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► Tripartite Recommendations on Advancing Quality Apprenticeship Programme in Indonesia

and Discussions Highlights

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Table of contents

Building a quality apprenticeship system in Indonesia: Tripartite outcomes and recommendations	1
Discussion highlights: Challenges, opportunities and stakeholder perspectives	4
1. Regulating apprenticeships	5
2. Promoting apprenticeships	10
3. Shaping a framework for apprenticeship programmes	13
4. Protecting apprentices	16
5. Institutionalising an apprenticeship agreement	19
6. Ensuring equality and diversity in apprenticeships	20
7. Collaborating for apprenticeships	22

► Building a quality apprenticeship system in Indonesia: Tripartite outcomes and recommendations

Indonesia formally joined the UN Global Accelerator on Jobs and Social Protection for Just Transition on 7 June 2023¹, reaffirming its commitment to advancing decent work and social justice. As part of this initiative and through a multi-stakeholder collaborative process, the country adopted a national roadmap that is implemented through the Global Accelerator project. The project, funded by the Joint SDG Fund, focuses on the modernisation and digitalisation of social protection systems and the enhancement of workforce productivity, aligning it with labour market needs. The implementation of the project include the establishment of sectoral skills councils and the reform of the national apprenticeship system. These efforts were initiated with a high-level tripartite consultation workshop conducted in Jakarta in March 2025 followed by additional consultation meetings with representatives of government, employers and workers' organizations.

This section presents key recommendations for the Government of Indonesia as a result of the consultative process to strengthen the quality, protection, and inclusiveness of the national apprenticeship programmes. The recommendations are guided by the alignment with the ILO Recommendation on Quality Apprenticeships, 2023 (No. 208), and reflect the outcomes of the national workshop held on 20 March 2025, as well as the series of consultative meetings with employers and employers' organizations, workers' organizations, and government institutions conducted from May to June 2025, and the tripartite validation workshop on 17 October 2025.

Building on the consensus reached during the consultations, the following recommendations outline concrete actions to advance quality apprenticeships in Indonesia.

1. **Legal definition of apprenticeships.** Adapt the existing definition of apprenticeship in Permenaker No. 6/2020 to clearly distinguish apprenticeship from internships, other forms of work-based learning, and contract employment (PKWT/PKWTT), and to align the national definition with that provided in the ILO Recommendation on Quality Apprenticeship, 2023 (No. 208).² The revision should include a clear definition of participants and related terms, and describe in detail the programme and the overall system. Regulations should be adapted to different target groups, including vocational school students, university graduates, job seekers, and individuals in job training, to ensure relevance and coherence. To avoid overlapping mandates and inconsistent implementation, these definitions and regulatory provisions should be harmonized across the relevant ministries, particularly those responsible for manpower and education.
2. **Shared understanding of apprenticeships.** Actively promote the national definition of apprenticeships among relevant government agencies and social partners for common understanding of its scope and purpose. Clearly communicate and clarify the status of apprentices along with their rights, protections and entitlements, to ensure consistent interpretation and implementation across all sectors.
3. **Apprenticeships as part of lifelong learning.** Regulate and promote apprenticeships as an integral component of lifelong learning, applicable across all qualification levels and sectors—from vocational training for semi-skilled jobs to tertiary education for professional roles, as well as for upskilling and reskilling. Ensure access to mentorship and career guidance to facilitate learning and employment transitions along these pathways.
4. **Recognition of prior learning.** Adopt Recognition of Prior Learning (RPL) processes to facilitate the participation of individuals from vulnerable groups, particularly those with skills acquired in the informal economy, in apprenticeship programmes. Promote bridging courses and pre-apprenticeship programmes to expand access, enhance retention, and improve completion rates.

1 The UN Global Accelerator on Jobs and Social Protection for Just Transitions is a global initiative launched in 2021 by the UN Secretary-General to tackle the interconnected challenges of job creation, social protection, and sustainable development. It aims to fast-track investments in decent work—especially in green, digital, and care economies—and expand social protection systems to those currently excluded. Detailed information can be found at: [Global Accelerator on Jobs and Social Protection for Just Transitions](#) | [UN Global Accelerator](#)

2 “a form of education and training that is governed by an apprenticeship agreement, that enables an apprentice to acquire the competencies required to work in an occupation through structured and remunerated or otherwise financially compensated training consisting of both on-the-job and off-the-job learning and that leads to a recognized qualification”

5. **Off-the-job training access.** Ensure that all apprentices have access to high-quality off-the-job training opportunities that complement on-the-job learning, in line with the principle of structured alternation between learning and work, as outlined in the ILO Recommendation on Quality Apprenticeships, No. 208 (2023).
6. **Fundamental principles and rights at work.** Ensure full respect for, promotion of, and realisation of the Fundamental Principles and Rights at work within apprenticeship programmes. In particular, that:
 - ▶ Apprentices have the right to form and join workers' organizations, to engage in collective bargaining, and to have apprenticeships included in collective agreements.
 - ▶ Apprentices are protected from all forms of force or compulsory labour, including any work under the threat of a penalty and for which the person has not offered himself or herself voluntarily.
 - ▶ No person under the age of 14 years may enter an apprenticeship, and apprentices under 18 years must not be assigned to hazardous work.
 - ▶ Apprentices are protected from all forms of discrimination in employment and occupation, including any distinction, exclusion or preference based on race, colour, sex, religion, political opinion, national extraction or social origin, which nullifies or impairs equality of opportunity or treatment in employment or occupation.
 - ▶ Apprentices are entitled to equal remuneration for work of equal value.
 - ▶ Occupational safety and health regulations must explicitly apply to apprentices, with specific provisions and measures in place to address their particular vulnerabilities.
 - ▶ Apprentices have the right to risk prevention and protection equivalent to other workers, including the right to refuse unsafe work.

Employers participating in apprenticeship programmes must ensure compliance with the the above-mentioned fundamental principles and rights at work. Failure to comply with these obligations shall be subject to sanctions in accordance with national labour laws and regulations. These measures are essential to safeguard apprentices' rights, promote inclusive and equitable training environments, and uphold the integrity of Indonesia's apprenticeship system.

7. **Tripartite body to oversee apprenticeships.** Establish a national tripartite body with a clear legal mandate to regulate and oversee the apprenticeship system. This body should have defined responsibilities, adequate financial resources, and the authority to coordinate across ministries/government agencies and sectors. Alternatively, formalise and clarify the role of sectoral skills bodies or industry associations in the governance and oversight of apprenticeships.
8. **Data-driven monitoring and quality assurance.** Ensure systematic collection and analysis of disaggregated data on enrolment, retention, completion, certification, and transition to decent work. This information should guide evidence-based decision-making, policy formulation, and the equitable allocation of resources to ensure that apprenticeships are accessible to all populations, including women, youth, and disadvantaged groups. Employers must report relevant data to the designated authorities during and after programme implementation.
9. **Tripartite governance.** Enact regulations to guarantee the effective participation of employers' and workers' organisations in the design, implementation, monitoring, and evaluation of apprenticeship programmes. These regulations should foster an enabling environment for high-quality apprenticeships and provide a structured framework to strengthen public-industry partnerships in support of inclusive and demand-driven apprenticeships.
10. **Accreditation and quality standards.** Establish clear accreditation criteria and quality standards – including those related to occupational safety and health - to identify eligible qualifications, enterprises, training providers (including in-company training units), and intermediaries for apprenticeship programmes. Provide for third-party accreditation of enterprises and training providers implementing programmes outside the national qualifications framework.
11. **Apprenticeship agreements.** Adopt a standard national template for apprenticeship agreements, based on the ILO model, defining the roles, responsibilities, rights, and obligations of all parties. This will help reduce ambiguity and ensure consistency across sectors and regions. Integrate agreement registration

and storage within existing digital platforms, such as “Ayo Magang Vokasi”, to ensure timely approval and effective monitoring.

12. **Apprentice remuneration.** Ensure apprentices receive fair remuneration or financial compensation reflecting the value of their work and corresponding occupation, in accordance with national legislation and collective agreements, and in line with the principle of fair compensation for productive work performed. Compensation may take the form of stipends or other financial support, depending on national contexts and agreements.
13. **Financial incentives.** Introduce time-bound financial incentives for accredited enterprises offering apprenticeships with additional measures for enterprises in green economy sectors and for the inclusion of vulnerable groups. Review incentives annually based on employment and productivity outcomes. Apprenticeship duration should be sufficient to allow employers to recover their investments through productivity gains.
14. **Occupational safety and health and social protection.** Ensure that all apprentices are covered by Occupational Safety and Health (OSH) regulations, labour inspection, and social protection schemes, including JKK³ (Work Accident Insurance) and JKN⁴ (Health Insurance). For long-term apprenticeships, consider maternity and paternity leave provisions consistent with international labour standards.
15. **Grievance and complaint mechanisms.** Strengthen grievance mechanisms through labour inspection and sectoral committees to enable apprentices to safely report discrimination, harassment, abuse or any misconduct or concern. Ensure that all grievances are reviewed promptly, handled confidentially, and lead to timely and appropriate corrective action.
16. **MSMEs’ participation in apprenticeships.** Through Sector Skills Councils, expand apprenticeship opportunities in micro, small and medium-sized enterprises (MSMEs), particularly in the informal economy. This includes improving MSMEs productivity and working conditions, enhancing the quality and relevance of learning content and training methods, and establishing links to training institutions and formal qualifications.
17. **Operationalization through guidelines and training.** Develop and disseminate detailed technical guidelines (JUKNIS⁵) and standard operating procedures (SOPs) and conduct regular capacity-building sessions for relevant stakeholders to ensure the effective implementation of this regulation at both national and regional levels.
18. **Inclusive access.** Ensure that apprenticeship programmes are inclusive and responsive to the diverse needs of all learners -women and men, youth and adults, persons with disabilities. Measures should be taken to eliminate barriers and ensure equitable access and participation in apprenticeship programmes.
19. **Accessibility for apprentices with disabilities.** Provide adequate infrastructure, equipment and support services to enable full participation of apprentices with disabilities in workplace and training institutions.
20. **Equality and non-discrimination.** Integrate training on non-discrimination and the prevention of violence and harassment, including gender-based violence, into all apprenticeship curricula, in line with the ILO Convention No. 190 and Recommendation No. 206.

3. JKK is an abbreviation of Jaminan Kecelakaan Kerja.

4. JKN is abbreviation of Jaminan Kesehatan Nasional.

5. JUKNIS is an abbreviation of Petunjuk Teknis referred as a technical document for guiding the implementation of a regulation.

► Discussion highlights: Challenges, opportunities and stakeholder perspectives

This section is structured around key questions derived from the ILO checklist accompanying Recommendation No. 208 on Quality Apprenticeships. The questions have been formulated to reflect the specific provisions and requirements outlined in Recommendation No. 208, in accordance with ILO guidance. The discussion integrates analytical findings from stakeholder discussions, consultations, and assessments of current practices, highlighting implementation challenges, policy gaps and opportunities for reform. The content of the section is based on inputs gathered during the national tripartite workshop and a series of consultative meetings conducted from April to June 2025 and validated in the tripartite validation workshop on 17 September 2025.

The following executive summary presents the key insights that emerged from the tripartite consultations and stakeholder discussions, structured around the ILO diagnostic checklist for Recommendation No. 208. It highlights priority issues, gaps, and opportunities identified across seven thematic areas that are critical to strengthening Indonesia's apprenticeship system. Detailed findings and analysis are provided in Sections 1 to 7 of this document.

Regulating apprenticeships

The term 'apprenticeship' is defined under national legislation; however, related terms such as 'intermediary', 'pre-apprenticeship programme', and 'Recognition of Prior Learning' (RPL) remain undefined, contributing to blurred distinctions with internships (PKL). Greater clarity in the definition will help in determining the target group of the apprenticeship programmes. Stakeholders called for harmonisation of regulatory frameworks among relevant ministries and the establishment of a coherent system that ensures legal clarity, quality assurance, and alignment with international labour standards.

Promoting apprenticeships

Existing incentive schemes, such as the super tax deduction, are considered ineffective. Employers recommended differentiated approaches for independent and government-facilitated apprenticeships, targeted financial incentives for green sectors and vulnerable groups, and recognition of good employer practices. The [Ayo Vokasi](#) or [magang hub](#)⁶ platform was highlighted as an important tool to inform policy through data and to improve access, especially for MSMEs and remote communities.

Shaping the apprenticeships framework

There is currently no structured process to determine which occupations are suitable for apprenticeship training. Limited awareness and application of the National Qualification Framework and competency standards (SKKNI and KKKNI) were also noted. Stakeholders stressed the need for competency-based curricula, appropriate supervision, and expanded vocational guidance. Sectoral skills committees are regarded as essential in strengthening governance, coordination and system responsiveness.

Protecting apprentices

Stakeholders raised concerns over low or unclear remuneration, the absence of explicit legal protections, and the exclusion of apprentices from collective agreements. Apprentices are often not explicitly covered under OSH regulations or social protection schemes. Stakeholders underscored the need to strengthen monitoring systems, grievance mechanisms, and legal provisions to prevent misuse and to safeguard apprentices' rights in line with international labour standards.

⁶ Magang hub is a platform created for managing apprenticeship programme as part of the government economic stimulus programme.

Institutionalizing apprenticeship agreements

While written apprenticeship agreements are required under Permenaker No. 6/2020, there is no standard national model agreement. Stakeholders recommended developing a model agreement in consultation with social partners, incorporating provisions on roles and responsibilities, OSH, social protection, and dispute resolution. Integration into the *Ayo Magang Vokasi* platform was also recommended to ensure consistency, transparency, and ease of monitoring.

Ensuring equality and diversity

Affirmative measures for underrepresented groups remain limited. Stakeholders highlighted the need for gender-responsive programming, inclusive infrastructure, formalisation of pre-apprenticeship pathways, and targeted outreach to adults and informal workers. It was also recommended to embed non-discrimination and anti-harassment training within curricula and to ensure accessibility for persons with disabilities.

Collaborating for apprenticeships

Initial steps toward tripartite governance, such as piloting the sectoral skills committee known as “Komite Keterampilan Sektoral”, are promising. However, broader coordination and recognition of qualifications remain fragmented. Indonesia’s participation in the ILO Global Accelerator on Jobs and Social Protection for Just Transitions, along with the development of *Ayo Magang Vokasi* and other digital platforms such as “SIAP KERJA” provides an opportunity to enhance cooperation, facilitate knowledge exchange, and promote alignment with regional and global frameworks.

1. Regulating apprenticeships

1.1 Are the terms Apprenticeship, Intermediary, Pre-apprenticeship Programme, and Recognition of Prior Learning legally defined?”

In Indonesia, the term “apprenticeship” is derived from Law No. 13/2023, Article 9, which regulates vocational training as a means to develop work competencies, enhance productivity, and promote workers’ welfare. Vocational training may be delivered through apprenticeship schemes or by public and private vocational training institutions.⁷ Specifically, domestic apprenticeships are regulated by the Ministry of Manpower Regulation No. 6/2020⁸, which defines apprenticeships as part of an integrated training system.

The term “apprenticeship”, translated into Bahasa as “*pemagangan*”, is used in various contexts, including both vocational training and enterprise-based training. However, its usage sometimes overlaps with the concept of ‘internship’, referred to as “*Praktik Kerja Lapangan (PKL)*”. Internships are regulated under the National Education System Law (Sisdiknas) and the Ministry of Education and Culture Regulation (Permendikbud) No. 50/2020 on PKL, which defines internships as a structured learning strategy aimed at achieving specific competencies through stages of planning, implementation, and quality assurance.

Although existing regulations provide distinct definitions for apprenticeship and internship, administered by the Ministry of Manpower and the Ministry of Education, a lack of shared understanding persists among national stakeholders. This has resulted in differing interpretations and blurred boundaries in practice, potentially leading to misclassification and inconsistent implementation.

From the perspectives of government officials, apprenticeships are generally associated with vocational training and industry participation, while internships are linked to educational institutions and provide workplace exposure for students. Nonetheless, there is a need to harmonize regulatory frameworks between the Ministry of Manpower and the Ministry of Education, and to establish clear standards and quality assurance mechanisms to ensure that both apprenticeships and internships offer meaningful, structured and rights-based learning experiences.

⁷ Presentation of Mr. Solahudin, Director of Apprenticeship and Vocational training, Ministry of Manpower, in a tripartite consultative workshop held on 20 March 2025 in Jakarta.

⁸ Ministry of Manpower regulation number 6 of year 2020, chapter 1, article 1 stipulated that Apprenticeship is part of an integrated work training system that combines training at a training institution with on-the-job training under the guidance and supervision of instructors or workers who are competent in the production of goods and/or services at a company in order to master specific skills or expertise.

Furthermore, regulatory remains limited regarding the role of intermediaries, pre-apprenticeship programmes, and RPL within the national apprenticeship framework. With regards to pre-apprenticeship programmes, government representatives described them as preparatory stages within vocational training, often equating with PKL (Praktik Kerja Lapangan). These programmes are intended to enable participants to gain foundational skills and experience prior to formal apprenticeships.⁹

With respect to Recognition of Prior Learning (RPL), the government acknowledged the importance of validating skills acquired through informal or non-formal pathways, particularly within the context of vocational training and apprenticeships. However, it was noted that a specific regulatory framework or apprenticeship pathway integrating RPL does not yet exist, underscoring the need for further development in this area to support access for individual with prior informal learning experience.

In conclusion, while the term ‘apprenticeship’ is defined in national legislation, the lack of clear and consistent definitions for related terms such as intermediary, pre-apprenticeship programme, and Recognition of Prior Learning presents a challenge for coherent policy implementation. Harmonizing regulations across ministries and establishing a unified framework with clear standards and quality assurance mechanisms are essential to ensure that all forms of work-based learning are clearly distinguished, rights-based, and aligned with international labour standards.

1.2 Is apprenticeship defined as a form of education and training that is governed by an apprenticeship agreement, enables an apprentice to acquire competencies (i.e., competency-based training), is required to work in an occupation (i.e., linked to specific occupations), is carried out through structured training (i.e., with clear learning outcomes and training plans), is remunerated or otherwise financially compensated (i.e., in-kind compensation is not sufficient), consists of both on-the-job and off-the-job learning (i.e., a dual approach), and leads to a recognized qualification (recognized by the State and employers)?

The Ministry of Manpower regulation No. 6/2020, Chapter 1, Article 1, stipulates that an apprenticeship is part of an integrated work training system combining training in an educational or training institution with on-the-job training in a company, under the guidance and supervision of qualified instructors or competent workers. The aim is for apprentices to acquire specific skills or competencies related to particular occupations.

However, the regulation does not clearly define all the elements outlined in the ILO Quality Apprenticeships Recommendation, 2023 (No. 208). In particular, the terms “Apprenticeship,” “Intermediary,” “Pre-apprenticeship Programme,” and “Recognition of Prior Learning” are not clearly defined. This regulatory gap was highlighted during the consultations as a critical area for improvement to strengthen the national apprenticeship framework.

Employers’ representatives stated the need for a clearer regulatory framework defining the role of intermediaries in facilitating apprenticeship arrangements. While some foundations for such roles exist in practice, these are not yet formalized or widely adopted. Employers also pointed out that existing regulations primarily apply to medium and large enterprises and do not adequately address the realities and constraints of MSMEs, where implementation remains limited or inconsistent.

Workers’ representatives raised serious concerns about the current implementation of apprenticeship programmes, highlighting widespread irregularities and exploitative practices. They reported cases of apprentices receiving very low remuneration without access to meaningful learning opportunities, raising concerns about the misuse of apprenticeships as a source of cheap labour. Workers also criticized the informal progression from apprentice to contract worker to permanent staff, viewing this as a model that perpetuates employment insecurity. Furthermore, they emphasized the lack of effective monitoring and enforcement mechanisms, noting that the absence of sanctions against non-compliant enterprises leaves apprentices vulnerable to abuse and exploitation.

These findings underscore the urgent need for clearer definitions, stronger regulation, and more effective monitoring and enforcement mechanisms to ensure that apprenticeships in Indonesia meet international standards and deliver quality, rights-based learning and employment outcomes.

⁹ Government group meeting, 14 June 2025.

1.3 Does the existing regulatory framework apply to apprenticeships in all economic sectors and all enterprises, public and private?

Based on the workshop discussions conducted during the national tripartite workshops, the current regulatory framework for apprenticeships in Indonesia is intended to apply across all economic sectors and to all types of enterprises, both public and private.¹⁰ However, this remains inconsistent with the ILO Recommendation No. 208 on Quality Apprenticeships, which emphasizes that apprenticeships should be accessible and applicable to all sectors and enterprise, regardless of size, formality or ownership.

Ensuring that the regulatory framework is effectively implemented and monitored across Indonesia's diverse economic context remains a key priority for advancing inclusive and equitable access to quality apprenticeships.

1.4 Are there any provisions on apprenticeships in national development strategies, relevant national education, vocational training, lifelong learning and employment laws and policies?

Discussions confirmed that apprenticeships are referenced in various national development strategies, as well as in education, vocational training, lifelong learning, and employment policies. These provisions reflect growing recognition of apprenticeships as a strategic mechanism to improve workforce competencies and support national development priorities. Key references include:

a. National Development Strategies:

- The Long-Term National Development Plan (Law No. 59/2024) and the Medium-Term National Development Plan (Presidential Regulation 2025) emphasize human resource development as a national priority, identifying apprenticeships as a key mechanism for skills development.
- The RPJMN (National Medium-Term National Development Plan) includes apprenticeships as a priority programme to improve workforce quality and align skills development with emerging labour market trends, including green jobs and the energy transition.

b. Education and Vocational Training Policies:

- The Sisdiknas Law and Permendikbud No. 50/2020 regulate field work practice (PKL) as part of vocational school education.
- The Presidential Regulation No. 68 on the Revitalisation of Vocational Education and Training includes provisions on vocational training and apprenticeships.

c. Lifelong Learning and Employment Laws:

- Law No. 13/2023, Article 9, defines vocational training, including apprenticeships, as a means to improve work competence, increase productivity and promote worker welfare.
- Ministry of Manpower Regulation (Permenaker) No. 6/2020 and Permen No. 8 further provide the regulatory framework for implementing domestic apprenticeships.

These provisions demonstrate that apprenticeships are increasingly embedded within Indonesia's broader education, vocational training, and employment policy framework. However, as highlighted during consultations, further efforts are needed to ensure coherence across policies and to strengthen implementation and monitoring mechanisms in line with international labour standards and the ILO Recommendation No.208 on Quality Apprenticeships.

1.5 Are there provisions on apprenticeships in sectoral collective bargaining agreements and company-specific ones?

Currently, there are no provisions on apprenticeships in sectoral or company-level collective bargaining agreements. This gap was highlighted during the tripartite consultations as an area requiring further discussion. It remains to be determined whether apprenticeships should be formally included in collective bargaining agreements or whether sector-specific provisions should be developed to address apprenticeship arrangements in particular sectors.

¹⁰ **Article 2** of the PERMENAKER Number 6 of 2020 explicitly states that the apprenticeship program (pemagangan) can be conducted by companies, Government institutions, Educational or training institutions, and other institutions that meet the requirements. The regulation does **not limit** its application to specific sectors or types of enterprises. Instead, it emphasizes that any institution wishing to host apprenticeships must have a structured training program, provide mentors (instructors), and ensure the program aligns with national competency standards

Government representatives acknowledged the absence of a common framework across sectors and noted that there is no consensus regarding the inclusion of apprenticeships in collective bargaining processes. During a meeting conducted on 14 May 2025, employer representatives confirmed that apprenticeships are not yet included into the collective bargaining agreement or PKB, while workers' representatives viewed apprenticeships as an additional step preceding permanent employment (PKWTT).¹¹

1.6 Are social partners effectively involved in the creation of an enabling environment for apprenticeships and, more specifically, in the design, implementation, monitoring, and evaluation of apprenticeship frameworks, systems, policies, and programmes?

The consultations revealed that social partners' involvement in the development and governance of the apprenticeship system remains limited and inconsistent. In particular, labour unions are often not engaged in the design, implementation, monitoring, or evaluation of apprenticeship programmes¹², raising concerns about the protection of apprentices' rights and the quality of training provided. The current Ministry of Manpower Regulation (Permenaker) does not mandate labour unions' participation in apprenticeship oversight mechanisms.

However, there are many examples of labour union engagement in apprenticeship programmes, especially in monitoring roles, which have contributed to more harmonious workplace relations during the implementation of apprenticeship programmes.¹³

Employers' representatives recommended that social partners be systematically involved in all phases of the apprenticeship system and stressed the importance of developing guidelines to facilitate meaningful tripartite participation.¹⁴

A key recommendation from government representatives is the need to harmonize regulations across relevant ministries, namely, the Ministry of Manpower, the Ministry of Education, the Ministry of Higher Education and Research Technology, and the Ministry of Industry. This regulatory coherence, combined with active social partner engagement, is essential for building an enabling environment for quality apprenticeships.

Various government and enterprise-led initiatives further demonstrate growing interest in work-based learning models, as illustrated in the table below:

Organizations/ institutions	Type of programme	Brief description	Beneficiaries
State-owned enterprises (Badan Usaha Milik Negara/ BUMN)	MAGENTA (Magang Generasi Bertalenta)	Magenta (Magang Generasi Bertalenta) is a national internship platform initiated by Indonesia's Ministry of State-Owned Enterprises (BUMN) in collaboration with the Forum Human Capital Indonesia (FHCI). It connects students, fresh graduates, and young talents—including santri and alumni from both domestic and international institutions—with internship opportunities across various BUMN companies.	The primary beneficiaries are university students and recent graduates seeking hands-on experience in professional environments, as well as state-owned enterprises looking to nurture future talent aligned with their workforce needs.

¹¹ Minutes of Meeting, Workers Group Meeting,

¹² Minutes of Meeting, Tripartite Consultative Workshop, 20 March 2025

¹³ Minutes of Meeting, Employers group consultation 14 May 2025.

¹⁴ Ibid.

Organizations/ institutions	Type of programme	Brief description	Beneficiaries
State-owned enterprises, private enterprises.	Independent apprenticeship (Magang Mandiri)	Magang Mandiri, initiated by enterprises or the private sector, refers to internship opportunities offered directly by companies outside of formal university placements. These may relate to national curricula and may qualify as apprenticeships when they are designed to develop specific competencies.	
Ministry of Manpower and other line ministries.	Apprenticeship programme	Domestic and overseas apprenticeships.	Job seekers and employees/workers.

1.7 Are general or occupation-specific standards for apprenticeships established in consultation with social partners?

Ministry of Manpower Regulation No. 6/2020 (Permenaker) emphasizes the involvement of social partners—including employers' and workers' organizations and training institutions—in shaping apprenticeship standards. Although the regulation does not explicitly use the term apprenticeship standards¹⁵ nor establish a formal mechanism for consultation, it is grounded in Government Regulation No. 31/2006 on the National Training System, which promotes tripartite cooperation (government, employers, and workers) in skills development.

While there is no requirement for a structured tripartite consultation process in Regulation No. 6/2020, it is generally assumed that industry-relevant standards are developed collaboratively. In practice, the development of industry relevant training programmes often relies on inputs from social partners, reinforcing the importance of social dialogue in shaping training programmes.

1.8 Are the legal responsibilities of apprentices, employers, educational and training institutions, and intermediaries involved in apprenticeships specified?

Additional information is required to assess whether the legal responsibilities of all parties (apprentices, employers, training institutions, and intermediaries) are fully defined in national legislation or regulations. Clarifying roles and responsibilities through legal provisions would strengthen accountability and ensure a more coherent, rights-based apprenticeship system.

1.9 Does the regulatory framework prescribe conditions under which enterprises (a) may offer apprenticeships, (b) educational and training institutions may provide off-the-job training, and (c) intermediaries may coordinate, support, or assist in the provision of apprenticeships?

Permenaker No. 6/2020 provides regulatory guidance on the roles and conditions for enterprises, training institutions, and intermediaries involved in the implementation of apprenticeships in Indonesia.

Access to apprenticeship and internship opportunities is limited, especially for individuals in remote areas and vulnerable groups.¹⁶

¹⁵ Article 3 of the regulation states that apprenticeship programs must be based on: National Work Competency Standards (SKKNI), Industry Standards (Standar Kompetensi Kerja Industri), Or other standards developed by companies or institutions.

¹⁶ Tripartite consultation workshop, 20 March 2025

2. Promoting apprenticeships

2.1 Are there public programmes, efforts, financial and non-financial incentives, and support services that apprenticeships can easily access?

Employers noted that the current super tax deduction scheme has not yet proven effective in incentivizing apprenticeship participation, primarily due to its limited coverage in terms of sectors and occupations. As a result, employer engagement remains low.¹⁷ During the consultations, employers proposed several actions to strengthen the national apprenticeship system, including:

a. Provision of additional incentives

Apprentices who participate in supplementary learning activities during their placement should receive additional incentives to recognize their efforts in enhancing their skills. For apprenticeships conducted in rural or underserved areas, additional incentives should be provided to boost participation and help reduce regional disparities.

b. Differentiation of apprenticeship schemes

- A clear distinction must be established between independent apprenticeships and those delivered through “deconcentration¹⁸” mechanisms (government-facilitated programmes).
- For deconcentrated apprenticeships or government-facilitated programmes, the inclusion of external certification should be mandatory to ensure the recognition and portability of acquired competencies.

c. Encouraging good practices among employers

Recognition and support should be given to enterprises that voluntarily offer apprenticeship opportunities to the community, even in the absence of immediate hiring needs. This reflects a strong commitment to inclusive and sustainable human capital development.

d. Utilization of “Ayo Vokasi” Data

Data from the “Ayo Vokasi” initiative can be leveraged to map out competencies and identify priority sectors, helping to inform more targeted and responsive vocational training and apprenticeship policies.

2.2 Are there any measures in place to promote apprenticeships in areas related to the green economy and just transition?

Employers reported that apprenticeship programmes in the green economy and just transition sectors are currently lacking. Reskilling and upskilling initiatives are also not yet in place. To address these gaps, the following recommendations were proposed:

- a. Introduce targeted financial incentives to promote apprenticeships in green economy sectors or within the framework of a just transition.
- b. Implement affirmative action through the deconcentrated funding scheme (dana dekon).
- c. Develop specific guidelines to facilitate the implementation of apprenticeships in micro and small enterprises (UMK), addressing their unique challenges and capacity limitations.
- d. Engage sectoral associations and skills committees in supporting the development and delivery of apprenticeships in UMK and green economy sectors, ensuring relevance and sustainability.

2.3 Does the government, in consultation with representatives of employers’ and workers’ organisations, take measures to facilitate the access of micro, small, and medium-sized enterprises to business development and financial services, improve their OHS environment, enhance their teaching and training methods, and promote the technical and entrepreneurial competence of trainers in enterprises?

Employers emphasized the importance of supporting micro and small enterprises (UMK) through targeted apprenticeship programmes. Areas of focus should include occupational safety and health, entrepreneurship, and technical capacity building. There is also a need to develop guidelines for

¹⁷ Employers group meeting,

¹⁸ **Dekonsentrasi** refers to funds allocated from the **central government’s budget (APBN)** to be implemented by **provincial governors** acting as representatives of the central government—not as heads of regional government

apprenticeships tailored to the needs of MSMEs, informed by best practices and implemented with the support of sectoral associations or committees. These measures would facilitate MSME's ability to offer quality apprenticeships.

2.4 Does the government, in consultation with employers' and workers' representative organisations, provide opportunities for off-the-job training to apprentices and complement their on-the-job training in other companies?

The Ministry of Manpower Regulation requires that 10%-25% of apprenticeship training consist of off-the-job components. In practice, enterprises collaborate with public training centres (BLK) to provide this training. However, enterprises face challenges in establishing in-house training units, especially those with multiple branches, as each branch is expected to have a training unit, creating financial and logistical burdens (e.g. as noted by AEON). Stakeholders called for clearer and more practical definitions and requirements for training units within enterprises, and recommended to strengthen the role of sector committees and associations in overseeing training arrangements and supporting training units.

2.5 Does the Government, in consultation with representative employers' and workers' organizations, strengthen the capacity of associations of micro, small and medium-sized enterprises to offer quality apprenticeships?

Employers: See the response under section 2.3 above.

2.6 Has the Government, in consultation with representative employers' and workers' organizations, adopted a process of recognition of prior Learning and/or encouraged the provision of bridging courses?

Permenaker 6/2020 does not include **provisions** indicating that the Government, in consultation with employers' and workers' organizations, has adopted a process for **Recognition of Prior Learning (RPL)**, or encouraged the provision of **bridging courses** for apprentices.

More information is required to assess the development and implementation of recognition of prior learning processes and bringing programmes.

2.7 Are the Intermediaries that coordinate, support or assist in the provision of apprenticeships available and subsidised, where appropriate?

No information was provided about the existence or support of intermediaries involved in apprenticeship delivery.

2.8 Are there competent authorities established or designated for regulating apprenticeships, with clearly defined responsibilities, in which employers' and workers' organizations are represented?

There is currently no specific authority responsible solely for regulating apprenticeships. Apprenticeships for students and job seekers remain separated, and the approval process through local manpower offices is viewed as lengthy and inefficient. Stakeholders recommended strengthening and formalizing the role of sectoral committees to coordinate apprenticeship efforts, support alignment with national competency standards (SKKNI), and facilitate benefits such as allowances. There must be an integrated digital system to facilitate the internship approval process—this should be clarified through the "*Ayo Vokasi system*".

2.9 Do these competent authorities work effectively in coordination with other authorities or institutions that are responsible for regulating or delivering education and training, labour inspection, occupational safety and health, social protection, public and private employment services?

No information was provided by employers.

2.10 Are effective and sustainable financing models, including adequate government funding, available to support apprenticeships and the functioning of these competent authorities?

There is no provision detailing effective and sustainable financing models or adequate government funding to support apprenticeships and the functioning of competent authorities. Further assessment is needed to determine the adequacy and sustainability of financing mechanisms for apprenticeships.

2.11 Are robust monitoring mechanisms in place, including data collection by the competent authority regarding rates of retention, non-completion, and success, to assess the effectiveness of investments?

Employers noted that supervision provisions exist but are not effectively enforced. Sanctions for non-compliance remain weak. Stakeholders recommended to clarify supervisory responsibilities and provide guidance on complaint and grievance mechanisms, including the institutions responsible for monitoring compliance.

2.12 Are public-private partnerships in place to support quality apprenticeships and effectively regulated?

No detailed information was provided on public-private partnerships, advocacy and awareness raising efforts related to apprenticeships.

2.13 Are awareness-raising activities and promotional campaigns conducted regularly to enhance the image and attractiveness of quality apprenticeships? Are measures in place to increase awareness of apprentices' rights, entitlements, and protection?

There is no specific provision that mandates or describes awareness-raising activities or promotional campaigns to enhance the image and attractiveness of quality apprenticeships. Likewise, there are no explicit measures outlined in the regulation to increase awareness of apprentices' rights, entitlements, and protection. Stakeholders noted the need for more consistent awareness-raising efforts.

2.14 Are new technologies and innovative methods used to improve the effectiveness of apprenticeships?

Permenaker 6/2020 **does not mention** the use of **new technologies or innovative methods** to improve the effectiveness of apprenticeships. The regulation primarily focuses on the structural and procedural aspects of apprenticeship programmes, including requirements for training units, instructors, and agreements, as well as the rights and obligations of apprentices and employers, monitoring, evaluation, and reporting mechanisms. However, it does **not reference digital platforms**, e-learning tools, simulation technologies, or other innovations that could enhance training delivery and monitoring.

2.15 Does the Government actively promote a culture of lifelong learning, skilling, reskilling and upskilling, including with respect to core skills?

There is no information in the current regulation on apprenticeships that promotes a culture of lifelong learning, skilling, reskilling, and upskilling, including in relation to core skills. Future revisions will be required to determine the scope and implementation of government-led initiatives promoting lifelong learning and skills development, particularly in relation to core skills.

3. Shaping a framework for apprenticeship programmes

- 3.1 Is there a process in place for determining whether an occupation is suitable for apprenticeship training, with the participation of social partners, based on the following criteria: (a) the appropriateness of an apprenticeship as the training approach for the targeted occupation; (b) the feasibility of having an apprenticeship of the required length; (c) the market demand for this occupation, evolving production processes and services and related emerging competencies; and (d) the occupational, training and labour market expertise of employers' and workers' organizations?**

Employers stated that apprenticeships for job seekers in Indonesia remain broad and lack a clear focus on specific competencies and occupations. The industrial sector has yet to establish criteria for identifying priority occupations or the competencies most suitable for apprenticeships. As a result, employers recommended strengthening the role of sector committees and industry or professional associations in defining occupational profiles and the competencies required for apprenticeships. This would help align apprenticeship programmes more closely with labour market needs and facilitate better-targeted training.

- 3.2. Are provisions relating to educational qualifications, attainments or prior learning required for admission specified in general or occupation-specific standards?**

More information is needed.

- 3.3. Is the expected minimum and maximum duration of apprenticeships specified, with adjustments for prior learning or individual learners' progress?**

Permenaker Nomor 6 Tahun 2020 specifies the maximum duration of apprenticeships. Under Article 5(5): *"The duration of the apprenticeship shall be a maximum of 1 (one) year."* However, there is no minimum duration explicitly stated in the document and no mention of adjustments for prior learning or individual learners' progress. Thus, the regulation does not provide flexibility for shortening or extending the programme based on these factors. The regulation stated a fixed maximum duration (1 year), with no minimum and no RPL-based flexibility.

- 3.4 Are competency-based curricula with clear learning outcomes available for apprenticeships, reflecting market needs and learners' aspirations?**

The existing regulation requires competency-based curricula with clear learning outcomes that are aligned with national or international standards. However, it does not explicitly require that learners' aspirations are considered; instead, it focuses on meeting market needs through competency standards.

- 3.5 Does a National Qualification Framework exist to facilitate the recognition of competencies acquired through apprenticeship training?**

While Indonesia has adopted national competency standards (SKKNI and SKK) and the National Qualifications Framework (KKNI), many enterprises are still unfamiliar with these frameworks. There are also financial barriers to accessing national certification, leading many enterprises to rely on internal certifications (e.g. Toyota) rather than national credentials.

Recommendation: Promote SKKNI and SKK to employers and training providers. Sectors such as tourism may leverage the ASEAN Mutual Recognition Arrangements (MRA) to support regional recognition and mobility.

- 3.6 Is the appropriate share of on-the-job and off-the-job learning specified in general or occupation-specific standards?**

- ▶ Permenaker 6/2020 specifies the proportion of on-the-job and off-the-job learning in general terms, but not by occupation. Under Article 5(3), apprenticeship programmes must include:
 - a) Theory and simulation practice (off-the-job learning)
 - b) Practical work in the enterprise production unit (on-the-job learning)
- ▶ Article 5(4) further requires that theory and simulation practice constitute at least 10% and at most 25% of the curriculum, as specified in the syllabus. This implies that the apprenticeship programme should have at least:
 - On-the-job learning = approximately 75–90% of the programme
 - Off-the-job learning = 10–25% of the programme

3.7 Is the supervision of apprentices by qualified personnel, including the nature of such supervision, outlined and adapted for different occupations?

Supervision by qualified personnel is required under the current regulation. However, the regulation does not describe in detail the nature of supervision (e.g., frequency, mentoring approach, or evaluation methods), nor provide occupation-specific adaptations for supervision requirements.

3.8 Are the required qualifications and experience of teachers, instructors, in-house trainers, and other experts involved in apprenticeships clearly defined?

The regulation defines the qualifications and experience required for an apprenticeship mentors (*Pembimbing Pemagangan*), but only for that role—not for teachers, external instructors, or other experts¹⁹. Article 7 outlines the requirements for apprenticeship supervisors (*Pembimbing Pemagangan*):

- ▶ Must be an employee of the company for at least 6 months.
- ▶ Must be physically and mentally healthy.
- ▶ Must have technical competence in the relevant job.
- ▶ Must have training methodology competence.
- ▶ Must be officially appointed by HR or higher management.
- ▶ Must understand apprenticeship regulations.

3.9 Is the proportion of apprentices to the host enterprise workforce capped, with limits differing by occupation and enterprise size?

The regulation establishes a cap on the proportion of apprentices relative to the enterprise workforce but does not differentiate by occupation or enterprise size. According to Article 2, “*Penyelenggara Pemagangan hanya dapat menerima peserta Pemagangan di Dalam Negeri paling banyak 20% (dua puluh persen) dari jumlah pekerja di Perusahaan,*” the maximum number of apprentices allowed is 20% of the company’s total workforce, regardless of sector or company size. There are no provisions for varying limits based on occupation type or enterprise size (e.g., small vs large enterprises).

3.10 Are limits specified for the number of apprentices per teacher, with variations according to occupations?

In the regulation, there are no provisions that explicitly sets a maximum number of apprentices per supervisor (teacher), either generally or by occupation. The regulation limits total apprentice intake to 20% of the total number of workers in the enterprise²⁰ and outlines the qualifications for apprenticeship supervisors (e.g., must have at least 6 months of work experience, be technically and methodologically competent, be physically and mentally healthy), but does define a supervisor-to-apprentice ratio.²¹

Although not legally mandated, apprenticeship manuals from APINDO and JJC indicate a common practice of one mentor for every 5–10 participants, depending on work complexity and risk levels.²²

3.11 Do apprentices have access to vocational guidance, career counselling, and other appropriate services before, during, and after apprenticeships?

More information is needed.

3.12 Are provisions specified for the assessment and certification of competencies acquired, including their related qualifications?

More information is needed.

3.13 Is there a fair and transparent process for apprentices to undertake training in more than one enterprise, with their consent, when necessary for completion?

Employers stated that this practice is not currently implemented and is not viewed as necessary. However, they acknowledged that it can be valuable in certain contexts and suggested that sector committees, SME

19 Article 7 outlines the requirements for apprenticeship supervisors/mentors (*Pembimbing Pemagangan*): Must be an employee of the company for at least 6 months; Must be physically and mentally healthy; Must have technical competence in the relevant job; Must have training methodology competence; Must be officially appointed by HR or higher management; Must understand apprenticeship regulations.

20 Article 2 of PERMENAKER 6/2020

21 Article 7 of PERMENAKER 6/2020

22 [240702Manual_Pemagangan_Penyelenggaraan_pemagangan_dalam_negri_untuk_pencari_kerja.pdf](#)

associations, industry associations, or professional associations could facilitate such arrangements when required.

Recommendation: Strengthen the role of sectoral bodies to coordinate and oversee apprenticeship mobility across enterprises.

3.14 Are apprenticeship systems and programmes regularly monitored and evaluated, and are the results of monitoring used to adapt and improve them?

Yes. The regulation requires regular monitoring and evaluation of apprenticeship programmes:

- ▶ Article 25(1): The Director General, provincial, and district/city labour offices must conduct monitoring and evaluation every six months on the implementation of apprenticeships.
- ▶ Article 25(2)–(4): Results of monitoring and evaluation must be reported to higher authorities, and reporting may be conducted online or offline.
- ▶ Article 27: Refers to guidance (*pembinaan*) on apprenticeship programmes, supervisors, and training methods, which implies using evaluation findings to improve quality.

However, the regulation does not explicitly state that monitoring results must be systematically used to adapt or improve programmes, although the inclusion of "*pembinaan*" suggests an intention for continuous improvement.

4. Protecting apprentices

4.1 Are apprentices admitted to apprenticeship programmes only if they meet the minimum age of 14 years, and 18 years for hazardous occupations as defined by national regulations?

The minimum age requirement for apprentices generally aligns with national labour laws, which establish a minimum age of 14 for general work and 18 for hazardous occupations. However, implementation is inconsistent, particularly in rural areas where underage youth may participate in informal work. Stakeholders emphasised the need for more transparent age verification mechanisms and for improved alignment between education and labour regulations.

4.2 Are apprentices legally protected from forced labour, including work being exacted under the threat of a penalty, coercion, punishment, or mobilisation of free labour for public work?

Apprentices are legally protected from forced labour under national law and international labour standards. However, the lack of a clearly defined legal status for apprentices has resulted in ambiguity in enforcement. Stakeholders, especially labour unions, called for stronger monitoring and grievance mechanisms to prevent coercive practices.

4.3 Are apprentices shielded from discrimination based on race, colour, sex, religion, political opinion, national extraction, or social origin?

The absence of affirmative action programmes for marginalized groups was highlighted during consultations. Stakeholders recommended the use of public funds to support the participation of women, persons with disabilities, and other vulnerable groups in apprenticeships, thereby promoting inclusivity.

4.4 Do apprentices receive equal remuneration for work of equal value, ensuring that pay is established without gender-based discrimination?

Apprentices often receive stipends rather than wages. Stakeholders noted that this creates ambiguity, especially when apprentices perform tasks similar to those of regular employees or undertake additional tasks that are performed beyond the scope of their training. Stakeholders recommended the development of clear guidelines on compensation structures to ensure fairness and alignment with the principle of equal remuneration for work of equal value.

4.5 Do apprentices have the right to establish and join organisations of their choosing, including trade unions?

In practice, apprentices are often excluded from union participation as they are not recognized as workers. Trade unions expressed concern over the lack of formal mechanisms to enable apprentices to join or engage in the union's activities. Stakeholders recommended awareness-raising campaigns and policy reforms to support the realization of this right.

4.6 Are apprentices able to participate in and benefit from collective bargaining, with sufficient protection against anti-union discrimination practices?

While apprentices are not legally excluded from collective bargaining, they are typically not covered under collective agreements. Stakeholders suggested involving labour unions in the formulation and monitoring of apprenticeship agreements to ensure fair and equitable treatment.

4.7 Are workplaces, machinery, equipment, and processes utilised by apprentices required to be safe and without health risk?

Workplace safety is a major concern highlighted by all stakeholders. Discussions emphasized that apprentices should be protected under OSH standards. Risk-based assessments, rather than relying solely on job titles, should guide safety protocols. Stakeholders called for clearer OSH guidelines specifically addressing apprentices.

4.8 Are apprentices included in promotional campaigns on Occupational Safety and Health (OSH) and within the scope of labour inspections?

No article in PERMENAKER 6/2020 explicitly states that apprentices must be included in OSH promotional campaigns. However, OSH provisions exist:

- ▶ Article 13 (1) (c): Apprentices are entitled to OSH facilities during their apprenticeship.
- ▶ Article 16 (c): The apprenticeship organisers are obliged to provide personal protective equipment in accordance with OSH requirements.

Regarding supervision: Article 28: Supervision of the implementation of apprenticeships is carried out by labour supervisors in accordance with the provisions of laws and regulations. This means that apprenticeships are included in the scope of labour supervision, which usually covers OSH aspects.

4.9 Are there guidelines for employers on OSH for apprentices along with penalties for violating relevant laws and regulations?

There are limited OSH guidelines for employers specific to apprentices. Stakeholders recommended the development of sector-specific OSH manuals and the enforcement of penalties for non-compliance.

4.10 Do apprentices have access to adequate OSH information, and is OSH integrated into their training programs as a core component prior to workplace engagement?

Access to OSH information is inconsistent. Stakeholders highlighted the need to integrate OSH training into pre-apprenticeship programmes to ensure apprentices are adequately prepared before entering the workplace.

4.11 Do apprentices benefit from sessions addressing issues of discrimination, violence, and harassment?

Training on discrimination, violence, and harassment is not systematically included in apprenticeship programmes. Stakeholders recommended making this training mandatory within the apprenticeship curriculum.

4.12 Are apprentices provided with appropriate clothing, protective equipment, and first-aid arrangements?

Please refer to the response to question 4.10.

4.13 Do apprentices have the right to remove themselves from workplaces they reasonably assess as dangerous to their life or health?

This right is not clearly communicated to apprentices. Stakeholders recommended explicitly including this entitlement in apprenticeship agreements and training.

4.14 Are apprenticeships covered under the national policy on occupational safety, occupational health, and the working environment as referenced by Convention No. 155 (1981)?

More information is required. Preliminary discussions suggest that apprenticeships are not consistently included under the national OSH policy frameworks.

4.15 Do apprentices receive adequate remuneration or financial compensation that may increase as they progress through the apprenticeship?

Remuneration practices vary widely. Some apprentices receive stipends, while others may receive no compensation or varying amount. Stakeholders proposed a tiered compensation model based on skill progression and programme duration, and called for clearer national guidelines.

4.16 Are apprentices protected from working hours exceeding limits set by national legislation or collective agreements?

More information is required.

4.17 Are apprentices entitled to paid holidays and leave when ill or following an accident, as well as compensation for work-related accidents and illnesses?

Some enterprises encourage apprentices to enrol in national health insurance (BPJS Kesehatan), but practices vary. Stakeholders recommended clarifying entitlements through ministerial regulation, including access to JKK (work accident insurance) and JKM (life insurance). Companies should also encourage apprentices to have BPJS Kesehatan, in addition to JKK and JKM. Depending on the occupational risks, protection measures need to be adapted. Sectoral committees, associations, and professional bodies can help determine appropriate coverage.

4.18 Do apprentices have access to paid maternity, paternity, and parental leave?

Currently, apprentices are not entitled to maternity or paternity leave, especially when the apprenticeship period is only one year. Stakeholders suggested that such entitlements must be considered depending on the duration of the apprenticeship.

4.19 Do apprentices have access to social security and maternity protections?

Access to social security is limited. Stakeholders emphasized the need to mandate JKK and JKN coverage and encourage enrollment in BPJS Kesehatan. Sectoral committees could help define appropriate level of protection.

4.11 Is there an effective mechanism for resolving complaints and disputes available to apprentices?

Existing complaint and dispute resolution mechanisms are underdeveloped. Stakeholders called for clear, accessible procedures and the active involvement of trade unions in grievance handling.

4.12 Are apprentices' data safeguarded under adequate protection measures?

Data protection measures specific to apprentices are not well defined. Stakeholders recommended establishing data privacy protocols and integrating them into digital apprenticeship platforms.

5. Institutionalising an apprenticeship agreement

5.1 Do apprenticeships governed by a written agreement concluded between an apprentice and a host enterprise or public institution, and, if permitted by national laws and regulations, signed by a third party such as an educational or training institution or an intermediary²³?

Based on discussions during the Government Consultative Meeting and Tripartite Workshop on Quality Apprenticeship, apprenticeships in Indonesia are currently governed by written agreements between the apprentice and the host enterprise. These agreements are regulated under the Ministry of Manpower Regulation No. 6/2020 and are being revised to better align with the provisions of the ILO Recommendation No. 208 on Quality Apprenticeships. Participants confirmed that many key elements of a quality apprenticeship are already included in the current apprenticeship agreements. However, stakeholders emphasized the need to improve clarity on several aspects, especially regarding the legal status of apprentices, social protection (JKK, JKN), and the role of trade unions in reviewing agreements. The “Ayo Magang Vokasi” platform is currently being enhanced to support digital registration and tracking of apprenticeship agreements.

5.2 Is A national model apprenticeship agreement developed in consultation with representative employers’ and workers’ organizations available?

There is currently no standardized national model apprenticeship agreement that has been formally adopted and widely implemented. However, participants in the consultative meetings highlighted the need for such a model. Stakeholders, including government, employers, and trade unions, agreed on the importance of developing a model agreement that aligns with ILO Recommendation No. 208 and Permenaker No. 6/2020.

The model agreement should be developed in consultation with representative employers’ and workers’ organizations and should include comprehensive templates and guidance covering all essential elements such as roles and responsibilities, duration, remuneration, OSH, social protection, and dispute resolution mechanisms. The agreement should also be integrated into the Ayo Magang Vokasi platform to facilitate effective implementation and monitoring across enterprises and sectors.

23 The criteria based on the recommendation 208 are: a.It clearly defines the parties’ respective roles, rights and obligations; b.It specifies where the apprenticeship takes place; c.It does not contain any provision that restricts the apprentice’s capacity to move to another employer after the apprenticeship; d.It contains provisions relating to the apprenticeship duration, payment and its frequency, hours of work, rest time, breaks, holidays and leave, occupational safety and health, social security, dispute resolution mechanisms and the termination of the apprenticeship agreement; e.It identifies the competencies, certification or qualifications to be attained and other additional education support required ; f.It is registered under conditions established by the competent authority; g.The apprenticeship agreement is signed at the beginning of the apprenticeship; h.Where the apprentice is a minor, the apprenticeship agreement is to be signed on the apprentice’s behalf by a parent, guardian or legal representative, or by the apprentice when the written consent of a parent, a guardian or a legal representative has been duly secured

6. Ensuring equality and diversity in apprenticeships

6.1 What measures are in place to promote equality, diversity, and social inclusion in apprenticeships?

Consultative meetings highlighted the importance of affirmative action and inclusive design in apprenticeship programmes. Proposed measures include allocating public funds (e.g., dana dekon or APBN) to support apprenticeships for vulnerable groups such as women and people with disabilities. However, current programmes lack explicit diversity targets, and there is a clear need for guidelines and regulations to institutionalize equality and inclusion in apprenticeships.

6.2 How are the needs of persons belonging to vulnerable groups being addressed to allow them equitable access to apprenticeship programmes?

Stakeholders emphasized the need for government support in providing accessible infrastructure and accommodations for people with disabilities. While some enterprises have initiated inclusive programmes, these efforts remain limited. The use of public funds to support participation of vulnerable populations was recommended, and sectoral committees were identified as key actors in defining the roles, competencies, and support measures.

6.3 What steps are being taken to ensure that women and men access and benefit equitably from apprenticeships?

Gender disparities, particularly in science, technology, engineering, and mathematics (STEM) fields, remain an issue. Stakeholders emphasized the need for targeted programmes to improve women's participation in these fields. Although good practices exist, such as apprenticeships designed for housewives, a systematic approach is lacking. Stakeholders recommended to integrate gender equality considerations into the design, implementation and monitoring of apprenticeship programmes.

6.4 Are there measures to prevent and eliminate discrimination, violence, harassment, and exploitation of apprentices?

Stakeholders raised concerns that apprentices may be placed in unsafe or exploitative working conditions, sometimes without adequate oversight. The lack of a clearly defined legal status contributes to their vulnerability. Strengthening OSH standards were emphasized, establishing effective grievance mechanisms, and ensuring quality monitoring were emphasized. Trade unions and sectoral committees are expected to play a key role in safeguarding apprentices' rights.

6.5 Is access to appropriate and effective remedies provided in cases of discrimination, violence, or harassment?

While the need for grievance mechanisms is widely recognized, current systems remain underdeveloped. Stakeholders recommended involving trade unions in monitoring and complaint handling processes. Updated regulation is expected to include clearer provisions for complaint handling and protection against retaliation.

6.6 What needs-based pre-apprenticeship programmes are in place to increase participation, retention, and success rates in apprenticeships?

Pre-apprenticeship programmes are not formally institutionalized, although Praktik Kerja Lapangan (PKL) is widely recognized as a de facto pre-apprenticeship pathway. Enterprises often use PKL to identify and assess future talent. Stakeholders recommended formalizing pre-apprenticeship pathways and aligning them with national apprenticeship frameworks to improve transition and retention.

6.7 Are measures in place to facilitate access to mentorship, career guidance, flexible learning pathways, and further vocational training for apprentices?

Mentorship and career guidance, especially for youth, were recognized as essential components of quality apprenticeship. While some enterprises provide structured mentoring, coverage remains uneven. Therefore, stakeholders emphasized on the need for clear guidelines and support mechanisms to ensure apprentices receive adequate guidance and opportunities for career progression.

6.8 How are apprenticeships being promoted for adults and experienced individuals seeking to change industries, upgrade skills, or enhance employability?

There is limited promotion of apprenticeships for adult learners. Stakeholders noted that apprenticeships have strong potential to support reskilling and upskilling, especially in the context of economic transitions.

Recommendations included developing targeted outreach and the development of flexible programmes for adult learners.

6.9 Are there measures that promote access to quality apprenticeships to facilitate the transition from the informal to the formal economy and from insecure to secure work?

Apprenticeships were identified as a key mechanism to support the formalization of informal work as current measures remain insufficient. Stakeholders emphasized on the need for inclusive policies, recognition of prior learning, and support for informal workers to access structured training and certification. Sectoral committees are expected to help define pathways and standards to facilitate formalization.

7. Collaborating for apprenticeships

7.1 What measures are being taken by the government to cooperate and offer expanded learning opportunities to apprentices while recognizing competencies acquired through apprenticeship programmes or prior learning?

While the government acknowledges the importance of recognising competencies acquired through apprenticeships and prior learning, employers consider that the implementation of recognition mechanisms remains limited. Strengthening the role of sectoral committees and professional associations was proposed as a way to address this gap.

7.2 How is the government promoting the recognition of apprenticeship qualifications nationally, regionally, and internationally?

Recognition of apprenticeship qualifications remains limited and fragmented. Indonesia does not yet have a unified national framework that ensures the recognition of apprenticeship qualifications at the national, regional, or international levels.

7.3 What steps are being implemented to build effective partnerships that promote quality apprenticeship programmes, including collaboration through tripartite national, sectoral or occupational skills bodies, as well as global and regional alliances and apprenticeship networks?

The government has initiated tripartite consultations involving the government, employers, and trade unions to strengthen coordination. Sectoral Committees (Komite Sektoral) are currently being piloted, particularly in the tourism sector, to support the development and implementation of apprenticeship standards.

7.4 How does the government facilitate international, regional, and national cooperation and exchange of information on all aspects of quality apprenticeships?

Indonesia is participating in the ILO Global Accelerator on Jobs and Social Protection for Just Transitions, which provides a platform for international cooperation on employment and training policies, including apprenticeship programs. Nationally, the *Ayo Magang Vokasi* platform is being developed to serve as a centralized digital hub for apprenticeship registration, monitoring and data coordination. These initiatives aim to support information exchange on quality apprenticeship participation and outcomes both within Indonesia and across regional and global networks.

The tripartite dialogues on quality apprenticeship and the development of these Recommendations are made possible with support of the Global Accelerator on Jobs and Social Protection for Just Transition programme, funded by the United Nations Joint SDG Fund.