



# Sustainable Tourism Education Development (STED)

Country/region  
Indonesia

Executing agency  
Swisscontact

Project duration  
2018 – 2022

Budget  
CHF 3,900,000

## Rationale

Tourism is a key socio-economic sector for many countries, including Indonesia. It is a vital contributor to job creation, poverty alleviation, environmental protection and intercultural understanding. Globally, tourism accounts for around 10% of global GDP, 30% of world service exports and has vast potential in terms of economic development and job creation, accounting for one out of every eleven jobs worldwide. Benefitting from its rich tourism endowments, Indonesia has the potential to develop a world-class tourism industry.

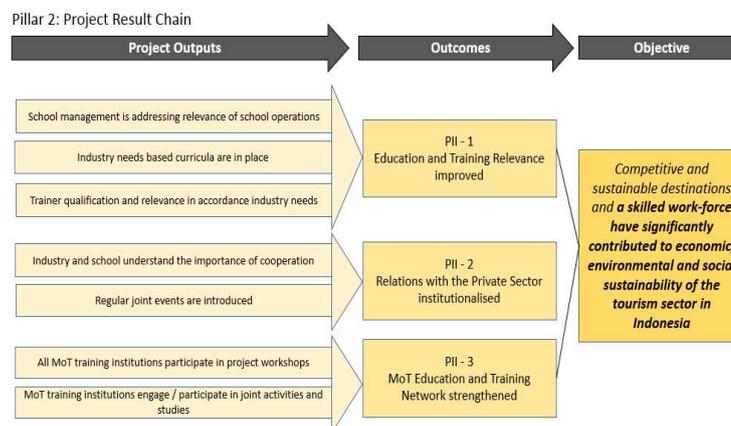


Students being trained at Lombok Tourism Polytechnic, Lombok, West Nusa Tenggara Province (© STED)

In the 1970s, Switzerland supported the Indonesian Government in establishing Indonesia's first hotel school, which is now known as the STP Bandung (Bandung Institute of Tourism). Today, STP Bandung remains regarded as one of Indonesia's most prestigious tourism schools. Based on this engagement, when the government announced its plans to accelerate the development of ten priority tourism destinations in a sustainable manner in 2016, the Swiss Government also received a new request to support skills development in tourism. With a long history of Swiss support and expertise in supporting regional tourism development, Sustainable Tourism Development in Indonesia (STDI) programme was initiated with the goal of boosting the competitiveness and sustainability of priority tourism destinations while also strengthening the tourism workforce in Indonesia.

## Objectives and activities

STED project is an integral part (pillar 2) of the STDI programme. The project aims to build a better qualified workforce with relevant skills for tourism sector. Main beneficiary of the project is a tertiary vocational tourism education institute called Politeknik Pariwisata Lombok (*Tourism Polytechnic of Lombok* or PPL).



STED is assisting the PPL in ensuring the skills and quality of the school's graduates to meet industry needs and requirements. It will do so by: (1) improving the curricula and teachers' qualification, and (2) by bringing the industry and schools closer together so that the school and industry can support each other. While the school would primarily benefit Lombok destination, the broader Indonesian tourism sector and vocational education and training system will also benefit from the project's results through strengthened network of tourism institutions under the Ministry of Tourism. STED's approach is based on best practices taken from the Swiss dual vocational education training system, which has been adapted into a "dual like" system to accommodate local needs.

### **Governance structure**

Swisscontact, a Swiss non-governmental organization, was chosen as the project's implementation agency following a public tender. Swisscontact has been appointed to implement the project and ensure the school's management standards in collaboration with the Swiss Hotel Management Academy Lucerne SHL. Coordination and the project work plans are discussed at semi-annual Steering Committee meetings.

### **Results to date**

Indonesia has been suffering from skills mismatch with the majority of graduates lacking the necessary skills to enter the workforce. STED project in this context, aims to produce graduates with relevant skills that are in line with the needs of modern tourism in order to contribute to the sustainable growth of the tourism sector and increase participation of individuals from the eastern region of Indonesia in the tourism workforce. In 2020, PPL just had its first batch of graduates, where all graduates managed to attend national competency assessment which involve industry participation.

Due to the outbreak of COVID-19 pandemic, 2020 has been one of the most challenging years for Indonesia's education and tourism sector. Despite setbacks experienced during the pandemic, the project continues to offer effective competency-based vocational education that reflects the changing business and vocational educational environment, as well as the evolving needs of the tourism sector following COVID -19 for the PPL.

While efforts to build capacity of school management are steadily done, the project has coined significant progresses in terms of curriculum development through utilization of an industry-based approach of Developing a Curriculum (DACUM) method. STED progresses has since received appreciation from tertiary education providers, the private sector and vocational high schools (SMKs) as well. In line with STED's good practices in technical and vocational education, the project is positioned to play an enabling role in the development of individual and institutional capacities by adopting a facilitative approach, assisting PPL in taking the lead and developing their own brand and reputation.

At the industry level, STED project encourages the strengthening of tourism industry associations in order to facilitate a more coordinated industry representation in tourism vocational education and training's public-private dialogue. Mechanisms to manage the interface with industry include the establishment of a tourism advisory board with the aim to provide forums for multi-stakeholder dialogue and policy debate which will be a key focus of activities in 2021.