



HOW DOES REGULATORY IMPROVEMENT CONTRIBUTE TO BETTER TVET DELIVERY?

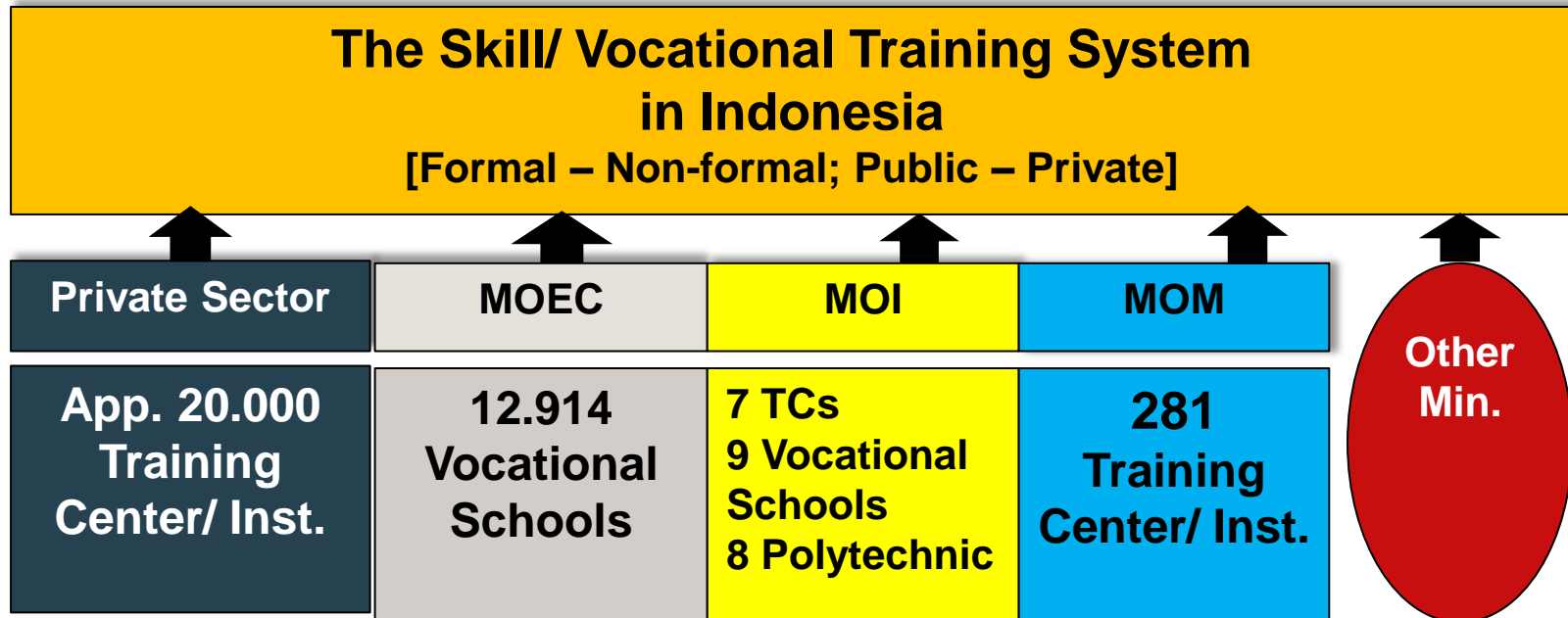
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Sustainable Economic Development through TVET
Indonesia





TVET in Indonesia and the Main Legal Basis

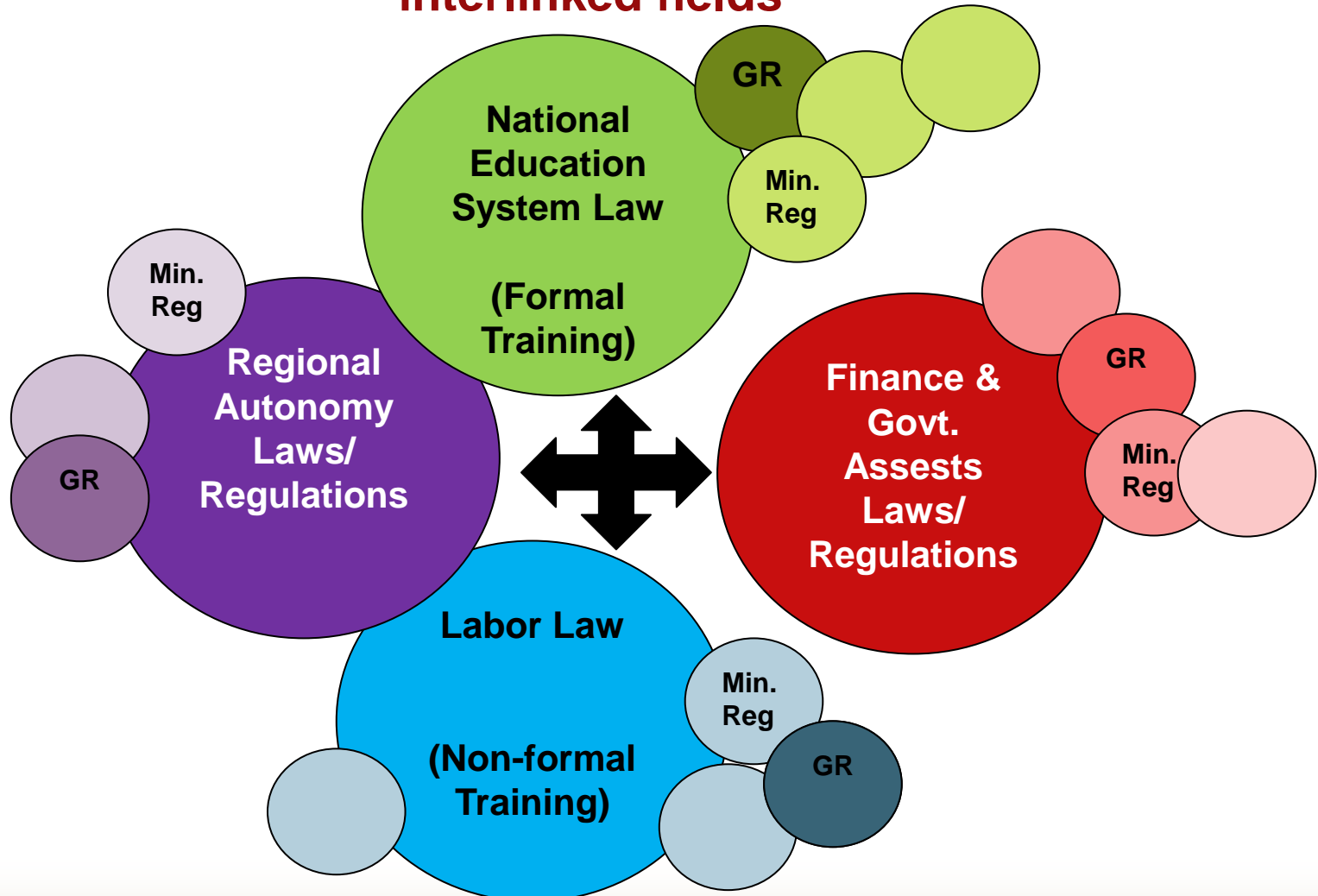


National Education Law (+ relevant regulations, e.g. 72 regulations related to vocational school)

Labor Law (+ the implementing regulations, currently 24 regulation on vocational training)



Regulating TVET in Indonesia: Dealing with various interlinked fields





Regulating TVET in Indonesia: Dealing with various interlinked fields

FORMAL TRAINING	<ul style="list-style-type: none">➤ Law No 20 of 2003 on the National Education System, etc <p>(Example - Regulation on Vocational School: 9 Laws, 19 Govt. Regulations, 44 Min. Regulations/Decrees)</p>
NON-FORMAL TRAINING	<ul style="list-style-type: none">➤ Law No 13 of 2003 concerning Labour➤ Govt. Regulation No 31 of 2006 concerning the National Vocational Training System (+ 23 various regulations on different aspects of informal vocational training)
REGIONAL AUTONOMY	<ul style="list-style-type: none">➤ Law No 23 of 2014 on Local Governance etc (+ 6 other related Laws,
FINANCE & GOVT. ASSETS	<ul style="list-style-type: none">➤ 5 Laws, 4 Govt. Regulations etc



Challenges in Regulating TVET in Indonesia: The complex Landscape

1	Governance context	<ul style="list-style-type: none">• Regional autonomy (34 Provinces, 514 Districts)• Disparity in capacity and availability of resources• Different local priorities (incl. on budget allocation)• Limited capacity of central government to supervise the sub-national levels
2	Institutional Aspect	<ul style="list-style-type: none">• Diversity of key players• <u>Central</u> Government (Ministries, Central Agencies) & <u>Local</u> Governments• <u>Public</u> & <u>Private</u> Training Providers (vocational schools, polytechnic, training centres)
3	Socio-Legal Aspect	<ul style="list-style-type: none">• Over regulation• Disharmony/inconsistency• Ineffective implementation



Regulating Vocational Training at District Level: Pasuruan Pilot Project (2012 - 2014)

The District : Pasuruan district in the Province of East Java.

In 2014: Population of 1,555,700 people, 75,339 job seekers (only 50% find employment), 38,952 unemployed people

Potential

- One of main industrial centres in the province, A hub of three surrounding big cities

Problems

- Various training providers but no guideline & supervision on the methods, standards, facilities and quality assurance
- New public training center with good facilities but inadequate instructors (only has 4 from the 24 required). Many private training providers but only small numbers are registered (approx. less than 10%), no supervision from loc. Government.
- Regulations related to labor services and industrial relation do exist, but vocational training are not regulated

Priority

- 2016: Improving labor competitiveness



Process of Drafting & Issuance: Pasuruan Pilot Project (2012 - 2014)

Pasuruan Pilot Project (2011 - 2014)		
1	Stocktaking & Analysis Systematic mapping & inventory of loc. Regulation (50 regulations)	March 2011
2	Reality check in the field Collection & analysis of data from 10 selected districts	June – Nov 2011
3	National & Regional Dialog in 5 selected Provinces	Nov – Dec 2011
4	Pilot Project & Capacity development in 4 districts: drafting academic paper and regulation (series of legal drafting training for loc. govt.)	2012 - 2013
5	Inclusion of of the draft Local Regulation in Local Legislation Planning	Dec 2013
6	Vertical consultations: local govt. and Ministry of Manpower	Feb 2014
7	Horizontal consultation: internal consultation among different relevant units of local govt. In the district	Feb 2014
8	Submission of academic paper and the draft of local regulation to the local parliament	Feb 2014
9	Public consultation on the draft of local regulation	March 2014
10	Discussions in the loc. parliament and the enactment of the regulation	April 2014
11	Verification by Governor	April – May 2014



Influencing Factors for Successful Regulatory Improvement for TVET: Lessons Learned

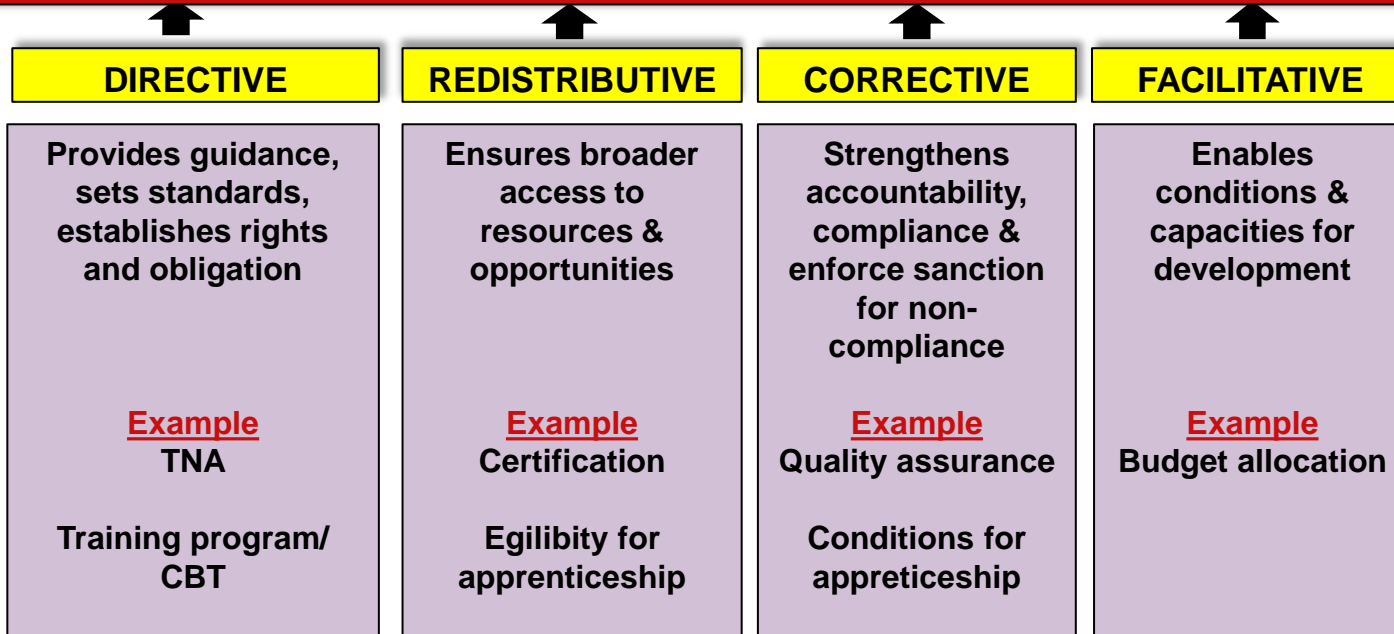
- 1.** Good analysis of the existing conditions & the needs for regulatory reform
- 2.** Trust relationship with high profile champion/ agents of change
- 3.** Alignment with local priorities
- 4.** Selective but productive cooperation with relevant stakeholders
- 5.** Availability of sufficient resources
- 6.** Continuous awareness raising and knowledge sharing (especially through peer-to-peer learning)



Regulatory Improvement and Better TVET Delivery

Regulation as a strategic instrument to direct/ shape social transformation in society

Implement Vocational Training that: (i) demand oriented; (ii) Competence-based; (iii) based on shared responsibility of gov., private sector and civil society; (iv) fair & non-discriminatory



- The change is incremental (gradual and slow)
- Legal change is not always supported by broader acceptance
- Evidence of impact on society is difficult to collect



THANK YOU



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