



USAID | INDONESIA

FROM THE AMERICAN PEOPLE

HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

HELM Quarterly Report April – June, Second Quarter 2013



Contract No. AID-497-C-12-00001
Implemented by: Chemonics International Inc.

July 2013

This publication was produced for review by the United States Agency for International Development. It was prepared by Chemonics International Inc.

Table of Contents

HELM Project Abbreviations, Acronyms, and Glossary	3
Executive Summary	4
I. Program Overview	6
II. PMP Update: Performance against Indicators.....	7
III. Technical Discussion.....	9
IV. Cross Cutting Discussion.....	15
VI. Up-coming Activities: Third Quarter 2013 (Jul-Sep)	21
Annexes	24

HELM Project Abbreviations, Acronyms, and Glossary

ACER	Australian Council for Education Research
ARP	Action Research Program
BIC	Business Innovation Center
Bidikmisi	Beasiswa pendidikan Mahasiswa miskin (scholarship for disadvantaged students)
CC	Community Colleges (AK akademi komunitas)
DIKTI	Direktorat Jenderal Pendidikan Tinggi (director general of higher education)
GOI	Government of Indonesia
HE	Higher Education
HEI	Higher Education Institution
HELM	Higher Education Leadership and Management
JBS	JBS International Inc
LPDD	Education Endowment Fund Trustee
LPPM	Research and Community Service Office
KADIN	Chamber of Commerce
MoEC	Ministry of Education and Culture
NSSE	National Survey of Student Engagement
PAG	Project Advisory Group
PMP	Project Management Plan
QA	Quality Assurance
SAS	Self Assessment Survey
SOW	Scope of Work
STTA	Short Term Technical Advisor
RFP	Request for Proposal
ToR	Terms of Reference
UKy	University of Kentucky
USAID	U.S. Agency for International Development
USG	United States Government

Executive Summary

In the second quarter of 2013, USAID, via the Higher Education Leadership and Management (HELM) project, has continued to strengthen its commitment to higher education in Indonesia and to the coalition of HELM partner agencies. Strong relationships between all levels of the HELM team and the Directorate General of Higher Education (DIKTI), as well as with the partner institutions, are the foundation for the transformational changes underway. Some of these changes include, but are not limited to, advancing women in leadership, focusing training toward future industry needs, and professionalization of administrative practice. Based on the solid foundation of the HELM research studies that were initiated during the first year of project activity, and given the opportunities presented by the higher education law that was passed a year ago, the HELM capacity development program has been able to remain nimble and responsive to the needs of the Higher Education (HE) sector in Indonesia and open to the exploration and implementation of innovative ideas for the future.

The project's participatory capacity development programs not only developed the managerial capacity of university leaders but also provided a channel for sharing information, focusing on the specific needs of Higher Education Institutions (HEIs) in Indonesia and providing insight into areas where the HELM project might improve performance and continue to exceed contractual expectations.

HELM is pleased to report 329 people (98 women), mid- to high-level leaders from partner HEIs, participated in capacity development activities in the second quarter of 2013. This far exceeds the Year 2 target of 75 participants outlined in the 2013 Project Management Plan (PMP). HELM is on track to meet or exceed all PMP targets set for the second year of the project.

HELM events during the second quarter included three summative meetings which bring a close to the first series of training cycles. The titles of the summative meetings were: "Integrating Data for Higher Education Management," "Improved Procurement of Goods and Services," and "Women's Leadership in Higher Education." In addition, two collaborative forum events—"Student Loan Modeling" and "Presentation of Action Research," a Project Advisory Group (PAG) meeting, and a regional workshop on "Collaboration with Local Private Sector" were implemented this quarter. These events were well received, informative, and attained the anticipated objectives, while at the same time providing lessons learned. Other HELM activity this quarter included progress toward the formulation of a strategy to support DIKTI in their development of community colleges and streamlining the process for selection of three universities where HELM will support graduate programs.

HELM improved its Monitoring and Evaluation (M&E) systems by updating the event surveys (pre- and post-test as well as evaluation forms) to ensure that templates are relevant and responsive to data needs and provide timely results. Many points of feedback have already been implemented to ensure the continual improvement of Year 2 events, such as better communication regarding the action plans and more effective support to networking among participants and institutions. Additional feedback will be compiled to inform activity planning and in the Year 3 work plan. Planning for the baseline leadership assessment (using the international Harrison Assessment) and initial planning for the labor demand study were also moved forward during this quarter.

HELM was pleased to welcome the USAID mission director to the newly expanded HELM office; program activities were showcased and the overall higher education context in Indonesia was discussed. During the quarter, HELM also welcomed the senior vice president, the project director and a financial manager from the Chemonics home office. HELM facilitated technical support visits by the three program advisors and other local and international consultants to enhance program activities. Ten of the 25 partner institutions were visited by the chief of party and other specialist level staff to support technical activities and to promote strong partnerships. The close contact with colleagues at DIKTI was maintained, ensuring that collaborative relationships remained positive and communication channels remained active in support of strong HELM activities and solid progress. HELM is pleased to report a strong second quarter of 2013.

I. Program Overview

The USAID/HELM project, contract AID-497-C-12-00001, was awarded to Chemonics International on November 28, 2011. Chemonics implements HELM with support from partners: the Indiana University Alliance; JBS International Inc., Aguirre Division; and the University of Kentucky (UKY). The five year project was designed to support Indonesia's Higher Education (HE) sector in increasing its quality and relevance through improved focus on administration and management capacity. In partnership with the Ministry of Education and Culture (MOEC) and DIKTI, HELM will provide technical assistance, training, and additional support to strengthen the leadership capacity and increase effectiveness in the following four core management areas:

1. General administration and leadership
2. Financial management
3. Quality assurance
4. Collaboration with external stakeholders

HELM works in close collaboration with DIKTI and partners with 25 Indonesian HEIs. The program is designed to address the USAID Education sub-intermediate result, "increased management capacity of Indonesian Higher Education Institutions" which contributes to the intermediate result "improved quality of higher education" under the over-arching assistance objective: "students better prepared for success in learning and work."

HELM has five program components dedicated to increasing the capacity of HEIs to achieve the government of Indonesia's goal to increase access to, and the quality of, higher education. These components are as follows:

- Component A: Provide analytical support for strategic planning and policy analysis at DIKTI
- Component B: Design technical assistance approaches to achieve effective implementation of key reforms across the system, in coordination with DIKTI and maximizing opportunities to internalize best practices with the existing HE system
- Component C: Provide technical assistance to increase management capacity and improve performance at the institution level
- Component D: Strengthen graduate-level programs in HE leadership and management in Indonesia
- Component E: Provide timely technical assistance to DIKTI to support DIKTI's creation of community colleges that would serve as models to be emulated by other community colleges as the system expands.

This quarterly progress report provides an update on progress towards Project Management Plan (PMP) targets as well as by overall program deliverables and the associated capacity development goals. The report is organized by component and then by activity with achievements, challenges, and solutions that fall under each component. It then reports on HELM operations and provides an insight into anticipated program activities for the up-coming quarter.

II. Performance Monitoring Plan Update: Performance against Indicators

During the second quarter of 2013, HELM successfully provided training for 329 participants representing all partner institutions. This brings the year-to-date total to 543 participants and the life of project total to 742 thereby exceeding both Y2 PMP targets and overall Life of Project (LOP) targets for this indicator. Targets will be reviewed and updated after the work planning meetings in August when Y3 activities are in place so more accurate targets can be put in place.

During the second quarter, HELM also gathered data for the new self-efficacy indicator (No. 3) that was approved by USAID during the first quarter: proportion of females who report increased self-efficacy at the conclusion of USG supported training/ programming. This is a standard USAID indicator to document gender impact. The HELM data indicates that out of 74 women who attended summative meetings, all were asked to participate in the survey, only 66 responded. The evaluation results showed that 89 % of the 66 women respondents reported an increased self-efficacy.

Table 1: HELM Project Indicators —both USAID Standard Indicators and Custom indicators designed by HELM

No.	HELM Project Year 1 PMP Results Indicator	Disaggregation	Data Source Frequency	Targets for Year 2 and LOP	Results at end of Yr.1, 2012	Results as at Quarter 1, 2013	Result as at Quarter 2, 2013
1	Number of host-country individuals trained in Indonesia as a result of USG investments involving higher education institutions (standard)	Region Type of HEI Focus of training, Gender	Source: HELM program and HEI Partner records, attendance sign in sheets, and TraiNet records Frequency: Quarterly	Y2: 75 LOP: 625 People trained	199 participants trained in Y1.	214 Participants (88 Women)	329 Participants (98) women)
2	Number of USG assisted host country policy development and reform activities utilizing host-country HEIs (standard)	Region Type of HEI Type of policy or Reform or core management area	Source: HELM program records Interviews w/HEI staff Frequency: semi-annually	Y2: 3 LOP: 25 Reform activities	6 reform activities completed in Y1.	1 policy dialog (Autonomy forum) 2 policy discussion papers (CC, Student Loans)	1 policy dialog (student loan forum)
3	Proportion of females who report Increased self-efficacy at the conclusion of USG supported training/ programming. (standard)	Region Type of HEI	Source: HELM summative meeting evaluation documents Frequency: each summative meeting, compiled quarterly	Y2: 20 percent LOP: n/a	Commences Year 2	No summative meetings held in Q1	89 % (66 women completed the self-efficacy)
4	Number of public diplomacy opportunities highlighted	N/A	Source: Media Frequency: At time of event or activity. Reviewed quarterly	Y2: 3 LOP: 15 events	Y1: 4 Events	2 Events (Women Leadership workshops: Jogyaakarta and Surabaya)	1 Event (Women Leadership summative meeting)

No.	HELM Project Year 1 PMP Results Indicator	Disaggregation	Data Source Frequency	Targets for Year 2 and LOP	Results at end of Yr.1, 2012	Results as at Quarter 1, 2013	Result as at Quarter 2, 2013
5	Number of USG-supported organizational improvements that strengthen the institutional capacity of host-country higher education institutions (standard)	Region Type of HEI Core management area	Source: HEI Self-Assessment Survey (SAS), administered by HELM and by HEIs themselves Frequency: Annually beginning in Y1 for the baseline Note: the SAS was listed as 'scorecard' and was listed as semi-annually, but should be conducted annually. An amendment will be made in the PMP reflect this.	Y2:0 LOP: 60 Organizational Improvements	Commences Year 3	N/A	N/A
6	Number of host-country institutions with increased management or institutional capacity as a result of USG investments involving HEIs (standard)	Type of HEI region Core management Area	Source: HEI Self-Assessment Survey (SAS), administered by HELM and by HEIs themselves Frequency: Annually beginning in Y1 for the baseline Note: the SAS was listed as 'scorecard' and was listed as semi-annually, but should be conducted annually. An	Y2:0 LOP: 30 institutions with increased management capacity	Commences Year 3	N/A	N/A
7	Number of higher education partnerships between US and host country HEIs that address regional, national, and/or local development needs. (standard)	Region Type of HEI	Source: HELM and partner HEIs' program records Frequency: annually	Y2:0 LOP: 5 Partnerships	Commences Year 3	N/A	N/A
8	Number of graduate programs in HE administration developed or strengthened	By core management area	Source: HEI records Frequency: Annual	Y2:0 LOP: 3 models	Commences Year 3	N/A	N/A
9	Number of model community colleges supported	N/A	Source: HELM records Frequency: Annually	Y2:0 LOP: 3 special initiatives	Commences Year 3	N/A	N/A
10	Assessments and analyses of HEI reform implementation are completed and shared with stakeholders	N/A	Source: HELM records Frequency: As produced	Y2: 1 LOP: 10 Assessments	7 Assessments completed in Y1	N/A	N/A

III. Technical Discussion

Component A: Provide analytical support for strategic planning and policy analysis at DIKTI

Section 4.1.a. Labor Demand Study

The Labor Demand Study was designed in response to the need to improve the relevance of the education provided in HEIs across Indonesia, but in particular to the newly developed community colleges which are to be linked directly with the economic corridors and provide pathways to employment. The focus of this study is the demand-side of the employment markets related to industry clusters and economic trends as they relate to both labor needs and skills sought. This study is designed to complement research done by the World Bank and others which has greater focus on supply-side labor issues and national level economic data. HELM hoped this research would begin in the second quarter, however, it has been difficult to recruit skilled and experienced candidates to fill both lead researcher and local researcher positions. This delay has resulted in the study being postponed. A revised start date of mid-August is proposed and a new candidate for international STTA will be submitted to USAID for approval at the beginning of the third quarter. Recruit continues for the local researcher positions. Despite this delay it is anticipated that the study will be completed as expected by the end of Year 2.

The anticipated time required for completion of this study is four months. During the final month, the research team, in coordination with HELM/JBS will present results and recommendations to USAID, DIKTI, and other relevant stakeholders. A comprehensive report will enable further dissemination of the labor demand data and analysis, as well as provide a framework for further studies in Indonesia and a discussion of the implications of the study to the higher education sector and individual institutions.

Section 4.1.b. National Survey of Student Engagement (NSSE) Study

The NSSE pilot, undertaken by HELM in Year 2, is designed to demonstrate a method of using student level data to focus university programming and planning on enhanced student learning. Continuing the NSSE orientation and adaptation process this quarter, Indiana University Alliance NSSE liaison specialist Judith Ouimet, visited Jakarta during the second quarter. In coordination with the HELM team, focus group meetings were held with students, administrators, and faculty members at Universitas Pendidikan Indonesia (UPI). Detailed discussions with HELM staff, USAID, and with DIKTI's Director of Teaching and Learning at DIKTI were also carried out to ensure depth of understanding and buy-in for the pilot program planned later in the quarter.

This quarter also saw the HELM team and a team of invigilators conducting the NSSE survey in three pilot universities, namely: Hasanuddin University representing a large state university; Universitas Muhammadiyah Malang representing a strong private university; and Politeknik Medan representing a polytechnic. The survey process and its benefits were discussed with the HEI administration and faculty at each HEI prior to the administration of the survey to a target of 200 first year and 200 final year students. On completion, the questionnaires were scanned (as back-up) and the originals sent to Indiana University to produce data files. The data files and the first preliminary results in the form of frequency

tables were provided to USAID.

Analysis of the data will be provided by the Australian Council for Educational Research (ACER), chosen for this task because they are the sole well-developed agency licensed by NSSE, to prepare institutional and overall reports on the NSSE pilot study in the hemisphere. The HELM team is now collaborating with ACER to cleanse the data, analyze the results from the three HEIs, and to provide reports for the individual institutions and for the overall pilot. The institutional reports will be provided to DIKTI and to the pilot HEIs in preparation for the forum discussion on the results in November 2013. The November forum is anticipated to focus not only on the results of interest and relevance, but on the action points that are indicated by the survey results in efforts to improve student engagement, which has been shown to be a strong proxy for student learning. This effort is closely linked with quality assurance and accreditation practice and is anticipated to be sustained by the promotion of knowledge generation and the expansion of rigorous research practice in the Component D partner universities.

Challenges and Solutions

The Indiana University Center for Survey Research identified some pre-analysis challenges, such as open-ended questions. The pilot study team also identified issues such as inclusion of data from non-targeted students and problem questions. To address this, the HELM team translated the open-ended questions and suggested options for coding and inclusion of the information in reports. Data from non-targeted students and problem questions will be eliminated from the data sets to maintain the integrity of the data analysis.

Component B: Design technical assistance approaches to achieve effective implementation of key reforms across the system, in coordination with DIKTI and maximizing opportunities to internalize best practice within the existing higher education system

Section 4.2.a. Collaborative Forum - Student Loan Modeling

A one-day collaborative forum was conducted on 17 April 2013 at the Atlet Century Hotel in Jakarta. HELM's STTA consultants included the Education Finance Advisor, Pamela Marcucci and a software and research specialist, Alex Usher. The forum was designed to introduce a student loan software package specifically designed for Indonesia that enabled participants to assess the advantages and challenges of different options available given different parameters, such as budget levels, loan size, eligibility criteria, interest rates, numbers of students served, etc. Participants, including DIKTI representatives from each of the directorates and representatives from banks, were able to review several alternative loan schemes and discuss the strengths and weaknesses of each scheme. The full report for this forum is provided as Annex A.

In follow up to the workshop, separate meetings were held with Ibu Ilah, Prof. Nizam, and DIKTI's financial advisory team, as well as a visit to the Education Endowment Fund Trustee/ Lembaga Pengelola Dana Pendidikan (LPDP). Information gained from this meeting indicated that GOI has allocated a USD \$15 billion of endowment funds for education. The investment yield of 7 percent was expected. However, trustees managing this fund indicated that the scholarship is only for candidates seeking postgraduate degrees and thesis development support. Furthermore, it was determined that LPDP, under

government regulation, is only mandated to manage scholarships, not student loans.

In follow on action, in response to direct requests from Ibu Ilah and Prof. Nizam, HELM will develop a simple one page document with talking points that outline advantages and disadvantages to particular loan schemes that might meet government criteria as outlined under the HE law as well as to expand on the existing software to include information on the fiscal and the economic costs of various loan schemes as parameters are modified. This expanded software will provide cash flow projections for student loan costs over time given assumptions regarding repayments. These deliverables will be presented to USAID and DIKTI with STTA support by the end of the project year.

Challenges and Solutions

The topic of student loans is very sensitive in Indonesia, given that it is highly political and because the past, national-level experience in Indonesia with student loan programs failed due to non-repayment. Nonetheless, because it has been written into the HE law DIKTI is moving forward, albeit cautiously. HELM has been successful in providing important background information and facilitated the ongoing dialogue. A notable success of HELM support is the renewed and more open thinking on how to work with the constraint of the 'zero interest' aspect that is written into the law. HELM will continue to provide technical support as DIKTI decisions are made and assistance is requested, while at the same time the HELM team will continue to promote ideas and positive movement in this domain.

Section 4.2.b. Collaborative Forum - Action Research Program (ARP)

HELM implemented a two-day collaborative forum on 12-13 June 2013 in Jakarta. This was the culminating event for the Year 2 Action Research Program (ARP), which was designed in collaboration with the University of Kentucky. The event was organized to showcase the action research projects carried out by teams of two (or more) researchers in 10 of the HELM partner HEIs. Each participating HEI presented their overall research plan and findings which were linked to individual and institutional changes. HELM also provided the opportunity for 40 senior representatives from the 15 HEIs partners who did not participate in ARP to attend to attain the lessons learned and inspiration from the ten research initiatives. For more details on this forum please refer to the forum summary report in Annex B.

Challenges and Solutions

The progress among research groups was uneven, but based on strong and on-going support provided by the HELM team the ten groups completed interesting studies in the time allotted. Per previous reports, program improvements are planned for the next iteration of this program which will be a more focused program, the international workshops portion is anticipated to be implemented in in January 2014, but program planning, including the hiring of a dedicated Education Researcher to coordinate the ARP program will begin in the third quarter.

Section 4.2.c. Program Advisory Group (PAG) Meeting

The fourth PAG meeting was held on May 7, 2013 at DIKTI headquarters. Present at the

meeting were four of the seven PAG members, USAID, and the HELM team. Prof. Patdono was unable to attend, and was represented by Pak Agus. Although the attendance was lower than hoped, it was agreed that the meeting would proceed as planned. Accordingly, the HELM team provided an overview of HELM activities that transpired over the past six months. The meeting was then opened for discussion and comments. A copy of the minutes is available in Annex C.

Challenges and Solutions

Given the low attendance at the PAG, HELM needs to consider how to make the meeting attractive to PAG Members, and the question of the need for two such general meetings annually has been under consideration. It has been suggested that one general PAG meeting, in November be the PAG foundation and then smaller groups focused on particular topics or concerns replace the second meeting. This will be considered at the work planning meeting and in discussion with USAID and with DIKTI.

It is important to note that many PAG members may find the dedicated PAG meeting to be redundant; the HELM team has been able to maintain close relationships with working colleagues at DIKTI, so PAG members may already feel that they are updated on program progress and because they have already provided input into program activities.

Component C: Provide technical assistance to increase management capacity and improve performance at the institution level

Section 4.3.a. Regional Workshop - Collaboration with Local Private Sector Partners

HELM organized regional workshops in collaboration with local private sector representatives titled “Strengthening the Capacity of the Research and Community Service Unit (LPPM)” in both Makassar and Jogjakarta during the week of April 8-11. The workshops were designed in response to the Higher Education Law no. 12/2012 Article 12 on Collaboration in Research and Public Dedication.

The workshops sessions were designed to identify challenges facing HEIs in building collaboration with external partners and to consider positive actions and solutions. Representatives from Indonesian Chamber of Commerce (KADIN), Universitas Gadjah Mada, and the Business Innovation Center (BIC) participated as resources at the workshops. For more details please see the summary report attached in Annex D.

Challenges and Solutions

Many participants requested that HELM provide templates of the training modules that could be easily adopted at the institution level so they could replicate the training at their own institutions. This was considered a success given that it underlines the importance of the workshop presented by HELM, but provides a challenge to ensure levels of quality. As such, HELM has undertaken to provide the presentations as a part of the summative meeting scheduled for September 2013. In the future additional resources (training plans from workshops and other events) will be available on the internet through the HELM learning portal.

Section 4.3.b: Summative Meeting Integrating Data for Higher Education Management

At the previous data integration workshop, heads of study program, chair of the Quality Assurance (QA) unit, and Information Technology (IT) staff committed to implementing a three month activity plans to improve data integration. During this summative meeting, held on June 27-28, the results were presented and discussed. This meeting was an effective mechanism for strengthening teamwork among participants both within HEI teams and between HEIs as HELM's initiatives to establish networking with other universities were nurtured. During the meeting, 14 HEIs showcased their progress toward improved data integration, which was well received. For more details on the summative meeting please see the report attached in Annex E.

Challenges and Solutions

Many HEIs still need to improve their database and data management so HELM will continue to provide assistance, mentoring, and field visits to the university partners. However, it is clear that quality assurance and accreditation practices are an over-arching concern to HEIs across Indonesia. As program plans for Year 3 are developed, HELM will collaborate with BAN-PT and DIKTI to focus more specifically on accreditation improvements and capacity support therein to be included in the capacity development program to be implemented in Year 3.

Section 4.3.c. Summative Meeting - Improvement of Procurement for Goods and Services

This summative meeting was the culmination of the workshop cycle for "Procurement of Goods and Services," the initial part of which was held January 2013. Many aspects related to procurement of goods and services were discussed during the workshop, including policy to the use of e-procurement. However, as the procurement workshop material presented was complex and the allocated time for contract discussion was limited it was determined that more work in this area will be helpful for HEI partners. For more details on this summative meeting see report attached in Annex F.

Challenge and Solutions

Because of the sensitive nature of the procurement process, participants and facilitators agreed that the time allotted to this workshop cycle was insufficient. This topic will remain on the list of potential content domains where HELM will provide additional and more in-depth support in the coming program years. More immediately, and in direct response to institutional level needs identified by participants, HELM adjusted the workshop schedule and plans to provide a workshop on audits during the third quarter of 2013.

Section 4.3.d. Summative Meeting - Women's Leadership in Higher Education Institutions

The 1.5-day summative meeting of "Women's Leadership in Higher Education Institutions" aimed to share lessons-learned from the participants of the workshop held in February 2013. It also provided an opportunity for building new and supportive

relationships among participants to enhance the exchange of information, creative ideas and initiatives.

During the event, participants were asked to complete a self-efficacy evaluation. The evaluation indicated that as a result of HELM interventions from the original workshop to the summative meeting, participants report improved self-efficacy. Most particularly, participants report improved self-confidence in planning and implementing strategic actions for career advancement and confronting challenges. For more details on the summative meeting see report attached in Annex G.

Challenges and Solutions

Although women face significant cultural barriers to the advancement into high level positions within the HE domain (as well as many other domains) in Indonesia, this workshop was considered highly motivational by all participants. HELM will design the modules used in the workshop into a user-friendly manual for distribution to participants. These modules will be disseminated through the HELM learning portal. The strong benefit of networking among women structural leaders was noted repeatedly and indicates the importance of this workshop cycle so HELM will continue to provide networking opportunities as Year 3 activities are designed. Gender leadership content will also be integrated into other content workshops as well as during national-level events.

Component D: Strengthen graduate programs in higher education leadership and management in Indonesia

During this quarter HELM, together with the Indiana Alliance, drafted the methodology to be used for the Component D graduate program development activities. This includes the selection process for three universities to participate in the program. The final draft of the methodology and a new timeline were submitted to USAID for approval at the end of May 2013. At the request of USAID, changes were made to the methodology, including shortening and simplifying the partner selection process. As a consequence, the Expressions of Interest (EOI) phase was eliminated in preference to inviting HEIs that met a selection criterion. This was agreed upon by DIKTI and USAID. The revised methodology was resubmitted to USAID for final approval. HELM then submitted a pre-selected list of Universities meeting the criteria to DIKTI for review. DIKTI was asked to provide additions or deletions accordingly. Once the agreed list of pre-selected HEIs are agreed upon (anticipated by the end of July 2013), letters of invitation to attend a proposal development meeting will be dispatched and the recruitment assessment process will take place. This development meeting is scheduled for completion in quarter three immediately prior to the work planning meetings.

Challenges and Solutions

Developing new university departments is a high-stakes effort for all involved. It involves significant input in terms of policy development, financial resources, infrastructure, and manpower. For agreement to be reached, it is important to allow sufficient discussion with all potential partners. The selection process requires proposals that include flexibility and revisions to lead to graduate programs in HE leadership and management which are sustainable and have a long-term impact.

Component E: Provide timely assistance to support DIKTI's creation of community colleges (CC) that would serve as models to be emulated by other community colleges as the system expands.

This quarter saw the development and design of a Scope of Work (SOW) to complete the background information needed to develop the HELM CC methodology. The approved SOW focused on gathering essential quantitative and qualitative data in Medan and Makassar, which will be collated, synthesized and analyzed to formulate Deliverable 18 - a methodology for the implementation of Component E to be submitted to USAID 30 November 2013.

The assignment, undertaken in Indonesia by the University Leadership and Management Advisor, was scheduled for 19 June to 02 July 2013. The requisite tasks included participative consultations with a range of stakeholders including: partner HEIs, polytechnics, licensed CC programs, education offices and other GOI/provincial leaders, employers, industry and other community stakeholders.

The fundamental information gained during the consultations will be fed into a draft design methodology report including an initial and indicative design for HELM support for the CC initiative, to be discussed with DIKTI and USAID as well as during the Year 3 work planning meetings. Furthermore, this methodology will contain a structure to inform the development of HELM interventions for completion by the end of Y2.

IV. Cross Cutting Discussion

A. Communications and Outreach

Workshop reports. In May 2013, the note-taking role for the workshops was transferred to HELM's core assistants, as it was more appropriate given their role in the development and understanding of the workshop materials. The communications team remains responsible for editing and ensuring correct branding. This change is designed to improve outcomes and products.

Communication sessions at regional workshops. The HELM Communications team facilitated a news-writing session at the regional workshop. The purpose of the session was to promote news briefs on research findings that could strengthen existing partnerships or attract new partnerships. The session was well received and has resulted in increased media activities within HEIs.

Media relations. The communications team developed and distributed a press release for the Women's Leadership summative meeting. The highly positive media coverage recognized contributions of women in HE. Media coverage included the following:

- Two articles from printed version Kompas Daily (dated May 28 and May 30)
- http://edukasi.kompas.com/read/2013/05/27/20340781/Perempuan.di.Pucuk.Pimpinan.Perguruan.Tinggi.Masih.Terbatas?utm_source=WP&utm_medium=box&utm_campaign=Kknwp
- <http://sumsel.antarane.ws.com/berita/275035/program-helm-dorong-perempuan->

[pimpin-perguruan-tinggi](#)

- <http://www.antarajatim.com/lihat/berita/110969/akademisi-kepemimpinan-perempuan-perguruan-tinggi-masih-rendah>
- <http://harian-pelita.pelitaonline.com/cetak/2013/05/27/kepemimpinan-perempuan-perguruan-tinggi-masih-rendah#.UaQPHZzcMul>
- <http://www.republika.co.id/berita/pendidikan/dunia-kampus/13/05/27/mngh9j-memimpin-perguruan-tinggi-jadi-tantangan-tersendiri-bagi-perempuan>

Project e-learning portal. Significant progress was made towards the development of the project-learning portal during this quarter. JBS, in coordination with HELM drafted the interactive platform wireframe and technical requirements for the shared learning site. The HELM team undertook a competitive process for the technical support needed to build the site. Five IT vendors were invited to attend a technical meeting on June 17, 2013. The final selection of needed technical support will take place in the third quarter. USAID will participate as a member of the selection panel and the successful candidate will commence development of the learning portal in July 2013. The first phase of development is expected to be completed over a period of four weeks and the development of the interactive learning portal is planned to be completed within eight weeks. An initial, functional site is expected complete by the end of the third quarter although additional features will be added as needs evolve and priorities emerge.

Communications plan. The communications team worked to finalize the HELM Communications Plan for submission to USAID in July 2013.

Branding templates. HELM received USAID's written approval on 9 April 2013 for branding and design of HELM's program documentation templates. This newly approved HELM template will become the foundation for all communiqués and other program documents.

Newsletter and Success Stories. The communications team continued to work on success stories and other background documents. These will be available on the HELM portal once it is established. The team also drafted the first HELM newsletter. The newsletter will be finalized and submitted to USAID in the third quarter of 2013.

Challenges and Solutions

In designing the layout and content materials the communications team needed to take into account the interests of all HEI partners, USAID and HELM. This activity proved to be more time consuming than first anticipated. As a consequence, HELM leadership reallocated workloads so that the communications team could better focus efforts and ensure the timely development of the learning portal.

B. Monitoring and Evaluation

Surveys and evaluations. HELM held four events throughout the quarter for which evaluations and surveys were conducted: (1) workshop on identifying private sector potential for collaboration; (2) summative meeting for women leadership; (3) summative meeting on procurement of goods and services; and (4) summative meeting for data integration.

Participants were asked to complete surveys to evaluate the effectiveness of the workshop delivery as well as pre- and post-tests (where applicable) to ascertain changes in participants' knowledge due to the workshop. Only one set of regional workshops was implemented during this quarter. The surveys indicated that 86% of participants rated the workshop content as excellent. A further 78% rated the with facilitator and resource people knowledge and with the relevance of the workshop content as excellent.

In the three summative meetings, participant self-efficacy surveys were conducted to ascertain the level of change in participant's perception of their as a result of HELM interventions. HELM defines self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." This is the first time this method of evaluation has been used. The survey, consisting of seven questions related to the above mentioned definition, was provided to participants for completion at the end of the meetings. Analysis from the two summative meetings shows that 89% of the 66 female participants and 79% of the 125 male participants reported increased self-efficacy following attendance at HELM workshops. For the purpose of clarifying the results it is important to note that the percentages indicated are derived from respondents who rated themselves at level four or five. (Five being the highest) For more detail on particular events please refer to the Summative summary reports in the annex section of this report.

Self-assessment survey (SAS). During this quarter the M&E team prepared the documentation for the second SAS, which will be administered to partner HEI in July 2013. The first survey was conducted in Year 1 and will serve as the baseline data for HELM partner institutions. This year's results will provide an initial indication of impact as a result of HELM interventions. In addition to the standard questions in the survey, HELM also asked partner HEIs to identify the top five capacity development priorities for their HEI. Once collated, this information will enable HELM to formulate a more pertinent program of activities for Year 3 of implementation so this data will be helpful at the Year 3 work planning sessions planned at the end of the up-coming quarter.

Harrison Assessment. The M&E team worked with JBS to design the methodology and timeline for the assessment to take place during the third quarter. The primary purpose of this leadership competency survey is to document the impact of HELM's leadership and management training and support on the level of participants. HELM will re-assess leadership competencies at the program mid-point to verify progress and inform training for the remaining years, and a final time near the end of the program. This data set will enable HELM to statistically identify particular leadership skills that improved significantly, and examine evidence toward the hypothesis that HELM training increases the leadership competencies of participants. This assessment is expected to take place in the following quarter.

Challenges and Solutions

One of HELM's data collection instruments is the workshop evaluation questionnaire but thoughtful participant responses are not always easy to elicit. HELM's questionnaires are designed to ensure the respondent has to think carefully about the questions before answering or ticking a box. Participants are also advised of the importance of the

questionnaires as a primary evaluation tool for HELM's future workshop programs and delivery modes. The HELM team also continues to refine the pre- and post- tests for each workshop. The project will continue to improve M&E tools that capture impact and encourage thoughtful analysis.

C. Capacity Development and Training (CDT)

Capacity building activities. During the quarter the capacity building team coordinated logistical activities and facilitated sessions for the following events; (1) collaborative forum - student loan modeling (2) collaborative forum - action research (3) PAG meeting (4) regional workshop collaboration with local private sector (5) summative meeting for integrating data for higher education management (6) summative meeting for improved procurement of goods and service (7) summative meeting for women's leadership in higher education.

This quarter sees the end of the first series of training cycles for HELM and as such, HELM began gathering data from key stakeholders on what approaches that have proved effective and what was less successful. As a part of this process the capacity building team facilitated discussions session during the procurement and women's leadership summative meetings to ascertain the preferred topics and methodology for the implementation of future HELM capacity building activities. In addition, data has been and will continue to be collected, early in the next quarter, from various other sources including the SAS; ad hoc HEI visits and the workshop evaluation surveys. In August, this data will be compiled to design a more responsive and effective capacity building strategy that will better meet the needs of HELM's partner institutions.

Quarterly calendar. This quarter also saw the design of the next quarterly calendar of HELM events including regional workshops, summative meetings and the Year 3 work planning meetings.

Challenges and Solutions

Attendance at workshops and the associated summative meetings required more logistic back-up than anticipated so the additional support from the operations team was required. The work-load required by HELM staff will be carefully considered at the Y3 work planning meeting to ensure adequate support for future events.

V. Operations

Recruitment of long-term local staff. During the second quarter of 2013, HELM recruited two long-term local staff, (see Table 2 below) and accepted the resignation of the Senior Finance Manager. Recruitment of adequately qualified and experienced staff for the positions of Regional Specialist, Education Researcher, and higher level assistant support remains a challenge for the HELM program. Please refer to the organizational chart following this section which provides an overview of the entire HELM staffing pattern at the end of the third quarter and further detail on overall staffing patterns and recruits.

Table 2: New HELM Long-term Staff for Second Quarter 2013

Prima Setiawan Deputy Chief of Party April 15, 2013	Mr. Setiawan has past experience managing professionals, experts and consultants with other USAID-funded projects. As a Deputy Chief of Party, he is responsible for day-to-day project management of the core team and core functions of the HELM program.
Annisa Setiadi Monitoring and Evaluation Assistant 22 April 2013	Ms. Setiadi has more than ten years of working experience as a researcher in several research centers and has a degree in public relations. The monitoring and evaluation assistant will be responsible for supporting the monitoring and evaluation specialist in planning, performing and ensuring proper implementation of monitoring and evaluation for the HELM project.

Short-term technical assistance. During the second quarter of 2013, the following Short Term Technical Assistants (STTA) supported the HELM project as noted in Table 3.

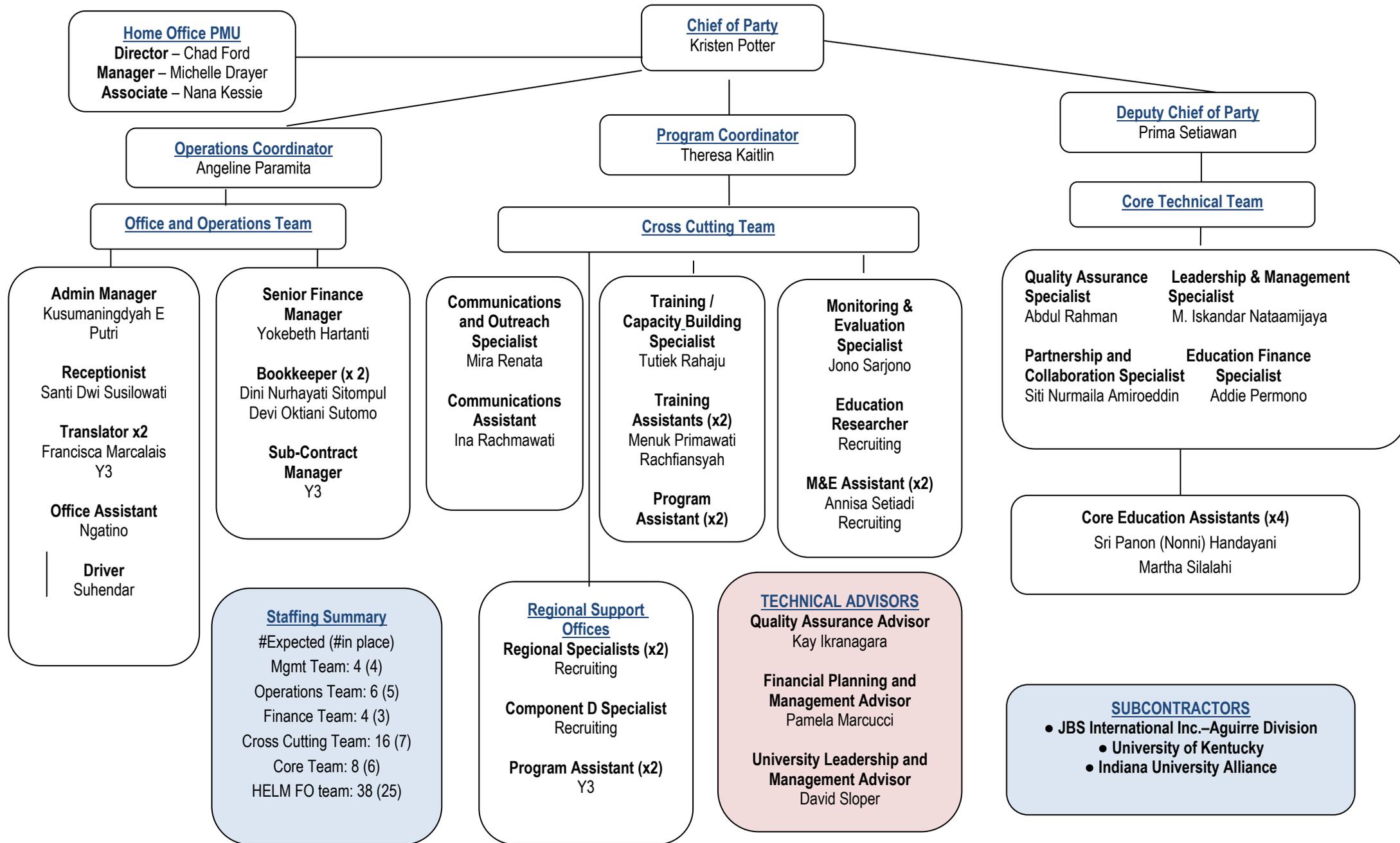
Table 3: Short-term Technical Assistance for Second Quarter 2013

Judith Ouimet Student Survey/NSSE Consultant (STTA), Indiana University March 31, 2013 - April 7, 2013	The consultant delivered technical assistance on Component A, Deliverable 7a, providing analytical support for strategic planning and policy analysis at DIKTI on the National Survey for Student Engagement (NSSE).
Kay Ikranagara Graduate Program Strengthening/NSSE Pilot Study Coordinator May 12, 2013 to July 26, 2013	The consultant was responsible for delivering technical assistance on Component A, Deliverable 7a, providing analytical support for strategic planning on the National Survey for Student Engagement (NSSE) for Indonesia (NSSE pilot study) and development of the Student Graduate program.
David Sloper University Leadership and Management Advisor 18 June -3 July 2013	The consultant conducted in-country and home-based activities on the Community colleges program under Component E.
Pamela Marcucci Financial Planning and Management Advisor April 14, 2013-April 20, 2013 Alex Usher Student Financial Assistance Research Consultant April 13, 2013-April 18, 2013	The consultants worked closely with HELM's finance specialist and training & capacity building specialist, to design and facilitate a high-level collaborative forum to illustrate the options and costs that must be considered while designing a student loan program.

Request for Proposal (RFP). During this period, HELM advertised an RFP for the E-learning Portal, design, development and maintenance. The HELM e-learning portal will serve as the primary web-based learning and communication tool for the benefit of partner HEIs and stakeholders of HELM project. It is anticipate that the selection process will be completed by end of July 2013 and an initial website will be functional by the end of the third quarter.

Office renovations. During the period of April to June 2013 the operations team coordinated with the building management to ensure the completion of office renovations on the third floor to accommodate working spaces for staff. All expenses incurred for the renovation of both the third and fourth floors is borne by the building management as part of the contractual agreement.

HELM Organization chart as at 30 June 2013:



VI. Upcoming Activities: Quarter 3 July through September 2013

A. Quarter 3 Technical Activities July through September 2013

HELM activities for the third quarter of 2013 (July to September 2013) have been detailed in Table 4 below. For information purposes, HELM has included the general objectives anticipated for each activity. Activities in the upcoming quarter are indicative of HELMs commitment to achieving strong impact at the institution level as well as meeting or exceeding all PMP indicator targets for the third quarter of 2013.

Table 4. HELM Third Quarter Activities -Tentative Schedule for Year 2, Quarter 3: July through September 2013

Date	Activity	Location	Participants	Objectives
July 2013				
1 - 3 July	Regional Workshop #5: Strategy for Resources Audit and Auditor Findings	Jakarta	Vice rector of Finance, PPK/ULP (Procurement Unit), Head of Internal Audit from 25 HEIs of partners	<ol style="list-style-type: none"> 1. Improve the understanding of internal audits for finance, human resources, procurement for goods and services, and asset management; 2. Achieve the same understanding between Auditees, Auditor and Law Enforcement about Audits; 3. Discuss the strategy to anticipate the National and Institutions Loss.
15 - 19 July	Follow up call or visits for Workshop #4	25 HEI partners	HELM Contact Person and Participants	Monitoring
August 2013				
19 - 23 August	Y3 Work Plan Preparation Seminar	Jakarta	I	Structure the strategic direction of the HELM program for Year 3 of implementation.
26-30 August	Y3 Work Plan Meeting	Jakarta	HELM Team, University of Kentucky team, Indiana University, JBS, DIKTI, USAID	Set the strategic direction of the HELM program for Year 3 of implementation.
September 2013				
2 – 6 September	Summative Meeting Regional Workshop #4: Collaboration with Local Private Sector	Yogyakarta Makassar	Vice rector-external collaboration, head of research & community service office (LPPM) or similar office, and lecturer with on-going research project.	<ol style="list-style-type: none"> 1. Identify and review private sector resources available and facilitate communication between relevant HEI staff members and potential external partners; 2. Communicate effectively with potential partners and promote their own HEI potential to these external stakeholders in a proactive manner; 3. Conceptualize the relevant components of a successful partnership and develop those components into proposals for collaboration.
2 – 6 September	Regional Workshop #6: Developing Competitive Grantsmanship	Yogyakarta Makassar	Participants of regional workshop #4 of 25 HEIs partners	Grant proposal development for HEI partners
9 – 13 September	Follow up call or visit for Workshop # 5	25 HEI partners	HELM Contact Person and participants	Monitoring
18 - 20 September	Collaborative Forum: Presentation of Labor Demand Study	Jakarta	JBS Team	Study initiated
23 - 27 September	Regional Workshop #7: Quality Assurance Systems	Yogyakarta Makassar	25 HEIs partners	Quality Assurance systems for HEIs

B. Quarter 3 Operational Activities July through September 2013

Procurement. During the third quarter of 2013, HELM is expected to conclude the procurement process to select a vendor to design, develop and maintain HELM e-learning portal.

Recruitment of local long-term staff. During the third quarter of 2013, it is expected that the following local long-term staff will be joining the team:

Name	Comments
Administrative Manager	A candidate for this post has been identified (Kusumaningdyah Eka Putri) and is expected to join HELM on 1 July 2013.
Regional Coordinators	The recruitment process will continue during the next quarter to ensure HELM recruits two strong candidates.
Finance Manager	During the second quarter the senior finance manager submitted her resignation. Recruitment is currently underway and a replacement is anticipated to commence in the third quarter.
Education Researcher	Recruitment is currently underway and a placement is anticipated to commence before the end of the year.

Expected short-term technical assistance. During the Third quarter of 2013 the following STTA will be on board for HELM Y3 work planning meeting in Jakarta.

Name	Dates	Role
Kay Ikranagara, Quality Assurance Advisor	Aug. 26-30	Components A and D: NSSE, Student Graduate program
Pamela Marcucci, Financial Planning and Management Advisor	Aug. 26-Sept. 7	Component A: Student financial assistance; post-meeting DIKTI consultations
David Sloper Management and Leadership Advisor	Aug. 26-30	Component E: Community Colleges;
Charles Reafsnyder, Indiana University	Aug. 26-30	Components A: NSSE
Margaret Sutton, Indiana University	Aug. 26-30	Components D: Graduate Program
Susan Carvalho, University of Kentucky	Aug. 26-30	Component C: Action Research
Beth Goldstein, University of Kentucky	Aug. 26-30	Component C: Action Research
Abigail Ladd, JBS	Aug. 26-30	Component B. Labor demand study, Harrison Assessment
Chad Ford, HELM Home-office project management unit director	Aug. 26-30	Project management planning, Yr 3 activity cost analysis, support COP and senior leadership, and client consultation.

Annexes

Summary reports from all PAG, Collaborative forum events and regional workshops.

Annex A

Student Loan - Collaborative Forum



USAID | INDONESIA

FROM THE AMERICAN PEOPLE

HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

Final Report Student Loan Modeling Forum Jakarta, 19 April 2013



Participant from DIKTI simulate potential student loan

Contract No. AID-497-C-12-00001 Higher Education Leadership and Management (HELM) project

The author's views expressed in this publication do not necessarily reflect the views of The United States Agency for International Development or the United States Government

Background

The HELM student financial assistance survey conducted in April – May 2012 found that of all barriers to higher education in Indonesia, financial is the greatest one. The survey of higher education students revealed a student population that is far more stratified by socioeconomic status than the national population. The lowest income group account for 34 percent of the population, but only 5 percent of higher education students and the highest income group account for only 31 percent of the national population, but 77 percent of the student population. The research revealed an enormous potential demand for a student loan program. Among lower-income (family expenditure below IDR. 2.5 million) senior secondary students, demand for these loans tops 90 percent. Even among present students, roughly half say they would take such a loan if they could, mainly to reduce the burden on their parents.

As well -designed loan programs can reach a greater number of students than a program of grants alone so the introduction of a government loan program is worth exploring in Indonesia. Furthermore a loan program is promised under the new HE law. Many countries use combinations of grants and loans to mitigate financial barriers to higher education for different populations of students. In Indonesia, a loan program aimed at students from, for example, the middle two income quartiles could be designed as part of a wider financial aid system that could include some of the existing scholarship programs such as BIDIKMISI for the students from the lowest income quartile. If the student loan program runs correctly, the same amount of funds for student assistance can be used to help more students. HELM implemented this forum to explain and explore how a given amount of government funding could be used to implement a student loan program, and how different parameters (such as eligibility criteria, loan limits, grace and repayment periods and interest rates) impact the costs and benefits—as well as share (or mitigate) the risks—of potential programs and should be considered as these loan programs are designed.

In this forum, HELM financial aid expert demonstrated and modeled student loan scenarios by using the software designed for HELM to address these issues. Participants were encouraged to use the software in order to understand financial models and perform the analysis themselves. The software has been shared with DIKTI, bank and other HE stakeholders to promote discussions and enhance knowledge as realistic loan schemes are considered.

I. Forum Objectives

By the end of this forum, participants were able to:

- a. Assess the feasibility of student loans in Indonesia given the contextual opportunities and constraints using software provided
- b. Distinguishing between the differential impact of design decisions on the program costs and the loan burdens on students thus model the costs and loan burdens using different design decisions
- c. Discuss the fiscal impact of different decisions on the fiscal feasibility of student loans
- d. Achieve a loose consensus on appropriate student loan models for Indonesia

II. List of Facilitators

- a. Pamela Marcucci, HELM Financial Planning Advisor
- b. Alex Usher, HELM Consultant
- c. Addie Permono, FM Specialist HELM-USAID.

III. Opening Speech Transcription – Dr Patdono Suwignjo, Secretary General, DIKTI

DIKTI has received many complaints on the quality of higher education, especially on the aspects of graduates' certification legality and expensive tuition fee. The second complaint is well taken. How could the poor improve their future when education fee is too high? The government, through BIDIKMISI scholarship program has tried to reach out to 200,000 high school students from the poorest income family. The 2013 data shows that BIDIKMISI currently covers 144.000 high school

graduates (academic and vocational), and will try to include another 70.000 high school graduates in 2014. The government will spend 2.1 trillion rupiah on BIDIKMISI in 2014, which include both tuition and living cost fee. Nevertheless, this is not enough. Each year there is 2.2 million high school graduates 250.000 from the poorest families who cannot afford HE, and others in the second quintile who can afford living cost but still unable to pay for higher education tuition. Another scheme or alternative support is required because the funding is limited and can not cover everyone's needs.

Based on this, I appreciate the importance of student loan modeling workshop facilitated by HELM. It is also good to have banking representatives today as they will provide input as to what scheme is possible and less risky. During the 1980's, the government launched Indonesian Student Loan (Kredit Mahasiswa Indonesia). Unfortunately, this was not a success. Most recipients never repaid their loan despite their certificates being held as collateral. Today, we need to consider application criteria and consider schemes to minimize risk for everyone.

DIKTI has achieved its 30% gross enrollment rate in 2012, but DIKTI still wants to improve the rate for 2015. Many students do not continue to HE not because of academic difficulties but due to financial barriers. Therefore, DIKTI fully supports HELM program activities and hopefully, today's forum will produce realistic outcomes that both higher education institutions and banks can work together to seek financial support for less advantaged students.

IV. Presentation Summary and Highlights

A. Developing Student Loan Program: Design and Fee Consideration

Students in lowest income quintiles cannot provide collateral so banks are reluctant to give them loans. Government must share some of the risk with the banks. This does not mean that grants are not appropriate. On the contrary, grants, such as BIDIKMISI scholarship are considered the most appropriate for the poorest students. The success of BIDIKMISI should be built upon for the poorest group while the student loan should be designed for the second and third quintile students who are able to pay living costs but not their tuition fee.

USAID/HELM conducted a survey on the need for student loan with 2,000 students and 71 higher education institutions (HEIs) between April – May 2012. Details of the surveyed population, location, and study programs were presented in the forum. The survey encompasses nine main questions that serve as a basis to consider when designing a student loan program. These nine questions were compiled into three main groups:

1. Objectives and Eligibility
What are the objectives of student loan program? Who is eligible to borrow? How much can be borrowed and who decides?
2. Subsidy and Repayment
What subsidies are attached to the loan? What is the nature, shape and duration of repayment?
3. Risk and Management Responsibility
What is the source of capital? Who bears the risk? Who disburses the loans? Who collects on the loans?

Different countries have different objectives when launching student loan program. It could be budgetary (to manage student per unit cost), system expansion (to bring additional money to HE sector and increase HE capacity), equity (to make HE accessible to low income students), provide financial assistance (lower financial burden of students as independent adult), and increase students' performance (students will be rewarded with a decrease portion of their loan as their academic performance increase). A student loan program should also consider the eligibility criteria, which depends on its main objective. Wider eligibility criteria will result in higher government's cost to subsidization of loan. There is always a trade-off between eligibility and subsidization.

USAID/HELM survey also asked students about their desire to borrow and more than 50% of them said they were willing to take a loan if it was available. The study also showed that the demand for loan across different income groups was not too different. Students surveyed believe the loan would help lessen their workload (for those who must work part-time to support themselves), and also lessen the family financial burden. For the 48% who refuse to take the loan, their reasons are: they do not need loan, they do not like having debt, and a small percentage said loan interest concerns were the reason of not taking loan.

Considering interest rates: There are four main options with regards to interest: no interest, zero real interest (interest rate equal to inflation rate), and interest rate equal to government cost of borrowing and interest rate equal to commercial bank loan rate. Instead of using one of the four options *exactly*, one can pick a formula that is *linked* to one of the option (e.g. “inflation rate minus one percent” or “government cost borrowing plus one percent”).

Like eligibility, interest rates also have cost implications:

1. For a given number of students, more subsidy (below market interest) means higher costs.
2. For a given budget, there is a direct trade-off between subsidies and student numbers.
3. Tension between spreading aid widely and concentrating on those who need it most.

Repayment method and duration are also an important element. Should repayment be fixed in mortgage style? Or should it be income-contingent, as students graduate and earn their income? Student loan programs must also consider a grace period, where students will not be able to make any payment during their study period and while they search for employment. However, the longer the repayment period, the bigger the burden will be for the students and the greater the possibility of not repaying their loan. Repayment is the crux of student loan program. Without repayment, nothing works.

The costs of loan depend fundamentally on long-term repayment rate. Efficacy of collection system rather than mode of repayment is key. If there are no subsidies on interest, repayment period has no effect on government cost, but if there are interest subsidies, the longer the repayment period, the higher the cost to government. Therefore, for any given budget, longer repayment periods mean fewer recipients.

The capital source for loan could be derived from government using taxpayer money, or government-borrowed funds, or through banks and other financial institutions. The cost implications of capital source are as follow:

1. Real cost of lending comes from failure to recoup, not origination; cost differences based on origination should be small.
2. Direct lending has lowest upfront cost since government can generate capital more cheaply than banks.
3. Risk-sharing can reduce costs to government, but risk partners will make up costs by charging students more. Students pay for risk-sharing.

The risk could be shared between government, family members (who sign for collateral), HEIs, employees, external stakeholders (foundation such as Sampoerna, IFC), employers and other students. Nevertheless, too much risk sharing could undermine the purpose of the loan. Risk-sharing transfers costs to other actors, who will do what they can to minimize losses. A student loan program should also decide on who will disburse/service the loan. The options range from government agency, to quasi-governmental/ state owned enterprise, private banks, lower level government and HEIs. The main considerations should relate to what kinds of agencies are best placed to locate and track students. Methods that are aptly mobile and technologically updated are best. A functioning credit bureau is highly desirable to run the loan servicing and collection. The key issue is the efficacy of repayment, not only low-cost option.

Questions and Answers

Q1: Why do we need this student loan program in Indonesia? BIDIKMISI is already in place for both public and private HEI. Does the low enrollment rate because of financial problems? Do student loans the answer for this problem?

A: With its current budget, Bidikmisi covers 40.000 students. If we give loan instead of grants with the same amount of funding, at least, two students could go to university instead of one. On the other hand, not all types of students are suitable for loan program. Therefore, BIDIKMISI program needs to be maintained. BIDIKMISI targets students from the poorest income family who have successfully registered as freshman at their selected HEI. Different from BIDIKMISI, student loans are directed to students in middle economic groups.

Q2: The previous student loan program was a failure. As member of Higher Education Board, I do not want this new loan scheme fail again. Per the USAID/HELM survey only 2,000 students surveyed and only 71 universities. The existing sample is not enough to draw conclusion on the real needs of student loan in Indonesia. Second, the way the survey questions the students may have been flawed.

A: HELM is not launching a loan program. HELM is providing global experience and best practices and small bits of information about what we know the context in Indonesia. Therefore, we want to help you to develop loan product that address some of the goals of DIKTI, students, and banking sector. The meeting today is only to think what is possible, within the framework what have been tried in Indonesia (but failed), but also other countries (some success, some not) – we have the advantage to learn from.

The survey was done last year in conjunction with DIKTI. A sample of 2.000 respondents is going to provide a result that will be accurate within plus or minus 2.5% of the underlying population value, 19 times out of 20. For the sub-population, whose parents are farmers/small business, yes they were not captured. This survey could be replicated for any particular sub-group of interest.

The HELM survey showed there is demand for student loan. The new HE law also mandated a student loan scheme to support students from poor income families. The question is how to design a feasible student loan program and it is up to the government, HELM only supports.

B. Loan Simulator: Parameters to Design Student Loan

The exercise on loan simulator excludes the following parameters:

1. Repayment system: over the long-term (i.e. full-life of the loan), method of repayment does not affect cost to government: only loan recovery ratio matters.
2. Risk-sharing: risk-sharing does not change the social cost of the loan. People or entities who give a loan will try to minimize the risk. Banks for example, will increase interest rates or change the eligibility criteria to cover costs of default or to enhance recovery.
3. Loan origination: The simulator does not include consideration whether loans are direct, guaranteed or risk-shared. Loan origination may impact long-term costs, but in ways that are both small and difficult to model.

The session continued with brief overview of four models displayed in the simulator. These models were used as examples to demonstrate how changing some of the parameters impacts some of the other parameters.

Questions and Answers

Q1: What is mandated by the law with regards to interest?

A: In Malaysia, the government applies *ujrah* or administrative charges or fee. Australia links the charges with inflation rate, not interest rate. There are ways to use different terms besides interest rate. When Indonesia say 0 interest rates, this is also fine. The law still has rooms for interpretation of what that means.

Q2: The bank already has loan system already. What is the different with this system?

A: The 20% who borrow from banks tend to be richer. Students from poorer family have problems accessing bank loans, they go to their family members or other non-formal outlets. The benefit of this system is that the decision to give the loan is at the public sector, not private sector, so loans can be used to meet particular objectives such as better access for low income.

Q3 (BNI): In terms of risk management, we need to discuss repayment: highly risky in student loan credit. From BMI experiences, we still keep plenty of certificates.

Q4 (Bank Mandiri): There is an interesting paradigm in Indonesia. More schools or colleges are built, but those do not necessarily reflect that more young people could access education. When it comes to student loan, the number of one problem for bank is monitoring movement of borrowers. The bank often faces enough difficulties giving loan to its own employees, let alone running a student loan program whose recipients will go to different places after graduation. There is no sure method to monitor people's movement. Also, the bank concerns about the term of loan. How long should it be? The Bank Indonesia also firmly regulated that loan should be provided to parents only, not students, because students are not considered legally capable. In short, risk mitigation in education sector is difficult.

A: If the bank puts up the loan money and the government will pay to the bank the same amount—this happened last time. Banks need a reason to push for repayment. How do we ensure repayment? Without repayment, the student loan program will be a failure again.

C. Loan Simulator Software Application Session – Feedback from Participants

In the second session all participants were shown the simple steps of using the loan simulator software. Participants followed the instruction from facilitator to input parameters for student loan calculations. Participants were invited to practice using the simulation software in accordance to their own set of parameters. During the practice, participants chose their best-case loan parameters. The results were:

1. Private Banks gave higher interest rates than government officers. Banks demand at least 30% of the future student income in paying for their loan, in five years to mitigate risk.
2. Several private banks dedicate the loan to a certain categories of students that they expect to receive high initial salaries such as doctors, with the assumption they will be able to pay back the loan.
3. Most banks apply higher interest loan to the student (near or above market rate interest). This is done because it is difficult to track the student in future, and not yet supported by government policy to track using unified database.
4. Following the BIDIKMISI strategy resulted in the coverage of living expenses and tuition and an eight year repayment period. This gives a very generous loan, but uses up to 30% of the students' income when they come out of university to pay back the loan. Using this approach, the loan can absorb more than 100.000 students, but is a very heavy burden for students. Currently BIDIKMISI has helped 91.000 students in grant scheme so the student numbers are not much more in a loan than in the grant—and the administration is very difficult and repayment will be hard for the students.
5. BCA applied parameter only to public school, with the reason that state university usually ask lower tuition compared to private school. Suggest interest is 5-8%, a one year grace period, and full repayment in less than 6 years. The criteria are: top 50% of the class, no restriction on student's origin of faculties, and for under 3 million income family. In the end the bank spent

less than 1 trillion. The result is the student will pay the loan with 28% of their income which is a very high burden for newly employed people.

6. DIKTI created parameters for tuition only, 0% interest while in school interest, 2% interest in repayment time, after a 1 year grace period. Proposed repayment period is 6 years, restricted to 40% top of the class, no restriction on study major, for income below 3 million. With these parameters, the government will spent 1.2 trillion.

According to DIKTI, 28% is too high for loan payment and prefer less than 20%. In general some countries put 8% as the limitation for the income to pay for the loan.

7. BNI simulated loan for the amount of 10 million rupiah, with in-school interest 7% and repayment interest 12%, 6 month grace period, and payment period 8 years. No institutional restriction, for 40% top student, no restriction on students' faculties, with family income level of 5 million rupiah, and return ratio 50%. The interest during and after school is different is to subsidies the interest they give during school period. The interest also included insurance coverage, if the student experience incapability to pay for the loan. As a result, more student will get the benefit, fund security is guaranteed with budget around 2.5 trillion rupiah which will cover 700.000 student. About 40% of salary will not be too much for the student to pay, since it will be early in their career, their need is considered not as complicated (live with parents, not married, no children, etc.).
8. BRI simulated a tuition only loan, with 5% interest, 6 month grace period, 4 years of payment period, state institution only, all faculties, in the end the payment rate is 36% from the salary rate. With a salary around 2 million rupiah, the student will be able to use the rest of the income for their necessity—per above—living with family and few burdens. The result is non-subsidized loan that is cost effective assistance. The income of family should be on 5 Million since they will be able to support the student payment.

The banking sector can give lower rate of interest with longer repayment period—but it is too risky. Risk mitigation could be exercised by depositing government fund for the loan in their bank, for the length of the student education period—but that risk should be shared or banks have no reason to collect. The risk can be lowered too by arranging payment directly to university and over time so the bank will have time to manage the overall fund and increase its value. This in the end will be useful to decrease the interest because bank gives risk based price interest therefore cannot give low interest rate for high risk loan. Similar practices of student loan have been applied in Croatia where a local university got together with local government up to national government to create a fund and invest the money in the bank. Using this invested fund, the bank is able to manage the fund so that they can give a low interest loan to the student.

D. Vittana Overview – Dawn Kwan, Southeast Asia Regional Program Manager

Vittana is a non-governmental organization based in Seattle, US, which focuses on providing student loans in developing countries. Dawn Kwan, attended the HELM student loan modeling forum and presented the organization's profile and activities:

1. *Profile.* Vittana supports financial institution in developing country to have a student micro loan product. So far it has 98% repayment rate.
2. *Focus.* It mainly provides technical proficiency, capital to start upon the product, R&D and best practices in micro-loan.
3. *Coverage.* Vittana has reached over 8,000 students with 98% repayment rate, in 13 countries.
4. *Impact.* The impact is not only on number of students served, but also an increase of income after the students graduated, so that they have almost three fold expected income change after graduation and secure a job.
5. *Model.* Vittana's loan model is based on market research and aimed to create pilot program that reaches 100-500 student programs.

6. *Partners.* In Indonesia, Vittana has three partners in total, starting with less risky model and then work out to some more depending on the partner comfort.
7. *Target Audience.* The target is vocational (SMK) students who have remaining two years of study, and university students with loans of 20-30% of their income level. This will ensure that while helping students from low income family, it provides minimum risks.
8. *Co-sign arrangement.* While students are the main borrower, their parents will co-sign to minimize the risk and guarantee repayment.
9. *Loan amount.* One organization in Indonesia gives the amount of 5 million rupiah because they mostly targeted SMK students, other offer 21 Million which are targeting technical vocational students. But the average is around 2-5 million.
10. *Loan term.* 12-36 months and the interest is 1-1.5 % per month,
11. *Grace period.* Within a grace period, parents or student are required to pay for the interest. The interest payment during grace period is that it helps the student to remember to pay the loan that contributes to the high rate of repayment.
12. *Role of education institution.* The payment usually direct to the school and university, so that none of the cash goes in the hand of the student directly and disburse every semester.
13. *Relationship.* One of the programs opens only to existing client program or students with certain grades. This is because it is a loan incentive. After they feel comfortable and perceive it is not a high risk product, they will promote to other clients. Usually they see it finally as potential client where they can be a customer for a longer time period.

E. Closing of Sessions – Pamela Marcucci

Based on research done by Adrian Zimmerman, a worldwide student loan practice can be seen as best practices when:

1. The burden that the student must repay should not be excessive. Too often excessive loan burden will lead to default. In China, they have four years of repayment period, this added burden to student and finally the loan was defaulted.
2. There should be legislation enforcing loan repayment, so that employer should deduct the payment from salaries of the student.
3. There is an assistance office to help students solve their problems if they have difficulties in repaying their loan.
4. Loans should ensure parents as soft guarantor for loan. Instead of being obligated to pay the loan, parents should be engaged to exercise moral obligation in ensuring students could be tracked and repay loan after graduation. The parents, therefore, are responsible to give the current student address after graduation.
5. Computerized loan management systems should be in place.
6. Adequate information should be provided to the student before the loan, during the loan and after the graduation so that the student have constant reminder about the repayment.
7. Monitoring student academic performance should happen during the school year. Only students with certain grades that can apply for student loans.

Feedback from Banks:

1. It is nearly impossible to track students that have graduated. Since Indonesia is an archipelago, usually they go to school in Java, when students graduate they will return to their home city. Banks understand DIKTI's needs, and they also want to help DIKTI in giving out student loan. In terms of collateral, banks asked DIKTI to not issuing any graduation certificate nor provide legal copy of these certificates until the students repay their loan and contact the banks. This did not work for the last loan program which failed.
2. For risk mitigation, the government is currently addressing this issue by providing only one identity number for citizenships, although there are problems with fake identity cards. The bank will record the single ID number and in the future if students do not repay the loan they will be blocked from taking other loans by the Bank Indonesia.

3. Maintaining relation with students' parents is very difficult because not all of them are in reachable areas. Tracking will need good regulations from government, so banks have the authority to know about of the students. At this point, banks have no authority for that.
4. The mobility in Indonesia is very high, so it is very difficult to track graduates. It is not recommended to give credit to people with high mobility. This is the reason why we still have high non-performing loans, even coming from middle higher income.
5. The bank suggests that once a loan scheme is decided upon it should be implemented in a pilot project limited geographically and short-term period, to see the success of the project and make changes if needed so it is not the same failure as last time.
6. With collateral, loans usually have a lower rate of non- performance, since the collateral guarantees the loan. For non-collateral loans, banks usually split it into two categories: one is that if they use our bank (or other banks) to put their salary or if they receive salary in cash. Each bears a very different risk.
7. The example from Kenya shows the government made rule that employee that is behind on the student loan would not be eligible to work in public sector. Employee cannot get his/her passport renewed if he /she delays loan payment. Every move is integrated into the system and automatically monitored.
8. Currently the government is yet to have the single identity number, which is still in progress, data integration will be a long process, and thus, not possible at the moment.
9. Currently the bank is using Bank of Indonesia to verify student loan and make sure the identity that stated is exactly the same with the identity recorded in the system. By that method, the bank can track the loan records for each customer. If the data is not exactly the same, then it will be difficult to track individual's loan record in other banks. Using this method, government can filter student loans to ensure a well monitored mechanism.

The Way Forward

1. DIKTI needs to determine their overall objectives and the parameters they want to use before implementing the student loan.
2. Since the student loan is not a scholarship program, HELM will propose method and recommendation, but the decision is on the government in constructing the program.

V. Conclusions

1. The collaborative forum is very successful. The software allowed the participants to evaluate different loan ideas in a fully concrete manner.
2. In their design of the best loan program for Indonesia, there was consensus on some elements and not on others. One surprising thing about the forum was the widespread acceptance of the need for realistic loan parameters. In particular discussions around how to interpret "zero interest" rate into a functional program provided ways to move forward. One method agreed upon would be to charge no interest during the in-school and grace period years, but then charge a real (market) interest rate during the repayment period. A second option would be to charge zero "real" interest (keep interest equal to rate of inflation), which can be justified as not really interest as there is no profit. This was very different from the thoughts that were expressed during the HELM's core management seminar on student financial assistance in late October 2012, during which participants were adamant that student loans should be offered at 0% interest overall.
3. Many of the participants also felt that the repayment period could be relatively short (48 to 96 months) with grace periods of 6 to 12 months as recent graduates are generally unmarried and living at home with few other expenses. Several participants mentioned that it is better to have a heavier burden for a shorter period of time.
4. The participant groups had different ideas on who should receive loans. Some thought they should be limited to students in certain disciplines, while others felt they should be limited to students in public HEIs. One mentioned that loans should be limited to only graduate students in the short

term to create a track record of repayments. One group suggested the need for research on the progression of graduate salaries after graduation.

5. One group of participants proposed the idea of creating a government initiated investment fund, whose earnings could be used to subsidize loan interest rates.
6. In terms of ideas on how repayments can be assured, given the large number of loans in Indonesia, there was consensus that withholding of certificates applied during KMI program was not sufficient especially as photocopies were signed by university officials. Some participants felt that electronic IDs will help with tracking, though others expressed doubt about the system's organization. All felt that the credit bureau would help as would legislation ensuring that employers are provided with information about their employee's student loan debt. Some felt that a pilot project should be carried out on a limited basis to create a track record of repayment and reveal what works and what does not.

VI. Recommendation for Next Steps:

1. Preparation of a fact sheet on student loans for Ibu Illah Sailah (Director of Learning and Student Affairs, DIKTI) which explains that loans are not a substitute for student scholarships and provides workable scenarios.
2. Preparation of updated software that includes a cash flow estimates for the alternative models (at the request of Professor Nizam, DIKTI). This updated software would provide an explanation of the differences between cash flow, fiscal costs, and economic costs.
3. Exploration of the idea mentioned by the USAID Education Office Director to convene a few high level people to discuss student loans with the mission director or deputy mission director as a way to move the discussion forward.

Annex B

ARP Forum – Collaborative Forum



USAID | **INDONESIA**
FROM THE AMERICAN PEOPLE

HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

Collaborative Forum
Action Research Program
10-13 June 2013
Jakarta

Contract No. AID-497-C-12-00001 Higher Education Leadership and Management (HELM) project

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



I. BACKGROUND AND OBJECTIVES

The collaborative forum for HELM's Action Research Program (ARP) was organized as the culminating event for the first batch of participants where the action research projects were to be presented. Following international workshops, participants worked on research projects in their home HEIs over a six month period. Final cohort meetings were held on 10-11 June 2013 to review and revise presentation then the results were presented as case studies from the 10 participating universities at the forum held at the Sultan Hotel Jakarta on 12-13 June 2013.

Driven by local initiatives, based on needs identified at the institution level, and supported by each university's resources during the implementation, the APR research activities explored international best practices from the international workshops relevant to the context of Indonesia. This research was supported by on-going mentoring by the HELM team and virtual support from HELM partner University of Kentucky. The collaborative forum was designed to share the process and results from these research activities with all 25 of the HELM partner institutions.

II SESSION OVERVIEW

By June 2013, ARP participants had spent six months doing guided action research and preparing their final presentations. Final preparation for the content of presentations was completed during an ARP cohort meeting on 10-11 June 2013. HELM mentors and UKy consultants guided the research teams to finalize their presentations and abstracts in preparation for the forum.

Participants discussed their research, analysis, lesson learned and best practices in panel discussion formats during the two day forum on 12 -13 June 2013. High level (rector) participants were invited from all HELM's HEI partners as well as other stakeholders, including MOEC, MORA, and other HE sector stakeholders. Opening remarks were offered by Dr. Illah Sailah, Director for Student and Learning Affairs at DIKTI. She said that research for higher education is necessary and research is not linear but it is important as underlined by the new law. Margaret K. Sancho, Education Office Director, USAID said higher education sector will be program priority for USAID in the future and has important roles to prepare human capacity to respond global and regional economic development.

An international perspective on higher education research was presented by three international consultants from HELM partner, University of Kentucky. Susan Carvalho said that change management allows school leaders to manage new initiatives and mid-level leaders are risk takers for individual development that will strengthen institutional capacity. Beth Goldstein asserted that the HELM action research program provided individual leadership growth and could be the framework within which to gain leadership experience in the practice of change management. Mike Reed emphasized that higher education has significant contribution to global and regional development.

Following the introductory sessions panel was designed to showcase related ARP programs with two education leaders providing comments and responses to the presented action research program. In addition to the assigned commentators question and answer sessions followed each panel. Participants were engaged and actively involved demonstrating the value of such research and the ARP program.

IV HIGHLIGHTS OF THE DISCUSSIONS:

The ARP participants presented their research on the following topics:

- a. *Implementation of Student Centered Learning to Improve Students Soft Skills* by Dr. Herri, Vice Rector General Administration and Finance, and Dr. Mansyurdin, Head of Academic and Quality Assurance Unit, Universitas Andalas, Padang.
- b. *Peer Evaluation Systems for Teaching and Learning Quality Assurance* by Dr. Suzana Maria Vice Dean, Faculty of Language and Literature and Dr. Anita Kurniawati, Head of Study

Program, English Department Faculty of Language and Literature, Universitas Kristen Satya Wacana, Salatiga.

- c. *Improvement of Research System to Enhance Publication Productivity* by Prof. Dr. Darsono, Rector Advisory Member, Muhammad Agung Prabowo. Vice Dean I – Faculty of Economics, Universitas Sebelas Maret Surakarta.
- d. *Quality Assurance Development for Centers of Excellence* by Dr. Kiki Yulianti, Head of Quality Assurance Unit (continued by Dr. Tri Kurnia Dewi) Dr. Siti Herlinda Pako, M.Si., Lecturer of Post Graduate Program, Universitas Sriwijaya, Palembang.
- e. *Empowering Research Center to Respond the Market Needs and to Improve the Quality of Higher Education Scientific Products* by Dr. Nur Hidayati, Chairwoman of the QA Board, Dr. Muhammad Da'i, Vice Rector, Universitas Muhammadiyah Surakarta, Surakarta.
- f. *Orienting the Quality of the Study Programs of English and Arabic Teaching towards the Asian University Network-Quality Assurance* by Dr. Suharmanto, Vice Dean II, Faculty of Language and Literature and Dr. Nurul Murtadh,, Former Vice Dean I Faculty of Language and Literature, Universitas Negeri Malang Malang.
- g. *Developing UPI Lecturer Performance Reporting System Across All Tri Darma Activities* by Dr. Agus Setiabudi, Director of the Directorate of Planning and Development and Dr. Siti Fatimah, Vice Dean for Academic Affair, Faculty of Mathematics and Science, Universitas Pendidikan Indonesia Bandung.
- h. *Grooming Potential Leaders: A Roadmap toward a Research University* by Muhammad Wildan, Director for the International Office and Al Makin, Editor in Chief, Al Jameea and Member International Relation Team Universitas Islam Negeri Sunan Kalijaga, Yogyakarta.
- i. *Strategy for Academic Quality Improvement through the Development of Student-Centered Learning* by Dr. Damat, Dean of Faculty of Agriculture and Animal Husbandry and Dr. Lili Zalizar, Vice Dean I of Faculty of Agriculture and Animal Husbandry, Universitas Muhammadiyah Malang, Malang.
- j. *Improving Students' On Time Graduation Rate by Analyzing Causes and Solutions* by Dr. Sugianto, Head of QA unit and Dr. Budiyo, Vice Dean, General Administration, Faculty of Education, Universitas Negeri Semarang, Semarang.

The first batch of Action Research Program (ARP) was completed with this forum. HELM would like to acknowledge with appreciation the undertaking of ten research initiatives completed in the short period of time, with genuine dedication. The research projects incorporated international models with local initiatives. Participants at the forum from the 15 HEIs partners (which did not yet participate in ARP) took inspiration from the ten research initiatives and lessons learned.

V. OUTCOMES OF THE FORUM

HELM team identified three main issues:

- a. Final list HEIs for the second batch - The remaining 15 HELM partner HEIs which did not take part in first batch, are looking forward to joining ARP.
- b. Lessons learned on the HELM level, to improve the second batch of ARP research programs include revised timing for the program (international workshops in Jan/Feb and eight months to complete research—rather than six months). Timing needs to take into account the HEI funding cycle so the HEI can build the ARP support into their budgets. Mentoring strategies need to be revised because it was recognized that mentoring through virtual channels was not successful and not helpful to participants. Finally workshops should be designed based on a more focused group of participants with a more focused content area related to the participant structural positions and expertise to maximize learning.
- c. Revised ARP design - International trips to learn best practices in neighboring Asian countries remain needed since the actual contact with strong models and sound practice are

valuable inputs for Indonesian participants. Better focus and depth is needed in development of an umbrella concept for the international workshop, as well as more homogenous participants would strengthen the action research within HELM partner HEIs. HELM mentoring field visits must be maintained but virtual mentoring will be replaced with more useful cohort meetings.

VI. FOLLOW UP ACTIONS:

The followings are several recommendations to improve future iterations of the ARP program:

- a. HELM decides on focus for international workshops and detailed nomination criteria for participants to ensure clear and specific focus
- b. HELM includes reminder to HEIs to ensure the inclusion of an ARP budget into HEIs' annual program and budget at the same time as participants are nominated.
- c. HELM and UKy mentors review selected participants and professional commitment to write workable ARP proposals and HELM guides pre-workshop support to participants to enhance readiness and maximize learning opportunities.

Annex C

PAG Meeting – Minutes of Meetings



HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

Project Advisory Group (PAG) Meeting #4 Minutes of Meeting 7 May 2013



Contract No. AID-497-C-12-00001 Higher Education Leadership and Management (HELM) project

The author's views expressed in this publication do not necessarily reflect the views of The United States Agency for International Development or the United States Government



Project Advisory Group (PAG) Meeting #4
Minutes of Meeting, 7 May 2013

Date : May 7, 2013

Time : 13:00 – 16:00

Venue : DGHE Meeting Room, building D; 3rd Floor

Attendees : 1. Prof. Dr. Agus Subekti – Director of Research and Community Services of DGHE

2. Prof. Dr. Sahid Susanto M.S. – Head of Study Program MM-PT at UGM

3. Prof. Dr. Bambang Setiaji M.S. – Rector of Muhammadiyah University, Surakarta

4. Mr. Kokok Haksono Dyatmoko – Chief of Polytechnics Development Task Force, DGHE, MOEC

5. Dr. Ir. Bambang Supriyadi CES DEA, Coordinator of KOPERTIS V, Jogjakarta

6. Remy Rohadian – Education Specialist USAID

7. Cecilia Sun – Senior Education Advisor USAID

8. Rizky Amalia – Program Management Assistant USAID

9. Dr. Kristen E. Potter – Chief of Party (COP) HELM

10. Prima Setiawan – Deputy Chief of Party (DCOP) HELM

11. Theresa Kaitlin – Program Coordinator HELM

12. M. Iskandar – Leadership and Management HELM

13. Dr. Abdul Rahman – QA Specialist HELM

14. Addie Permono – Finance Specialist HELM

15. Dr. Sarjono – Monitoring & Evaluation Specialist HELM

16. Nurmaila Amiroeddin – Collaboration and Partnership Specialist HELM

17. Tutiek Rahaju – Capacity Development and Training Specialist HELM

18. Martha Silalahi – Core Technical Assistant HELM

19. Rachfiansyah – Training Assistant HELM

20. Nonni S.P. Handayani – Core Technical Assistant HELM

Apologies

1. Prof. Dr. Patdono Suwignjo – Secretary of DGHE
2. Dr. Ilah Sailah – Director for Learning and Student Affairs, Directorate General of Higher Education (DGHE), Ministry of Education and Culture (MoEC)
3. Prof. Dr. Achmad Jazidie – Director for Institutional & Cooperation Affairs, DGHE, MOEC
4. Prof. Ir. Nizam, M.Sc. Ph.D. – Secretary of Higher Education Board (DPT)
5. Akhmand Mahmudin- Head of Planning and Budgeting Division of DGHE
6. Ir. Sumarna Abdurahman, M.Sc., Chairman of Permanent Committee for HR Competency Certification, Chamber of Commerce (KADIN)
7. Mr. Darmaning Tyas –Education Analyst
8. Prof. Dr. Ir. H. Hidayat Syarief, M.S. – Prof. of IPB
9. Prof. Dr. Ir. Yonny Koesmaryono, M.S. – Vice Rector for Academic and Student Affairs
10. Prof. Dr. Usman Chatib Warsa – Former Rector of University Indonesia

I. Welcome Remarks and opening by: Prof. Dr. Agus Subekti, Director of Research and Community Service, DIKTI, MOEC. The session is chaired by HELM DCOP, Prima Setiawan.

Prof. Dr. Agus Subekti (Prof. Subekti) attended a HELM event at the Mahakam Hotel. This is the second time attending HELM event. Prof. Dr. Patdono Suwignjo – Secretary of DIKTI, was not available and asked Pak Agus to replace him and to represent DIKTI at this PAG meeting.

Pak Agus presented regrets from Pak. Patdono who could not attend this meeting as he was asked by the Minister to be his representative in Bandung. Prior to Pak Patdono's departure, HELM COP and DCOP met with Pak Patdono who shared the following recommendations:

- HELM must be careful not to repeat program activities that others have implemented.
- HELM must continue to follow GOI regulations and policies, DIKTI strategy, strategic goals.
- HELM should promote activities that can be applied by new DIKTI regulation, especially when the implementation guidelines for the new law are enacted.

Dr. Kristen E. Potter (Kristen) thanked Prof. Agus for attending on such short notice and representing DIKTI. Dr. Potter reiterated several discussion points in the last PAG on November 2012, where the focus was on the newly developed HELM work plan. The previous PAG also served as a platform for PAG members to provide ideas and suggestions to be integrated in HELM work plan. For the current PAG, the main purpose is to report progress of implementation and plan for the upcoming six months.

Dr. Potter also introduced HELM members to the audience, including new team members and their roles: Prima Setiawan as the Deputy Chief of Party who will be overseeing technical team and the core technical areas, and Theresa Kaitlin as the Program Coordinator who will be supervising the cross cutting program: capacity development programming, monitoring evaluation, and communication.

II. HELM Presentations: Project Overview by Core Technical Area:

A. COLLABORATION AND PARTNERSHIPS

- Private Sector Potential: Strengthening the Capacity of Research and Community Service Unit
- Women Leadership in Higher Education Institutions

Comments on Private Sector Potential

Prof. Dr. Agus Subekti

The strengthening of triple helix concept – a partnership between academics/intellectuals, business/ private sector, and government matches with DIKTI interest. A synergy between those three parties is encouraged, yet it faces some challenges. One challenge is the reluctance of government and private sectors to collaborate with HEI. DIKTI has created programs that provide incentive related to the needs, such as PENPIRNAS MP3EI and Higher Education Research Excellence (RAPID). RAPID provides financial support of at least IDR 300 million per proposal per year, while the MP3EI grant scheme provides financial support for up to 200 research proposals every year on the strengthening the Indonesia's economic corridor. There are also grants to empower micro, small and medium enterprises.

Recommendation for next workshop optimization:

- There are incentives from DIKTI which could strengthen this activity.
- There is opportunity to bring the three groups together using incentive provided by DIKTI.

Response:

Lala Amiroeddin (HELM)

Based on information from staff of the Ministry of Research and Technology (RISTEK), only limited proposals were sent by HEIs for grants from RISTEK. According to one RISTEK's staff, many universities do not submit proposals due to low self-confidence and fear of competition. In response, HELM plans to give training in grant proposal development and grantsmanship to support HELM HEI partners. This training will follow a summative meeting on the Private sector Potential, scheduled for September 2013 and will be conducted in collaboration with DIKTI.

Another possible reason for the limited numbers of higher education institution (HEI) collaborations with private sector is created by HEI's interest to only have partnerships with multinational companies. As a result, they disregard opportunities offered by local business. Based on discussion with KADIN, HEI must approach local business to explore collaboration.

Prof. Dr. Bambang Setiaji, MS Universitas Muhammadiyah Surakarta, Rector

Many local industries are "old" industries such as batik, shoes, and woods. The GOI should develop policy that requires industry using state budgets to purchase goods and services from national industries or HEI. An example can be learned from Solo city, where the former City Mayor initiated the manufacturing of a car. Such policy would harvest local technology innovation and support national industry development which leads to triple-helix collaboration.

Dr. Ir. Bambang Supriyadi Kopertis V Jogjakarta

There are four level of research in higher education: beginner, mid-level, advanced and self-reliant. Among public HEI most are at the beginning level. The research grants for universities are usually from the Ministry of Research and Technology and Ministry of Education and Culture with a budget range between IDR 25 million to 60 million. There is also a larger grant of IDR 2 billion available for research in industries from the Ministry of Finance and HEI could apply.

Kokok Haksono Dyatmoko Chief of Polytechnics Development Task Force

The politechnic system is developing a teaching industry and requests DIKTI to support them with laws for teaching industry. Learning from the experience from Bontang, as mining is the main sector, 50% of the teaching focuses on the mining sector.

B. LEADERSHIP AND MANAGEMENT

- **Reflection on Autonomy Status with ex BHMN HEIs**
- **Preparation of Community College Study**

The 'leadership and management' core area, led two activities to date in Year 2. The first was a forum to reflect on the current state of autonomy was presented by HELM upon the direct request of Pak Patdono and in close collaboration with Prof. Nizam. The second and on-going activity in this core area is that HELM is gathering background to develop a methodology for assistance to DIKTI on their Community College (*Akademi Komunitas - AK*) initiative.

C. FINANCIAL MANAGEMENT

- **Student Loan Modeling: forum and progress**
- **Procurement Summative Meeting**

This forum was designed to explore and discuss potential student loan program in Indonesia, using the student loan software tool to assist with analysis of results obtained when different parameters are used. Participants included DIKTI advisors, Higher Education Board, and representatives from banks. Through discussion and practice on student loan software, participants found a range of potential options for Indonesian student loan which were based on interest rates between 0-7% while in school and rates of between 7-11% during repayment period, grace period of 6-12 months and repayment period between 1-5 years. The discussions demonstrated positive thinking about the costs and benefits of each parameter decision on implementation with the goal of minimizing the risk of failure like in previous experience.

The procurement summative meeting brought to a close the first of the HELM training cycles including the initial workshop, the three month activity phase when participants engage an action plan and then a summative meeting to report progress. During the summative meeting a workshop on auditing practice was requested and HELM will implement that workshop in June.

D. Quality Assurance

- **Integrating Data for Higher Education Management**

HELM's HEI partners asked to HELM to provide technical assistance when setting-up their Management Information Systems to provide baseline data on institutional performance for QA. It should be noted that quality improvement is not always depended on BAN PT accreditation status by study programs, but continuous quality improvement should start internally in each HEI. As widely known, accredited HEI in Indonesia are still limited. In order to be accredited by BAN-PT, HEI must spend resources and meet quality standards set by DIKTI. To address this identified need, the next HELM workshop will focus on preparation for accreditation.

- **Action Research Project: workshop with 10 universities and progress**

The HELM Action Research Program (ARP) was designed to support selected universities in the identification of an institutional need then support action research to find and implement solutions using institutional resources with mentorship from HELM and University of Kentucky. This research activity was limited by time and resources in each university. After seven month working with 10 universities, HELM will present results in an international forum. This action research is considered a starting point of self-sustaining efforts to achieve institutional quality improvements.

III. Activity Plans

This discussion was carried out following HELM's five main component.

- **Component A: Assessment**
Labor Demand Study to look industry clusters in Sulawesi and Sumatera to HEIs and MP3IE
National Survey of Student Engagement: to pilot research for improvements in learning
- **Component B: National Forum Events**
- **Component C: HEI Level Capacity Development**
- **Component D: Strengthen Graduate Program in HELM**
- **Component E: Support to DIKTI AK Initiative**
 - Regional best practices: discussion paper is being prepared
 - Research into existing AK, designed to visit several AKs
 - HELM implementation design by November

IV. Final Comments and Closing by Prof . Agus Subekti

HELM efforts should continue to support the more technical and practical aspects of implementation of the new HE law. From the presentations, HELM programs have been in line with DIKTI programs and strategies. DIKTI's efforts in fulfilling the GOI strategies have produced supportive policies. One

outcome is the community college initiative responding to DIKTI regulations for strengthening vocational education. KADIN needs to be approached to discuss the expansion of this development particularly the private sector with their own education institutions considered “Akademi Komunitas.”

Data Management

Higher education data management in DIKTI ideally should be linked (amongst HEIs), not repeated, not overlapped, and accessible. Starting in 2012, DIKTI has on-line data so these data sets are accessible. If research data and academic data can be integrated, it will be a richer data base. Data could be shared nationally for accreditation and for research and development purpose.

Action Research Plan

HEIs have many research titles, researchers and publications but few research studies have been read. DIKTI needs help to identify the roots of the problems, with regards to Prof Subekti’s opinion on lecturers’ lack of ability to publicize research on indexed journal. For lecturers who study abroad, they will have less difficulty in publishing since journal-writing is compulsory. In Indonesia, publishing is compulsory for doctoral students. Indonesia is in competition with Malaysia and ranked 27 internationally for the indexed journals in Directory of Open Access (DOAC).

Competitive Grant Proposal

DIKTI also does grant writing workshops, for the target group of HEIs in beginner level research capacity. Each university can receive up to IDR 35 million for research development.

V. Reflections

Prof. Dr. Sahid Susanto (Universitas Gajah Mada)

Related to the concept of triple helix, from industrial side the R&D is not needed. Therefore, to implement the triple helix concept, the stratification of technology is required.

Autonomy Status with ex-BHMN HEIs

Prof. Sahid was a member of the BHMN formulation team of Gajah Mada. There is a significant difference between old and new status of autonomy. Nevertheless challenge is how to manage funds from community and to disassociate budgets from the academic schedule and the separate budgeting schedule. The most important thing is the flexibility in financial management and it needs national agreement to support it. Another challenge is to conduct the full autonomy for managing human resources. HEI can reward the achiever, but it is difficult to punish non-achievers, as it should comply with government regulations. The current regulation is not completed yet. It will be good if HE regulation enhances autonomy for HEIs.

Student Loan

The past’s failure happened since there was no repayment after graduation. A strategy for student loans should consider how to shorten grace period. Every study program will be different based on an analysis of the total unemployment for under-graduates. Another criteria to consider is how to ensure student loan is given with some conditions using market demand.

Competitive Grants

There is a Director of Research in UGM as the decision maker, who coordinates quality assurance on research. Using this approach, UGM has obtained many grants.

Quality Assurance

Prof. Sahid often prepares accreditation files and notes that administrative tools for quality assurance are not sufficient and often based on emotion. To assess quality of an HEI, statistical data or numbers could show increased quantity as a milestone, but qualitatively it is more difficult to detect.

Dr. Ir. Bambang Supriyadi
Kopertis V Jogjakarta

Reflection on Autonomy Status with ex BHMN HEIs

The HE accountability workshop organized by Prof. Nizam, with Prof. Satrio as a resource person, offered discussions and many complaints about the status e.g.: budget timing and tax status. Ministry of Finance implements regulation based on how bureaucracy which does not match HE management. If HELM could accommodate to find the solution of this problem, it will be HELM's achievement.

Akademi Komunitas

HELM should download the result of REMBUKNAS (national consultation) for guidance related to Akademi Komunitas based on the new HE Law for regulation to prevent misleading implementation.

Student Loan

BidikMisi is a scholarship model targeted for financially disadvantaged senior high school graduates. The faculty of civil engineering in UGM continues to provide its own scholarship. The fund comes from industry where the alumni work. Loan repayment had a problem because alumni surrendered their certificate as collateral to access loans, but alum did not need certificates and did not repay.

Quality Assurance

Internal quality assurance is the autonomy of HE, while the external accreditation is managed by BAN-PT. Both must in line with HE national standards. However HE national standard is still in development process. HELM should use current regulation based on the new law knowing that the legal permit for a study program will be given as long as the program has a C accreditation, valid for two years.

In the future BAN-PT and DIKTI will make criteria for combined accreditation of study programs. When legal permission was given it means the institution will also be getting C accreditation. But it is still on progress and it needs the present of HE national standard. The total number of accredited institution is 70 institutions: 30 HEI have A accreditation, 7 HEI have B accreditation, the rest are C.

Lembaga Akreditasi Mandiri (LAM) as an agency for study program accreditation has not yet been established. The World Bank has assisted to establishment of LAM since 2010. Based on Law no. 12, the transition for LAM is 2 years including ministry decree and government decree. Thus HELM should assist with up-dated regulation or data so LAM could succeed.

Mr. Kokok Haksono Dyatmoko Chief of Polytechnics Development Task Force

Higher education law has vocational orientation. However, it needs to give more emphasis to Polytechnic and Akademi Komunitas (AK) and linked them to industries. The key points are teaching and knowledge management. The vocational skills and knowledge are not found in books.

Although 249 AK have been targeted to be established in 2014, there is no development center for AK within DIKTI. The polytechnic and AK should do something real not only on paper. There are good examples at Politeknik Aceh and Indramayu. Autonomy is also issue. Vocational schools and Polytechnics can accommodate only 20% the labor needs of any given industry.

Prof. Dr. BambangSetiaji, MS Universitas Muhammadiyah Surakarta (UMS)

Women Leadership

This is a sensitive issue in Islam. In UMS, out of 11 faculties, about three deans are women. But at university level, it is difficult for to seek leadership position at senate level as it is full of "intrigue."

Student Loan

The problem of the student loan is no job guarantee. With jobs repayment will not be a problem. UMS gave loan to Papuan student on medical study program.

Akademik Komunitas

UMS is initiating an establishment of AK Ternak Sapi (animal husbandry) with STKIP Sorong in Papua. UMS tried to contact Dahlan Iskan, Minister of State Owned Enterprise, but no results yet.

Labor Demand Study

This study is interesting since it will give a description of how HE might better supply the needs of the industry demand. It can start with using electronic data of BPS for comparison. The data of industry census will also help provide a description on what happens in the industry.

VI. Final Remarks

Cecilia Sun, USAID

USAID appreciated inputs provided by PAG members and hopes more participants attend next PAG.

Dr. Kristen Potter

HELM is taking seriously our directives especially related on implementation on new law. HELM will always coordinate with DIKTI and synergize with other higher education programs. HELM appreciates any input fed by each PAG members and USAID continued support.

VII. Proposed next meeting to be discussed further with Pak Patdono

Annex D

Regional Workshop Report – Private Sector



USAID | INDONESIA

FROM THE AMERICAN PEOPLE

HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

FINAL REPORT

Private Sector Potential Workshop

Jogjakarta, 08-09 April 2013

Makassar, 10-11 April 2013



Figure 1 Participant Group Photo Session during the Private Sector Potential Workshop

Contract No. AID-497-C-12-00001 Higher Education Leadership and Management (HELM) project

The author's views expressed in this publication do not necessarily reflect the views of The United States Agency for International Development or the United States Government



I. Workshop Objective

In Indonesia, it is common for higher education institutions (HEI) to submit research proposals to the Research and Community Service Unit or *Lembaga Penelitian dan Pengabdian Masyarakat* (LPPM) which are housed within each institution. This stage takes place before the proposal is submitted to funding sources such as Ministry of Education and Culture, other government offices, or private companies. Only a few institutions have a separate unit from the LPPM which would allow researchers could send their proposals directly to external funding sources thus being more efficient.

The LPPM is the focal point for HEI partnerships but LPPM and equivalent offices need to integrate their main functions and foster collaboration among departments to improve productivity. They need to be able to further mobilize external funding by promoting their institution's leading research competencies and the institutional mission. This improved mobilization of resources would then provide more opportunities for students, as well as faculty, to participate in important research opportunities, and would also provide needed external funding or the HEI.

To mobilize more external funding, LPPM and other departments/ units need to develop a entrepreneurial capacity. Fundamentally this entrepreneurial capacity is not to turn the HEI into a commercial entity, but rather should be seen as an effort for an HEI to embrace the spirit of autonomy. If an HEI is capable of generating a substantial income from sources other than the financial support from the central government, the institutional management will have more flexibility to control its budget and set its priorities based on interest, expertise and unique contextual and cultural conditions.

Based on this background, this workshop aimed to provide participants with practical knowledge on: 1) business approach; 2) master-plan and overall strategy for LPPM; 3) development of an SOP for initiating collaboration; and 4) development of collaboration monitoring tools.

II. List of Facilitators and Resource Persons:

Facilitators: Lala Amiroeddin and M. Iskandar Nataamijaya

Resource Persons:

- BIC (Business Innovation Center)
- Universitas Muhammadiyah Malang
- Politeknik Aceh
- Universitas Andalas
- Prof Dr. Harno Dwi Pranowo, Universitas Gajah Mada
- Sumarna Abdurrahman, Indonesia Chamber of Commerce (KADIN)

III. Presentation Summary and Highlights

A. Session 1: General View on Collaboration

The session began with a group exercise, where participants were and asked to draw or illustrate the present conditions of their respective LPPM, and to offer ideas with regards to improving private sector collaboration. This session served as an ice breaker which also prepared the participants to start focusing on the partnership discussion.

Based on the group work, the following are highlighted as the present condition of HEI:

- A lack of understanding of the vision and mission of various stakeholders.
- A lack of formal and clear standard operating procedures (SOP).
- Limited funding.
- Passive approaches promoting research outcomes to external stakeholders.
- Internal database (expertise, patent, activities) is not comprehensive, not updated, and not accessible to many potential partners.
- Low confidence between institutions.
- No knowledge of priorities of external stakeholders.
- Mutual benefit between researchers and industry not exploited.

As the solutions, the HEIs proposed the following:

- More networking activities to promote HEI/partner communication, recruit, expos.
- Cross- disciplinary research input and benefits with LPPM representing all sectors.
- Optimizing HEI's governance to include private sector collaboration management.
- Active database, establish on-line hub for research, and bank of collaborative proposals (in English and Bahasa Indonesia) that are ready for presentation.
- HEI promotes research more strategically based on clear map of HEI potential.
- Policy developed to be more supportive toward collaboration, simplified financial requirements/minimal bureaucracy/clear administration/collaborative duties etc.
- Promote entrepreneurship and renew/refresh human resources/levels of expertise.
- HEIs to strengthen partnership synergy through MoUs ratified and institutionalized.
- HEIs to develop a hierarchical research tree with defined target and work distribution (starting from undergraduates up to doctorate level).
- Research Performance Indicators should be clear and integrated to MP3EI (Indonesia's Economic Master Plan).

B. Session 2: Basic Principles of Collaboration

The session focused on two important principles of collaboration:

- Harmonization between academics and recent development in the community.
- Develop the capacity and opportunity to create innovation.

The facilitator highlighted the importance of acknowledging that each HEI has different missions. HEIs focus on the Tri Dharma: Education, Research and Community Services. Industry mission is to add value to investors, innovate, and provide useful and profitable products and services. Nevertheless, potential partners can collaborate, fulfill needs, and meet separate targets. In order to engage a successful collaboration, it is important that all parties engage in a transparent manner, remain accountable, and communicate effectively. It is vital that HEI provide more information and thinking about long-term collaboration perspectives that that will provide benefit beyond the short-term.

C. Session 3: Business and Industry Perspectives – Sumarna Abdurrahman

One of the first lessons for HEIs when consider approaching the business/industry sector for a potential collaboration is to change their mindset: *HEIs are in equal footing with business/industry*. HEIs have good “products and services” with potential for profit-making. The products and services of HEIs are graduates, technology (tools, findings), and research capacity to create innovations. Hence the HEIs representatives' attitude should exude

confidence, in language full of reassurance, outlining competencies and capabilities and HEIs must have bargaining skills. HEIs will need funding and investments from business/industry, but they should not disclose their internal budget condition to their partners. They should come to the table as a business partner offering valuable goods and services that business/industry could not produce on their own. HEIs in return, must prove their capacity to deliver the products/services offered in the agreed timeline.

In order for HEIs to improve capacity and engage external stakeholder, they need to establish a database that is current, updated, and in line with the overall direction of economic development in provincial and national level. For example, the Sumatran Corridor for the MP3EI has trillions of rupiah waiting for smart innovation to be utilized. Sumatra is known for crude palm oil (CPO) resources. Lately it has endured a low production, export, and income from CPO. It is predicted that Indonesia will continue to sell raw CPO until 2030. HEI thus has the opportunity to explore innovations to other CPO consumable products (with more value than raw oil) for export. This is where research, findings, and skilled graduates from HEIs become crucial.

Prices are not important for private sectors; they are willing to pay at any price in order to obtain good, quality, and profitable products or services. HEIs need to sell their products based on private sectors' understanding of valuable goods: high quality, timely delivery, and responsive services. Therefore, HEIs need to ensure that they can offer qualified service most considered by private sectors: responsive communication towards all (answer fax/email immediately, improve capacity of human resources (skills, managements, and relevant experiences), good maintenance of supporting facilities, etc. HEIs need to be competitive.

Also, it is important to ensure that the product or services of HEIs are targeted to the 'right' segments. Who do you think will need your product or services? What bargaining power do you have? These considerations will also help you to determine what type of engagements you should pursue with the private sector – contractual or partnership. If HEIs choose contractual, it will be a one-time, straightforward deal where HEIs will provide or sell their product or services, and receive payments in return. If HEIs choose partnership then they need to discuss with private sector the following: mutual benefits, sharing resources, accountability, team-work, level of participations and expected sustainability.

Highlights from Discussions in Jogjakarta

1. Private sector is not only interested in science or engineering faculties but also arts and social science. Many companies are bound by law to utilize their Corporate Social Responsibility (CSR) budget on community development and support activities. HEIs could offer them an integrated approach through cultural studies, etc.
2. HEIs need to hire/promote personnel with entrepreneurial skills. During World Trade Organization talks other countries were represented by a group of entrepreneurs and lawyers whereas Indonesian delegation was represented by bureaucrats. As a result, our negotiations were not convincing in their efforts to induce more buying of Indonesian products. HEIs need to hire people to function as entrepreneurs and be responsible to establish institutional relationships. Experts and academia need to stay back because they are limited in their lobbying and entrepreneurship skills.
3. A recent report by National Economics Committee called Indonesia 2020 (McKinsey Group) mentioned the importance of the year 2020 where Indonesia is expected to experience a 60% population in productive ages (between 16-24 years old). This can

be “population bonus” or “doomsday” – if they get proper education and excel in their achievement, it will bring Indonesia as the forefront player of global economy. However, if not, they would be a burden to our nation. HEIs need to play a more active role in ensuring the second scenario.

4. Internships should add value to education and lessen the burden on companies, not giving them more ‘work’ with irrelevant students.
5. KADIN suggests HELM HEIs partners to contact the industries’ associations relevant to their MP3EI corridors. KADIN will support HELM to facilitate a focus group discussion with industry associations. KADIN is currently trying to harmonize the competency measurement with Ministry of Education: KADIN will go ahead with working competency while HEIs will move forward with graduates’ competency.

Highlights from discussions in Makassar

1. HEI needs to be linked into industry community at least to know who to communicate with in the sector of industries.
2. HEI must find ways to produce results that are useful for the industry sector, despite how useful the result is from academic point of view. To bridge this differing need, it takes a good communication between industry and academic community.
3. LPPM should position a person that can sell the results of the research. A professional sales function/person to market the product must be established as a way to ensure long term benefits for LPPM.
4. There is discrepancy between industry expectation and research activity offered by HEIs. There is always probability to establish cooperation between two parties. However, HEIs must ensure research delivers relevant results, appealing to industry.

D. Session 4: Presentation of LPPM by Partner HEIs

This information sharing session provided different organizational models of LPPM in relation to the mission, activities, sources of funding, and partnerships (established and potential) with external stakeholders.

In Jogjakarta: Universitas Andalas and Politeknik Aceh

They have slightly different purpose in establishing partnership with business sector. For Politeknik Aceh, as vocational institution, it aims at providing skilled human resources for respective industries and to instill entrepreneurial skills of its graduates or alumni. For Universitas Andalas, its partnership purpose lies more on conducting innovative basic and applied research for the betterment of community service.

Both institutions also mentioned different challenges. For Politeknik Aceh, the public perception of polytechnic that are less favorable compared to university status, the poor financial condition of most parents and its location that is a bit far from strategic industries in Aceh. Universitas Andalas faces challenges such as low perception toward research activities, lack of CSR funding, passive relationships between HEI and external stakeholders, as well as internal problems: low enthusiasm to approach private sector, low institutional support, low collaboration between units, faculties, study centers, and LPPM.

Highlights from discussion:

- HEIs need to develop SOP to manage internal coordination.
- HEIs should view themselves as equal with private sector and show confidence.
- Many lecturers conduct research with their own name while using HEIs' tools/materials, without the knowledge of institutions. This could be problematic as the research output turns out not as expected it is often the Rector who was asked for accountability.
- There is an urgent need to establish a 'one-door' policy for all research activities.
- Relationship with industry should be started proactively by HEIs.

In Makassar: Universitas Muhammadiyah Malang

University Muhammadiyah Malang has become a research-based university, where all personnel contribute to maintain and improve research quality. The university also requires undergraduate students to take part in community-service activities based on relevant expertise and study program. These hands-on experiences in community work allow the university to identify public needs and demands of industry. In return, they develop research projects that contribute real and useful impact for the wider community.

Highlights from discussion:

- The commitment among the staff and lecturer within the Institution needs to be developed. The effort for external cooperation ensures the result is recognized as a local effort but also be seen as international quality research.
- In UMM, personnel have significant roles and positions, thus a sense of ownership ensures active contributions to the effort to enhance the research quality and quantity.

E. Session 5: Characteristics of LPPM): How to strategize and develop Master Plan – Prof. Dr. Harno Dwi Pranowo, Universitas Gajah Mada.

Characteristics/tasks of LPPM include:

- Planning and guiding research including small-middle income entrepreneurs, local government
- Improving research quality through application of quality standards
- Gathering resources and support income-generating through intellectual copyright
- Support students' involvement in research and in community service
- Facilitate infrastructure and facilities for research
- Develop Research Unit management and capacity, consolidate research/study centers.
- Functionalize community services as catalyst to develop social welfare.

Universitas Gajah Mada experience shows the importance of research management with a solid flow of input (research funding, regulation, policies), process (number of researchers – for research project and publications) and output (number of successful and applied research, publications, doctorate, and intellectual property).

For scientific research excellence, the scientific process requires supportive academic atmosphere, explorative research experiences, adequate research funding and facilities. It is also important that each research step receives necessary grant or funding that are

suitable for the purpose – multi years, partnership, strategic, local or international. The type of funding and partnership scheme could be developed in one of the following:

- Academic research grant – scientific excellence
- Development research grant – industry’s competitiveness and improvement in the design and implementation of government policies
- Private companies and local government funding – industry’s competitiveness and improvement in the design and implementation of government policies
- Charity organizations – community development.

Highlights from discussion in Jogjakarta

- Journal subscription, such as SCOPUS (recommended by DIKTI) could be expensive. HEIs could seek private sector funding while negotiating the research partnerships.
- Utilize MoU (not just agreement of partnership, but also the scope of partnership phase and implementation) and alumni links.
- Use multi-disciplinary approach in conducting research to bridge the possibility of similar research theme by different faculties or lecturers.
- Researcher is not marketing person, LPPM needs to hire marketing peoples.
- Study centers at UGM design basic applied research; funding is 16.7% (target 30 %).

Highlights from discussion in Makassar

- Research design should be based on enhancing community empowerment and education for the community in the long term.
- LPPM must ensure quality of research publications to be reliable, in agreement with partner.
- LPPM could consider in-kind exchanges beneficial for the HEI in long term.
- To extend and maintain LPPM work HEI should partner/collaborate on bigger ideas.
- HEI should master business communication. Proposals should be presented based on the target audience.

F. Session 6 & 7: Standard Operational Procedure on Intermediation: Logbook and Database – Business Innovation Center (BIC)

Business Innovation Center (BIC) was established by the initiative of State Minister of Research and Technology of Indonesia (*Ristek*), aiming to establish synergic innovation creation process between the *Academician*, *Business* and the *Government* components, which often known as “A-B-G Triple Helix.” The purpose of this session is to share BIC’s Intermediation Standard Operating Procedure practice. This intermediation practice can be replicated by participants in each of their home HEIs with local potential partners.

BIC also shared their national network level of industry and researcher pool so HEIs can contribute and also benefit from the network. BIC invites HEIs to enter their research that has potential to be offered to private sector. The current match making rate is low because research output is not compatible with the needs of the industry. BIC offers assistance in providing venue and consulting on the type of research in demand from national industry.

Highlight from discussion

- Participant are invited to enter their research result to BIC database, the 105 best research activities will be compiled in to a book distributed nationwide.
- Although it is good to publicize research results immediately, researchers should register their intellectual property, to protect their research result.
- Intermediations do not only occur on national level, BIC also has regional representative that could meet HEIs representative in provincial level.
- There are two ways to register with BIC: BIC website or personal contact with BIC.

G. Session 8: Strengthening Partnership : Communication and Promotional Efforts

The purpose of the communication session in this workshop is to highlight the importance of publicizing research works and collaboration efforts to a wider audience through news-writing. Using media clippings on relevant partnership activities done by research institution in Indonesia, HELM communications team presented different types of articles related to phases of partnership: MoU signing, scientific research findings, community-related impacts, and future collaboration.

As an exercise, the participants wrote draft articles about existing research work or potential partnerships envisioned by their HEI. Drafts were presented for feedback and suggestions provided by HELM and other participants.

H. Session 9: Partnership Cycle: Contract, Budgeting and Monitoring

The purpose of this session was to define and remind LPPM about the cycle of cooperation and management: receiving potential partners, follow up efforts and systems to establish mutually beneficial relationships with private sector partners.

Highlights from discussions:

- USAID/HELM will continue to share workshop findings with DIKTI to enhance the concept and implementation of partnerships between HEI, business, and government.
- Participants will promote networking between HEIs and stakeholders including readiness to create a joint secretariat to manage partnerships.
- Next workshop should focus more on networking mechanisms and legal processes with HEIs presenting institutional profile and research strength.
- Next workshop to share international best practices in partnership development.

I. Action Plan

HELM technical team will monitor the implementation of action plans with the intention of gathering lessons-learned and best-practices from the participants, as well as trouble shooting challenges, all of which will be shared at the summative meeting.

During the action plan discussion, the participants' outlined their institutional activities under the following themes:

1. Improve the capacity of human resources, and communicate internally to the betterment of LPPM capacity and functions.
2. Increase LPPM efforts in promoting the HEI competencies.

3. Develop network for collaboration with external partners, and SOP for collaboration.
4. Work toward research accreditation and certification.
5. Integrate LPPM-related policy.
6. Develop LPPM roadmap and master plan

HELM capacity building program includes: workshop, post-workshop monitoring of action plans, and summative meeting which will be held three months after the workshop. For the summative meeting, participants hope to meet with business associations and the Indonesian Chambers of Commerce (KADIN) to showcase research achievement, progress, and explore potential partnerships. To fulfill this expectation, HELM will design the summative meeting with KADIN representatives. The meeting will include discussion forum sessions based on economic zones. Each forum will be attended by local businesses or business association to allow HEIs to explore potential collaboration.

J. Conclusions and Recommendations

During the workshop, representatives from 24 universities participated actively in every session. Some of them enthusiastically asked for copies of the workshop modules, reading materials, and the presentations. Post-workshop communication between HELM staff and participants reaffirms this appreciation. Many participants planned to follow-up on disseminating their new knowledge to supervisors and colleagues and implementing their action plans.

Many participants highlighted this workshop was useful is due to the practical information presented. It is also important for HELM to prepare a ready-to-use workshop's materials that are easily adopted and replicated at the institutional level by participants.

Another reason the workshop was a success was the reputation of the resource people. It is important that workshops which are attended by a high number of Vice-Rectors, Heads of Units in HEI, Deans, and professors, have resource people of the same caliber (or higher). The resource people for the workshop were respected as experts and their presentations were useful sources of knowledge with practical information to improve capacity of LPPM.

K. Monitoring and Evaluation

HELM provided participants with an evaluation survey to assess their perception of the manner in which the workshop was presented, the quality of the resource persons, relevancy of the workshop to their daily work and to source recommendations to improve the next workshop. Please see the table below for the results. These results indicate the number of respondents from the workshop who rated each of the assessment topics as excellent.

Table 1: Workshop evaluation results:

Assessment Topics	Number of respondents	Number of respondents rating Excellent	%
Content covered	65	56	86%
Relevance of content to work place	65	57	87%
Usefulness of activities conducted in the workshop	65	49	75%
Presenter/facilitators' knowledge of topics presented	65	51	78%
Overall all experience at the workshop	65	48	73%
Was your time well used during this workshop?	65	46	70%

Annex E

Summative Meeting – Data Integration



HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

Summative Meeting Integrating Data for Higher Education Management Summary Report Jakarta, June 27-28, 2013



Group photo for the closing of the Summative meeting Data Integration

Contract No. AID-497-C-12-00001 Higher Education Leadership and Management (HELM) project

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



I. Background and Objectives

HELM in collaboration with the Directorate General of Higher Education (DIKTI) have supported Higher Education Institutions (HEIs) to continue strengthening effective systems of quality assurance. The initial workshop provided participants with skills and information to develop and implement their institutional three-month action plan in integrating data for both improved quality assurance implementation. This summative meeting was designed to follow up with participants three months after the workshop, showcase progress, and provide additional information and skills training.

Regional workshop done in March in Makassar and Jogjakarta responded to the priority needs for strengthening the capacity of quality units responsible for data management system in HELM's 25 partner HEIs. During a three-month action plan implementation, HEI partners made efforts to use their practical experience and skills to solve their own problems of data integration and management system. At the summative meetings, 14 HEIs presented the progress made on their action plans.

This meeting was intended to provide to participants with:

- a. An opportunity to report the process and the progress of action plan implementation.
- b. Dialogue with the facilitators to find solutions related to identified challenges.
- c. Consult about program improvements in data integration for quality assurance.
- d. Network with other HEIs on data integration and quality assurance systems.

II. Facilitators

- a. Universitas Indonesia: Prof. Hanna H Bachtiar-Iskandar and Dr. Gatot Fatwanto H.
- b. Universitas Airlangga: Vicarna Yasier, M.Sc., Dr. Cholichul Hadi.
- c. HELM: Abdul Rahman, Sarjono, Prima Setiawan.

III. Opening Remarks

Prima Setiawan, HELM Deputy Chief of Party, opened the event and encouraged participants to share best practices and lessons learned, network and explore new collaboration initiatives among HEIs.

IV. Meeting Progress

Session 1: Lessons Learned from Four HEIs

The first best practices sharing session went well when four HEI selected teams prepared slides for presentation. The major points are summarized as follows:

- a. *Improving Data Integration and Management* by Benny Benjamin Nasution, Politeknik Negeri Medan (POLMED)

From March to June 2013, POLMED did the following activities:

- Establish common perception related to data integration by socializing the needs of data integration with stakeholders of POLMED.
- Draft a data collection instrument called Borang.
- Collect initial data using the Borang.

The challenge was to ensure lecturers will fill out Borang in excel format. POLMED is committed to succeed the data integration for accreditation.

- b. *Improving Data Integration and Management* by Marleny Leasa, Universitas Pattimura (UNPATTI)

The participants approached the management during the implementation of action plan at UNPATTI. As the result, the rector and managers realized the need to integrate data for the university. Many activities need time and should be financed by annual budget but the budget period for 2013 fiscal year was closed therefore it will be budgeted next year.

- c. *Improving Data Integration and Management* by Syahrudin Nur Madjid, Universitas Syiah Kuala (UNSYIAH)

UNSYIAH Action Plan was focused on:

- Emphasizing data for internal quality assurance is a must.
- Central data management system is required at university.
- Department/study programs are data suppliers and users.
- The quality assurance unit at university is to recap data from each faculty.
- This system will supply data related to audit and monitoring and evaluation.

UNSYIAH had established quality assurance culture and suggested the need to:

- Establish a research unit for higher education development.
- Provide a system of data integration to be replicated in other universities.
- Provide experts to set up MIS in selected HEI partners.
- Train leaders on data integration for different levels of administration.

- d. *Framework for the UMM Integrated Information System* by Harun Rasyid, Universitas Muhammadiyah Malang.

The UMM system of data management has been implemented since 2011. It has support from the rector therefore the data integration has been managed quite well and UMM has ICT that can provide integrated data for academic affairs, infrastructure, and staff development.

Highlights of the discussions:

These presentations illustrated the importance of having high level commitment (Rector-level) to the process of data collection and integration. It was also highlighted that prior to BAN-PT accreditation all programs should be evaluated internally which requires coordination and is helped by a spirit of collegiality. Beyond institutional commitment, it was also discussed that a budget and human resources are needed to develop and maintain data system, their integration, and sound QA practice.

Session 2: Consultation and Identify “benchmarking”

This session began with group division based on the characteristic of institution: public, private and polytechnic.

- a. State University group I: UPI, UNSYIAH, UNCEN, UNTAN, UNNES, UNSRI, UNHALU, UINSUKA, UNIPA, and UNMUL advised by Prof. Hanna H. Bachtiar.

Participants shared different approaches and operational mechanisms for managing data. In many cases, universities have had access to IT based data management system. Only a few have had virtual networking and collaborative action with local, provincial, national, international linkages for marketing and publication. From simple manuals to digital electronic instruments for data collection, management and reporting were discussed. Some efforts to manage data integration are also growing in UNIPA, UNCEN, UNTAN, and UNHALU although they face capacity limitations. The rest of the universities show progress on maintaining MIS to be more transparent and accountable.

- b. State University group II: UNM, UNLAM, UNAND, UNPATI, UNHAS, UNS, UIN-SUSKA, UNTAD, and UM advised by Dr. Cholichul Hadi.

Most participants were able to share different strategies for managing data for the implementation of quality assurance system. They also presented interesting experiences on how to voluntarily develop quality assurance units from. Only a few HEIs have virtual networking and collaborative action with local, provincial, national, international linkages for marketing and publication. They also discussed simple manual to digital/ electronic instruments for data collection, management, and reporting. Some universities have achieved national and international recognition on managing data for both internal and external quality assurance, research publication, and collaboration with private sector and local governments.

- c. Private University group: UMS, UKSW, UMM advised by Dr. Gatot Fatwanto H.

Both UMS and UMM equipped their units of quality assurance with regular budgets, human resources, technology, and shared authority by Rector to develop quality assurance systems. No quality means no marketable learning process and outputs for all lecturers and education personnel working in private universities to sell. (UMM is currently accredited A by BAN-PT.) UMS is making an effort to learn from UGM and UI to get best practices in quality assurance. They managed more sophisticated IT network system across faculties and department/study programs for teaching and learning services. UKSW has maintained the IT base data management for serving students. Currently, UKSW is preparing to join AUNQA.

- d. Polytechnic group: POLMED, POLNES, POLITEKNIK ACEH advised by Vicarna Yasier.

Polytechnics are a special type of HEI in Indonesia. They prepare skilled labor matching with industrial demands. Professional certification and competency recognition are built into each Polytechnic. POLMED has ready had IT system with current data management sub-system. POLNES is recently separated from University of Mulawarman. Efforts to develop an ICT based quality assurance system is in progress through collaboration with local and provincial private industries. Polytechnic Aceh is still new and establishing a quality assurance system. The main challenge is human resources. Based on Law No. 12/2012, all Polytechnics needs significant institutional changes, including legal statute, structures, and career development pathways to ensure the quality of educational inputs, process, and outputs.

Session 3: Challenges and Solutions

Groups were divided by structural position. Challenges and proposed solutions discussed were:

- a. Group 1: Head of department/study program, Facilitator: Dr. Cholichul Hadi and Sarjono

Challenging Issues faced by heads of the departments/study programs:

- The departments needs to design and manages infrastructure for quality assurance.
- Leadership of Dean and Rectors is key factor for better performance.
- Lecturers were not committed upload updated data in timely manner.
- IT staff think that security is needed to support ICT.
- Printed or electronic forms should be accessible by all lecturers and staff.

Proposed solution:

- Solid communication between IT and Head of departments is needed.
- ICT requires stored data (accessible and easy to operate)
- Borang documents should be available online.
- Leaders of the university should be consistent in making policy
- Head of department/study program should be involved during policy making

- b. Group 2: Head of Quality Assurance Unit

Facilitator: Prof. Hanna H. Bachtiar and Abdul Rahman

The challenges are:

- Lack of communication and coordination between working units.
- Low commitment of the leader and stakeholders to support QA unit.
- Limited funds for implementation of data collection, analysis, and publication.

Proposed solutions are:

- Perform regular meeting between Study programs, QA units, and IT staff.
- Hold informal meetings with Rectors and Deans to update new policies and implementation of internal and accreditation.
- Write proposals to reform QA units with measurable objectives and outputs, relevant strategies, required resources and infrastructures, and detail roles.

c. Group 3: Staff in ICT/Computer Lab unit.

Facilitators: Dr. Gatot Fatwanto H., and Vicarna Yasier.

Some common problems faced by ICT staff are:

- Limited qualified personnel on ICT staff.
- IT staff often moves from one to another unit.
- Many standards, components, and indicators for quality assurance are not available.
- Most ICT staff does not have blue print to develop whole university integrated data.

The proposed solutions are:

- Recruit relevant ICT staff and provide training program on ICT.
- Develop career system for ICT staff.
- Use the existing standards or benchmark standards from better universities.
- Write proposals to develop blue print for data management system in each HEI.

Session 4: Plenary and Presentation “Benchmarking”

Short presentations were provided by ten universities outlining progress improving integration of data.

No	University	Selected Lessons Learned and Benchmarks
1	UNS	<ul style="list-style-type: none"> • IT based network serves both internal performance improvement • Data used for training, education, and business networks development. • Data used for online students’ registration and tuition fee payment.
2	UNCEN	<ul style="list-style-type: none"> • IT data management synergizes EPSBED, EDOM, and other data sets. • Rectors and Deans support the team’s efforts.
3	UNTAD	<ul style="list-style-type: none"> • Understanding data baseline for quality assurance. • Mapping data to meet internal improvement and accreditation. • Update SOP, instruments, in unit data sharing system.
4	UIN-SUSKA	<ul style="list-style-type: none"> • IT base data management was built and maintained. • Develop task force across units to prepare institutional accreditation.
5	UMS	<ul style="list-style-type: none"> • IT Governance system updated for all sub storage units. • IT Team building (lecturers) to unify data DSS, EPSBED, and Borang • Update data for business process re-engineering.

		<ul style="list-style-type: none"> • Software development, training, and marketing on SSOT.
6	UNTAN	<ul style="list-style-type: none"> • Strengthening units responsible for sub-data management. • Mapping quality data with QA unit and set data management team. • Developing website based data service management. • Mobilization of IT staff to data validation for all sub units.
7	UNSRI	<ul style="list-style-type: none"> • Data management system was centered at quality assurance units. • QA unit has internal budgeting code numbers allowing more autonomous operation on data management system.
8	UNAND	<ul style="list-style-type: none"> • Data and infrastructure for data integration are available. • Framework updates in Data Management System for good governance. • Strengthening the role of Computer Center called LPTIK. • Dissemination of updated system to reach all lecturers and other staff.
9	UNNES	<ul style="list-style-type: none"> • IT based data management is accessible for all lecturers and students. • Online data for monitoring and evaluating lecturers' performance. • Data is used to improve students' graduation rates.
10	UNLAM	<ul style="list-style-type: none"> • Preparing documents for Institutional Accreditation. • Pilot programs linked in Computer, Mathematics and Science Faculties.

Facilitator comments on the presentations focused on the importance of sound data for accreditation. Part of the accreditation requirements might include the lecturer self-evaluation as UPI has designed but HEI leaders need to be committed to the process.

Session 5: Panel and Dialogue:

Developing Lecturer Performance Report Evaluation System, Universitas Pendidikan Indonesia.

Main points:

- a. Rationale – A database on human resources should be integrated into the HEI system. To date UPI has not used baseline data for planning, budgeting, career development, and evaluation.
- b. Objective – Manage Human Resource Development (HRD) system as a basis for the HEI management to enhance performance evaluation reporting by setting standards, developing instruments, piloting the program of data management and analysis, and providing a report.
- c. Current Output –
 - IT-based system for managing internal data was developed, piloted, and disseminated.
 - All personnel in faculties, departments and study programs have equal access to the system.
 - All working units will have access for this IT based data integration system.
 - IT based HRD performance evaluation will be operationalized.
 - Baseline data will support performance planning and budgeting.
 - Data-based decisions are available for HR research, training and career development.

Highlights of the Discussion

Concern was voiced that DIKTI has launched a new data system and the new features and requirements are a challenge for HEI. A number of HEI representatives spoke of the difficulties encountered when lecturers do not upload their data, a solution discussed was the withholding of professional allowances until data sets were complete, as well as rewarding those lecturers that provide data well. Beyond input of data, the data verification is important and should be done by the Planning Directorate. There was some talk of the lack of data sharing between DIKTI and BAN-PT and HELM's support to promote better linkages between the two institutions was sought.

IV. Next Steps

At the final session, DCOP invited all participants to present recommendations to assist HELM for the provision of future program. The suggestions are highlighted below:

- a. Technical assistance – It would be helpful, upon HEI request, if QA experts could visit HEIs to set up new (or upgrade the current) IT based data management system for QA.
- b. Participant networking – To institutionalize the QA dialogs, the HELM website could support inter-HEI communication including on-line discussion forums and consultations.
- c. Additional meetings – To ensure the expected impacts of the QA workshops annual meeting to share the progress of data management system in each HEIs would be helpful.
- d. Coordination with DIKTI/BAN-PT – HELM specialist should meet with DITKI and BAN-PT to ensure that the HELM team is current on progress under new law. Minutes of those meetings should be shared with HEI partners possibly on HELM website.\

V. Monitoring & Evaluation

The evaluation tool used for this meeting was designed to measure the level of self-efficacy participants believed they had achieved as a result of HELM's intervention since the initial workshop held in March. HELM defines self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations."

An evaluation survey consisting of seven questions was supplied to participants for completion at the end of the meeting. The results of the survey indicated that overall 83% of female and 83% of male participants had achieved some form of improvement in each aspect of self-efficacy. A total of 11 women and 55 men participated in the workshop. However, only seven (7) out of the 11 women responded to this evaluation.

For the purpose of clarifying the results it is important to note that the percentages indicated are derived from respondents who rated themselves at level four or five. (Five being the highest.) The low number of women participants in the study is not a comparable measure with that of the men and thus any comparable results would be biased.

Table 1: Evaluation results on self-efficacy:

Question	% Females rating 4 - 5	% Males rating 4 - 5
1. "I will be able to achieve most of the goals that I have set for myself".	88 %	93%
2. Facing difficult tasks.	100%	90%.

Question	% Females rating 4 - 5	% Males rating 4 - 5
3. Obtain outcomes	69%	92%
4. Succeed at most any endeavor to which I set my mind.	100%	88%
5. Able to overcome many challenges.	72%	70%
6. Perform effectively on many different tasks.	83%	68%
7. Self-Performance improved	71%	84%

Annex F

Summative Meetings – Procurement



USAID | INDONESIA

FROM THE AMERICAN PEOPLE

HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

Summative Meeting Improvement for Procurement of Goods and Services at Higher Education Institutions

Jogjakarta, May 14-15, 2013

Makassar, May 16-17, 2013



Contract No. AID-497-C-12-00001 Higher Education Leadership and Management (HELM) project

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

I. Background

This Summative Meeting is the culmination of Procurement of Goods and Services series of workshops held in Medan on 28-30 January 2013 and in Makassar on 31 January to 2 February 2013. These meetings covered a combination of workshops provided by HELM for all partner HEI to share procurement experiences. Participants from the original workshops were invited back to discuss their procurement cases and find the right solutions based on the understanding and experience of each partner university.

List of Resources Persons and Facilitators

- **LKPP:** Ir. Muhammad Iskandarsyah
- **Universitas Brawijaya:** Dr. Sri Lestariningsih, S.H, M.Hum. and Saifoe Unass
- **HELM:** Addie Permono, Tutiek Rahaju

Workshop Objectives:

- To undertake a case study on the lessons learned by HELM partner HEI's.
- To provide practical solutions for the case studies;
- To provide feedback to HELM on ways the training program could be improved

II. Jogjakarta Summative Meeting

Session 1: Understanding contractual content. (Presentation by LKPP)

This session was facilitated by Muhammad Iskandarsyah, Sub-Head of Directorate Expert Witness (Kasubdit Saksi Ahli), LKPP, Makassar. He provided expert opinion on the investigation process and an overview of the three Directorates within the Deputy Office for Law Affair and Complaints Handling at LKPP.

1. Bintel dan Advokasi: provides advice on service related procurement issues
2. Sanggah dan Sanggah Banding: Facilitates in the case of objections and appeals
3. Penanganan Permasalahan Hukum: Provides legal advice on implementing issues

Highlights from Discussions:

1. A Contract must be written and any changes require an addendum (annex).
2. Pak Iskandarsyah provided a definition of agreement/contract (Pasal 1313 BW) and the written agreement (Perpres 54/2010).
3. The bidding process is conducted over a limited period of time however; it is critical that all procurement processes and procedures are complied with.
4. The role of the technical team in the planning is very important, in order to avoid mistakes in the future.

Session 2: Highlights from Procurement Case Discussion:

1. LKPP mentioned there were important elements when preparing a contract/agreement and that these should be clearly stated, written and reviewed:
2. Procurement is a system of processes and procedures that requires full coordination of all parties involved.
3. Some participants raised issues associated with a failed bidding process. Some participants were unaware that the failure was caused by lack of coordination between the working group and PPK. Lack of planning and no anticipation of the areas of concern generally is the cause of failure. When a bid fails, a comprehensive review must take place.
4. Contract disputes are actually caused by lack of scrutiny in the design contract (job performance appraisal and payment phase, a period of execution of the work, dispute resolution). Addendums to contracts can be implemented to avoid contract disputes and payment should be made in accordance with job performance.
5. All procurement shipping and delivery must be in accordance with the specifications stated in the contract.
6. A late/delayed delivery penalty clause must be included in any contract.

III. Makassar

Session 1: Understanding of content in the contract (Presentation by LKPP)

This session was facilitated by Muhammad Iskandarsyah, Sub-Head of Directorate Witness Expert (Kasubdit Saksi Ahli), LKPP, Makassar. He provided the same information that he presented in the Jogjakarta meeting.

Session 2: Highlights from Procurement Case Discussion

Group 1 - Policy

1. The procurement process should not take place prior to the revision the list of projects (DIPA).
2. Whenever there is a rule that requires adjustment between BMN (State Assets), SAKPA (Government Financial Accounting System) and SIMAK (Financial Accounting Information System) then the activity should not be undertaken before adjustments are approved.
3. It is the PPK's (Contracting Officer) obligation to provide the expected technical specifications and estimated price.

Group 2 - Planning and Construction

1. Main source of information for technical specifications for a market survey should not be from the Internet.
2. Delays implementation caused by DIPA's approval process can be rectified by revising or adjusting scopes of work.

- Supervisory board is a support mechanism for inspecting, monitoring and maintaining the quality of work.

Group 3 – Goods and Services

- There should be socialization and sufficient training for service providers and law enforcement officers on past and future revisions to the procurement system in higher education institutions.
- Human resources qualification and composition must follow LKPP standards, Job tasks and functions in each institution
- It is important to have a SOP that has Auditor certification.

IV. Summative Meeting outcomes

Duration of the summative meeting was insufficient to provide in-depth discussions required given the complex nature of the procurement process. For future summative meetings HELM needs to consider a 3 (three) day agenda which incorporates sufficient discussion time.

V. Monitoring and Evaluation

HELM conducted a two-day workshop from May 14 to 15, 2013. This workshop was the culmination of the procurement workshop cycle. The workshop was conducted in Jogjakarta for HEIs in the western regions of Indonesia and in Makassar for eastern HEIs. The workshop in Jogjakarta was attended by 32 persons and in Makassar 35 persons. 67 participants, 100% completed the evaluation, including six female participants.

The evaluation tool used for these meetings was designed to measure the level of self efficacy participants believed they had achieved as a result of HELM's intervention since the initial workshops held in January 2013. HELM defines self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations."

An evaluation survey consisting of seven questions was supplied to participants for completion at the end of the meeting. The results of the survey indicated that overall 95% of female and 69% of male participants had achieved some form of improvement in each aspect of self efficacy. For the purpose of this report the percentages indicated are derived from respondents who rated themselves at level four or five. (Five being the highest.) While the results are interesting in regards to male/female comparisons, any attempt to do so is misleading due the disproportionately low number of women in the survey sample.

Table 1: Evaluation results on self efficacy:

Questions	% Females rating 4 - 5	% Males rating 4 - 5
3. "I will be able to achieve most of the goals that I have set for myself".	100 %	67%
4. Facing difficult tasks.	100%	71%.
3. Obtain outcomes	100%	79%

Questions	% Females rating 4 - 5	% Males rating 4 - 5
4. Succeed at most any endeavor to which I set my mind.	83%	81%
5. Able to overcome many challenges.	100%	69%
6. Perform effectively on many different tasks.	83%	60%
7. Self Performance	100%	60%

Annex G

Summative Meeting - Women Leadership



HIGHER EDUCATION LEADERSHIP AND MANAGEMENT (HELM)

Summary of Summative Meeting on Women's Leadership in Higher Education Institution

Jakarta, Sultan Hotel, 28-29 May 2013



Contract No. AID-497-C-12-00001 Higher Education Leadership and Management (HELM) project

The author's views expressed in this publication do not necessarily reflect the views of The United States Agency for International Development or the United States Government



I. Background

In February 2013, HELM held a workshop on Women's Leadership in Higher Education Institution (HEIs) in an effort to encourage more Indonesian women to take on leadership roles in higher education institutions. The workshop was designed as a forum for women, in existing and/or potential leadership positions in HEIs in Indonesia, to explore persistent constraints and possible opportunities for promoting women's leadership through both personal and professional development.

The summative meeting was conducted three months after the above mentioned workshop. The same participants who attended the workshop were invited to share their follow-up actions to foster women's leadership in their respective campus.

II. Overview

The 1.5-day summative meeting was facilitated by HELM technical specialists and a gender expert from UNAIR. A total of 74 participants (Female: 66, Male: 8) from 25 HEIs who attended the workshop in February returned to participate in the summative meeting held on 28 - 29 May 2013. The summative meeting was facilitated by HELM Technical Specialists: Lala Amiroeddin and UNAIR gender expert: Emy Susanti.

Session 1: Gallery Walk

During this session, the participants were invited to walk around a gallery of posters, which illustrated actions promoting women's leadership in HELM's partner HEI's. These posters were compiled as an outcome of the graphic designer's work at the initial workshop. Representatives from each HEI provided colleagues with an explanation of the poster that depicted their HEI's actions.

The purpose:

1. To share best-practices promoting Women's Leadership at HEIs.
2. To create an informal networking environment.

Session 2: Discussion Panel

This session was designed to inspire and motivate the participants to pursue leadership roles by providing practical tips and advice from successful women. The panel, comprised of prominent figures in the higher education and business sector, provided motivational speeches based on their personal experience, vision and hopes for improving higher education in Indonesia. The panel included:

1. Prof. Dr. Badia Perizade, Rector Universitas Sriwijaya (UNSRI).
2. Prof. Dr. Tian Belawati, Rector Open University (UT).
3. Yani Panigoro, Chair of Governing Boards Institut Teknologi Bandung (ITB).

The highlights of comments:

1. Women need to prove that they are responsible, committed and capable persons.
2. Women should actively network at social events. The rector of UNSRI said that she tried to attend as many invitations as possible, especially if it's related to UNSRI.
3. Women should maximize their multitasking ability so to distinguish them from others.
4. A leader has to have vision and the ability to implement that vision.
5. Women need to build trust and in order to gain trust and support, it is important to be consistent between your words and actions.
6. Time management is very important. Leaders should be able to prioritize and delegate tasks.
7. Leaders should view conflict not as a threat but instead use it positively for healthy competition between disagreeing parties.
8. A leader should be willing to make unpopular decisions that will benefit the long-term vision.

Session 3: Building Alliances

The purpose:

1. To provide an opportunity for participants to create personal and professional linkages using communication opportunities.
2. To raise participants' awareness of the importance of a supportive environment.

Session 4: Review of Implemented Actions

The purpose of this session was to share best practices and lessons learned in promoting Women's Leadership on campus. The discussion topics and findings:

1. Training to improve the capacity of women in campus

The group findings:

- a. There is a low index of women leaders in higher education institutions
- b. The influence of patriarchy culture is still strong and exist in higher education institutions
- c. The quality of women leaders needs to be developed
- d. Need to strengthening the networking capability
- e. There is a lack of gender sensitivity between women themselves
- f. The neutral gender policy mostly benefits males

The group recommendation: Design an awareness campaign on gender sensitivities for all levels within the higher education institutions.

2. Development of a Women's Group

The group findings:

- a. Many women still lack gender sensitivity

- b. Women need to promote themselves to establish a network.

The group recommendation: Create a women's group on campus that focuses on:

- a. Gender advocacy
- b. Capacity building programs
- c. Conducting discussions and inspirational events on women and their challenges

3. Mapping Potential Women

The group findings:

The group found that although there is an increase in the number of female lecturers, the top-level management is still dominated by men.

The group recommendation:

- a. Elect senate members that demonstrate gender sensitivity on campus
- b. Build women's networks
- c. Promote women as potential leaders to management

4. Campus Policy Promoting Women's Leadership

The group findings:

The group highlighted the need for policy intervention from the ministry and HEI foundations or governing boards to strengthen the role of women in higher education leadership.

The group recommendations:

- a. Transparent dissemination of information for vacant positions in leadership
- b. Leadership capacity building for women in the faculties

5. Dissemination of Women's Leadership related issues

The group recommendations: The following actions need to be considered in order to raise awareness of important issues related to women's leadership:

- a. Involvement of male lecturers and students in all activities
- b. Provide support for women leaders in higher education institutions
- c. Election of high-level positions should be based on merit
- d. Provision of infrastructure to enable women to function better in the work-place environment. For example - day care services.

6. Communication and Promotion through various media outlets,

The group findings:

The group found that for women to pursue leadership roles they needed to:

- a. Develop writing skills for self promotion
- b. Build networking relationships with the press for self promotion
- c. Develop social networking events online

Session 5: Inspirational Individual and Innovative Institution in Supporting Women's Leadership

During this session participants voted on the individuals and institutions, which they viewed as inspirational as a result of their actions in promoting women's leadership issues.

The purpose:

To motivate participants to become 'agents of change' in their institution.

III. Summative Meeting Outcomes

The alumni of HELM Women's Leadership capacity building program currently plans to write a book on their experience in promoting women's leadership at their respective institution so the general public can extract lessons learned.

The modules of the workshop should be developed into a user-friendly manual for distribution to participants and future workshops.

Outlined below are three key lessons learned from the sessions:

1. Potential women leaders are often blocked by their female colleagues and therefore stressed the importance for women to support one another through empowerment, encouragement and leadership.
2. Advocacy is still needed to encourage women to pursue leadership posts.
3. Women have to actively undertake self-branding and promotion to inform constituents on their performance, in relation to their professional mandates. Self-branding and promotion should be part one's strategy for leadership, competition and challenges.

IV. Monitoring and Evaluation

The evaluation tool used for this meeting was designed to measure the level of self efficacy participants believed they had achieved as a result of HELM's intervention since the initial workshop held in February. HELM defines self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations."

An evaluation survey consisting of seven questions was supplied to 57 female and 9 male participants for completion at the end of the meeting. However, a total of 53 women and 9 men were respondents to this evaluation. The results of the survey indicated that overall 89% of female and 85% of male participants had achieved some form of improvement in each aspect of self efficacy.

For the purpose of clarifying the results it is important to note that the percentages indicated are derived from respondents who rated themselves at level four or five. (Five being the highest.) The evaluation indicated that women on average, 5 out of 7 times, rated themselves higher than the men. However, the low number of men in the study is not a comparable measure and thus the results are biased.

Table 1: Evaluation results on self efficacy:

Question	% Females rating 4 - 5	% Males rating 4 - 5
5. "I will be able to achieve most of the goals that I have set for myself".	96 %	89%
6. Facing difficult tasks.	93%	100%.
3. Obtain outcomes	88%	77%
4. Succeed at most any endeavor to which I set my mind.	83%	77%
5. Able to overcome many challenges.	86%	88%
6. Perform effectively on many different tasks.	85%	77%
7. Self Performance	90%	88%