

# A SUBMISSION IN SUPPORT OF THE INDONESIA AUSTRALIA COMPREHENSIVE ECONOMIC PARTNERSHIP AGREEMENT

## (IA-CEPA)

Submission made by The West Australian Technical and Vocational Education  
Training (TVET) Consortium (WATVC)

A Consortium of quality Western Australian Training Providers

Phoenix Academy, North Metropolitan TAFE, South Metropolitan TAFE,

Miles Morgan Australia



**The WATVC Consortium** has recently undertaken and completed a very successful VET Audit and Training Improvement Plan for the Colleges of Excellence (TVET) in the Kingdom of Saudi Arabia.

The Consortium considers that their experience in this region of the Middle East allows them to reflect on the similar “gaps” that exist in the Indonesian vocational system and provides some opportunity for comparisons to be made.

The Western Australian Consortium’s response to the IA-CEPA presented in this document focuses on the proposed support to the Technical and Vocational and Training (TVET) capacities of Indonesia that Australia may provide.

WATVC has been an active observer of the ASEAN single market development activities for several years and understands that the free flow of goods, services, investment, capital and skilled labour is of paramount importance for Indonesia’s role in ASEAN.

The Consortium also understands that the key attributes of a strongly based common language of trade (English) and a recognition of work skills between ASEAN members remain the key sticking points for lack of advancement of ASEAN from the Indonesian perspective.

The WA Consortium is aware that the President of Indonesia, The Hon Joko Widodo said in his first address to the nation post his recent election that he is passionate about improvement in human capital and improving the vocational skills of the population.

Australia as an active observer of ASEAN and the ASEAN Economic Community (AEC) is very well placed through this proposed bilateral trade agreement to provide support to Indonesia in its desire to improve the vocational skills, trainer skills and English competency skills of its people.

This trade agreement should provide the perfect platform to “fast track” these core areas of reform in Indonesia. The opportunity to work with a supportive partner that is one’s closest neighbour and almost in the same time zone with easy transport access and a peaceful and

prosperous economic and social baseline should mean that this proposed trade agreement will be extremely effective for both parties.

The West Australian TVET Consortium understands that the key areas where Indonesia is seeking improvement in its vocational training system is to provide:

(1) an overview of and suggested improvement plan for the Indonesian vocational competency certification system through BNSP.

(2) A focus on the criteria that determines key aspects of quality assurance in global TVET and introducing recommended improvements in QA for the Indonesian TVET system.

(3) Advice on how the vocational training system in Indonesia can improve its brand, credentials and worth in the view of the employers and public,

(4) Methods that can further integrate the work skills that are required “on the job” to the training process so that employers have more confidence in the vocational certification and learning outcomes of the Indonesian TVET system.

The Western Australian Consortium understands that there are 12 key areas of priority for urgent improvement in the vocational skills shortage in Indonesia and they are:

**Healthcare, Tourism, Logistics, Online/E ASEAN, Air Transportation, Agro Products, Electronics, Fisheries, Rubber Products, Textiles and Fabrics, Automotive and Wooden Products.**

These priority areas account for 63.2% of the total employed workers in Indonesia. These 12 areas are all very much the focus of the existing training packages and accredited courses that are currently utilised in Australia. Very little developmental work in curricula improvement would need to be made.

The benefits that will come from the proposed IA-CEPA Agreement are all available immediately within the existing vocational training system within Australia.

The urgent needs of Indonesia can be addressed through the timely approval of this agreement. The required skills are available and accessible from Australian vocational expertise and can immediately help to satisfy the needs that Indonesia has for:

- (1) Improved “Train the Trainer” training through the Australian International Skills Training Courses
- (2) Auditing capabilities to identify Training and College Improvement Plans that are required based on the ASQA model
- (3) Skills gap training and recognised prior learning (skill set and skill cluster training)
- (4) Provision of demand driven training in skills shortage and projected shortage areas
- (5) Improvement in communication skills much needed being that English is the lingua franca of ASEAN (through the advancement TESOL methodology utilised in Australia including the use of the CEFR)
- (6) Opportunities for “on the job training” and internships in Australia (through work and holiday visas, internship visas)
- (7) Ability to access Australian Awards Fellowships and non-formal short course and micro credential and non formal training in Australia
- (8) Possibility of partner Australian providers investing up to 67% in new vocational colleges and improvement to existing colleges in Indonesia.

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