Promoting Inclusive Technical and Vocational Education and Training (TVET)
Policy in Indonesia

Policy Kit

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Key Points

- The Government of Indonesia has adopted several laws, regulation, policies related to education in general and vocational educational and training that respect human rights, equal opportunity and equal access. In this regard, persons with disability have equal opportunities to education, training, and employment without discrimination.

- Although bylaw persons with disability have equal right, in reality, persons with disabilities still have to struggle to get equal access in public service including education and training (TVET) facilities.

- Lack of commitment from central and local governments on inclusive education and training program has led the persons with disability cannot fully participate in education and training. This also make funding to inclusive TVET not optimal so that the education facilities and training center could not afford to build infrastructure that disability friendly and provide teaching and training aid for disable participants.

- To make inclusive TVET, the government should focus on: a) raising disability awareness of disability among local government officials, parents, school managers, and other TVET stakeholders, b) harmonization of district/city policies with national policies in terms of inclusive education, c) applying Disability Oriented Etiquette and Behavior, d) building capacity for teachers and instructors, e) educational standards and criteria that are oriented to disability, f) providing infrastructure for persons with disability, g) reviewing curriculum and learning materials, h) monitoring Implementation of TVET, i) allocating budget to improve inclusive TVET program, j) national, provincial and district governments need to conduct a comprehensive policy review to access which legalization reflects UNCRPD and law number 8 of 2016.
Inclusive education as mentioned in Sustainable Development Goals (SDGs) provide equal access to all students from different social economic background including persons with disability. Although the GoI has committed to improve vocational education, inclusive vocational education does not explicitly stated in the Presidential Instruction. By implementing inclusive education and training, persons with disability can learn together regardless of any difficulties or differences they may have. Inclusive education is an approach that looks at how to change and adapt the education system so that it can respond to diverse needs of individual students. In term of training, inclusive training can enhance the productivity and earnings of disabled workers, so that the training program become more effective in meeting their goal of connecting training to labour market needs1. The question is how the government committed to implement inclusive TVET and what are the issues arise? What kind policy needed to support the inclusive TVET?

This study aims to provide policy-relevant analysis for improved valorisation of evidence in inclusive TVET policy design and planning, and on how to critically engage evidence in inclusive policymaking and planning in TVET.

Policy Related Inclusive TVET in Indonesia

TVET program in Indonesia comprises of formal education including vocational school at the secondary school level (SMK), vocational program and polytechnic at university level and non-formal training program namely Public Training Center or known as Balai Latihan Kerja (BLK). The SMK offers study programs either 3 or 4 year, while vocational program and polytechnic offer 3 or 4 years. The BLK is provided by the Ministry of Manpower in form of short training (one month) for individuals who finished primary or secondary school and want to equip themselves with practical skill to work either in industry or to be entrepreneurs.

What is inclusive education? According to the Committee on the Rights of Persons with Disabilities, inclusive education is where students with and without disabilities learn together in the same classroom environment. All students can learn together and have their individual needs met. The education system must adapt to the needs of individuals, not in vice versa.

Law No. 8 in 2016 on Persons with Disabilities emphasized the right to education for persons with disabilities include: a) high quality of education at all level, all types and inclusive education as well as special education, b) equal opportunity to become teacher or education administration at all level and type of education, c) equal opportunity to be education provider at all level and type of education, d) have proper accommodation for students with disabilities (article 10). Education programmes for persons with disabilities on every educational level and every type of education must be provided by the national education system through inclusive and special education. Children with disabilities have the right to compulsory 12 years of education (article 40). The GoI must provide resource centres to provide support for inclusive education providers at basic and secondary level. The role of the resource centers is to introduce mainstream teachers to teaching children with disabilities, identifying individual learning needs, undertake consultations with stakeholders, develop a network of specialists (article 42). GoI has to provide reasonable accommodation for learners with disabilities (article 43). Universities that provide teacher education courses must include inclusive education into the teacher training curriculum (article 44).

Government Regulation No. 66 in 2010 on Amendment of Government Regulation No. 17 in 2010 on Management and Implementation of Education stated that education providers must provide education service to all students regardless of religious background, race, ethnicity, gender, social and economic status (article 53 para 1). Education programmes for persons with disabilities on every educational level and every type of education must be provided by the national education system through inclusive and special education. Children with disabilities have the right to compulsory 12 years of education.

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1 Demographic dividend or demographic bonus refers to the economic growth potential from shifts in a population's age structure when the share of the working-age population is larger than the non-working-age population.
2 Ministry of National Development Planning 2019: 27
3 ILO 2017
4 See A guide to Article 24, the Right to Inclusive Education, available at: https://www.ohchr.org/EN/HRBodies/CRPD/GC/Plantin GO. No. 4, The Right: Inclusive Education.docx&cred= FaultyDefaultItemOpen=1
access to education and training facilities. They do not receive the support they need. The reason for this is a lack of commitment from central and local governments to manage inclusive education and training program. In reality, persons with disabilities still have to struggle to get equal access in public service including education and training facilities. They do not receive the support they need. The reason for this is a lack of commitment from central and local governments to manage inclusive education and training program. In addition, some of the government apparatus are not aware of these issues so they cannot fulfill the rights of persons with disabilities.
Policy Recommendations
The following policy recommendations aim to encourage the government (central, provincial and district level) to produce a policy to support the implantation of inclusive TVET.

Raising disability awareness of disability among local government officials, parents, school managers, and other TVET stakeholders

Provincial and district/city governments need to conduct dissemination and promotion to raise awareness of inclusive development with a disability perspective among provincial and district / city government officials, as well as the importance of implementing inclusive TVET. Increasing awareness of inclusive TVET can be done by provincial and district/city governments through creative campaigns or programs, seminars, awareness training, discussions so that anticipation of misconceptions about inclusive TVET can be anticipated. The mass media can also be used to target a wider audience.

In general, provincial and district/city local governments need to promote a twin track approach in Indonesia’s development, particularly in the field of vocational education in order to achieve sustainable development goals that are inclusive, accessible and have a disability perspective. Local government and stakeholders must mainstream disability issues in education as priority and strategic issues; and at the same time improve the education and training process in TVET program through policy making, planning, implementation, budgeting, monitoring and evaluation of TVET programs that support the implementation of inclusive TVET.

In the context of mainstreaming, local governments need to work closely with Disability Persons Organizations (DPOs) and broader civil society to work towards a change in attitudes ranging from government officials, parents and people with disabilities themselves that can be done through positive role models, namely in formulating policies, parenting and family education, also in daily interactions in the community. These must use a disability perspective. It must be ensured that all of them are fully accessible by persons with disabilities.
Harmonization of district/city policies with national policies in terms of inclusive education

District/city governments must harmonize their policies with national policies on inclusive education and training. The implementation of inclusive TVET in each district/city requires harmonization of regional policies with national policies in terms of education. Harmonization and synchronization of legislation on the rights of persons with disabilities will help to harmonize and integrate development programs for persons with disabilities with general development programs. A series of activities need to be held to harmonize and synchronize policies, starting from discussion activities to produce a comprehensive understanding, reviewing article by article of the law/regulations, improving district/city regulations, to implementing district/city regulations in planning, including budgeting, implementation, and program evaluation.

Building capacity for teachers and instructors

Governments and TVET providers must improve the capacity and skills of TVET’s workforce to teach trainees with disabilities along with non-disabled trainees. Capacity building for teaching staffs can be delivered by both provincial and district/city governments, as well as organizations that support persons with disabilities. The Ministry of Education and Culture and Ministry of Manpower also should provide training courses for teachers and trainers on inclusive TVET that contain a learning module related to inclusive education. For example, Education Office of Jakarta Province collaborated with Hellen Keller International to provide training for teachers who teach in inclusive schools in Jakarta. The training equipped teacher with special skills to help students with disabilities. Education offices at provincial level could learn from Jakarta to allocate fund to train teachers who will teach at SMK. The training should focus on effective delivery in teaching and assessment teaching/training method, the use of an individualised approach, disability etiquette and disability-sensitive communication. The capacity building of teachers and instructors can be carried out in collaboration with operational alliances that are formed together with key partners, including disability persons organizations (DPOs).

Applying Disability Oriented Etiquette and Behavior

In effort to increase awareness of disability, it is necessary for local governments (provincial and district level) together with TVET providers to formulate and implement disability-oriented etiquette and behavior. Etiquette refers to how we treat others. If someone has good behavior, he/she treats people with respect and in a positive way. If someone has bad behavior, he/she can offend or anger people or they can withdraw. Disability etiquette is related to how we treat people with disabilities. Sometimes, because of fear, ignorance, negative attitudes or lack of understanding, people behave inappropriately towards people with disabilities. Such behavior can send a message to people with disabilities that they are different from others, or that they are feared, pitied or seen as of little value. To overcome this problem, guidelines are needed that regulate disability-oriented etiquette and behavior that are applied both at school and at home.

Educational standards and criteria that are oriented to disability

District / city governments together with TVET providers need to formulate standards that will be used to access disabled students in vocational schools, including entry criteria, competencies and stages of achievement, and graduation criteria. This criterion must consider the conditions that exist for persons with disabilities and are ensured to be able to guarantee an optimal learning process for them.

Providing infrastructure for persons with disability

In order to overcome the lack of infrastructure which is a barrier for people with disabilities to access education and training, school principals and training managers must identify physical barriers that make it difficult for students / trainees with disabilities to take part in schools and vocational training. They should also identify what infrastructure is needed by students/training participant with disability. It is recommended to involve DPOs that have better knowledge in identifying the infrastructures needed in school or in training center. Building infrastructure such as ramp, guiding block, parking lot, toilet, and access to library, can be done gradually, especially when the budget is limited. The other obstacle is TVET buildings do not fit the students need with disabilities. With better coordination between district/city government and service providers can anticipate and reduce the obstacle. Programs that are prepared for adults may need to be more flexible when providing services to young people with disabilities. A continuous support system for inclusion, including reasonable accommodation, must be developed. Efforts to provide this infrastructure also need to involve DPOs who understand the needs of disabled people in the learning process and activities.

5 Kamal Fuada 2011
Monitoring Implementation of TVET

District / city governments and TVET providers need to monitor and evaluate TVET implementation on an ongoing basis. The effectiveness of the policies or strategies that underlie TVET implementation must be monitored and reviewed regularly. If something is not appropriate, a change needs to be made, and resources must be allocated to make this change. The Ministry of Education and Culture and the Ministry of Manpower must regularly monitor and evaluate (monev) the implementation of TVET. The Ministry of National Education and Culture will provide valuable information on whether TVET implementation is on track or needs to be improved, whether TVET implementation results in increased acceptance of students / trainees with disabilities, satisfactory completion rates, and work results. Therefore, data of students with disabilities must be available for the Education Office or the Provincial Manpower Office, to evaluate the implementation of inclusive TVET. The data is useful to know the progress or obstacles faced by students. Monitoring and Evaluation can also be done in collaboration with DPOs. At the provincial level, for example, the Jakarta Provincial Education Office conducts regular monev to inclusive schools in Jakarta to find out how effective the implementation of inclusive schools in Jakarta is and what needs to be done to improve the program.

District / city governments in collaboration with TVET providers need to conduct tracer studies to determine the outcomes and impacts of implementing inclusive TVET programs. Furthermore, TVET must ensure that tertiary education institutions are concerned with the professional future of the students with disabilities as they do for other students.

The monitoring and evaluation system must be participatory, in the sense of involving all stakeholders, and be sustainable, in the sense of continuing, and accessible. This means that the system must provide spaces for persons with disabilities to be actively involved in deliberations or dialogue that are part of monitoring and evaluation. The Ombudsman Office at the national and local levels must be involved in monitoring the provision of rights for students with disabilities.

Allocating budget to improve inclusive TVET program

City / district government must create a disability-oriented education budget and consider inclusiveness. Within that budget, inclusive TVET budgeting is included. The TVET budget planning process should also be based on guidelines for the rights of persons with disabilities. This is related to the fulfillment of human rights for everyone who is a state obligation in accordance with the Universal Declaration of Human Rights. The state's obligation is to fulfill the human rights of citizens. On that basis, disability rights-based planning, as part of human rights, is the duty of regional governments. In other words, local governments must make inclusive development planning and budgeting, including in the implementation of TVET. Inclusive budgeting for the implementation of TVET must ensure fairness and equality for persons with disabilities and non-disabilities. This inclusive budget is not a separate budget between the disability budget and the non-disability budget, but a budget that considers the condition of persons with disabilities and non-disabilities, so as to produce universal programs. An inclusive budget adds one characteristic of a budget responsive to disability: fair, in addition to the principle of performance-based budgeting that is economical, effective and efficient. The principle of fairness is included to overcome the tendency of the impact of efficient effective principles which are usually synonymous with fast and economical that can ignore vulnerable groups. Disability conditions need to be one of the main considerations in budget planning to be able to implement inclusive development. The key to inclusive development planning based on the rights of persons with disabilities is an understanding of disability. So far there has been a perception of the disability and general budget disparity. The implication is the perception that the budget is bigger. This is a common perception in development planning and budgeting activities. In fact, if planning is integrated and mature, the costs are not expensive, and the budget does not need to swell. Budget advocacy for inclusive development needs to be done to overcome these misperceptions, while at the same time encouraging budgeting with a disability perspective to be carried out by local governments.
National, provincial and district governments need to conduct a comprehensive policy review to access which legalization reflects UNCRPD and law number 8 of 2016. For this reason, DPOs and other relevant civil society need to be involved. In addition, DPOs and other relevant civil society also need to advocate for policy improvements so that government policies ensure the implementation of inclusive TVET programs.

REFERENCES

Reducing the stigma of persons with disabilities (PwD) remains a significant task of stakeholders, which has not yet been resolved. PwD is attached to stigma and often perceived to be unable to be present in social, political, and economic space. Our society often ignores the human rights and needs of PwD, and worse, their rights and voices have not been voiced massively. Barriers to accessing quality vocational education and training is no exception. TVET providers still fail to play a role in providing inclusive education for PwD.

Curriculums and Tutors

There are two inclusive education models adopted by vocational schools (Sekolah Menengah Kejuruan/SMK), namely full and partial education. In the full inclusion model, all students learn together in the same regular classes, while in the partial inclusion model, students with disability learn partly in regular classes and in pull out classes with the help of special tutor (guru pembimbing khusus). However, not all vocational schools have modified the existing curriculum to make it suitable for disabled students.

Minister of National Education Regulation No. 70 in 2009 stated that the education provider of inclusive education uses a curriculum that accommodates the needs and abilities of students according to their talents, interests, and potential. Further, Governor of Jakarta Regulation No. 116 of 2007 stated that the curriculum used in inclusive education is a regular curriculum that is adjusted to the student with special needs. However, because the government does not provide a particular curriculum that can be used as a standard for disabled students, curriculum modifications in various vocational schools are not carried out simultaneously and do not have the same standard. Still dealing with the problem of curriculum modification, the availability of special tutors for disabled students in various schools is also uneven. Most SMKs use the regular curriculum to teach regular students and students with disability. Meanwhile, in SMKN 2 Malang, the school has modified its curriculum by involving special tutors and regular teachers. The modified curriculum is adjusted, thus suitable for students who are blind, deaf, speech impairment, physically handicapped, and emotional disorder. Because of the high level of difficulty, several subjects are also removed. This is initiated so that disabled students can follow the subject well.

In some schools, to help the learning process of disabled students, teachers decide to lower the assessment standards for disabled students given the absence of assessment standards specifically designed and provided for disabled students. In SMKN 57 Jakarta, the standard of assessment for students with disabilities was created lower than non-disabled students. Likewise, all students with disabilities were passed in the final year although not attended the national exam. In SMKN 6 Padang, like SMKN 57 Jakarta, the standard of assessment was lowered and was passed in the final year.

As for the tutors, in SMKN 2 Malang, four special tutors are qualified and experienced to teach students with disabilities. In other schools that do not have special tutors, the regular teachers would have been feeling overwhelmed because of their limited ability to interact with students with disabilities. Meanwhile, as stated in the Minister of National Education Regulation No. 70 of 2009, local government (the district and city) is required to provide at least one special tutor in an inclusive school.

1 Yahya Hasyim 2013
2 Personal interview with informants of SMKN 57 Jakarta
Funding

Broadly speaking, the main problem that impedes the availability of inclusive education for people with disabilities is the issue of funding. There is increasing need to spend enormous costs to create vocational schools that are supportive of the needs of PwD. Needs that must be met, of course, include curriculum that is modified simultaneously and evenly, improvements to school building facilities, availability of learning tools for disabled students (e.g., braille books), and the availability of special tutors for every inclusive school.

In Jakarta, for example, a source of funding to finance inclusive education is from Education Operational Assistance (Bantuan Operasional Pendidikan - BOP) and Education Operational Funds (Dana Operasional Pendidikan - DOP). The Jakarta Provincial Education Office has not been able to provide financial assistance to all schools that have been designated to hold inclusive education programs. This is because the funds needed are very large if all the designated schools are given financial assistance.

The other issue is in budgeting system of Balai Latihan Kerja/ BLK (training centers) that does not accommodate PwD because the budget for 2019 was set up in 2018 that assumes no disabled persons enrolled. So, if there are students with disabilities entering in 2019, their needs cannot be accommodated by the system.

Parents’ Perception

Some parents oppose the implementation of inclusive education in SMK. The opposition is due to a lack of understanding of inclusive education and negative attitudes towards persons with disabilities in general. The parents’ concerns emerge from the assumption that inclusive schools cannot become schools which provide optimal academic performance for their non-disabled children. They think that there should not be a school that combines the learning process of non-disabled and disabled students because their needs are different. The parents also think that special schools are more appropriate and suitable environments for students with disabilities. Of course, the lack of awareness in society regarding PwD has led to the misperception of inclusive education. Intensive dissemination of inclusive education can be a solution to reduce the misconception among parents and people in general.

Fees and access to education

In general, programs and policies in all government, education, and training institutions must promote increasing access to quality education for disabled students, especially those who come from poor families. Students with disability from poor families are more likely to not enroll in vocational schools. Without assistance, those students would not enroll and have fewer opportunities to access education and competing in the area of employment. Therefore, the government program like Program Keluarga Harapan / PKH (program of conditional cash transfer), is currently transitioning to reach the poor family members with disabilities.

At the university level, for example, in UI, Vocational Program (Program Vokasi) has no affirmative policy for students with disabilities who are willing to study in the vocational program. If students with disabilities aim to study at UI through regular track, they will not be able to compete with non-disabled students. Until now, no disabled students have officially been admitted in UI Vocational Program. However, for infrastructure, UI Vocational Program has provided with ramp, parking lots for disabled persons, and lift.

BLKs provide free training for people who want to increase or upgrade their skills, including persons with disabilities. By law, BLKs must admit and also provide services for disabled participants. However, in reality, there are not many persons with disabilities enrolled. In BLK Pasar Rebo, Jakarta, for example, there is only one disabled person enrolled as participant of English training in 2019. She has low vision and works as a secretary at Himpunan Wanita Disabilitas Indonesia (Indonesian Disabled Women Association). During her training process, she was treated similar to other participants. However, she was not provided with specific material or tools (i.e., braille material or audiobook) that can help her to learn more comfortable and faster. The BLK compound also does not feature accessible infrastructure such as ramps, guiding blocks, disability-friendly parking lots, etc. Whereas, the infrastructure should have been designed and provided in every public training center as mandated by Minister Manpower and Transmigration Regulation No. KEP-205/MEN/1999. However, other BLKs such as BLK Banda Aceh and BLK Kendari provide sewing and mechanic training for PwD (for deaf persons) for two weeks, although it was not inclusive training.
In BLK, instructors who train regular participants are regular instructors, not special instructors. If there are disabled participants enrolled in BLK training, for example, deaf persons, the BLK will recruit sign linguists to become the regular instructors’ interpreter. However, if participants only have mild disabilities, the BLK will continue to use the regular curriculum. The disabled participant’s class is also placed on the ground floor of the BLK building to provide them more accessible access to the classroom. To date, these are the efforts of the BLK to provide inclusive training access for persons with disabilities. Regarding funds for training, there is no specific fund to build disability-friendly infrastructure and buy learning tools specially designed for people with disabilities.

Fulfilling human rights and needs of students and people with disabilities are challenging. Access to education is part of human rights that must be guaranteed by the state. However, the government is faced with big challenges. They must plan the allocation of funds for the development of appropriate inclusive school facilities and curriculum. Meanwhile, the construction requires substantial funds. In addition, socialization to change the perception of parents and the community related to PwD will also require large funds. Limited funds make various policies or laws that have been made by the government to protect the rights of disabled persons difficult to implement.

Like being in a marathon, all parties may participate, but the track for people with disabilities is not yet wide open. Persons with disabilities were forced to lose because the existing track was never designed for them. The majority consistently won the marathon with a self-made majestic track, while its credibility needs to be questioned.


REFERENCES


Technical and Vocational Education and Training (TVET) Profile in Indonesia

Between 2015-2018, the number of public and private SMKs increased, with higher growth of private SMKs (11%) compared to public SMKs (8%).

In 2019, there are 5,845 higher education institutions offering D1-D4 degree programs, with high proportion of D3 programs (78%). D3 program is dominated by health sciences and engineering programs.

Types of training centers (Balai Latihan Kerja/BLK):

- **Type A**: largest training providers located in urban areas
- **Type B**: training providers located in smaller urban centers
- **Type C**: the smallest training providers located in rural areas

Types of training offered by BLK:

- **Institutional Training**
- **Non-Institutional Training**
- **Apprenticeship programs**
- **Demand-based trainings**
Technical and Vocational Education and Training (TVET) and Disability in Indonesia

As mentioned in Dimension no. 1 of UNESCO’s analytical framework, integrated, across place and time data collection and compilation are of essence in the context of inclusive policy especially TVET policy and service delivery. Inclusive policy and service delivery equally require collection and use of evidence sensitive to the needs of, and relevant for persons with disabilities.

In Indonesia the task to collect and compile data is conducted by Statistics Indonesia (Badan Pusat Statistik / BPS). BPS regularly conducts surveys including disability issues. To develop macro level policies on TVET and disability, the national level data like Susenas or Sakernas can be explored. In addition, to complement these survey data, a more detail information can also be collected.

Currently, available data on TVET from MoEC (Ministry of Education and Culture) and MoRHE (Ministry of Research and Higher Education) do not contain specific characteristics in disability aspect (e.g the number of students/training participants by disability category, institutions that provide disability-friendly facilities). As the GoI is committed to improve the inclusive TVET program, the basic data of disability aspect in statistics report of MoEC and MoRHE must be collected regularly.

Susenas 2018 shows that male students and graduates of senior secondary schools and higher education tend to experience functional difficulty compared to female students and graduates.

Hearing, communication, and self-care difficulties are among the top difficulties experienced by male. Meanwhile, among female students and graduates, the vision difficulty has highest proportion (Figure 1). The distribution of functional disability is presented (Figure 2).
Suitability between Education Policy and Vocational and Technical Training (TVET) and Human Rights in Indonesia

<table>
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<th>Dimension</th>
<th>Suitability</th>
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<td>Multidimensional</td>
<td>Policies made by the Indonesian government regarding inclusive education, including policies on TVET, have included transversal and overarching objectives. There is already political will, institutional arrangements and reallocation of resources that focus on actual needs and effective combined planning, enforcement and impact monitoring in order to implement an inclusive TVET. In the laws and regulations issued by the Government of Indonesia, inclusive policies are implemented in an integrated, multidimensional, multi-stakeholder, and justified series of interventions that lead to the delivery of the final &quot;good&quot; welfare and social inclusion of individuals in a particular society. However, there is no adequate coordination mechanism to facilitate effective joint planning and supervision of inter-sectoral inclusive interventions (education, physical facilities, health), level (micro, referring to individuals and households, sub-national and national levels), providers (government, nonprofit, private) and time. The provision of service packages has not been done based on the best available knowledge, and efficiency and effectiveness have not increased. The benefits obtained are not optimal. So the continuum of interventions is not yet optimal. There is a public sector innovation, but it is still not evenly distributed in all districts/cities in Indonesia. There is no significant application of new methods and technologies in the implementation of TVET that are inclusive in Indonesia. Integrated data regarding the implementation of an inclusive TVET also do not yet exist, both initial data to be used as a basis for starting programs as well as implementation data and evaluation results. There is not yet sufficient integrated and policy-sensitive evidence.</td>
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Relational

Inclusive policies for TVET programs have not been able to fully address equality of opportunity (or lack of opportunity) and persistent structural factors that affect equality of results. There are still shortcomings in the provision of infrastructure, facilities and other resources in the implementation of inclusive TVET. The implementation was still not participatory. The budgeting is still not integrated and has no perspective on disability. Public service networks are not yet adequately available, not all of them are accessible, and not yet affordable to all. Costs are often blamed for being considered expensive, while people with disabilities still do not feel empowered, instead feel isolated and isolated. In the design of inclusive policies and the delivery of TVET services the handling of these two issues has not been explicitly mentioned.

Disability-responsive policy planning and budgeting has not been done adequately, as well as participatory budgeting at the local level. Efforts to raise public awareness, including the cost of exclusion for certain communities, and make the case for inclusion spending as a sound investment, still need to be increased. Twin track approach still needs to be promoted and encouraged to be more comprehensive.
### Dimension | Suitability
---|---
**Intersecting risks and drivers** | Inclusive policies for TVET programs have not yet fully considered the specific conditions of the group. There is no TVET policy that specifically considers a number of individual characteristics, related to gender, age, ethnicity, language, religion, health, social status, income, employment, education, residence, etc. The right policy design is still needed to overcome this problem.

Various risk factors of exclusion have not yet been dealt with in an integrative and adequate manner, including structural, behavioral and policy drivers. There are no policies that specifically and explicitly discuss inclusive interventions to detect and neutralize obstacles and gaps in policy and regulatory frameworks that have the potential to exclude, including planning, budgeting, and preparation of national and local government programs, to overcome systemic obstacles to the implementation of inclusive TVET.

**Dynamic** | The existing TVET policy has not yet fully given special consideration to those who have historical weaknesses and / or those who, throughout their lifetime, have experienced persistent forms of deprivation.

TVET’s policy also does not cover handling certain risk resistances and drivers of exclusion. The content of policies is still very general, in the form of aggregates, and tends to generalize the issue of exclusion in a variety of different contexts.

The existing TVET policy has not been supported by in-depth historical and contextual analysis of the conditions of disability and exclusion. The need for long-term, multi-pronged interventions has not been formulated and strategies need to be taken to overcome established exclusion patterns. The policy is also not fully anticipatory to what might happen in the long term, nor does it cover the issue of preventing disability in the future in terms of work, including how persons with disabilities compete in the world of work.

**Contextual and multi-layered** | The existing TVET policy does not consider exclusion processes that operate at different levels, i.e. micro (for example, individuals, households), meso (for example, environment, community), and macro (ie, nation states and global regions). This policy does not yet include significant coordination, both horizontal and vertical, in the case of an inclusive TVET policy. It is still unclear the target of the coordinating parties from the ministry level to the organizer of TVET.

Coordination between these various levels is a prerequisite for the design and provision of all policies and continuity of sustainable and sustainable TVET services, as well as the creation of synergies.

There is already a pioneering collaboration with the international community, in the form of distribution of aid expenditure, policy dialogue and mechanisms related to setting priorities. Such cooperation needs to be more expanded.

**Participatory** | TVET’s policy has not fully taken into account the legitimate (and often competitive) interests of all potentially affected parties. Participatory or open approaches to decision making and stakeholder engagement still need to be encouraged and need to be intervened through policy. The lack of stakeholder participation took place both during planning and in the implementation and evaluation of the TVET program.
Technical and Vocational Education and Training (TVET) Policies and Human Rights in Indonesia

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<td>Weighted breadth and depth of intervention</td>
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<td><strong>Intersecting risks and drivers</strong></td>
<td>Built-in duration</td>
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<td>Long-term and anticipatory character</td>
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<td>Proactive and reactive functions</td>
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<td><strong>Dynamic</strong></td>
<td>In-country coherence and coordination</td>
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<td>Regional and sub-regional coordination</td>
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<td><strong>Contextual and multi-layered</strong></td>
<td>Procedural improvements</td>
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<td>Transformative participation</td>
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* * * * * Very Adequate
* * * * Adequate
* * * Rather Adequate
* * Inadequate
* * Totally Inadequate
Inclusive Technical and Vocational Education and Training (TVET) According to International Conventions

The Salamanca Statement and Framework for Action on Special Need Education (1994):

“Inclusive education is the most effective means for building solidarity between children with disabilities and their peers. Within an inclusive education system children from disadvantaged groups can socialize with their peers and vice versa.”

The Committee on the Rights of Persons with Disabilities:

“Inclusive education is where students with and without disabilities learn together in the same classroom environment. All students can learn together and have their individual needs met.”

The Sustainable Development Goals (SDGs) Goal No. 4:

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

“Goal No. 4.3: by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.”

“Goal No. 4.4: by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.”

“Goal 4.5: by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”

The UN Convention on the Rights of Persons with Disabilities and Optional Protocol (UNCRPD):

Article 24: “. persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others…”

Article 27: “Enable persons with disabilities to have effective access to general technical and vocational guidance program, placement services and vocational and continuing training.”

Convention on Vocational Rehabilitation and Employment (Disabled Persons) (ILO Convention No. 159):

“...the governments to provide vocational training for persons with disabilities using mainstream services wherever possible and appropriate, with necessary adaptations.”
Inclusive Technical and Vocational Education and Training (TVET) According to Indonesian Laws/Regulations

The 1945 Constitution:
“Every citizen has the right to education” (Article 31).

Law No. 20 in 2003 on National Education System:
“Education program is carried out democratically and is not discriminatory by respecting human rights (article 4). “Education on basic and secondary level can be inclusive” (Elucidations to article of 15).

Law No. 20 in 2003, Law No. 12 in 2012 on Higher Education:
“Education principle is democratic, fair, and not discriminatory by respecting human rights (article 6)”.

Law No. 8 in 2016 on Persons with Disabilities:
“Education programmes for persons with disabilities on every educational level and every type of education must be provided by the national education system through inclusive and special education” (article 40).
“Children with disabilities have the right to compulsory 12 years of education” (article 40).
“The GoI must provide resource centres to provide support for inclusive education providers at basic and secondary level” (article 42).
“GoI has to provide reasonable accommodation for leaners with disabilities” (article 43).
“Universities that provide teacher education courses must include inclusive education into the teacher training curriculum” (article 44).

Government Regulation No. 66 in 2010 on Amendment of Government Regulation No. 17 in 2010 on Management and Implementation of Education:
“Education providers must ensure providing access to students who need special education and special services” (article 53 para 2).
“The central and local governments are obliged to provide opportunities for persons with disabilities to take part in vocational training institutions (public and private training). Therefore, vocational training institutions must be inclusive and accessible to person with disabilities (article 46 para 1)”.

Minister of Education Regulation No. 51 in 2018.
“Persons with disabilities who enrol in an inclusive school (general or vocational) must be waived from any requirements including age and diploma/certificate from previous school” (Article 12).

Law No. 13 in 2003 on Employment:
“Job training for workers with disabilities is conducted by taking into account the type of disability and its ability to work” (article 19).

Government Regulation No. 31 in 2006 on the National Job Training System:
“Training participants who have certain physical or mental limitations can be given special training that accord with their ability” (article 19).

Minister of Manpower Regulation No. KEP-205/MEN/1999 on Job Training and Placement of Persons with Disabilities:
“Persons with disabilities have the right to enrol in job training in either public or private training institutions. Job training for person with disabilities can be conducted inclusive or by special TVET institution. Methods and training facilities should be adapted according to the needs and abilities of the person with disabilities” (article 5).