



Indostaff

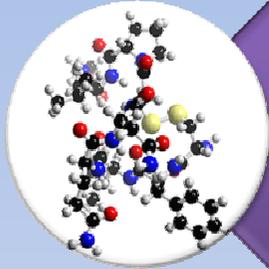
<http://www.indostaff-network.org>

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

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Supartono**

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Bonn, Germany

Contents



Past experience



Present condition



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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 (1st Country Coordinator: Hendrawan Soetanto, 2nd 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!

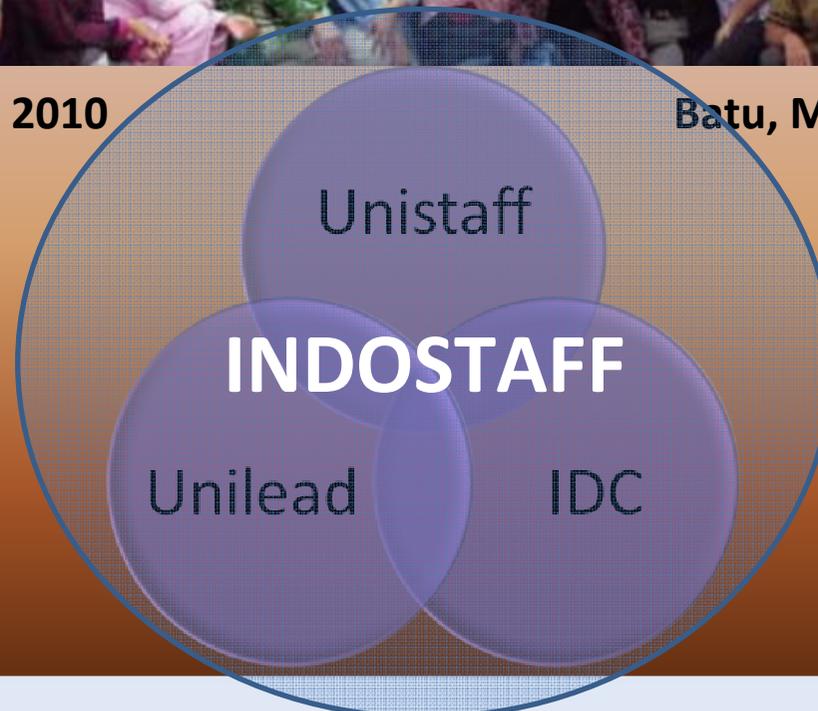


11 - 14th February 2010

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

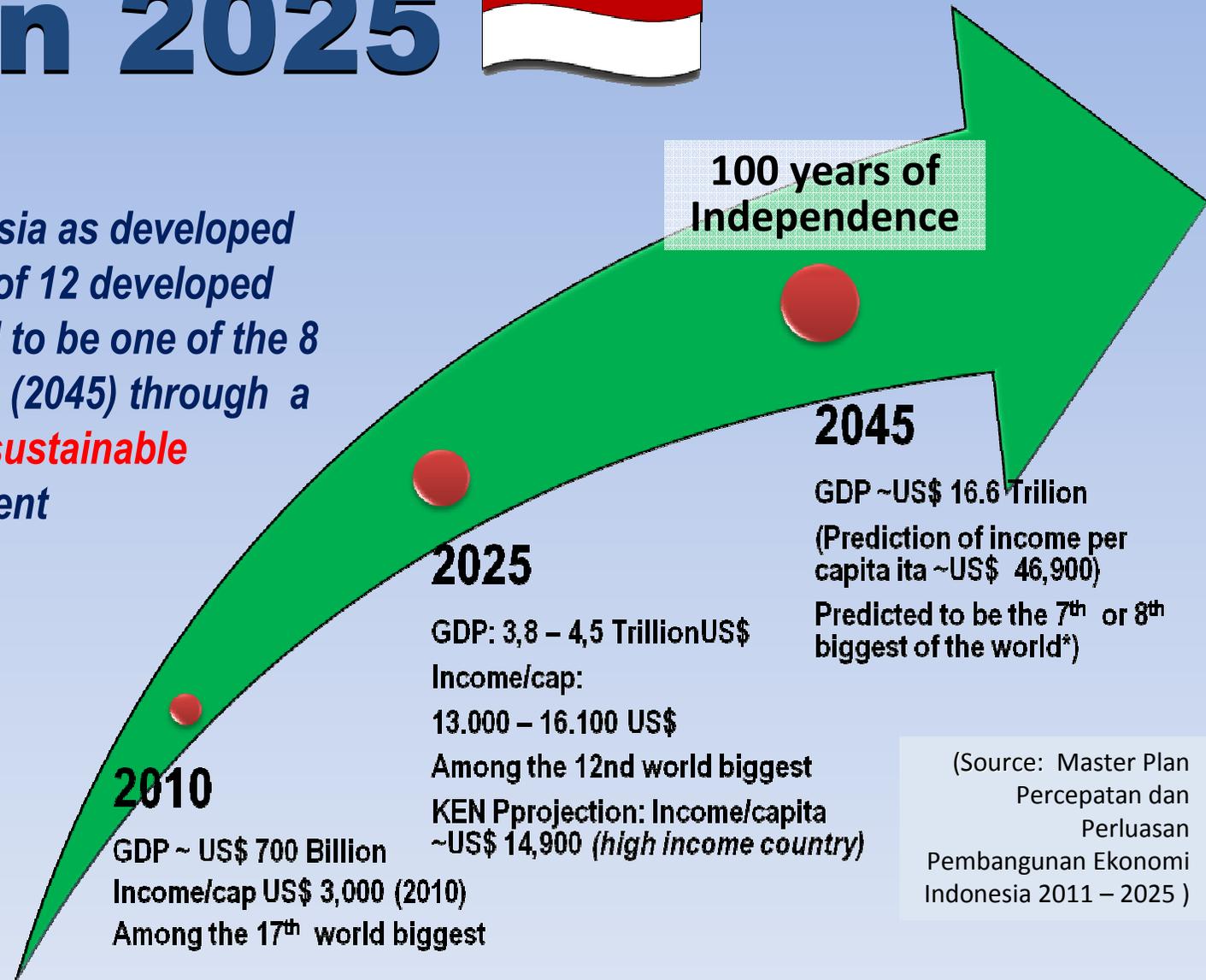
Table1. HDI and rank (2011)

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

Vision 2025

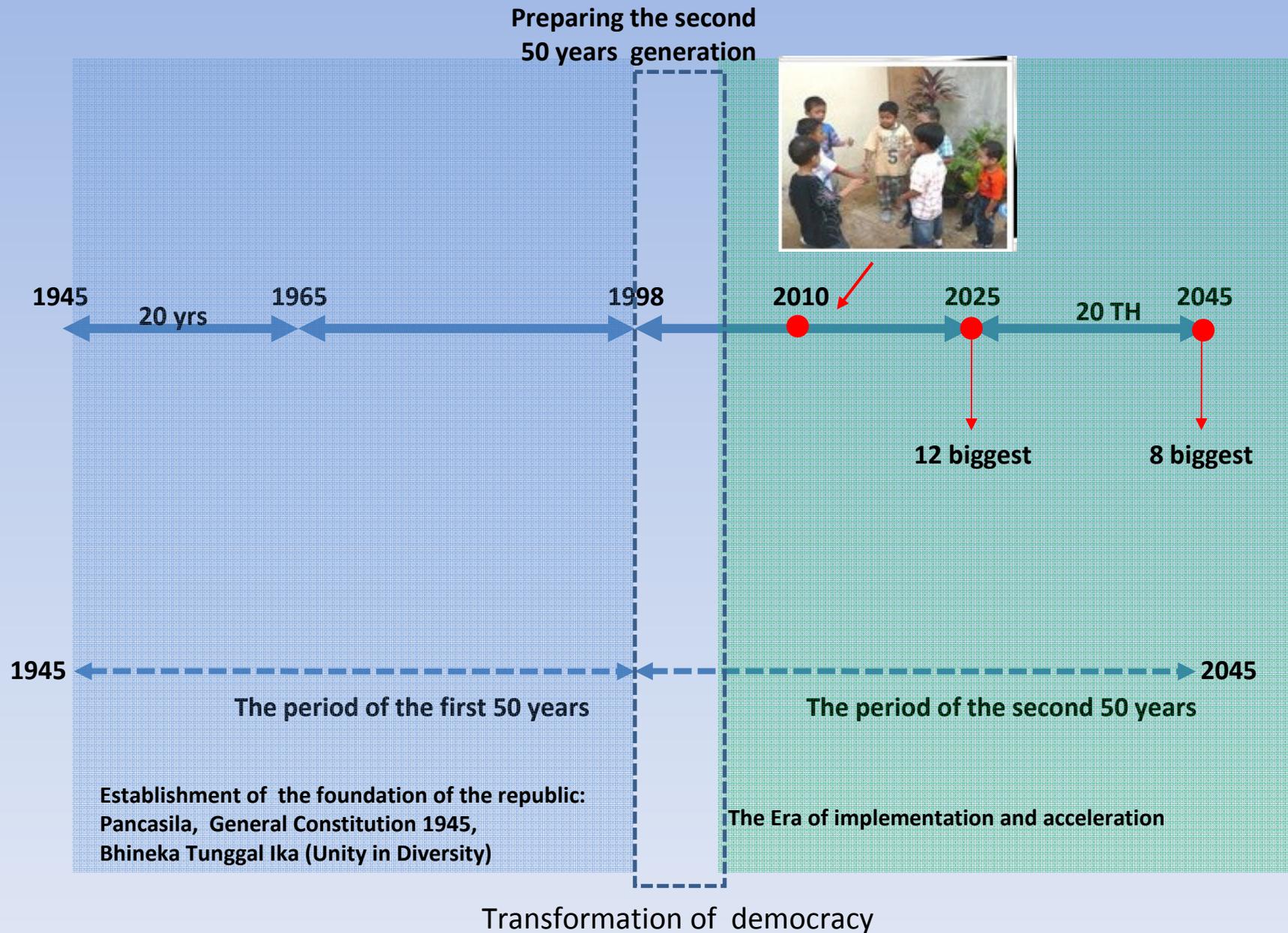


*“To leverage Indonesia as developed country – to be one of 12 developed countries (2025) and to be one of the 8 developed countries (2045) through a **high, inclusive and sustainable** economic achievement*



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

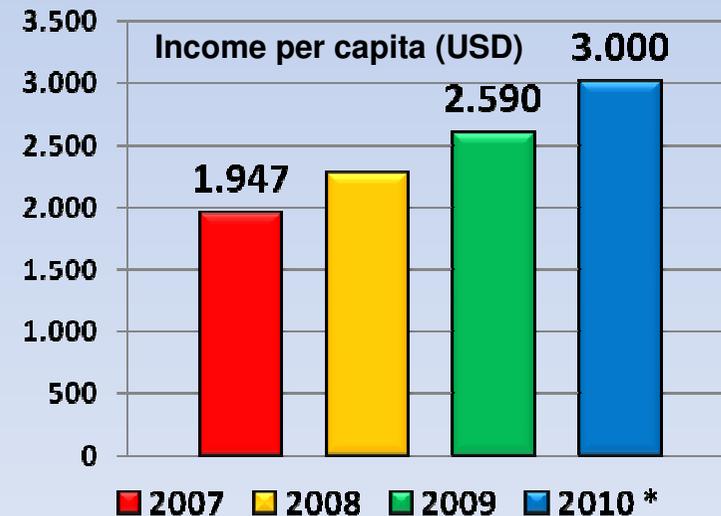
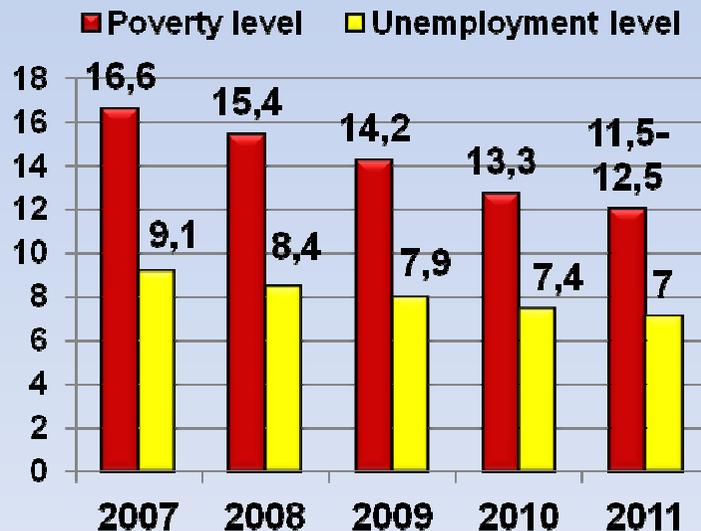


Three main capitals for national development

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)

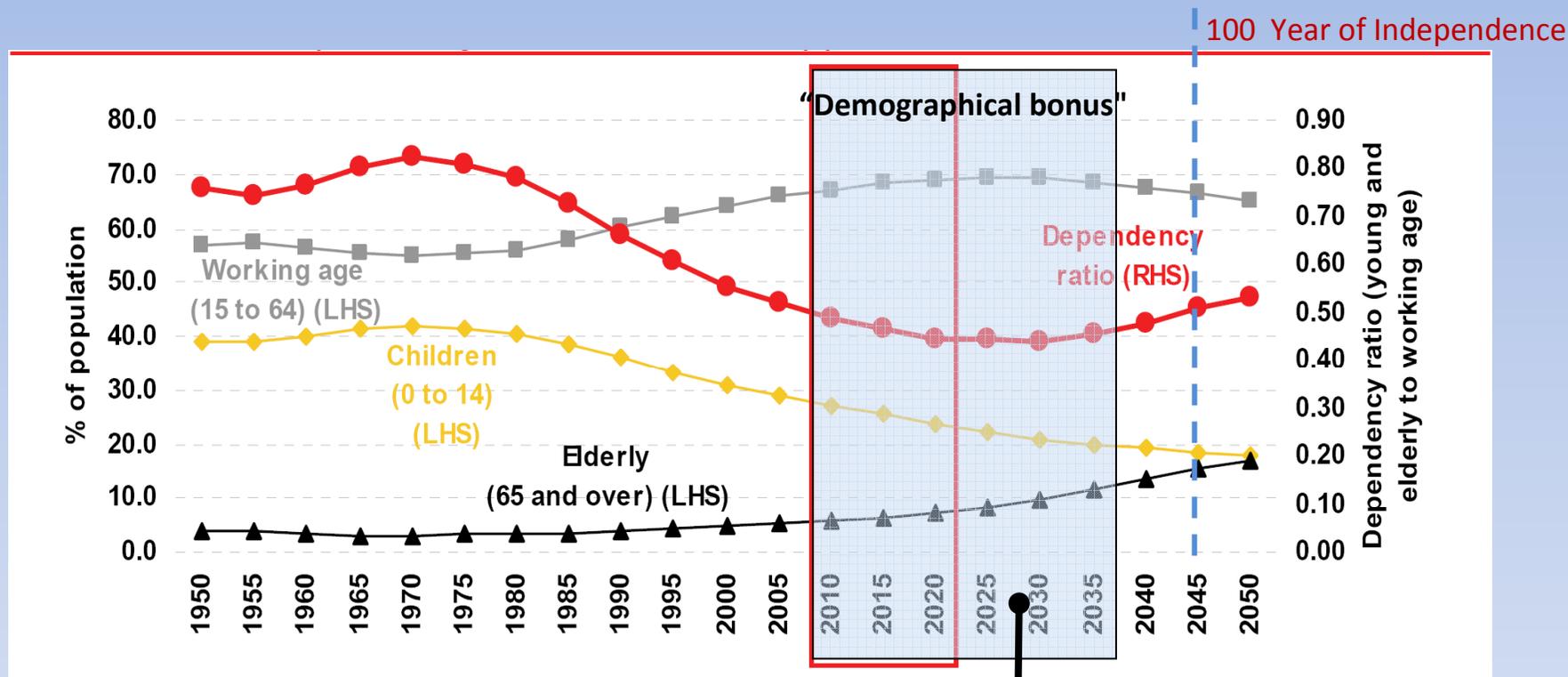
2. Experience on development growth



3. Human Resource

Indonesia has a “demographical dividend”

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



Dependency Ratio is decreasing (2010-2040):

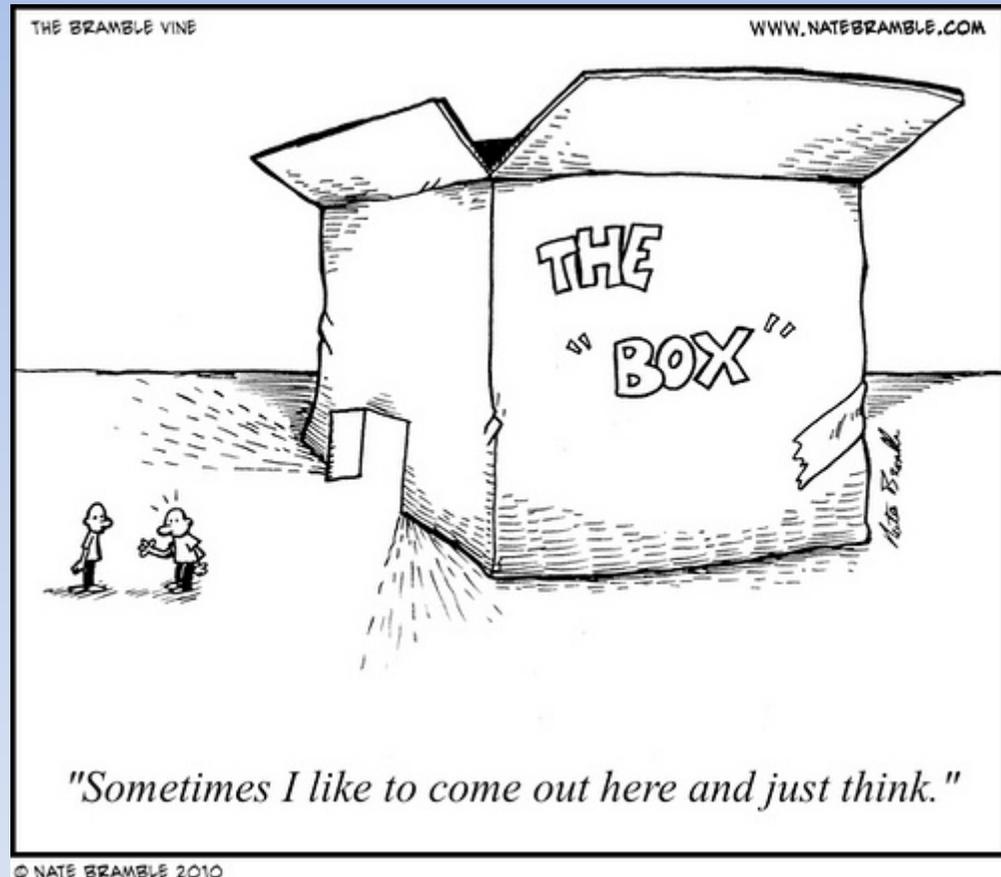
Productive age (~ Demografic Dividen), gives opportunity and high productivity yield → welfare state. HOWEVER this could be a disaster if it is not manage carefully! → Demografic Disaster.

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

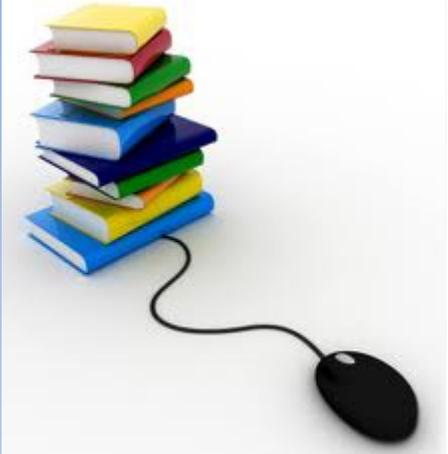
Education and Health are Key factors!

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

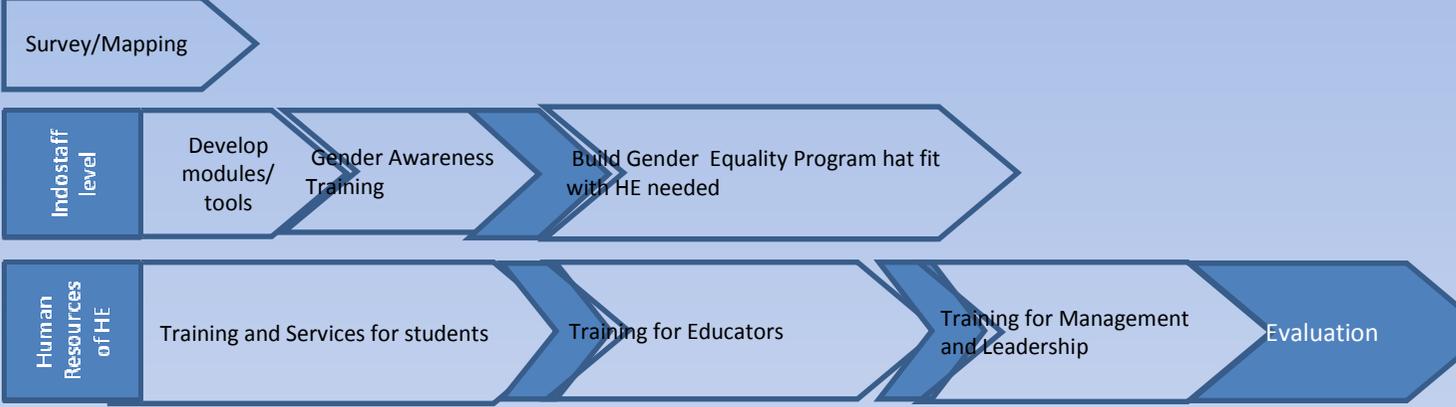
- Link gender analysis to program objectives
- Build the capacity of HE institution to recognize gender constraints and opportunities
- Build programs for: (1) parents, (2) students, (3) educators, (4) management and leadership

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	
Activities					
	Indostaff level	Develop modules/ tools	Gender Awareness Training	Build Gender Equality Program hat fit with HE needed	
Indicators	Outputs <ul style="list-style-type: none"> Indostaff received training on gender analysis to HE policy Indostaff build program for Gender equality perspective in HE 		Outcome <ul style="list-style-type: none"> Number of students trained Number of educators trained Number of manager and Leaders in HE trained 		
	Resources	Indostaff Resources		Partners/Clients: <ul style="list-style-type: none"> training 	



Vielen dank fuer Ihre Aufmerksamkeit!

