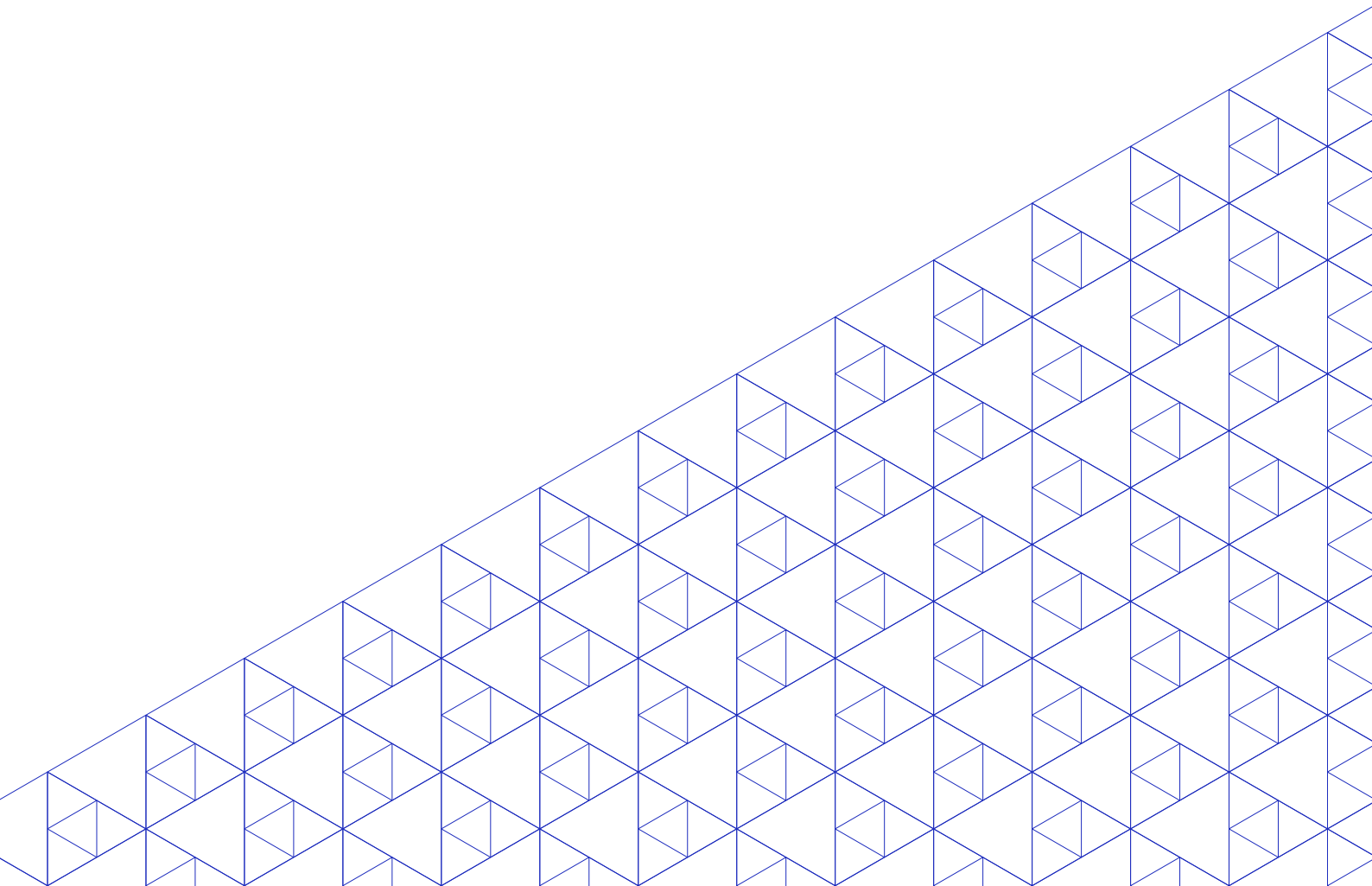




International
Labour
Organization



► Tripartite Recommendations on Advancing Quality Apprenticeship Programme in Indonesia



► 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.

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.

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.