



Kingdom of the Netherlands



International
Labour
Organization
Jakarta

ILO Working Paper



TVET CENTRES IN INDONESIA: PATHWAY TO REVITALIZATION

ILO support to the Ministry of Manpower & Transmigration programme
to strengthen the BLK system in Indonesia

TVET CENTRES IN INDONESIA: PATHWAY TO REVITALIZATION

ILO support to the Ministry of Manpower &
Transmigration programme to strengthen the
BLK system in Indonesia

Foreword

THE SUSTAINED economic growth of the past decade has brought important changes in production processes in Indonesia, and new skills demand at both enterprise and individual levels. The availability of skills for the enterprises, as well as the relevance of their skills set for the individual are crucial to ensure that (a) Indonesian companies can make the best of economic opportunities, (b) Indonesian workers find decent jobs. The growth in sales of consumer goods has increased the requirement for localised skilled services, which are often provided by family based and other micro-enterprises.

In this sense, the Indonesian skills training system – together with the current economic growth, the improved availability of labour market information, and the absence of discrimination, can play a crucial role in ensuring (a) that individuals and enterprises may adapt to economic change, in line with the Indonesian pro-growth, pro-job, and pro-poor economic policy, and (b) that benefits of economic progress trickles down to all Indonesians¹.

With its commitment to the Asian Decent Work Decade in 2006, as part of its current mid-term development plan (RPJM) for 2010-2014, and again with the signing of the Indonesian Jobs Pact in 2011, the Government of Indonesia has prioritized job creation and productivity improvement, in close cooperation with employers' and workers' organizations.

¹ See for reference the International Labour Conference 2008 report on Skills for Improved Productivity,

BLKI/TVET centres – as providers of high quality and relevant training programmes – can play a strategic role in improving skills supply and productivity in line with policy priorities of the Government. The ambitious “TVET Centre Revitalization” programme launched in 2006 by the Ministry of Manpower & Transmigration aims at improving the capacity of the TVET centres to fulfil this expectation.

The ILO Education and Skills Training for Youth Employment (EAST) project in close cooperation with the Ministry of Manpower & Transmigration and with regional authorities has supported this endeavour by providing hands on technical assistance, contributing to the development of three TVET centres into “Centres of Excellence”. This publication gives a brief overview of the impact of the technical assistance process at the TVET centre in Banda Aceh from 2008 to 2011. It also provides some policy recommendations on how the MoMT revitalization process can be taken forward. It is hoped this report may serve as a one of the tools available for other training centres in Indonesia that are going through the same process.

Jakarta, September 2011



Peter van Rooij

Director

Office for Indonesia and Timor Leste
International Labour Organization

Table of Contents

FOREWORD	i
TABLE OF CONTENTS	iii
ABBREVIATIONS	iv
INTRODUCTION	1
1. Stakeholder Relations	3
2. Skills Gap Analysis	6
3. Management Capacity Building	7
4. Instructor Capacity Building	10
5. Equipment and Facilities	14
6. TUK Establishment	16
7. Implementation of ISO- and IWA-standards	18
8. Training upgrading	21
9. Tracer Studies	23
10. Gender mainstreaming	24
11. Waste Management and Housekeeping	26
12. Extra-curricular Activities	28
CONCLUSIONS AND RECOMMENDATIONS	31

Abbreviations

Abbreviation	Indonesian Name	English Name
3-in-1	Pelatihan, Sertifikasi, Penempatan	Training, Certification, Placement
5-S		Sort, Set In Order, Shine, Standardize, Sustain
ADB	Bank Pembangunan Asia	Asian Development Bank
APINDO	Asosiasi Pengusaha Indonesia	The Employers Association of Indonesia
BAPPEDA	Badan Perencanaan Daerah	Provincial / District Agency for Regional Planning
BAPPENAS	Kementerian Negara Perencanaan Pembangunan Nasional/Badan Negara Perencanaan Pembangunan Nasional	The National Development Planning Agency
BKSP	Badan Koordinasi Sertifikasi Profesi	Professional Certification Coordinating Board
BLKI	Balai Kerja Latihan Industri	National Industrial Training Centre
BNSP	Badan Nasional Sertifikasi Profesi	Indonesian Professional Certification Authority
CBT	Pelatihan Berbasis Kompetensi	Competency Based Training
DISNAKER	Dinas Tenaga Kerja	Regional Office of the Ministry of Manpower and Transmigration
EAST	Pendidikan dan Pelatihan Keterampilan untuk Ketenagakerjaan Muda di Indonesia	Education and Skills Training for Youth Employment in Indonesia
IGTC	Pusat Pelatihan Garmen Internasional	International Garment Training Centre
ILO	Organisasi Buruh Internasional	International Labour Organization
ISO	Organisasi Internasional untuk Standardisasi	International Organization for Standardization
ITC	Pusat Pelatihan Internasional (Turin)	International Training Centre (Turin)
KADIN	Kamar Dagang dan Industri	Chamber of Commerce
LMI	Informasi pasar tenaga kerja	Labour Market Information

LSP	Lembaga Sertifikasi Profesi	Professional Certification Organization
MoMT	Kementerian Tenaga Kerja Dan Transmigrasi	Ministry of Manpower and Transmigration
MoNE	Kementerian Pendidikan Nasional	Ministry of National Education
MoU	Nota kesepahaman	Memorandum of Understanding
MTU		Mobile Training Unit
NGO	Lembaga Sosial Masyarakat	Non-Governmental Organization
OHS	K3, Keselamatan dan Kesehatan Kerja	Occupational Health and Safety
PGA	Pemeriksaan Gender yang partisipatif	Participatory Gender Audit
PMI	Palang Merah Indonesia	Indonesian Red Cross
POLMAN	Politeknik Manufaktur	Manufacturing Polytechnic
QMS	Sistem manajemen mutu	Quality Management System
RENSTRA	Rencana Strategis	Strategic Plan
SKKNI	Standar Kompetensi Kerja Nasional Indonesia	Indonesian National Competency Standards
SMK	Sekolah Menengah Kejuruan	Vocational Secondary School
TAB	Dewan Latihan Kerja	Training Advisory Board
TNA	Penilaian kebutuhan pelatihan	Training Needs Assessment
TOEFL	Ujian kemampuan berbahasa Inggris	Test of English as a Foreign Language
TUK	Tempat Uji Kompetensi	Accredited competency assessment centre
UNDP	Badan Program Pembangunan Perserikat Bangsa-Bangsa	United Nations Development Programme

Introduction

THE Balai Latihan Kerja Industri (BLKI) in Banda Aceh² is one of 11 vocational training institutions administered by the Ministry of Manpower and Transmigration (MoMT). It offers training courses in the areas of automotive, sewing and embroidery, electrical and electronics, air-conditioning and refrigeration, machining, welding, building and construction as well as agriculture and food processing.

The MoMT launched an ambitious revitalization programme for all BLKs in 2006³, putting great efforts in improving the Ministry-managed institutions. The purpose of this paper is to document the revitalization process that has taken place at the BLKI Banda Aceh over the past three years with the support of the ILO Education and Skills Training for Youth Employment in Indonesia (ILO-EAST) project. During this period, ILO-EAST has provided direct technical assistance to three BLKs across Indonesia (in Sorong, Jayapura and Aceh), with the following objectives:

1. To enable the BLK management teams to use resources efficiently and effectively.

² See www.blkiaceh.com for more information.

³ For details see: "Revitalisasi BLK", Departemen Tenaga Kerja dan Transmigrasi, Direktorat Jenderal Pembinaan Pelatihan dan Produktivitas, Jakarta 2006.

2. To support the BLK management, instructors and staff to implement Competency Based Training (CBT)⁴.
3. To establish linkages between the BLKs and the private sector as well as other stakeholders.

The BLKI Banda Aceh was established in the early 1980s and is located close to the city of Banda Aceh, making it easily accessible to businesses and potential trainees. Since the change of status from a provincially managed to a Ministry-managed institution in 2005, this training centre has initiated a number of renovation and improvement programmes; particular emphasis has been on upgrading of buildings, equipment and training programmes.

Over a period of several years, the BLKI has gradually introduced Competency Based Training (CBT), in accordance with the National Competency Standards (SKKNI). This is in line with Government policy, which stipulates that (a) all vocational education and training has to be in accordance with national competency standards; and (b) trainees should be awarded national certificates of competence upon graduation and assisted in finding employment.⁵

During the period 2008-2011, ILO-EAST supported this revitalization process by placing an international senior TVET specialist and a national programme officer as counterparts to the BLKI management team in Banda Aceh. They have been supporting the BLKI management team on-site on a full-time basis to strengthen the revitalization process, especially in the following skills areas: sewing and embroidery, air-conditioning and refrigeration.

The main initiatives and results from the MoMT / BLKI / ILO-EAST cooperation in Banda Aceh are presented in order to serve as a possible pathway for the revitalization of other BLKIs. Each chapter presents some background information relevant to the initiative under discussion, its impact, the actual implementation process and the lessons learned for replication.

The BLKI Banda Aceh has changed drastically since 2008 in terms of the capacity of its management and instructors to implement a CBT system, and to link with private sector stakeholders. More remarkably, the last years have seen an increased commitment of the management and staff to deliver high-quality training and to build a true 'Centre of Excellence' for the province.

⁴ A competency refers to an individual's demonstrated knowledge, skills and attitude, performed to a specific standard needed in order to perform a major job task / function. Competencies are used to design learning outcomes and benchmarks for training assessments: they are a crucial link between the training and the future job. Competency-Based Training is defined as 'training which develops the skills, knowledge and attitudes required to achieve competency standards'. It places primary emphasis on the performance of a person as a result of the training (the outcome), rather than the process involved in the training (the inputs, like the exercises or the training time allocated for instance). It is concerned with the provision of evidence of Knowledge, Skills and Attitude to a specific level of competency rather than an individual's achievement relative to others in the group.

⁵ Cf. Sistem Pelatihan Kerja Nasional (SISLAKERNAS), Peraturan Pemerintah Republik Indonesia Nomor 31 Tahun 2006

1. Stakeholder Relations

Background

At the start of the cooperation between ILO-EAST and the BLKI Banda Aceh, there was no systematic communication with the private sector and other stakeholders. No formal forum existed in the province to bring the BLKI and these stakeholders together to discuss skills issues of common interest on a regular basis. The BLKI had worked in a very isolated environment with little knowledge of private sector demand and poor coordination with stakeholders.

Meeting between DISNAKER and the BLKI



Routine coordination meeting on all common issues are held with the provincial manpower office.

The role of the BLKI within the province needed to be asserted within formal and informal communication channels. In particular, building trust with the private sector was and continues to be a priority. The following major stakeholders were identified:

1. Chamber of Commerce (KADIN)
2. Professional Certification Coordinating Board (BKSP)
3. Employer Associations (APINDO)
4. Workers representatives / Trade Unions
5. Sectoral industry associations
6. Governor's Office Province Aceh
7. Provincial Agency for Regional Development (BAPPEDA)
8. Provincial Office of Manpower and Transmigration (DISNAKER)
9. Provincial Office for Education
10. Banda Aceh City Government
11. Vocational Secondary Schools (SMK)

12. Women's Development Centres
13. Private training providers
14. International aid and other organizations
15. Nongovernmental Organizations
16. Suppliers of essential equipment

Meeting with Banda Aceh Vice Mayor



In an effort to reach out to all stakeholders, including the provincial and district Governments, the BLKI management invited the Vice Mayor of Banda Aceh to discuss the BLKI management's plans for improving the availability of skilled labour in the province.

Impact

With the support of ILO-EAST, a Training Advisory Board (TAB) was set up as a forum to discuss skills development and to provide related advice to the Government of Aceh. The TAB sparked fruitful meetings and discussions between the identified stakeholders and the BLKI. Although the establishment phase is ongoing and the TAB is still in need of further assistance to become a strong and competent institution, its first meetings have shown some encouraging initial steps towards meaningful dialogue between all stakeholders. In particular, the TAB drafted plans for joint job fairs; it established cooperation agreements with 42 enterprises for on- the-job training; and strengthened the 3-in-1 kiosk facility⁶ with a database of all cooperating companies.

Implementation process

1. During the initial provincial stakeholder workshop in 2008, recommendations were made to strengthen the network with stakeholders.

⁶ A 3-in-1 kiosk is a service unit that offers training, certification and job placement by linking BLK graduates to a database of available employment opportunities in their applicable skills area.

2. As a follow-up to these recommendations, a second stakeholder workshop was organized and the BLKI management team and some stakeholders took the initiative to set up a Training Advisory Board (see picture below). The TAB consists of 11 representatives of the most important stakeholders:
 - Three Government representatives
 - Three training provider representatives
 - Three representatives of employer forums
 - Two trade union representatives
3. Regular discussions are being organized with other training institutions and BKSP in order to develop intensified cooperation on competency assessment and certification.

Training Advisory Board (TAB)



Process of establishment:

1. A stakeholder workshop reaches the conclusion that establishing a TAB is recommended.
2. Informal discussions on this idea are held among key stakeholders.
3. Articles of association are drafted and circulated.
4. Within a Kick-off Workshop a TAB Committee is established.
5. Stakeholders agree on who will represent them as TAB members.
6. A TAB work plan is drafted and common objectives were identified and agreed upon.

Lessons learned for replication

A BLKI is not – and should not be – an isolated institution. Good communication networks need to be established with all major public and private stakeholders, both to strengthen the skills development exchanges at the provincial level, and to promote the training services of the BLKI. Ultimately it is important for the private sector to develop a sense of ownership of the BLKI, as potential clients entitled to present requests and expect quality services.

It has proven important for the BLK to employ a well-trained marketing officer with sufficient resources to actively promote the BLK among stakeholders. Communication and marketing trainings should furthermore be extended to all workshop leaders as they are the key persons who are in direct contact with employers.

Experiences with setting up a TAB have shown that such a committee requires strong leadership and membership commitment to be sustainable. The TAB needs to set clear-cut goals and objectives that have to be met within an agreed timeframe. Previous attempts to establish TAB-like boards have not been successful due to a lack of leadership. Because of their insight and own interest to define skills areas, employers' organizations are called to take the leading role in steering the TAB. They need to see the clear benefit they have of investing their time into this function – hence the importance to propose a mix of long-term goals and concrete immediate measures for the TAB.

Another challenging aspect was the inclusion of the informal economy within the scope of the TAB. Most of the TAB members would be typically concerned about formal jobs, while a sizable portion of the trainees of similar training centres would in fact work in the informal economy. As part of the TAB discussions in Aceh, attempts were made to apply a value chain approach to identify jobs in demand, but with limited success.

2. Skills Gap Analysis

Background

The skills that trainees acquire in BLK training courses do not always match the skills that are required by employers. Especially in situations where labour market information is lacking, a Skills Gap Analysis (SGA) can help to identify skills in demand for which training is not yet available.

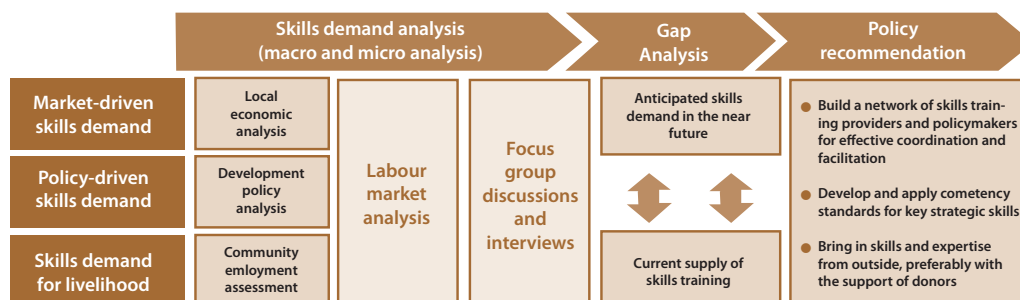
Impact

ILO-EAST commissioned a team to conduct a SGA in Aceh province in 2010. The results were used directly for the BLKI in Aceh, and the SGA allowed for the piloting of a methodology that other Indonesian BLKs can use as a resource. Among the main skills areas identified as priorities for skills-training development were food processing and business skills.

Implementation process

The SGA first identified skills in demand based on (a) economic development trends; (b) policy priorities (i.e. to fulfil the regional development plan); and

(c) the needs of the informal economy. It also looked at the provision of skills training in the province, and identified the gap between demand and supply of skills. The SGA results were presented to a provincial forum and discussed in a half-day workshop led by the Provincial / District Agency for Regional Planning.



Lessons Learned for Replication

Finding detailed data related to skills demand was difficult. However, this macroeconomic view, which also takes into account provincial priorities and the needs of the informal economy, proved useful in opening a dialogue with authorities and private sector. The proposed methodology is also relatively easy to implement and replicate, relying on qualitative data (especially for the informal economy) and a series of validation checks with relevant stakeholders. As such, it can serve as a first step for a more detailed Training Needs Analysis (TNA).

3. Management Capacity Building

Background

In most cases, senior instructors or department heads are appointed to join the management team of a BLK without prior training. New BLK managers are given only management guidelines⁷ that explain the BLK rules and regulations; they are then expected to improve their management skills by frequently consulting with the Ministry.

The lack of systematic management training has an impact on the capacity of the management team to (a) establish a vision and objectives for the BLKI within the provincial context; (b) build up relations with stakeholders and identify skills in demand; (c) steer the drive towards competency-based training; (d) set up clear procedures and workflows; (e) follow up on placement of trainees and

⁷ Manajemen Lembaga Pelatihan Kerja, Departemen Tenaga Kerja dan Transmigrasi R.I (2006)

start-up of new businesses; and (f) document impact of the trainings and market the services of the BLKI.

Impact

The assistance provided by ILO-EAST, particularly through the upgrading of comprehensive management training, resulted in significant improvements in the skills and performance of the BLKI management team. The team significantly improved its communication and negotiation skills. Its members have become considerably more outgoing and receptive to new ideas. They are now ready to continue internal improvement programmes and to seek cooperation with external national and international partners independently.

Internal workflows and communication channels are now systematised, and documented management meetings have become a tool in the management process. A number of agreements and MoUs were reached and direct cooperation between the BLKI and public and private training providers, as well as private companies, were established. In addition to the supply of equipment and other direct assistance, contacts with stakeholders were helpful for the BLKI management to develop skills in articulating the BLKI vision and needs.

Implementation process

Counterpart discussions: Embedding ILO advisors as partners in the management process made it possible to bring up a wide range of issues for discussion. The advisors gradually became involved in nearly all internal processes at the BLKI. The management team also received inputs on strictly internal issues, such as developing the strategic plan RENSTRA (Rencana Strategis).

Management meetings: Regular management meetings were instituted with set agendas published before the meetings, and minutes were recorded, distributed and filed for future reference. In the formal management meetings, clear action points with time-bound responsibilities for each member of the management team were determined. Once initiated and institutionalized, the management team recognized the benefits of a regular, formal and planned approach to management dialogue.

Stakeholder relations: The management team developed formats to strengthen formal and informal stakeholder communication. Formal communication channels were developed through the establishment of a Training Advisory Board (TAB – see section on “Stakeholder Relations”) and through formal information and discussion meetings at the BLKI and elsewhere. Informally, a number of visits were made to large companies and other stakeholders, which were useful to foster better communication and understanding between the BLKI and the private sector.

Study tours: Targeted study tours have also been an important component in the capacity building process. Management staff visited private training providers

as well as Government and private institutions of special importance to the BLKI, such as the Indonesian Professional Certification Authority (BNSP, Badan Nasional Sertifikasi Profesi) and the Professional Certification Organization (LSP, Lembaga Sertifikasi Profesi).

International exposure: The management team was also invited to participate in ILO-EAST workshops and conferences overseas, which included, among others, a two-week management training session at the ILO International Training Centre (ITC) in Turin, Italy. The learning objectives of this course were: (a) to strengthen participants' knowledge as well as their analytical and managerial capacity to improve the performance of the training institutions they direct; (b) to strengthen participants' knowledge on selected topics related to the management of training institutions, human resources, trainees and the management of vocational training; (c) to get acquainted with new trends in institutional management, training methodology and delivery; (d) to analyze the management gaps and shortcomings of the BLKI and design an action plan to achieve higher effectiveness, efficiency and sustainability.

The management team also participated in a workshop on public-private-partnerships in Dhaka, Bangladesh, and in a workshop on competency-based certification in Semarang, Indonesia.

The BLKI hosted a significant number of foreign organizations, among them the Asian Development Bank (ADB) and a number of international aid organizations.

ISO training: Through the implementation of ISO 9001 standards at the BLKI, all personnel were provided with ISO training by an external ISO consultant. (*Please see section on ISO implementation*).

Visit from IGTC Bogor



Mr. Till Freyer, the chairman of IGTC and chief consultant of Koperasi Pabrik Garmen Aceh Pertama Bireuen visited the BLKI in September 2008.

Instructor Training & Upgrading



All instructors at the BLKI undertook extensive training on CBT-issues, ranging from basic awareness courses to skills and assessor certification. This training has resulted in two skills areas, Sewing and Embroidery, as well as Air-conditioning and Refrigeration, to become fully CBT-based.

Lessons learned for replication

In order to properly execute its management tasks, there must be a manager present at the BLKI most of the time. This was not the case at the BLKI Banda Aceh. The frequent, and at times lengthy, absences of several members of the senior management team caused major disruptions to the work at the BLKI. To ensure constant management progress, managers must spend enough time at their institutions to fulfil their tasks on-site, including the scheduling of management meetings on a regular basis.

4. Instructor Capacity Building

Background

According to Government policy, all BLKIs have to offer training that is in line with national competency standards. These standards require all instructors to be trained in CBT methods and to be certified in their respective skills area and as competent assessors (workplace assessors).

It is also desirable that a BLK has its workshops certified as accredited Competency Assessment Centres (Tempat Uji Kompetensi, TUK).

Prior to the start of the ILO-EAST project, instructors at the BLKI Banda Aceh had only completed limited additional training outside of their basic instructor training programme. Also, none of them had participated in CBT-related training other than the general familiarization workshops. Thus, implementation of CBT had not taken place by the time the ILO-EAST advisors commenced their works.

The ILO-EAST was requested to target two skills areas for CBT implementation. These key skills areas were supposed to be selected after conducting a Training Needs Assessment (TNA), to identify skills areas and skills levels to target.

However, because the BLKI had been understaffed for several years, only certain departments were eligible for CBT-implementation. In agreement with the management of the BLKI, sewing and embroidery as well as air-conditioning and refrigeration were chosen as the key skills areas for the implementation of CBT.

In addition to intensive upgrading of all aspects of these two key skills areas, a number of supplementary workshops and trainings were conducted on topics such as gender (see “Gender Mainstreaming”, p. 24), 5-S (see “Instructor Capacity Building”, p. 10), waste management (see “Waste Management and Housekeeping”, p. 26) and occupational health and safety (see below).

Instructor Training & Upgrading at IGTC



Ms. Nuraini BLKI Sewing & Embroidery Instructor: It was very useful for me as department head to learn about modern training facilities and how to set up and organize a workshop.

Impact

Most importantly, the two targeted workshops – sewing/embroidery and air-conditioning/ refrigeration – were certified as TUK. Skills assessment and certification can now be offered to all trainees in these key skills areas.⁸ In addition to this direct impact, assessor training has also taken place for other departments. This has resulted in the BLKI management’s decision to continue with gradual

⁸ Assessment and certification is provided by provincial Professional Certification Organizations (LSP). These LSPs are the sole organizations licensed to undertake skills assessment and certification. There is no standard cost of certification per trainee since LSPs operate on a cost recovery system. The cost of assessment and certification may be less than one million Rupiah, if there is a relevant LSP in the province. However, if LSP officials have to be recruited from Jakarta or elsewhere, providing assessment and certification services in Banda Aceh can cost several million Rupiah per trainee.

TUK-certification of additional workshops. The BLKI is now recognized among stakeholders as a serious provider of skilled manpower in the province, and BLKI Banda Aceh is regarded as an exemplary model for how quality training can be developed at the provincial level, utilizing local resources even in an area with difficult operational conditions.

Implementation Process

Skills upgrading and certification: Instructors from different departments, including the two selected key skills areas, were trained to meet industrial skills requirements. The skills-upgrading took place partly at other BLKIs and partly in cooperation with private training centres and private companies. The participants were awarded industrial skills certificates.

CBT-skills training: CBT-skills training, provided by four external consultants and authorized master trainers, focused on improving the instructors' capacities to integrate CBT in their courses.

Learning methodology: The instructors of the BLKI Banda Aceh also took part in a training programme of the ILO International Training Centre on "Face to Face Learning"⁹, to enhance their skills in using modern training methodologies.

Workplace assessor training: Workplace assessors were trained to establish an accredited skills assessment facility. Instructors of the selected key and other skills areas participated in the training and were awarded "competent workplace assessor" certificates.

Maintenance training: Maintenance of equipment is problematic due to a lack of skilled experts, often outdated equipment and a shortage of maintenance funds. In the key skills areas where substantial quantities of new equipment were supplied, manufacturers were contractually obliged to provide training in all aspects of handling the equipment, including preventive maintenance. General maintenance training was also offered in cooperation with equipment suppliers, GGTC Bogor and a training centre in Bandung (POLMAN).

Occupational Health and Safety (OHS): Shortly before the BLKI started its cooperation with ILO-EAST, the ILO had already assisted the institution with the installation of a fire safety system in accordance with prevailing fire safety rules in Indonesia. This included training of personnel in all aspects of managing and maintaining a fire prevention system. ILO-EAST followed up on this by introducing OHS courses and by supplying the required personal safety equipment. These

⁹ The blended learning activity "Facilitate face-to-face learning" is part of the Competency-Based Human Resources Development Programme by the International Training Centre of the ILO in Turin, Italy.

activities were undertaken in close cooperation with the Indonesian Red Cross (Palang Merah Indonesia, PMI).

Cell Phone repair: Cell phone repair is a new skills area at the BLKI Banda Aceh. It was introduced due to the increase in cell phone use and the emergence of cell phone repair as a market niche. Instructors for cell phone repair were trained by CV. Quadrant Integrated Cellular Solution Bandung.

Computer training: All instructors and management staff were provided with general computer training. For instructors it was particularly important to learn how to use the latest audio-visual equipment supplied by the ILO.

Customer service: The customer service training was introduced to provide the BLKI staff with an understanding of the concept of being a supplier of services to customers and to adjust BLKI services to the needs of customers. During this one-week training a national specialist trainer communicated basic concepts of customer service to the participants.

Language training: Good communication skills and facilities significantly enhance the performance of the BLKI managers and instructors. English language skills are essential to ensure professional communication with international visitors and cooperation partners for the benefit of the training institution. English training courses were introduced and continue to be taught by a group of young instructors, six of whom have passed the institutional TOEFL-test¹⁰.

5-S training¹¹: The 5-S training was introduced by the MoMT and is now compulsory for all BLKs under its administration. It was introduced in Banda Aceh by an external trainer hired by the MoMT.

Lessons learned for replication

The instructor capacity-building initiatives can be adopted by all BLKIs in Indonesia as long as instructors with basic qualifications are available. Particular attention should also be paid to include junior instructors. All junior instructors presently attending instructor-training courses in various BLKIs will be assessed and certified at least up to level II of the Indonesian Qualification Framework. It is advisable for junior instructors to become certified assessors before returning to their duty stations.

¹⁰ Test of English as a Foreign Language, or TOEFL, evaluates the ability of an individual to use and understand English in an academic setting. It is the most widely accepted English test around the globe.

¹¹The 5-S programme originated from Japan. It is a basic, systematic approach for productivity, quality and safety improvement in all types of businesses. "5-S" stands for: "Sort, Set In Order, Shine, Standardize, Sustain".

5. Equipment and Facilities

Background

Regarding equipment and facilities, the BLKI Banda Aceh had already benefited greatly from being managed by the MoMT and from receiving assistance through various post-tsunami aid programmes. Taking this into account, ILO-EAST did not have to supply entire workshops with extensive equipment, but emphasized the provision of equipment for setting up the TUKs and for ensuring that workshops were supplied with the equipment required to facilitate training according to the national competency standards. In addition to this, ILO-EAST also provided a significant number of ancillary equipment which has enhanced the quality and efficiency of the BLKI.

Impact

The equipment supplied by MoMT and the ILO, among others, enabled the BLKI to set up sewing and embroidery workshops and air-conditioning and refrigeration workshops, in accordance with BNSP standards for accredited TUK workshops. Other training providers also benefited from the upgraded workshops, which can be used for competency assessments by all providers. The provision of ancillary equipment significantly improved the environmental and Occupational Health and Safety (OHS) standards of the BLKI. The BLKI library also was equipped with adequate computer hardware and software.

Implementation process

Workshop equipment: MoMT and donors had supplied substantial quantities of workshop equipment for the BLKI. ILO-EAST supplied the workshops of the two selected skills areas with the equipment required to train up to level II of national standards. Equipment suppliers were obliged to provide installation, commission and training services as well as to ensure that spare parts are available in Indonesia.

Audio-visual equipment: Trainers in all workshops had been using traditional training methods, such as white boards and large quantities of photocopies, and had been spending valuable time copying from the white board. Up-to-date audio-visual equipment was required to enable instructors to provide training efficiently. Standard audio-visual equipment supplied to each workshop consisted of a laptop, scanner and LED projector. A number of printers were also supplied. Instructors were trained to use the new equipment.

Safety equipment: The BLKI's Occupational Health and Safety (OHS) programme did not comply with the MoMT standards for workplaces in 2008. ILO-EAST identified the gaps and supplied equipment accordingly. This was supplemented with OHS training provided by suppliers and consultants.

Library at the BLKI



Before I was a student at BLKI Banda Aceh I studied AutoCAD for three months in the summer of 2008. I got a place in the on-the-job training program at the BLKI Banda Aceh to support the establishment of the TVET library. During the three-month training program, I accomplished the following:

1. Grouped all books related to vocational training;
2. Wrote labels for all books;
3. Developed a database software;
4. Entered the data of all books into the database;
5. Prepared users' guides for the library.

- Yogi Yoanda, Banda Aceh

Computer equipment for 3-in-1 facilities: The Training-Certification-Placement (3-in-1) concept is an essential component of the Government's TVET policy. Every BLK is required to have a "kiosk" as a 3-in-1 facility. ILO-EAST assisted with computer equipment for this facility.

Library equipment: A BLKI library was set up and equipped with books and IT equipment, including library related software. Publications relevant to the BLKI skills areas were purchased.

Computer equipment for computer lab and workshops: ILO-EAST supplied all major equipment in order to facilitate computer-based training. Additionally, instructors were trained on IT expertise, including preventive maintenance measures.

Internet and wireless equipment: As part of the effort to improve communication facilities and to ease national and international communication for the BLKI management, staff and trainees, internet facilities were supplied to provide campus-wide Internet access.

Trash collection: As part of a wider initiative to tackle environmental issues, a segregated waste collection system was developed and implemented.

This included designating a collection point and agreeing on collection and environmentally safe disposal procedures with the relevant authorities¹².

Lessons learned for replication

New equipment requires preventive maintenance from the start. A maintenance programme was developed by ILO-EAST and the BLKI management. Its implementation will now depend on budget allocation and appropriate monitoring by the management and MoMT.

6. TUK Establishment

Background

All BLKIs are to provide training that complies with national competency standards. In several provinces, the absence of accredited places of competency assessment (*Tempat Uji Kompetensi*, TUK) and certified assessors make assessment and certification impossible. The BLKI Banda Aceh decided to set up TUKs in each of the two selected skills areas: Sewing/ Embroidery and Air-conditioning/Refrigeration.

Impact

The establishment of TUKs at the BLKI is an important step in offering assessment and certification according to national competency standards. The BLKI Banda Aceh is now acknowledged by stakeholders as qualified to offer quality training in line with national standards. Equipped with national certificates, graduates from the BLKI Banda Aceh can now compete for employment across all of Indonesia.

Implementation process¹³

Institutional appreciation: Management and staff were given a thorough briefing by BNSP staff on TUK and the process of setting up and managing a TUK. The BLKI management also undertook study tours to Professional Certification Organizations (LSP) and institutions that had already successfully set up TUKs.

Team build-up: Management and instructors' representatives were chosen to take on responsibility for the TUK establishment.

Gap analysis: The current situation was assessed with special regard to the gap between existing courses, equipment and facilities, instructor qualifications and TUK requirements.

¹² Dinas Kebersihan dan Pertamanan (DKP) Kota Banda Aceh

¹³ The description of the implementation process is based on information received from BNSP, the authority that was responsible for the certification of competence.

TUK Certificates for Air-conditioning & Refrigeration and Sewing & Embroidery



Procurement of equipment: Required equipment to set up TUKs was purchased.

Workplace assessor trainings: In order to establish an accredited skills assessment facility, workplace assessors were trained and awarded with “competent workplace assessor” certificates.

Skills training and certification: Instructors of the selected skills areas were retrained to meet industrial skill requirements and the participants obtained industrial certificates.

Quality Management System (QMS) training: Representatives of the BLKI management and instructors from the selected skills areas were trained in QMS by the National Professional Certification Authority (BNSP).

Training of TUK assessors for licensing: Special training for TUK assessors was provided and licenses were issued by BNSP.

Development of QMS for TUKs: After the QMS-training, the participants established mandatory QMS for each TUK, i.e. documentation of the setup and management of the TUK database.

Pre-Validation: LSPs examined whether the TUK complied with the standard requirements. All deficiencies found by the LSP were corrected and safety issues were resolved subsequently.

Validation and Launch: LSPs provided a second and final validation of processes and certified each TUK accordingly.

Initial assessment three months after certification: Graduates from earlier courses were offered complimentary assessment and certification workshops by the BLKI.

Marketing: Following the setup of the TUKs, a marketing process started to promote their use by non-BLKI trainees. This was carried out using mass media, meetings with stakeholders and, after the initial assessment, with a socialisation workshop for stakeholders, graduates and BLKI staff.

Lessons learned for replication

While not yet compulsory, the MoMT encourages BLKs to set up TUKs and to provide assessment for all BLKI trainees, as well as for students from vocational secondary schools (SMK) and other institutions. However, it appears that (a) a coordinated workflow with a single window for services to training centres who want to establish TUKs has not been agreed upon by the Ministry, the BNSP and the LSPs; (b) the process of setting up the TUK is costly as the LSPs function on a quasi-monopoly basis with no price ceilings; and (c) the cost of assessment and certification currently outweigh the benefits of the certificate, and most trainees and training providers choose not to go through the process unless they benefit from an outside sponsor.

While a nationally valid certificate can improve the signalling of skills and contribute to the establishment of training pathways, the importance of the informal economy in Indonesia, coupled with issues of cost-efficiency related to LSPs and the lack of ownership of the industry, currently prevent the system from fully realizing its expected benefits. These issues are being discussed at the government level. There is presently little a BLK can do on its own to remedy these weaknesses in the system.

7. Implementation of ISO- and IWA-standards

Background

ISO 9001:2008 is a global quality management standard and is used to establish a quality management system (QMS) for all types of organizations. It helps both product and service organizations to achieve standards of quality that are recognized and respected at international level. The International Workshop Agreement (IWA) 2:2007 provides additional guidance for a QMS for education institutions (schools and training providers).

The implementation of ISO 9001:2008 integrated with IWA 2:2007 has been an important component of the BLKI revitalization process. The MoMT is determined to ISO-certify all BLKs under its administration within a set time frame. While several BLKs are currently in the process of qualification, only three institutions are already ISO-certified: BBPLKDN¹⁴ Bandung, BBPLKLN-CEVEST Bekasi¹⁵ and BBLKI¹⁶ Serang.

¹⁴Balai Besar Pengembangan Latihan Kerja Dalam Negeri.

¹⁵Balai Besar Pengembangan Latihan Kerja Luar Negeri (BBPLKLN)-CEVEST is the Centre for Vocational and Extension Service Training (Balai Besar Pengembangan Latihan Kerja Luar Negeri) and was initially set up by the Japanese government to train Indonesians before taking apprenticeship trainings in Japan. Now it is also used as an instructor training centre.

¹⁶Balai Besar Latihan Kerja Industri.

ISO Awareness Briefing at the Ministry



Commitment to the ISO implementation and the involvement of the heads of the organizational structure is important. Before the BLKI Banda Aceh started its ISO implementation programme a thorough briefing was presented at the MoMT. In addition, the Ministry received regular briefings on the progress of the implementation.

For the BLKI Banda Aceh these ISO- and IWA-standards will ensure a uniform standard of training courses and will guide the management's towards greater quality of services.

Impact

BLKI Banda Aceh received the ISO 9001:2008 Certificate in December 2010. Implementing the ISO quality management system at the BLKI Banda Aceh has not only improved its reputation as a certified quality institution; it has also enhanced the actual quality of the trainings provided. The ISO system includes the documentation and monitoring of the CBT implementation. Within the BLK system as a whole, this integration has proven that not only large, centrally based BLK are able to take significant steps to improve the quality of trainings.

Implementation process

Awareness-raising: The BLKI management and staff participated in awareness workshops that provided basic explanations of why ISO-certification is important for training institutions. These were organized by external consultants from an international ISO certification bureau.

Discussion and decision phase: After the BLKI management agreed to implement ISO standards, it presented its plans to the MoMT. Further discussions about budgets and responsibilities followed.

Selection and appointment of consultant: Almost all ISO implementation activities demand the engagement of an ISO consultant. This consultant organized trainings and supported the first audit of the BLKI. A number of potential consultants were identified and following further discussions and reviews of quotations, one company was selected.

Implementation of ISO-standards: The consultant designed and lead the following implementation process: (a) review of implementation; (b) training on ISO 9001 internal audit; (c) internal audit; (d) corrective action; (e) pre-assessment (by external consultants); (f) management review; (g) stage-01 and stage-02 audit by certification body; (h) post-audit.

Kickoff workshop: Before the start of the consultant's implementation programme, a kickoff workshop was held to formally commence the process and to create further motivation within the BLKI staff body.

ISO task force: An ISO task force was set up and its members were trained and certified as internal ISO auditors.

Lessons learned for replication

The estimated time period from the recruitment of the consultant until certification is between nine and twelve months.

In the initial phase, it proved difficult to generate enthusiasm for ISO-implementation among the BLKI staff. The support of the BLKI senior management is especially decisive at this stage and its members should participate in as many ISO certification events as possible.

It is a time-consuming process and all BLKI staff should make sufficient time available to make it a success. It can at times become difficult to combine these additional activities with the daily duties of the team members. Mutual understanding and flexibility of all participants is important.

Despite the fact that several other BLKs have already implemented ISO standards, it proved difficult to draw on these experiences and to cooperate with these BLKs. The main reasons for this were that the process is not centrally coordinated and BLKs have no incentives to exchange information on ISO certification.

The initial implementation phase requires the expertise of an ISO consultant until successful certification. The first external audit one year after the initial certification is the real test of the management's dedication to maintain ISO standards. During this second phase, no consultant assists the BLK. Thus, certification renewal largely depends on successfully sustaining the implementation of ISO standards after the departure of the ISO consultant.

8. Training upgrading

Background

The BLKI Banda Aceh mainly offers institutional, industry-specific training courses on its premises. In addition to this service, it also offers an extensive range of Mobile Training Units (MTU) courses, which allows for field-based training delivery.

The institutional courses are standardised with an average duration of 480 hours and 16 to 20 participating trainees. As mentioned above, all trainees receive a certificate upon the completion of the courses, but the collaboration between the BLKI and ILO allowed for delivery of competency-based training and granting of nationally recognised certificates, albeit to two trainees.

BLKI Graduate Opening Own Business



Pak Bustamin graduated from the BLKI Air-conditioning and Refrigeration course in 2008. After some months of being employed at a company, he decided to open his own repair and service business. Unable to obtain loans from credit institutions, a friend assisted him with a Rp. 20 million loan (+/- 2,000USD). This was sufficient to get started and to employ two assistants. Pak Bustamin's business permit, once it is processed, will make him eligible for collateral-free microloans.

For technical assistance, Pak Bustamin keeps in touch with the BLKI, which welcomes such requests. He plans to buy additional equipment in the future to enable him to take on a greater variety of services.

Impact

The immediate impact of the initiatives concerning training upgrading is the alignment of courses to national standards. It was agreed to introduce CBT in the selected key skills areas of the BLKI, and presently all courses offered in these skills areas are accredited to fulfil CBT-standards and national certificates of competence can now be awarded. Additionally, the BLKI management and other provincial training institutions are now equipped with a clear implementation plan for aligning their courses with national standards.

Implementation process

The components of changing traditional training courses to Competency Based Training have been described in previous sections. These components include: (a) CBT awareness workshops for management and instructors; (b) technological and methodological skills upgrading and certification; (c) assessor training and certification; (d) workplace assessor training and certification; (e) Quality Management System (QMS)¹⁷ training; (f) TUK certification; (g) rewriting of curriculum and development of training packages and materials, a process that began recently and is ongoing.

Lessons learned for replication

The conversion of traditional training methodologies to CBT is a difficult process, especially for senior instructors who have relied on outdated teaching methodologies and training material for many years. In addition to taking part in comprehensive upgrading training and certification exercises, instructors have to rewrite and adjust all training materials as well as redesign training aids and workshop layouts.

This transformation is still an ongoing process and there are various issues that still need to be tackled in the future. Achieving greater awareness of quality issues, developing marketing tools to promote BLKI services and producing regular tracer and other relevant studies are only a few of the challenges ahead to enhance the quality of training courses. With the arrival of the new CBT-trained and CBT-certified instructors at the end of 2010, this process is picking up pace in 2011.

¹⁷QMS is a system which provides a set of processes that ensure a common sense approach to the management of an organization by which non conformance to specifications, standards and customer expectations are reduced and eventually eliminated in the most cost effective and efficient manner. The system should ensure consistency and improvement of working practices, which in turn should provide services that meet customer's requirements.

9. Tracer Studies

Background

In order to assess the impact of the training provided by a BLKI, the systematic monitoring of graduates' labour status is required. A monitoring system of graduates is also a prerequisite for a BLK to receive ISO-certification. Monitoring the work status of graduates can be done by collecting regular feedback or through specifically designed one-time surveys. This did not take place in Banda Aceh due to a lack of incentives for graduates to keep in contact with the BLKI and due to incomplete graduates records at the BLKI. Consequently, the BLKI administration could not measure the effectiveness and the relevance of its training programmes. In order to gain first insights into these issues, the BLKI management and ILO-EAST initiated a tracer study of graduates and developed a systematic monitoring system.

Impact

The tracer study was completed shortly before the finalization of this report. However, its impact was felt immediately in a number of ways: the BLKI management and staff improved their understanding of the impact of its training courses. It allowed them to identify some areas for improvement, and to already plan to measure the impact of strategic decisions through future tracer studies. It also signalled to the trainees and graduates that the interest in BLKI has gone beyond training itself, and also includes the employment impact of the training. This new awareness is likely to lead to better communication between the trainees and the staff, and will facilitate training improvements and future data collection.

The findings of the study can be summarized as follows:

- i. Out of 162 graduates interviewed, 97 (60%) were either employed or self-employed at the time of interview. 65 graduates (40%) did not find employment within six months after the training. This group consisted of 22 women (34%) and 43 men (66%). The skills mismatch is substantial: out of 162 respondents, only 65 persons (40%) worked in the skill area they had been trained in.
- ii. 56 graduates (35%) had a job while attending the BLKI-training. All of them kept their jobs after completing the course. If the remaining 106 respondents, 41 persons (39%) were either employed or self-employed within six months of graduating from the BLKI, including 29 women (71%) and 12 men (29%). 34 persons (83%) were self-employed and seven (17%) were employed.

Implementation process

A joint team of the BLKI management and ILO-EAST agreed to undertake tracer studies of BLKI graduates. A national consultant was hired to design the questionnaires and survey the graduates. The field survey was carried out in April 2011. The BLKI had the contact details of 200 recent graduates. All of them were contacted and 162 responded to the questionnaire.

Lessons learned for replication

Reflecting on the process, tracer studies should have been done as part of the first activities (in spite of the low quality of the trainees' registration data), in order to establish a baseline and related benchmarks for progress. Tracer studies demonstrate the quality and relevance of BLK courses and will become increasingly important in the context of BLK funding linkages to performance indicators (either for public funding or commercial activities).

Implementation of the first tracer studies proved difficult. Field surveyors could not rely on graduates' phone numbers, but had to collect data through a door-to-door survey. Plans are under way to increase BLKI's post-training support for graduates in order to provide them with incentives to stay in contact. This will also facilitate data collection.

10. Gender mainstreaming

Background

Gender mainstreaming is a globally accepted strategy to promote the principle that competencies are not related to gender, and both women and men have an equal right to access opportunities and responsibilities in line with their potential. While women are well represented among the BLKI staff, they are underrepresented in management positions. Furthermore, because many BLKI facilities were not appropriate for the training of both men and women, gender segregation was a characteristic of most training areas. (For example, automotive, electronics and construction workshops had mostly male trainees, while sewing and embroidery trainees were all girls). ILO-EAST made consistent efforts to integrate gender into all interventions of the project. It introduced a Participatory Gender Audit (PGA)¹⁸ as a tool to effectively strengthen the gender mainstreaming capacity of the BLKI Banda Aceh.

¹⁸See www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_093425.pdf

Impact

Based on the gender audit of the BLKI, a Road Map for Gender Mainstreaming 2010-2011 was established that includes clear steps to effectively strengthen gender mainstreaming within the BLKI. Missing facilities were constructed for women and men, including separate restrooms, changing and nursing rooms. Nine girls and boys were enrolled in non-traditional skills training, and they have been promoted as champions for improved gender equality.

Implementation process

The director of the BLKI Banda Aceh and members of the management team were trained on PGA methodology in 2009, and a PGA was conducted at the BLKI Banda Aceh by two consultants in 2010. Findings on gender equality shortcomings and corresponding recommendations were presented by the consultants. Based on these findings, the BLKI management requested assistance from the ILO to build its gender mainstreaming capacity and raise awareness of this issue among its staff.

A two-day workshop on gender mainstreaming was conducted for the BLKI staff and management. The purpose of the workshop was to clarify basic concepts related to gender, to present findings of the gender audit and to gather inputs from the BLKI staff on possibilities of how to enhance gender equality within the institution. As a result of the workshop, a 'Road Map for Gender Mainstreaming' was designed. The following issues were identified and activities with clear-cut responsibilities and deadlines were planned:

- i. To challenge gender stereotypes and promote new thinking on "non-traditional skills and employment areas" for both women and men through a series of gender trainings.
- ii. To introduce a new "women only" training course in a non-traditional skills area.
- iii. To strengthen the capacity for gender mainstreaming of the Training Advisory Board (TAB) and other stakeholders by adding new members from women's organizations to the TAB and providing them with workshops on gender issues.
- iv. To produce promotional materials, especially to motivate women and men to take part in non-traditional training courses.
- v. To train instructors on how to mainstream gender in their modules.
- vi. To implement national level guidelines and instructions that emphasize gender integration in all BLKI activities, including a gender-responsive budget.
- vii. To make periodic monitoring checks on the implementation process.

A Gender Task Force was established and assigned by the BLKI management to support the management team with budget issues concerning gender mainstreaming activities, promote gender mainstreaming among BLKI colleagues and steer the implementation of the Road Map for Gender Mainstreaming. It consists of nine staff members from various divisions of the BLKI. Additional training on Gender Mainstreaming Strategies (GEMS) was provided by ILO-EAST.

Lessons learned for replication

This process showed that gender equality can only be achieved if a common understanding of gender issues is established from the start. This does not imply the imposition of a particular vision on the managers and instructors, but instead aims to promote discussions to establish a common ground and show the benefits of a more gender-sensitive institution. The process is long-term and resource intensive because it is linked to profound attitudinal changes.

11. Waste Management and Housekeeping

Background

There is little awareness in Aceh of environmental issues and of the destructive effects of poor waste management on the environment. UNDP has supported the improvement of the local government's waste management programme with capacity building of the sanitation department (Dinas Kebersihan Kota Banda Aceh). As part of the ISO implementation process, activities were initiated to raise awareness of the environmental impact of the BLKI activities, and to assist the BLKI in establishing a waste management initiative.

Impact

In the past, visitors to the BLKI Banda Aceh have referred to its poor maintenance and below-standard housekeeping. Thanks to the waste management initiative, this has visibly changed on the BLKI campus, in workshops and in the residential areas. There are clear signs that trainees, BLKI staff and their family members have started taking pride in maintaining a clean and orderly environment at work and at home.

Implementation process

An international expert was engaged to organize a seminar to raise awareness among staff members on environmental issues, establish a baseline report and design an action plan. A 26-point Action Plan was developed consisting of easy-to-follow steps to improve the overall waste management at the BLKI. It included a housing complex for staff situated on the BLKI compound. A waste management task force was established consisting of BLKI staff from all levels. ILO-EAST supplied colour-coded rubbish bins and the city authority placed a permanent waste disposal container on the premises of the BLKI. The container was included in the city authorities' collection programme¹⁹. Regular cleaning activities were organized with the participation of all staff members.

Lessons learned for replication

The awareness raising process is a long-term, ongoing effort to ensure the waste management programme is in line with the requirements for a "Centre of Excellence". The success of this initiative is especially dependent on the persistence of the BLKI management and staff to make it happen.

Waste Management



As part of the waste management programme, segregated rubbish bins were set up at various points on the BLKI campus.

¹⁹Dinas Kebersihan Kota Banda Aceh

A proper waste management system is only the first part of a greening programme of the BLKI activities. There is also a need to review curriculums for the systematic introduction of specific waste management skills, and to conduct training needs analysis to identify what skills the coming green economy will need.

12. Extracurricular Activities

Background

Many students who completed the BLKI course had little ownership of the BLKI and of the learning processes. There had been repeated requests for an English language course, but a management decision was needed to make it happen.

Impact

Forming an English Conversation Club (ECC) proved to be an effective means of raising the self-confidence, responsibility and enthusiasm of the trainees. At the same time, instructors and staff members used the ECC to improve their facilitating skills and demonstrate their commitment to develop the trainees' skills in a holistic way. The ECC increased student involvement and contributed to making the BLKI a more open, attractive and diverse place of learning.

ECC Participants in Traditional Clothing



Implementation process

As an initiative to introduce extracurricular activities on campus, the BLKI management team decided to offer English courses to trainees and BLKI staff. Rather than setting up a formal English course, an English Conversation Club (ECC) was formed. Initially supervised by the management team, it was later turned into a student-run activity. The objectives of the ECC were: (a) to motivate the trainees to improve their English language skills; (b) to help trainees gain self-confidence; and (c) to support the BLKI team-building process.

Lessons learned for replication

The initiative proved to be very popular among the trainees, but more senior management support and mentoring is required to institutionalize it. Debate, sports and other recreational activities should also be included. Although the extracurricular activities are not linked to the mainstream certification system, they are an effective way of rewarding the trainees' commitment and participation. Budgeting is also an issue that need to be addressed with management.

Conclusions and Recommendations

THROUGH close cooperation with the Ministry of Manpower & Transmigration, the Banda Aceh BLKI and provincial stakeholders, significant progress was made towards the revitalization of the Banda Aceh BLKI.

Many initiatives still require a close follow-up to ensure their continued success and to turn them into institutionalised processes rather than one-time initiatives.

- i. The Training Advisory Board (TAB) must continue to be supported and to meet in order for the private sector to link with the BLKI on a regular basis.
- ii. The skills gap analysis must be complemented with a full-fledged training needs analysis.
- iii. Preventive maintenance must be planned and implemented.
- iv. The implementation of ISO standards must be continued to secure the renewal of the ISO certification.
- v. Tracer studies should be conducted systematically to measure progress against targets.
- vi. The agreed gender road map must be implemented.
- vii. The waste management plan must be complemented with a full greening of the BLKI activities with ISO 14000 certification as the goal.
- viii. Budget allocations must be identified for the continuation of extracurricular activities.
- ix. New staff members must benefit from similar induction programmes to ensure the BLKI capacity is kept.

Additional activities are also critical. Some activities to consider:

- i. The inclusion of business skills as an optional course (taking into account the large number of BLKI graduates who are self-employed). The BLKI can rely on the network of Start and Improve Your Business trainers that has been set up in Aceh to this end. They offer a range of courses that cater to the needs of the business start-ups (with Start Your Business modules), as well as those already established (Improve and Expand Your Business).
- ii. The identification of trainees with disabilities and reasonable accommodation of their needs in terms of (a) physical access; (b) social acceptance by staff and fellow trainees; (c) adaptation of modules and assessment methods; and (d) specialised training of trainers.
- iii. Focus on providing after training support and linkages with industry for job placements and internships by improving the function of the Kiosk 3 in 1.

Some other issues related to the under-utilization of the BLKI facilities and to the cost effectiveness of the certification system cannot be tackled solely at the BLKI level.

- i. **Utilization** – The first striking aspect for the visitor of the BLKI around Indonesia is the underutilization of the available BLKI resources. BLKIs receive budgets for routine expenses from one source – province or district. Funding for training programmes come from several different national sources; provinces and districts contribute little to training budgets. Neither budget allocations for routine expenses nor for training courses are sufficient. The poor state of facilities at many BLKIs show that routine expenses are inadequate to maintain buildings and equipment in fully operational condition. The fact that the batches or packets²⁰ that are funded at most BLKIs do not take up the installed capacity of the BLKI points to inadequate training funds.

There are no incentives to undertake commercial activities, because surplus revenues must be returned to the state budget. Consequently, the number of trainees depends largely on the number of packets paid by the state, resulting in BLKIs often operating significantly below their capacity. Devising incentives for the BLKIs to expand their commercial activities through linkages with the private sector should be considered a policy priority.

²⁰In MoMT context referred to as “Packets”, a batch, usually consisting of 16 trainees. Funding from the ministry is expressed in a given number of packages to be trained at a BLKI.

²¹Training – Certification – Placement

- ii. **Targeting** – Another aspect of this funding mechanism is the fact that budgets are not earmarked and all Indonesians that pass the entry exam can apply for free trainings, irrespective of their capacity to pay the fees. It is assumed that BLKI trainees belong to poorer strata of the population. While this passive targeting may be justified, currently, there may be a need to explore more active targeting methods (a) in order to include these skills development efforts in poverty reduction programmes; and (b) as part of the possible expansion of the BLKIs activities that will target relatively richer students who can afford to pay for the training courses. It is also important to devise a selection method that does not favour senior secondary school graduates but also opens up opportunities for primary and junior secondary school graduates.
- iii. **Cross-funding** – The BLKIs are only one type of the various public and private training providers operating in Indonesia. While the 3-in1²¹ system has started to move in the right direction of linking training with job availability, Indonesian public training providers function usually in a compartmentalised manner. They tend to have access to funds from line ministries based on their affiliation and status rather than their demonstrated capacity to deliver training for jobs. A policy shift to resource pooling arrangements and/or funding across ministries lines linked to a common quality framework would significantly improve the quality of skills development.
- iv. **Certification** – The cost effectiveness of the current skills assessment and certification system is limited because (a) most employers do not value it; and (b) the cost of LSP operations, which function in a quasi-monopolistic system, hinders its expansion. While possible long-term solutions are being examined, the MoMT may wish to consider subsidizing negotiated fixed prices for certification²², in order to increase the system outreach.

This short publication is an attempt to document effective training practices for their replication in other BLKIs. It is hoped it will contribute to set a trend where lessons learned are shared across training centres and contribute to a harmonized progress of skills development in Indonesia.

²²In the Philippines, the TVET authority (TESDA) operates a successful subsidized certification system.

