Holmesglen Institute in Indonesia

Establishing a presence

David Saunders
Executive Director, International Education and Business Development

March 2017
Jakarta
Since its establishment in 1982, Holmesglen has grown to become one of Victoria’s largest vocational education and training providers.

Three sectors of delivery – senior secondary, vocational education and training and higher education.
International education at Holmesglen – onshore

• 3,250 program enrolments across ELICOS, Vocational Education and Training (54%) and Higher Education (39%)

• Major study areas:
  – Building and construction
  – Hospitality and cookery
  – Nursing

• Accommodation and support services

Holmesglen in Indonesia: Establishing a presence
International education – offshore partners & projects

Holmesglen in Indonesia: Establishing a presence
Offshore partners & projects – strategic rationale

- Development of new markets through the delivery of accredited and non-accredited programs with in-country institutional partners
- Build in-country brand presence and reputation to support recruitment activity
- Development of in-country student and education agent support services
- Diversification of revenue streams
- Professional staff development opportunities and cultural awareness

Holmesglen in Indonesia: Establishing a presence
Holmesglen in Indonesia Today

• The Mohamadiya Foundation is a multifaceted Islamic faith based organisation founded in 1912.
• Universitas Mohamadiya Tangerang (UMT) is one of 172 universities run by the Foundation.
• Whilst primarily for students from Islamic families, UMT is open to all Indonesians. Teachers at the University represent many backgrounds.
The Tangerang Language Centre

• Academic delivery
  – All UMT students required to attend a 10 week non-accredited, practical English language program prior to graduation
  – Program delivered by expats and local teachers

• Commercial arrangements
  – Initial investment in building refurbishment by Holmesglen
  – Academic support and quality oversight by Holmesglen English Language Department
  – Percentage of enrolment fee payable to Holmesglen (anticipated return on investment after Y3)
  – Shared governance arrangements

Holmesglen in Indonesia: Establishing a presence
The TLC: Challenges and opportunities

- Recruiting and managing quality expat teachers (salary and conditions, location, competition)
- Visa delays, early employment contract issues
- Early positioning of the partnership with all stakeholders (vision, strategy roles, responsibilities)
- UMT staff engagement and commitment building - not enough time invested up front
- Variable student attendance – multiple impacting factors
- Refinement of the commercial model now required
- High volume, small margins operation

Holmesglen in Indonesia: Establishing a presence
The TLC: Challenges and opportunities

- Expanding into broader Muhamadiyah operations
- Local commercial/FFS offering
- Broader industry partner engagement
- Increase student and teacher exchange
- Recruitment of UMT students through credit transfer

Holmesglen in Indonesia: Establishing a presence
Making connections that change communities

Sustainable Skills develops, supports and assists effective technical and vocational education and training (TVET) systems worldwide.
The Global Skills Challenge

The Goal

Ensure equal access to quality job opportunities for all

How to reach it?

Ensuring people have the right skills needed by the job market

Who creates these skills?

Schools, Universities, TVET organisations
The Global Skills Challenge
A common TVET issue

People Graduating from TVET colleges find it hard to get a job
- People can’t afford long-term training to improve their skills
- People not finalising their career have no qualification at all
- People with specific skills gaps are forced to complete full qualifications

Businesses and industry groups complain because graduates skills do not match labour market demand
- Businesses can’t commit employees to full-time study to upskill them
- Teachers in TVET colleges don’t have the skills to train and assess effectively
The Global Skills Challenge
A TVET solution

Develop TVET:

- Policies
- Industry engagement
- Qualification frameworks
- Training

based on labour market needs
SS Connects the dots

- Government
- Donor/Aid Organisations
- Business
- Individual/Communities
What we do...

We assist governments and their TVET authorities to:

- Develop informed, industry-led TVET policies, strategic plans, systems and frameworks

- Improve the quality and responsiveness of their TVET systems to the needs of industry

- Support the delivery of quality TVET outcomes

- Build more effective relationships and partnerships with employers, training institutions and communities

- Develop their internal capacities and resources to manage and maintain effective TVET policies, systems and frameworks
Industry Sectors

- Mining, Extractives, Energy
- Civil construction
- Manufacturing
- Agriculture
- Engineering
- Services
- Transport
- Tourism
- Hospitality

We work across many sectors, and are hungry to enter more!
Our Skills

- Training and assessment design, delivery and implementation
  - Industry engagement
  - Workforce planning and development
  - National TVET authorities capacity building

- Education policy advisory
- VET system reform in transition countries
- Occupational standards development
- The management of apprenticeships
- The professional development of trainers and assessors
- Workplace safety, efficiency and productivity
- Industry training

- HR
  - Sustainable jobs and access to training for disadvantaged groups
  - Quality Assurance and Auditing
  - Training needs identification and project preparation
  - Design of training, teaching and assessment materials

- International development
- Donor organisations
- Multicultural engagement
- Project management
- Team leadership
- Feasibility and large-scale studies
- Strategic and financial planning
- E-learning
SS System: Six principles for effective TVET

1. Competency based
2. Industry led, stakeholder friendly
3. Flexible, scalable and customisable
4. Integrated soft skills
5. Data driven
6. Focused on vocational outcomes
More than just training

**Occupational Standards**

Skills and Workforce Development

A central tenet of standards, from which flow all the facets required to both develop and utilise human capital.

- Skills recognition
- Training needs analysis
- Licensing and regulatory compliance
- Job design, recruitment and performance management
- Enterprise skills audit
- National qualifications
How we connect: Indonesia, agriculture, mining, energy, industry, marine, tourism, telecommunication, infrastructure.

Make vocational change.

SustainableSkills.org
How we connect: Indonesia

Indonesia has some 60 million skilled workers

- According to estimates in MP3EI, it will need 113 million skilled workers by 2030 (some additional 3.8 million per year on average for next 14 years)
- Investments on TVET have been increased and TVET expansion is priority
- The goal has been set to shift the ratio of students enrolled in general senior secondary education to those in vocational senior education school to 40:60
How we connect: Indonesia

What does Indonesia need?

- to fill the skills gap
- to improve employability
- to increase participation in lifelong learning
- to offer demand-driven and practice-oriented TVET programs
- to boost job creation
- to support higher productivity, competitiveness and growth

Make vocational change.
Martin owns a civil construction company in Jakarta. His company creates better amenities for local communities, providing cleaner, more liveable and connected spaces. Like Martin, a large percentage of Indonesia’s building force is made up of semi and unskilled labour. This creates longer production schedules and inconsistent end quality.

What Indonesia needs is enthusiastic, skilled individuals that understand safety, quality and variety in building but who are also sympathetic to local community needs.

Garin is born and bred in Jakarta. He’s worked as a storeman for a building supplies company for 10 years. He is supporting a family of 4, and really wants to realise his dream of working in the construction industry. He has the talent, the ambition and the work ethic.

What Garin doesn’t have is the training. With the right connection to the right education, Garin could be an asset to his family, community and country.
Our international experience...
Geographic areas of expertise

Australia

Africa: Zambia, Mozambique, Kenya, Ghana, Tanzania, Namibia

Asia: Sri Lanka, Vietnam, The Philippines, Timor Leste, Armenia, Kyrgyzstan, Turkmenistan, Kazakhstan, Georgia, Bangladesh, Indonesia

Eastern Europe: Russia, Ukraine, Uzbekistan, Romania, Macedonia, Moldova
Mozambique and Zambia

Institutional Capacity Building

- Extractive companies face wide ranging issues in many developing economies, including local content requirements and difficulties accessing a skilled local workforce.

- Sustainable Skills (formerly SkillsDMC) conducted capacity building programs with local TEVET authorities to help them create productive skilling pipelines for the mining, oil and gas and civil construction industries.

- This work focused on improving their ability to engage with industry, to develop competency standards that could enable safe and productive workforces, and to assess that graduates of training met the required standards of performance.

“...I have been impressed with SkillsDMC’s strong technical expertise, local knowledge and commitment to sharing international best practice. SkillsDMC experts hold a diverse range of knowledge and experience on industry engagement, workforce planning, training fund management, training and assessment, verification of competence and Industry Referenced Centres of Excellence.” Mr. D. C. Chakonta, Director-General, TEVETA, Zambia

Make vocational change.

SustainableSkills.org
The Philippines and Vietnam

Qualification Benchmarking and Industry Engagement Strategies

- Despite the presence of competency based education frameworks and systems, a lack of industry involvement had led to a skills mismatch in the qualified labour pool.

- Sustainable Skills (formerly SkillsDMC), in partnership with other Industry Skills Councils and Australia’s Department of Industry, conducted a small scale capacity building project, targeting:
  - Industry engagement strategies
  - Development of competency standards
  - Benchmarking of qualifications against international standards

Make vocational change.
Sustainable Skills develops, supports and assists effective technical and vocational education and training (TVET) systems worldwide.
VET Demand in Indonesia & ASEAN’s MRA Framework

Sumarna F. Abdurahman
Chairman of BNSP – Indonesia
The ASEAN ECONOMIC COMMUNITY (AEC) was launched on December 31, 2015.

10 countries with total population of 560 million people

The AEC based on 4 economic pillars
5 core principles of the ASEAN single market and production base

- Free flow of goods
- Free flow of services
- Free flow of investment
- Free flow of capital
- Free flow of skilled labor

Healthcare
Tourism
Logistic Services
e-ASEAN
Air Transport
Agro-based Products
Wood-based Products
Rubber-based Products
Textiles and Apparel
Electronics
Fisheries
Automotives
MRA is an arrangement among ASEAN countries designed to facilitate the free movement and employment of qualified and certified personnel between ASEAN Member States.

Engineering Service (Des. 2005)
Nursing Service (Des, 2006)
Architectural Service (Nop. 2007)
Surveying Qualifications (November, 2007)
Medical Practitioners (Feb 2009)
Dental Practitioners (February, 2009)
Accountancy Services (Februari, 2009)
Tourism Professional (January, 2009)
Mechanism of Tourism Professional Mobility Model

ATPMC: ASEAN Tourism Professional Monitoring Committee
ATPRS: ASEAN Tourism Professional Registration System
TPBC: Tourism Professional Certification Board
NTPB: National Tourism Professional Board

Figure 1-2 Schematic Outline of ASEAN MRA on Tourism Professional Mechanism
## Projection of Demand on 8 Professions in ASEAN in 2016 -2019

<table>
<thead>
<tr>
<th>Profession</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Service</td>
<td>28.100</td>
<td>15,499</td>
<td>14,309</td>
<td>14,221</td>
</tr>
<tr>
<td>Nursing Service</td>
<td>18,221</td>
<td>13,921</td>
<td>16,388</td>
<td>13,509</td>
</tr>
<tr>
<td>Architectural Service</td>
<td>16,626</td>
<td>11,976</td>
<td>11,837</td>
<td>12,798</td>
</tr>
<tr>
<td>Surveying Qualifications</td>
<td>16,309</td>
<td>12,899</td>
<td>10,617</td>
<td>12,359</td>
</tr>
<tr>
<td>Medical Practioners</td>
<td>12,620</td>
<td>13,921</td>
<td>14,987</td>
<td>16,298</td>
</tr>
<tr>
<td>Dental Practioners</td>
<td>9,838</td>
<td>6,248</td>
<td>7,837</td>
<td>7,826</td>
</tr>
<tr>
<td>Accountancy Services</td>
<td>12,131</td>
<td>9,830</td>
<td>8,370</td>
<td>6,898</td>
</tr>
<tr>
<td>Tourism Professional</td>
<td>12,798</td>
<td>9,712</td>
<td>11,937</td>
<td>13,398</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>126,643</td>
<td>94,006</td>
<td>96,282</td>
<td>95,307</td>
</tr>
</tbody>
</table>

Source: Indonesia’Ministry of Manpower, 2015.
# Limited Number of Workers Involved in Mobility: Number of Registered Accountant in ASEAN (2015)

<table>
<thead>
<tr>
<th>AMC</th>
<th>Professional Accounting Association</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>BICPA</td>
<td>56</td>
</tr>
<tr>
<td>Indonesia</td>
<td>IAI</td>
<td>24,587 *</td>
</tr>
<tr>
<td>Kamboja</td>
<td>KICPAA</td>
<td>291</td>
</tr>
<tr>
<td>Laos</td>
<td>LICPA</td>
<td>102</td>
</tr>
<tr>
<td>Laos</td>
<td>LICPA</td>
<td>102</td>
</tr>
<tr>
<td>Laos</td>
<td>LICPA</td>
<td>102</td>
</tr>
<tr>
<td>Malaysia</td>
<td>MIA</td>
<td>31,815</td>
</tr>
<tr>
<td>Myanmar</td>
<td>MICPA</td>
<td>1,948</td>
</tr>
<tr>
<td>Filipina</td>
<td>PICPA</td>
<td>18,214</td>
</tr>
<tr>
<td>Singapore</td>
<td>ISCA</td>
<td>28,891</td>
</tr>
<tr>
<td>Thailand</td>
<td>FAP</td>
<td>62,739 **</td>
</tr>
<tr>
<td>Vietnam</td>
<td>VAA</td>
<td>9,800</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>178,443</td>
</tr>
</tbody>
</table>

* Including book keepers

Source: IAI, 2015.
Obstacles in MRAs Implementation

Complication of professional and institutional requirements of MRAs

Lack of recognition and mobility mechanism

Lack of labour market information

Incondusive domestic regulations
<table>
<thead>
<tr>
<th>Sector</th>
<th>Professional Requirements</th>
<th>Institutional Building</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering Services</strong></td>
<td>- Engineering degree&lt;br&gt;- Self-working permit&lt;br&gt;- 7 years working experiences&lt;br&gt;- Competency Certificate holder</td>
<td>- Professional Regulatory Authority (PRA)&lt;br&gt;- Monitoring Committee (MC)</td>
</tr>
<tr>
<td><strong>Architecture Services</strong></td>
<td>- Architecture degree&lt;br&gt;- Self-working permit&lt;br&gt;- Competency Certificate holder</td>
<td>- PRA&lt;br&gt;- MC&lt;br&gt;- ASEAN Architects Council (AAC)</td>
</tr>
<tr>
<td><strong>Nursing Services</strong></td>
<td>- Nursing degree&lt;br&gt;- Self-working permit&lt;br&gt;- Competency Certificate holder</td>
<td>- Nursing Regulatory Authority (NRA)</td>
</tr>
<tr>
<td><strong>Medical Practitioners</strong></td>
<td>- Medical Practitioner degree&lt;br&gt;- Self-working permit&lt;br&gt;- Competency Certificate holder</td>
<td>Professional Medical Regulatory Authority (PMPA)</td>
</tr>
<tr>
<td>Sector</td>
<td>Professional Requirements</td>
<td>Institutional Building</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| Dental Practitioners               | - Dental Practitioner degree  
- Recognized Competency  
- Self-working permit               | Professional Dental Regulatory Authority (PDRA)                                     |
| Tourism Professional               | Competency Certificate holder                                                           | National Tourism Professional Board (NTPB)  
- Tourism Professional Certification Board (TPCB)  
- Common ASEAN Tourism Curriculum (CATC) |
| Surveying Qualification            | - Academic Qualification  
- Competency Certificate holder          | Competent Authority     |
| Accountancy Services               | - Academic requirements  
- Working experiences  
- Competency Certificate holder      | Referencing to IFAC (International Federation of Accountants) |
### Number of Indonesian Workers in 12 Priority Integration Sectors of AEC

**Total Employed Workers:** 114.82 Million

12 Priority Sectors 72.5 Million (63.2%)

<table>
<thead>
<tr>
<th>No.</th>
<th>Sektor</th>
<th>No. Worker</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Healthcare</td>
<td>1.33</td>
<td>1.16</td>
</tr>
<tr>
<td>2</td>
<td>Tourism</td>
<td>0.58</td>
<td>0.51</td>
</tr>
<tr>
<td>3</td>
<td>Logistic</td>
<td>4.83</td>
<td>4.22</td>
</tr>
<tr>
<td>4</td>
<td>Online</td>
<td>19.33</td>
<td>16.87</td>
</tr>
<tr>
<td>5</td>
<td>Air Transportation</td>
<td>0.06</td>
<td>0.04</td>
</tr>
<tr>
<td>6</td>
<td>Agro Products</td>
<td>36.88</td>
<td>32.18</td>
</tr>
<tr>
<td>7</td>
<td>Electronics</td>
<td>0.31</td>
<td>0.27</td>
</tr>
<tr>
<td>8</td>
<td>Fisheries</td>
<td>1.92</td>
<td>1.68</td>
</tr>
<tr>
<td>9</td>
<td>Rubber Products</td>
<td>0.56</td>
<td>0.49</td>
</tr>
<tr>
<td>10</td>
<td>Textiles &amp; Garment</td>
<td>3.08</td>
<td>2.68</td>
</tr>
<tr>
<td>11</td>
<td>Automotives</td>
<td>1.01</td>
<td>0.88</td>
</tr>
<tr>
<td>12</td>
<td>Wooden Products</td>
<td>2.55</td>
<td>2.22</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>72.5</td>
<td>63.22</td>
</tr>
</tbody>
</table>

Source: Statistics, August, 2015
Virtually all employers think the skill requirements will increase in the future...
...driven by quality standards, more competitive business environment and export orientation, which is in line with the MPE3EI

**Share of firms identifying skill requirements as increasing**

**The drivers of increased skill requirements According to firms**

Source: Skills for the Labor Market in Indonesia, World Bank (2011)
Skills Problem: Mismatch between Supply and Demand

Share of firms identifying the task of finding workers hard or very hard, by type of job

a. Nonexporters

- directors: 79%
- professionals: 60%
- administrative workers: 11%
- sales workers: 26%
- production workers: 25%
- unskilled workers: 4%

b. Exporters

- directors: 85%
- professionals: 70%
- administrative workers: 16%
- sales workers: 36%
- production workers: 39%
- unskilled workers: 2%

Source: Indonesia Skills Survey (2010)

Meanwhile unemployment of secondary vocational school graduates is very high.

High level of skills are very hard to find.

Skilled production is hard to find for exporting firms (quality?)

Meanwhile a high share of Voc.School graduates is unemployed.

As Indonesia moves up the value chain, finding skilled production workers will be more difficult.
Both the availability of graduates and quality of their skills seem to be constraining some sectors.

Reasons for skills shortages, according to employers

Source: Skills for the Labor Market in Indonesia, World Bank (2011)
### Overall gaps in Talent Demand and Supply by 2021

#### ASEAN Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Talent Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>+ 1.5</td>
</tr>
<tr>
<td>Malaysia</td>
<td>+ 0.1</td>
</tr>
<tr>
<td>Philippines</td>
<td>+ 0.2</td>
</tr>
<tr>
<td>Singapore</td>
<td>- 0.6</td>
</tr>
<tr>
<td>Thailand</td>
<td>- 0.6</td>
</tr>
</tbody>
</table>

#### Other APAC Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Talent Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>- 0.5</td>
</tr>
<tr>
<td>China</td>
<td>+ 0.0</td>
</tr>
<tr>
<td>India</td>
<td>+ 2.1</td>
</tr>
<tr>
<td>Japan</td>
<td>- 1.4</td>
</tr>
<tr>
<td>South Korea</td>
<td>- 0.9</td>
</tr>
<tr>
<td>Taiwan</td>
<td>- 1.5</td>
</tr>
</tbody>
</table>

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Dhritiman Chakrabarti (DC)

(Regional Practice Leader of Rewards, AP & Director of Talent and Rewards, SEA - Towers Watson)  May 2013
How to Progress Skill Mobility in ASEAN: Tourism Professional Model

- **ASEAN Common Competency Standards for Tourism Professional (ACCSTP)**
- Common ASEAN Tourism Curriculum
- Regional Qualification Framework and Recognition System
- Toolboxes
- ASEAN Tourism Qualification Equivalent Matrix
BNSP’s Programmes on Acceleration of Competency Certification for Workers in 12 Priority Integration Sectors of AEC 2015

- Developing Certification Schemes for 12 priority sectors of AEC Referencing to AQRF
- Developing Professional Certification Bodies (LSPs) in 12 priority sectors
- Developing key personnels in implementing certification program (Assessor, Lead assessor, master assessor, Certification management auditor).
- Conducting competency certification for workers referencing to IQF/AQRF
- Developing harmonisation process toward MRA & MRS with other ASEAN countries.
WORKER COMPETENCY BASED DEVELOPMENT

- **IQF**: INDONESIA QUALIFICATION FRAMEWORK
- **BNSP**: NATIONAL PROFESSIONAL CERTIFICATION BOARD
- **LSP**: SECTORAL PROFESSIONAL CERTIFICATION BOARD

**FASILITIES**
- INSTRUCTOR
- FUNDS
- QMS

**TRAINING PROVIDERS**
- TVET PROGRAMME
  - Competency Based
  - Demand Driven
  - Leveling
  - Classical/OJT/APT

**LABOUR FORCE**
- EMPLOYED – JOB SEEKER

**ACCREDITATION**

**GRADUATES**

**COMPETENCY ASSESSMENT**

**CERTIFICATION**

**COMPETENT WORKERS**

**EXPERIENCED WORKERS**
ADOPTION OF AUSTRALIAN TRAINING PACKAGES

Australian Government
Department of Education and Training

Sumarna F. Abdurahman
Chairman of BNSP
Letter by email only: sti_abdurahman@yahoo.co.id

21 May 2015

Dear Mr Abdurahman,

Permission for Indonesia to Adopt Australian Training Packages

Thank you for your email of 22 April 2015 requesting permission to use Australian training package material in the development of Indonesian National Competency Standards.

I am pleased to be able to assist BNSP and the Government of Indonesia in its preparation for the ASEAN Economic Community 2015 by approving the adoption of Australian training packages.

In order to maintain the integrity of our system we propose to maintain the current licensing arrangements on our products which are encapsulated in the Creative Commons Attribution No Derivative (CC BY ND) licence. The CC BY ND licence remains in effect with the following variation (waiver):

The copyright holder (Department of Education and Training on behalf of the Australian Government) provides the Government of the Republic of Indonesia permission to use the licensed material listed in Attachment A, and to develop derivatives reflecting its own local and cultural contexts.

All Indonesian products that utilise elements of the training packages must contain a statement of attribution and confirmation that the material is used with permission.

I wish you well in your preparations for the ASEAN Economic Community and look forward to continuing the valuable work we have commenced in the APEC logistics project.

Yours sincerely,

Craig Robertson
Group Manager
Skills Policy Group

May 2015
IMPLEMENTING THE ASEAN GUIDING PRINCIPLES FOR MUTUAL RECOGNITION OF SKILL (MRS)

ASEAN Guiding Principles
for Quality Assurance and Recognition of Competency Certification Systems

The guidelines include:

1. Overview of National Qualification’s Frameworks of AMS (Section 1)
2. Overview of competency certification systems of AMS (Section 2)
3. Discussion of key aspects of quality assurance (Section 3)
4. Agreed guiding principles and protocols for quality assurance as it relates to competent bodies and to providers of assessment services (Section 4)
5. Agreed guiding principles and protocols for recognition of competency certification systems (Section 5)
6. Overview of the AQRF and how competent bodies could participate in national referencing activities (Section 6).
Thank You
For
Your Attention
HRDTA POLICIES

GOALS, POLICY, AND STRATEGY

- RAILWAYS ACT NO. 23 OF 2007
- SHIPPING ACT NO.17 OF 2008
- AVIATION ACT NO. 1 OF 2009
- LAND TRANSPORTATION ACT NO.22 OF 2009

Government Regulation No 51 Of 2012 Concerning Human Resources in Transportation

- NATIONAL EDUCATION SYSTEM ACT NO.20 OF 2003
- ACT NO.14 OF 2005 CONCERNING TEACHERS AND LECTURERS
- ACT NO. 13 OF 2003 CONCERNING MANPOWER
HRDTA
MAIN TASK & FUNCTION
(PRESIDENT REGULATION NO. 24/YEAR 2010 AND MINISTER OF TRANSPORTATION REGULATION NO. 189 YEAR 2015)

MAIN TASK

- CARRY OUT THE DEVELOPMENT OF TRANSPORTATION HUMAN RESOURCES

FUNCTIONS

- ARRANGING THE TECHNICAL POLICY, PLAN AND PROGRAM OF HUMAN RESOURCES DEVELOPMENT;
- IMPLEMENT THE DEVELOPING OF TRANSPORTATION HUMAN RESOURCES;
- MONITORING, EVALUATING, AND REPORTING THE IMPLEMENTATION OF TRANSPORTATION HUMAN RESOURCES DEVELOPMENT;
- ADMINISTER THE HUMAN RESOURCE DEVELOPMENT ON TRANSPORTATION AGENCY.
**GOALS**

The fulfillment of the number and competencies of human resources on transportation.

**POLICY**

Enhance the quality and quantity of transportation human resources

**STRATEGY**

- Draw up Man Power Planning on transportation;
- Draw up Training Need Analysis (TNA) on transportation;
- Develop the transportation education and training capacity;
- Restructure the regulation on transportation education and training;
- Improve the governance of education and training as well as the quality of graduates;
- Increase the absorption of graduates in jobs.
HRDTA Organization

Head of HRDTA

Secretary of HRDTA

HEAD OF LAND TRANSPORTATION HUMAN RESOURCES DEVELOPMENT CENTER
- STTD Bekasi
- BP2TD Palembang
- PKTJ Tegal
- BP2TD Bali
- Indonesia Railway Academy in Madiun
- Plans:
  - BP2TD Makassar
  - BP2TD Kalimantan

HEAD OF MARITIME HUMAN RESOURCES DEVELOPMENT CENTER
- STIP Jakarta
- BP3IP Jakarta
- BP2TL Jakarta
- BP2IP Tangerang
- PIP Semarang
- PIP Makassar
- POLITEKPEL Surabaya
- BP2IP Barombong
- BP2IP Sorong
- BP2IP Malahayati Aceh Besar
- BP2P Padang
- BP2P Minahasa Selatan
- Plans:
  - BP2IP Maluku
  - BP2IP NTT

HEAD OF AVIATION HUMAN RESOURCES DEVELOPMENT CENTER
- STPI Curug
- ATKP Medan
- ATKP Surabaya
- ATKP Makassar
- BPPP Palembang
- BPPP Jayapura
- LP3 Banyuwangi
- BPPP Curug
- Plan:
  - Aviation School in Sorong – West Papua
  - Aviation School in Berau – Kalimantan

HEAD OF MOT HUMAN RESOURCES DEVELOPMENT CENTER
- Education and Training for MoT Personnels
  - Character Building for MoT Personnels
LOCATION OF THE TRAINING CENTRE
AND
THE FUTURE DEVELOPMENT

LAND TRANSPORTATION TRAINING CENTER:
1. SEKOLAH TINGGI TRANSPORTASI DARAT BEKASI
2. POLITEKNIK KESELAMATAN JALAN TEGL
3. AKADEMI PERKERATAPIAN INDONESIA MADJUN
4. BALAI TRANSPORTASI DARAT DIKLAT PALEMBANG
5. BALAI DIKLAT TRANSPORTASI DARAT BALI

SEA TRANSPORTATION TRAINING CENTER:
1. SEKOLAH TINGGI ILMU PELAYARAN JAKARTA
2. BALAI BESAR DIKLAT ILMU PELAYARAN JAKARTA (BP3IP)
3. POLITEKNIK PELAYARAN SURABAYA
4. POLITIENI ILMU PELAYARAN (PI) SEMARANG
5. PIP MAKASSAR
6. BALAI DIKLAT PELAYARAN (BP2IP) MALAHAYATI NAD
7. BP2IP BAROMBONG MKS
8. BP2IP SORONG
9. BP2IP PADANG PARIAMAN
10. BBP2IP MINAHASA SELATAN
11. BP2IP MAUK TANGERANG
12. BALAI DIKLAT TRANSPORTASI LAUT JAKARTA

AIR TRANSPORTATION TRAINING CENTER:
1. SEKOLAH TINGGI PENERBANGAN INDONESIA
2. AKADEMI TEKNIK DAN KESELAMATAN PENERBANGAN (ATKP) MEDAN
3. ATKP SURABAYA
4. ATKP MAKASSAR
5. BALAI DIKLAT PENERBANGAN CURUG
6. BALAI DIKLAT PENERBANGAN BANYUWANGI
7. BALAI DIKLAT PENERBANGAN JAYAPURA

MoT HRD Training Center:
1. PUSAT DIKLAT APARATUR PERHUBUNGAN SEMPLAK BOGOR
2. BALAI DIKLAT PEMBANGUNAN KARAKTER APARATUR KEMENTERIAN PERHUBUNGAN PASIR JAMBU BANDUNG

Future Development to 2019
1. BP2TD KALIMANTAN
2. BP2TD MAKASSAR
3. BP2IP MALUKU
4. BP2IP NTT
5. LOKA PENERBANG SORONG
6. LOKA PENERBANG BERAU
7. DIKLAT APARATUR BALI
8. DIKLAT APARATUR MAKASSAR
9. DIKLAT APARATUR SURABAYA
EDUCATION AND TRAINING PROGRAMMES

**LAND AND RAILWAYS TRANSPORTATION**

- **AVIATION**
  - 19 PROGRAMMES
- **SEAFARING**
  - 6 PROGRAMMES
- **ACADEMICS PROGRAMMES**
  - TOTAL: 38 PROGRAMME

**TRAINING PROGRAMMES**

- **AVIATION**
  - 594 PROGRAMMES
- **SEAFARING**
  - 65 PROGRAMMES
- **TOTAL: 776 PROGRAMMES**

**TOTAL: 117 PROGRAMMES**
**The Increase of Graduates on 2015 – 2016 are triggered by STCW Regulation of 2010, which obligate seafarer to update the certificate before 1\textsuperscript{st} January 2017**

![Number of Graduates Graph](https://via.placeholder.com/150)

**NUMBER OF GRADUATES (TARGET AND REALIZATION OF 2011 - 2016)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TARGET</td>
<td>144,289</td>
<td>164,347</td>
<td>177,725</td>
<td>192,275</td>
<td>266,844</td>
<td>284,304</td>
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<tr>
<td>REALIZATION</td>
<td>140,246</td>
<td>162,364</td>
<td>201,888</td>
<td>283,602</td>
<td>448,901</td>
<td>601,543</td>
</tr>
</tbody>
</table>
## ENHANCEMENT OF CAPACITY IN EDUCATION AND TRAINING CENTRE

### ORANG

<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom</th>
<th>Dormitory</th>
<th>Laboratory</th>
<th>Simulator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>26,038</td>
<td>15,659</td>
<td>16,333</td>
<td>3,348</td>
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<tr>
<td>2016</td>
<td>26,578</td>
<td>16,759</td>
<td>17,033</td>
<td>3,468</td>
</tr>
<tr>
<td>2017</td>
<td>28,438</td>
<td>17,597</td>
<td>17,885</td>
<td>3,572</td>
</tr>
</tbody>
</table>
Demands of Human Resource in Transportation

**LAND AND RAILWAYS TRANSPORTATION**
- Human Resources For Traffic System and Infrastructure.
- Human resources For Lake and River Transportation.
- Human resources for Railways System and Infrastructure.
- Human resources for land and railways administrator.

**SEA TRANSPORTATION**
- Human Resources for Marine or Port Operation.
- Human Resources for seafaring.
- Human Resources for Coast Guard and Rescue.
- Human Resources For Vessel Traffic Service.
- Human resources for port administrator.

**AIR TRANSPORTATION**
- Human Resource for Airport Operation.
- Human Resources for Air Traffic Controller.
- Human Resources for Cabin Crew.
- Human Resources for Airport Rescue and Fire Fighting.
- Human Resources for Airport Administrator.
Effort in Improving Governance Framework and Improving quality of graduates

1. Improving the Governance Framework of Training towards a more independent, flexible and professional management as a public service agency.

2. Development of Education and Training facilities such as laboratory & simulator which suitable with the industry.

3. Enhancement of Lecturer and Instructure competencies, through internship programme at transportation operator (minimum 6 month).

4. Hired a professional and expert as lectures at education and training centre.

5. Curriculum strengthen to ensure that the course and training are suitable with demands of industry and also enhancing safety, security, and service culture.

6. Strengthen the cadet ability in English and Information Technology through the setting up the English and Information Technology as compulsory subjects.

7. One year internship programme for cadet in transportation operator.
TERIMA KASIH
PROGRAM PENINGKATAN KOMPETENSI TENAGA KERJA MELALUI PENDIDIKAN DAN PELATIHAN VOKASI

INDUSTRIAL MANPOWER COMPETENCE IMPROVEMENT BY VOCATIONAL EDUCATION AND TRAINING

Presented on March 7th 2017
Industrial Manpower Development Policy based on Government Regulation

1. Industrial Vocational Education by:
   a) Competencey based vocational education and training supported by teaching factory, workshop and lab.
   b) Polytechnics / Community Colleges development in Industrial Growth Center Areas to 2019.

2. Three In One competency based industrial training development.

3. Fostering and Developing Vocational High school link and match with the industry.

1. SMAK Padang
2. SMAK Bogor
3. SMAK Makassar
4. SMTI Banda Aceh
5. SMTI Padang
6. SMTI Lampung
7. SMTI Yogyakarta
8. SMTI Makassar
9. SMTI Pontianak

9 Vocational High Schools

1. Polytechnic Teknologi Kimia Industri (PTKI) Medan
2. Polytechnic ATI Padang
3. Polytechnic STTT Bandung
4. Polytechnic STMI Jakarta
5. Polytechnic APP Jakarta
6. Polytechnic AKA Bogor
7. Polytechnic ATK Yogyakarta
8. Polytechnic ATI Makassar
9. Community College TPT Surakarta
10. Polytechnic Morowali

10 Polytechnics

1. ITC Medan
2. ITC Padang
3. ITC Jakarta
4. ITC Yogyakarta
5. ITC Surabaya
6. ITC Denpasar
7. ITC Makassar

7 Industrial Training Centers

All education unit of Ministry Of Industry is competency based supported by Workshops, laboratories, Teaching Factories, and certify their graduates

Competency based training implementing 3 in One system
THE DEVELOPMENT OF POLYTECHNICS / COMMUNITY COLLEGES IN INDUSTRIAL GROWTH CENTER AREAS

Objectives:

1) Boost investment growth by providing local competent industrial manpower.

2) Empower human resource in the region to be the employees match the industry need.
THE CONCEPT OF EDUCATION SYSTEM

1. Curriculum and learning module based on SKKNI (Indonesian National Working Competence Standard) formulated with industri. The learning scheme between theory and practice is 30% - 70%

2. Equipped with Teaching Factory, LSP (Profession Certification Board) dan TUK (Assesment Center), and apply certification of competence to its graduates.

3. Adopt dual system with block system (in a semester students need to study 2 months in class and other 3 practice in company.

4. Involve instructures from practicion in the industry.

5. Conduct Training of Trainer for instructures from the industries.

6. In cooperation with industries:
   a. Curriculum formulation
   b. Student Recruitment and Selection
   c. Industrial Internship
   d. Job Placement
Competency – based Training is conducted by Three in One system;

1. **Competency based Training;**
   - Curriculum and training modul refers to SKKNI in the field of industry meet the need of industries.
   - Equipped by workshops reflecting the real condition of industries.

2. **Certification of Competence;**
   - Training providers with LSP and TUK to conduct certification of competence

3. **Job placement in the industry**
   - Training providers guarantee job placement for the participants by MoU with the industries
Number of manpower certified and absorbed by industries by 3 in One system from 2014 - 2016 is 37,334.

Target to 2019 is 162,000 certified Industrial Manpower.

Types of Training:

1. Garment and Textiles
2. Garment Machinery
3. Plastic Processing
4. Electronics
5. Palm oil operators
6. Rubber processing operators
7. Embroidery and design
8. Animation
9. Cacao processing
10. Sea Weed Processing
11. Packaging
12. Footwear
13. Automation and manufacture mechanic
14. Shipyard welding
15. Manufacturing welding
16. Cosmetics
17. Automotive
18. Rubber gloves
20. Furniture
21. Mineral Chemical
21. Petrochemical
**Fostering and Developing Program of Vocational High schools**

**Concept of Vocational Edu Dev:**
- Competence based link and match with the industries.
- Industry involvement

**Supporting Factors:**
- Program alignment between SMK and industry
- MoU with industries

**Initiation Phase:**
- Curriculum adjustment
- Provision of minimum lab and workshop equipment
- Provision of productive teachers and silver experts
- Internship for students and teachers
- Certification of Competence for students

**Industries Role:**
- Provide feedback to curriculum adjustment
- Facilitate the place for internship
- Facilitate the provision of instructors as tutors for internee.
- Facilitate the provision for equipment for internship
- Issue certificate of internship accomplishment

**Government Support:**
- Infrastructure of Competence development
- Provision of equipments
- Provision of the TOT and silver expert from industries
- Provide incentives for industries involve in the program of fostering and developing.
THE DEVELOPMENT OF COMPETENCY BASED VOCATIONAL HIGHSCHOOL LINK AND MATCH WITH THE INDUSTRIES

Link and Match
- 1 company 5 SMK
- Study program alignment

Diploma 1
- Diploma 1 Extension program
- MoU between Ministry Of Industry and Ministry of Research, Technology and Higher Education

Launching
- First launching was officially done by Vice President on February 28th 2017
- Program launching done and will gradually continue

Incentive
- Manpower provision by 3 in 1 training
- Incentives to boost industry involvement
13.6 ribu SMK; 4,4 juta siswa; 142 jenis kompetensi, 36 jenis (25%) kompetensi industri

302 ribu guru, hanya 22% guru produktif, 78% guru normatif dan adaptif. seharusnya minimal 60% guru produktif

Peralatan praktikum di SMK tertinggal dengan industri, 30% tertinggal 2 generasi

Pembelajaran dominan teori (60% teori dan 40% praktik) dan sedikit melibatkan industri (seharusnya 60% praktek dan 40% teori)

Presentase lulusan SMK yang menganggur lebih tinggi dibanding SMU

13 vocational High Schools
4.4 mil students
142 types of competencies

Out of 302.000 teachers, only 20% are productive teachers

Practical tools are 2 generation behind

Learning scheme is 60 % is theory and 40% other is practice

The unemployment rate of SMK is higher than SMU
Steps of Fostering and Developing Competence-Based Vocational Schools

1. Selection of 5 SMKs

2. MoU with the industries

3. Identification and readiness check of SMK and industries

4. Curriculum adjustment meets industry need

5. Infrastructure of competence development in SMK

6. Provide minimum equipment for workshops and laboratories

7. Facilitate Silver Expert from the industries as productive teachers

8. Industrial internship for students and teachers

9. CERTIFICATION
Law Number 3 / 2014 and Government Regulation No 41/ 2015 :“ For certain job in the field of industry, Minister impose SKKNI in mandatory basis”

Steps of Certification of Competence:
1. SKKNI Formulation
2. Development of LSP and TUK
3. Training for Assesor of Competence
4. Certification of Competence for Industrial Manpower

- Number of SKKNI for industrial sector are 101 SKKNI, and up to 2019, around 20 SKKNI / year.
- LSP established to 2016 are 60 LSP. Up to 2019, we plan to establish 10 LSP and TUK per year.
THANK YOU
Health Vocational Education and Training in Indonesia

Dra. Oos Fatimah Rosyati, M.Kes
Head of Center for Planning and Management of HRH
Ministry of Health
Jakarta, March 7, 2017
Health care facilities in Indonesia:

- 2609 Hospitals
- 9,756 Primary health cares
## CONDITION OF HEALTH WORKFORCE IN PRIMARY HEALTH CARE IN INDONESIA ON 2017

<table>
<thead>
<tr>
<th>NO</th>
<th>HEALTH WORKFORCE</th>
<th>NUMBER OF PRIMARY HEALTH CARE</th>
<th>CONDITION</th>
<th>STANDARD</th>
<th>MAL DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Medical</td>
<td></td>
<td>16.527</td>
<td>13.152</td>
<td>6.954</td>
</tr>
<tr>
<td>2</td>
<td>Dental</td>
<td></td>
<td>6.618</td>
<td>9.756</td>
<td>1.520</td>
</tr>
<tr>
<td>3</td>
<td>Nursing</td>
<td></td>
<td>98.864</td>
<td>58.968</td>
<td>49.698</td>
</tr>
<tr>
<td>4</td>
<td>Midwife</td>
<td></td>
<td>120.091</td>
<td>49.212</td>
<td>78.953</td>
</tr>
<tr>
<td>5</td>
<td>Pharmasist</td>
<td></td>
<td>10.171</td>
<td>9.756</td>
<td>4.175</td>
</tr>
<tr>
<td>6</td>
<td>Community Health</td>
<td></td>
<td>12.136</td>
<td>9.756</td>
<td>7.247</td>
</tr>
<tr>
<td>7</td>
<td>Environmental health</td>
<td></td>
<td>9.246</td>
<td>9.756</td>
<td>3.225</td>
</tr>
<tr>
<td>8</td>
<td>Nutritionist</td>
<td></td>
<td>9.331</td>
<td>13.152</td>
<td>2.169</td>
</tr>
<tr>
<td>9</td>
<td>Medical Laboratory technology</td>
<td></td>
<td>6.481</td>
<td>9.756</td>
<td>1.892</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>289.465</strong></td>
<td><strong>183.264</strong></td>
<td><strong>155.833</strong></td>
</tr>
</tbody>
</table>

Minimum Health Workforce Standard, Primary Health Care, MoH Decree (75), 2014.

**Source:** BDEHRH, Desember 31, 2016
## CONDITION OF HEALTH WORKFORCE IN HOSPITAL IN INDONESIA ON 2016

<table>
<thead>
<tr>
<th>HEALTH WORKFORCE</th>
<th>NUMBER OF HOSPITAL</th>
<th>CONDITION</th>
<th>STANDARD</th>
<th>MAL DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatrician</td>
<td></td>
<td>6,160</td>
<td>4,179</td>
<td>2,780</td>
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<tr>
<td>Obsgyn</td>
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<td>7,126</td>
<td>4,205</td>
<td>3,623</td>
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<tr>
<td>Internist</td>
<td></td>
<td>5,774</td>
<td>4,144</td>
<td>2,434</td>
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<tr>
<td>Surgeon</td>
<td></td>
<td>4,587</td>
<td>4,130</td>
<td>1,511</td>
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<tr>
<td>Radiology Specialist</td>
<td></td>
<td>2,568</td>
<td>2,874</td>
<td>746</td>
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<tr>
<td>Medical rehabilitation Specialist</td>
<td></td>
<td>892</td>
<td>932</td>
<td>504</td>
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<td>Anesthesia Specialist</td>
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<td>4,154</td>
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<tr>
<td>Clinical pathology Specialist</td>
<td></td>
<td>1,452</td>
<td>1,730</td>
<td>471</td>
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<tr>
<td>Anatomy pathology Specialist</td>
<td></td>
<td>690</td>
<td>857</td>
<td>378</td>
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<tr>
<td>Cardiovascular Specialist</td>
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<td>1,469</td>
<td>500</td>
<td>1,120</td>
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<tr>
<td>Oculist Specialist</td>
<td></td>
<td>2,877</td>
<td>703</td>
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<tr>
<td>Ear-Nose-Throat Specialist</td>
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<td>2,638</td>
<td>491</td>
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<td>Psychiatrist Specialist</td>
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<td>1,071</td>
<td>647</td>
<td>685</td>
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<tr>
<td>Neurologist Specialist</td>
<td></td>
<td>2,469</td>
<td>538</td>
<td>2,034</td>
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<tr>
<td>Lungs Specialist</td>
<td></td>
<td>1,460</td>
<td>514</td>
<td>1,103</td>
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<tr>
<td>Medical</td>
<td></td>
<td>25,452</td>
<td>15,837</td>
<td>11,279</td>
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<tr>
<td>Dental</td>
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<td>5,361</td>
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<tr>
<td>Dental Specialist</td>
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<td>1,553</td>
<td>2,347</td>
<td>705</td>
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<td>184,559</td>
<td>272,196</td>
<td>24,997</td>
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<td>Midwife</td>
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<td>39,375</td>
<td>48,035</td>
<td>12,461</td>
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<td>Apothecary</td>
<td></td>
<td>11,835</td>
<td>14,900</td>
<td>3,737</td>
</tr>
<tr>
<td>Pharmacist</td>
<td></td>
<td>12,263</td>
<td>19,726</td>
<td>4,560</td>
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<tr>
<td>Medical laboratory</td>
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<td>13,209</td>
<td>3,343</td>
<td>11,152</td>
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<tr>
<td>Public health</td>
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<td>4,772</td>
<td>3,700</td>
<td>3,526</td>
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<tr>
<td>Sanitarian</td>
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<td>4,009</td>
<td>3,761</td>
<td>2,146</td>
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<tr>
<td>Nutritionist</td>
<td></td>
<td>6,378</td>
<td>5,067</td>
<td>3,623</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>354,153</strong></td>
<td><strong>421,300</strong></td>
<td><strong>104,824</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: SIRS Online, January 10, 2017
Based on: General Hospital, MoH Decree (56), 2014 and Specific Hospital Classification, MoH Decree (340), 2014.
Ratio of Doctor / 100,000 population in 2017

Source: Indonesian medical council (KKI), Desember 31, 2016
Ratio of Nurses / 100,000 population in 2017

Target: 166.8
Realization: 177

Majelis Tenaga Kesehatan Indonesia, Agustus 2016
Ratio of Midwife / 100,000 population in 2016

Target: 108
Realization: 163

Majelis Tenaga Kesehatan Indonesia, Agustus 2016
### ASEAN MRA

<table>
<thead>
<tr>
<th>No</th>
<th>MRA</th>
<th>TEMPAT/TANGGAL PENANDATANGANAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MRA on Engineering Services</td>
<td>Kuala Lumpur/9 Desember 2005</td>
</tr>
<tr>
<td>2</td>
<td>MRA on Nursing Services</td>
<td>Cebu, Filipina/8 Desember 2006</td>
</tr>
<tr>
<td>3</td>
<td>MRA on Architectural Services</td>
<td>Singapura/19 November 2007</td>
</tr>
<tr>
<td>4</td>
<td>Framework Arrangement for Mutual Recognition on</td>
<td>Singapura/19 November 2007</td>
</tr>
<tr>
<td></td>
<td>Surveying Qualification</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MRA on Tourism Professional</td>
<td>Hanoi, Vietnam/9 Januari 2009</td>
</tr>
<tr>
<td>6</td>
<td>MRA on Accountancy Services</td>
<td>Cha-am, Thailand/26 Februari 2009</td>
</tr>
<tr>
<td>7</td>
<td>MRA on Medical Practitioners</td>
<td>Cha-am, Thailand/26 Februari 2009</td>
</tr>
<tr>
<td>8</td>
<td>MRA on Dental Practitioners</td>
<td>Cha-am, Thailand/26 Februari 2009</td>
</tr>
</tbody>
</table>

6 criteria of acknowledgement: education, examination, registration and licensing, continuing professional development, and ethic code.
Nursing Education Institutions:

- There are **788 Nursing education institutions**, consist of **468 diploma education** (health polythecnic and private institutions) and **320 ners profession education**.

- Indonesia have 38 Health Polythecnic across 33 province in Indonesia, consist of **22 study programs including nurses**. The health polythecnic have about **66,000 students** and produce **graduates approximately 20,000 health workforce**.
# Health Vocational Education Program in Indonesian Health Polytechnic

<table>
<thead>
<tr>
<th>No</th>
<th>Study Program</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nutritionists</td>
<td>D3, D4</td>
</tr>
<tr>
<td>2</td>
<td>Midwife</td>
<td>D3, D4, MTK</td>
</tr>
<tr>
<td>3</td>
<td>Pharmasist</td>
<td>D3, D4</td>
</tr>
<tr>
<td>4</td>
<td>Nursing</td>
<td>D3, D4, MTK</td>
</tr>
<tr>
<td>5</td>
<td>Environmental Health</td>
<td>D3, D4</td>
</tr>
<tr>
<td>6</td>
<td>Health Promotion</td>
<td>D4</td>
</tr>
<tr>
<td>7</td>
<td>Medical record and health info</td>
<td>D3</td>
</tr>
<tr>
<td>8</td>
<td>Dental technician</td>
<td>D3</td>
</tr>
<tr>
<td>9</td>
<td>Anesthesia</td>
<td>D4</td>
</tr>
<tr>
<td>10</td>
<td>Dental nursing</td>
<td>D3, D4, MTK</td>
</tr>
<tr>
<td>11</td>
<td>Physiotherapist</td>
<td>D3, D4</td>
</tr>
<tr>
<td>12</td>
<td>Occupational therapists</td>
<td>D3</td>
</tr>
<tr>
<td>13</td>
<td>Speech therapists</td>
<td>D3</td>
</tr>
<tr>
<td>14</td>
<td>Akupunktur</td>
<td>D3</td>
</tr>
<tr>
<td>15</td>
<td>Radio diagnostic Therapy and radiotherapy</td>
<td>D3, D4, MTK</td>
</tr>
<tr>
<td>16</td>
<td>Elektromedic technical</td>
<td>D3, D4</td>
</tr>
<tr>
<td>17</td>
<td>Medical laboratory technology</td>
<td>D3, D4</td>
</tr>
<tr>
<td>18</td>
<td>Orthotic prosthetic</td>
<td>D3, D4</td>
</tr>
<tr>
<td>19</td>
<td>Herbal therapist</td>
<td>D3</td>
</tr>
<tr>
<td>20</td>
<td>Optical refractionist</td>
<td>D3</td>
</tr>
<tr>
<td>21</td>
<td>Blood transfusion technical</td>
<td>D3</td>
</tr>
<tr>
<td>22</td>
<td>Cardiovascular technical</td>
<td>D3</td>
</tr>
</tbody>
</table>

D3 = Diploma Three  
D4 = Diploma Four  
MTK = Magister Terapan Kesehatan/ Master of Applied Health
Health Vocational Education Program
(still have to be developing as needed)

- Elektromedic technical
- Radio diagnostic Therapy and radiotherapy
- Speech therapists
- Occupational therapists
- Orthotic prosthetic
- Blood transfusion technical
- Medical record and health information
- Cardiovascular technical
- Herbal therapist
- Indonesian Traditional Medicine
The Challenge:

a. The number of nursing graduation from Heath Polytechnics is quite high and very competitive.

b. Indonesian Nurses would like to look for job opportunities overseas.

c. It is not easy for Indonesian Nurses to get recognition from international certification bodies.

d. Need Support the health workforce to work abroad.

e. Develop an international standard education and training institutions.

Indonesia have to engage in a cooperation on vocational education and training through a mutual recognition in health sector, especially for nursing.
The Health Polytechnics would like to enhance the quality and capacity health workforce education especially nursing to expand job opportunities, including overseas.
Probability cooperation to improve the quality of health workforce:

1. **For short term**, we could identify and compare the nursing education system between Australia and Indonesia in order to get best practices that could be applied in Indonesia.

2. **For middle term**, we expected to have an improvement of nursing education and training quality program through:
   a. exchange or training of student, academics staff, and researchers of nursing
   b. technical assistance for development of international nursing vocational education (standard of competence, curriculum development, standard of education, sister colleges)
   c. technical support for development of international certification system.

3. **For long term**, our expected outputs are:
   a. Facilitating enhanced transfer of course credits between nursing institutions of both countries
   b. Recognizing nursing competencies by acknowledgement of certificate of competence issued by nursing certification bodies, both in Indonesia and Australia.
Thank you 😊
Potential Cooperation between Indonesia & Australia on Vocational Education and Training

1. The utilization of Indonesian health workforce
   - The intensive learning program to increase the skill and knowledge, which will be conducted in Indonesia and Australia. The funding will be supported by Australia Government
   - On the Job Training in Hospital/Health Clinic to increase the competency of Indonesian Vocational Health Workforce
   - Utilization of Indonesian vocational health workforce in Australia

2. Supporting for the representatives of Australian Certification board by Australian Embassy
   - Establishing a representatives of Australia’s certification board for candidate from Indonesia as a preparation for working in Australia

3. Strengthening vocational health education and system
   - Fully funded scholarship
   - Technical assistance for the development of international vocational education system
   - Fully funded in students development
   - Technical assistance for the development of international vocational training system
   - Technical support the development of international certification system
   - Joint/collaborative research
   - Support for education and training’s material, tools and facilities
4 MODE OF SUPPLY FOR HEALTH SERVICES

- **Mode 1:** Cross border supply
- **Mode 2:** Consumption abroad
- **Mode 3:** Commercial presence
- **Mode 4:** Presence of Natural Persons

**Tele-medicine**
- Regulated on MRA

**Foreign HRH**
- Regulated on Movement of Natural Person / MNP Agreement

**Patients going abroad**
- Foreign equity participation → hospital & clinic