

## Vocational Education and Training Policy between Indonesia and Tanzania

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### Abstract

*This article is a non-research-based article discussing vocational education and training (VET) between Indonesia and Training. The purpose of this article is to give comprehensive knowledge regarding the policy practices to the field of educational sectors particularly in vocational education and training between two countries (Indonesia and Tanzania). To begin, the writers give an overview regarding the VET policy between Indonesia and Tanzania. Both countries have in common when it comes to the objectives of VET programs. Furthermore, the writers discuss about the policy drivers which they view that the VET policy is driven by the demand of industrial sectors. Moreover, comparing and analyzing policy document between Indonesian and Tanzanian VET policy practice which are found that both countries have significant discrepancy in terms of the organizer of VET. Also, both countries face several challenges to implement VET program according to the result of STEEP analysis.*

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## 1. INTRODUCTION

The policy is a guideline for achieving actual results in society. By the field of education, policy guides community education towards inclusive education. The goal of education policy is to achieve a high-quality education system and organize how education assists a country in social, technological, economic, environmental, and political matters. UNICEF (2010) pointed out that a high quality of educational policy can affect the education sector whole aspects, such as the relationship of education with politics, economics, culture, environment, technology, and society. To achieve a high quality of educational outcomes, each aspect of education considers having a policy and a policy driver.

Vocational education and training as an aspect in education are of work-oriented education system around the world. Hence, the need for rigid policy in vocational education and training ensures that the system runs based on the demand in the industrial sectors. Some countries have been concerned about implementing VET policy and the quality of the regulation system in VET (Misko, 2015). Indonesia and Tanzania have a long story of the importance of VET in those countries. For the typical reason, both countries tend to struggle to implement VET regulation properly. The OECD data report in 2015 showed that the impact of vocational and education training on industry slowly improve. Therefore, it is crucial to have an in-depth analysis by comparing and contrasting the VET policy in both countries (Tanzania and Indonesia) through this paper.

## 2. DISCUSSION

### 2.1. General Description of Vocational Education and Training Policy

This section will shed light on the general description of vocational education and training in Indonesia and Tanzania.

In Indonesia, vocational education and training encompass formal, non-formal, and informal in secondary and tertiary education. For the legal system, the secondary level is called *Sekolah Menengah Kejuruan (SMK)*, which is managed by the directorate general of senior secondary school and Islamic Vocational senior secondary school (*Madrasah Aliyah Kejuruan, MAK*), which worked by the Minister of Religion Affairs. The students who have completed their study also awarded a certificate. Additionally, the national examination was conducted. Therefore, the students will get a national certificate that can be used to pursue their studies in tertiary education. Additionally, 47 programs are offered in technology and engineering, health, arts, craft and tourism, information and communication technologies, agro-business and agro-technology, and business management (UNIVEC, 2013).

Furthermore, OECD (2015) overviewed the policy of VET in Indonesia in which VET in non-formal sector offered under the Minister of Manpower and Transmigration (MOMT) covers vocational center (*Balai Latihan Kerja, BLK*). BLK provides short-term courses for those who drop out of primary or secondary education. There are some levels of non-formal VET, namely non-formal primary, junior, and senior. BLK training encompasses institutional and non-institutional training, apprenticeship, and industry demand programs. The informal VET system is a private institution (*Sekolah Swasta*) offering VET in secondary and tertiary education, called a private institution. This is followed the regulation of the Minister of Education and Culture. More importantly, the government does not fund informal VETs, but they receive many grants from multinational companies and international aid. The rest two of VET under the Ministry of Education and Culture, Ministry of Religion Affairs, and the minister of Manpower and Transmigration are fully or partially funded.

In Tanzania, the Tanzanian government (2000) illustrated VET policy that the general objective of VET is to train a technically different level of the workforce in the economy with a wide range of sectors. VET is supported by various providers, which have been started in 1995, i.e., private training, mission and trade schools, government training institution, and training institutions possessed and conducted by VETA. Based on the VET Act from 1994, VETA has responsible for providing trainees in the field of craft training and basic skills. In addition, VETA has an important role in terms of coordinating and cooperating with the implementation VET program in the regions of Tanzania.

Regarding the released policy in 1994, VET has various providers, which are from all ministries in Tanzania. The prominent ministry providers for formal and non-formal VET are; The Ministry of Education and Culture; the Ministry of Higher Education, Science, and Technology; the Prime Minister's Office (Department of Regional Administration and Local Government). Apart from those, there are some providers and implementers of formal VET in Tanzania, i.e., The National Vocational Training Centres (NVTCS); Folk Development Colleges (FDCs); The Technical Secondary Schools; and Private Vocational Training and Trade Schools and Centres. More importantly, Post Primary Technical Centres (PPTCs) under control of the Ministry of Education and Culture is much better to be transformed into the center of vocational training.

The programs offered are varied, and each line ministry owns its program to be offered. A case in point is The Ministry of Education and Culture encompasses the technical training in the level of primary, secondary, and post-primary schools offering carpentry, masonry, bricklaying, transmitting, engineering and agriculture. Other programs offered under the control of The Ministry of Labour and Youth Development are Carpentry, Tailoring, Computer, Shoemaking, Welding, and Weaving. The Ministry, in cooperation with VETA, designs the curricula.

## 2.2. Policy Drivers

This section shed light on the policy drivers of both VET in Indonesia and Tanzania from various aspects. Vocational training policies are pivotal for youth and be a part of skillful

employment to enter the labor market. At some time, the labor market institutions should fund and support youth to find suitable employment (International Labour Organisation, 2012)

In Indonesia, it is a long history vocational education and training is unveiled to society. Broadly speaking, the demand for skillful workers in the industry is a causal factor (OECD, 2015). The lack of skillful laborers in industry results in the stagnation of economic growth in Indonesia. The report from (AusAid, 2013) showed that Indonesia still involves a low-income country due to bad infrastructure. Human resources building infrastructure in Indonesia are still the main concern. Therefore, under Jokowi Presidency, Indonesia attempts to add the number of vocational education and training around 159% times (Chen, 2009). Nevertheless, OECD (2015) reported that the distribution of vocational education and training is inequitable distribution among provinces. This problem has existed since the VET policy introduced in Indonesia. Not only that but also the strengthening of VET policy is conducted to address potential skillful mismatches (Australian Aid, 2013).

When it comes to the legal basis of vocational and training to fulfill human resources in the labor market, it is stated clearly in the Law of Indonesia number 3 the year 2014 focusing on industry in article 16 and followed by article 4 of the passed-law government ordinance number 41 the year 2015:

*"Development of industrial human resources is intended to gain the competent human resources in order to increase the role of Indonesian human resources in industrial sectors."*  
*"Development of the industrial worker conducted through the medium of competency-based industrial vocational education."*

The passed laws above indicate that the need for VET with a rigid policy is to achieve skillful human resources in Indonesia, which is necessary as stated in the law of the constitution.

Apart from the above, VET policy drivers in Indonesia are the ambition of government to reduce unemployment. Generally, many countries have successfully reduced the number of unemployed youths, namely Egypt, Thailand, Suriname, and Tanzania (Newhouse & Suryadarma, 2011). In addition, the Ministry of Education (2006) pointed out that the policy drivers of VET in Indonesia are to raise the size of skillful workers who are ready to work in the industry.

In Tanzania, a contributed factor in poverty is the scarcity of access to skillful employment in order to engage the unskilful population in productive activities and increase their revenue. Maximizing vocational education and training in most countries, especially in poor countries like Tanzania, can reduce poverty (Ntallima, 2014). In addition, the gap between youth employment and adult employment is wide (ILO, 2006). This is because Tanzanian youth faces multiple difficulties when it comes to the labour market (Perullo, 2005). To close the gap, Tanzanian government since 1994 has boosted the spirit of study for the young Tanzanian being work oriented (Tanzanian government, 2000) and strengthened vocational education and training policy.

Apart from above, crowded trade activities in Tanzanian industrial sectors trigger the released of VET policy. This is because after 1981s, Tanzanian government centralized the labour market and planned the labour supply including job training (Kahyarara & Teal, 2008). Therefore, there are certain firms had have their own home trainings. Not only that but also according to (Bannell, 1998) rich natural resources is a factor of reforming VET policy. In addition, the technology development is one of the consideration of VET policy in Tanzania to reform the VET policy (Psacharopoulos, 1997) which more concerned to "youth unemployment, instilling technological knowledge, academically less able students, lack of middle level technicians, poverty among urban dwellers, and economic globalization.

### 2.3. Comparing VET Policy between Indonesia and Tanzania

First, to run vocational education and training (VET), the existence of VET providers is vital. According to (OECD, 2015) that the most prominent ministries in Indonesia taking in

charge to provide VET are Ministry of education and culture, Ministry of Research, Technology, and Higher education, Ministry of Research and Technology, and Ministry of Religious Affairs. In addition, VET providers are from private sectors but they are still under control of government. Likewise, VET providers in Tanzania are various. According to Tanzanian government (2000), Tanzanian VET providers are from private sectors, companies, NGOs, Churches, and Governmental institutions. Some ministries provide vocational training especially Ministry of Education and Culture and Ministry of Community Development, Women Affairs and Children. Interestingly, Tanzanian VET training providers are provided by various providers namely private training providers, mission and trade schools, government training institutions, and training institutions owned by VETA (Department of Human Resource Science and Technology, 2007). In contrast, Indonesian VET trainers are those who already certified by the government. This indicates that the only VET trainer's provider in Indonesia is from the government (Newhouse & Suryadarma, 2008).

The expansion of VET policy in Indonesia just started in 2006 under the Ministry of National Education. The target of policy is a 50:50 in 2010 between vocational and general students, and 70:30 in 2015. These trigger to stop for a moment in building new schools for general students instead of constructed the vocational schools building or converted to vocational buildings. However, regarding World Bank (2007) showed that there was continuous decreasing from 1999 to 2006. It seems the target of expansion VET policy is can be achieved either 55:50 in 2010 or 70:30 in 2010. In contrast, Tanzanian educational system passed the policy in 1968. The change of education policy in Tanzania triggers VET programmes, which focused on agricultural at the time. The main objective of the 1968 education policy is to provide young people to live in villages and communities. Therefore, they have to have relevant skills to live in the secluded area. Unfortunately, the policy goal did not reach, so the change in education policy objective politically returned to be more general school instead of vocational school (Kahyarara & Teal, 2007)

When it comes to the implementation of VET in Tanzania and Indonesia, VET policy in Tanzania is under coordinating and cooperating of VETA which its task to bridge the VET to the regions of Tanzania. Consequently, the VET is equitable for all Tanzanians' students (Nyambo, 2002). However, the implementation of VET in Indonesia is centralized which handled by the government. Consequently, VET is mostly conduct in Java Island (OECD, 2015) instead of other parts of Indonesia. Furthermore, at the beginning of implementing VET in Tanzania, Agriculture is the most concerned target of working and expert areas but after the demand of productivity in the labour market, various programmes offered in VET. Meanwhile, in Indonesia, steel, food and beverage, technology and communication, services, and transportation equipment are the main concern due to the lack of skilful employment (Newhouse & Suryadarma, 2011).

#### **2.4. STEEP Analysis**

Since both Indonesia and Tanzania are developing countries, the major problem in implementing VET policy is human resources. The lack of human resources in both countries triggers the difficulties to implement properly the policy. Sikora and Ferris (2014) pointed out that the importance of human resources in a firm financial related with improvements and resources can enrich professional workers who work professional on their duty.

Indonesia is the fourth largest population in the world. This indicates that many Indonesian can participate in education in. However, the trend of Indonesians who are not participating in education increase every year (UNESCO, 2016). This phenomenon is the most challenging faced by the government. Consequently, the lack of human resources still exists. The number of uneducated people in Indonesia increase. In addition, the lack of human resources continuously exists. As the result, it is difficult to make Indonesian

understand the importance of policy. A case in point is the implementation of VET policy in a proper way. The implementation of this policy is centralised in Java Island. OECD (2015) reported that 65% of vocational schools are located in Yogyakarta and Jakarta (Java Island).

When it comes to economic aspect, financial crisis in 1997-1998 deteriorates Indonesia in educational sectors. At the time, many VET schools closed due to the chaos of economic crisis (Mouzakitis, 2010). Shafiq (2010) found that economic crisis could affect the reduction of funds in public and private schools including VET schools. In addition, economic crisis also could affect social responsibility performance.

Indonesia consists of several island and there are 6800 sub districts. This is the major issues for government to give equitable distribution in terms of facilities like school books and other schools facilities that can support teaching and learning in VET. In addition, the accessibility to reach one region to other regions across the country is still under construction. Therefore, it can hamper the distribution of schools facilities across the country (Purnastuti, Miller, & Salim, 2013). Furthermore, the implementation of VET policy is not running well. Political aspect is a major issue in implementation of VET in Indonesia. This is because the policy of VET every period of elected president is changed. This leads to the implementation of VET policy does not cover all regions in Indonesia. Consequently, the graduated VET schools cannot categorize as a professional worker.

In terms of technology, Indonesia thanks to technology in implementing VET policy. Since the integration of technology across the nation, the implementing of VET in the remote areas get the air fresh as it can pave the way for equitable education in Indonesia. Lambert, Gong, and Cuper (2018) pointed out that technology could help the students to broaden their knowledge and skills. Then, for teachers, it can help their classroom development in learning and teaching processes.

In Tanzania, the social factor that can influence the implementation of VET policy is poverty. Therefore, the number of uneducated Tanzanian increase. The lack of human resources results in unprofessional performance (Sikora and Ferris, 2014). In addition, the quality of education is poor (Wedgwood, 2007). On the other hand, a radical ethnic can hamper the implementation of VET policy in Tanzania. It should be remembered that VET in Tanzania that is coordinated by VETA found some difficulties in terms of radical ethnics, inequality ethnics, and human resources (Aghor, 2015). When it comes to economic aspect, since the demand of work force in Tanzania, the government pushes Tanzanians to go to VET schools and strengthen the policy of VET schools. According to Ntallima (2014), the government changes the self-reliance concept of education system in Tanzania to be work oriented. The purpose for this is to fulfil industrial demand in terms of employment.

Economic aspect also influences the implementation of VET policy in Tanzania. Most youth Tanzanians who live in remote areas cannot access VET because of financial matters (URT, 2010). Therefore, the skilful youth is dominantly from most urbanise areas (Ntallima, 2014). Indeed, the unemployment youth Tanzanians are still high. In line with, environmental aspect, VETA as an authority organisation in Tanzania assisted to provide VET across the country has faced some difficulties. One of them is the accessibility to reach the remote areas (Budria & Pedro, 2008).

### **3. CONCLUSION**

The implementation of Vocational Education and Training policy in Indonesia and Tanzania faces several challenges by STEEP analysis. One important thing that should be remembered that both countries are from developing countries. This means that they experience poverty, inequality of education, poor infrastructure, and many other factors that deter VET policy.

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