

**Sub-Sector- Strategy Support Paper
on
Vocational Training in NAD
for**



**THE GOVERNMENT OF THE NAD PROVINCE
MAJELIS PENDIDIKAN DAERAH (MPD)
EDUCATION COUNCIL
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Sub-Sector- Strategy Support Paper on Vocational Training in NAD

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) IN NANGGROE ACEH DARUSSALAM (NAD) PROVINCE

Introduction

Nanggroe Aceh Darussalam (NAD) province has suffered from the long years of internal conflict and the tsunami in December 2004. Education was neglected and many schools were destroyed during the conflict and tsunami. Economic development was very slow and not many employment opportunities were available. The vocational secondary schools, Sekolah Menengah Kejuruan (SMK) could not produce graduates with the needed competencies and there was little cooperation with industry to improve the productive skills of the graduates. After the decentralization and the signing of the Helsinki memorandum of understanding, the government of NAD is determined to develop the economy and the people's welfare. At the same time there is a lot of assistance of international organizations and donors to recover and rehabilitate infrastructure in NAD, including schools, especially in the tsunami affected areas.

In the attempts of NAD province to improve the education sector and prepare highly skilled manpower for the economic development of the province, the Majelis Pendidikan Daerah (MPD/Provincial Education Council) of NAD province was mandated to lead a process for the formulation of a Nanggroe Aceh Darussalam Education Strategic Plan (NADESP). The MPD, in consultation with a Steering Committee has outlined processes for the organization and management of an NADESP formulation process, including consultation and review processes. A number of Technical Task Forces (TTFs) were established with 4 - 5 members and facilitators. They would focus on providing advice on a number of key issues in each area of coverage. The Technical and Vocational Education and Training (TVET) TTF is represented by the Division of TVET in the Department of Education of the Province of Aceh (DEPA) and consultants in the GTZ TVET project with two facilitators.

The outgoing Governor of NAD, Dr. Ir. Mustafa Abubakar, M.Si., mentioned that there should be a pragmatic approach to develop human resources in NAD and SMKs have an important role in the socio economic development of the province. That statement implies that serious attention should be given to the development and improvement of SMKs in NAD. This issue paper is going to address the proposed strategy for the development of human resources in NAD through Vocational Training (VT) and the role SMKs should play as Vocational Education (VE) and VT providers.

Situational Analysis

There are 88 public and private SMK in NAD province distributed in all the districts with various study programs in fields of business and commerce, tourism, engineering and technology, agriculture and fisheries, as well as art and craft. The number of students per school varies from 28 students with only one study program to 1,343 students from 17 different study

programs (NAD Department of Education, 2006). The ratio of SMK and SMA students is 12 % and 88%.

Two studies were conducted recently on technical and vocational education and training in NAD province. One is "School Development Plans Part II: Vocational Senior High Schools (SMK) in the Local Context (2006)" which is a study conducted by GTZ in the preparation for rehabilitation and reconstructing SMKs that were destroyed by the tsunami in 2004. The other report is the "Feasibility Study for a Technical Education Facility in Aceh Province (2006)" prepared by USAID/Chevron Global Development Alliance. Another study in process is on non-formal vocational training in NAD and will be finished by April 2007. Therefore in the preparation of NADESP - TVET no detailed study was done, but reference was made to the existing reports.

Students consider SMK as second choice and prefer to go to SMA, the academic secondary school, while parents are eager to send their children to higher/tertiary education. This is so for two main reasons: firstly, an academic title is socially more recognized compared to a good job without an academic title; and secondly, there are no jobs for SMK graduates because the SMKs in NAD are not providing the training needed to find employment or to be self employed.

The national policy for the development of SMKs is the outreach program and to open up for non-formal vocational training through its Career Center. Courses offered can be short coursed for several days up to competency based vocational training of 1 to 2 years duration. For NAD the scope should not be limited to SMKs but has to be opened up for other vocational education institutions and existing Vocational Training providers.

To provide skill training the SMKs should have competent teachers, sufficient equipment, enough funds for consumables, and a school industry linkage. Many SMK teachers do not have the competencies to train students in the trade, since they were not exposed to technological development in industry. Most of them do not have experience working in industry and few were sent to in-service training in the Vocational Education Development Centres. The teachers of normative subjects and many teachers of adaptive subjects are not yet retrained and upgraded as well.

Many public SMK were built in the 1980s and equipment that was provided at that time has become old and outdated, many not in working conditions due to lack of maintenance and repair. Some newer schools have limited equipment for basic skill training.

Since the decentralization, the allocation of operational cost for schools was delegated to Kabupaten/Kota Department of Education. But due to lack of understanding of the nature of SMKs, the budget allocated for SMKs were often the same amount as for SMAs. SMKs could not provide enough consumables for practice with that budget and in consequence students were given limited practice, which contributed to the low level of competencies at the end of the 3 year program.

In the USAID/Chevron report is mentioned that there are 30 Post Secondary Vocational/Technical institutions in NAD offering D3/D4 level programs and that there is still a need of highly skilled people for the economic development of the province. The team recommended that a new polytechnic be built to provide skills training at the operation and maintenance level and produce manpower with skills to repair and maintain equipment. It may not help the province to just create a new institution, because the level provided is too high for the needed manpower.

In spite of efforts done so far to improve the TVET system in NAD, there is not much strength at present, only that there are many Vocational Education and Vocational Training providers in NAD. There are public and private SMKs, vocational school under various Ministries (SMTI, SPP-SPMA, SPP-SUPM etc.), and non-formal vocational training providers (BLK, SKB, PKBM and other private providers). The weakness is that there is no synergy among the available providers. Each of the providers are operating in isolation of each other and therefore not optimizing the available resources.

There is a need of a major shift in the TVET system of NAD to be able to produce skilled manpower for all aspects of the economic development and prepare the students for employment, self-employment and improve their living condition. The opportunity is there with the new government that is going to work towards prosperity of the people. Therefore it is timely to develop a TVET development plan for NAD and to create an inter ministerial/inter sectoral body that will promote the synergy among the providers for better quality and efficiency. The dominant existing bureaucracy may be threatening the effectiveness of this body as well as the difficulty in changing the mindset of all stakeholders.

Key Strategic Issues

In the Strategic Plan of the Ministry of National Education (2005 – 2009) there are three major policies for the national education development and are called the three pillars of education. These three pillars are used in the development plan for SMKs which is elaborated in the Road Map of TVET (2006 – 2010). In the development of SMKs there were 12 key strategic issues identified. For NAD, the key strategic issues of TVET can be grouped into the three pillars of education as follows:

| Pillars of Education | Key Strategic Issues in TVET |
|--|---|
| 1. Equity and Expansion of Access | 1. Increase expansion and even distribution of access to TVET 2. Seamless education path |
| 2. Improving Quality, Relevance and Competitiveness | 3. Development of SMK with international standards 4. Development of ICT 5. Development of industry participation in SMK 6. Development of key competencies 7. Development of entrepreneurship 8. Improving competencies of teachers and other educational staff 9. Improving quality and relevance of TVET 10. Repair and maintenance of TVET education facilities 11. Development of competency standards |
| 3. Strengthening Governance, Accountability and Public Image | 12. Improving good governance and accountability |

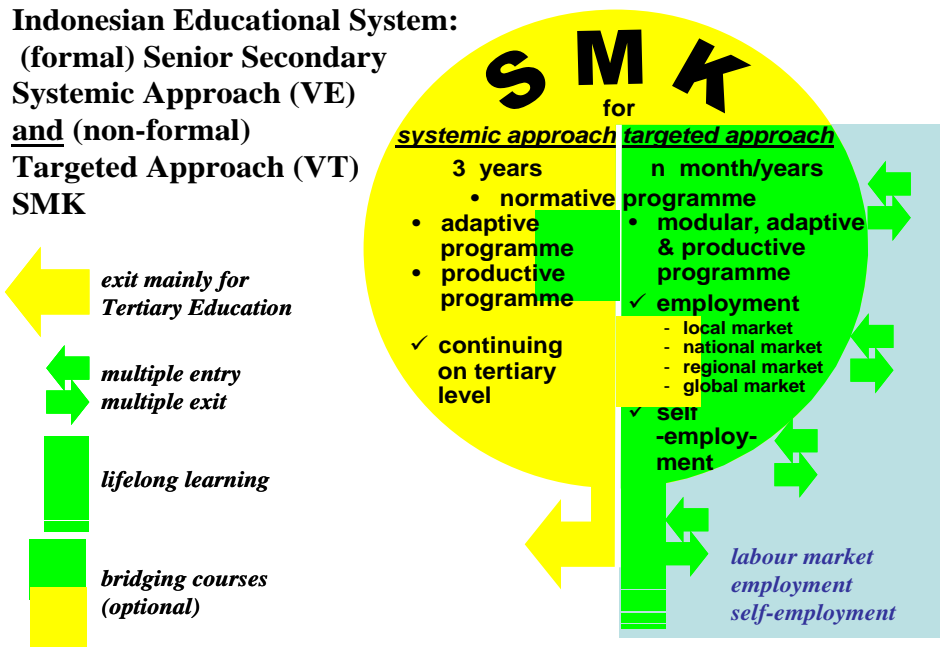
Based on the present situation of TVET in NAD province it is proposed to transform SMK to become a performance/impact oriented Vocational Training provider. SMK should offer besides their regular formal program also diversified, local demand oriented and impact controlled programs for employment or self-employment and to improve living conditions. This targeted approach may vary in each SMK location because programs are designed for the local market diversified needs. The flexibility in programs offered by the SMK will have an implication to all stakeholders and all involved should have a major change in their mindset. The transformation of SMK may result in shorter programs for different objectives and will provide a higher number of skilled persons for the economic development of the province.

Proposed Strategy

In the NADESP general reference is given to technical and vocational education and training. Many issues in TVET could not be addressed in NADESP since the problems are complex and include other stakeholders. Stakeholder of TVET is not only the Department of Education (Dinas Pendidikan) but also industry, employers, and other Departments. The diversified Training Programs needed in NAD are guided by the demands of the local market.

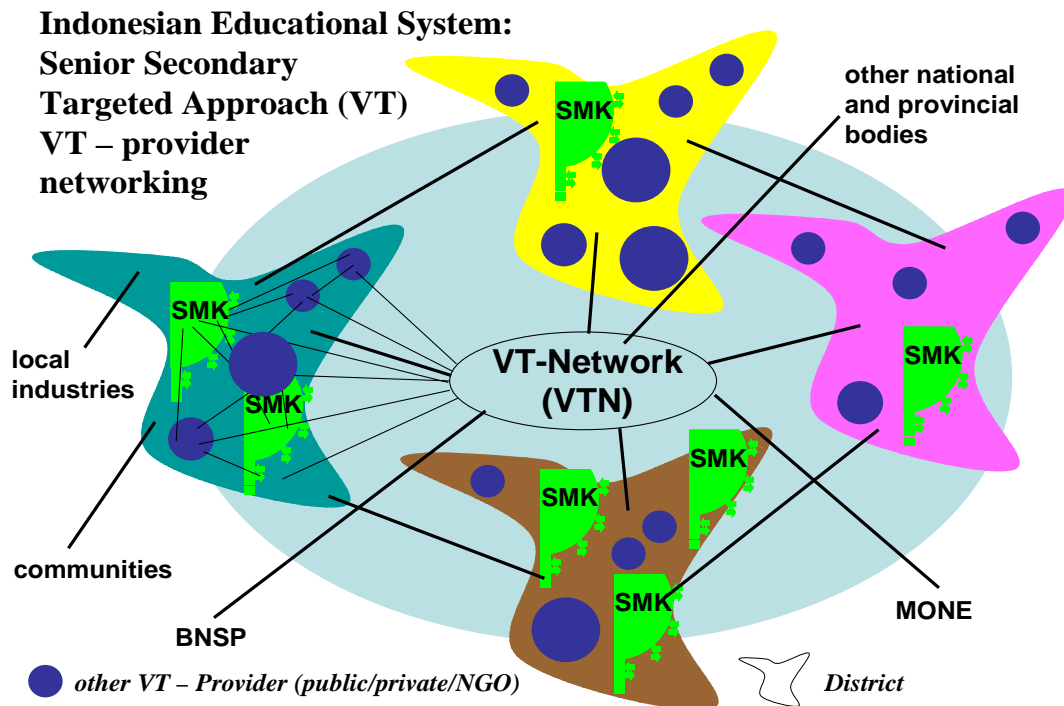
It is obvious that the SMKs are not a choice for parents and students and its graduates could not get employment. With the upcoming economic development in NAD, it seems that the diversified needs of NAD's economic development could not be fulfilled by SMKs alone. Considering the present situation, it is obvious that NAD province need to develop a comprehensive Vocational Training system. It was not possible to go into more detail on the Vocational Training System in NADESP, because the focus of NADESP is on formal education and non-formal general education. Since Vocational Training needs more and specific attention it is necessary to develop a Vocational Training development plan.

SMKs are at present mainly providing Vocational Education programs with a few offering Vocational Training programs as part of their Production Unit. With the plans to modernize the facilities at the SMKs the utilization factor of the equipment can be increased by offering Vocational Training programs at SMKs. Therefore, the proposed system is to utilize SMK not only to offer the traditional 3 years programs, but also offer more responsive diversified vocational training that can last for a few weeks up to 1, 2 or 4 years. SMK could offer diversified, (local) demand oriented and impact controlled programmes for (self-) employment and to improve living condition. Diagram is as follows:



There is a need for a holistic view and intervention in the existing system to become a demand responsive vocational training system. Vocational Training programs can be offered by SMKs and any other Vocational Training provider. The SMKs could play an important guiding role in the Vocational Training system. This requires a major change in mindset of all stakeholders and cutting old habits of not being responsive to global and diversified needs. It is a change to more open thinking of a VT system that is not bound by old thinking habits.

In the autonomy of NAD province there are opportunities that can be optimized to develop a Vocational Training system and to fulfill the needs of NAD's growing economic sector. To optimize the provision of vocational training programs and the use of available resources, it is proposed to set up an inter-sectoral body for networking among the stakeholders of vocational training in the province - the NAD VT-Network (NAD VTN). Networking is the only way to optimize the use of resources, but it requires a high demand of organizational and management functions. It also needs institutional capacity building to change the traditional isolated approaches and financial planning. This body should not be given funds for conducting training, but has the authority to decide funding from the government for the different training providers according to need.



The members of the Vocational Training Network (VTN) are representatives from the various stakeholders, such as Bappeda, Department of Education, Department of Manpower, other relevant Departments, industry association, employers association, and community groups.

Follow Up

It is proposed that the next steps that should be taken are:

- NAD province (Governor or BAPPEDA) should assign a team to develop a development plan for the Vocational Training System of NAD in relation to NADESP. The team should consist of representatives of the stakeholders and divided into several task forces. These task forces should look into more detail of aspects of the decentralization process, setting up the Vocational Training Network, mapping of existing providers, capacity development to manage and implement the transformation of SMK, program and curriculum development, etc.
- The team should develop a development plan and a more detailed operational plan. In the process consultations should be done at local, provincial and national level including to the Badan Nasional Sertifikasi Profesi (BNSP). Consultation to BNSP include in setting up the competency testing and certification in NAD.
- All stakeholders involved should approve the development plan and they all should be committed to implement the operational plan. It is recommended that the development plan is signed by Bappeda and Parliament of NAD province.

Several questions to be asked in the preparation of the development plan, among others are: What are the diversified needs of NAD? Where are the providers and what type of vocational training is provided? How to improve the vocational training (facilities, teachers/instructors,

curriculum and teaching material)? How to implement the idea of a Vocational Training Network? Etc.

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Attachments:

1. Final NADESP