

Academic and Curricular Programs (Developing a Gender Studies Program):
An Overview of Gender in Curriculum in Indonesia and
Exploring Strategies in Mainstreaming It

Dr.rer.pol. Ied Veda Sitepu, MA.

Faculty of Letters, Universitas Kristen Indonesia

iedveda.sitepu@uki.ac.id; iedveda.sitepu@gmail.com

++62-812 908 1406

Structure of Presentation

- Facts from Higher Education in Indonesia;
- Access to higher education;
- Structure of Indonesian curricular program: IQF-based and the expected outcomes;
- Where is gender in the curricula (experiences from different institutions);
- Strategic steps to gender mainstreaming in curricular program in Indonesian higher education.

Facts from higher education in Indonesia:

- 5,9 millions students;
- The number of HE graduates/year approx. 500,000;
- 230,915 (58% male; 42% female) lecturers in 4500+ HEI\$;
- The number of female students increases in the last decade;
- The number of female going to male-dominated study program (e.g. medicine and engineering) increases and male going to female-dominated study programs is encouraged;
- The number of female professors is increasing, although compared to their male colleagues, it takes more time for female lecturers (by 6 years) to achieve their professorship (data of IPB, 2015).
- Women leadership: the higher the position, the smaller the number

Number of Enrolled Students by Degree Programs & Gender

No.	Gender	Diploma Program	Undergrad. Program	Master Program	Doctoral Program	Prof.prog	Specialist
1.	Male	347.106	2.451.761	143.487	13.912	20.956	5.767
2.	Female	486.067	2.470.312	114.920	8.270	40.681	6.549
	Total number	833.173	4.922.073	258.407	22.182	61.637	12.316

Number of Graduates by Degree Programs & Gender

No.	Gender	(non degree) Diploma	Bachelor	Master's	Doctoral	Prof.	Specialist
1.	Male	63.529	273.492	29.901	1.706	8.961	1.041
2.	Female	115.006	362.478	26.453	972	18.401	1.236
	Total number	178.535	635.970	56.354	2.678	27.362	2.277

Number of University in Indonesia

No.	Types of HEIs	f (%)
1.	Public	122 (2.70)
2.	Private	3.136 (69.63)
3.	Under the Ministry of Religious Affairs	1.246 (27.67)
	Total	4.504 (100/00)

Public and Private University (2016-17)

No.	Description	Total
1.	Institutions	3.246
2.	Study Programs	19.373
4.	Students	6.118.733
5.	Graduates	904.469
6.	Lecturers	213.920

Access to Higher Education

- Something relating to the students themselves: family, education prior to tertiary education, socio-economic background, cultures, value of education
- Government policies in promoting education for all (such as regulations/ scholarships/programs to encourage women or socially disadvantaged groups).
- Students' environment: physical distance to educational institutions and the quality of education which encourages or discourages young people to advance to higher education.
- Reinforced by other elements such as sex, ethnicity, caste and race (Ramachandran, 2010)

Why is Gender Mainstreaming in (Indonesian) Higher Education important?

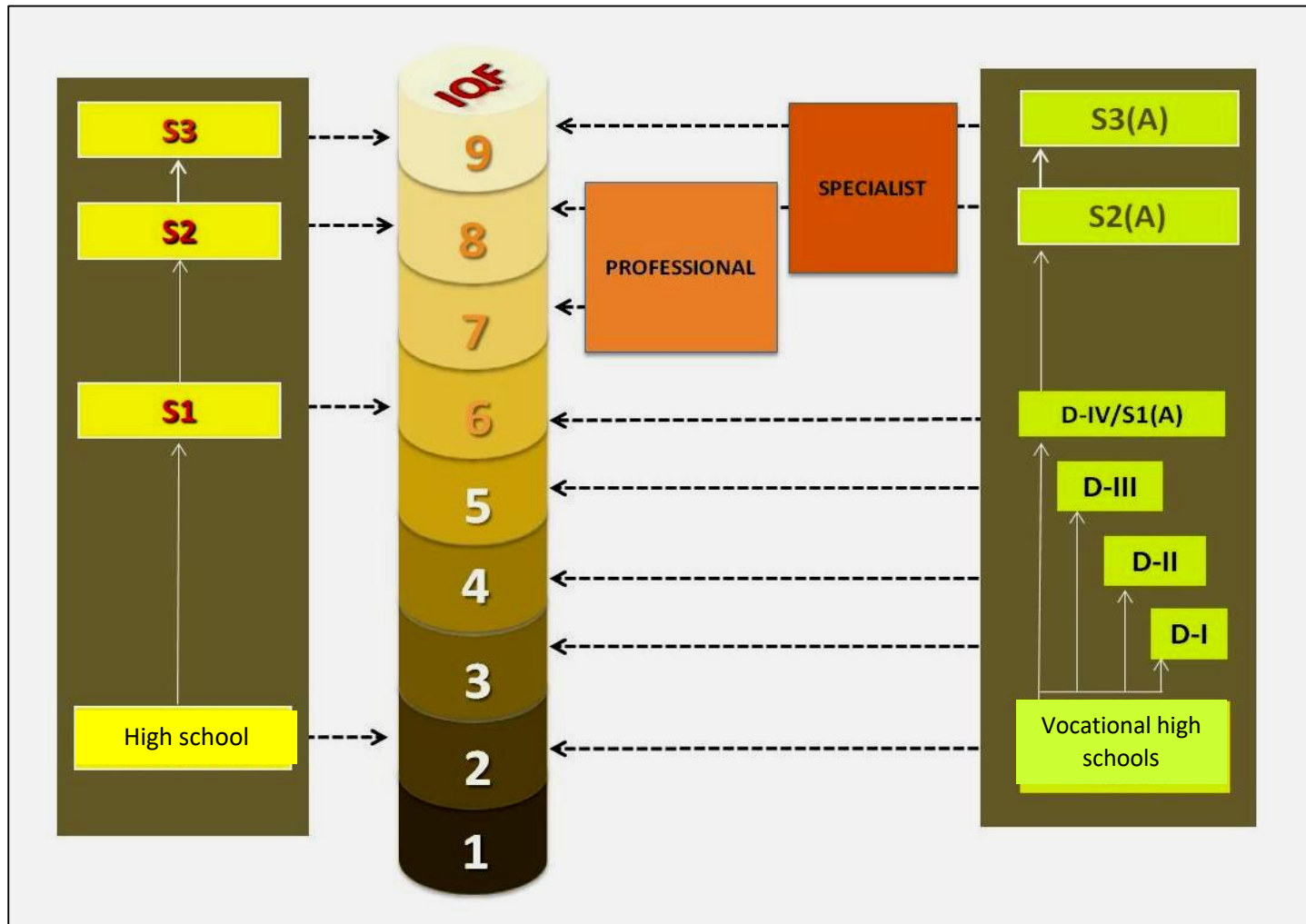
- Gender Mainstreaming is a strategy for promoting gender equality.
- It is a process of creating knowledge and awareness of and responsibility for gender equality among all education professionals.
- It is a strategy, an approach, a means to achieve the goal of gender equality in higher education institutions.
- Mainstreaming ensures that gender perspectives and attention to the goal of gender equality are central to all activities – education policy, curriculum, research, advocacy, resource allocation, facilities and planning, implementation and monitoring of tertiary education programmes.

Indonesian Higher Education Curriculum

- Indonesian Qualification Framework (IQF)-based curriculum
- Introduced in 2012, through Presidential decree, Num 8/2012
- Article 1: IQF is a competency qualification framework that levels, equalizes and integrates education, vocational training and work experience for the purpose of recognition of work competency which is in accordance with work structure in various sectors.
- Leveling framework for qualifications and competence of Indonesian manpower.
- Comparing, balancing and integrating education and training sectors, job experiences in a scheme of competency acknowledgement for specific occupational requirement.

- It is designed to provide students with certain competencies that are related to their fields of study during the study, approximately 4 years, for designated workplaces.
- It accommodates not only field specific competencies, also known as technical skills or hard skills but also other competencies which are not field-specific, also known as 'employability skills' or 'soft skills.'
- Learning outcomes consist of knowledge, skills and attitudes (with a taste of *Indonesianness*)

Indonesian Qualification Framework



Expected impact of the IQF-based curriculum

- Flourishing academic mobilities and higher education collaboration to improve mutual understanding and solidarity among scholars in preserving world peace;
- To bilaterally, regionally and internationally gain recognition of other countries without leaving Indonesian characteristics and self-identity;
- Motivating quality improvement and accessibilities of Indonesian workforces to both national and international job markets;
- Stimulating the reciprocal mobility of qualified students and manpower among countries;
- Providing references for users to adapt competency or qualification in developing lifelong learning programs (Santoso, 2015)

Structure of Curriculum (Eg. Undergraduate Program)

- A curriculum of 144-160 credit unit
- General compulsory courses from the government (State Ideology, Religion and Bahasa Indonesia) which occasionally are added with 1-4 more institutional courses
- Implementation of vision, mission and values of the institution.
- Core competencies of a study program, which shape knowledge and skills of the graduates (decided by association of similar study programs and professional association).
- Institutional courses give a differentiating competencies to the graduates.
- More (additional) courses to strengthen the core competencies or alternative elective courses to enrich students' other additional competencies.

A graduate of an S1 program is expected to be:

- Capable to apply science, technology and art within her/his expertise and adaptable to various situations faced during solving a problem
- Mastering in-depth general and specific theoretical concepts of a certain knowledge and capable to formulate related problem solving procedure.
- Capable to take strategic decision based on information and data analysis and provides direction in choosing several alternative solutions.
- Responsible for her/his own job and can be assigned to take responsibility of the attainment of organization's performances.

**So....where is gender in the
curriculum?**

Number of Subject on Gender Issues in University

N0		Developed Category	Developing Category
1.	Independent Subject:		
	Bachelor Degree	60	25
	Master Degree	4	0
	Doctoral Degree	1	0
2.	Integrated in the Subject at Faculty Level:		
	Bachelor Degree	80	20
	Master Degree	2	0
	Doctoral Degree	1	0
3.	Integrated in the Subject at University Level:		
	Bachelor Degree	10	1
	Master Degree	1	0
	Doctoral Degree	0	0

Gender Study Program:

- There are only 3 gender or women's study programs
- At graduate program level
- In state universities:
 - ❖ University of Indonesia (Gender Studies)
 - ❖ University of Hasanuddin (Gender and Development)
 - ❖ University of Brawijaya (Women Studies study program)
- No example from private institutions of higher learning

Gender in Curriculum:

- Gender as a course/subject in the curriculum because it is important or considered relevant to a study program.

For example in courses (Department of Anthropology, Gadjah Mada University) :

- ❖ Gender Study
- ❖ Marginal Group
- ❖ Conflicts and Violence Study
- ❖ Child and Adolescent Study

- Dept. of Social Anthropology, University of Indonesia:
 - ❖ Gender and Sexuality
 - ❖ Themes in several courses

- Dept. of Social Anthropology, Airlangga University:
 - ❖ Gender anthropology and sexuality
 - ❖ Gender issues and Human Rights
 - ❖ Themes in several courses

Gender as themes and gender perspective in course(s)

- Local Politics course: gender responsive budget (Public Administration Study Program, Muhammadiyah University of Yogyakarta)
- Asian Literature: Gender and identity (the Faculty of Letters, Christian University of Indonesia).
- Computer and Community: Gender and computer (University of Mercu Buana).

Other cases:

- Endorsed by focal points/lecturers who are concerned about gender issues and ensuring that they are brought into the classrooms.
- Gender issues are not even considered in the curriculum (Faculty of Animal Husbandry, University of Jambi).
- Limited discussion depending on concerned faculty members or personal interests.

Exploring strategies in GAD in curriculum development:

- Gender as compulsory or elective courses
- Integrated in particular courses (as theme(s)) in university level (general education) and or faculty level
- Influenced by (university) leadership
- Establishment of gender commission in the University senate
- Gender studies centres empowered and developed
- Creating more focal points in many study programs/ departments/ students institutions
- More gender studies centres established in HEIs
- Modules are developed with gender perspectives
- Students activities and organizations
- Certifications of gender expertise

Number of Center for Women's/Gender Studies

No	Types of University	Category		Total
		Established	Developing	
1.	Public University	30	25	55
2.	Private University	12	33	45
3.	University under Ministry of Religious Affairs	14	26	40
4.	Master's programs in Gender Studies	3	0	3
		56	84	142

Acknowledgement

The writer wishes to thank the following:

- Dr. Rita Andini of Univ. of Syiah Kuala; Dr. Titik Sumarti of IPB, Dr. Dyah Mutiarin of Muhammadiyah Univ. of Yogyakarta; Ms. Eliyani Amka of Univ. of Mercu Buana; Dr. Bernie of University of Airlangga; Prof. Nurhayati of Univ. of Jambi for the information.
- Ms. Puji Mudiana of IPB and ASWGI for the data

