



EXPANDING U.S. STUDY ABROAD TO INDONESIA: U.S. PERSPECTIVES AND STRATEGIES FOR EXPANSION

AN IIE BRIEFING PAPER

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I. INTRODUCTION

Over the past twenty years, the number of U.S. students studying abroad has more than tripled as higher education institutions, students, and parents have recognized the unique and critical knowledge and perspectives that are gained through living and learning in international contexts. In addition, the types of individuals studying abroad today have a greater diversity of interests and are taking advantage of opportunities to pursue their academic interests and expand their knowledge and skills in nontraditional study abroad destinations. Of the 260,000 U.S. students receiving academic credit for study abroad in the 2008/09 academic year, 11 percent were studying in Asia, and nearly a quarter of those students studied abroad in China or Japan. While study abroad enrollments to countries like Thailand, Vietnam, and Singapore have grown steadily over the past years, the overall number of students studying in Southeast Asia has remained relatively low, in spite of the region's tremendous political and economic growth. The number of students studying in Indonesia is less than 200 annually. In this context, and with U.S. interests in Indonesia expanding economically and strategically, this white paper focuses on Indonesia as a study abroad destination.

As the world's third largest democracy behind the U.S. and India, Indonesia has become one of the United States' most important partners. Located at the geographic nexus between Southeast Asia and Australia, Indonesia is also a key player in global commerce, and harbors a rich cultural heritage and a fascinating postcolonial history. Indonesia has the largest Muslim population in the world, with a tradition of religious freedom that is embedded in its constitution. In addition, the last U.S. Department of State travel warning for Indonesia was lifted in 2008. In spite of its significance on the world stage, however, Indonesia is not widely understood or even studied by U.S. students. During his visit to Jakarta in 2010, President Barack Obama commented on the "incomplete project" of broadening relations between the U.S. and Muslim countries like Indonesia, expressing the need to expand active communication and exchange programs, not only to share ideas and innovations, but also to build trust and understanding.

Expanding educational opportunities in Indonesia will require substantial efforts on both sides, including more information about types of programs, funding sources, and security and safety concerns. Episodes of internal conflict, previous U.S. travel warnings, and the devastation caused by the 2004 earthquake and tsunami have limited travel and tourism in the country, and perceptions about personal safety continue to hinder interest in study abroad to Indonesia. However, the Indonesian government has recently committed to greater investments in higher education, and is seeking strategic international linkages to generate educational exchange. Such recent developments have raised hope for the development of strong partnerships that will be mutually beneficial for U.S. and Indonesian higher education institutions.

In September 2010, IIE launched the U.S.-Indonesian Partnership Program for Study Abroad Capacity (USIPP), to increase capacity for higher education institutional exchange between the two countries. Sponsored by the U.S. Department of State, Bureau of Education and Cultural Affairs (ECA), USIPP is a two-year initiative to develop study abroad linkages between six U.S. institutions and six Indonesian institutions through innovative pilot programs.

This briefing paper reports the results of a survey that was conducted in Winter 2010/11 to better understand the perception of U.S. institutions regarding challenges and opportunities for increasing the number of study abroad students to Indonesia and to inform future recommendations on how to address challenges related to expanding U.S. study abroad to Indonesia.

The survey critically examines and assesses the current status of institutional commitment and partnership building with Indonesia. How have institutions demonstrated a commitment to increasing interest in Indonesia within their campuses, and what strategies do they have in place for future action? This report also explores the issues, concerns, and challenges that have hindered growth in study abroad capacity, and prospects for expanding capacity. An appendix lists national-level sources of support for study abroad in Asia and provides URLs with links to other key information resources.

II. EXECUTIVE SUMMARY

During her visit to Indonesia in 2009, Secretary of State Hillary Rodham Clinton called for linkages between U.S. and Indonesian institutions, noting: “Building a comprehensive partnership with Indonesia is a critical step on behalf of the United States’ commitment to smart power.” In an effort to address the strategic need to promote stronger ties between the U.S. and Indonesia, the IIE Center for International Partnerships in Higher Education launched the U.S.-Indonesia Partnership Program for Study Abroad Capacity (USIPP) to support Indonesian higher education institutions’ capacity to provide high-quality study abroad programs for U.S. undergraduates.

The two-year initiative sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA) has joined six U.S. institutions and six Indonesian institutions to develop new opportunities for U.S. undergraduates in Indonesia, and also to help Indonesian universities better prepare to host American students. The participating U.S. institutions, representatives of which will visit Indonesia in late April 2011 for a study tour, are Chatham University, Lehigh University, Miami Dade College, Texas A&M University, University of Michigan, and University of Washington. The six participating Indonesian universities are Airlangga University, Bandung Institute of Technology, Bogor Agricultural University, Indonesian Institute of the Arts, Gadjah Mada University, and University of Indonesia.

In order to understand challenges and opportunities for increasing the number of study abroad students to Indonesia, IIE conducted an online survey among U.S. higher education institutions in December 2010 and January 2011. The goal of this survey was to inform future recommendations by identifying challenges related to expanding U.S. study abroad to Indonesia. The findings are summarized and discussed in this report.

The survey addressed wide-ranging questions and key topics, including:

- On-campus initiatives to raise awareness about Indonesia
- Recent and expected growth for U.S. study abroad to Indonesia
- Challenges and barriers to expanding study abroad capacity to Indonesia
- Strategies to increase interest and growth

Key Findings

More than 150 U.S. higher education institutions responded to the survey. The results revealed important information about the challenges and concerns of U.S. higher education institutions related to expanding study abroad capacity in Indonesia. Recognizing these challenges allowed participating institutions to comment on Indonesia-related strategies and initiatives currently in

place, or to explain why they have no strategies or initiatives. Institutions frequently commented on the perceived lack of interest in Indonesia by students, faculty, and administrators. That is, when students and faculty do not exhibit interest in Indonesia, institutions will not invest in planning strategies to generate interest in Indonesia as a study abroad option. While the dilemma of how to break this cycle may be remedied by increasing awareness about study abroad opportunities in Indonesia, institutions are generally unaware of existing partnerships or programs and are therefore less willing to tread into new territory with their own activities.

The following key findings from the survey present a picture of some of the main issues related to expanding academic engagement with Indonesia and increasing study abroad to Indonesia:

Current academic engagement with Indonesia:

- 88 percent of respondents have very low to low levels of institutional engagement with Indonesia.
- 11 percent have cooperation agreements or signed MOUs with institutions in Indonesia.
- 11 percent have a task force or working group to facilitate internationalization efforts with Indonesia.

Anticipated growth in study abroad in Indonesia by U.S. students:

- In the short-term, medium-term, and long-term, the majority of institutions expect only low growth (less than 10 percent) in study abroad participation.
- 16 percent of responding institutions have a strategy for expanding study abroad capacity.

Major challenges:

- Cost to students and institutions is a major concern for increasing study abroad capacity and forming partnerships.
- Lack of knowledge and interest in Indonesia among students and faculty.
- Safety and security concerns.

Strategies to increase study abroad to Indonesia:

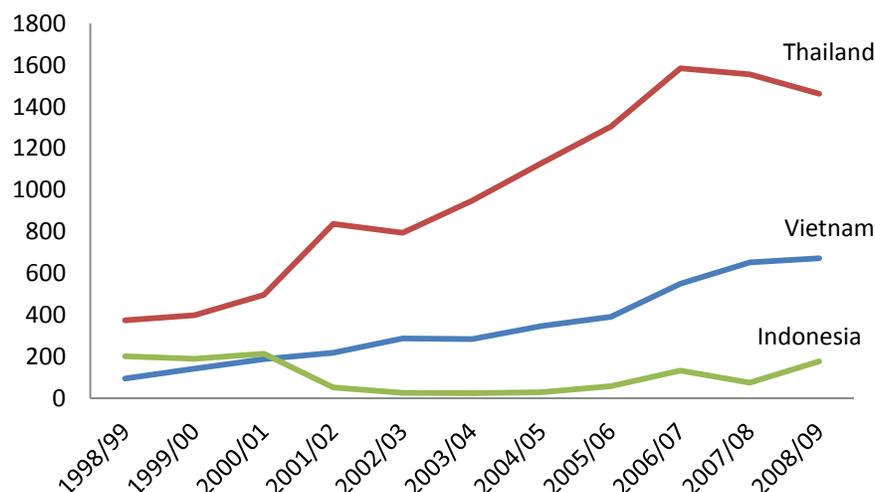
- 71 percent of respondents indicated that more information on study abroad hosting capacity at Indonesian institutions would be helpful in developing interest in Indonesia. Examples of successful partnership initiatives (cited by 67 percent) and information on Indonesian higher education (56 percent) were also cited as helpful types of information.
- Survey respondents identified the following key steps that would help increase the number of students studying abroad in Indonesia: increasing knowledge and awareness about Indonesia on campus (cited by 68 percent of respondents), more study abroad scholarship opportunities for students (61 percent), more institutional funding for study abroad/internationalization office (52 percent), and introduction to appropriate and experienced Indonesian host campuses (51 percent).

III. SNAPSHOT OF U.S. STUDY ABROAD TO INDONESIA

According to IIE's *Open Doors 2010: Report on International Educational Exchange*, 260,327 U.S. students studied abroad during the 2008/09 academic year, a slight decline of less than one percent from the previous year's all-time high in study abroad participation. Of the total number of American students studying abroad for academic credit, 56 percent studied abroad in Europe. Nevertheless, interest in study abroad to nontraditional destinations, particularly to developing nations, has grown considerably in the last decade, including to Southeast Asian countries, which hosted 3,426 students in 2008/09. Though Indonesia is the largest country in Southeast Asia, and the fourth most populous country in the world, only 176 U.S. students studied abroad in Indonesia in 2008/09 for academic credit at their U.S. campuses. This represents only five percent of all U.S. students going to Southeast Asia.

Over the last decade, U.S. study abroad to Indonesia has been critically hindered by perceptions of sectarian violence, the 2004 earthquake and tsunami that devastated the Sumatra region, and previous U.S. Department of State Travel Warnings. As Figure 1 indicates, between 1998 and 2001, study abroad numbers ranged between 180 and 215, and then dropped to fewer than 30 from 2002 to 2005. By 2006, there were U.S. 132 students enrolled in accredited study abroad programs in Indonesia, but this number dropped to 74 students the following year. In 2008/09, the numbers began to rebound but still remained below 200. *IIE Passport*, IIE's long-standing print and online directory of study abroad programs around the world, contains less than ten study abroad programs in Indonesia, compared to 83 in Thailand. Only six U.S. institutions reported more than 10 students studying abroad in Indonesia in 2008/09.

Figure 1. U.S. Study Abroad Enrollment in Vietnam, Thailand, and Indonesia from 1998-2009



Source: Patricia Chow and Rajika Bhandari, *Open Doors 2010: Report on International Educational Exchange* (New York: Institute of International Education, 2010).

While the number of U.S. students in Indonesia has fluctuated over the last ten years, the number of Indonesian students studying in the United States has also diminished, dropping from 12,142 in 1998/99 to 7,509 students in 2008/09. As of last year, only 12 U.S. universities hosted 100 students or more from Indonesia. The decline in the number of Indonesian students at U.S. institutions has also resulted in further reduced American student and faculty awareness of and interest in Indonesia.

In November 2010, President Barack Obama called for new initiatives to double the number of educational exchanges between Indonesia and the United States by 2015. In response, there has been an increase in U.S. government-funded scholarships for study abroad and research in Indonesia, slowly drawing more students to the region. Initiatives and programs, such as the U.S. Department of State's Benjamin A. Gilman International Scholarships, Fulbright Fellowships, Critical Language Scholarship Program, and NSEP's Boren Scholarships and Fellowships, have collectively experienced ongoing success in increasing undergraduate and graduate opportunities for exchange between the United States and Indonesia. Although previous travel warnings restricted travel and research opportunities for several years, the last travel warning for Indonesia was lifted in 2008, and all of these programs have experienced a recent resurgence in applications in recent years. In the last three years, Gilman program has begun to see an increase in the number of applicants and number of grantees going to Indonesia.

In addition, the Fulbright program has introduced several new grant opportunities for U.S. students, scholars, and specialists for the 2012/13 academic year, including grants for faculty and student research, faculty lecturing, and English Teaching Assistantships. The U.S. and Indonesian governments have committed substantial resources to the Fulbright Program between the U.S. and Indonesia, making it the largest Fulbright program in the East Asia and Pacific region and one of the largest Fulbright programs in the world. For example, the U.S. Department of State, together with the U.S. Embassy and the Fulbright Commission in Jakarta, has launched the Fulbright Indonesia Research, Science, and Technology Program—or the FIRST Program. This program will support American and Indonesian students and scholars to study, teach, and conduct research in priority science and technology fields. The first 10 American and Indonesian Fulbright students and scholars have already begun their studies in critical fields that address common challenges, including climate change, food security, and public health.

The Freeman Foundation has also made significant contributions to expanding U.S. study abroad in Indonesia. Last summer, the IIE-administered Freeman Foundation Indonesia Non-Profit Internship Program (FINIP) received more than 245 applications from U.S. undergraduates for summer 2010, with a similar number applying for summer 2011. The Freeman Foundation also generously provided funding to IIE to re-launch the successful Freeman Awards for Study in Asia (Freeman-ASIA), which have supported more than 4,000 undergraduate students from over 600 U.S. institutions with grants to study abroad in East and Southeast Asia over the past eight years.

These programs reveal that in spite of the barriers hindering U.S. study abroad in Indonesia, recent academic interest has been slowly and steadily increasing, and can develop even further with increased institutional commitment.

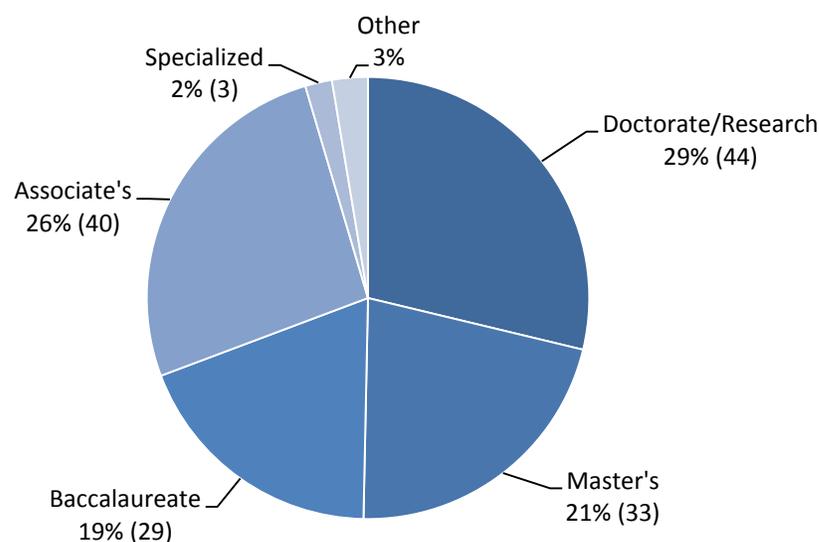
IV. EXPANDING STUDY ABROAD TO INDONESIA: FINDINGS FROM AN IIE SURVEY

Survey Respondents

IIE conducted the online survey in December 2010 and January 2011. Overall, 153 U.S. academic institutions and other organizations responded. Doctoral/research institutions represented the largest group of respondents, with 29 percent (44 respondents), followed by Associate's institutions with 26 percent (40). Master's institutions represented 21 percent (33) of respondents, followed by Baccalaureate institutions with 19 percent (29), and Specialized institutions with 2 percent (3). Other types of institutions, such as university systems and study abroad providers, represented 3 percent (4).

While the types of responding institutions reflected the full range of U.S. higher education, the findings of the current survey should not be interpreted as representative of all institutions sending U.S. students abroad given the limited response rate. What it does provide is a useful snapshot of the current challenges and opportunities facing U.S. institutions as they attempt to expand engagement with Indonesia.

Figure 2. Institutional Affiliation of Respondents



Current Level of Engagement with Indonesia

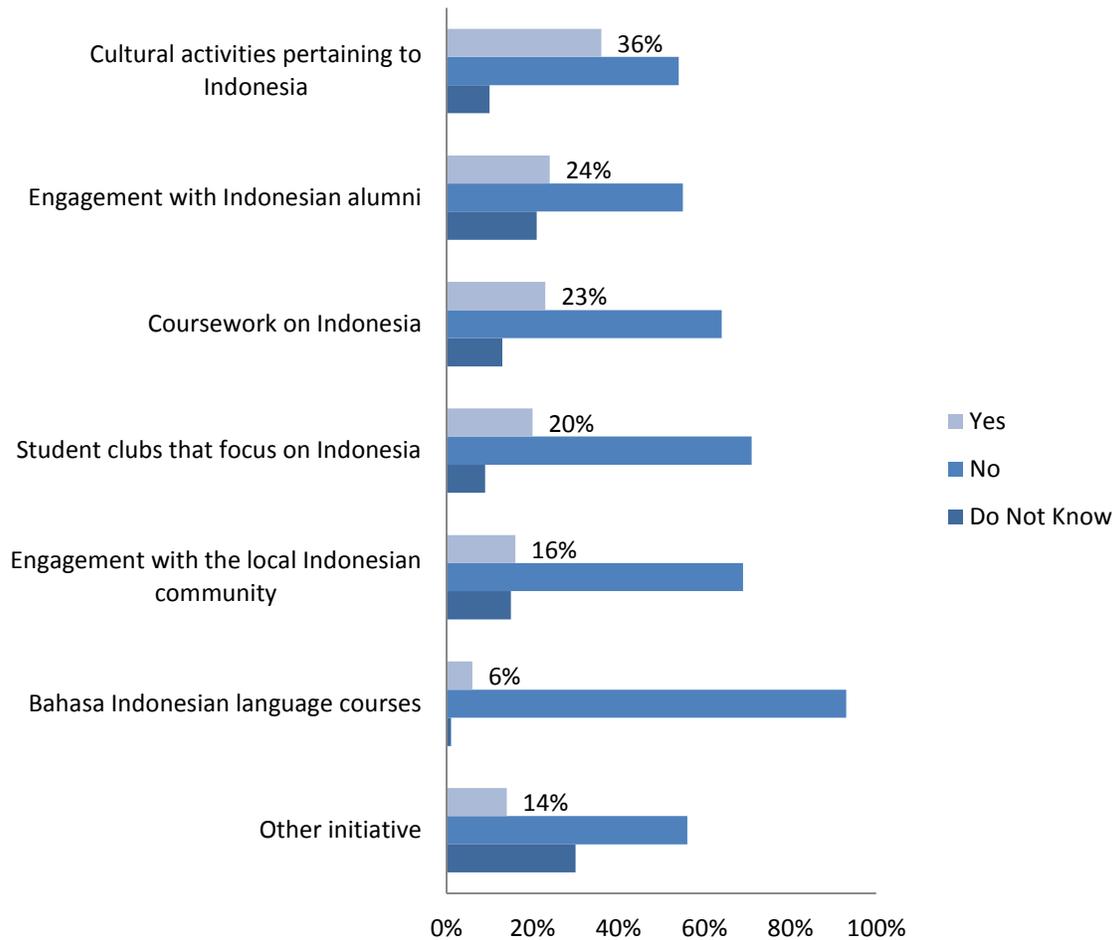
A. Campus-based Initiatives and Activities

To gauge current levels of interest and involvement with Indonesia, respondents were asked to list on-campus activities related to Indonesia. While over one-third of the respondents indicated that their institutions had at least one on-campus Indonesia-related activity, it is clear from Figure 2 that the majority of responding institutions did not engage in any of these initiatives or were not aware of such activities. Those who did engage indicated that the most popular types of activities included cultural events pertaining to Indonesia (cited by 36 percent), engagement with Indonesian alumni (24 percent), student clubs that focus on Indonesia (19 percent), and engagement with the local Indonesian community (16 percent). Very few of the responding institutions (6 percent) offer Bahasa Indonesian language classes. Other types of activities include Indonesian Gamelan music ensembles, Indonesian dancing, or student clubs that include Indonesian students.

However, it is uncertain to what degree these measures were specifically related to Indonesia. Several respondents noted that their activities and clubs had a more general cultural focus, such as an international film festival or an Asian women's collective, which may or may not have included Indonesian participants. Likewise, relevant coursework may have had a broader concentration on Asian studies or Islamic studies, with some coverage of Indonesian culture, history, politics, or religion.

The findings clearly indicate that there is room for growth in terms of raising interest in Indonesia through on-campus initiatives in U.S. colleges and universities. The results also show a general lack of knowledge about potential resources that may already exist at an institution, but have not yet been explored or leveraged. For example, 21 percent of respondents, many of whom are study abroad advisors or Directors of International Studies, do not know if their institutions have formal connections with Indonesian alumni. Forming engagements with alumni from or currently living in Indonesia could be crucial steps to open pathways for cultural exchange, or for institutional partnerships. By utilizing existing connections to Indonesia, U.S. higher education institutions may be able to access sources of information that can help bridge information and awareness gaps on campus.

Figure 3. On-Campus Initiatives for Engagement with Indonesia



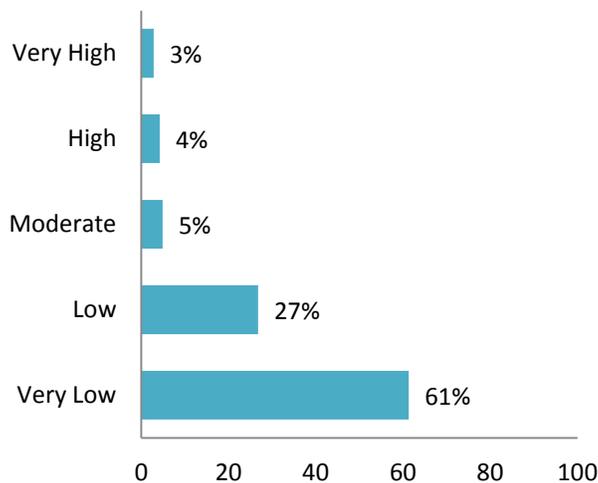
The substantial growth in the number of U.S. students studying abroad in Asian countries like China, Japan, and Vietnam has likely been influenced by institutional investments, deliberate strategies to engage with those countries, or expanded culture- and language-specific courses, clubs, or organizations. However, Indonesia-related courses and engagement opportunities are sparse among U.S. institutions. Several respondents noted that the lack of interest in Indonesia from students means that faculty and administrators are less willing to invest in partnerships, commitments, or task forces to increase engagement. When explaining why her institution was not planning on pursuing future engagements with Indonesia, one respondent noted, “We have trouble getting students to more well-known locations in Asia, and Indonesia is a relative unknown to our students.” Another remarked, “Unless there is some great change in student interest, I don’t see any of our students going to Indonesia for the next 50 years.”

Without supportive initiatives or facilitating mechanisms in place, students and staff are left without key information that can inform and direct their interests and study abroad decisions. This survey’s findings may serve to remind institutions that increasing campus presence of Indonesian culture can effectively raise the visibility of Indonesia as a viable study abroad destination.

B. Different ways that U.S. institutions are currently engaged with an Indonesian institution or organization

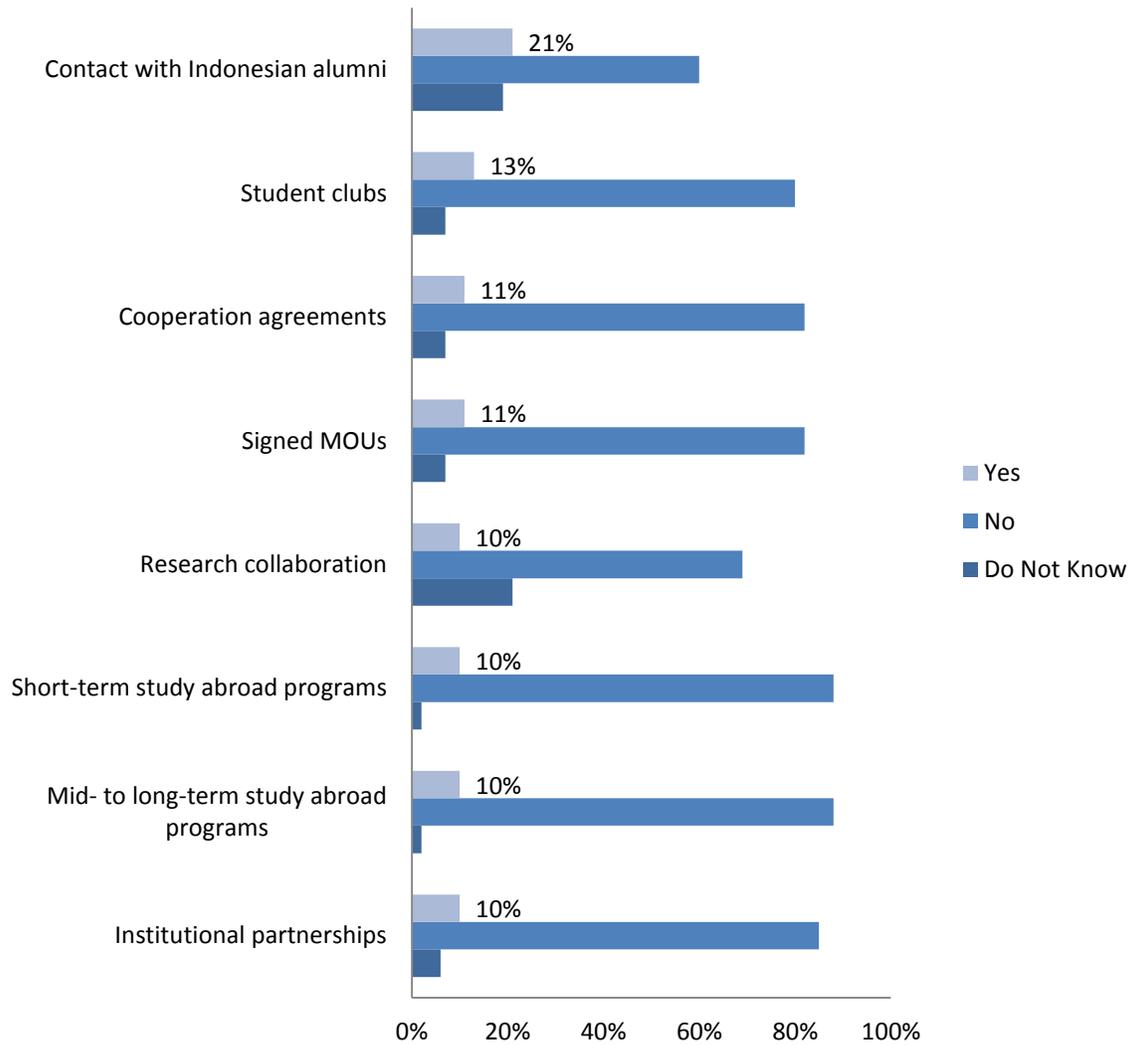
Survey respondents were asked to measure their level of engagement with Indonesian institutions or organizations, and to describe the nature of their engagement. As Figure 4 indicates, almost two-thirds of the survey respondents (61 percent) reported having very low levels of institutional engagement with Indonesia with another 27 percent reporting low levels. Like campus-based initiatives, these engagement levels may suggest a general absence of institutional and student interest in Indonesia as a partner or a study abroad option, as well as a lack of awareness of potential sources of engagement.

Figure 4. Current Levels of Engagement with Indonesian Institutions



Of the institutions that reported current engagement with Indonesia, 21 percent of the respondents reported having contact with Indonesian alumni (see Figure 5), making that the most frequently cited form of engagement among the surveyed institutions. Other types of engagement that were cited include student clubs (13 percent) and cooperation agreements and signed MOUs (11 percent each). With only 10 percent of respondents involved in research collaboration, study abroad programs, or existing institutional partnerships, increasing academic forms of engagement will be a critical factor in expanding study abroad opportunities with Indonesia. Very few (less than 10 percent) of respondents indicated that they offered academic courses, distance learning, joint publications, faculty or teaching exchanges, etc. It is also important to note that a number of respondents did not know whether their institution was engaged in those activities.

Figure 5. Types of Engagements with Indonesian Institutions



C. Interest in Indonesia

Open-ended responses from survey participants highlighted the top factors or reasons why U.S. institutions are engaged with (or interested in) Indonesia. Many survey respondents indicated a need for more student and faculty exchange to broaden academic experiences in nontraditional locations, particularly with Indonesia as a large country with a unique cultural and historical heritage. Other respondents noted the importance of expanding partnerships with Indonesia as a Muslim nation, for students to learn more about Islam and to dispel misunderstandings and prejudices about Muslim cultures. Several institutions also saw increased collaboration as an opportunity not only to send students to Indonesia, but also to recruit Indonesian students to U.S. campuses. Indonesian enrollment in U.S. higher education had previously declined for various reasons, including perceived visa difficulties. The text box below lists some of the reasons why institutions are interested in engaging with Indonesia.

Top factors or reasons why U.S. institutions are engaged with (or interested in) Indonesia. Comments from respondents:

- “Indonesia is an increasingly important regional power with the world’s largest Muslim community”
- “Cross-collaboration with a ‘non-traditional’ location” to “explore ways to expand our knowledge base in Asia”
- “Indonesia’s economic growth and diverse cultural heritage”
- “To take advantage of President Obama’s initiative for education exchange between the U.S. and Indonesia”
- “To defuse anti-Islamic views in the U.S., and anti-U.S. views in Muslim countries”
- “Encourage recruitment for Indonesian students to diversify our campus”
- “1. It is a country with terrifically diverse human and natural resources poised to grow in the twenty-first century. How could we not prepare our students to be a part of that? 2. Indonesia is an increasingly important regional power, offering unique opportunities for both students and faculty. Expanded offerings in Indonesia would strengthen [our] Asian Studies Program. 3. A huge part of the planet, and a huge part of the planet’s Muslims, speaks Indonesian (or Malaysian). More exchange between us could help defuse the anti-Islamic views that have become rampant in Europe and the U.S., and perhaps help defuse the anti-US views that have swelled since the start of the ‘war on terror.’ In other words, exchange with and teaching about Indonesia and Indonesian language is literally one way to help promote world peace.”

V. CHALLENGES TO EXPANDING U.S. STUDY ABROAD TO INDONESIA

A. Institutional Strategies

With only two percent of responding institutions listing Indonesia as one of its top ten study abroad destinations, it is essential to consider institutions' prospects for future growth toward engagement with Indonesia. The results of the survey suggest that few institutions have formed strategies for building partnerships with Indonesian institutions. The data in Figures 6 and 7 reveal that only 16 percent of responding institutions have a strategy in place for building a partnership with an Indonesian institution. Seventy percent of the responding institutions rate the strength of their current strategy as very low with another 15 percent rating as low. In addition, only 11 percent of institutions indicated that they have a task force or working group to facilitate internationalization efforts with Indonesia.

Figure 6. Percentage of Institutions with Strategies for Partnership Building

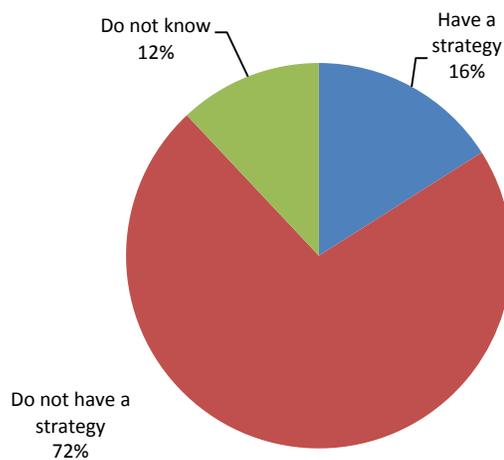
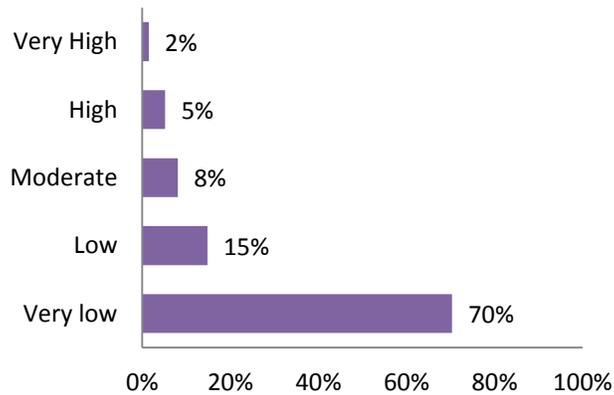


Figure 7. Strength of Institutions' Current Indonesia Strategy



B. Shifts in Priority and Future Plans

When asked about future plans, about one quarter (26 percent) of respondents indicated that they anticipated a shift in priority toward Indonesia over the next five years; 32 percent did not anticipate a shift in priority, and 42 percent did not know (Figure 8).

Likewise, only a small minority of the responding institutions (fewer than 20 percent) anticipated a growth of more than 10 percent in the number of students from their institution studying abroad in Indonesia in the next two, five, and ten years (Figure 9).

Figure 8. Percent of Institutions that Anticipate a Shift in Priority toward Indonesia in the Next Five Years

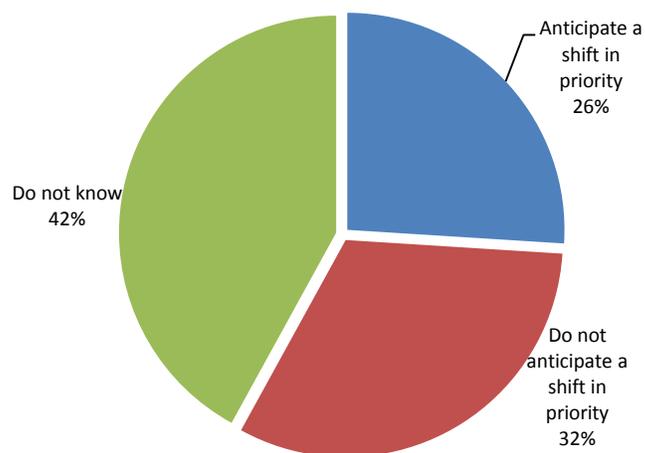
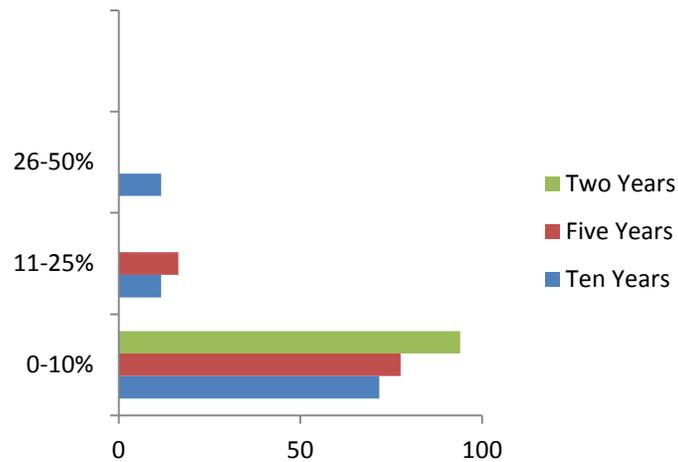


Figure 9. Anticipated Growth in Study Abroad to Indonesia



C. Other Major Challenges

As a result of global and local conditions, the cost of study abroad was listed as a major challenge to increasing study abroad enrollment to Indonesia. While student funding for study abroad is a concern for institutions of all sizes, some respondents from community colleges had specific concerns about opportunities for their students. One respondent remarked, “The expectation that we develop these programs just because they are of interest to the country as a whole is unrealistic without outside help. Community colleges are especially overlooked when it comes to funding.”

Another major challenge was expressed concern about traveling in nations where the U.S. has issued a travel warning in the past, especially those with a history of conflict or terrorist attacks. These concerns have understandably elicited questions about students’ safety and security. Several institutions noted that because of periodic U.S. travel warnings, they would not consider sending students or faculty to Indonesia.

Some respondents also questioned whether Indonesian higher education institutions could provide adequate learning and living conditions, or appropriate English-language curricular offerings for U.S. students. Lastly, a lack of information and awareness about Indonesia, as well as the academic offerings that could support a partnership, has contributed to a lack of general interest in Indonesia as a viable study abroad destination.

Because there have been relatively few U.S.-Indonesia partnerships, U.S. higher education institutions have had very few (if any) models to guide future partnerships. The following text box lists some respondents’ comments about their institutions’ perceived challenges to increasing the number of U.S. study abroad students to Indonesia.

Perceived Challenges to Increasing the Number of Study Abroad Students to Indonesia: Comments from respondents:

- “Lack of student funding and scholarship opportunities.”
- “Community college students typically do not have the income to go to Indonesia.”
- “Budget cuts have restricted funding for study abroad partnerships”
- “Few advertised study abroad programs or third party providers.”
- “Ongoing U.S. Department of State travel warnings have impacted efforts to establish programs to Indonesia.”
- “A continuous perception of Indonesia as a dangerous country.”
- “Lack of study abroad programs, advertised internship opportunities. Students tend to think of China, Japan, India, or Thailand if they are interested in Asia, and do not know much about Indonesia.”
- “Without a program option, we will not be able to send students. No students have asked us to add Indonesia and we do not have faculty with Indonesian interests.”
- “We have lost university funding for our Indonesian language courses, effective at the end of this academic year. We are looking for grant funding.”
- “We are not able to send students while there is a U.S. Department of State Warning or Alert.”
- “Students have no knowledge or interest of Indonesia. Where awareness exists, the safety and security [and] career goals connections are not evident.”
- “No coursework related to Indonesia specifically.”
- “Without a clear relationship to the area and courses in the language or culture, or content connections in the career fields we offer, it is hard to establish this as a destination for study abroad.”

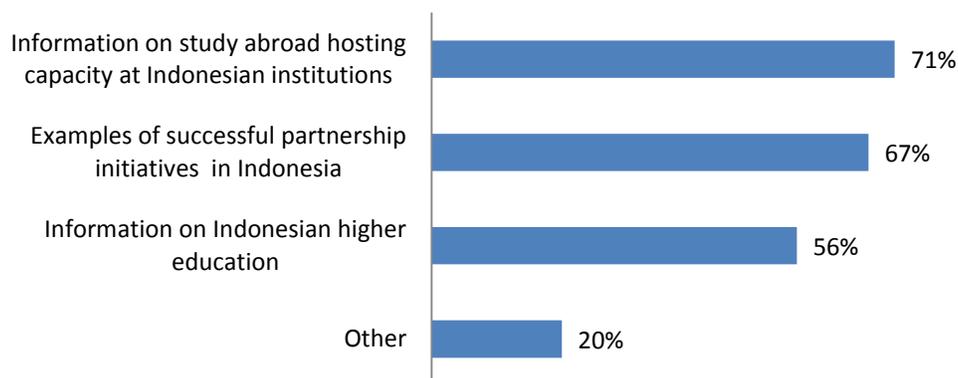
VI. RECOMMENDATIONS FOR EXPANDING U.S. COLLABORATION AND STUDY ABROAD CAPACITY IN INDONESIA

Survey respondents were asked to indicate the type of research or information that would be helpful for developing interest in Indonesia. The survey results clearly indicated that institutions first and foremost should receive more information about opportunities for engagement with Indonesia. As Figure 10 suggests, 71 percent of respondents suggest that having information on study abroad hosting capacity at Indonesian institutions would be helpful, followed by examples of successful partnership initiatives in Indonesia (cited by 67 percent), and information on Indonesian higher education (cited by 56 percent).

Many respondents suggested other types of information that would be useful, including specific information on how Indonesian institutions could provide an appropriate academic experience for U.S. students, and how third-party and other organizations could help facilitate interest. While few institutions have plans in place for expanding study abroad opportunities in Indonesia, the numbers from Figure 10 show that expansion could be possible if only more information were available. Having a model to guide the process of establishing new partnerships or programs would increase the potential for increasing study abroad opportunities. As one respondent explained, “There are few programs advertised. It’s hard to know where to begin to set up a program. Is there someone who can help?”

Institutions also frequently commented that the government should take a greater role in encouraging and establishing educational exchange: “A government program to help schools and students with little resources could increase access to study in Indonesia. Why should every institution reinvent the wheel to make this happen?” While a few respondents gave alternative suggestions to increase interest in Indonesia, most agreed that their institutions could do more to initiate faculty and student interest in Indonesia.

Figure 10. Information for Increasing Interest in Indonesia

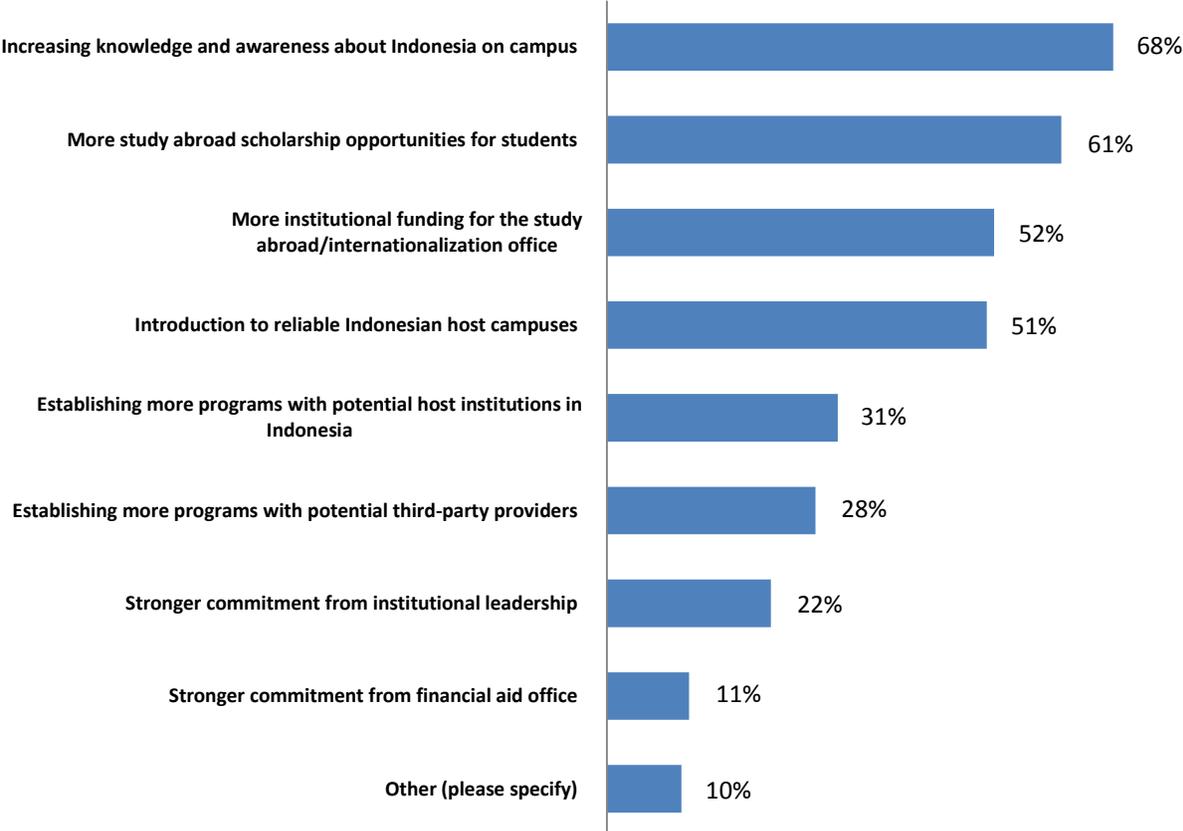


Respondents were asked to indicate the top factors that would help institutions increase the number of programs and/or number of students studying abroad in Indonesia. In Figure 11, we see that the top factor cited by institutions was the need for increased knowledge and awareness about Indonesia on U.S. campuses (cited by 68 percent of respondents).

Given that the key challenges to study abroad expansion in general seem to be tied to the availability of adequate resources and funds, it is no surprise that respondents indicated that other major factors that would help send students to Indonesia were related to financial resources, including more study abroad scholarships for students (cited by 61 percent), as well as more institutional funding for the study abroad or internationalization office (52 percent).

Another key need identified includes increased knowledge of potential Indonesian partner campuses. Less than one-fourth of responding institutions (22 percent) reported the need for stronger institutional commitment by their own campus leadership.

Figure 11: Top Factors that Will Help Institutions Increase the Number of Programs and/or Number of Students Studying Abroad in Indonesia



CONCLUSIONS

There are several important overarching concerns and strategies that can help facilitate growth in the number of U.S. students that study abroad in Indonesia.

The key challenges and areas of concern that emerged from the U.S. institutions' survey data are:

1. U.S. higher education institutions lack information about Indonesia and opportunities for exchange with Indonesian institutions
2. Indonesian topics and issues, such as its history, culture, geography, politics, and religion, are underrepresented in U.S. academic courses
3. Students cannot afford the cost of studying abroad, and do not have information about national funding resources such as the Gilman, Boren, Fulbright, and Freeman-ASIA grants, which provide opportunities for study abroad, research, and teaching.
4. Budget cuts have limited study abroad capacity, and institutions lack the financial support necessary to pursue partnerships or long-term initiatives
5. Too few current Indonesia study abroad programs or third-party providers, which also have not been sufficiently advertised among other colleges and universities
6. Concerns about safety and security in Indonesia related to previous U.S. Department of State Travel Warnings, the country's history of internal conflict, and the 2004 earthquake and tsunami
7. Students' concerns about their comfort and safety as U.S. citizens traveling in and adjusting to unfamiliar Muslim-majority societies

Some long-term strategies and approaches to help increase study abroad capacity include:

1. Increasing financial support from government funding to support institutions' expansion of travel abroad opportunities in Indonesia
2. Increasing student financial aid options and awareness of existing scholarships for research and study abroad opportunities to Indonesia
3. Raising interest in and awareness of Indonesia for students and faculty through on-campus initiatives and activities, as well as academic coursework
4. Encouraging institutional commitments through MOUs and cooperation agreements
5. Establishing alumni and other key contacts to find potential partners and host institutions in Indonesia
6. Providing information about models and best practices for partnerships with Indonesian higher education
7. Increasing awareness of higher education in Indonesia and knowledge about institutional strength and diversity.

As part of the U.S.-Indonesia Partnership Program for Study Abroad Capacity, IIE will host a workshop in late April 2011 in Bandung, Indonesia, with representatives from the 12 participating institutions (see Figure 13), as well as invited guests from the Ministry of National Education, the U.S. Embassy, and other key organizations. The goal of the workshop will be to identify strategies to support the Obama administration's goals of doubling the number of U.S. students studying abroad in Indonesia and Indonesians studying in the United States.

Findings from this workshop, as well as findings from a parallel survey and interviews that IIE is conducting among Indonesian higher education institutions to hear their challenges and recommendations, will be published in Fall 2011 on IIE's website (www.iie.org/cip).

Participating Institutions in the U.S.-Indonesia Partnership Program for Study Abroad Capacity

The U.S.-Indonesia Partnership Program for Study Abroad Capacity (USIPP), sponsored by IIE and the U.S. Department of State, Bureau of Educational and Cultural Affairs, was formed in 2010 to help advance Indonesian higher education institutions' capacity to provide high-quality programs for U.S. undergraduates through a pilot program with 12 higher education institutions in the U.S. and Indonesia. The learnings and best practices will be shared widely in the U.S. and Indonesian higher education communities.

U.S.

Chatham University
Lehigh University
Miami Dade College
Texas A&M University
University of Michigan
University of Washington

Indonesia

Airlangga University
Bandung Institute of Technology
Bogor Agricultural University
Indonesian Institute of the Arts, Yogyakarta
Gadjah Mada University
University of Indonesia

The Joint U.S.-Indonesia Council for Higher Education Partnership will be an important resource to campuses in both countries as they move ahead in launching new educational initiatives. The Council was established in 2010 when five U.S. non-governmental organizations joined together with higher education leaders in Indonesia to enhance U.S.-Indonesia educational cooperation through initiatives that complement official programs being launched under the Comprehensive Partnerships and address key long-term areas of the educational relationship.

The Joint U.S.-Indonesia Council is bi-national, with U.S. and Indonesian co-chairs: Peter McPherson, president of the Association of Public and Land-grant Universities (APLU); and Dr. Fasli Jalal, Indonesian Vice Minister of National Education. U.S. organizations participating in the Joint U.S.-Indonesia Council include the Institute of International Education (IIE), the U.S.-Indonesia Society (USINDO), the Association of Public and Land-grant Universities (APLU), the American Association of Community Colleges (AACCC), and the East-West Center.

APPENDIX: LISTINGS OF NATIONAL FUNDING RESOURCES FOR U.S. STUDY ABROAD IN INDONESIA

Study Abroad Funding

This valuable funding resource helps U.S. students find funding for their study abroad.

WEBSITE: www.studyabroadfunding.org

Fulbright U.S. Scholarship Program for U.S. Students

The Fulbright U.S. Scholarship Program provides funding for U.S. citizens for one academic year of study or research abroad, to be conducted after graduation from an accredited university.

SPONSOR: U.S. Department of State, Bureau of Educational and Cultural Affairs

WEBSITE: us.fulbrightonline.org

Fulbright-Hays Program

The Fulbright-Hays Program awards doctoral students who conduct research in various countries in modern foreign languages and area studies for periods of six to twelve months.

SPONSOR: U.S. Department of Education

WEBSITE: www2.ed.gov

Benjamin A. Gilman International Scholarship Program

The Gilman Scholarship Program offers awards for U.S. undergraduate students to participate in study abroad programs worldwide.

SPONSOR: U.S. Department of State, Bureau of Educational and Cultural Affairs

WEBSITE: www.iie.org/gilman

Boren Awards for International Study

Boren Scholarships and Fellowships award grants to U.S. undergraduate and graduate students to study abroad in underrepresented study abroad areas that are critical to U.S. interests.

SPONSOR: National Security Education Program

WEBSITE: www.borenawards.org

Freeman-ASIA (Freeman Awards for Study in Asia)

Freeman-ASIA provides awards scholarships to U.S. undergraduates with demonstrated financial need who are planning to study abroad in East or Southeast Asia.

SPONSOR: Freeman Foundation

WEBSITE: www.iie.org/programs/freeman-asia

Critical Language Scholarships

The Critical Language Scholarship Program provides overseas foreign language instruction and cultural enrichment activities in 13 critical languages for U.S. undergraduate and graduate students.

SPONSOR: U.S. Department of State, Bureau of Educational and Cultural Affairs

WEBSITE: <http://clscholarship.org/>

USINDO (United States-Indonesia Society)

USINDO offers various grants and fellowships to U.S. students interested in U.S.-Indonesia relations.

WEBSITE: www.usindo.org