO-IBE.

Formal TVET system

Upon successful completion of lower secondary school pupils may proceed to senior general secondary schools (SMA) or senior technical and vocational secondary schools (SMK), both offering 3-year programmes. Access to senior secondary education also depends on the results of an academic and psychological test.

Technical and vocational education consists of 47 programmes in the following fields: technology and engineering; health; arts; craft and tourism; information and communication technologies; agro-business and agro-technology; and business management.

A certificate is awarded upon completion of senior secondary school. Students also sit a national examination, and, if successful, they are awarded a national certificate which grants access to higher education.

Higher education in Indonesia is provided by institutions falling under one of the following 5 types:

- Single-faculty academies, that provide instruction in only one field and mostly offer either applied science, engineering, or art studies and grant Diplomas and Certificates for technical-level courses at both public and private levels;
- Advanced schools, that offer academic and professional university-level education in one particular discipline;
- Polytechnics, that are attached to Universities and provide sub-degree junior technician training;
- Institutes, that provide education programmes in several fields of study by

qualified faculty and are ranked at the same level as universities with the right to grant a degree; and

- Universities that offer training and higher education in different disciplines.

According to the Law on National Education System of 2003 “non-formal education is provided for community members who need education services which functions as a replacement, complement, and/or supplement to formal education in the frame of supporting life-long education” (Law on National Education System, 2003).

Non-formal and informal TVET systems

The aim of non-formal education is to develop the potential of learners with the emphasis on the acquisition of knowledge and functional skills.

‘Non-formal education comprises life-skills education, early childhood education, youth education, women empowerment education, literacy education, vocational training and internship, equivalency program, and other kinds of education aimed at developing learners’ ability’ (Law on National Education System, 2003).

Non-formal education includes non-formal primary, junior secondary and senior secondary equivalent programmes, known as Pakets A, B and C. The Pakets are a part of so called equivalency programme that allows those who do not have access to formal education system to achieve formal qualifications. Pakets A and B together form basic education. These programmes are especially targeted for those living in remote areas.

In addition to equivalency programmes, both private and public institutions offer short-term non-formal vocational training. This training focuses on preparing workers and trainees to enter the job market with specific, upgraded skills.

Public non-formal vocational training providers (known as BLKS), that are under the responsibility of district governments, provide programmes for poor individuals who dropped out of primary or secondary school.

There are 4 types of training offer by BLK:

- Institutional training (job training programmes which aim to increase the skills of job seekers);
- Non-institutional training (training programmes for people in remote areas organised through Mobile Training Units);
- Apprenticeship programmes; and

- Demand-based trainings (trainings based on the demand of industries).

BLKS are also divided into 3 types:

- Type A (largest training providers located in urban areas);
- Type B (training providers located in smaller urban centres); and
- Type C (the smallest training providers located in rural areas).

Larger centres provide industrial and service skills training, while smaller ones offer training in different technologies and skills for self-employment.

Informal education is identified as a form of self-learning, provided by family and surroundings. Just as in non-formal education the outcomes of the informal one shall be recognised as those of formal after passing government assessment.

Employers give great attention to the development of the skills of their employees; therefore in-service employee training is very important in Indonesia.



Governance and financing

Governance

Planning and implementation of educational services is conducted by the Ministry of Education and Culture (MOEC). The following units make up the structure of MOEC at the central level: the General Secretariat; the National Institute for Educational Research and Development; the General Expectorate; the General Directorate of Basic and Secondary Education; the General Directorate of Higher Education; the General Directorate of Non-formal and Informal Education; and the General Directorate for Quality Improvement of Teachers and Education Personnel.

Provincial offices of education established in each of the 34 provinces (as of June 2009) and district offices in 497 districts and municipalities represent MOEC at lower level. These offices manage, adapt and implement ministerial policies at the local level.

The Ministry of Manpower and Transmigration is responsible for the national training system that prepares citizens for the world of work. The National Agency for Professional Certification is in charge of issuing competence certificates.

Financing

In accordance with the Law on National Education of 2003 the financing of education is the shared responsibility of the government, local government and community.

Education expenditure excluding the salary of teachers is allocated at a minimum of 20% of the National Budget and a minimum of 20% of the Regional Budget. Salaries of teachers appointed by government are funded from the National Budget.

Allocation of funds to educational institutions takes the form of a grant. The same form is applied when funds are allocated from National Government to local ones.



TVET teachers and trainers

According to the Teacher Law of 2005, all teachers must complete certification process that requires them to have a four-year higher education degree by 2015. The teachers are certified in line with the standards developed by the National Standards Board (BSNP).

The main teacher training institutions in Indonesia are teacher training institutes within universities. The Teacher Law of 2005 obliged these institutions to introduce a 4-year course leading to a degree.

Qualifications and qualifications frameworks

A graduation certificate is awarded upon completion of senior secondary school. If a student proceeds to tertiary education, upon successful completion of a chosen higher education institution he/she is awarded:

- A Diploma level qualification when graduating from an Academy or Polytechnic; and
- At University level, the first stage of studies is classified as Sarjana (level S1). S1 qualification is awarded after 4-years of full-time studies at a recognised university, institute or advanced school. The Magister (S2) is awarded after a period of further studies that has the duration of 2 years.

Students attending public non-formal vocational training institutions (BLKs) receive certificates upon completion. They may also take a company trainee exam and/or a professional association exam to receive a certificate from the company or association in question

National Qualifications Framework (NQF)

Indonesia's TVET National Qualifications Framework is known as Kerangka Kualifikasi Nasional Indonesia, or KKNl.

Quality assurance

According to the Law on the System of Education of 2003 evaluation of educational institutions is undertaken in order to monitor and control the quality of education. Evaluation of learners' achievement, of institutions and of educational programmes is conducted regularly by independent bodies.

Accreditation of educational programmes and education institutions for formal and non-formal education is also an important part of quality assurance. The National Board of School Accreditation (BAN) and the National Accreditation Board for Higher Education are agencies responsible for conducting accreditation.

Current and ongoing reforms, projects, and challenges

Challenges

The main challenges currently facing TVET in Indonesia can be summarised as follows:

- Lack of sufficient correspondence between the practical training and skills taught in TVET institutions and the demands of the labour market; and
- Uneven balance between teachers with academic and practitioner background in TVET institutions, where the latter are underrepresented.

Source: unevoc.unesco.org



**MALANG
THE CITY
OF FLOWERS**



MALANG

Malang is the second largest city in East Java province, Indonesia. It has an ancient history dating back to the Mataram Kingdom. The city population at the present time is around 780,000. During the period of Dutch colonization, it was a popular destination for European residents. The city is famous for its cool air and the surrounding country regions of Tumpang, Batu, Singosari, and Turen. People in East Java sometimes call it “Paris of East Java.” Malang was spared many of the effects of the Asian financial crisis, and since that time it has been marked by steady economic and population growth.

ETYMOLOGY AND HISTORY

The name of Malang is taken from a temple namely Malang Kucuwara. The name of the temple is now applied to the motto of Malang. Malang Kucuwara literally means God has destroyed the false and enforced the right. Location of the temple is supposedly located near modern Malang. “Malang” is Javanese word for “menghalangi (Indonesian)” or impeded (English). That word came from traditional history that people of Malang fighting its invader from Mataram Sultane bravely.

Hundreds, even thousands of years ago before Malang became the second biggest city in East Java, Malang used to be the centre of government of the Kanjuruhan and Singhasari Kingdom. In the following era, Malang regency

became an important place when the government of Mataram Kingdom took hold of the area, making it the largest regency in East Java and since then the development of Malang regency has increased well.

The history of Malang Regency could be revealed through the Dinoyo inscription 760 AD as the primary official document to support the birth of Malang before a new inscription was discovered in 1986, which is so far not yet revealed. According to the inscription, it was concluded that the 8th century was the beginning of the existence of Malang Regency's government due to the birth of King Gajayana's ruling of his kingdom in Malang. From the Dinoyo inscriptions, it is noted that the inscription used the “Candra Sengkala” or “Cronogram” Calendar, and stated that the birth date of Malang Regency was on Jum'at Legi (sweet Friday) 28 November 760 AD. (L. Damaes: “Studed’ Epigraphy d’Indonesia IV. 1952”).

The city was incorporated into Mataram in 1614, then transferred to Dutch colonial rule. Malang was transformed under the Dutch; its cool climate which results from its elevation, along with its proximity to the major port of Surabaya, made it a popular destination for Dutch and other Europeans. In 1879, Malang was connected to Java's railroad network, further increasing development and leading to increased industrialization.

Along with growth came urbanization. The government could not satisfy the population's needs for affordable housing, which lead to the building of shanty



towns along the rivers and rail tracks. Up until today, the shanty towns still exist; although some have been transformed into “better” housing.

RELIGION

Like most of Java, a large majority of Malang residents are Muslim; there are small minorities of Catholics, Hindus, and Buddhists. Many buildings of worship still stand from their construction in the colonial era. For example, Jami Mosque (or Agung Mosque), Sacred Heart Church (Gereja Hati Kudus Yesus) in Kayutangan, Saint Mary from Mount Carmel Cathedral (Gereja Ijen or Katedral Santa Maria dari Gunung Karmel) in Ijen Street, seat of the Roman Catholic Diocese of Malang, Eng An Kiong Buddhist Temple in Laksamana Martadinata Street. Malang is also famous for being the centre of religious education, this is evident with the existence of many Islamic schools (pesantren) and bible seminars.



LANGUAGE

Javanese and Madurese languages is the day-to-day language used by Malang people. Many of the native Malang youths adopt a dialect that is called ‘boso walikan’, it is simply done by reversing the pronunciation of the words, an example of this is by pronouncing “Malang” as “Ngalam” instead. Like Surabaya, Malang residents adopt an egalitarian form of Javanese. As it becomes the educational city, there are many languages from outside Java spoken in Malang.



ART AND CULTURE

As a centre of tourism, Malang has various places of interest which can be classified into local, regional, national and international standards, including traditional dance performances such as Tari Topeng (Mask Dance), Jaran Pegon, Tari Beskalan (Beskalan Dance), etc. There are also ‘Topeng’ or Mask handicraft at the villages of Jabung and Kedungmonggo which have become a familiar landmark in Malang Regency.

GET AROUND

Becaks (pedicabs) are a great way to see the city and are easy to find around the city centre.

While not particularly visible, metered taxis are also available in the city. Unlike many other cities in Indonesia, taxis do not drive around looking for passengers but sit in ranks waiting for phone orders. Unless it is raining heavily or a large number of visitors are in town for university graduation ceremonies, wait times will generally be less than 15 minutes.

Local mini van in Malang which is called “mikrolet” or “angkot” by locals tend to be blue and can be hailed at random. Some of the useful routes are the following:

- MM – between the Madyapuro (Eastern part of the city) and Dieng plaza mall. Goes via the train station, city square (alun alun) and the MOG mall.
- AL – between the Arjosari (to Surabaya) and Landungsari (to Batu) bus terminals
- LG – between the Landungsari and the Gadang bus terminals. If continuing southwards to Blitar or Kepanjen, get of at the Kacuk intersection.

With its relatively cool climate and wide colonial streets, Malang is a great walking city. The tree-lined small boulevards around the busy throughfare of jalan Ijen make for great walks.

CULINARY

Bakso Malang

Bakso or baso is Indonesian meatball, or meat paste made from beef surimi. Its texture is similar to the Chinese beef ball, fish ball, or pork ball. The term bakso could refer to a single meatball or the whole bowl of meatballs soup. Bakso Malang usually is enriched with tofu and crispy fried wonton. In Malang, bakso bakar (roasted bakso) is also popular.



Tahu Telor

Tahu telor is a tofu omelet dressed with peanut sauce. The tofu is usually diced and combined with the egg earlier than it's cooked. The dressing in Malang makes use of soy sauce, which supplies it a definite nearly black shade.

Soto Lombok

The perfect recognized in Malang is Soto Lombok. Soto Lombok serves its soto with shredded hen, boiled potatoes, chopped cabbage, bean sprouts and koya – and that's the particular half. Koya is a sort of crispy topping usually comprised of massive shrimp crackers which have been finely floor with garlic. At Soto Lombok, the koya is fabricated from grated coconut that has been pan fried with out oil, giving the dish a uniquely bitter chew.

Toko Oen

Toko Oen is the most suitable place to describe it. Toko Oen is a part of the municipal heritage of Malang. The style of the building is a nice old style of Dutch with vintage architecture. There will be a lot of oldies photos hanging on the wall to emphasize the trademark owned by Toko Oen. It is famous for its patisserie that offers a wide range of ice cream, cookies, cakes, biscuits, bread and so on.

Keripik Tempe

Made out of fermented soybeans, the chips are delightfully snackable and in Malang they arrive in numerous flavors – from seaweed to shrimp to cheese.

Pecel Kawi

Since 1975, Pecel Kawi is included as the icon of Malang's culinary. It is named Pecel Kawi since the name of the street is Jalan Kawi. This pecel uses tasteful and delicious flavor that makes this pecel has its interesting trademarks.



Cwie Mie Malang

Commonly known as wonton noodles, what makes this dish completely different from others is that it comes with shredded rooster, fried dumpling, or pangsit, lettuce and pickled chilies.

Rawon

Javanese beef soup stewed with black nuts. There are many restaurants and food stalls serving rawon but the one which has gained popularity for its rawon dish is Nguling restaurant near Malang main market.

EMERGENCY CALL

Code Area [0341]

EMERGENCY

INDONESIAN RED CROSS (PMI)	357 111
POLICE	110 / 366 444
VIGILANCE POST	122
HOSPITAL (RSU)	362 101
AMBULANCE	118
FIRE DEPT.	364 617

TRANSPORTATION

TAXI CITRA	490 555
TAXI ARGO	488 888
TAXI MANDALA	474 747
TAXI BIMA	717 171

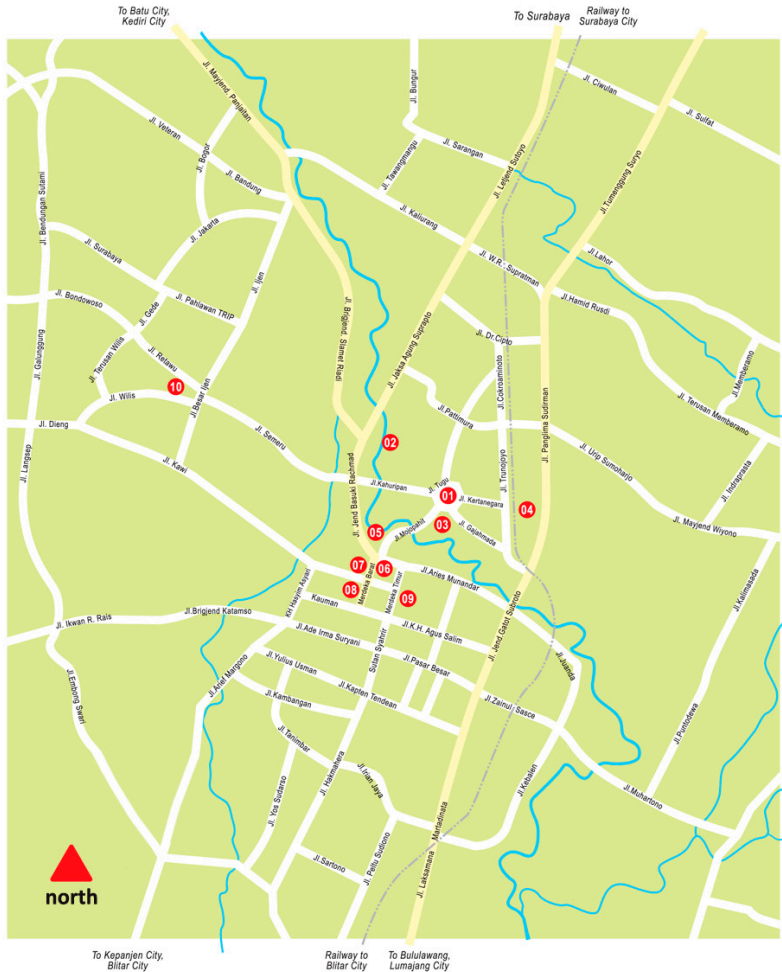
HOSPITAL

Universitas Muhammadiyah Malang	561 666
Syaiful Anwar	366 242
Lavalette	470 805
Doktor Soepraoen	325 112

MALANG

CITY TOURISM

SPOT



01

TUGU STATUE

02

SENOPUTRO PARK

03

CITY GOVERNMENT OFFICE

04

TRAIN STATION

05

FLOWER & BIRD MARKET

06

OLD CATHOLIC CHURCH

07

OLD TOKO 'OEN'

08

OLD GRAN MOSQUE

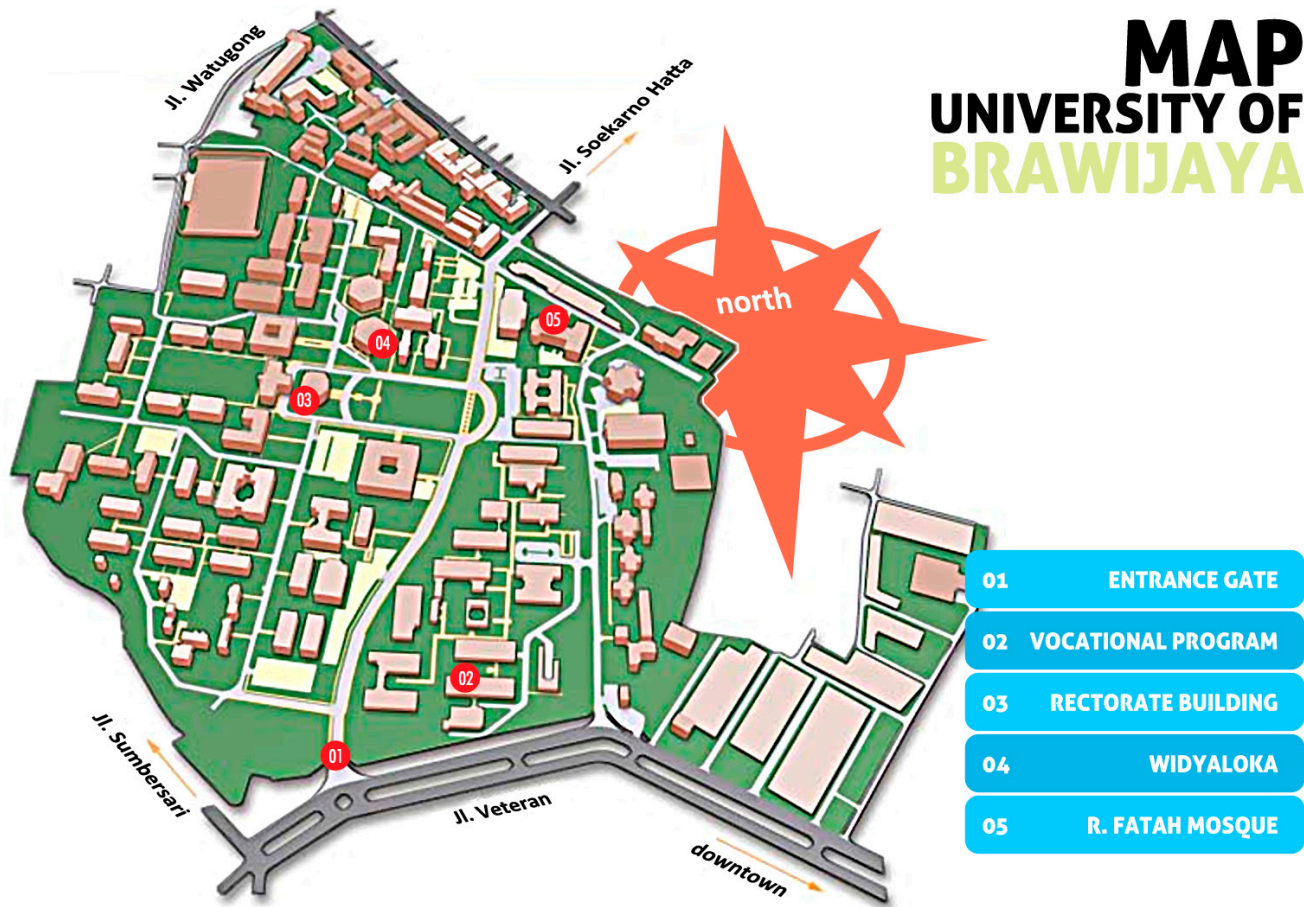
09

RESIDENCE OFFICE

10

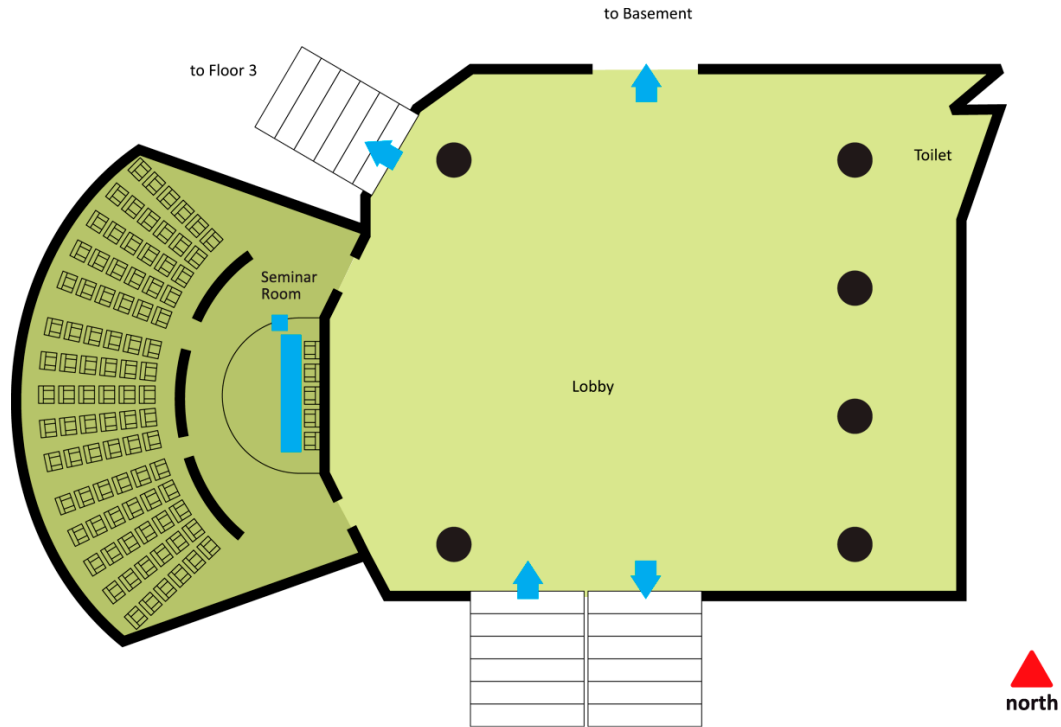
BRAWIJAYA MUSEUM

MAP UNIVERSITY OF BRAWIJAYA



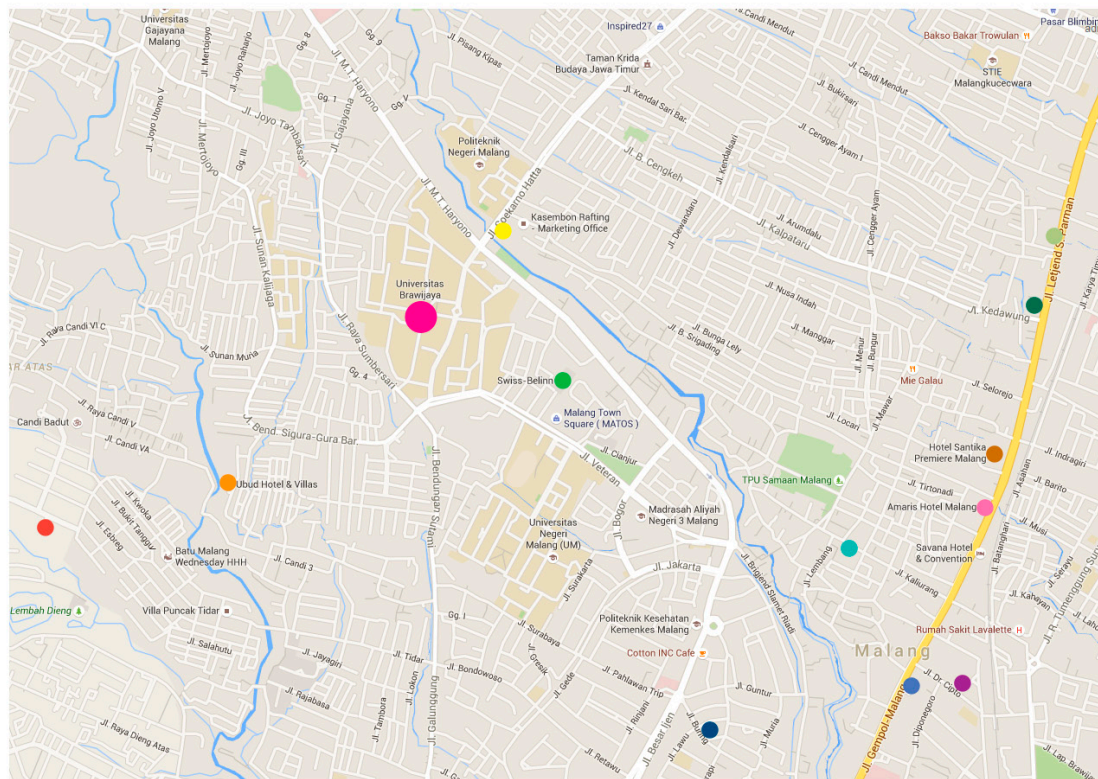
LAYOUT WIDYALOKA

UNIVERSITY OF BRAWIJAYA



HOTELS NEARBY

UNIVERSITY OF BRAWIJAYA MALANG



Legend

● Tidar	9m
● Ubud Hotel & Villas	4m
● Everyday Smart	2m
● Swiss-Belinn	1m
● The Shalimar	7m
● Mutiara	8m
● Best Western OJ	8m
● Armi	10m
● Amaris	9m
● Santika	9m
● Ibis Styles	8m
● Atria	9m

*travel time above
as a reference*





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**TVET Competence and
International Partnership**



Directorate of Technical and Vocational Education
Directorate General of Primary and Secondary Education
Ministry of Education and Culture

SMK Bisa.
SMK Hebat.