



## CIPUTRA Joint Declaration – 17 November 2022

# Revitalisation of Vocational Education and Training in the Agricultural Sector of Indonesia

This joint declaration sets out the lessons learned from the cooperation between Indonesia and the Netherlands on revitalisation of vocational education and training in the agricultural sector of Indonesia within the framework of three projects funded through the Orange Knowledge Programme of Nuffic from the period 2019-2022 and provides guidelines for the future. The three projects are:

- ‘Ready4work - Upscaling Strategy for the Revitalization Program of Agricultural SMK’s in Indonesia’ project (HAS Green Academy and IPB University)
- ‘LMSINDO: Link and Match SMK in Indonesia Strengthening Teacher Training in TVET Agriculture in Nusa Tenggara Timor (NTT)’ project (Maastricht School of Management and Polbangtan Bogor)
- ‘Empowering agricultural vocational education in Indonesia and Linking up with Industry’ project (Wageningen University and Research).

We recommend to:

- 1. Continue and build on the existing Dutch – Indonesian partnerships<sup>1</sup>**
- 2. Ensure structured and regular information exchange to upscale the revitalisation of SMK’s and Polytechnics**
- 3. Facilitate involvement of agribusinesses in shaping (on-campus) practical education**
- 4. Leverage attention for agricultural vocational education on ASEAN level**
- 5. Stimulate setting-up regional, sub-sector innovation platforms, facilitating linkage among SMK’s, Polytechnics, Universities, private sectors, and government institutes**
- 6. Ensure involvement of regional officers**
- 7. Strengthen the entrepreneurial management of SMK’s, Polytechnics and Universities**
- 8. Continue the attention for 21<sup>st</sup> century crosscutting skills in formal and informal education**
- 9. Diversify education for the various roles in agro-processing and service sectors**
- 10. Stimulate entrepreneurship for a new generation of modern food producers**
- 11. Invest in digitalisation, in terms of skills, resources and embedding in the educational operations**
- 12. Facilitate practical implementation of problem/project-based learning (PBL)**

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<sup>1</sup> See annex for explanation of the lessons learned

We, participants of the end-event 'Revitalization of Vocational Education in the agricultural sector of Indonesia' on 17 November 2022 at Ciputra Hotel, Jakarta, endorse the lessons learned as expressed in this Ciputra Joint Declaration.

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## Annex 1. Explanation of the lessons learned

### National policy and partnership level

#### 1. Continue and build on the existing Dutch – Indonesian partnerships

Combining forces in a partnership to get better results requires a long-term commitment. The Indonesian - Dutch partnership to enhance vocational training in agriculture in Indonesia started less than a decade ago. The specially created programme steering committee consolidates the partnership. The implementing organisations have found ways to efficiently and effectively execute projects and programs that deliver results for students, teachers and principals.

Visiting each other's country enhanced understanding of the methods used and the roles of students, teachers, and principals. Moreover, the exchange of didactical methods such as project-based learning, traditional teaching, observer and coaching, and practical guidance on how third organisations can help in linking to the private sector and assisting in practical issues such as qualified internships and creating job profiles was valuable in creating new insights and actions.

We recommend continuing and building on the existing partnership and focusing on actions related to the lessons learned, with special attention to the link with the private sector and international exchange of students and staff.

#### 2. Ensure structured and regular information exchange to upscale the revitalisation of SMK's and Polytechnics

Knowledge about government support programs on making the vocational education more market-oriented appeared to be sub-optimal at many educational institutions. It is important to increase awareness and understanding of the existing government support programs to the leadership and teachers of the SMKs. Creating awareness and managing expectations to get everyone on the same page is a continuous process that requires, besides clear information, a structured communication approach. Structured information exchange should be done at several levels:

- Government of Indonesia and provincial officers;
- Government of Indonesia and selected SMK's to become a Center of Excellence;
- Government of Indonesia and Indonesian and Dutch implementing project partners to align the programs;
- A Community of Practice between all selected SMK's to share challenges and lessons learned.

#### 3. Facilitate involvement of agribusinesses in shaping (on-campus) practical education

For SMKs to deliver students equipped for the labour market, interaction with the private sector, e.g., through internships, is encouraged. This is one of the elementary interventions and objectives of the SMK revitalisation program. This interaction is important to ensure that the education programs are focusing on the competencies that are really needed in the world of work. However, cooperation between vocational education and businesses (DUDI) is challenging in remote areas with low density or absence of private sector partners. Also, it is challenging for SMK's with a lack of relations in the private sector. Here a different, flexible approach is needed, that could entail:

- Improving on-campus practical education in close collaboration with private sector partners;
- Setting-up an investment fund for SMK's to invest in practical training facilities (the current procedures and criteria are not always clear);
- Creating a specialized, public-private governed body that facilitates labour-market oriented vocational education organisation, responsible for contacting private sector organisations in all kinds of agro-disciplines and providing a database for SMK's. Meaningful as network for curriculum input, but also to guide and assess private sector organisations in their linkages with the SMK's and to assure qualified internships.

#### **4. Leverage attention for agricultural vocational education on ASEAN level**

In 2023, Indonesia is the chair of ASEAN with KemendikbudRistek responsible for the educational agenda. Within the framework of South-South cooperation, it is suggested to give attention to improving agricultural vocational education. The Government of Indonesia may share its lessons learned on the revitalisation strategy.

### **Regional level**

#### **5. Stimulate setting-up regional, sub-sector innovation platforms, facilitating linkage among SMK's, Polytechnics, Universities, private sectors, and government institutes**

The quality and employability of graduates of SMKs necessitates changes at the local, regional, and national level through innovation networks, the so-called triple helix platforms, with participants from education and research, government, and private sector. Innovations in Indonesia need to be implemented at practical levels in an industry, and this requires the involvement of TVET institutions in all these platforms. Such innovations in the agricultural sector form the basis for the anticipated (self-) employment of graduates.

#### **6. Ensure involvement of regional officers**

Required investments in modern facilities or equipment need to be requested via the regional provincial officer. Involvement of these officers in the revitalisation activities and the proposed investments in modern facilities and digital networks is necessary for efficient facilitation of the modernization, innovation of the SMK's.

### **Organizational and educational level**

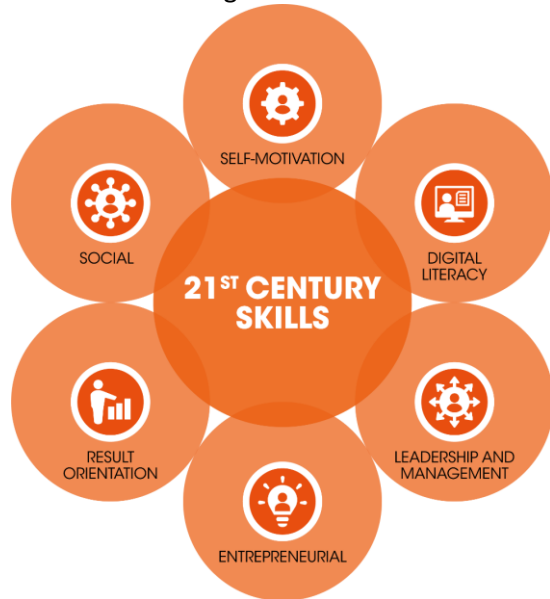
#### **7. Strengthen the entrepreneurial management of SMK's, Polytechnics and Universities**

The revitalisation of vocational education and training at school level is highly dependent on the entrepreneurial capacities of the leadership and management, the management systems in place and the formal status of the schools. Through various activities and training programs, the management capacity of SMK's is strengthened, but a complicating fact is the frequent change of positions of the management.

We recommend therefore to facilitate an ongoing management improvement trajectory in terms of human resources and management system in combination with putting in force a mechanism that will ensure sustained, well-trained management at school level. Furthermore, we suggest to explore offering the BLUD status to SMKs (Badan Layanan Umum Daerah), which would allow the school to sell their products.

### 8. Continue the attention for 21<sup>st</sup> century crosscutting skills in formal and informal education

Educating young Indonesians for the labour market implies investing in both practical and technical skill development as well as strengthening crosscutting so-called 21-century skills. These 21-century skills are related to self-awareness, collaboration, and problem solving, like communication, teamwork, leadership, and customer service skills, and overlap with what are considered entrepreneurial skills. It is highly recommended to give more attention in the vocational education on the development of these skills.

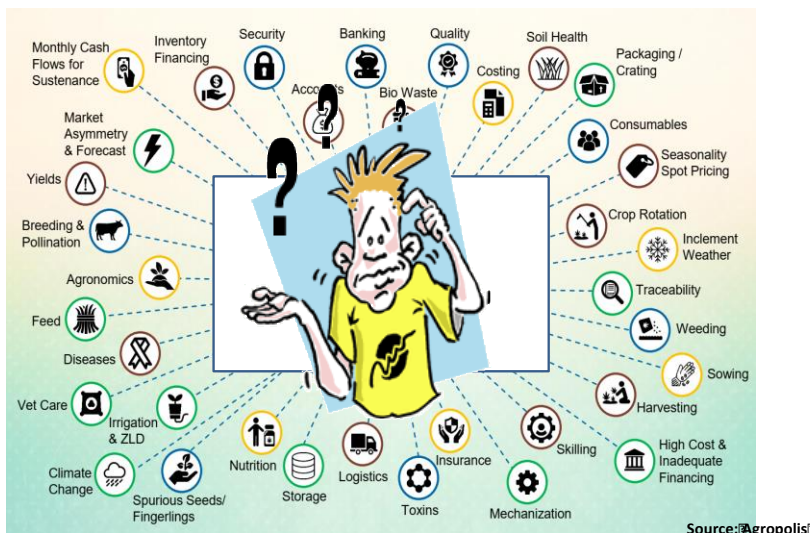


Source: Mudde & Van Deuren, 2020

### 9. Diversify education for the various roles in agro-processing and service sectors

A well-functioning agro-sector implies a number of different functions and tasks. A larger agro-processing sector leads to local economic development and more (self) employment. Building an agricultural services

sector goes hand in hand with this. The vocational education sector needs to prepare students to work in these sectors, moving away from solely focusing on educating for agricultural production. It is hardly possible to prepare students for each different role and task, but with entrepreneurial, collaborative, and problem-solving teaching methods, it is easier to tackle future questions and developments.



Source: Agropolis

#### **10. Stimulate entrepreneurship for a new generation of modern food producers**

It is necessary to inspire the younger generation to be part of the future generation of food producers, - processors and – suppliers, as well as agro-service providers. A generation that creates a meaningful contribution to the agricultural sector and national income, that is able to give direction and manage modern but sustainable, circular food production systems, processing, marketing, technology, data, and so on. In order for this to materialize, it is important to offer modern teaching practices in a modern teaching environment that stimulate entrepreneurial skills, the ability to recognize commercial opportunities, and that support young people in business ambitions via incubation centers.

#### **11. Invest in digitalisation of the SMKs, in terms of skills, resources and embedding in the educational operations**

The Covid-19 pandemic has accelerated the use of online modalities in education and training. Investments are made in digital infrastructure of the agricultural vocational sector, but the actual effectiveness at school level could be improved, including conversing of traditional courses to online modalities. More attention is needed for training, coaching and monitoring in terms of digital skills, resources and embedding online/hybrid learning modalities in the educational operations.

#### **12. Facilitate practical implementation of problem/project-based learning (PBL)**

Problem- or project based learning (PBL) is an important teaching approach for students to acquire hard and soft skills, to become prepared for the world of work, and to increase their ability to create creative and innovative new products. However, the implementation of PBL is only at its beginning within the vocational education. It requires training and coaching of teachers as well as time for the teachers to make changes. It is important to facilitate this process.