



Sustainable Tourism Education Development (STED)

Country/region
Indonesia

Executing
agency
Swisscontact

Project duration
2018 – 2022

Total 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 vast potential in terms of economic development and job creation, representing 1 in 11 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)

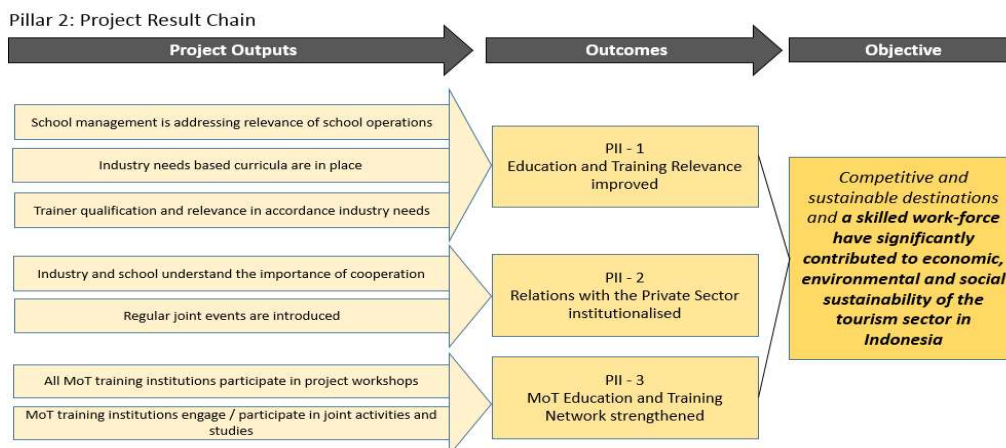
In the 1970s, Switzerland supported the Indonesian Government to establish the first hotel school in Indonesia, now called the STP Bandung (Bandung Institute of Tourism). STP Bandung remains one of the most respected tourism schools in Indonesia today. Looking at past experience, when the government announced its plans to accelerate the development of ten priority tourism destinations in a sustainable manner in 2016, the Government of Switzerland also received a new request to support skills development in tourism. With long standing Swiss expertise in supporting regional tourism development, Sustainable Tourism Development in Indonesia (STDI) programme was set under premise to increase sustainability of Indonesian tourism sector by improving competitiveness and sustainability of destinations, and strengthening tourism workforce.

Objectives and activities

The Sustainable Tourism Education Development (STED) project is an integral part 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 higher vocational tourism institution called Politeknik Pariwisata Lombok (*Tourism Polytechnic of Lombok* or PPL). STED is assisting the PPL to ensure skills and quality of the school's graduates to match requirements of the industry.

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. The PPL is expected to supply skilled workforce for tourism industries in Eastern Indonesia. 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

approach is based on best practices taken from Swiss dual vocational education training system, which has adapted to meet local context into a 'dual like' system.



Governance structure

Implementing agency of the project was procured through a public tender, which was won by Swisscontact, a Swiss non-governmental organization. Swisscontact has been appointed, and is partnering with the Swiss Hotel Management Academy Lucerne SHL in implementing the project and ensuring standard of the school management. Coordination and the project work plans are discussed at the semi-annual Steering Committee meetings.

Results to date

Indonesia has been suffering from skills mismatch with most graduates are lacking of sufficient skills to enter the workforce. In order to contribute to sustainable development of tourism sector and enhance participation of people originating from eastern part of Indonesia in tourism workforce, STED project expects to produce graduate with relevant skills that are in line with the needs of modern tourism industry. PPL will have its first batch of graduates in 2020, and anticipate to consistently produce around 250 graduates per year.

After completion of inception phase in 2018, 2019 marked the year of STED expansion and its wide range development of products and services. 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.

Important task of ensuring that industry relations are well presented to support tourism skills development has also been a key element of STED project implementation. In 2019, efforts were intensified and consolidated through a range of initiatives; be it by making private sector experts a major source for input for new curricula or part-time training at PPL, or by building capacities of human resource personnel from private sector to better link PPL with modern tourism industry.