

University Case Studies from Fulbrights in Indonesia and Myanmar: Illustrations of Policies and Leadership

by

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Philosophical and Policy Premises

- ❖ Acquire knowledge and impart it to the people.
(Paraphrase of **Prophet Mohammed**)
- ❖ The **Dalai Lama** opined, “Whatever happens in one region of the world will eventually affect what happens everywhere else. Therefore, it is essential to treat each major problem from its inception as a global concern.”
- ❖ Education shall be directed to the full development of the human.
(University Declaration of Human Rights, Article 26, Retrieved on February 11, 2019 from un.org/en/documents/udhr)



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Largest Islamic Mosque in Jakarta and Southeast Asia
Visited by Beverly Lindsay on Fulbright to Indonesia
Fall 2013

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Shwedagon Buddhist Pagoda-Yangon
Visited by Beverly Lindsay on Fulbright in Myanmar (Burma)
Fall 2017

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Nations in Transition

Moving from Military Regimes toward Democracy

Indonesia

- ❖ Independence in 1949 (former Dutch colony invaded by Japan in 1942; invasion during World War II)
- ❖ Military rule until contemporary democratic elections in 1999
- ❖ Approximately 268,772,000 Million inhabitants
- ❖ Median Age of 28.3 (World Meters, 2019)
- ❖ Nearly 42% of population under 24 (Countries of World, 2019)
- ❖ Largest Muslim Population – Over 233,831,640 Million Muslims- 87% of population; more populace than all Middle Eastern Arab nations (US Department of State, 2019)
- ❖ Member of G-20 Nations
- ❖ Diversity in view of domestic and global matters



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Nations in Transition

Moving from Military Regimes toward Democracy

Myanmar

- ❖ Burma became independent in 1948 after World War II when Japan invaded in 1942 (Britain separated Burma from India in 1937)
- ❖ Military government from coup in 1962 and notable military control until 2011 when non-interim civilian was elected
- ❖ Government Law of 1982 declares non-indigenous background residents as “associate citizens” thus de facto deprivation of full citizenship rights
- ❖ SLORC (State Law and Order Restoration Council; a military body) in 1989 declares martial law, arrests thousands of people, including advocates for democracy and human rights, renames Burma 'Myanmar', with the capital, Rangoon, becoming Yangon. NLD (National League for Democracy) leader Aung San Suu Kyi, the daughter of Aung San, is put under house arrest
(Retrieved from bbc.com/news/world-asia-pacific-12992883.)

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Nations in Transition

Moving from Military Regimes toward Democracy

Myanmar (Continued)

- ❖ Population of approximately 55,700,000 Million
- ❖ Largest land nation in Southeast Asia
- ❖ Largely Buddhist population of nearly 90% of citizens
- ❖ Approximately 44% of population are under 25 years of age – Median age of 28.5
- ❖ Daw Aung San Suu Kyi is State Counsellor (some duties of a president)
Approximately 25% of legislative seats are military appointees and one Vice President is a military officer (Retrieved March 12, 2018 from US Department of State, 2018; adb.org/countries/myanmar/economy)

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Salient Policy Research Questions

- ❖ How might concepts and definitions of policies in general and, particularly in transitional nations be posited?
- ❖ How are Fulbright policies manifested in host countries and universities?
- ❖ What university and/or external factors led to contemporary policies and leadership models?
- ❖ Who are or will be in leadership cadres involved in policy development?
- ❖ How will the policies be translated into formal/dejure or defacto/informal programs or endeavors?
- ❖ What university and/or domestic conditions (e.g., demographic conditions, economic realities and military influences) may enhance or constraint the implementation of sound policies and innovative leadership models?



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Concepts and Definition of Policies

- ❖ Introduce and/or alter conditions, i.e., change and levels of malleability
(Etzioni, 2008; Moran et al., 2006)
- ❖ Philosophical positions or premises
(Joseph, 2017; Lindsay, 2011; Anderson, 2006)
- ❖ Policies at different levels – macro, mezzo, and micro
(Orfield & Hillman, 2018; Anderson, 2006)
- ❖ Political realities
(Darity, 2018; Etzioni, 2008; Merton, 1936; Mitra, 2017)
- ❖ Public diplomacy and geopolitical and strategic alliances – American and international perspectives
(Schindler, 2018; Jett, 2008)



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Policy Concepts and Definitions and Geopolitical Realities

Academic and Public Policy Frameworks

- ❖ **AUN-QA** - promote quality assurance, enhance quality of higher education, and collaborate with regional and international national bodies to benefit ASEAN (Retrieved March 24, 2019 from AUN-QA (2019), “A Touch of Quality” <http://aun-qa.org/>)
- ❖ **International and regional partners** - ADB (Asian Development Bank); DADD (Deutscher Akademischer Austauschdienst-German Academic Services); ENQA (European Association for Quality Assurance in Higher Education); SEAMO RIHED (Southeast Asian Ministers of Education Organization) (Retrieved March 24, 2019 from AUN-QA (2019), “Our Partners” <http://aun-qa.org/ourpartner>)



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Fulbright Origins and Policies

- ❖ Enhance cultural and educational understanding
- ❖ Foster mutual understanding via cultural and educational exchanges such as scholarship, research, and applied projects (Fulbright Scholarship Board, 2019)
- ❖ Component of “smart power” in new era of engagements (Department of State, 2019) Educational and Cultural Exchange Programs (Arndt, 2007) (Retrieved March 24, 2019 from Department of State (2019), state.gov/documents/organization/181122.pdf)
- ❖ Soft Power and Smart Power (Nye, 2015)



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Fulbright Origins and Policies (Cont.)

- ❖ Mutual academic enterprises via cultural and educational engagement, research/scholarship, and teaching administered by Fulbright Commission in G-20 countries and Cultural Affairs officers in American embassies and/or consulates
- ❖ Extensive range of disciplines
- ❖ Placements by country priorities, alliances, proposals from host universities or organizations, and professional's proposal to U.S. Department of State Bureau of Population, Refugees, and Migration (e.g., United Nations High Commission for Refugees)
(Retrieved March 24, 2019 from Department of State (2019), state.gov/j/prm/funding/)
- ❖ Background check of applicants



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Fulbright in Indonesia

- ❖ Ministry of Education and Culture is now Ministry of Research, Technology, and Higher Education
- ❖ Higher Education (Universities) became part of Ministry of Research and Technology due to policy decision to foster and enhance research in major provincial universities
(Retrieved March 21, 2019 from Ministry of Research, Technology and Higher Education Profile <https://international.ristekdikti.go.id/profile/>)
- ❖ The Ministry of Research, Technology, & Higher Education policies concentrate on:
 - ❖ Increasing the number of educated and skilled work force having higher education
 - ❖ Enhancing the quality for higher education provider and R&D institutions
 - ❖ Increase the number of qualified resources within R&D and higher education



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Fulbright in Indonesia (Cont.)

- ❖ The Ministry of Research, Technology, & Higher Education policies concentrate on:
 - ❖ Improving productivity of research and development
 - ❖ Advancing nations capability in innovation
(Retrieved March 21, 2019 from Ministry of Research, Technology and Higher Education Profile <https://international.ristekdikti.go.id/profile/>)
- ❖ Immediate and intermediate policy implications for higher education
- ❖ Upgrading university faculty academic scholarship
- ❖ Undertake top quality research
- ❖ Alliances and cooperation with international universities



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University of Lampung (UNILA)

- ❖ Comprehensive major provincial (public) university in Lampung Province
- ❖ Approximately 30, 500 students QS World Universities (2016)
(Retrieved March 22, 2019 from University of Lampung
www.topuniversities.com/universities/university-lampung)
- ❖ Offers undergraduate, master's, doctoral, and professional degrees.
(e.g., Medicine)



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Purposes [Policies] of the University of Lampung

- ❖ To actualize qualified and highly competitive graduates with immediate acceptance by labor market and capability to create jobs for themselves and others
- ❖ To produce new/excellent science and technology published in accredited journals inside and outside the country as well as patented research
- ❖ To increase society's competitiveness and welfare through innovative and qualified community service based on new/excellent science and technology
(Retrieved March 15, 2019 from University of Lampung unila.ac.id/en/vision-and-mission)



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Fulbright Endeavors in Relation to University and Ministry Policies

- ❖ Promotion to full professor means publications in refereed Western journals, e.g., Australia, England, and United States. Lindsay asked about Republic of Korea (South Korea) and informed was not a Western country
- ❖ Medical Faculty to make presentations in English at international conferences
Medical School is ranked number 6 in Indonesia, ahead of University of Indonesia
(Retrieved February 20, 2019 Facts of Indonesia, Top 10 Medical Universities in Indonesia – Best Grades www.factsofindonesia.com)
- ❖ Teach and engage in social science and medical research
- ❖ Accreditation by English and American education bodies, e.g., Council for Accreditation for Education Preparation (CAEP)
- ❖ Cooperative agreements with Western universities in a range of disciplines



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External Geopolitical Policies

- ❖ “Mutual” interests of the United States and Indonesia
(Retrieved March 21, 2019 from United States Department of State, Secretary of State state.gov/r/pa/prs/ps/2018/11/287633.htm; Retrieved March 21, 2019 from Australian Government of Foreign Affairs and Trade, The G-20, 2019 dfat.gov.au/trade/organisations/g20/Pages/g20.aspx)
- ❖ The G-20 consists of the top 20 developed and developing nations that constitute 85% of the world’s economy
- ❖ Indonesia is a vital part of United States relations in the Indo-Pacific region and Indonesia has largest economy of Southeast Asia
- ❖ Indonesian policies to be an integral part of G-20



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Fulbrighter Lindsay interview with Indonesian educational television
Fall 2013

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University Of Lampung Medical Faculty Class that Fulbrighter Lindsay team-taught
Fall 2013

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Policy Outcomes

- ❖ Medical faculty and physicians are indispensable for healthy nations where physicians benefit from interactions with colleagues throughout the world. Hence proficiency in English, the lingua franca of global communications, is critical. Reading and comprehending oral and aural English is a necessity
- ❖ Students in education and social sciences benefit by having academic faculty abreast of the current research and practices that may be applicable to Indonesian universities



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University Leadership Policies and Leadership Cadres

Council of Academic Deans: All Academic and Professional Faculties (Colleges)

- ❖ Involved in translating Ministry policies into strategic plans
- ❖ Examined select programs and lessons from top-ranked Indonesian and Asian universities and Ministries for methods to enhance local academic programs
- ❖ Devise methods to identify potential leaders in view of Indonesian and local cultural norms
- ❖ Initiate Leadership seminar(s) for Deans, Associate Deans

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Policy and Leadership Challenges for Indonesian university

- ❖ Substantial population under 24 years of age
- ❖ Fostering and maintaining quality public universities
- ❖ Proliferation of private universities and questions on quality of education
- ❖ Adequate technology throughout Indonesia in view of provincial and/or national infrastructures



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Fulbright in Myanmar

Fulbrights and Other American Policies in Myanmar

- ❖ Adherence to democracy and human rights
- ❖ Aid to minority groups, e.g., Muslims and Hindus (U.S. Department of State, 2019)
- ❖ “Higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities.”

(Retrieved March 22, 2019 from US Aid Education U.S. Agency for International Development [usaid.gov/education](https://www.usaid.gov/education))



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Ministry of Education Policies

- ❖ Nurture new generation as intellectuals and intelligentsia in human resource development
- ❖ Implement quality assurance system in all educational sectors
- ❖ Welcome the advice of expertise, non-governmental educational organizations, representatives selected by parents, teachers and students when the ministry and respective ministries formulate the education policies
- ❖ Utilize modern technology to upgrade education standard to international level
Give knowledge that can be applied in socio-economic life
(Retrieved on March 21, 2019 Ministry of Education – Policy (2018)
moe.gov.mm/en/?q=content/policy)



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Ministry of Education Policies (Cont.)

- ❖ Ministry of Education policies and actions on academic freedom and limits certain protests against the government, e.g., student protests for additional educational funding

(Retrieved on March 22, 2019 Bureau of Democracy, Human Rights, and Labor (2018) Country Reports on Human Rights Practices for 2018. [www.state.gov/j/drl/rls/hrrpt/humanrightsrepor])

- ❖ Quality Assurance from Ministry of Education – Lower Myanmar and Upper Myanmar
- ❖ Lindsay Fulbright under auspices of Lower Myanmar



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Myeik University

- ❖ Major provincial (public) university in Myeik Province
- ❖ Undergraduate and Master's residential student body is 4,917 and University Distance Education students are 7,449 in 2018
- ❖ Stronger programs in Marine Biology, Geography, and Geology due to location
- ❖ Myeik University Quality Assurance team has four subcommittees:
 - 1) Program Design; 2) Student Quality; 3) Staff Quality; and 4) Output

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Leadership Meetings

- ❖ Quality Assurance Team
- ❖ Individual meetings with Rector, Senior Pro-Rector (who became Acting Rector), Junior Pro-Rector
- ❖ Council of Department Heads
- ❖ Student ambassadors who spoke English

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Myeik University Departments

Scholarship and Teaching

- ❖ English Department with 14 faculty
- ❖ Geography Department with 9 faculty with 8 women and 1 man
- ❖ Geology Department with 8 faculty with 7 women and 1 man
- ❖ History Department with 14 faculty with 13 women and 1 man
- ❖ Math Department with 14 faculty with 11 women and 3 men
- ❖ Marine Science with 26 faculty with 20 women and 6 men
- ❖ Zoology Department with 12 faculty with 10 women and 2 men
- ❖ Oriental Studies with 5 faculty with 4 women and 1 man

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AUN-QA Illustrations

(ASEAN University Network – Quality Assurance)

- ❖ National University of Singapore – QA – Office of Provost-Programme on Quality, Teaching Quality, and Outcomes Monitoring
(Retrieved October 1, 2017 from provost.nus.edu/sg/education-quality-htm)
- ❖ Charles Sturt University (Australia) – Tertiary Education TEQSA Quality and Standards (TESQA)
(Retrieved October 3, 2017 from teqsa.gov.au/national-register/provider/prv12018)
- ❖ Monash University (Australia) – Field and Quantum Physics
(Retrieved October 21, 2017 from [monash.edu/pubs/2018 Handbooks/units/PHS1022](http://monash.edu/pubs/2018%20Handbooks/units/PHS1022))
- ❖ Accreditation and International Recognition and Validity
- ❖ Meetings and Briefings at American Embassy in Yangon



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Fulbrighter Lindsay meeting with Geology department
Fall 2017

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Policy and Leadership Challenges at Myeik

- ❖ Limited technological infrastructure, very limited bandwidth
- ❖ Re-assignments by Ministry of Education for cultural harmony and integration and criteria for most promotion and administrative positions (Macro Government *de jure* policy often resulting in *de facto* programs)
- ❖ Dated curriculum in some fields, e.g., English with limited Asian authors and that of others from Emerging literature (Macro policies from Government and University of Yangon)
- ❖ Sparse library with very few holdings and some dated classrooms and laboratories (*de jure* policy changes needed in allocation of resources)



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Policy Challenges at Myeik (Cont.)

- ❖ Curriculum and testing/matriculation (Matric) examination heavily influenced by University of Yangon faculty (Macro *dejure* policy from Lower Education Department resulting in Mezzo and Micro policies in Faculties and Department)
- ❖ Limited Faculty governance, according to vast majority of participants in QA presentations and seminars
- ❖ Regional and International Lessons from substantial percentages of women university faculty (Macro level policy initiatives)
- ❖ Lessons to share within AUN-QA and Western World – Substantial percentages of women in STEM and other disciplines



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Autumn Moon Festival at Myeik University
Fall 2017

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Three A's: Moving Toward Realistic Policy Development and Options

As we seek and implement responses to illustrative queries, three A's should emerge to the forefront:

Authority; Accountability; and Assessment

Authority entails the authorization to act on behalf of university system

- ❖ Macro Level – Ministry of Research, Technology and Higher Education and Ministry of Education
- ❖ Macro Level – AUN-QA
- ❖ Macro and Mezzo Levels – University executives and faculty, though mainly by executives, especially in Myanmar

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Three A's: Moving Toward Realistic Policy Development and Options (Cont.)

Accountability envelops the assumption of responsibility by university executives and faculty and for the local and global community

- ❖ Macro and Micro policy considerations in view of sociocultural ethos, norms, and political realities within Indonesia and Myanmar and ASEAN and AUN-QA
- ❖ Malleability of policies and substantial youth and young adults populations



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Three A's: Moving Toward Realistic Policy Development and Options (Cont.)

Assessment encompasses the examination of policies being transferred into programs of collective plans and actions to enhance the development of the university community and its relation to national, regional, and international realities

The best interest of all permeates the three A's.

(Lindsay, 2013, Fulbright Indonesia Presentation to Consortium of Lampung Province Deans and Executives)



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