



**Indostaff**

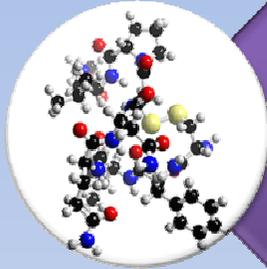
<http://www.indostaff-network.org>

# **Nurturing in the awakening of a new era in higher education management**

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Supartono**

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# Past experience



- In the beginning...there was Unistaff
- 3 “synergetic” modules: Teaching & learning, Organizational development and research management
- The pioneers of Indonesia’s recruited academic staff (1995): Sahid Susanto, Ama Rustama
- Activities up to 2004 (among others): Mini Workshop (1999): Management of Higher Education, Establishment of Alumni Network (2000), Training of University staff Career Development (2000) – UGM ‘ junior staff, Seminar (2001): Tracer Study workshops, Seminar & Workshop: Strategic planning (UKI--2001), Seminar (2002): HRK: Quality Assurance System, Training on Tracer Study (2003)
- **2004 Training of Trainers of UNISTAFF alumni in Witzenhausen → Establishment of formal organization (1<sup>st</sup> Country Coordinator: Hendrawan Soetanto, 2<sup>nd</sup> CC: Sitaresmi Ismangil)**
- 2005-2010: many activities
- Up to 2009 more than 70 alumni

# Continued...

## Unilead

- ... in 2008 – first batch of Unilead with intensive blended learning course in education management (Project Management, Management of Financial Resources and Human Resource Management) – in cooperation with Univ. of Oldenburg

## IDC

- ...and then in 2009 – first batch of International Deans' Course was launched - in cooperation with German Rectors' Conference (HRK), University of Applied Sciences Osnabrueck (Fachhochschule Osnabrück – FHO), Centre for Development of Higher Education (CHE Consult), Alexander von Humboldt-Foundation (AvH).



# A good turning point!

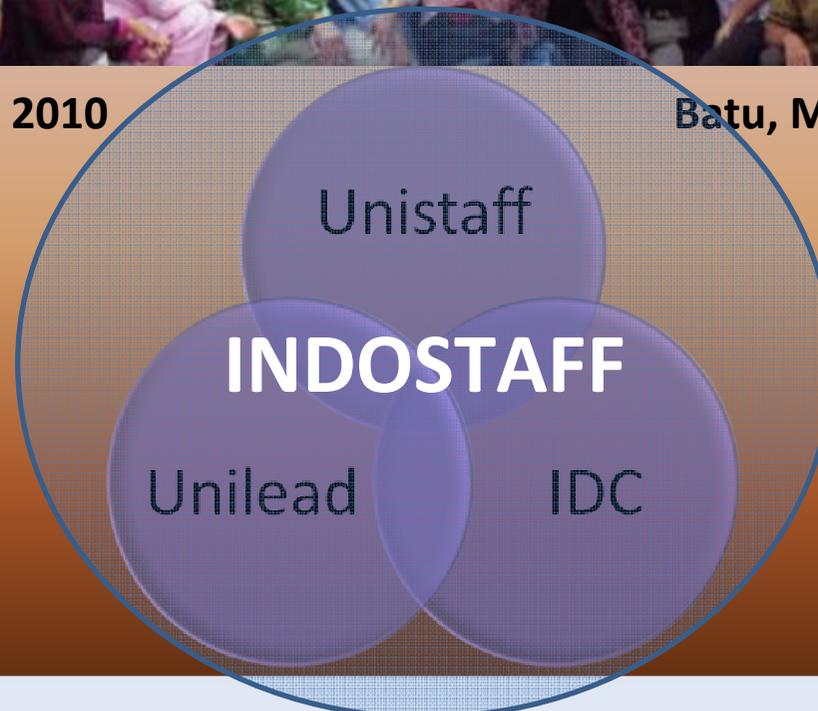


**11 - 14th February 2010**

**Batu, Malang – East Java**

Advisory Board:

- Hendrawan Soetanto
- Dahrulsyah



Presidium:

- Abraham Simatupang
- Setyo Pertiwi
- Wahyu Supartono

Treasurer:

- Setyarini Santosa

# Present condition

- 2010 merger of UNISTAFF, UNILEAD and IDC alumni → INDOSTAFF → Legal-body (e.V.)

## Vision:

To become a contributing network which significantly reinforce efficiency and effectiveness in quality higher education in Indonesia

## Mission:

- To continuously increase the capacity of the members in higher education development.
- To promote principle and value based methods and approaches in the development of higher education
- shared-vision, focus on competency, system approach, and servant leadership oriented on theoretical, practical and behavioural aspects.

## Objectives:

- To accommodate experts, educators, and observers of higher education in Indonesia
- To contribute to acceleration of quality in higher education

# Indonesian Context



## HE-Indonesia at a glance

- HE-institutions : 3,100
- From D1 (non degree) to post graduate programs
- Quality: from non-accredited to world class

- A democratic republic
- An archipelago: ca. 17.300 islands
- 230 mi. inhabitants

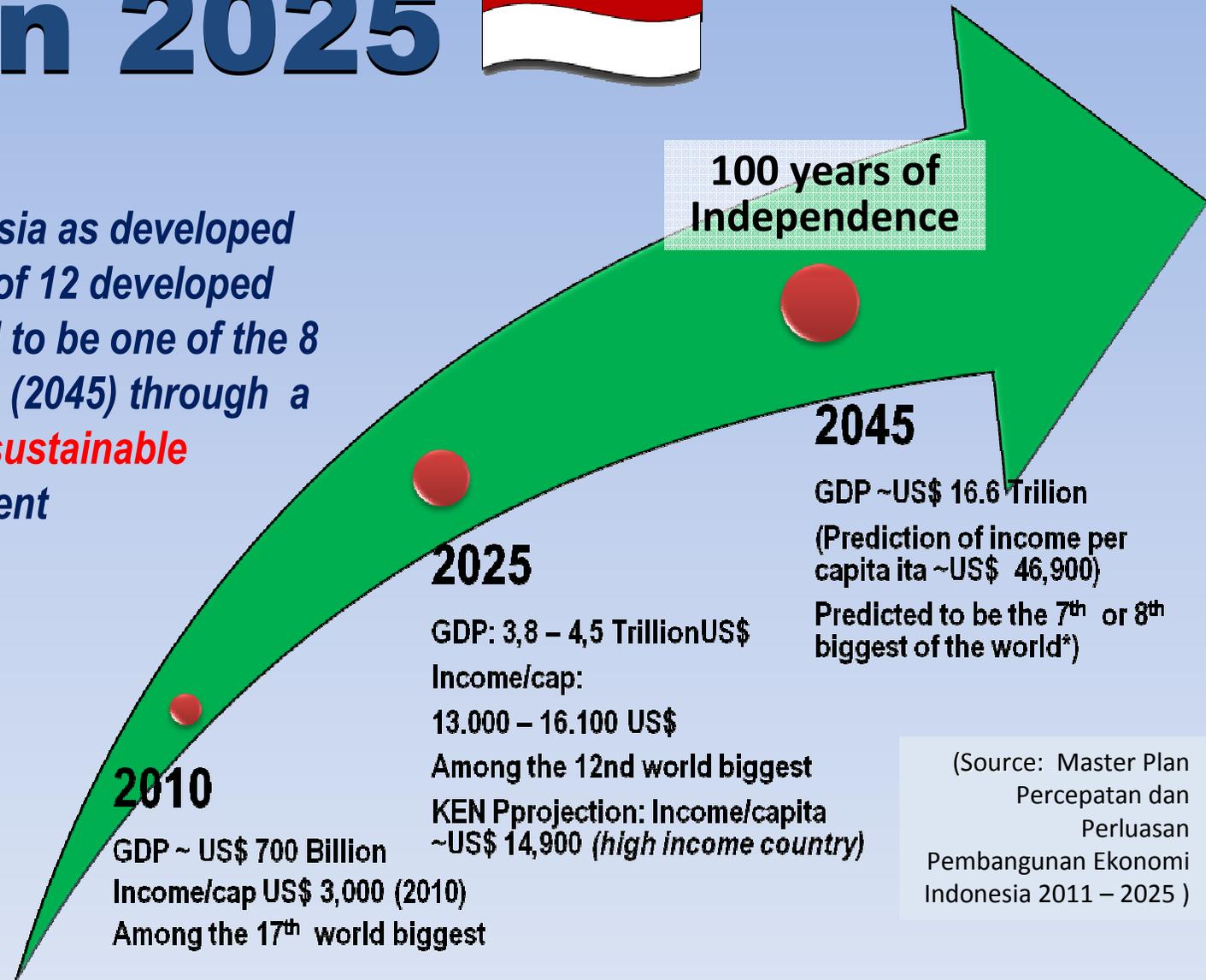
Table1. HDI and rank (2011)

	Indonesia	Germany	Vietnam
HD-Index	0.617	0.905	0.593
Rank	124	9	128

# Vision 2025

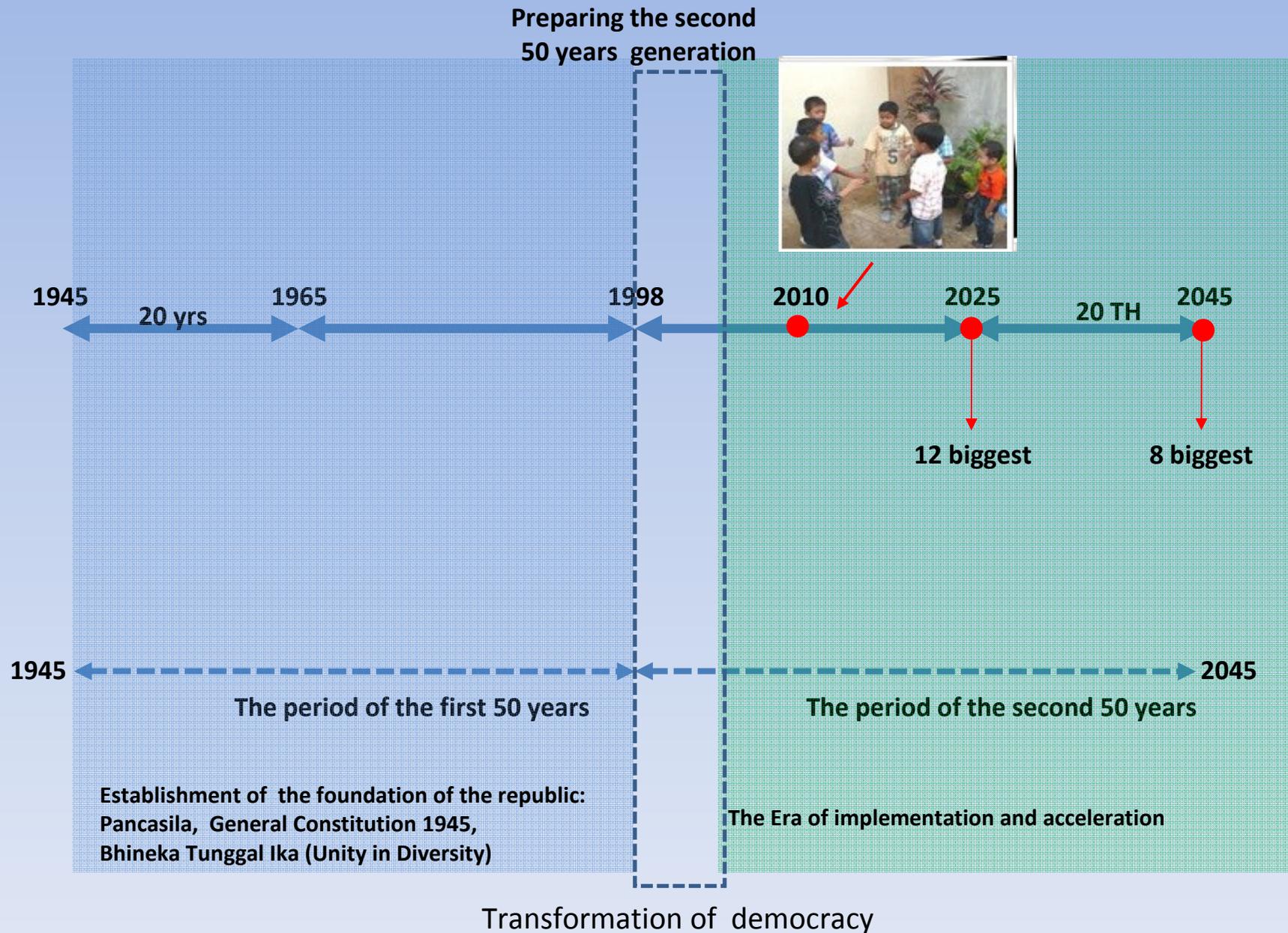


“To leverage Indonesia as developed country – to be one of 12 developed countries (2025) and to be one of the 8 developed countries (2045) through a **high, inclusive and sustainable economic achievement**”



In achieving the goals of the Vision 2025 and 2045 Indonesia needs to prepare a highly competent generation with a readiness to actively contribute for the development of the nation.

# Preparing the Generation of 2045: 100 years of Independence

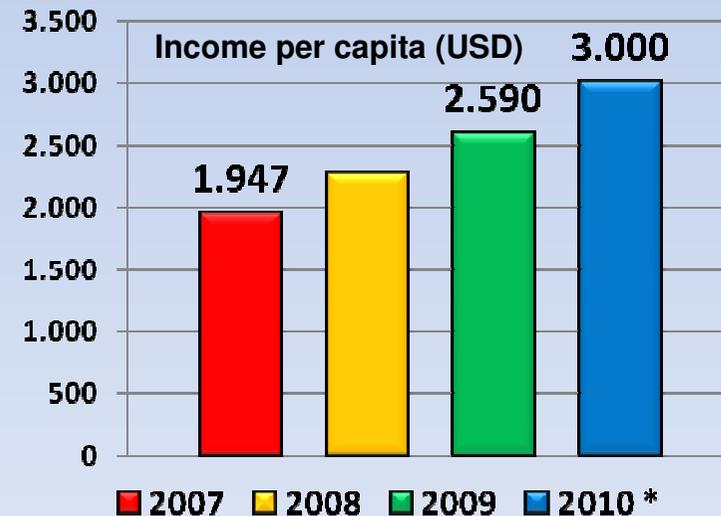
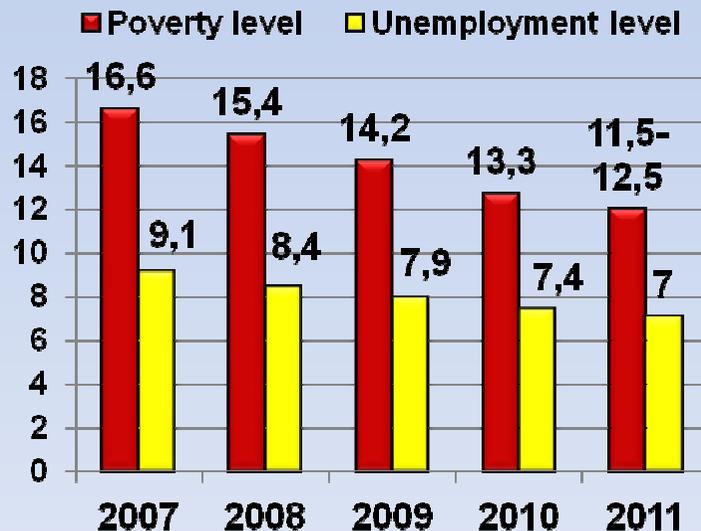


# Three main capitals for national development

## 1. Natural resources

- ✓ Geothermal (first in the world)
- ✓ Coal (second in the world)
- ✓ Tin, Nickel (second and fourth in the world, respectively)
- ✓ Palm oil, rubber, Cacao (first, second, second in the world, respectively)

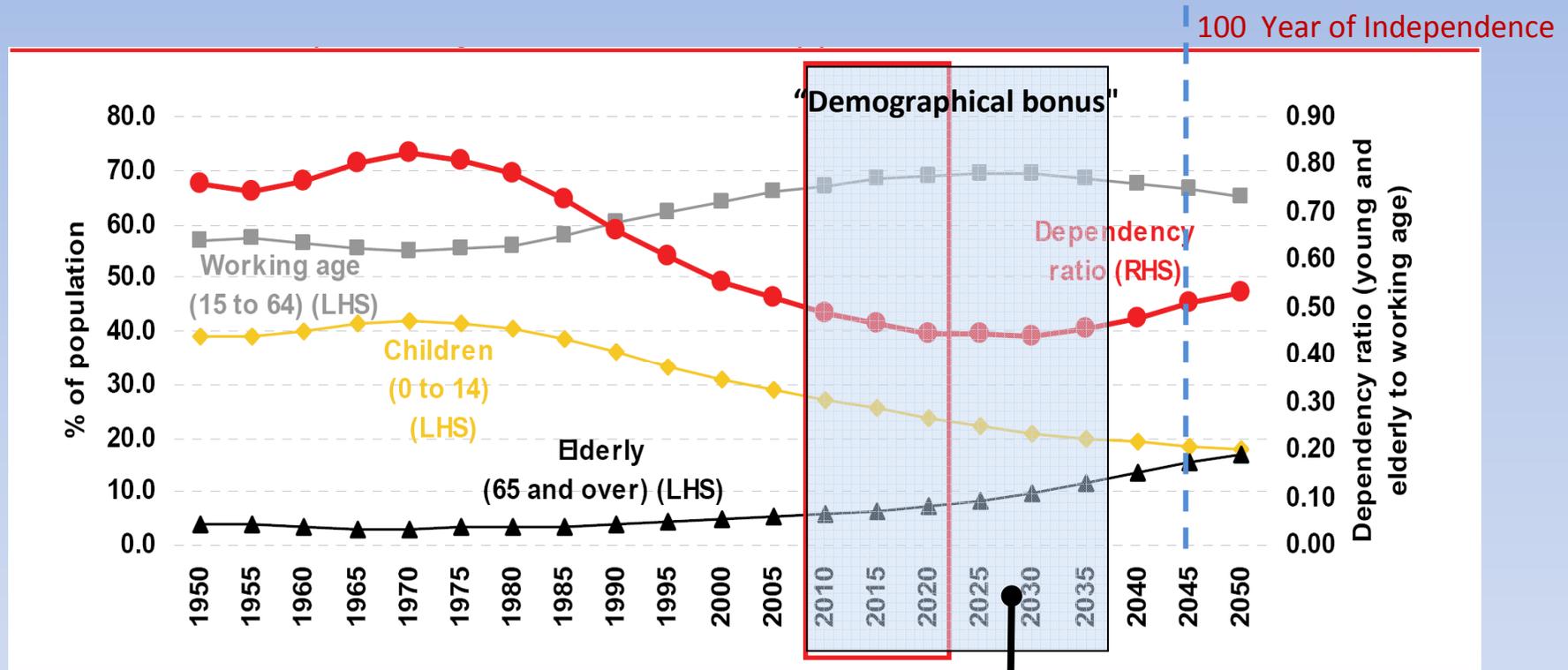
## 2. Experience on development growth



## 3. Human Resource

# Indonesia has a “demographical dividend”

*..a good basis for economic productivity and for domestic market!*



Dependency Ratio is decreasing (2010-2040):

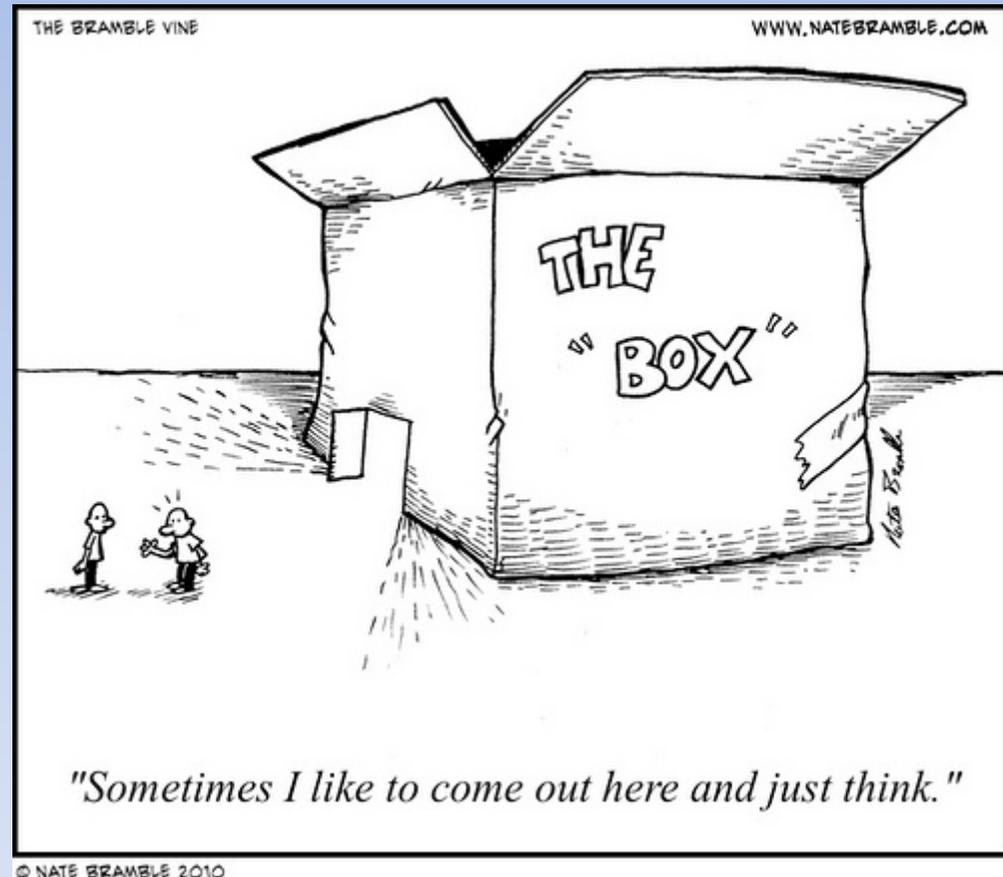
Productive age (~ Demografic Dividen), gives opportunity and high productivity yield → welfare state. HOWEVER this could be a disaster if it is not manage carefully! → Demografic Disaster.

The quality and high competent of human resource are important keywords!

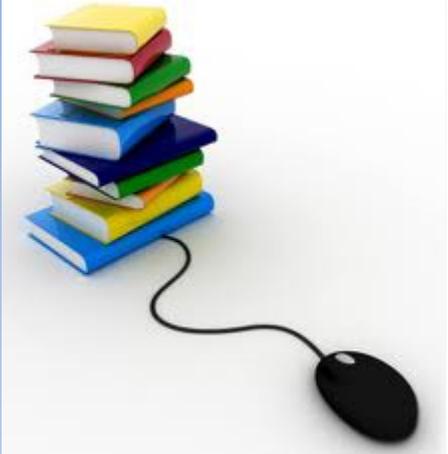
**Education and Health are Key factors!**

# Future challenges

- “Think-tank”
- “Prime-mover”
- “Implementer”



# Master of Higher Education Management (MAHE)



- INDOSTAFF initiated the establishment of Master of Higher Education Management (MAHE) → Academic papers to DGHE → MoE decrees to 4 universities (UI, IPB, UB, UGM).
- UI and IPB: preparation phase
- UGM and UB: implementation phase
- Keynotes from Yogya's discussion (18 Nov. 2011):
  1. Incentives for the study-programs/faculty
  2. Scholarship scheme for the students
  3. Internship among the implementers
  4. Internship to overseas for selected students (ASEAN, Australia, European universities)

# Proposed Themes of Activities

- Promoting Gender Equity Perspectives in Indonesian Higher Education
- Knowledge Sharing of Indostaff's Experiences on Indonesian Higher Education Management:
  1. Book publishing (in bahasa Indonesia and English)
  2. Training
  3. Seminar
  4. Consultancy

# Background: Global Issue

- The global economy and the knowledge acquisition capacity of country's human resources
- Roles of Higher Education Institutions in Cultural transformation:
  - 1) providing social/political equality in academia;
  - 2) creating opportunities for equitable employment and advancement in universities;
  - 3) providing opportunities for affirmative action and proportionate representation of women academics and professionals
- Growing participation by women has been a major driver of growth in college and university programs worldwide
- Yet, women advance more slowly into academic leadership positions (Graduate Management Admission Council, 2008)

# Background: Indonesian Issue

- Critical Issues (Law No.20,2004, National Education System):
  - 1) equitable access to education is still low,
  - 2) the low quality and relevance of education,
  - 3) education is still poor management, and
  - 4) the realization of independence and excellence in science and technology in academic circles is still low
- MDG's third goal, i.e. increasing gender equity and empowering women
- Presidential Determination No. 9, 2000 on Gender Mainstreaming
- In 2008, Human Development Index of Indonesia is 71.17 and Gender Development Index of Indonesia 66.38. It means that the disparities of quality of life between men and women still exist

# Gap between Existing Condition vs. Intended

Existing Condition	Intended
HE enrollment rates only reached 18 percent of the entire population of Indonesia; the enrolment rate of girls 8.3% still represented in smaller proportions than boys 9,2%. (2003)	Improving the enrolment rate of students (men and women) that fit with employment opportunities
In engineering area women are only 12% of the undergraduate students, while in education is over 40% (2006)	Improving proportional students (men and women) in all area studies
The open unemployment Age 20-24 years: Male 1,513,157 (59.21%) and women 1,042,424 (40.79%) (2011)	Decreasing open unemployment for HE students
Quite a number of women become educators in HE institutions; but its percentage is far lower than that of men; Continuing underrepresentation of women in higher education management.	Promoting women in higher education academic profession and management

# Problems

## Sex Segmentation

- Different segments based on gender-defined tasks, roles and responsibilities
- Women are employed for specific tasks
- Women underrepresented in faculty and fewer in administrative positions (key)
- Career and Professional development not positively sought as is socializing, networking
- Also low self confidence and self aspirations

## Power & Inequality

- Double work burden in academic and domestic work
- Women not keen to apply for promotions as this would have detrimental effect on their family life—social disapproval
- Promotion with mobility not supported by husbands

## Mindset

- Gender bias (HE institution, community level and family level)
- People Perception
- Traditional perceptions of the roles and capabilities of women & patriarchal climate of universities
- Lack of university policy and practice to encourage women into take on senior level positions and responsibilities- leading to under representation of women in senior positions
- Institutional and cultural stereotyping which reinforce women's feelings of isolation

# Approach

## SURVEY/MAPPING

- Describe men and women's roles, task and responsibilities in Higher Education (students, educators, management)
- Reveal sex segmentation and gender bias
- Link power and gender differences in the HE to employment opportunities data

## IMPLEMENTATION

- Link gender analysis to program objectives
- Build the capacity of HE institution to recognize gender constraints and opportunities
- Build programs for: (1) parents, (2) students, (3) educators, (4) management and leadership

# Goals

- Increasing aspirations and motivation to enter HE among young people (boys and girls) in secondary level that are gender aware
- Increasing the attainment of HE students that fit with employment opportunities
- Increasing students' aspirations to attend HE and to apply in Career academic that suitable with their ability
- Improving promotion and career academic of educators
- Improving promotion of women academic profession in management (structural)

# Promoting Gender Equity Program in Higher Education

Timeline	Q1- H2 FY12	Q2 - H2 FY12	Q3 - H2 FY12	Q3 - H2 FY12
<b>Activities</b>				
	<b>Indostaff level</b> Develop modules/ tools	Gender Awareness Training	Build Gender Equality Program hat fit with HE needed	
<b>Human Resources of HE</b>	Training and Services for students	Training for Educators	Training for Management and Leadership	Evaluation
<b>Indicators</b>	<u>Outputs</u> <ul style="list-style-type: none"> <li>Indostaff received training on gender analysis to HE policy</li> <li>Indostaff build program for Gender equality perspective in HE</li> </ul>		<u>Outcome</u> <ul style="list-style-type: none"> <li>Number of students trained</li> <li>Number of educators trained</li> <li>Number of manager and Leaders in HE trained</li> </ul>	
<b>Resources</b>	<u>Indostaff Resources</u>		<u>Partners/Clients:</u> <ul style="list-style-type: none"> <li>training</li> </ul>	

Vielen dank fuer Ihre Aufmerksamkeit!

