



International
Labour
Organization

Skills
for prosperity
Indonesia

Skills for Prosperity Indonesia, Polytechnic Reports



British Embassy
Jakarta



p*oli*batam



PPNS
POLYTEKNIK NEGERI SURABAYA

► **Polytechnic Report**

Skills for Prosperity Indonesia

Forward

The following is a collation of reports of the four polytechnic partners under the Skills for Prosperity programme delivered by ILO and funded by UK government.

Skills for Prosperity commenced in 2020, setting out to improve skills development policies and systems to respond to Indonesia's growing maritime skills demands and job opportunities; taking targeted action to promote skills for employment for young women and men, including those from disadvantaged groups.

The programme was implemented through four polytechnic partners based in different provinces, each under the responsibility of the Ministry of Education, Culture, Research and Technology. Each polytechnic was tasked with the development of a new D4 study programme in a subject relating to the maritime or blue economy in their province; and to deliver a detailed transformational workplan with objectives to improve the equity, quality, and relevance of the teaching, learning and leadership of their institution.

For each polytechnic, the programme supported the establishment of a carefully selected international academic partner to help build capacity and guide the curriculum design and delivery toward international standards. Each was supported to develop Industry Advisory Boards, strengthening the collective voice of industry sectors in link and match activities. And each was supported to undertake a capacity building study tour to their UK partner institutions to deepen the institutional knowledge exchange and collaboration.

These reports track the unique journeys undertaken by each of the polytechnics in their own words. The stakeholder needs, student demographics and economic contexts vary considerably between them, and each polytechnic has developed its resources and built capacity in response to these needs and opportunities.

The reports follow a similar format, beginning with qualitative output summaries, before progressing to the reflections and learning captured through the capacity building study tour to their respective UK partners. They then move to an evaluation of the impacts of the programme and consider their sustainability in the longer term. The final section invites lessons learnt through the programme and offers good practice that may be adopted or shared across the wider vocational education network.

We thank the four polytechnics Batam State Polytechnic, Manado State Polytechnic, Maritime State Polytechnic, and the Shipbuilding Institute of Polytechnic Surabaya; recognizing the significant contributions of the Directors during this period: Uuf Brajawidagda, Eko Julianto, Sri Tuti Rahayu, Akhmad Nuriyanis, and Mareyke Alelo; all of whom have ensured that the programme interventions have been met with receptiveness and enthusiasm; and that new practices and results have been embraced within their respective institutions.

The ILO thanks the Ministry of Education, Culture, Research and Technology (MoECRT), for their cooperation and guidance throughout the programme delivery, especially Dr Kiki Yulianti, Director General Vocational Education and Dr Beny Bandanadaja, Academic Director Vocational Higher Education.

Finally, we offer our gratitude and appreciation to the UK government as the programme donors, and the British Embassy Jakarta for their constant and proactive support and advocacy throughout our collaboration.

Mary Kent

Chief Technical Advisor, ILO Skills for Prosperity Programme

May 2023.

FINAL TECHNICAL REPORT

*Implementation Agreement
Between
Politeknik Negeri Batam and
International Labour Organization
2020 – 2023*



polibatam

Table of Contents

1. INTRODUCTION	5
2. GENERAL INFORMATION ON THE PARTNER INSTITUTION	5
3. SUMMARY OF OBJECTIVES	6
4. INFORMATION ON THE OUTPUTS DELIVERED	9
5. CAPACITY BUILDING STUDY TOUR	19
6. IMPACT AND SUSTAINABILITY	20
7. GOOD PRACTICES AND LESSONS LEARNED	21
8. ANY OTHER COMMENTS	22

1. INTRODUCTION

The ILO Skills for Prosperity Programme in Indonesia is funded by UK Government under the global Prosperity Fund Programme. In Indonesia, the programme aims to improve the equity, quality and relevance of teaching and learning through implementation partner institutions; and to support policy and systems development at the national level.

Programme implementation started in 2020 with the engagement of four Indonesian state polytechnics under the Ministry of Education, Culture, Research and Technology. Each polytechnic has expertise in different sub-sectors of the maritime economy. One of the supports provided by the programme is the partnering the Indonesian institutions with four UK Education institutions that are experts in their respective fields. It is expected by establishing this partnership, the Indonesian institution will be able to improve their capacity and become a center of excellence in their respective region.

All the activities carried out under the programme have contributed to the pillars of the programme which are described as follows:

EQUITY: Improving the equity and inclusion of young women and men including those from disadvantaged groups in maritime education and progression to employment.

QUALITY: Improving the quality and international alignment of curriculum and institutional management.

RELEVANCE: Improving the relevance of study programme and the learner journey to meet the skills needs of industry, while maximizing students' successful completion of studies and progression to decent employment.

BECOMING A CENTRE OF EXCELLENCE: Developing institutional leadership and good practice that can contribute to the local community and economy and may be held up as an example for other academic and learning institutions. This can include the development of international collaborations beyond the scope of the Skills for Prosperity programme.

The programme has been implemented over three years and all activities at the institutional level are now completed or closed. That said, this Final Technical Report template has been prepared for programme partner institutions to reflect on the implementation of the ILO Skills for Prosperity Programme, summarising achievements and lessons learnt to date, and looking forward at how these project outcomes may have a sustained impact and may form the basis of longer-term institutional improvements and/or collaborations.

This report should cover the entire duration of programme implementation.

2. GENERAL INFORMATION ON THE PARTNER INSTITUTION

Name of Institution	Politeknik Negeri Batam
Address	Jl. Ahmad Yani, Batam Center, Batam, Riau Island, Indonesia
Tel	+62778469858
Email	info@polibatam.ac.id

3. SUMMARY OF OBJECTIVES

Politeknik Negeri Batam (Polibatam) is the sole state-owned institution of higher education located in Batam city, situated on Batam Island. Initially established as a private institution under the Batam Education Foundation with the participation of ITB, UNRI, Pemko Batam, and Batam Authority, Polibatam has demonstrated significant performance and accomplishments over the past decade. As a result, on October 18, 2010, the Minister of National Education issued Minister Regulation No. 26 of 2010, officially designating Polibatam as a State Polytechnic, joining the ranks of the other 34 state polytechnics currently located throughout Indonesia.

Currently, in 2023, there are 4 department in Polibatam covering 21 study programme. The Logistics International Trade (LIT) study programme is under the department of Business Management.

The Logistic International Trade (LIT) Study Programme was officially established in October 2020 and received approval from the Ministry of Education, Culture, Research and Technology (MoECRT). The establishment was a response of Polibatam to industrial needs and recommendation. In the meetings with industry, logistics international trade was appeared as on of the needs in Batam considering that Batam is the hub of logistics. The fact is that Batam is designed as industrial center and currently there are 24 industrial parks located in Batam providing home for more than 500 manufacturing industry where most of them are doing export import. As a response to the industrial needs, Polibatam set the establishment of D4 Logistics International Trade stdy programme as part of the Polibatam Strategic Plan for 2016 - 2020.

The LIT study programme is the only LIT study programme of higher education in Indonesia and one of a few higher educations on logistics-related study programme. This means that the LIT study programme graduates will have a bright opportunity in logistics-related career. However, on the other side, the LIT study programme of Polibatam also aware that there is also a burden to produce a high quality of graduates who are able to participate and contribute to the company growth. As they are the only one, the LIT study programme will also be used as a reference by other higher education particularly polytechnics when setting up a LIT study programme.

As an answer to that responsibility, Polibatam intention was to set up a high quality of D4 LIT study programme where the graduate can respond well to industry needs and compete with foreign workforce particularly ASEAN countries. Therefore, the LIT study programme should be built above industrial recommendation and international good practices and international standard.

In its establishment stage, the LIT study programme had set up a set of competency standards and 15 job profiles of the graduates namely Warehouse Operator, Warehouse Supervisor, Logistic Administrative Officer, Freight Forwarder, Supply Chain Manager, Logistics Manager of Project, Entrepreneur, Marketing Staff, Marketing Manager, Export Manager, Import Staff, Purchasing Manager, Materials Handling Equipment Operator, Procurement Officer and Procurement Manager. However, LIT study programme still needed to improve the relevance and quality of the job profiles and quality of its set of competencies.

Apart from competency standard and job profiles of its graduates, that will be translated into curriculum, Polibatam aware that the quality of the graduates will be also influenced by quality of learning process and design of work-based learning. It will be also determined by the quality of industrial engagement, acknowledgment to the competency certification released by Polibatam and quality of teaching staffs.

The ultimate goal of partnership between Polibatam and the ILO through Skills for Prosperity programme, funded by UK Government, is to assist Polibatam in building a world class study programme piloted in LIT study programme where graduates are able to meet multinational industrial needs, creatively participate in the company growth and also able to compete with foreign workforce particularly in Batam.

The partnership of Polibatam and ILO through Skills for Prosperity programme is designed through 2 implementation strategy which is (1) implementation agreement with Polibatam, and (2) implementation agreement signed by the ILO and City of Glasgow College (CoCG). The 2 agreement was an integrated design where CoCG will provide technical assistance to Polibatam in the strengthening of LIT study programme from global good practice and international standard point of view.

Through implementation agreement signed between Polibatam and the ILO in November 2020 and revised in October 2021, there were 5 objectives of the partnership as follows:

- 1) Objective 1: Enhance the quality and relevance of Logistics International Trade study programme of Polibatam through incorporating industrial needs and international standard.

- 2) Objective 2: Strengthen professional relationship of the Polibatam with industry.
- 3) Objective 3: Polibatam contributes to the development of vocational education through knowledge and skills sharing
- 4) Objective 4: Improve students and graduates database
- 5) Objective 5: Strengthen woman involvement in maritime logistics

3.1. Objective 1: Enhance the quality and relevance of Logistics International Trade study programme of Polibatam through incorporating industrial needs and international standard

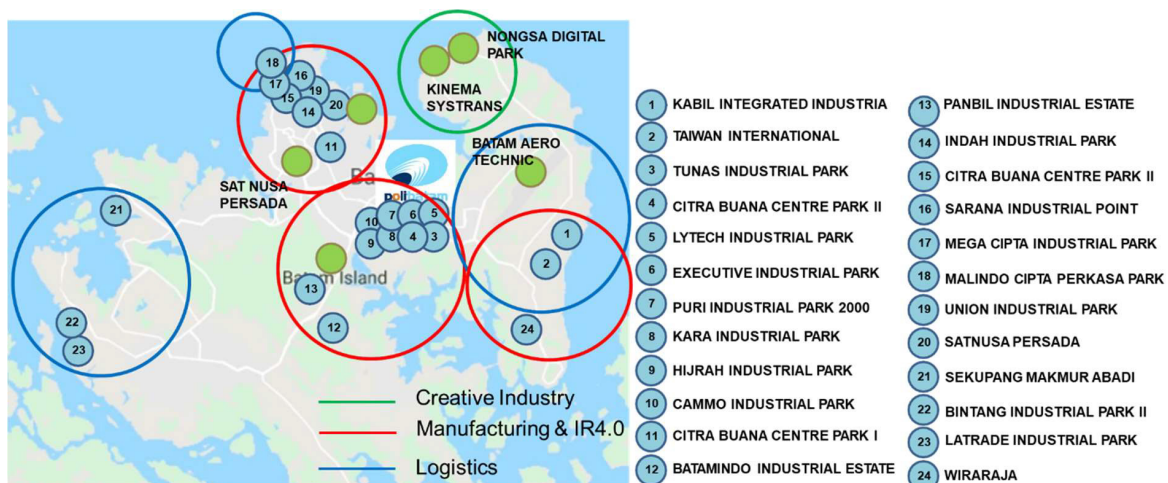


Table 01: Logistics in industry in Batam. Source: Polibatam Strategic Planning Report

The first strategy of Polibatam to bring up its study programmes quality is to design a curriculum that can answer the needs of industry. For this reason, Polibatam intends to accommodate industry recommendation and international standard as well as global practices and incorporated them into the curriculum.

Taking into consideration that LIT study programme was a newly established in 2020, there were some areas that need to be strengthened to ensure its ability to meet the industry needs. With support from ILO UKS4P, Polibatam intent to strengthen the curriculum and its supporting system as follows:

- 1) strengthening the design of the curriculum of LIT study programme by incorporating industrial needs and recommendation, incorporate international standards and global good practices with technical support from City of Glasgow College (CoCG), Scotland.
- 2) Developing lesson plans of core modules that reflect global good practices with technical support from CoCG.
- 3) Creating training materials with industry involvement to make sure that the training materials has incorporated theoretical aspects and reflected the real industry practices.
- 4) Promoting and establishing a digital workshop by developing logistics digital simulation that will be used online by students. The simulation reflected the real practice in industry.
- 5) Promoting competency assessment for students and creating competency assessment schemes for logistics-related occupation. The standard of qualification referred to the BNSP standard as Polibatam is part of education system that should use the government standard.
- 6) Capacity building for teachers. This output covers professional certification in corporation with professional certification training providers, advance training and study tour to UK with support from CoCG.

3.2. Objective 2: Strengthen professional relationship of the Polibatam with industry

As a vocational education, partnership with industry will determine the quality of education. The ultimate goal of vocational education, practically, is to supply skilled workforce that relevant with industry needs both technical and non-technical competences. Polibatam has long built and maintained partnership with industry particularly in those located in Batam Island. The partnership with industry was relatively in a good shape. Partnership had been built on project-based learning, teaching industry, apprenticeship, etc. However, for sustainability reason, there is a need to embed industrial partnership to become part of education structure of Polibatam. Becoming part of the education structure will allow Polibatam building a strategic partnership with industry where industry can regularly be a partner in updating competency standard of graduates, a partner in designing a structured apprenticeship programme, an advisor for teacher's attachment to gain industrial experiences, and even for recruitment of graduates. The partnership with ILO through Skills for Prosperity was expected to assist Polibatam in structuring industrial engagement through adaptation of global good practices.

In addition, the cooperation with the ILO through Skills for Prosperity programme was intended to establish a web-based platform as a tools to support a structured apprenticeship programme in Polibatam. This was a new initiative as part of the strategy of Polibatam to be a modern campus.

3.3. Objective 3: Polibatam contributes to the development of vocational education through knowledge and skills sharing

In the revised agreement of October 2021, this objective was focused on the establishment of D2 Fast Track study programme on logistics, in response to the new scheme for the D2 programme launched by the Directorate General of Vocational Education, called D2 Fast Track study programme.

D2 Fast Tract programme aimed to supply skilled workforce with competencies that meet industry needs. This programme was designed for SMK (Secondary Vocational School) students and not for SMA (Secondary General School) students. The programme offers a faster education programme than the other regular D2 programme (18 months compare to 24 months). SMK students only needs 3 semesters to complete the D2 programme. After completion of education, the graduates will receive SMK certificate, D2 certificate from the polytechnic, and apprenticeship certificate. They will enter the workforce with a competitive advantage. The apprenticeship component of the D2 Fast Track will also give students practical experiences in their chosen field which is highly valued by employers.

3.4. Objective 4: Improve students and graduates database

Polibatam long term strategy is to have a strong and modern employment services unit that can link students and graduates/alumni with industry effectively. The modern employment services will be digital-based that will provide information on job opportunity, skills requirement and process of application. For this reason, several activities need to be done including (a) development of a digital student database which is designed as a competency-based, (b) build partnership with industry on the utility of the platform, (c) and conduct partnership with industry through industrial learning session or online job fairs.

Partnership with the ILO-UKS4P has initiated the development of a web-based student competency database named as **TalentHub of Polibatam**. The TalentHub platform will record and store all student of Polibatam information on a competency-based format. Access to the TalentHub will be given to industry partners where they can search students and alumni who meet their requirement and do recruitment process. The platform will also record and store the alumni database that will help Polibatam in building partnership with industry, contribute on updating trends in industry and help Polibatam in managing tracer study.

3.5. Objective 5: Strengthen woman involvement in maritime logistics

One of the pillars of the Skills for Prosperity project is to increase 'Equity' for marginalized groups to gain access to education and skills training in the Maritime sector. The focus of this activity is strengthening the inclusiveness of the maritime sector through GEDSI (gender and social inclusion). In line with the Minister of Education and Culture of Research and Technology No. 30 of 2021 concerning the Prevention and Handling of Sexual Violence Harassment

in Higher Education Environments, GEDSI is very important in efforts to support this Permendikbud in the education and work environment. The Polibatam is part of the government work unit and is obliged to carry out the mandate of regulations of the ministry of education and culture to create a safe, comfortable campus that free from discrimination, harassment and sexual violence.

Polibatam is a vocational-based education that plays an important role in preparing Indonesian labors who have superior skills and competencies in realizing a strong maritime nation. The GEDSI program is held to improve the work ability and future readiness of women and men, and include people from vulnerable groups within the Polibatam. The partnership with the ILO-UKS4P aims to increase equity in access to maritime education for vulnerable groups including women.

The ILO-UKS4P had facilitated the mainstreaming of GEDSI (Gender Equality, Disability and Social Inclusion) into the learning process and community dynamics within the Polibatam. Various GEDSI programs for capacity building and technical assistance have been provided including awareness raising on non-discrimination, disability, harassment, sexual violence and social inclusion.

4. INFORMATION ON THE OUTPUTS DELIVERED

4.1. Outputs produced under Objective 1

Enhance the quality and relevance of International Trade Logistics study program of Polibatam through incorporating industrial needs and international standard.

4.1.1. Curriculum of D4 LIT study programme strengthened.

The ILO UKS4P programme supported Polibatam to strengthen the curriculum of the LIT study programme. This output covers job profiles, unit of competence, curriculum maps and subject courses. There were three main activities was conducted:

- Consultation with industry, mainly from manufacturing and freight forwarding, to consult about trends in industry and skills required by industry. There were 13 industry representatives involved in the consultation reflecting multinational companies and local companies who affiliate with multinational companies.
- Consultation with experts from other polytechnics who has logistics-related study programme aims to gain their experience related to learning delivery strategy. The consultation was conducted with 2 other polytechnics namely Politeknik Pos Indonesia and Politenik APP.
- Review and technical assistance from CoCG to incorporate international standard and experiences from CoCG on de design and learning delivery.

After consultation with industry, experts and CoCG, the LIT study programme has revised the job profiles as a response to answer the changing in industry. The LIT study programme decided to more focus on supply chain jobs in manufacturing industry and logistics jobs in freight forwarding, targeting job in level 5 or 6 of Indonesian Qualification Framework (KKNI). The area of occupation included warehousing, procurement, forwarding, logistics and supply chain. Below is comparison of the original version and revised or new version of job profiles:

Original version of job profiles	New job profiles
Logistics Administrative Officer	Warehouse Supervisor
Warehouse Operator	Warehouse Assistant Manager
Warehouse Supervisor	Freight Forwarder/Freight Expert
Warehouse Assistant Manager	Supply Chain Manager
Freight Forwarder/Freight Expert	Logistics Project Manager
Supply Chain Manager	Export Import Expert
Logistics Project Manager	Procurement Assistant Manager
Export Import Expert	PPIC Staff
Procurement Assistant Manager	Entrepreneur
PPIC Staff	
Entrepreneur	

PPJK (customs broker and experts) was one of the main competences included in the LIT study programme and this was one of the industry recommendation.

4.1.2. Fourteen (14) lessons plan developed

With support from the ILO – UKS4P programme, the lessons plan of 14 core modules were developed. Each lessons plan consists of 14 session plan, detailing learning outcome, learning objective, books reference and learning method. The LIT Study Programme conducted 3 internal workshops and also received technical assistants from CoCG through review and coaching for 14 lessons plan of core module. The 14 lesson plans were developed for 14 core modules as follows:

- Supply Chain Fundamental
- Warehouse Inventory
- Health and Safety Environment
- Procurement
- International Trade Law and Taxation
- Bussines Operation Research
- Operation Management and E Commerce
- Freight Forwarding
- Transportation and Distribution
- Port Operation and Management
- Customer Ralationship Management
- International Trade
- Logistics Contemporer
- Integrated Logistics System

The 14 lesson plans have been utilized on teaching starting from 2022-2023 academic year. 3 batch of students have been benefitted from the lesson plans. They are students grade 1,2,3 around 500 students.

4.1.3. Training materials of 14 lesson plan generated.

The ILO Skills for Prosperity programme had supported the LIT study programme in developing training materials of 14 core modules. In the process, the development of training materials involved industry. The purpose was to ensure that the training materials will reflect the real industry so that will help students understand the real world of logistics business and prepare themselves in entering the work of world. Apart from that, the LIT study programme also received technical assistance from City of Glasgow College (CoGC).

The training materials produced in support of the ILO were handbooks of core modules, videos and case studies. The development of handbooks, videos and case studies involved industry and support from the CoGC. The outputs were as follows:

- a) **14 handbooks of 14 core modules.** Handbook was the main reference of learning process. Inputs for the handbook development gather from professional training and certification attended by teacher and technical inputs and advise from CoGC. The 14 handbook were published in e-book formats and will be distributed to students.
- b) **28 videos for 14 core modules** (2 videos for each modules). The videos reflected the main knowledge of each module presented in animation format to make it interesting for students. The videos reflected the real industry. The duration of the video also considerably short and easy to access. The videos were uploaded to YouTube channel, and all students will be able to access from any device. The 14 videos have been utilized in teaching for student grade 1 and 2.
- c) **108 case study developed with industry** involvement reflecting the real case in industry. Each core modules have between 6-12 case studies.

4.1.4. Capacity of teachers and management of Polibatam improved

The ILO – UKS4P supported the LIT study programme of Polibatam to improve the capacity of teachers and the management. The capacity building was divided into 3 areas:

- Professional training and certification referring to the national and international standard of competencies.
- Advance training
- Study tour to UK

a. Seven (7) professional training and certification for teachers of LIT study programme taken place

One of the recruitments to product quality of graduate is by having high quality of teacher. Vocational education also requires competency and professional certification aim not only to update teachers with skills required in industry but also to allow them delivering a competency-based training. Moreover, professional certification of teachers will improve possibility of building partnership with industry to provide skill training and upskilling for employees.

The ILO – UK S4P has provided an opportunity for the LIT study programme teaching staffs to attend 7 professional training and certification. Three out of 7 of the certifications was refer to international standard. Ten teachers attended each professional training and certification. The professional certification was as follows:

- Warehouse Supervisor (National / BNSP), attended by 10 teachers.
- Certified Logistics Improvement Program (International / Japan Certification), attended by 10 teachers.
- European Logistics Association (International / European Certification), attended by 10 teachers.
- Freight Forwarder (National / BNSP), attended by 10 teachers.
- Supply Chain Manager (National / BNSP), attended by 10 teachers.
- Customs Expert (National / Minister of Finance), attended by 10 teachers.
- FIATA Higher Diploma in Supply Chain Management (International / FIATA Switzerland), attended by 10 teachers.

Those training were conducted in collaboration with professional association who have a license as partner for training and certification from related association. They included ALFI – Indonesia Logistics and Forwarder Association, ALI – Indonesian Logistics Association, ATAK – Customs Experts Association, FIATA - International Federation of Freight Forwarders Associations.

As part of the impact of professional certification, the LIT study programme has been able to sign MoU with ATAK (Customs Experts Association) to conduct a joint training and certification on customs-related skills that can be accessed by student, employee, and public. The LIT study programme has also signed MoU with ALFI to conduct joint training and association on supply chain that refer to the FIATA Higher Diploma in Supply Chain Management Certification. The training and certification will be for below occupation:

- Warehouse operator
- Warehouse supervisor
- Freight Forwarding
- Supply Chain Management

With support from IAB, Polibatam through LIT study programme also plan to conduct training and certification for employees on logistics and customs through cooperation with industry. This will be one of strategic plan of industrial partnership of the LIT study programme.

Advance training was conducted with CoCG on various topics. Teachers of LIT study programme attend 39 workshop and guest lecture and also 16 online discussion for students project hosted by CoCG..

Study tour to UK. 10 teachers of Polibatam and the director attended study tour to UK hosted by CoCG. This trip was designed to give an opportunity to teachers of Polibatam to directly learn from CoCG academic staffs how they build and implement the 3 pillars of education; equity, quality and relevance, and observe teaching facility and learning process. This activity took place on 24 October – 4 November 2022.

4.1.5. Four (4) digital-based Logistics simulation developed

One of the strategies to improve the skills of students is through practicing skills as many as possible until they master the skills. Developing digital tools is one of an effective strategy to provide more opportunity to students to practice skills compare to a conventional one in a physical workshop. In particular for logistics, there are some works that need to be digital-based (for example, submission of documents for export-import have to be through digital and online application).

The ILO Skills for Prosperity programme supported the LIT study programme in developing 4 digital logistics simulation. The simulation was designed in web-based so that they can be accessed by students from anywhere and anytime.

The 4 digital web-based logistics simulation as follow:

- Warehouse Management System
- Transport Management System
- Container Loading System
- Indonesian Simulation Customs System (customs-system)

The development of the simulation has been through consultation with the industry to identify the priority and reflect the real practices. For example: the procedure and steps of document submission of export import was designed exactly as required by Customs Office.

4.1.6 Five (5) logistics competency assessment schemes developed and teachers received certificates as assessors from BNSP

There 2 main outputs produced:

a) Development of 5 competency assessment schemes.

Assessment and certification of competencies for students is one of responsibility of vocational education

and training providers such as polytechnics. The Polibatam strategic plan is that all study programme will conduct competency assessment and certification in relevant occupational area that are linked with job profiles. Beside assessing student's competence, competency certification will be an important evidence of qualification in looking for a job.

The ILO Skills for Prosperity had assisted the LIT study programme to develop 5 competency assessment schemes on logistics-related occupation as follows:

1. Warehouse Supervisor
2. Freight Forwarder
3. Logistics Administrative Officer
4. Customs Expert
5. Procurement Supervisor

b) Assessor training for 19 teachers.

One of the requirements for student certification at LSP P1 (LSP P1 is Lembaga Sertifikasi Profesi P1 / Professional Certification Body P1) is that the polytechnics must have teachers who have received certification as competency assessor from the BNSP. Before the cooperation with the ILO-UKS4P, number of teachers that have received assessor certificate from BNSP is only 5 teachers. This means that the capacity to conduct competency assessment in LSP P1 was very low. Through the ILO-UKS4P programme, 19 teachers of Polibatam attended assessor training and certification from BNSP. With the total 24 assessors, the LIT study programme will be able to conduct competency assessment for 210 student per year. These students were:

- 120 regular student each year, and
- 90 evening class students every year where about 60-70% of them are employees.

The first batch of students competency assessment will be conducted by LSP P1 Polibatam in 1st semester 2023 (January-June 2023).

4.2. Outputs produced under Objective 2

Strengthen professional relationship of the Polibatam with industry

There were 2 main outputs produced:

4.2.1. Industrial Advisory Board established.

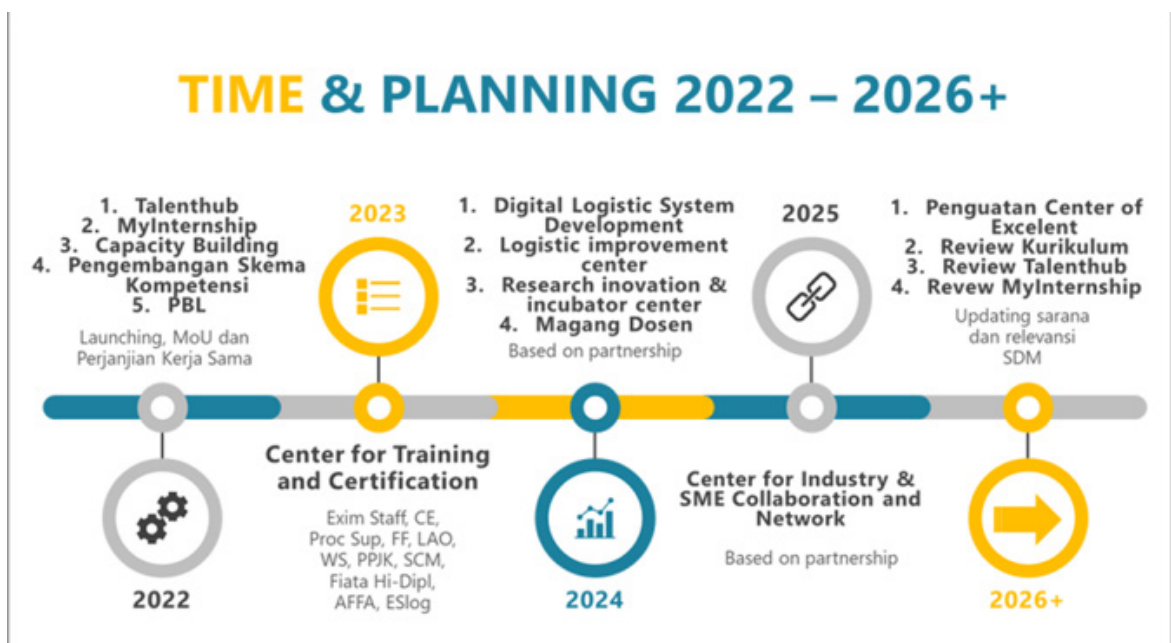
In order to maintain and strengthen the polytechnic's partnership with industry, the Polibatam intends to establish an advisory board aimed at bridging the polytechnic needs to implement work-based learning as well as to facilitate industry voices that need to be deliver to polytechnic. Polibatam has successfully established Industry Advisory Board for Logistics and International Trade study program. Thirteen (13) MoU were signed with industry representatives and employers' association on 10 September 2021. This is the first Industry Advisory Board within the polytechnic and the success of this IAB will be reference for replication to other study program or even scaling up to the polytechnic level.

The IAB member of LIT Study Programme that has signed MoU with Polibatam is as follows:

- Asosiasi Tenaga Ahli Kepabeanaan (ATAK)
- Asosiasi Logistik Forwarder Indonesia (ALFI)
- Asosiasi Logistik Indonesia ALI chapter Batam
- Kawasan industri (HKI) Kepri

- PT Cladtek Bi –Metal Manufacturing Batam
- PT zona Asia Forwarding
- PT Arunika Terang Indonesia
- PT Inferion Technologies
- Kepala Kantor Pelayanan Utama bea Cukai Batam
- PT TEC Indonesia
- Asosiasi Perusahaan Jasa Pengiriman Ekspres, Pos, dan Logistik Indonesia (Asperindo)
- PT Kintetsu World Batam
- Representative of PT FedEx Region Sumatera

The LIT study programme has developed roadmap plan as part of the long term IAB partnership strategic plan as can be seen from the table below. It can be seen that the IAB were expected to be a strategic partner of the LIT study programme in developing the quality of learning outcomes, collaborative research, capacity building for teachers, implementation of work-based learning and also in providing services for micro and small entrepreneurs on logistics-related businesses.



Roadmap of LIT Study Programme collaboration with IAB

Several contributions of the IAB can be recorded as below:

- Strengthening of the curriculum. IAB has greatly contributed to the strengthening of the curriculum. They provided information on trends and advice on job profiles and competencies.
- Guest lecture. Through support from the IAB, 2-5 industrial knowledge sharing and lectures had been conducted per each semester.
- Development of the MyInternship and TalentHub platform. The IAB provided information and suggestion to the LIT study programme during the development stage of both MyIntenshrp and TalentHub platform.
- Cooperation with ATAK in training for the development of the Center of Excellence, especially for the LIT Study Program
- Establishment of the Indonesian Logistics Association for Batam region

Expected collaboration 2023 onward:

- Collaboration for research
- Collaboration for community services

4.2.2. Structured apprenticeship promoted, developed and implemented

The industrial apprenticeship programme at Polibatam is carried out for 1 year that in line with the expectations of industrial partners during the consultation back in early 2020. The one-year apprenticeship programme at Polibatam is also in line with the Independent Learning for Independence Campus (Merdeka Belajar Kampus Merdeka-MBKM) programme.

The apprenticeship programme of the LIT study programme of Polibatam was designed align with targeted job profiles, explaining that apprenticeships programme was part of the curriculum. For this reason, the LIT study programme developed an apprenticeship outputs to make sure that the apprenticeships programme were measurable and in accordance with the LIT learning targets.

With support from the ILO Skills for Prosperity programme, there were 2 main outputs of apprenticeship programme produced:

a) **Apprenticeship competency schemes in 5 occupational areas developed.**

Through the support from the ILO – UKS4P programme, the LIT study programme arranges an apprenticeship competency scheme in 5 occupational areas which are the occupational target of LIT as follows:

- PPIC
- Warehousing
- Export / import
- Procurement
- Freight forwarding schemes.

The apprenticeship scheme covers competency units and Key Performance Indicators (KPIs).

The 5 apprenticeship schemes were based on the SKKNI and was discussed with industry representatives and associations to obtain reviews and input. One of the inputs from the industry is that in 1 period of apprenticeship, students should focus only on 1 occupational area, in order to gain adequate knowledge and skills.

The apprenticeship programme will be started in the first academic year 2022/2023 which will be in July 2023. This is because the policy of Polibatam where apprenticeship is to be implemented for student in year 4 (for D4 study programme). Since the first batch of LIT study programme students is student enrolled in 2020, the first batch for apprenticeship will be in July 2023. However, the LIT study programme has promoted to industry partners the structured apprenticeship programme expecting their support to start a structured apprenticeship in July 2023.

b) **MyInternship platform developed.**

To support the implementation of structured apprenticeships, the LIT Study Programme collaborated with the Informatics Study Programme team to develop an apprenticeship platform, namely MyInternship, with support from the ILO Skills for Prosperity programme. The purpose of the development of MyInternship platform was to develop a digital-based student learning portfolio for apprenticeships programme so that apprenticeship programme can be delivered more effectively where student performance can be monitored. The digital platform will allow students to take apprenticeship in different cities.

The MyInternship development process begins with an FGD with the industry which was conducted online to initiate the initial development of MyInternship. From this FGD, expectations of industry representatives were obtained as well as support to use the platform for apprenticeship programme.

The MyInternship development process went through quite a difficult process because there was no similar platform concept yet that available, and it was also passed during the covid pandemic which was also a challenge for the LIT and Informatics teams. Several development workshops were conducted during August to December 2021. The development process also received support from industry, the CDC unit of Polibatam, and input from the ILO.

MyInternship platform was promoted to be implemented in the entire polytechnic's study programme and several socialization was carried out with support from senior management. Internal socialization with 4 Departments (Mechanical Engineering, Informatics Engineering, Electrical Engineering and Business Management) had been carried out since 2022. Apart from that, external socialization to industry partners had also taken place with support from the IAB members.

MyInternship was also well coordinated with the Ministry of Education, Culture, Research and Technology (MoERCT) particularly the Directorate General Vocational Education. The ministry considered the platform as a strategic approach for the implementation of structured apprenticeship. The Director General Vocational Education had released a Circular Letter No. 04 Year 2022 on Information on Semester Lessons Plan and the Digital Application of MyInternship where all polytechnics were encourage to use MyInternship platform for apprenticeship programme.

4.3. Outputs produced under Objective 3

Polibatam contributes to the development of vocational education through knowledge and skills sharing

The main output is the establishment of D2 Fast Tract study programme.

4.3.1. D2 Fast Track on logistics established

Polibatam intended to pilot D2 fast track on logistics to support the MoECRT strategic programme and, in the same time, provide more access for vulnerable groups of students of SMKs. D2 fast track will give more opportunity for students in SMK to enter Polibatam through the establishment of partnership between Polibatam and SMKs. In this scheme, SMK students do not need to attend and pass the national examination where they will compete with student from SMA (Senior High Schools).

With support from the ILO Skills for Prosperity programme, Polibatam conducted socialization and signed MoU with 6 SMKs and 4 industry to establish the D2 fast tract study programme on logistics.

The MoU with industry and SMK was part of the requirement to propose new study programme to the MoECRT. Moreover, the D2 fast tract curriculum has also been developed and proposed to the ministry for approval. The first batch expected in 2023.

On August 30, 2022, the approval of the establishment **of D2 Fast Track on Goods Distribution study programme** has been received from the MoECRT. AS a follow up, socialization will be carried out to and new student admissions will be started in the 2023/2024 academic year.

The opening of the Fast Track D2 Study Program will provide the benefit of increasing opportunities for vocational high school graduates with limited economic access, access to residential locations (hinterland areas), to be able to access higher education with shorter education time (3 semesters). The number of prospective students who will be accepted in this Study Program is 120 students/year for regular morning and regular evening classes.

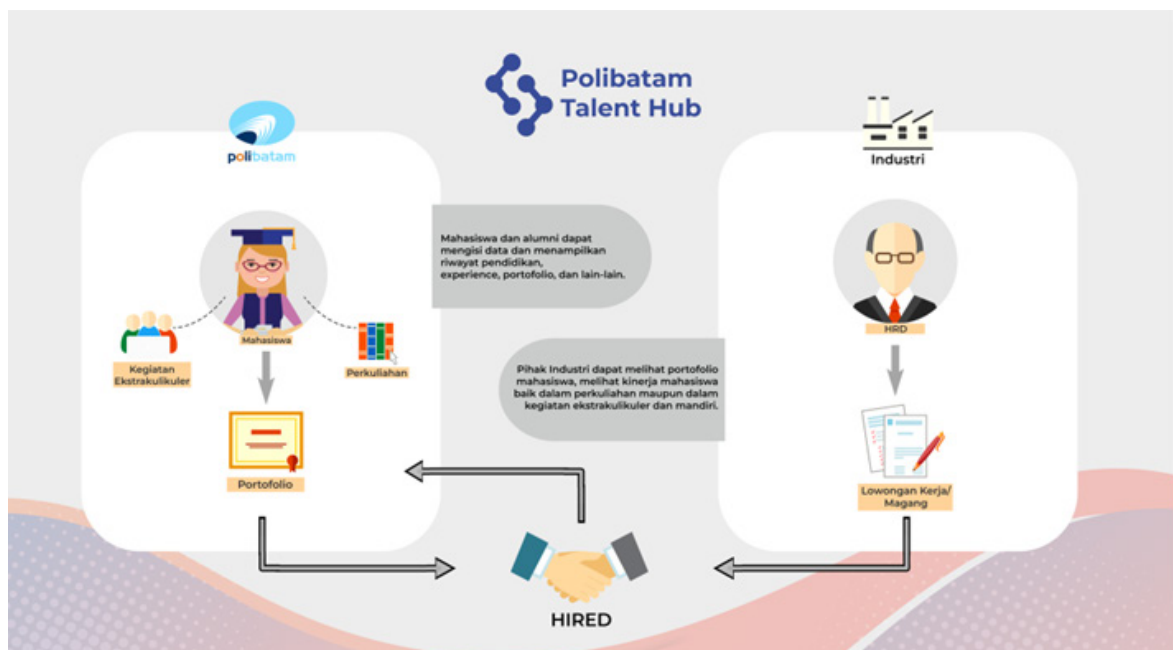
4.4. Outputs produced under Objective 4

Improve students and graduates database

4.4.1. TalentHub, the student competency-based database platform developed

The development of the student database platform begins in the 3rd quarter of 2021, when the pandemic is sweeping across the world, the Pandemic is driving the rapid digitalization era, including encouraging the creation of a student database platform which is then called TalentHub.

TalentHub was created to digitize the portfolios of Polibatam students and alumni. The TalentHub will record all academic activities, learning outcomes, competence and academic certification, as well as recording student achievements outside of academic activities including soft skill-related competencies.



TalentHub was initiated by a team of the LIT's lecturers, developed by a team of Informatics lecturers, and in collaboration with the Career Development Center (CDC) unit of Polibatam.

TalentHub has been launched externally to stakeholders, including industry partners, government and also Polytechnic partners. Launching, training and other activities related to MyInternship and TalentHub have been held on 6-7 December 2022.

The MyInternship and TalentHub applications were presented by the Director of Polibatam, Mr. Uuf Brajawidagda to the Director General of Vocational Studies and received a strong response to be widely used for Polytechnics in Indonesia.

4.4.2. Students database updated regularly

Data input for the MyInternship and Talent Hub applications has begun and will continue to be updated due to the increased number of students and industry who utilize the platform. As per today, there were 6410 students and 410 industries that have already joined the MyInternship.

As the impact of these platforms, 4 Polytechnics conducted a trial for MyInternship namely Jakarta State Polytechnic, Bali State Polytechnic, Bengkalis Polytechnic and Kampar Polytechnic. The trial was aimed to assess the possibility for them to use or develop similar platforms.

4.5. Outputs produced under Objective 5

Strengthen woman involvement in maritime logistics

4.5.1. Policy documents on the prevention and handling non-discrimination and sexual harrasment in the Polibatam

- a) The UKPF project has supported the preparation of 15 Standard Operating Procedures (SOP) at the Polibatam and efforts to increase the capacity of task force members in preventing and handling sexual violence harassment in the Polibatam environment (Output 5.3.2).

<http://intranet.polibatam.ac.id//SISTEM PENJAMINAN MUTU INTERNAL/PROSES BISNIS/PB 15 - Pencegahan dan Penanganan Kekerasan Seksual>

name -	type	size	description
[back]	<DIR>		
FO	<DIR>	1 item	
No.PR.15.1-V0 Prosedur Pembentukan Panitia Seleksi.pdf	pdf	419.6 KB	
No.PR.15.10-V0 Prosedur Rumah Penampungan Sementara.pdf	pdf	619.1 KB	
No.PR.15.11-V0 Prosedur Pengelolaan Sanksi.pdf	pdf	536.5 KB	
No.PR.15.12-V0 Prosedur Layanan Konseling Staf-Dosen.pdf	pdf	629.2 KB	
No.PR.15.13-V0 Prosedur Pemberdayaan Diri.pdf	pdf	520.6 KB	
No.PR.15.14-V0 Prosedur Pemulihan Melalui Layanan Konseling.pdf	pdf	555.8 KB	
No.PR.15.15-V0 Prosedur Evaluasi Satgas.pdf	pdf	587.3 KB	
No.PR.15.2-V0 Prosedur Pembentukan Satuan Tugas.pdf	pdf	409.2 KB	
No.PR.15.3-V1 Prosedur Pencegahan Tindakan Pelecehan dan Kekerasan Seksual.pdf	pdf	464.9 KB	
No.PR.15.4-V0 Prosedur Pelaporan Kasus.pdf	pdf	507.6 KB	
No.PR.15.5-V0 Prosedur Mekanisme Pemeriksaan Kasus.pdf	pdf	605.4 KB	
No.PR.15.6-V0 Prosedur Layanan Rekomendasi Rujukan Kesehatan.pdf	pdf	542.9 KB	
No.PR.15.7-V0 Prosedur Konseling Teman Sebaya.pdf	pdf	508.4 KB	
No.PR.15.8-V0 Prosedur Konseling oleh Tim Satgas.pdf	pdf	555.1 KB	
No.PR.15.9-V0 Prosedur Pendampingan Pendidikan.pdf	pdf	565.0 KB	

4.5.2. Education and understanding on GEDSI within the civitas community through training

- a) Training on Improvement capacity of lecturers and staffs and on non-discrimination and disability, harassment, violence and HIV AID
- b) Training on Improvement capacity of student on non-discrimination and disability, harassment, violence and HIV AID
- c) Training for campus security officer and cleaning service on non-discrimination and disability, harassment, violence and HIV AID.

4.5.3. Awareness raising on non-discrimination and disability, harassment, violence and HIV AID

- a) GEDSI seminar/workshop activities for vulnerable groups which have been conducted twice for:
- Female students who are active in organizations with seminar/workshop themes: Awareness raising on non-discrimination and disability, harassment, violence and HIV AIDS
 - Female students who received KIP (Smart Student Card) and came from Hinterland Island, Riau Archipelago province with the theme: Awareness raising on non-discrimination and disability, harassment, violence and HIV AIDS
- b) Increasing awareness of the importance of non-discrimination, disability, harassment and sexual violence through the podcast program. The GEDSI talk podcast has been done twice. This podcast can reach the Polibatam community as well as the general public. The first podcast provides education and understanding about sexual harassment and violence in the college environment. The speaker for this podcast is from the government,

5. CAPACITY BUILDING STUDY TOUR

The capacity building study tour to the UK allowed the participating lecturers to learn, observe and engage with the international partners (COGC) in three aspects of vocational education namely Equity, Quality and Relevance. Topics discussed during this activity was not only about curriculum design that reflected the international standards and modern industry but also sharing experiences about how the COGC demonstrate and implement programmes related to industrial relation, gender, social inclusion, and wellbeing. Every topic was arranged well and delivered directly by the person in charge so the participating lecturers were not only able to get some new insight but also can learn from their experiences. In individual level, one of obvious impact for the lecturers who attended the study tour was their motivation to improve their English. The study tour was intensifying the teacher's motivation to learn English even more. It was also stimulating the lecturers to be more confident in delivering teaching in English or at least using international references as their teaching material. In addition, the lecturers were also being more aware about equity, diversity, and wellbeing issues on campus, where they were getting inquisitive and discover its relation into their main responsibilities as a lecturer.

The following were institutional impacts for Study Programmes, Departments and Polibatam as an institution:

- Initiation and proposition to establish academic or student services that include wellbeing and mental health under the Career Development Center (CDC) unit (polytechnic).
- Convey to Polibatam management level about establishment of the upskilling, reskilling, and career development assistance programs for students or alumni who have not found a job, and in collaboration with the Polibatam Alumni Association (Polytechnic)
- Appointment of PIC coordinator for all competitions attended by students majoring in business management (Department)
- Adjustment of the assessment design for lectures that reflect general, specific learning outcomes, and attitudes. (study programme)
- Complete learning infrastructure, flexible classes between conventional and PBL models have begun to be imitated by the Business Management Department.

The following are impacts for lecturers:

- Changing in the learning approach to be more participatory, for example by using Padlets and Mentimeter.
- Motivate lecturers to improve their English skills so they can teach the international classes, prepare for doctoral studies abroad, as well as participate in international research programs. Some lecturers took English classes to improve their English skills.
- Maintain English skills both actively and passively, for example by attending English workshops and playing an active role in discussions.
- Add references for PBL learning assessment
- Increase lecturers' awareness of the existence of persons with disabilities, and be more open to providing learning opportunities for persons with disabilities
- Increase the participation of lecturers to join the PPKS task force.

6. IMPACT AND SUSTAINABILITY

(Please describe any expected lasting impacts for your institutions as the result of the implementation of the ILO Skills for Prosperity Program)

- 1) The IAB will be a strategic partner to improve the relevance of curriculum and teaching materials with industry needs. The good practices from the LIT study programme experiences collaborating with industry can be also a good practice that can be replicated by other study programmes.
- 2) Strengthening capacity and quality of LIT study programme lecturers with 7 professional training and certifications, both national and international standard, will strengthen the Center of Excellence in Logistics and International Trade, improve the profile of the study programme and enhance capacity to engage with industry. The signing of MoU with ATAK and ALFI were evidence of how the LIT study programme profiles has improved in the industry point of view. The professional certification is also a ticket to build partnership with industry for skills training, including upskilling training, for employees. The same strategy can be replicated by other study programme to strengthen their industrial engagement.
- 3) The development of logistics-related occupation competency assessment and certification for students as well as availability of assessors will strengthen the bargaining value of students to work in industry in Batam and other countries in the ASEAN. This certification will also sustainable since it is embedded in the structure of Polibatam as an institution. The LIT study programme of Polibatam will be one of study programme that offer training education and competency assessment and certification in one package.
- 4) The 1st IAB was formed in Polibatam (at the study programme level) which strengthened relations with stakeholders as an effort to accelerate vocational link and match with the industrial world. The impact of IAB to the quality of LIT study programme will be a good lesson learn to be replicated into other study programme and even polytechnic level. Its success can also promote Polibatam in helping other polytechnics in setting up IAB.
- 5) Collaboration with the ATAK and ALFI associations (as part of the IAB) creates collaborative development of training and certification schemes for students, job seekers and public in general. These collaborations can put Polibatam as one of polytechnics that build joint training and certification with industry and professional association. The success of these experiences can be shared to other study programme and even other polytechnics.
- 6) The development of structured apprenticeship programme with the development of MyInternship platform helps students, apprentice managers, supervisors and the industry to carry out apprenticeship activities for 1 year. Polibatam might be one of a few polytechnics that have developed an apprenticeship competency scheme. The success of this implementation will give a strong impact not only to showcase to other polytechnics but also a strong strategy to link apprenticeship and job recruitment because industry will have a clear record of student performance.
- 7) The MyInternship application is used for apprenticeship activities for all Polibatam students and start in the 2022 academic year. The MyInternship platform itself is a new initiative of Polibatam and the ILO Skills for Prosperity programme aims to allow apprenticeship programme implemented and monitored in an effective way without a need to do physical visit. The platform will also allow students, industry and lecturer to develop a clear apprenticeship curriculum, do communication and provide feedback online. This is a new initiative in Indonesia and there is no similar platform for apprenticeship programme that has been available. The Circular Letter from the Director General of Vocational Education of the MoECRT is an acknowledgment to the platform. The success of its implementation will give a strong and wide impact to student and teachers of Polibatam.
- 8) Formed a new study program, D2 Fastrack Goods Distribution, which is in line with the programme of the Directorate of Vocational Studies. This study programme will significantly increase the opportunities for vulnerable and/or hinterland SMK (vocational high school) graduates to be able to access vocational higher education, and to have greater opportunities to work in industries with a higher entry level than the SMK level. D2 fast track can be an effective strategy to reach out vulnerable students since the enrolment mechanism will be through agreement with the SMK. Polibatam plan to sign more MoU with SMK.

- 9) The development of the TalentHub application is Polibatam's effort to follow the digitalization era which will have a positive impact on accelerating industry access to talent (students) according to the expected profile. TalentHub will be part of employment services that will link students with industry.

(Please describe any expected impacts beyond the initial scope of the Skills for Prosperity Program. For example, in non-related study programs or in other institutions through the Centre of Excellence model)

- 1) Utilization of MyInternship and TalentHub at the national level. The Director General of Vocational Education has issued a Circular Letter that promote the use of MyInternship for all polytechnics.
- 2) Joint training and certification with Professional Associations (ATAK and ALFI) are good examples that can be expanded to be carried out by other study programs. The certification will be very valuable because it is released jointly with industry association.

(What steps has your institution taken or what steps are planned to make Skills for Prosperity outputs sustainable over the longer term?)

Outputs from the S4P program have been proceed well and expanded to the Departmental and Institutional level.

- 1) The continuation, maintenance and utilization of the MyInternship and TalentHub applications will be supported by Polibatam budget plan.
- 2) Center of Excellence development of the LIT study programme will continue to be encouraged by various development programmes, and with the support of various grant schemes from the Directorate of Vocational Studies (Matching Fund Program, CF, etc)
- 3) The establishment of D2 Fastrack will prioritize students with limited access (hinterland and vulnerable) and provide tuition fees with a special baseline. Socialization of the D2 Fastrack programme is still ongoing (March-June 2023) and lectures will begin in the 2023 school year (September 2023).
- 4) The training and joint certification schemes developed by LIT study programmes with ATAK and ALFI are good examples, which can be encouraged to be implemented in more study programs.

7. GOOD PRACTICES AND LESSONS LEARNED

(Please describe any important good practices developed or introduced through the program that you would recommend to other institutions / or for future development projects of this type)

1) MyInternship

The MyInternship application was initiated to solve various classic obstacles in managing apprenticeships, both administrative constraints and challenges in managing the substance of apprenticeships. MyInternship also bridges communication between the Polibatam apprenticeship management unit (CDC), lecturer as the student supervisors, and supervisors at the apprenticeship site to monitor Polibatam student internship activities for two semesters.

MyInternship has been launched in December 2022 and received a good impression from the industry. The keys success and sustainability of MyInternship are:

- Increasing the number of users from the industry side (especially in Batam) so that the objectives of developing MyInternship can be achieved.
- Increasing the coverage area of MyInternship users is not only used in Batam, but can also be used at the national level.

2) TalentHub

The TalentHub application is a web-based platform for digitizing Polibatam student achievement records. Students can record their portfolio of activities and academic and non-academic achievements. This application is also connected to industry partners who have offered various job positions for Polibatam students and alumni.

Like MyInternship, the TalentHub application will continue to grow as more users use it. The main challenge of developing this application is how to increase the number of users from the industry partners and students' side so that the opportunities for the industry to connect with prospective workers (students and alumni of Polibatam) are getting higher. Industry will find it easier to get talent according to their needs, with more efficient recruitment procedures.

The TalentHub application will be developed specifically for the link and match feature between the required staff candidate criteria and student and alumni portfolios. With this feature, industry partners will easily find prospective staff according to their criteria.

3) Industrial Advisory Board (IAB)

The formation of the IAB through the SfP programme is a breakthrough step to increase the level of industry partnership with the LPI study programme. The formation of IAB in the LPI Study Programme was followed by the formation of IAB in other study programmes in Polibatam. The IAB work plan has been compiled, and hopefully, the number of IAB members for LPI study programmes will increase, so that it will have a wider impact on industry partners and also for the LIT study programme.

4) Video and real-industry case studies for training materials

Videos and case studies from practitioners provide students with an overview of real cases in the industry. These videos provide a more interesting learning approach for the current generation so that the videos can encourage a higher interest in learning, are easier to understand, and visualize course learning material more easily. Hopefully in the future, we can add learning videos and case studies for courses, not only for the 14 core modules.

(Please list any important lessons learned during the implementation of the ILO Skills for Prosperity Program)

The ILO Skills for Prosperity programme took place during the covid pandemic so that several activities could not be carried out optimally because they were held online (workshops conducted with CoGC and activities with industry partners). The challenge faced by International Partners when the workshop was carried out online was that the understanding and participation of the workshop participants was not optimal. This is very different from the implementation of an offline workshop at the City of Glasgow College, where participants are more engaged and get more insight. Workshops and training are better held offline.

Attachment to the industry is less developed when activities are carried out online. FGD activities conducted online were less effective in achieving the objectives of the FGD. So that, the team must follow up again with each industry partner. Activities that are discussion in nature will be more effectively carried out offline.

8. ANY OTHER COMMENTS

The Skills for Prosperity programme is the first initiation for the LIT Study Programme to become a Center of Excellence in the field of Logistics and International Trade through various activities, such as:

- Development of curriculum and teaching materials
- Increasing the competence of lecturers through various training and certification
- Development of Simulation Logistics
- Development of Competency Scheme
- Initiation of the opening of D2 study program Fast Track Goods Distribution
- Establishment of IAB
- Development of MyInternship and TalentHub
- Study Visit to the City of Glasgow College
- Implementation of GEDSI in Polibatam

It is hoped that in the future the development of the Center of Excellence can continue to be supported so that it can become part of the solution to Indonesia's problems in the field of Logistics and International Trade.

Skills for Prosperity activities took place during a pandemic so that several activities were delayed and could only be carried out after the pandemic situation got better. This causes the activity load to be very high at the end of the program period.

The Study Visit to the City of Glasgow College was too short, so all participants didn't have the opportunity to attend lectures (sit in). in fact, it is very important for lecturers to observe and gain direct experience in the learning process at CoGC.

FINAL TECHNICAL REPORT



Table of Contents

1. INTRODUCTION	27
2. GENERAL INFORMATION ON THE PARTNER INSTITUTION	27
3. SUMMARY OF OBJECTIVES	28
4. INFORMATION ON THE OUTPUTS DELIVERED	29
5. CAPACITY BUILDING STUDY TOUR	32
6. IMPACT AND SUSTAINABILITY	33
7. GOOD PRACTICES AND LESSONS LEARNED	34
8. ANY OTHER COMMENTS	35

Introduction

The ILO Skills for Prosperity Programme in Indonesia is funded by UK Government under the global Prosperity Fund Programme. In Indonesia, the programme aims to improve the equity, quality and relevance of teaching and learning through implementation partner institutions; and to support policy and systems development at the national level.

Programme implementation started in 2020 with the engagement of four Indonesian state polytechnics under the Ministry of Education, Culture, Research and Technology. Each polytechnic has expertise in different sub-sectors of the maritime economy. One of the supports provided by the programme is the partnering the Indonesian institutions with four UK Education institutions that are experts in their respective fields. It is expected by establishing this partnership, the Indonesian institution will be able to improve their capacity and become a center of excellence in their respective region.

All the activities carried out under the programme have contributed to the pillars of the programme which are described as follows:

EQUITY: Improving the equity and inclusion of young women and men including those from disadvantaged groups in maritime education and progression to employment.

QUALITY: Improving the quality and international alignment of curriculum and institutional management.

RELEVANCE: Improving the relevance of study programme and the learner journey to meet the skills needs of industry, while maximizing students' successful completion of studies and progression to decent employment.

BECOMING A CENTRE OF EXCELLENCE: Developing institutional leadership and good practice that can contribute to the local community and economy and may be held up as an example for other academic and learning institutions. This can include the development of international collaborations beyond the scope of the Skills for Prosperity programme.

The programme has been implemented over three years and all activities at the institutional level are now completed or closed. That said, this Final Technical Report template has been prepared for programme partner institutions to reflect on the implementation of the ILO Skills for Prosperity Programme, summarising achievements and lessons learnt to date, and looking forward at how these project outcomes may have a sustained impact and may form the basis of longer-term institutional improvements and/or collaborations.

This report should cover the entire duration of programme implementation.

1. General Information on the Partner Institution

1. Provide the following information on your Institution:

Name of Institution: **Manado State Polytechnic (Polimdo)**

Address of Institution:

Street: Jl. Politeknik, Buha, Mapanget,

City: Manado

Country: Indonesia

Tel.:

Email: ikealelo1964@gmail.com

2. Summary of Objectives

1. Please summarise the objectives of the programme.

Under the implementation agreement (IA) with the International Labour Organization (ILO), Manado State Polytechnic (Polimanado) has implemented Skills for Prosperity Programme funded by UK Government to pilot a sector-based approach project addressing weaknesses of the TVET/HE system like a weak governance structure, a lack of sustainable mechanisms of financing TVET/HE and insufficient linkages between industry and TVET/HE institutions.

The main objective of the implementation agreement is to improve skill development system of D4 on International Tourism Management (ITM) in the Polimanado with the following specific objectives:

1. Develop the link and match of Study Program with the Prevailing & Future industrial needs
2. Industrial-based soft skill integrated and delivered in all teaching materials/modules
3. English proficiency level that meets industry and other stakeholders requirement;
4. Establishing the link with industry to enable the Study Program is aligned with industry changing needs
5. Enhancing the livelihood of coastal communities

In addition, the Polimanado was supported by University of Gloucestershire (UoG) through Strengthening curriculum through the upgrade from the D3 Study Programme on Tourism to the D4 Study Programme on “International Tourism Management”, Capacity Building and Professional Development for Polimanado staffs and Enrichment of the Student Learning experience through Interactive Skills Development.

To achieve the above objectives, the implementation agreement was signed on 27 October 2020 to cover period from 2 November 2020 to 31 January 2023 (27 months) amounting to IDR 3,006,122,000 (equivalent to USD 202,500.64). However, due to budget constraint and circumstances, the IA was amended several times as follows:

- First amendment was on 5 October 2021 by reducing period from 27 months (2 November 2020 – 31 January 2023) into 23 months (2 November 2020 to 30 September 2022) with the amount of IDR 3,006,122,000 to IDR 2,713,980,000 (or equivalent to USD 188,820.55)
- Second amendment was on 17 March 2022 to cover additional tasks on GEDSI capacity building with the budget increase from IDR 2,713,980,000 to IDR 2,862,580,000 (or equiv. USD 199,168.74)
- Third amendment was on 28 September 2022 to extend the end date from 31 September to 31 December 2022 by reducing the total budget from IDR 2,862,580,000 to IDR 1,797,001,900.

The main challenge during the programme implementation is the MoECRT approval on the proposed name of the new study programme after a long process of registration started in November 2020. The letter from the Director for Institution and resources of vocational higher education of the MoECRT suggested to change the name from D4-International Tourism Management (ITM) into Global Tourism Management (D4-GTM), the letter dated 15 June 2022. So that the registration for the new name of D4-GTM was resubmitted from the beginning process. At the end of March 2023, the status of the D4-GTM qualification has been approved by the BAN-PT (National Accreditation Agency for High Education) which Polimanado probably can open student enrollment for D4-GTM study programme in July 2023.

The most significant achievement is activity on enhancing the livelihood of coastal communities in Budo and Tiwoho. With support of the ILO, the Budo village was nominated as top-50 of village tourism award 2022 and the winner of digital and creative category.

3. Information on the Outputs Delivered

1. Give a brief description on programme outputs carried out against the agreed workplan.

The implementation agreement (IA) between International Labour Organization (ILO) and Manado State Polytechnic (POLIMDO) was begun on 27 October 2019 to 31 December 2022 (27 months) at aiming to support the development of D4 Study programme of International Tourism Management (ITM). The agreement was amended three times on September 2021, March 2022 and September 2022. The overall outputs are listed below following specific objectives:

1. *Develop the link and match of Study Program with the Prevailing & Future industrial needs (QUALITY)*

Outputs:

To achieve this specific objective, the Polimdo carried out various activities based on the workplan and resulted the following:

- Inputs and feedback from tourism industries on the establishment of D4 International Tourism Management (ITM) through Activity 1.1.1 Focus Group Discussion on industrial needs that will be matched with the ITM study programme, held in Aryaduta Hotel Manado on 28-29 January 2021 and attended by 73 participants (39M:34F) (ToR and report)
- Draft lesson plan and learning outcomes resulted from Activity 1.1.2: Internal workshop to review the existing curriculum of D3 and develop a concept of new curriculum for D4 for the ITM, held in Sintesa Peninsula Hotel on 10-11 February 2021 and attended by 40 participants (16M:24F) (ToR, report, draft learning outcome, and 13 lesson plan that have embedded learning outcomes).
- A Module development framework and Job-profile framework resulted from technical assistance of Activity 1.2.4: Training for teachers to develop modules with the technical assistance from International tourism expert (University of Gloucestershire).
- Feedback and inputs from Industry, Alumni, education practitioners and the MoECRT for the draft curriculum of D4-ITM resulted from Activity 1.1.3: Focus Group Discussion on the draft curriculum of D4-ITM, held 12 & 16 March 2021 and attended by 30 participants (17M:13F) (ToR and report)
- Draft curriculum of D4-ITM to be submitted to the UoG as a basis to setup capacity building and technical assistance (draft lesson plan, job profiles and learning outcomes)
- A report of tracer study resulted Activity 1.1.5 as a basis to develop job profiles for D4-ITM study programme, held during 15 December 2020 to 30 January 2021 and compiled information from 94 students, see Questionnaire and report
- Four journal reports from parallel research on the following, see ToR:
 1. Activity 1.6.1: conduct research on assessment of socio-economic impact of community-based during covid-19 pandemic. See the report
 2. Activity 1.6.2: conduct research on Woman roles in community-based tourism activities, see the journal link
 3. Activity 1.6.3: Conduct research on assessment on facility and service for people with disabilities (PWDs) in North Sulawesi, see the report
 4. Activity 1.6.4: Assessment of coral health in developing coral management, see the journal link

2. *Industrial-based soft skill integrated and delivered in all teaching materials/modules (QUALITY)*

Outputs:

The Polimdo conduct one activity on soft skills

- Inputs and feedback from industry on soft skills needed in tourism sector through activity 2.2.2: workshop to design lesson plan for soft skill based on industry and alumni inputs that will be incorporated to the ITM study

programa, held on 10-12 September 2021 and attended by 91 participants (51M:40F). See ToR and report

- A Module development framework and job-profile development framework through capacity building provided by the UK partner (UoG) on how the soft skills into integrated into the course subjects.

Outputs

In Total 108 participants have successfully completed e-learning course on Keeping Customer Safe (Covid-19) organized by the WorldHost 2020 of the People 1st International, comprising 96 students (73 female and 23 male) and 12 lecturers (9 female: 3 male). See ToR and Certificates

3. English proficiency level that meets industry and other stakeholder requirement (QUALITY)

Outputs:

To improve quality of English proficiency of the lecturers for D4-ITM study programme, the Polimdo commenced various activities according to the workplan as follows:

- Assessment report from British Council for student (English Score) and lecturers (APTIS) through English test to measure the level of English proficiency together with other Polytechnic partners, held in June 2021 (report).
- Three capacity building for English capacity building for 3 villages, Budo, Paslaten-Likupang and Tiwoho and through activity 3.1.7: Pilot testing for students in English practicing for local tourism community (local guide/hospitality), held in Budo on 30-31 August 2021 and attended by 80 participants (27M:53F), in Paslaten-Likupang on 1-2 September 2021 and attended by 80 participants (44M:36F), and in Tiwoho on 3-4 September 2021 and attended by 80 participants (48M:32F). See ToR and report
- Improved English capacity of students through activity 3.1.5 Build English environment in campus through various English club and speech and story-telling competition, held on 10-11 September 2020 and attended by 80 participants (33M:47F). See ToR and report
- A draft lesson plan in English version resulted from activity 3.1.6: Conduct workshop on reviewing students English competency and needs in developing digital based-English for ITM students, held 8-9 September 2021 and attended by 80 participants (42M:38F), see ToR, Report, Output and digital course

4. Establishing the link with industry to enable the Study Program is aligned with industry changing needs (RELEVANCE)

Outputs:

To improve link and match with tourism industries, the Polimanado carried out activities to achieve the following outputs:

- Establishment of Tourism Advisory Board (TAB) through activity 4.1.1 on conducting meeting with industry to develop concept of advisory board on ITM study program including current and future competence needs, held on 8-10 Maret 2021 and attended by 80 participants (34M:36F), See ToR and Report
- A draft logbook of the structured apprenticeship resulted from activity 4.1.2 on scheduling the second Tourism Advisory Board held on 25 February 2022 and attended by 30 participants (13M:17F). See ToR and report.

5. Enhancing the livelihood of coastal communities

The Polimdo engaged to enhance the livelihood in coastal communities as part of the curriculum development of D4-ITM with the following outputs:

Outputs

- A launch event of the skills for prosperity project in North Sulawesi Province to kick off the project and to engage public for support of the project implementation. This activity was conducted on 17 November 2020 and attended by 50 participants (31M:19 F), instead of Activity 5.1.2 on workshop with stakeholders to discuss on the development strategy on local economic resources and tourism attraction. See ToR and Video Launch

- Following the training of trainers by INCREASE on Financial Education, two parallel training for beneficiaries (ToB) were conducted in Budo and Tiwoho on 9-12 November 2020 through Activity 5.1.9 Piloting (stepdown) training on Financial Education for community under supervised by master trainer at targeted villages. In addition, after training supports were also provided to the village beneficiaries as part of activity 5.1.10: Monthly coaching to the community for financial education. The ToBs held on 12 Nov were attended by 20 participants (4M:16F). See ToR and Report Budo and Tiwoho
- Following the training of trainers by INCREASE on Start Your Green Business (SYGB), two parallel training for beneficiaries (ToB) were conducted in Budo and Tiwoho on 22-26 March 2021 with support of ICREASE. See ToR ATS and Report Budo and Tiwoho
- Following the training of trainers by INCREASE on Village Enterprise (Bumdes), two parallel training for beneficiaries (ToB) were conducted in Budo and Tiwoho on 3,4,5 and 8 & 9 March 2021 through Activity 5.1.13 Piloting village enterprise training for community together with local supplier at two targeted village. In addition, after training supports were also provided to the village beneficiaries as part of activity 5.1.14: Monthly coaching to the community for village enterprise (Bumdes). See ToR and Report Budo
- Following the training of trainers by INDECON on Green Homestay, two parallel training for beneficiaries (ToB) were conducted in Budo and Tiwoho on 1-3 and 6-7 August 2021 through Activity 5.1.5 Piloting (stepdown) home stay training for community under supervisory of master trainer at targeted villages. In addition, after training supports were also provided to the village beneficiaries as part of activity 5.1.6: Monthly coaching to the community for Homestay. See ToR Budo and Tiwoho and Report Budo and Tiwoho
- Technical skills for village community through Activity 5.1.15. on two training on local natural products in Budo on 16-17 November 2021 and Tiwoho on 14-15 December 2021 and attended by 42 participants (3M:39F). See ToR Budo and Tiwoho, also Evaluation Budo and Tiwoho
- Technical skills for village community through activity 5.1.16 on two training on handicraft products in Budo on 9-10 December 2021 and Tiwoho on 16-17 December 2021 and attended by 40 participants (17M:23F). See ToR Budo and Tiwoho, and Evaluation Budo and Tiwoho
- Technical skills for village community through activity 5.1.17 on two training on product packaging in Budo on 21-22 December 2021 and Tiwoho on 23-24 February 2022 and attended by 40 participants (10M:30F). See ToR Budo and Tiwoho, and evaluation Budo and Tiwoho
- A Festival management workshop was organized to facilitate youth groups of Tiwoho village to organize an event. In total . See Report
- A soft launch event of Tiwoho Mangrove trail in a hybrid platform resulted from Festival management workshop in Tiwoho village. The soft launch was attended by VIPs such as the Ministry of Tourism, The regent of North Minahasa, the Director of the ILO Jakarta office, and more than 100 offline guests and online participants. The event was held on 20 October 2021, see ToR, report and proposal for soft opening.

6. *Strengthening Gender Equality, Disability and Social Inclusion (GEDSI) in the maritime tourism (EQUITY)*

Outputs

The Polimdo has also carried out GEDSI activities and resulted the following:

- An integrity pacta and technical capacity of lecturers and admin staffs on GEDSI through activity 6.1. on training on disability and raising awareness of violence, harassment and HIV AID vulnerability, held on 17-19 May 2022 and attended by 30 participants (9M:21F) (report);
- An integrity pacta and technical capacity of student representatives on GEDSI through activity 6.2. on Training on disability and raising awareness of violence, harassment and HIV AID vulnerability for students, held on 13-14 May 2022 and attended by 30 participants (12M:18F) (report);
- A set of standard operational procedure (SOP) on the prevention and handling sexual violence through Activity 6.3. on focus group discussion and workshop to make SOPs for Handling Sexual Violence and Harassment on campus, held on 21-23 July 2022 and attended by 39 participants (21M:18F) (report and SOP)
- Based on provided technical capacity, the Polimdo has established a Task force on prevention and handling sexual violence to operate the SOPs (Outcomes)

- Raising awareness on stop sexual violence and non-discrimination for PWDs for students through activity 6.4. on webinar and talk show on GEDSI for related industry and Polimando partners, held on 24 September 2022 and attended by 207 participants (75M:132F).
- Twelve (12) standing banners as media campaign on stop violence and harassment in Polimdo installed in the main building, new building and 6 departments of Polimdo. The banner was installed since 27 September 2021 (report).
- Technical skills for Task force members through a training on SOP simulation for task force members prevention and handling sexual violence of Polimdo, held on 7-9 September 2022 in the main building of the Polimdo and attended by 31 participants (10M:21F).
- Raising awareness on GEDSI through Seminar on SOP dissemination of prevention and handling sexual harassment in Polimdo to local stakeholders in North Sulawesi, held on 24 November 2022 and attended by 105 participants (46M:59F).
- An assessment report on the readiness of Polimdo to enroll students with disabilities (PWDs) through a workshop on improving access for people with disabilities in Polimdo and self-assessment on disability, held on 25-26, 28 November and 2 December 2022 in collaboration with SIGAB supported by INKLUSI Project (assessment report)

4. Capacity Building Study Tour

1. Please provide brief comments on the Capacity Building Study Tour to the UK

From 31 October to 12 November 2022, the Polimdo attended skills for prosperity autumn study tour 2022 in the University of Gloucestershire with the following comments:

- The engagement of visitors in producing handicraft would be interesting for as tourist attractions that can be implemented in Budo and Tiwoho villages
- Learning from Destination management Office, the development of sustainable tourism needs collaboration with various stakeholders.
- Industry field trips related to curriculum development and learning modules. An effective and productive management of tour planning is a part of holistic approach to provide tangible evidence of competencies.
- The method of reflection by distributing different colours of sticky paper and participants invited to write their ideas in different colours currently were adopted by several lecturers.
- The establishment of the new assessment method includes assessment of the hard skills, soft skills and attendance components.
- Observing the chaplaincy and helpzone facilities at UoG, Polimando has created a room for counselling.
- Visits to the National Lobster Hatchery and the National Maritime Museum Cornwall inspired the construction of a mini aquarium in the Budo Village.
- Learning content models in a virtual learning environment are prepared for international students.
<https://elearning.polimdo.ac.id/international>
- Single wi-fi name and authentication in campus area, currently implemented in integrated lecture building.

5. Impact and Sustainability

1. Please describe any expected lasting impacts for your institutions as the result of the implementation of the ILO Skills for Prosperity Programme.

- The Curriculum is available for D4 GTM
- The curriculum is structured involving collaborative partners from the business world and the tourism industry, so that alumni are ready to work and an Advisory Board for the Department of Tourism is formed
- International students can attend lectures at Polimanado with a global standard curriculum.
- Formation of a new nomenclature with the name GTM D4 study program according to the recommendation/ codefication from the ministry.
- Establishment of a guidebook for prospective new students by including soft skills and hard skills and Gedsi recommendations.
- Availability of core and supporting courses with a total of 42 MK and 158 credits
- Soft skills have been integrated into all lesson plans for the Department of Tourism
- The assessment of student scores includes Softskills as a component of success assessment per MK.

Benefits of the ILO Polimanado Project

- Learning systems 1
- Polimanado is gradually moved from examination to assessment that is based on the 3 components (Hard skills, Soft-skills, Presence) for all majors.
- MDF (module development framework) is now used as a reference for curriculum development in other departments.
- Modification of E-learning content learning from visit to UoG.
- Mini Aquarium has been setup in Budo village that is inspired by the National Maritime Museum Cornwall.
- Establishment of spiritual room, learning from visit to UoG
- Currently the integrated lecture building uses a Single Hotspot Name
- Capacity building for PPKS members on prevention and handling sexual harassment, establishment of SOP so that some cases on sexual violence and harassment have been reported and handled by the PPKS team. SOP has been integrated to the Polimanado learning system.

2. Please describe any expected impacts beyond the initial scope of the Skills for Prosperity Programme. For example, in non-related study programmes or in other institutions through the Centre of Excellence model.

- Soft skills have been integrated into all lesson plans for courses in 5 other departments in Polimanado
- The Softskill assessment component has been assessed. The student score assessment has included Softskill as one of the success assessment components per MK.
- Establishment of Advisory boards in the Department of Electrical Engineering, Mechanical Engineering and Accounting.
- Several incidents of sexual violence cases have been reported and handled in accordance with the SOP on prevention and handling sexual violence (PPKS).
- The Task Force Team became a model for other universities in eastern Indonesia and the Polimanado SOP of PPKS became a source of reference.

3. What steps has your institution taken or what steps are planned to make Skills for Prosperity outputs sustainable over the longer term?
 - Ensure that the D4 GTM study program is approved and obtains operational permits in the form of a Study Program Establishment Decree.
 - Continuing collaboration with partners to ensure that the D4 GTM curriculum conforms to global standards.
 - Ensuring industry needs for Polimanado graduates are met through regular meetings with the advisory board.
 - Ensure that PPKS Task Force operational funds are included in the Polimanado budget
 - Providing special needs options for persons with disabilities to study at Polimanado.
 - Expanding the network of cooperation with tourism-based industries with national & international industries
 - Follow up the Polimdo MOU with UOG

6. Good Practices and Lessons Learned

1. Please describe any important good practices developed or introduced through the programme that you would recommend to other institutions / or for future development projects of this type.
 - Compilation of PPKS Polimdo Task Force Standard Operational Procedure Book
 - Budo Village was selected in the top 50 Tourism Village Awards 2022 and as a digital and creative winner (+70,000 Villages in Indonesia, 3419 Selected as Tourism Villages Participants. The significant impact of technical assistance and capacity building by Polimanado through the Skill for Prosperity Program initiated by the ILO on Budo Village. After being selected as the top-50 tourism village, Budo village received an award as the 1st winner in the digital and creative village category at the 2022 Indonesian Tourism Village Award (ADWI) by the Ministry of Tourism and Creative economy)
 - The Tiwoho Tourism Village Karang Taruna has been able to organize an E-sport competition event
 - Structured Log Book for assessing student and lecturer apprentices in industry
 - 16 MOUs have been signed with industry in particular for the development Tourism advisory board.
 - Module development framework and job profile framework by including soft skills and industry needs
 - Project Base Learning between Polimdo students and Karang Taruna of Tiwoho Village in organizing events
 - There is a PPKS survey form for students who will enter into contract courses
2. Please list any important lessons learned during the implementation of the ILO Skills for Prosperity Programme.
 - The proposed new study program (D4 ITM) must comply with the existing nomenclature in the ministry. D4 proposals and supporting documents have been prepared since the end of 2020 and have been approved by LLDIKTI 16 but the process for naming ITM as a new study program has not been approved by the ministry inspection team (because there is an international word), so according to the process accepted is Global Tourism Management
 - The Participatory Learning Method inspires the learning process using teaching aids, e.g. meter, padlet, google form, etc.
 - Utilization of linkedin to upgrade the performance and profile of teaching staff.
 - The developed curriculum refers to industry needs in accordance with the Indonesian National Work Competency Standards (SKKNI).

- Guest Lectures from UoG
- GEDSI is a new learning about the issue of sexual violence.
- There is a change in perspective on disability.

7. Any Other Comments

1. Please feel welcome to share any other comments about the Skills for Prosperity Programme.

The Polimanado is grateful to be part of Skills for Prosperity (SfP) programme in Indonesia in particular through technical assistance and capacity building on GEDSI issues in the vocational education of the Manado State Polytechnic. It is very much appreciated to the technical support in developing a standard operational procedure (SOP) on the prevention and handling sexual harassment as mandated by the MoECRT regulation no. 30/2021. So that the GEDSI program can contribute to the elimination of sexual harassment in the Polimanado and also to prepare the Polimanado becoming inclusive campus for people with disabilities (PWDs).

FINAL TECHNICAL REPORT



Table of Contents

1. INTRODUCTION	39
2. GENERAL INFORMATION ON THE PARTNER INSTITUTION	39
3. SUMMARY OF OBJECTIVES	28
4. INFORMATION ON THE OUTPUTS DELIVERED	40
5. CAPACITY BUILDING STUDY TOUR	46
6. IMPACT AND SUSTAINABILITY	46
7. GOOD PRACTICES AND LESSONS LEARNED	48
8. ANY OTHER COMMENTS	49

Introduction

The ILO Skills for Prosperity Program in Indonesia is funded by UK Government under the global Prosperity Fund Program. In Indonesia, the program aims to improve the equity, quality and relevance of teaching and learning through implementation partner institutions; and to support policy and systems development at the national level. Program implementation started in 2020 with the engagement of four Indonesian state polytechnics under the Ministry of Education, Culture, Research and Technology. Each polytechnic has expertise in different sub-sectors of the maritime economy.

One of the supports provided by the program is the partnering the Indonesian institutions with four UK Education institutions that are experts in their respective fields. It is expected by establishing this partnership, the Indonesian institution will be able to improve their capacity and become a center of excellence in their respective region. All the activities carried out under the program have contributed to the pillars of the program which are described as follows: **EQUITY**: Improving the equity and inclusion of young women and men including those from disadvantaged groups in maritime education and progression to employment. **QUALITY**: Improving the quality and international alignment of curriculum and institutional management. **RELEVANCE**: Improving the relevance of study program and the learner journey to meet the skills needs of industry, while maximizing students' successful completion of studies and progression to decent employment. **BECOMING A CENTRE OF EXCELLENCE**: Developing institutional leadership and good practice that can contribute to the local community and economy and may be held up as an example for other academic and learning institutions. This can include the development of international collaborations beyond the scope of the Skills for Prosperity program. The program has been implemented over three years and all activities at the institutional level are now completed or closed. That said, this Final Technical Report template has been prepared for program partner institutions to reflect on the implementation of the ILO Skills for Prosperity Program, summarising achievements and lessons learnt to date, and looking forward at how these project outcomes may have a sustained impact and may form the basis of longer-term institutional improvements and/or collaborations. This report should cover the entire duration of program implementation.

1. General Information on the Partner Institution

Provide the following information on your Institution:

Name of Institution: **Politeknik Maritim Negeri Indonesia**

Address of Institution:

Street:	Jalan Pawiyatan Luhur I/1 Bendan Duwur, Semarang 50233
City:	Semarang
Country:	Indonesia
Telephone:	(024) 86457895, (024) 86457897
Email:	info@polimarin.ac.id

2. Summary of Objectives

Question:

Please summarise the objectives of the program.

Answers:

The project is expected to contribute to the development of the maritime sectors in Indonesia as part of its strategy to become a prosperous maritime nation. Specifically, the project will facilitate the access of Indonesian workers,

especially those from disadvantaged groups, to maritime job opportunities by improving the skills development system. The project will focus on the improvements in the governance of maritime skills development system, sustainable financing mechanisms of maritime HE/TVET, and industry engagement with the main objective to strengthen the existing Seafaring Engineering study program within Polimarin into a Diploma 4 study program. The target has been achieved with the issuance of the MoECRT Ministerial Decree number 293/D/OT/2022 concerning the permit to open D4 Teknologi Rekayasa Permesinan Kapal (D4 Seafaring Engineering) as a new study program at Politeknik Maritim Negeri Indonesia. The new study program also obtains a “good” accreditation rating issued by the National Accreditation Board (BAN PT) with letter number 74/SK/BAN-PT/Ak.P/STr/III/2023 dated on 7th March 2023. Beside the main objective, the project has specific objectives as follows:

- a. Strengthen the relevance of Polimarin Seafaring Engineering study program graduates with industrial needs.
- b. Integrate soft skills in all teaching materials/ modules / lessons plans.
- c. Improve English proficiency of graduates to meet the level requirement of industry.
- d. Strengthen industrial engagement of Polimarin with domestic and global industry.
- e. Strengthen the involvement of women in maritime.
- f. Polimarin support the development of other vocational institutions through knowledge & skills sharing.
- g. Database management.

3. Information on the Outputs Delivered

Question:

Give a brief description on program outputs carried out against the agreed workplan.

(Include your answer here – Please explain the outputs against the workplan and quantify the number of outputs where there is more than one (e.g. number of competency standards developed; number of training modules produced, IAB established). You may also describe the type of activities to achieve the outputs. Please also note if there were any changes to the planned outputs and give the reasons why changes were made).

Answer:

The UKS4P underwent several changes as stated in the Implementation Agreement No. 40325943/3. Several new activities were carried out to support the achievement of the 7 objectives that had been planned. Herewith total number of activities during the project (year 2021 – 2022):

Year 2021		Year 2022	
Quarter	Qty of Activities	Quarter	Qty of Activities
Q1	4	Q1	29
Q2	9	Q2	29
Q3	15	Q3	11
Q4	10	Q4	17
TOTAL	38	TOTAL	86
Total During Year 2021 - 2022: 124 Activities			

Of the 124 activities carried out throughout 2021 to 2022, they are grouped into several types of activities as follows:

Activities		
No.	Kinds	Qty
1	Activities as per contract	67
2	National Project	16
3	Events with Kemenkomarinvest	4
4	Collaborations with Solent University	14
5	Others	23
Total Activities During Year 2021 - 2022 124		

In the UKS4P program a Polimarin Industrial Advisory Board (PIAB) was also formed which consisted of expert personnel from various industrial backgrounds related to commercial shipping. This background diversification aims to allow Polimarin to obtain various input points of view which will ultimately enrich the repertoire of institutional efforts to improve the quality of educational services to the Indonesian maritime community. In practice, PIAB has the following tasks:

- Provide advice related to improving the quality of education and training carried out at Polimarin.
- Assist in monitoring the curriculum and evaluating the quality of educational processes and outcomes.
- Helping the student apprenticeship process and the absorption of graduates in the world of work.
- Increase the range of industrial cooperation (LoI/MoU/MoA).
- Helping career development of alumni.
- Facilitating the implementation of research in the world of industry.
- Working together in CSR (Corporate Social Responsibility) activities is associated with community service (Tri Dharma Perguruan Tinggi).

To carry out this function, PIAB requires members who come from the Polimarin graduate user industry. There are 6 persons member of PIAB as follows:

No	Name	Background Industries
1.	Gatot Cahyo Sudewo, SE., M.MTr.	Chairman of Consortium Indonesian Manning Agencies (CIMA) as well as President Director of PT. Sillo Bahari Nusantara Jakarta and Representative of Rederee Nord (Germany Shipping Company). He is a representative of the Indonesian Manning Agencies Consortium as the largest merchant ship manning organization in Indonesia with 49 members.
2	Capt. Akhmad Subaidi, M.Mar. AFNI.	Head of Seafarer Development Sector of CIMA as well as Director Bernard Schulte Management CSC Indonesia.

No	Name	Background Industries
3.	Djoko Susilo	Head of Engineering & Production Bureau, Dep.MO & EO Commercial Ship Division. PT. PAL Indonesia as well as Ship Engine Professional Competence Assistant. He is a representative of PT. PAL Surabaya as one of the BUMNs engaged in the strategic field of building ships as a means of connecting the Indonesian archipelago in order to support the development of the national marine industry.
4	Zulfaidah Ariany, ST., MT.	Experts from PT. Indonesian Classification Bureau as well as Naval Engineering Teaching Staff at the Vocational School of Diponegoro University and a team of ship building experts. She is a representative of the Indonesian Classification Bureau and the shipyard as the main reference for the profiles of Ship Yard Engineer and Ship Surveyor and Class Inspector graduates.
5	Sumarcatur R. Budi	MSM Training Manager and Technical Advisor of PT. Meratus Line Surabaya as well as Technical Consultant of Transas Multi Integra Jakarta and Shipisspe Shipping Semarang. He is a representative of one of the largest Indonesian shipping companies which operates 20 types of services using carriers of more than 60 commercial vessels with a transport volume of 40,000 containers and 300 reefer containers throughout the Indonesian archipelago.
5	Sumarcatur R. Budi	MSM Training Manager and Technical Advisor of PT. Meratus Line Surabaya as well as Technical Consultant of Transas Multi Integra Jakarta and Shipisspe Shipping Semarang. He is a representative of one of the largest Indonesian shipping companies which operates 20 types of services using carriers of more than 60 commercial vessels with a transport volume of 40,000 containers and 300 reefer containers throughout the Indonesian archipelago.
6	Suprpto Suwaji, SE., MM., CPSCM.	Deputy Chairperson for Logistics & Supply Chain Regional Leadership Council of the Indonesian Logistics and Forwarders Association, Central Java, and the Special Region of Yogyakarta.

Efforts to improve the quality of education are also reflected in the preparation of learning modules for the D4 Seafaring Engineering study program. This program was carried out in several stages throughout 2021 – 2022 in a total of 48 modules which are detailed as follows:

No.	Modules
1	Mesin Penggerak Utama II
2	Mesin Penggerak Utama IV
3	Konstruksi dan Stabilitas Kapal
4	Mesin Penggerak Utama III (Turbin Uap)
5	Bahasa Inggris Maritim I
6	Elektronika
7	Kimia Industri
8	Operasi Pelabuhan
9	Teknik Galangan dan Reparasi Kapal
10	Sistem Perawatan Permesinan Kapal I
11	Asuransi Laut dan Klaim
12	Menggambar mesin
13	Termodinamika I
14	Ship Technological Engineering
15	Termodinamika II
16	Mesin Perkakas
17	Dinas Jaga Mesin
18	Penggunaan Peralatan Kerja Manual Bertenaga
19	Teknik Produksi Kapal
20	Konstruksi dan Prinsip Kerja Pesawat Bantu I
21	Konstruksi dan Prinsip Kerja Pesawat Bantu II
22	Kepedulian Lingkungan dan Pencegahan Pencemaran
23	Teknologi Alat Berat
24	Praktik Dasar CNC
25	Ilmu Bahan II
26	Sistim Kelistrikan Kapal I
27	MPU I
28	Matematika Terapan
29	Bahasa Inggris Maritim III
30	Sistem Perawatan Permesinan II

No.	Modules
31	Bahasa Inggris Maritim IV
32	Undang Undang Pelayaran
33	Teknik Klasifikasi Kapal
34	Sistem Manajemen Mutu
35	Fisika Terapan
36	Teknologi Informatika II
37	Budaya Keselamatan, Keamanan dan Pelayanan
38	Mekanika Terapan
39	Pemrograman Dasar CNC
40	Penulisan Karya Ilmiah
41	Sistim Kelistrikan Kapal II
42	Sistim Kelistrikan Kapal III
43	Desain Komponen Kapal Berbasis CAD/CAM
44	Sistem Kontrol 2
45	Bahasa Inggris Maritim II
46	Ilmu Bahan I
47	Sistem Perawatan Permesinan III
48	Sistem Manajemen Perawatan dan Perbaikan.

Among all learning modules, there are 6 modules that were developed into digital modules as pioneers of the development of information technology and efforts to digitize academic data. This effort is made to improve the quality of education through easy access to learning materials that can be always accessed. The list of modules that have been digitized are:

No.	Modules
1	Sistem Kelistrikan Kapal
2	Teknologi Information
3	Sistem Perawatan Permesinan Kapal
4	Motor Pengerak Utama I
5	Elektronika
6	Sistem Kontrol I

Meanwhile, in terms of developing an academic information system for students and lecturers of Polimarin. The UKS4P program has contributed to the development of 25 academic system support items aimed at facilitating access to information for all users. Some of the development items in question are:

No.	The Development items
1	Add student data form (including GESI).
2	Active and inactive students' data (including internship)
3	Sequence teaching schedule
4	Student statistics menu
5	GPA (Grade Point Average) ranking per semester, per study program and per year of entry.
6	Graph of the number of students per study program
7	Graph of number of graduates
8	Table of number of students by gender
9	Student economic background data
10	Data on persons with disabilities at Polimarin
11	Lecturer and student digital data related to UKS4P project
12	Data on student education and skills (training).
13	Schedule recapitulation sequence improvements
14	Improvements to lecturer online presence
15	Recapitulation of lecturer attendance
16	Validation menu lecturer attendance list
17	Improvements to the lecturer schedule display menu
18	Student status data per semester
19	Announcement menu on Siakad initial appearance
20	Edit access for each menu in Siakad by Polimarin operators
21	Adding an edit menu if there is an error in student attendance
22	Added forgot password menu
23	Development of Polimarin Learning Management System (LMS)
24	Socialization of the use of the new Siakad to stakeholders
25	Co-location server / Polimarin server for Polimarin LMS systems

The implementation of the UK Skills for Prosperity (UKS4P) activity at the Indonesian State Maritime Polytechnic in the period 2021 to 2022 is expected to be able to support the achievement of Polimarin's vision to become an international standard Maritime Polytechnic, which produces human resources with character, competent in the maritime sector and with global competitiveness with an environmental perspective which will directly or indirectly increase the capacity of human resources in the maritime sector so that it will also support the achievement of the government's national development priority targets as describe in the Nawa Cita program of the Republic of Indonesia.

4. Capacity Building Study Tour

Question:

Please provide brief comments on the Capacity Building Study Tour to the UK

(Include your answer here – Please include any positive impacts for your institution, e.g., practices adopted; and any actions or activities that are expected as a follow up, e.g., MOU agreement or joint program development.)

Answer:

The implementation of The ILO Skills for Prosperity Capacity Building Study Visit to the UK has added to Polimarin's knowledge and experience in various activities related to increasing equity, quality, and relevance with various Institutional stakeholders to achieve the target of being a center of excellence in the maritime field. With a lot of improvements in various sectors, it is hoped that Polimarin can achieve its institutional vision to become an international-standard State Maritime Polytechnic, which produces human resources with character, competence in the maritime field and global competitiveness with environmental insight. This vision is implemented through the first mission of Polimarin to provide higher vocational education in the maritime field to produce graduates who have competence in accordance with national education standards and international standards. Solent University as one of the educational institutions in the UK is one of the best maritime universities in Europe with various advantages in the form of:

- a. Excellent institutional management.
- b. Competent human resources in their fields.
- c. Educational facilities in accordance with learning outcomes.
- d. Connectivity and industry involvement in education

The collaboration that has been established between Polimarin and Solent University in UKS4P activities will be continued in other collaborations in the future. The signing of the MoU is planned to be carried out soon after Polimarin has consulted with the Directorate General of Vocational Education and the MoeCRT Legal Bureau. Through a partnership with Solent University, it is hoped that Polimarin will also be able to collaborate with international maritime institutions located in the UK as follows:

- a. International Maritime Organization (IMO) Head Office, London.
- b. Maritime and Coast Guard Agency (MCA), UK.
- c. Merchant Navy Training Board (MNTB), UK
- d. International Association Classification societies (IACS).
- e. Other international associations

5. Impact and Sustainability

Question:

1. Please describe any expected lasting impacts for your institutions as the result of the implementation of the ILO Skills for Prosperity Program. (Include your answer here – Please explain the impact(s) of the program towards your institution (polytechnics/institutional impacts and individual teachers/impacts) per the project pillars (equity, quality, and relevance)). E.g., If there is a policy to accommodate or provide opportunity for vulnerable groups to study at polytechnics; the perception of industry on polytechnics / study program profile after strengthening of curriculum, capacity building, etc.)

Answer:

The permanent impact expected from the implementation of UKS4P on the equity side are:

- a. Polimarin can become an inclusive campus that can facilitate all groups of people.
- b. Decolonization in Education which means Education that widens the perspective of students by choosing broad learning materials from an international point of view.
- c. Improvement of Safeguarding management for all the polytechnic academic community.

The permanent impact expected from the implementation of UKS4P on the quality side are:

- a. Improving the quality of education through the development of study program curriculum.
- b. Continuous efforts to improve the English language skills of the Polimarin academic community, one of which is the establishment of a Marlin Test Center with international standards for ocean going seaman.
- c. Education Digitalization and Implementation of The Learning Management System (LMS).

The permanent impact expected from the implementation of UKS4P on the relevance side are:

- a. Pathway progression routes to the relevant international industries.
- b. Cooperation with shipping companies in terms of internships.
- c. The involvement of various maritime institutions outside the campus to develop educational patterns.

Question:

2. Please describe any expected impacts beyond the initial scope of the Skills for Prosperity Program. For example, in non-related study programs or in other institutions through the Centre of Excellence model. (Include your answer here – Please explain if any other study programs in your institutions or other institutions was impacted by the implementation of the program, this may include impacts on SMKs or industry partners)

Answer:

Several UKS4P activities increasing beyond the initial scope. This is because Polimarin is a pioneer in implementing these activities. These activities are:

- a. In activity 5.1.7. Dissemination on Polimarin violence and sexual harassment SOP with local stakeholders and Workshop on Disability assessment which was attended by the Deputy Governor of Central Java and universities around Semarang, Polimarin is an example of forming a Safeguarding Team (PPKS) with SOPs that have been verified by related parties. The Deputy Governor of Central Java recommended Polimarin as a reference institution in dealing with acts of violence in the world of education.
- b. On objective 3 (Improve English proficiency level of graduates to meet the level of requirement of industry) which is English language proficiency training for Polimarin lecturers and students, has increased at a higher level. Polimarin succeeded to become Marlin's assessment centers in Indonesia. The marlin test is an internationally maritime English certification for seafarers. This means that Polimarin can increase the scope from local English language training to international English language certification.
- c. One of a series of UK study tour activities is a meeting with the industrial practitioner and the international maritime regulators. This activity further opens access for cadets and graduates of Polimarin to enter the international trade shipping industry. On the other hand, relations with international maritime regulators have opened access for Polimarin to upgrade knowledge in accordance with the latest international regulations

Question:

3. What steps has your institution taken or what steps are planned to make Skills for Prosperity outputs sustainable over the longer term? (Include your answer here – Please explain steps to be taken by your institution for sustainability of the program and what are the next steps? E.g., future to replicate the method to produce the outputs to other study programs or departments or scale up the existing study program)

Answer:

The action plan as the follow up from the UKS4P based on the equity, quality, and relevance. Polimarin has plans to improve the development of the three pillars of the project.

On the equity side, Polimarin will:

- a. provide various kinds of stimulus in the form of directions, regulations, and various policies to provide awareness of the importance of inclusiveness in campus development towards the Polimarin vision as an international standard polytechnic.
- b. improve the curriculum by incorporating decolonization elements as one of the learning materials given to students in each study program at Polimarin.
- c. increase role of the safeguarding team (PPKS Polimarin) to prevent harassment on campus. In the event of an accident, the team needs to choose the appropriate action according to the type of harassment that occurs.

On the quality side, Polimarin will:

- a. review the existing curriculum and add various kinds of input from industry and stakeholders in accordance with current conditions.
- b. improve English language skills of lecturers and students, so that an English-speaking climate can be formed in the learning process and daily activities in the campus.
- c. increase the professional competence of lecturers in correlation with the learning process, assessment, feedback, and reflection activities.
- d. improve the Quality Management System (QMS) by developing an online system that allows for organizing, monitoring, and evaluating data.
- e. socializes of The Learning Management System (LMS) continuously so that all users can get maximum benefit from the system.

On the relevance side, Polimarin will:

- a. arrange MoU with Solent University to expand access to international partners and industries.
- b. Make efforts from the industry side and the education side. Both have reciprocal benefit each other.
- c. carry out a continuous meeting between Polimarin and maritime institutions especially the member of PIAB (The Polimarin Industrial Advisory Board) to develop education and skills of students in accordance with the latest industrial developments

6. Good Practices and Lessons Learned

Question:

1. Please describe any important good practices developed or introduced through the program that you would recommend to other institutions/ or for development projects of this type.

Answer:

- a. There is a Safeguarding Team (PPKS) which already has legalization from MoeCRT and operational completeness in the form of Standard Operational Procedure (SOP) and infrastructure for handling acts of violence. The formation of PPKS is in accordance with the Regulation of the Minister of Education, Culture, Research and Technology Number 30 of 2021 (concerning the Prevention and Handling of Sexual Violence in Higher Education Environments). The existence of PPKS can be used as a role model for other educational institutions to form similar organization to protect students from the potential for acts of violence in higher education environments.
- b. Establishment of the Polimarin Industrial Advisory Board (PIAB), an institution that contains maritime industry professionals who use the services of Polimarin graduates in the world of work. The PIAB provides academic and non-academic input with the aim that Polimarin graduates have the competence, specifications, and work character according to the needs of the industrial world. The existence of PIAB is considered very useful for fostering a mutually beneficial reciprocal relationship between the world of education and the world of industry.

Question:

2. Please list any important lessons learned during the implementation of the ILO Skills for Prosperity Program.

Answer:

- a. Equity. Polimarin needs to increase the equity and inclusion in order to provide educational services for all levels and groups of society, especially minorities and disabilities. By increasing access for all groups of people, it is hoped that Polimarin can increase their role and opportunities in getting jobs in the Indonesian maritime world.
- b. Quality. Polimarin needs to improve the quality of education according to the needs of maritime education stakeholders so that Polimarin graduates have competencies, skills, and work character according to the profile of graduates in each study program.
- c. Relevance. Polimarin needs to collaborate with stakeholders related to maritime education so that the pattern of education is in accordance with industry needs and keep update with the latest technological developments.
- d. Becoming Center of Excellence. Polimarin needs to improve the overall quality of the institution starting from the planning, implementation, and evaluation of education. As a monitoring instrument, a credible, competent, and professional quality assurance body is needed. The quality assurance mechanism is prepared according to profiles and performance standards between departments using an integrated system.

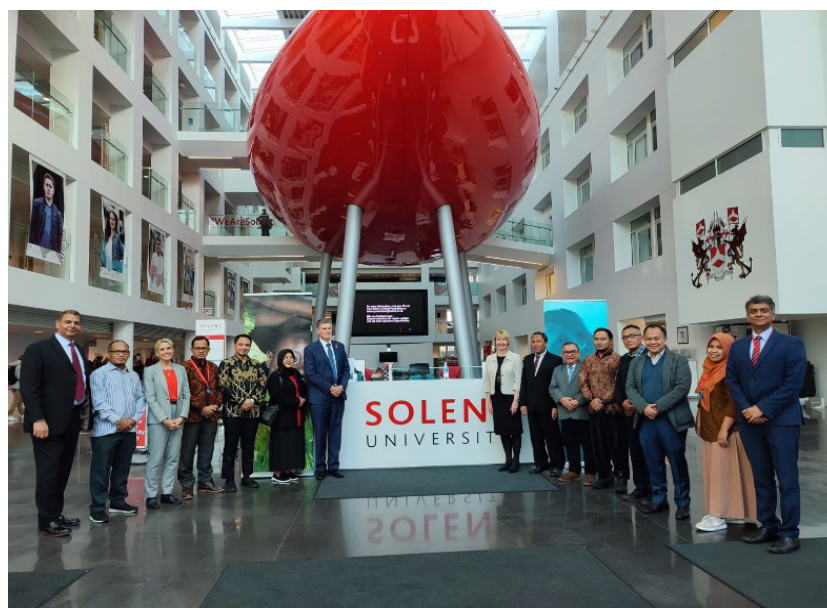
7. Any Other Comments

Question:

1. Please feel welcome to share any other comments about the Skills for Prosperity Program.

Answer:

The UKS4P is one of the international programs implemented by Polimarin in cooperation with the International Labor Organization (ILO). This program provides a lot of benefits, knowledge, and experience for the academic community to cooperate and collaborate with professional practitioners from various fields. Polimarin also can gain knowledge from foreign universities and input from international industry practitioners. Various types of institutional development both in terms of human resources and other supporting resources have been enhanced through this program. We, on behalf of the Polimarin academic community, are very grateful to the UK government, ILO and all parties who support the implementation of UKS4P activities between 2021 -2022 with the hope that programs can be continued and followed up consistently with the principles of equity, quality, and relevance. Thank you very much.



FINAL TECHNICAL REPORT



PPNS POLITEKNIK
PERKAPALAN
NEGERI SURABAYA

Table of Contents

INTRODUCTION	53
1. GENERAL INFORMATION ON THE PARTNER INSTITUTION	53
2. SUMMARY OF OBJECTIVES	54
3. INFORMATION ON THE OUTPUTS DELIVERED	54
4. CAPACITY BUILDING STUDY TOUR	70
5. IMPACT AND SUSTAINABILITY	71
6. GOOD PRACTICES AND LESSONS LEARNED	72
7. ANY OTHER COMMENTS	74

Introduction

The ILO Skills for Prosperity Programme in Indonesia is funded by UK Government under the global Prosperity Fund Programme. In Indonesia, the programme aims to improve the equity, quality and relevance of teaching and learning through implementation partner institutions; and to support policy and systems development at the national level.

Programme implementation started in 2020 with the engagement of four Indonesian state polytechnics under the Ministry of Education, Culture, Research and Technology. Each polytechnic has expertise in different sub-sectors of the maritime economy. One of the supports provided by the programme is the partnering the Indonesian institutions with four UK Education institutions that are experts in their respective fields. It is expected by establishing this partnership, the Indonesian institution will be able to improve their capacity and become a center of excellence in their respective region.

All the activities carried out under the programme have contributed to the pillars of the programme which are described as follows:

EQUITY: Improving the equity and inclusion of young women and men including those from disadvantaged groups in maritime education and progression to employment.

QUALITY: Improving the quality and international alignment of curriculum and institutional management.

RELEVANCE: Improving the relevance of study programme and the learner journey to meet the skills needs of industry, while maximizing students' successful completion of studies and progression to decent employment.

BECOMING A CENTRE OF EXCELLENCE: Developing institutional leadership and good practice that can contribute to the local community and economy and may be held up as an example for other academic and learning institutions. This can include the development of international collaborations beyond the scope of the Skills for Prosperity programme.

The programme has been implemented over three years and all activities at the institutional level are now completed or closed. That said, this Final Technical Report template has been prepared for programme partner institutions to reflect on the implementation of the ILO Skills for Prosperity Programme, summarising achievements and lessons learnt to date, and looking forward at how these project outcomes may have a sustained impact and may form the basis of longer-term institutional improvements and/or collaborations.

This report should cover the entire duration of programme implementation.

1. General Information on the Partner Institution

1. Provide the following information on your Institution:

Name of Institution: **Politeknik Perkapalan Negeri Surabaya (PPNS)**

Address of Institution:

Street: Jalan Teknik Kimia, Kampus ITS, Sukolilo

City: Surabaya

Country: Indonesia

Tel. : +62 31 5947186

Email: humas@ppns.ac.id

2. Summary of Objectives

1. Please summarise the objectives of the programme.

(Include your answer here – based on the agreement)

In order to achieve the 4 pillars: Equity, Quality, Relevance and Becoming a Centre of Excellence, Politeknik Perkapalan Negeri Surabaya (PPNS) have targeted 8 main objectives of the ILO Skill for Prosperity program in PPNS, where each main objectives were supported by several main and sub-activities to achieve it. The main objectives of the programs carried out in PPNS through the ILO maritime skill for prosperity project are as follows:

1. Addressing skill gaps between graduates and industry needs
2. Strengthening the relevance of the PPNS's curriculum towards industry needs
3. Strengthening the competences of academic staff
4. Developing sustainable TVET financing program
5. Strengthening industry involvement in the development of vocational education
6. Improve the quality of education delivery in PPNS
7. Strengthening PPNS's Role as Knowledge-Sharing Hub in Maritime Sector by Expanding Social Involvement in TVET SMK Development
8. Developing Gender Equality, Disability, and Social Inclusion (GEDSI) awareness in PPNS.

3. Information on the Outputs Delivered

1. Give a brief description on programme outputs carried out against the agreed workplan.

(Include your answer here – Please explain the outputs against the workplan and quantify the number of outputs where there is more than one (e.g. number of competency standards developed; number of training modules produced, IAB established). You may also describe the type of activities to achieve the outputs.

Please also note if there were any changes to the planned outputs and give the reasons why changes were made)

The outputs of each activity to achieve total 8 main Objectives are described as follow:

1) Addressing skill gaps between graduates and industry needs

To achieve this objective, two main activities have been done: a) Quality Improvement of industry-internship for the existing On the Job Training (OJT) program, and b) Strengthening students' technical competency certifications. The outputs of each activity are described in the following table.

Main Activities	Year/Contract	Sub-activities	Output/achievement
1.1 Quality Improvement of industry-internship for the existing On the Job Training (OJT) program	Oct. 2020 – July 2021 No.40320205/0	1) PPNS internal workshop to review existing OJT, OJT Instruments and new format of OJT during Pandemic	Revised logbook and assessment rubric for Internship or “On the Job Training (OJT)” Program of all study program in PPNS.
		2) FGD with industry to review existing apprenticeship program, OJT Instruments, and new format of OJT during Pandemic.	Link Output: https://drive.google.com/drive/olders/1mEfpyT2R-NUbl8ymwzX8wEq8d-E1YKE?usp=share_
		3) Sharing session from UK Shipbuilding education on apprenticeship practice in maritime industry	
	August 2021 – March 2022 No.40346497/0	1) Industrial Visit for internal internship supervisors from PPNS (Java Island)	- Total 8 industries in Java Island have been visited in 2021 - Report on findings from industrial visits: periodic monitoring to industries
		2) Workshop on supervision and assessment for field supervisors from Industries	Link Output: 1) https://drive.google.com/drive/folders/1a-JZeQWgpQ0EvVu_r3uR-zI9iIc7QTpjk4?usp=share_link 2) https://drive.google.com/drive/folders/1CbU-K19a7IIVxbrrJKPM85UXtn-4crGt_2?usp=share_link
	March 2022 – March 2023 Addendum No.40346497	1) Industrial Visit for internal internship supervisors from PPNS	16 industries out of Java Island have been visited in 2022
		2) Technical Assistance on Development of Information System for Onthe- Job Training program	7 new MoU between PPNS and Industries, in particular for student’s internship for 1-2 semesters
		3) Workshop for Internship Field Supervisors from Industry related to Information System for OJT Program	Link Output: 1) https://drive.google.com/drive/folders/1ajZeQWgpQ0EvVu_r3uRzI9iIc-7QTpjk4?usp=share_link

Main Activities	Year/Contract	Sub-activities	Output/achievement
			2) https://drive.google.com/drive/folders/1a_e_8_zh-HKqWxJHVT4SVW_RecuAd-JFxt37?usp=share_link 3) https://drive.google.com/drive/folders/13cMW_Y0IFNpF3kleIC3KGjL7u9Uy-BcQk_?usp=share_link
1.2 Strengthening students' technical competency certifications	August 2021 – March 2022 No.40346497/0	1) FGD on industry socialization related to new scheme of students' competencies certification	- Document of 10 new students' competencies certifications schemes have been completed and license has been issued by BNSP (Indonesian Professional Certification Authority) - The new schemes have been used for student's certification 2022/2023 Academic Year Link Output: 1) https://drive.google.com/drive/folders/1cY-b5hePufFd0x9OTtWx-f92nDk9_JDkoG?usp=share_link 2) https://drive.google.com/drive/folders/1hH-BRbEvDsHbpLYpp5Sm-FWJcAjLK3ehKw?usp=share_link 3) 1.2.2 Working Group on Developing Competency Matrix and Skill Passport for Students 4) https://drive.google.com/drive/folders/1tuAL-O2LsO0qITtPs8vsRG0iEt-SHIiNnj?usp=share_link
		2) Development of scope for new scheme of students' competencies certification	
	March 2022 – March 2023 Addendum No.40346497	1) Workshop on Harmonization of Curriculum and Student Competency Certification Schemes	- Documents on the Matrix of study program curriculum vs. students' schemes of competencies have been completed - Skill passport form has been developed

Main Activities	Year/Contract	Sub-activities	Output/achievement
		2) Working Group on Developing Competency Matrix and Skill Passport for Students	Link to Outputs: 1) https://drive.google.com/drive/folders/1ESF-bg6mLHAtniEx01kYmP-t3uQ6t1SFE9?usp=share_link 2) https://drive.google.com/drive/folders/11h1U9Y-CV9apn_Y57R3pWjNW-m0cD6nokl?usp=share_link
		3) Technical Assistance on Developing Management Information System for LSP PPNS	3) https://drive.google.com/drive/folders/1L58e-FRzTgb1ZsOSc-L7CI-6gLo0giYjiH?usp=share_link
		4) Socialization of Information System for LSP PPNS	4) https://drive.google.com/drive/folders/1cFt-Ab0_0L3phsT9pB-J8qMgXr-1Di8W-v?usp=share_link
		5) Workshop on Improving the Quality of Assessment Center (TUK)	https://drive.google.com/drive/folders/1Ei9YWQX0M-9FhXBzAL2hs6rt4YX0Hq-jIp?usp=share_link

2) Strengthening the relevance of the PPNS's curriculum towards industry needs

The second main objective was supported by two main activities: a) Curriculum Development of D4 Ship Building Engineering Study Program and b) Learning Media development and Capacity building trainings for teachers to use ICT based learning media. The outcomes of each activity and sub-activities are described below:

Main Activities	Year/Contract	Sub-activities	Output/achievement
2.1 Curriculum Development of D4 Ship Building Engineering Study Program	Oct. 2020 – July 2021 No.40320205/0	1. FGD evaluation and curriculum development with Industry	1) Curriculum, Syllabi, Lesson Plans for D4 Ship-building Study Program has been completed
		2. Working group for the preparation of new curriculum and curriculum tools	2) Syllabi and Lesson Plan in English have been completed
	August 2021 – March 2022 No.40346497/0	1. Working Group on Lesson Plan Completion for D4 Shipbuilding Curriculum	3) Documents of the new study program have been submitted and under review by SILEMKERMA. The latest information from SILEMKERMA website

Main Activities	Year/Contract	Sub-activities	Output/achievement
		2. Working Group on Translating Syllaby and Lesson Plan into English	showed that the new study program has been recommended and has been forwarded to BNSP/LAM Teknik for final validation Link output : https://drive.google.com/drive/folders/1VFT_1qh-neAzaxGOC21KYMPJNCi-3Qh79M https://drive.google.com/drive/folders/1ZzGuEYIN-956vWN_Q3qhZWE6G403Z-RfDd
		3. UK technical assistance for Curriculum Development	
	March 2022 – March 2023 Addendum No.40346497	1. Workshop on implementing Project/ Production Based Learning Method	1) Modul/Jobsheet for Project Based Learning have been completed 2) Guidelines for MBKM in PPNS has been developed Link to output : https://drive.google.com/drive/folders/1VFT_1qh-neAzaxGOC21KYMPJNCi-3Qh79M https://drive.google.com/drive/folders/1wkFKbjC-jeBPPRIHtHifkKvQUqejP-PxR2
		2. Working Group on development of Modul/ Jobsheet for implementing Project Based Learning	
		3. TA on implementing Project/Production Based Learning	
		4. FGD on Implementation of Merdeka Belajar Kampus Merdeka/MBKM (Freedom to Learn & Independent Campus)	
	Oct. 2020 – July 2021 No.40320205/0	1. Workshop on implementing ICT based teaching and learning media: H5P interactive modules.	1) H5P interactive modules have been used by many lecturers for online teaching example of H5P Access web LMS : lms.ppns.ac.id login : username: student@dummy.ppns.ac.id PW: dummy 2) 4 virtual tour modules have been completed,
		1. Workshop on implementing ICT based teaching and learning media: a) Virtual Reality/Tour b) Remote Laboratory	
	Oct. 2020 – July 2021 No.40320205/0	2. Technical Assistance on developing a) Virtual reality/tour b) Remote Laboratory	
2.2 Learning Media development and Capacity building trainings for teachers to use ICT based learning media			

Main Activities	Year/Contract	Sub-activities	Output/achievement
	March 2022 – March 2023 Addendum No.40346497	1. Workshop on implementing ICT based teaching and learning media: a) Game Based Learning Modules b) Open Course Ware Based Learning Modules	Link PPNS Virtual Tour: https://virtualtour.ppns.ac.id/show-case/2022 https://drive.google.com/drive/folders/1dwh3-FQnfxUzvDRx-VNnG6HqkOezO4PIG
		2. Technical Assistance on developing a) Game Based Learning Modules b) Open Course Ware Based Learning Modules c) Remote Laboratory	3) 4 laboratories have been able to be accessed by students from home Link to output https://drive.google.com/drive/folders/1l-RN9GyCS0VujXErXLa_sN_7kV1vnxFn 4) 3 game-based learning modules as basic shipbuilding knowledge for all PPNS students are developed game based modul output : https://drive.google.com/drive/folders/1NEgWyfduT-4WJaOevbuYjwJl8HktCFPf 5) 10 open course ware modules are developed by PPNS lecturers. OCW output : https://drive.google.com/drive/folders/1z1lhJKx_weOz6Qk1aLMQ_BFaVPx-wp783

3) Strengthening the competences of academic staff

To strengthen the competencies of PPNS academic staff, two main activities with several sub-activities have been completed. Those main activities are: a) Industry apprenticeship for academic staff, and Training and Certification for academic staff

Main Activities	Year/Contract	Sub-activities	Output/achievement
3.1 Industry apprenticeship for academic staff	August '21– March '22 No. 40346497/0	1) FGD with Industries for Mapping and Need Analysis of Lecturer Internship	1) Total 4 lecturers have completed internship for 2 months in 4 shipyards (PT PAL Indonesia, PT Adiluhung Saranasegara, PT Gapura Madura, PT Samudera Sinar Abadi)
		2) Industry apprenticeship for academic staffs	
		3) Sharing Session of Internship Result	2) Lesson learned regarding lecturer's internship and potential further collaboration with industries. Link to Output https://drive.google.com/drive/folders/13qh-stOEdHTIs1ypOkrXOTkD-bh2NUBptq?usp=share_link https://drive.google.com/drive/folders/17f-27BenHKg7a5dBI6Vm4pXh_fEgf09UP?usp=share_link
	March '22 – March '23 Addendum No. 40346497	1) Industry apprenticeship for academic staffs	1) Total 4 lecturers have completed internship for 2 months in 4 shipyards (PT PAL Indonesia, PT Adiluhung Saranasegara, PT. Dumas Tanjung Perak Shipyard, PT Surabaya Marine)
		2) Sharing Session of Internship Result	2) Lesson learned regarding lecturer's internship and potential further collaboration with industries Link ke Output : https://drive.google.com/drive/folders/1p-J1aeDUJ7FbcC6mzW-4JQydB8nVIwEPvg?usp=share_link https://drive.google.com/drive/folders/1u_xkNBm04PsFFo-qGcpiHXQPeg_zKg7c0?usp=share_link
3.2. Training and Certification for Academic Staff	March '22 – March '23 Addendum No. 40346497	1) Training 1: Ship Design Engineering Review Workshop (online)	• Change to Training on Ship Intact Stability and Ship Damage Stability Calculation since the previous proposed training was not available. • 2 lecturers from Ship-building Department-joined the training held by BKI Academy (offline)

Main Activities	Year/Contract	Sub-activities	Output/achievement
			Link ke Output : https://drive.google.com/drive/folders/1bAX_GzlxL-beNIIRYqPAcyqOKb9s7fwHJ
		2). Training 2: New Building Supervision (online)	• Change to Training on New Shipbuilding Inspection since the previous proposed training was not available. • Output: 6 lecturers from Shipbuilding Department joined the training held by PT.PAL Indonesia (offline) link to output: https://drive.google.com/drive/folders/1tUBdi_ULx-6jcnBW-tYaIIQPhvcom7ooi
		3). Training 3: Dry Dock Training (online)	• Changed to Training on Dock Master since the previous proposed training was not available • 6 lecturers from Shipbuilding Department completed the training held by PT.PAL Indonesia link to output: https://drive.google.com/drive/folders/1H7OXfxEm-RFLwMvnJ1oEmdWrYRCec-MTY9
		4) Sworn Translator Training and Certification	4 lecturers are approved as certified translator link to output: https://drive.google.com/drive/folders/1pVic0aloOnIEo8NOGL2F6EiKEvqusH-GU
		5) English In-house Training for PPNS Academic and Non-Academic Staff	45 lecturers and academic staff are trained to understand EMI (English as Medium Instruction) Link to output: https://drive.google.com/drive/folders/1uM5ivVGg-NGWXXjypCItfKto3vCC58sbk

4) Building financial sustainability for PPNS

One activity was proposed to achieve this objective, which explored and developed the role of PPNS as the TWI (The Welding Institute) Training Representative. The proposed sub-activities were: 1) FGD on preparation of PPNS as the Welding Institute (TWI) Training Representative and 2) Training of Trainer on Non-Destructive Test (NDT) by The Welding Institute (TWI). Only FGD on preparation of PPNS as the Welding Institute (TWI) Training Representative has been completed. The output of FGD was the document about qualification/requirement to be a training representative. The second sub-activity, Training of Trainer on Non-Destructive Test (NDT) by The Welding Institute (TWI), can not be completed since the requirement for the trainer candidate can not fulfilled by PPNS staff. The candidate should have enough experience to be instructor in TWI NDT Training. Therefore, PPNS will try to facilitate and have more collaboration with the TWI Indonesia to conduct NDT training at PPNS so the academic/non-academic staff have more opportunities to become instructors.

Link to Output

https://drive.google.com/drive/folders/1mjrCQ6B8EHXCBoQAR0-u1C11lfiw_EjP?usp=share_link

5) Strengthening industry involvement in the development of vocational education

To strengthen the industry involvement in the development of PPNS, there were three main activities with several sub-activities have been completed. Those main activities are: a) Mobilization of Expert Lecturers from industry; b) Strengthening of PPNS' IAB (Industrial Advisory Board) roles in PPNS Development; and c) Establishing degree and non-degree training for industries employee. The output of the activities is described in the following table:

Main Activities	Year/Contract	Sub-activities	Output/achievement
5.1 Mobilization of Expert Lecturers from industry	Oct. 2020 – July 2021 No.40320205/0	Guest lecturers from industries expert for student and academic staff.	Total 10 professional from maritime industries have been invited to share their knowledge and professional experience for academic staff and students Link Output Gdrive https://s.id/GuestLecturers https://s.id/GuestLecturers2
5.1 Strengthening of PPNS' IAB (Industrial Advisory Board) roles in PPNS Development	August '21– March '22 No. 40346497/0	1). FGD on PPNS Tracer Study Evaluation	Notetaking about FGD on PPNS Tracer Study Evaluation Alumni Link Output Gdrive https://s.id/FGDonPPNSTracerStudy
		2). Development of Alumni database through Management Information System (MIS)	Management Information System (MIS) for Alumni Database has been completed Link Output Gdrive https://s.id/ManagementInformationSystemAlumni

Main Activities	Year/Contract	Sub-activities	Output/achievement
		3). PPNS's Industrial Advisory Board (IAB) annual meeting	MoU/MoA between PPNS and Industries partner: 5 new MoU and 3 extended MoU Link Output Gdrive https://s.id/s.id/IAB2021 Link Youtube: https://www.youtube.com/watch?v=x0AuuiOXg8M
	March '22 – March '23 Addendum No. 40346497	1) PPNS's Industrial Advisory Board (IAB) annual meeting	MoU/MoA between PPNS and Industries partner: 3 new MoU and 3 extended MoU and IAB PPNS management Link Output Gdrive https://s.id/IAB2023 Link Youtube: https://www.youtube.com/watch?v=t94zaukCA1g
5.1 Strengthening of PPNS' IAB (Industrial Advisory Board) roles in PPNS Development	August '21– March '22 No. 40346497/0	1). FGD with industry related to their staff training needs	Input from industries related to their staffs' training needs Link Output Gdrive https://s.id/TrianingNeeds
		2. Workshop on PPNS Degree and Non-degree Training program for Industries employees	Notetaking about Workshop on PPNS Degree and Nondegree Training program for Industries employees Link Output Gdrive https://s.id/WorkshoponPPNSDegreeandNon-degree
		3. FGD on establishing Qualification Upgrading for Industries Employees through Recognized Prior Learning (RPL) Scheme	Notetaking about establishing Qualification Upgrading for Industries Employees through Recognized Prior Learning (RPL) Scheme Link Output Gdrive https://s.id/FGDonEstablishingQualificationUpgrading

Main Activities	Year/Contract	Sub-activities	Output/achievement
		3). PPNS's Industrial Advisory Board (IAB) annual meeting	MoU/MoA between PPNS and Industries partner: 5 new MoU and 3 extended MoU Link Output Gdrive https://s.id/s.id/IAB2021 Link Youtube: https://www.youtube.com/watch?v=x0AuuiOXg8M
		4. Working group on establishing program for Qualification Upgrading of Industries Employees	Instrument for D2 Welding Engineering and Fabrication through Recognize Prior Learning (RPL) have been completed. The D2 Welding Engineering and Fabrication program can be opened for Industries' employees if the D2 study program has been accredited by the national accreditation body (LAM Teknik). The accreditations process will be proposed to LAM Teknik after two academic years. Link Output Gdrive https://s.id/QualificationUpgradingofIndustriesEmployees
		5. FGD on establishing Professional Certification Body Type P3	Document about Professional Certification Body Type P3 (process, scheme and supporting documents) Link Output Gdrive https://s.id/FGDLSP3
	March '22 – March '23 Addendum No. 40346497	1) PPNS's Industrial Advisory Board (IAB) annual meeting	MoU/MoA between PPNS and Industries partner: 3 new MoU and 3 extended MoU and IAB PPNS management Link Output Gdrive https://s.id/IAB2023 Link Youtube: https://www.youtube.com/watch?v=t94zaukCA1g

Main Activities	Year/Contract	Sub-activities	Output/achievement
5.2 Establishing degree and nondegree training for industries employee	August '21– March '22 No. 40346497/0	1). FGD with industry related to their staff training needs	Input from industries related to their staffs' training needs Link Output Gdrive https://s.id/TrianingNeeds
		2. Workshop on PPNS Degree and Non-degree Training program for Industries employees	Notetaking about establishing Qualification Upgrading for Industries Employees through Recognized Prior Learning (RPL) Scheme Link Output Gdrive https://s.id/FGDonEstablishingQualificationUpgrading
		4. Working group on establishing program for Qualification Upgrading of Industries Employees	Instrument for D2 Welding Engineering and Fabrication through Recognize Prior Learning (RPL) have been completed. The D2 Welding Engineering and Fabrication program can be opened for Industries' employees if the D2 study program has been accredited by the national accreditation body (LAM Teknik). The accreditations process will be proposed to LAM Teknik after two academic years. Link Output Gdrive https://s.id/QualificationUpgradingofIndustriesEmployees
		5. FGD on establishing Professional Certification Body Type P3	Document about Professional Certification Body Type P3 (process, scheme and supporting documents) Link Output Gdrive https://s.id/FGDLSP3
	March '22 – March '23 Addendum No. 40346497	1. Working Group on Developing Document for establishing Professional Certification Body Type P3	Professional Certification Body-Third Party named LSP P3 Perkapalan Nusantara, has been established, Legal license from BNSP has been issued, and therefore the LSP P3 Perkapalan

Main Activities	Year/Contract	Sub-activities	Output/achievement
			Nusantara can conduct certification for industry staff, starting March 2023. Link Output Gdrive https://s.id/LSPDocument
		2. Workshop on socialization of Profesional Certification Body Third Party on Maritime Sector	Notetaking of socialization of Profesional Certification Body Third Party on Maritime Sector Link Output Gdrive https://s.id/SocializationL-SPP3

6) Strengthening TVET Education Quality in PPNS

To strengthen the TVET education quality in PPNS, two main activities have been completed: 1) Improving the quality of Teaching and Learning Process in PPNS, and 2) Developing Research and Education Collaboration with International Institutions. The output of the activities is described in the following table:

Main Activities	Year/Contract	Sub-activities	Output/achievement
6.1 International Certification for PPNS Study Program	Oct. 2020 – July 2021 No. 40320205/0	1. Webinar on International Accreditation for Maritime Education by the Royal Institution of Naval Architects (RINA) London	Notetaking Link activity : https://youtu.be/UhQM-bQaxPJU Link Notetaking: https://drive.google.com/drive/folders/1Aom02bLIZ1QGm-CRrVgpKYcV65G2MLO6X-?usp=share_link
6.1 Developing Research and Education Collaboration with International Institutions	August '21– March '22 No. 40346497/0	2. Workshop on Article Writing for International Journal 3. International Conference on Shipbuilding and Ocean Technology	- PPNS, supported by University of Strathclyde, has successfully hosted International Conference on Shipbuilding and Off-shore Engineering 2021 (ICSOT 2021) - Proceeding ICSOT 2021 with 36 articles https://icsot.ppns.ac.id/for-authors/proceeding-icsot/ Link Activity https://www.youtube.com/watch?v=Gt2gf8Ikj3k Link Output : https://drive.google.com/drive/folders/1uHVYPB-18BunFC0OEY8CLSr9N_l6WctHg?usp=share_link

Main Activities	Year/Contract	Sub-activities	Output/achievement
	March '22 – March '23 Addendum: No. 40346497	1. Hosting Join Conference on Shipbuilding and Ocean Technology for Undergraduate Students	14 articles presented on join confereencen; PPNS students (9 papers) and UoS Students (5 papers) Link Output : https://drive.google.com/drive/folders/1IzbF-NcTWLqX1LPgkaeoWE3H-rhX89MB4?usp=share_link
		2. Workshop on writing paper for International Journal	Joint Publication PPNS-UK University. 3 papers under reviewed by UoS and will be submitted to international journals Link output : https://drive.google.com/drive/folders/1LpYW_XA-dzZcmRPLGasDwsEtI6TpK-duP?usp=share_link
6.2 Improving the quality of Teaching and Learning Process in PPNS	March '22 – March '23 Addendum No.40346497	1. Technical Assistance on developing Integrated Scheduling System in PPNS	Application for Integrated scheduling system has been completed and has been applied for academic year 2021/2022, 2022/2023 Link output : https://drive.google.com/drive/folders/1NDRgy-N979yH_u9dDxxgOIrx-3ZGihrrE?usp=share_link
		2. Working Group on developing International Accreditation Document	Revised Document for RINA Accreditation Link output : https://drive.google.com/drive/folders/14kII812o-QzWtSusbhwx1aYhQ3-e1h-gTN?usp=share_link
		3. International Association Membership	11 Lecturers have been awarded Member of the Royal Institution of Naval Architects (RINA) Link output : https://drive.google.com/drive/folders/156_Y2Z5Htg-SWXZ8Ldt1aig6iXPHR9g7Q-?usp=share_link

7) Strengthening PPNS's Role as Knowledge-Sharing Hub in Maritime Sector by Expanding Social Involvement in TVET SMK Development

To strengthen the PPNS's role as knowledge-sharing hub in the Maritime Sector, the activities that have been done during the project were related to the development of link and match between PPNS and SMK in many aspects. The output of each sub-activity is described below:

Main Activities	Year/Contract	Sub-activities	Output/achievement
Developing link and match between PPNS and SMK	Oct. 2020 – July 2021 No. 40320205/0	1. Identification and Mapping for potential SMK to established integrated vocational education	1. 16 SMK have been identified on their curriculum and facilities
		2. Workshop on SMK curriculum harmonization with PPNS curriculum	2. 9 MoU between PPNS and SMK about curriculum development and input for D2 Fast Track 3. Establishment of D2 Fast Track on Fabrication and Welding Engineering Link Output: https://drive.google.com/drive/folders/1u9U_Uxc-cuAQIRayliC2VGICAD2zzz-r4h?usp=share_link
	August '21– March '22 No. 40346497/0	1. FGD on Establishing Special Class in D3/D4 Study Program at PPNS for SMK Graduates	8 study programs in PPNS open special class for SMK graduate (Total 200 students) in academic year 2022/2023
		2. Working group on developing new scheme and instrument for special class of SMK Graduate at PPNS	
		3. Workshop on promoting special class of SMK Graduate at PPNS	
	March '22 – March '23 Addendum No. 40346497	1. Working group on developing lesson plans for special class of SMK graduates	Review and revision on the Lesson Plan for selected subjects for special class SMK have been completed. Link Output: https://drive.google.com/drive/folders/1pa-1H97uS1Z4n2prldImvG-D9GRiGFqLDE?usp=share_link
		2. FGD on Establishing Integrating Teaching Factory between PPNS and SMK	The FGD concluded that there are many potential collaborations between PPNS and SMK to produce products through teach-

Main Activities	Year/Contract	Sub-activities	Output/achievement
			ing factory concepts. The discussion on products and mechanism of production collaboration are still on going with some SMK. One potential product has been decided as collaboration production between PPNS and SMK Teknik PAL Link to output: https://drive.google.com/drive/folders/1FsLqzVxD-7lymDW6BU8BnzbReidOI-hw12?usp=share_link

8) Developing Gender Equality, Disability, and Social Inclusion (GEDSI) awareness in PPNS

Main Activities	Sub-activities	Output/achievement
Developing PPNS as a campus which is friendly and gender responsive, anti-violence and antidiscrimination.	Training & workshop on disability and nondiscrimination, and harassment, violence and HIV AIDS for vulnerable groups	Taskforce Team for Prevention and Treatment of Sexual Harassment have been established
	FGD with other stakeholder to create guidelines Sexual Harassment Prevention and Treatment	Procedure Operational Standard (POS) of Sexual Harassment Prevention and Treatment have been completed
	Media Social Update, Podcast, and Webinar	- Promotion through social media (Instagram, facebook, youtube) about preventing sexual harassment - Webinar on PPNS towards Inclusive Campus: How to prepare a disable-friendly campus
	Assessment on PPNS readiness to be an inclusive campus especially for those with disability	Assessment results and recommendation for PPNS

4. Capacity Building Study Tour

1. Please provide brief comments on the Capacity Building Study Tour to the UK

(Include your answer here – Please include any positive impacts for your institution, e.g., practices adopted; and any actions or activities that are expected as a follow up, e.g., MOU agreement or joint programme development.)

PPNS delegation, consisting of 5 academic staff and 1 non-academic staff (3 Male dan 3 female), have had an excellent opportunity to visit University of Strathclyde (UoS), UK. From the visit, PPNS gained inspiring good practices that can be applied and adapted to institutional development. Those good practices including:

1. The Equality, Diversity and Inclusion (EDI) awareness has been implemented very well in the Strathclyde University (UoS). UoS also has given greater opportunities for people with disabilities (PWD) to study in all study programmes. The facilities, equipment or resources have been tailored to the needs of the student. PPNS intends to adopt and adapt these good practices. PPNS will assess the feasibility of all study programs to accept people with disabilities (PWD) to study in PPNS. The assessment will also involve shipyard industries to identify the availability of occupation for PWD. PPNS will also develop a better culture in Equality, Diversity and Inclusion (EDI) among the staff, students, and wider community through socialization of the EDI intensively.
2. UoS has strong engagement with Industries specially in conducting research and consultation to solve any problem from industries. Therefore, PPNS through the Industrial Advisory Board will propose collaboration with relevant industries on research related to industries' real problems.
3. UoS has implemented advanced technologies in teaching and learning process to improve students' skill, such as Virtual Reality (VR) and Bridge Simulator. UoS also has applied Student Centre Learning method in teaching and learning process. It forces students to be more active and engaged in their study. PPNS plan to implement more Virtual Reality (VR) for teaching and learning process. Few modules have been developed through the SfP project; however, the quality and the complexity of the VR module need to be improved. The implementation of Student Centre Learning in PPNS need to be reviewed and improved. Some method that can encourage students to be more active will be introduced and will be developed.
4. UoS has excellent Management Information System (MIS) such as for research, teaching and learning, and entrepreneurship. An excellent MIS will lead to more effective and efficient management in an institution. PPNS through the SfP project has started to develop MIS for some aspect of management, such as MIS for internship, MIS for alumni, and MIS for LSP P1. More MIS will be developed in the future.
5. UoS provides excellent facilities for student to improve their academic and non-academic skill, such as students' union, co-working space, and self-study space. PPNS intend to expand the facilities for the students both for supporting academic and non-academic activities. The more comfortable co-working spaces for self-study or group study are needed to support academic atmosphere.
6. UoS has huge international community with almost 23,000 students from over 150 countries. Learning from this excellent achievement, PPNS plans to establish International Class in 2023. In this case, PPNS will promote the program to the neighboring countries. The assistance from UoS will accelerate the process.
7. UoS involves student representatives in reviewing and developing curriculum, so that the curriculum also pays attention to the needs of students. PPNS willing to involve student representatives in review curriculum and teaching methods. Quality Management Unit for Teaching and Learning in PPNS will develop the mechanism for student representative to be involve in curriculum review and development

Regarding to activities that are expected as a follow up of the visit, PPNS and UoS have agreed some points for future collaboration, namely: staff development, including postgraduate study for PPNS's academic staff; the establishment of articulation agreements, including 2+2 and 4+1; Reciprocal exchange of student, including student summer camp; Joint research activities in fields of mutual interest. Few activities have been arranged, including:

- Several journal articles from PPNS are being reviewed by UoS. Selected journal will be submitted to accredited international journals, as part of Joint Publications
- UoS helps PPNS to establish the International Advisory Board. The candidate of the PPNS International Advisory Board will be from Turkiye Shipyard Association, Babcock shipyard, and UoS

- Student join conferences will be continued and will be conducted every year
- Summer camp program in Surabaya with UOS and PPNS students will be in August 2023

5. Impact and Sustainability

1. Please describe any expected lasting impacts for your institutions as the result of the implementation of the ILO Skills for Prosperity Programme. □

(Include your answer here – Please explain the impact(s) of the programme towards your institution (polytechnics/ institutional impacts and individual teachers/impacts) per the project pillars (equity, quality and relevance)). E.g. If there is a policy to accommodate or provide opportunity for vulnerable groups to study at polytechnics; the perception of industry on polytechnics / study programme profile after strengthening of curriculum, capacity building, etc.)

1. PPNS can have international standard quality education with a curriculum that is adaptive to global developments and learning methods and facilities that refer to international quality
 2. PPNS lecturers have adequate capacity to develop online learning media following technological developments, have the ability and experience to publish in international media, and have the capacity to conduct research with international partners
 3. PPNS Management has the capacity to manage the organization efficiently with globally recognized standards
2. Please describe any expected impacts beyond the initial scope of the Skills for Prosperity Programme. For example, in non-related study programmes or in other institutions through the Centre of Excellence model.

(Include your answer here – Please explain if any other study programmes in your institutions or other institutions was impacted by the implementation of the programme, this may include impacts on SMKs or industry partners)

From the beginning of the Skills for Prosperity project, PPNS has targeted that the implementation of each UKPF activity in PPNS can provide broader benefits internally in PPNS, not only in study programs that are directly related to the grants, in this case the Shipbuilding study program. Lecturer capacity development in making online modules, for example, has involved lecturers outside the Shipbuilding study program. The use of the online platform method allows involving more lecturers in its implementation.

In addition, several sub-activities have provided output that can be used by all lecturers and students within the PPNS. Among them is the development of the Management Information System (SIM) for alumni, Job Placement Centre (JPC) and Professional Certification Body-First Party (LSP P1) which can be utilized by all students, PPNS lecturers, and Alumni. The development of a student competency test system in the form of a Skill Passport will also be used for all students from the entire study programs at PPNS.

Besides providing benefits for the PPNS academic community, external parties also benefit from the output of several programs from Skill for Prosperity project. Among them the D2 fast track program and special classes for Vocational School (SMK) graduates in 8 study programs at PPNS have opened up greater opportunities for SMK graduates to continue their studies in higher education and open up wider job opportunities for them.

From the industry side, several project output programs can be utilized for the development of their human resources. The D2 program accepts further study for industry staff through a Recognition Prior Learning (RPL) program. In accordance with data from several large shipyards in Indonesia, more than 50% of their human resources are vocational school graduates, so they require increased qualifications. Here the existence of D2 is needed.

The limitations of certification bodies in the shipbuilding industries sector which affect human resources development in the shipping industry have been anticipated by PPNS through this project. The establishment of the Professional Certification Body-Third-Party (LSP P3) Perkapalan Nusantara through Skill for Prosperity project has obtained a license from BNSP and is ready to conduct an assessment for the shipyard industry workforce. An MoU has also been signed between PPNS, LSP Perkapalan Nusantara and IPERINDO (Association of Indonesian

Shipyards and Offshore Industry Companies) for the development of training and certification of shipyard workers in the future.

3. What steps has your institution taken or what steps are planned to make Skills for Prosperity outputs sustainable over the longer term?

(Include your answer here – Please explain steps to be taken by your institution for sustainability of the programme and what are the next steps? E.g., future plan to replicate the method to produce the outputs to other study programmes or departments or scale up the existing study programme)

In order to make Skills for Prosperity outputs sustainable over the longer term, few steps have been taken or are planned, including:

- 1) The syllabus and Lesson Plan of the D4 Shipbuilding study program have been successfully translated into English. In the future, efforts to translate syllabus and lesson plans as well as modules for other study programs will be continued, especially to support measures to open international classes and international accreditation,
- 2) Skill passport which is used to record students' achievement on the fulfilment of competencies unit during their study will be developed further and will be digitized so the competencies assessment process in PPNS will be more effective and efficient and give more benefit to the students.
- 3) Industrial visit to out of Java Island shows huge potential of mutual collaboration between PPNS and Industries out of Java Island. Effort to introduce PPNS and to expand the network will be continues, one of them is by utilizing the alumni network as was done during the project.
- 4) There were 10 new competencies test schemes have been approved by BNSP as the result of the Skill for Prosperity project, and have been used for student competencies test. Another new schemes will be developed in the future, so the students have more choices.
- 5) The Management Information System (MIS) for LSP P1 PPNS have been completed and ready to be used. Students and Assessors can access the system during the assessment process to reduce paper-based test and procedures. The function of the MIS will be expanded, so the assessment process will be more efficient and effective
- 6) Integration of Vocational Education between the SMK and PPNS will be continued and strengthened. The establishment of the D2 fast track initiated through this project has proven to have great potential and received a very positive response from the industry. Industries have encouraged PPNS to increase the number of students for D2 fast Track in Welding and Fabrication, since their skill fulfill the industry's needs. PPNS plans to open several other D2 study programs that have a potential market.

6. Good Practices and Lessons Learned

1. Please describe any important good practices developed or introduced through the programme that you would recommend to other institutions / or for future development projects of this type.

Several important good practices that could be recommended to be implemented in other institution including:

EQUITY:

- 1) Strengthening the integration of Vocational Education between SMK and Vocational Higher Education including in the form of opening D2 Fast Track and opening special classes for SMK graduates. These two programs have opened up greater opportunities and access for vocational high school (SMK) graduates who have had difficulty competing with non-vocational graduates to enter higher education especially in PPNS. The D2 fast-track program has succeeded in sending the students to industry for apprenticeships. The response from the industry was excellent, as indicated by the large demand for D2 fast track students for apprenticeships in the shipyard industry considering their excellent abilities as welders. International apprenticeships have also emerged by sending 1 (one) D2 fast track student in Hungary with a 2-year contract.

- 2) Development of PPNS as an inclusive campus, including by forming a PPKS task force (Prevention and Handling Sexual Harassment) and developing a disability-friendly campus. PPNS also approach industry to provide job opportunities for people with disabilities.

QUALITY:

1. The development of online learning media has succeeded in improving the creativity of lecturers in teaching. Lecturers has improved their skill and knowledge to create user friendly, accessible, and attractive teaching material for the students. Through PPNS Learning Management System, variety of learning media such as the use of H5P and Virtual Tour has increased online learning traffic at PPNS. LMS PPNS got 1st rank for the traffic based on Ministry of Education, Culture, Research, and Technology (MoECRT) website for LMS.
2. Development of Management Information System (MIS) for various purposes, including MIS for alumni, MIS for internships, and MIS for P1 Professional Certification Body (LSP-P1) can support more efficient and effective organizational management.

RELEVANCE:

1. Strengthening the role of Industry in the form of an Industrial Advisory Board by providing input to institutions and study programs to ensure the suitability of graduate competencies with industry needs.
2. Utilizing the alumni network to expand collaboration with industry. The spread of alumni to various industries in Indonesia and overseas can be used to expand both national and international collaboration network with various industries.
3. Lecturer apprenticeships to industry, beside to refresh and update lecture's knowledge in accordance with technological developments in industry, also opens opportunities for wider cooperation outside of apprenticeships, including in terms of research collaboration.

BECOMING A CENTRE OF EXCELLENCE:

1. Strengthening Cooperation with Foreign institutions in the form of cooperation in education, human resource development, research and scientific publications is expected to raise the institution's profile to a global level. Activities such as holding joint international seminars and joint seminars for students are believed to be able to strengthen links with foreign universities and ultimately raise the profile of the institution.
2. PPNS's efforts, supported by the UKPF project, to build integrated education between SMK and PPNS and provide greater opportunities for SMK graduates who have not had the opportunity for further studies are expected to become good practices that can be applied in other higher education in Indonesia.

2. Please list any important lessons learned during the implementation of the ILO Skills for Prosperity Programme.

Some important lesson learned during the implementation of the ILO Skills for Prosperity Programme are:

- 1) E-learning method has largely input for learning outcomes and overcoming the problem of limited room facilities on campus. Skills for Prosperity Program is implemented during the pandemic and since then PPNS keeps improving attractive e-learning. Since 2022, PPNS has adopted a policy to continue using e-learning as a learning method for theory courses so that the use of campus space becomes more efficient, and can reduce learning time on campus at night due to limited space
- 2) Whereas PPNS human resources (Lecturers and Education Staff) still have weaknesses in terms of the ability to communicate in English which can detain future institutional development, especially related to internationalization. English communication skill improvement is essential and need to be continued.
- 3) The opportunities for cooperation and communication with shipyards outside Java are still not well explored. The plan to increase the number of students must be immediately followed by expanding the cooperation network with industry as a place for internships and absorption of graduates.
- 4) That there is a need for human resource development in the shipbuilding industry which needs to be anticipated by PPNS, both in the form of further study program as well as training and certification.

- 5) PPNS has received many inputs for GEDSI program (Gender Equity, Disability, and Social Inclusion). It takes an entire campus, from administration, infrastructure, and academics, to create a welcoming, safe, and inclusive environment. Student accessibility and inclusive learning issues should be considered at all levels.

7. Any Other Comments

1. Please feel welcome to share any other comments about the Skills for Prosperity Programme.

There are some indirect impacts from the project for PPNS:

- Another 8 study programs in PPNS have achieved “Excellent Accreditation” from National Accreditation Body LAM TEKNIK in 2022 (Total 10 out of 16 study programs in PPNS got Excellent rank)
- PPNS achieved higher status as Badan Layanan Umum (BLU) / Public Service Entity, so PPNS have more independence in managing the institution.
- Top 5 of the best Polytechnic in Indonesia (among 300 polytechnic) based on Webometric (Increase from Rank 6 in 2020 to Rank 5 in 2023)



International
Labour
Organization

ILO Kantor Jakarta

Gedung Menara Thamrin Lantai 22
Jl. M. H. Thamrin Kav. 3
Jakarta 10250

www.ilo.org/jakarta