Australia Awards

Australia Awards
Alumni Conference 2013

Towards 2015 - Opportunities and Challenges for Higher Education Institutions in the ASEAN Community

Universitas Gadjah Mada, Yogyakarta – Indonesia
28 August 2013

Proceedings

Foreword

Welcome to the Australia Awards Alumni Conference 2013 entitled 'Towards 2015 - Opportunities and Challenges for Higher Education Institutions in the ASEAN Community'.

Australia and the countries of the Southeast Asian region share strong bilateral relationships which have benefited greatly from the people-to-people links created and fostered through education activities. Since the 1950s, thousands of students from across the region have studied in Australia under Australian Government scholarships and many Australian students have also travelled to the region to undertake study, research and professional placements.

Australia has a deep and longstanding relationship with the Association of Southeast Asian Nations; a relationship which started when Australia became ASEAN's first Dialogue Partner in 1974. From the beginning, a key focus of our partnership has been economic ties, but this has grown over time to cover political, socio-cultural and development cooperation. Above and beyond the formal cooperation, people-to-people links such as those established through the Australia Awards have been central to deepening our partnership, as individuals play an important role in helping countries to become good friends.

The aim of today's conference is to encourage Australia Awards alumni across ASEAN countries to become a more effective network. The conference will also contribute to a deeper, shared understanding of ASEAN's higher education policy agenda.

I hope this Conference will offer all participants fresh insights into the challenges and opportunities facing the higher education sector, as well as connecting us all with new friends and colleagues.

Mr James Gilling
Minister (Development Cooperation)
Department of Foreign Affairs and Trade (DFAT)

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Table of Contents

Program Agenda

Wednesday, 28 August 2013		
0800 – 0900	Registration	
0900 – 0940	Opening Session MC *Mr Kevin Dalton*	**Mr James Gilling**, Minister (Development Cooperation) Department of Foreign Affairs and Trade (DFAT) **Mr Supratikto**, Head of the Yogyakarta Investment Coordinating Board. **Prof Wihana Kirana Jaya**, Dean of the Faculty of Economics and Business, Universitas Gadjah Mada
0940 – 0950	Session One Moderator *Dr Marcelino Pandin*	**Initiatives undertaken by the Indonesian Ministry of Education and Culture in the internationalisation of Indonesia's higher education institutions compared to higher education institutions in other ASEAN countries.** Dr Bambang Supriadi, Head Coordinator of Private Higher Education Institution, Yogyakarta
0950 – 1000		**How do higher education institutions position themselves for 2015 and the emergence of the ASEAN Economic Community?** *Mr Kamal Mamat, Senior Officer, Socio-Cultural Cooperation Directorate, The ASEAN Secretariat, Indonesia*
1000 – 1030		**Questions and Answers**
1030 – 1100	**COFFEE BREAK**	
1100 – 1110	Session Two Moderator *Dr Evi Fitriani*	**What opportunities are available for international collaboration?** *Dr Khong Kim Hoong, Deputy Vice Chancellor (Academic), HELP University, Malaysia*
1110 – 1120		**What does it take to become a world class institution?** *Ms Fung Siew Tyng, Director, Solution Consulting and Sales Support, Thomson Reuters*
1120 – 1130		**Beating the Odds: Locally Relevant Alternatives to World-class Universities.** *Ms Diastika Rahwidiati, Unit Manager, Tertiary Education & Knowledge Sector, AusAID Indonesia and* *Mr Rivandra Royono, Senior Program Manager, Tertiary Education Design, AusAID Indonesia*
1130 – 1200		**Questions and Answers**
1200 – 1245	**LUNCH BREAK**	

Wednesday, 28 August 2013		
1245 – 1530	Session Three (concurrent sessions) Includes 30 min break	**Topic 1:** **Research Collaboration** *(Sekip Room)* **Topic 2:** **Institutional Linkages** *(Yustisia Room)* **Topic 3:** **Opportunities in the ASEAN Community** *(Resto Timur Room)*
1530 – 1630	Session Four (Panel Discussion) Moderator *Ms Diastika Rahwidiati*	**The benefits and challenges to allowing the entry of foreign universities within ASEAN.** *Dr Zainal Abidin Sanusi, Director, Centre for Leadership Training of Higher Education Leadership Academy, Ministry of Education, Malaysia;* *Dr Marcelino Pandin, Lecturer, School of Business, Institut Teknologi Bandung, Indonesia;* *Dr Evi Fitriani, Head of International Relations Department, Faculty of Social and Political Science, Universitas Indonesia;* *Dr João Câncio Freitas, Senior Lecturer Dili Institute of Technology; Researcher and Consultant, National University of Timor-Lorosae; Former Minister of Education (2007-2012), Timor-Leste;* and *Dr Thee Kian Wie, Senior Economist, Economic Research Centre, Lembaga Ilmu Pengetahuan Indonesia (Indonesian Institute of Sciences), Indonesia*
1630 – 1645	Closing Session	**Summary and closing remarks** *Ms MaryEllen Miller, Assistant Director General, Australia Awards Office*
1900 – 2200	Conference Dinner Dress code: **national/traditional costume**	**Bale Raos Restaurant** Welcome address by *Ms MaryEllen Miller, Assistant Director General, Australia Awards Office*

	Time	Concurrent Session Details		
CONCURRENT SESSION 1	1300-1400	**Topic 1: Research Collaboration** *Room: Sekip* *Facilitator: Ms Diastika Rahwidiati*	**Topic 2: Institutional Linkages** *Room: Grafika (2nd floor)* *Facilitator: Mr Rivandra Royono*	**Topic 3: Opportunities in the ASEAN Community** *Room: Resto Timur* *Facilitator: Mr Steven Ellis*
		Title: Improving Research and International Collaboration *Speaker: **Dr Kiki Ariyanti Sugeng, University of Indonesia, Indonesia***	Title: Internationalisation of Indonesian State Universities: current trends and future challenges *Speaker: **Dr Agustinus Bandur, Universitas Persada Indonesia, Indonesia***	Title: The Development of Higher Education in Timor Leste – Opportunities and Challenges Towards ASEAN Community *Speaker: **Dr João Câncio Freitas, Dili Institute of Technology and National University of Timor-Lorosae, Timor-Leste***
		Title: Knowledge transfer through dual degree programs between Australian and Indonesian universities: A case study *Speaker: **Mr Agustian Sutrisno, PhD candidate at Queensland University of Technology, Australia***	Title: Advanced Program at Thai Nguyen University of Technology (TNUT), an Effective Way for International Collaboration Speaker: **Dr The Quang Phan and Ha Le Do, Thai Nguyen University of Technology, Vietnam**	Title: Challenges for Mutual Recognition Arrangement (MRA) Implementation; The Case of Tourism Higher Education Institutions in Indonesia *Speaker: **Dr Bet El Silisna Lagarense, Politeknik Negeri Manado, Indonesia***
		Title: International collaboration in higher education institution: Case study in Malaysia and Indonesia for research and teaching and learning *Speaker: **Prof Dr Mohd Nawawi Mohd Nordi, Universiti Sains Malaysia, Malaysia***	Title: Global Competence through Multilateral Partnership *Speaker: **Dr Hanny H. Tumbelaka and Meilinda, Universitas Kristen Petra, Surabaya, Indonesia***	Title: Some key challenges preventing the improvement of higher education institutions in Laos in ASEAN community Speaker: **Dr Phouvanh Phommalangsy, Ministry of Education and Sport, Laos**

Time	Concurrent Session Details		
	Topic 1: Research Collaboration *Room: Sekip* *Facilitator: Ms Diastika Rahwidiati*	**Topic 2 : Institutional Linkages** *Room: Grafika (2nd floor)* *Facilitator: Mr Rivandra Royono*	**Topic 3: Opportunities in the ASEAN Community** *Room: Resto Timur* *Facilitator: Mr Steven Ellis*
CONCURRENT SESSION 2 1430 - 1530	Title: Strengthening Research Collaboration among Higher Education Institution in Papua Province and Papua New Guinea (PNG) *Speaker: **Dr Julius Ary Mollet, Universitas Cenderawasih, Papua, Indonesia***	Title: International Collaboration at Hanoi Architectural University, Opportunities for the Future Speaker: ***Dr Nguyen To Lang, Hanoi Architectural University, Vietnam***	Title: The ASEAN Community, University as Corporate and Intellectual Independence in Indonesia *Speaker: **Dr I Gede Wahyu Wicaksana, Universitas Airlangga, Indonesia***
	Title: Similarities and differences between working in an Australian and Indonesian research institution - an opinion piece *Speaker: **Ms Emma Weaver, Australian Youth Ambassadors for Development (AYAD), Universitas Gadjah Mada, Indonesia***	Title: Promoting Cross-cultural Understanding among Language Learners in Surabaya State University *Speaker: **Dr Kusumarasdyati, Universitas Negeri Surabaya, Indonesia***	Title: Are we ready and able to be a world class institution? Some critical factors becoming a world class institution *Speaker: **Mr Agostinho da Costa Cabral, the Accreditation Body for Vocational Training, East Timor (CANCELLED)***
	Title: The Research Collaboration and Management of Indonesian Institutions *Speaker: **Ms Maria P. Omega, PhD Candidates at University of Queensland, Australia***	Title: Australia-Vietnam education collaboration impacts: a case study in Foreign Trade University *Speaker: **Dr Dao Thi Thu Giang, Foreign Trade University, Vietnam***	Title: The Challenges, Strategies of Higher Education and the Hope to be One ASEAN Community in 2015 *Speaker: **Mr Ismail Sulaiman, Sekolah Tinggi Agama Islam Negeri (STAIN) Zawiyah Cot Kala, Indonesia***

Papers

Improving Research and International Collaboration

Kiki Ariyanti Sugeng

Department of Mathematics, Faculty of Mathematics and Natural Sciences, University of Indonesia,

Abstract

How we can measure the quality of a university? One measure that attracts much attention, is the use of university rankings. There are many people who do not agree in the use of university rankings as a measure of the quality of a university. Most objections focus on the emphasis upon research rather than teaching as the basis for the ranking. However, we need to admit that research capacity is a major indicator of a university's quality, whether or not we agree in regional or world university rankings. Research quality indicators of a university include research publication rates and the amount of research funding received by the university. Governments in many countries use incentives for increasing the quantity and quality of researches published. The Indonesian government through the Directorate of Higher Education within the Ministry of Education also supports Indonesian universities to improve the quality of research. This paper provides an insight into the quality of research in several Indonesian universities and highlights several success stories. The paper also provides insight into how international collaboration can improve the quality and quantity of research focusing upon the example of collaboration between academics in Indonesia and Australia in the field of combinatorics (a branch of mathematics).

Keywords: international collaboration, research quality, university indicator

1. Introduction

How can we measure the quality of a University? One measure that attracts many people is by using University Rankings. There are many institutions which rank universities in the world or a region, such as the Times Higher Education University ranking, conducted by Thomson Reuters, the ARWU University ranking conducted by Shanghai Jiao Tong University, and QS World and QS Asian University ranking. There are those who disagree that measurement of the quality of a university can be done by looking at university rankings. Most of the objections argue that University rankings give research a higher point than teaching. One example of the objection is stated by Rauhvargers, (2011) in a report for the European University Association 2011:

"The report confirms that most international rankings focus predominantly on indicators related to the research function of universities. Attempts to measure the quality of teaching and learning generally involve the use of proxies, often with a very indirect link to the teaching process, and are rarely effective. The importance of links to external stakeholders and environments are largely ignored. Where existing data is used, it is often not used consistently, and reputational factors have in many cases disproportional importance. Taken together, this leads to an oversimplified picture of institutional mission, quality and performance, and one that lacks relevance for the large majority of institutions, especially at a time when diversification and individual institutional profiling are high on agendas across Europe. "

However, we need to admit that the function of research is one of the major indicators to measure the quality of a university. Thus the university ranking has become a point for consideration by universities for their benefit. .

The question now is how universities in Indonesia are positioned in the university ranking. Unfortunately, the result is still unsatisfactory for everyone involved in the business of higher education. There is not one Indonesian University that occupies one of the top 200 university ranking. How about in the Asian region? According to the QS Asian University Ranking 2013, only University of Indonesia is stated in the list of top 100 universities (UI is in the 64th position), while ITB is placed in 129 and UGM in 133.

The next natural question is how can we improve the number and quality of research publications since they are of great importance in determining the university ranking positions? Governments in many countries provide great incentives to increase the number and improve quality of research which ultimately leads to the increase in number of international publications. In Indonesia alone, there are numerous research grants that are directly provided by either the government or individual universities. Currently the Indonesian Directorate General of Higher Education (DikTi) introduces competitive grants: competence grants, excellent research grants, post-graduate research grants, as well as Rapid grants. Each university often have varied research grants, for example, in 2013 the University of Indonesia provided early research grants, intermediate research grants and excellent research grants in addition to the grants provided by DikTi . Other specific grants with the purpose of enhancing quality of research centres and laboratories as well as improving collaboration are also provided. On top of that, there exists funding from *Bantuan Seminar Luar Negeri* (Overseas Seminar Grant), incentives from the Global Research Initiative, Researcher Incentive which receives international grant, as well as incentives for international publication. What results have these grants and incentives generated thus far? Certainly there have been improvements in research thanks to the funding,

where among the indicators to measure the success of a grant is seen by the amount of international publications it was able to sponsor. For the University of Indonesia, vast improvements can be seen in terms of the number of international publications admitted to the Scopus database.

The Scopus data processed in November 2012 by Prof. Hendra Gunawan of Bandung Technological Institute (ITB) (http://personal.fmipa.itb.ac.id/hgunawan/files/2012/11/56-Perguruan-Tinggi-Indonesia-di-Scopus-23-Mei-2013.pdf) reveals only 56 higher education institutions are recorded in the Scopus database, the top 10 of which can be seen in the following table.

Table 1. 56 Indonesian Universities recorded in the Scopus Database

No	Institution	Number of publications 1-Aug-12	Number of publications 21-Nov-12	Number of publications 23-Mei-13
1	Institut Teknologi Bandung, Bandung	2303	2491	2917
2	Universitas Indonesia, Jakarta	2154	2280	2596
3	Universitas Gadjah Mada, Yogyakarta	1299	1375	1511
4	Institut Pertanian Bogor, Bogor	921	977	1063
5	Institut Teknologi Sepuluh November, Surabaya	547	597	669
6	Universitas Diponegoro, Semarang	431	458	515
7	Universitas Airlangga, Surabaya	419	440	475
8	Universitas Padjadjaran, Bandung	387	417	460
9	Universitas Hasanuddin, Makassar	355	380	419
10	Universitas Brawijaya, Malang	288	313	365

The final data obtained from Scopus (as of 12 June 2013): Number of publications issued by University of Indonesia: 2922, ITB : 2937, UGM : 1524.

Are these figures gratifying? In comparison, we compare these results to the number of publications by UKM Malaysia during the same period: 11452 as of 1 August 2012; 12544 as of 21 Nov 2012; and 14485 as of 23 May 2013. It is quite clear that research publications in Indonesia higher education institutions are still very far behind.

Compared to other databases such as data collected from the Mathematical Review (MathSciNet) (http://personal.fmipa.itb.ac.id/hgunawan/2012/09/27/publikasi-matematikawan-indonesia-yang-terekam-di-mathscinet/). The data for mathematic publications in Indonesia and its neighbouring countries can be seen in Table 2.

Table 2. Number of mathematics publications in ASEAN (25 September 2012)

No	Country	Number of Mathematics Publications
1	Indonesia	331
2	Philipine	381
3	Thailand	820
4	Malaysia	2068
5	Singapore	7592

2. Position of Indonesian Researchers

If the overall performance of higher education institutions in Indonesia still leave more to be desired, what is the case with the individual positions of Indonesian researchers? According to the data collected by Prof. Dr. Hendra Gunawan of ITB (http://indonesia2045.wordpress.com/sosok-panutan-dalam-pengembangan-ilmu-pengetahuan/), the five most productive researchers do not work in Indonesia, in fact of the top 20 most productive researchers, 40 per cent work in foreign universities. Data from a different database will reveal different rankings as well. However, one should not compare this productivity with those of other researchers in a well-established university overseas but this may serve as a depiction of the researcher's activities. Here I take two researchers whom I happen to know well, Prof. Dr. Terry Mart of UI and Prof. Dr. Edy Baskoro of ITB. Terry Mart and Edy Tri Baskoro are around the same age and received their PhDs in the same year, 1996. Terry Mart graduated from the University of Mainz, Germany while Edy Tri Baskoro graduated from the University of Newcastle, Australia. Both are known to be extremely productive in their respective fields, physics and mathematics. Terry Mart works in nuclear and particle physics, while Edy Tri Baskoro works in combinatoric mathematics. Both have received the Habibie award for the development of fundamental sciences. Edy Tri Baskoro has even received the Australian Alumni Award for best researcher in 2009.

Both researchers deal in the theoretical framework, for which they do not call for much capital. One can do with adequate literatures and begin the research. However, these two researches are not only active in research but also in various activities in Dikti, universities and scientific communities. They also serve as chief editor and editor in a number of both national and international scientific journals. If we look closely at each of their publications, it is evident that both of them have plenty of collaborators both domestic and foreign researchers. Very few of their publications were made solo. Therefore it can be concluded that "collaboration" is the keyword for increasing both the quantity as well as quality of publications.

With specifics to Mathematics, the following are 10 Indonesian mathematicians with the largest amount of publications (in the international journal not including proceedings) (http://www.ams.org/mathscinet per 29 April 2013). This data was also collected by Prof. Dr. Hendra Gunawan of ITB who is placed in 2nd position on this list.

1. Edy T. Baskoro (ITB, Combinatorics, 80) University of Newcastle, Australia

2. Hendra Gunawan (ITB, Analysis, 33) University of New South Wales, Australia

3. M. Salman (ITB, Combinatorics, 30) Universiteit Twente, Netherlands

4. Slamin (Unej, Combinatorics, 28) University of Newcastle, Australia

5. Rinovia Simanjuntak (ITB, Combinatorics, 26) University of Newcastle, Australia

6. Kiki A. Sugeng (UI, Combinatorics, 25) University of Ballarat, Australia

7. Edy Soewono (ITB, Applied Mathematics, 21) The Ohio University, USA

8. Hilda Assiyatun (ITB, Combinatorics, 19) The University of Melbourne, Australia

9. S.M. Nababan+ (ITB, Applied Matematics, 16) Australia

10. Sutawanir Darwis (ITB, Statistics, 16) Universite de Montpellier, Perancis

The list may vary according to which database we refer to, taking as an example Scopus or Google Scholar.

However, there is a particularly interesting point in this list, that 8 of the above mathematicians graduated from Australia, 4 of whom were supervised by one person, Prof. Dr. Mirka Miller (University of Newcastle and University of Ballarat (2004-2006)). Prof. Dr. Mirka Miller is a brilliant supervisor who has a great influence in establishing the combinatorics group in Indonesia in addition to indirectly improving the number of publications by Indonesian researchers.

3. Improving Research and International Collaboration

It is evident that collaboration is the key to increasing the number of publications. Two or more minds can surely generate ideas quicker when it comes to discovering research findings. Research conducted in two or more laboratories can surely obtain better results when compared to those conducted by one individual only.

However, is international collaboration imperative? Considering the high cost and effort required to carry out a moderately sized international collaboration. Is this a better option than national level collaboration that surely imposes lower cost?

Success stories regarding international research collaboration have been performed by Prof. Dr. Mirka Miller of University of Newcastle, Australia with her present and former students. I was among her PhD students during the course of 2002-2005. Under Prof. Dr. Mirka Miller's tutelage, we were given examples of how to work through student collaboration, but more importantly, she also encouraged her students to discuss and conduct researches with her peers, be they from Australia or other nations, when opportunity rises. This was done so her students may graduate with a wide range of research network. Whether these collaborations expand greatly depends on each person. However, through well maintained communication, almost all her former students are actively conducting researches. This is shown by the fact that 4 of 10 Indonesian mathematicians, who are her former students, have the highest number of publication, according to the MathScinet database.

Mirka Miller also encouraged the establishment of the Indonesian Combinatorics Society and often assists in holding workshops and conferences in Indonesia. Her latest contribution and achievement is the Electronic Journal of Graph Theory and its Application, the chief and managing editor of which, are a mix of Australian and Indonesian Combinatorics, while its board of editors come from an array of countries. The first edition of the journal was successfully published in June 2013 (see www.ejgta.org).

The need for international collaboration is not limited to researchers in developing countries but also those in developed countries. The Australian government provides funding for international events through one of its prestigious research grants namely the Australian Research Council (ARC) grant. International Collaboration is one aspect which ARC is committed to create and enhance in the hope of increasing the number of global research. This program is carried out under the National Competitive Grants Program (NCGP). Support for international collaboration is included within each of the NCGP funding schemes. (http://www.arc.gov.au/general/international_collaboration.htm#strategy)

The Indonesian government encourages and provides funding to increase international collaboration. This scheme is included in the BOPTN program, which is an incentive under Global Research Initiative Program provided to the University of Indonesia since 2013.
The purpose of this program is to attain the vision and mission statement of the University of Indonesia, which aims to become a research university. To allow the University of Indonesia to be classified as a world class university, there is a need to encourage the increase and improvement of research activities and community services so that the research culture and community services become one of the many defining pillars of its foundation. This program is to provide a grant for international research which can hopefully support UI's efforts and success in developing sciences, technology and humanities. Several

problems may be encountered in these efforts since collaboration can only be conducted by universities, which have signed a Memorandum of Understanding with University of Indonesia.

Table 3. Data on Publication by the University of Indonesia as of October 2012:

	2008	2009	2010	2011	2012
UI	103	124	129	179	143
ITB	92	138	145	188	120
UGM	83	91	120	157	103

From the author's experience, both national and international collaborations become equally important. The benefits of national and international collaboration can be seen through the following aspects:
1. Equipments
2. Literature
3. Human Resources
4. Research Culture.

It is common knowledge that a lot of funds is required to ensure that equipment are available, complete and impeccable. This frustrates researchers, especially those who have only recently completed their studies in universities overseas which have very sophisticated equipments. The solution to this obstacle is done through collaborations between institutions in the country and outside (especially between university laboratories). The advancement of the internet has facilitated communication. Data can now be shared without incurring any cost, unless physical data is needed. Communication between researchers can be performed via e-mail or Skype thus limiting need for face-to face interactions to only those of great urgency. This way the cost of research can be reduced rather significantly.

Researchers, in more established universities overseas, who require up to date as well as old literatures do not face any problem. This is not the case in all universities in Indonesia, as they can not afford to subscribe to journal databases. This constraint can be overcome by having collaborators in established universities overseas and also

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Gunawan, H. (2012a). Publikasi Matematikawan Indonesia yang Terekam di MathSciNet – 25 September 2012. *H.*

by e-mailing the individual writers to send their articles over. Currently the Indonesian government has begun subscribing to journals in several databases such as SAGE, Taylor and Francis, Proquest, Gale - Cengage Learning, @My Library, Ulrichs - Periodicals Directory, EBSCO Host, IGI Global, Westlaw, ISEAS and ALA Publishing.

With regard to human resources, it is evident that international collaboration allows partnership with researchers of higher expertise and more experienced in the field of research. Communication with these experts facilitate the sharing of the latest updates and information, advice as to how to increase quality of research, solutions to hurdles that are faced, as well as recommendations where to submit the research findings. It is well known that there are many journals in the world and it has recently been discovered that among them, there are predatory journals that only wish to obtain money and do not give the slightest regard to the quality of the publication. Sending research findings to these journals will prove to be extremely harmful for the researcher although his/her publication appears in the journal. Other extreme cases include the submission of research findings to journals that are incompatible or have too high standards, resulting in the rejection of publication which ultimately leads to lost of time in finding a more suitable journal.

The final aspect deals with research culture. Many lecturers in Indonesia still do not have a life for research, viewing the activity merely as an obligation. Research groups who have this attitude will not be able to generate an adequate research culture. This is in wide contrast to the state of research centres or universities overseas where research culture has been fully integrated. To instil a research culture that encourages quality researches is not something that can be achieved in a short time. It will need hard work and continuous effort supported by parties such as universities and the government to achieve the sort of research culture found in top universities in the world. Through international collaboration, it is hoped that the research culture of partner universities may spread quicker, making research both a necessity and passion for researchers and lecturers across Indonesia.

Gunawan's Professional Blog. (Retrieved on 1 June 2013 from http://personal.fmipa.itb.ac.id/hgunawan/2012/09/27/publikasi-matematikawan-indonesia-yang-terekam-di-mathscinet/)

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Knowledge transfer through dual degree programs between Australian and Indonesian universities: A case study

Agustian Sutrisno* and Hitendra Pillay

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Abstract

While dual degree programs (DDPs) between Australian and Indonesian universities are expected to facilitate knowledge transfer (KT) between the partnering universities, little is known about how and what KT process taking place within DDP partnerships. Using an inter-organisational KT framework, this study investigated Indonesian universities' rationales and outcomes of establishing DDPs and mechanisms facilitating knowledge transfer between Australian and Indonesian universities. Two Indonesian universities along with their common Australian partner university participated in this case study. Semi-structured interviews were conducted with 27 key university officers and pertinent university documents provided the main data. Both data sources were thematically analysed to identify emerging patterns. The findings suggest that Indonesian universities prioritised developing capacity to improve their international recognition more than the Australian partner. Consequently, the DDPs benefited the Indonesian universities through capacity development made possible by KT from the Australian DDP partners. KT processes occurred in DDP partnerships, particularly through curriculum collaboration, but they were more limited for the managerial area. Factors enabling the KT included both technology-aided and face-to-face communication, intention to acquire knowledge from the partners, capitalising on the unequal power relations to advance KT opportunities, and knowledge management system. The findings of this study suggest the importance of prioritising capacity development in DDP partnerships to enable KT, executing the KT stages to ensure institutionalisation of acquired knowledge into the university's systems and policies, and maintaining financial sustainability of the DDPs to reach mutually beneficial outcomes between Australian and Indonesian universities

Keywords: knowledge transfer, higher education, transnational education, case study, Indonesia, Australia

1. Knowledge transfer via dual degree programs

Spurred by higher education reforms in Indonesia and the impacts of globalisation, many Indonesian universities collaborate with international partners, such as Australian universities, to deliver transnational DDPs (Welch, 2011). These programs allow students to obtain degrees from both Australian and Indonesian universities for the single program undertaken, hence the name dual degree (Umboh et al., 2007). The students normally commence their studies at an Indonesian university, and then transfer to the Australian partner for the later years of the program.

One of the advocated benefits of DDPs is the potential for knowledge transfer (KT) between Australian and Indonesian universities (Vincent-Lancrin, 2007). By having DDP partnerships, Indonesian universities can "obtain a full and direct understanding of current educational missions, standards, ideas, curriculum management, and delivery of educational programs in foreign universities" (Huang, 2007, p. 428). Despite the rhetoric surrounding KT in DDPs, little is known about the reasons for engaging in DDPs, the outcomes of the programs, and the KT process through DDPs from the Indonesian perspective. This study aims to address the paucity in research on these issues.

In the remainder of this article, Section 2 delineates the theoretical framework of the study. Section 3 outlines the methodology used for the current study. The findings and discussion are presented in Sections 4 and 5, respectively.

2. Inter-university KT theoretical framework

A theoretical framework based on inter-organisational KT theory is used to guide this study (Easterby-Smith et al.,

2008; Chen & McQueen, 2010). Figure 1 depicts the theoretical framework of the current study.
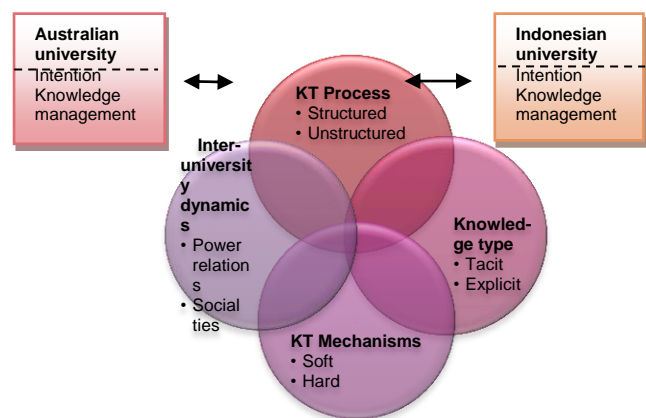

Figure 1. Inter-university KT framework

The theoretical framework in Figure 1 derived from academic research literature in the business sector as well as from emerging literature in the higher education context. It is known that since universities globally are increasingly governed in line with practices of the business sector (Mok, 2011), research findings and theoretical underpinnings of KT from corporate organisations can therefore be informative for this study.

As depicted by the top centre circle in Figure 1, KT can take place through structured and unstructured processes (Chen & McQueen, 2010). Structured KT process is

planned and consists of four stages: initiation, implementation, ramp-up, and integration (Szulanski, 2000). At the initiation stage, Indonesian and Australian universities commenced the DDP partnership and KT potentials are identified. In the implementation stage, partner universities work together to transfer knowledge through hard KT mechanism—the use of information-communication technology, and soft KT mechanism—the use of face-to-face direct interaction as depicted in the bottom circle of Figure 1, which leads to knowledge acquisition by the Indonesian university (Jasimuddin & Zhang, 2009). The right-hand circle in Figure 1 shows that the acquired knowledge can be explicit—codifiable and overt, and tacit—uncodifiable and covert (Nonaka & Von Krogh, 2009). In the ramp-up stage, the Indonesian university contextualises and uses the acquired knowledge. Finally, in the integration stage, the acquired knowledge is institutionalised by codifying and disseminating it. Besides the structured, the unstructured KT process, which does not include prior planning and occurs serendipitously, can lead to acquiring knowledge from the Australian partner. To prevent loss, the knowledge should be institutionalised, be used and integrated by the Indonesian university as part of its routine activities (Szulanski, 2000).

To support inter-university KT processes, the relationship between partnering universities are based on strong inter-personal social ties and equal power relations—perceived equal capability to influence each other in mutual decision making (Easterby-Smith et al., 2008). These are the inter-university dynamics depicted by the left-hand circle in Figure 1. Moreover, the boxes at the top of Figure 1 shows that within the partnering universities themselves, it is necessary to have strong intention to share and acquire knowledge (Ko et al., 2005) and a knowledge management system that enables dissemination, documentation, and retrieval of knowledge (Easterby-Smith & Lyles, 2011). These are intra-university antecedents supporting KT processes (Easterby-Smith et al, 2008).

Although not depicted in Figure 1, analysis of the rationales and outcomes of DDPs is an integral part of this study. As mentioned earlier, a precondition for KT to take place is that the partnering universities have announced their intention to engage in KT. By examining the rationales of the Indonesian universities to establish DDPs, this study identifies the presence of such intention among the participating universities. Although KT processes take place in the DDPs, it is possible that the acquired knowledge does not result in changes to the Indonesian universities' practices and policies, hence does not yield beneficial outcomes for the universities. Consequently, this study investigates the outcomes of DDPs to ascertain how the KT benefits the Indonesian universities.

To provide tangible examples of how KT occurs in the DDPs, this study employs two units of analysis: management capacities and academic program development. For the managerial aspect, marketing of the DDPs are important for both Indonesian and Australian universities, and they need to collaborate in ensuring a steady flow of student intake. As Australian universities have had long experience in utilising marketing strategies to attract potential international students (Adams, 2007), Indonesian universities may benefit from acquiring the

experience of their Australian counterparts and build their capacity to successfully market their own programs. In regards to the academic aspect, universities engaging in DDP partnerships normally collaborate to modify their curriculum so that students can transfer seamlessly from the Indonesian university to the Australian partner university. During this curriculum modification, there can be opportunities to engage in KT processes using the various KT mechanisms. This leads to the acquisition of tacit and explicit knowledge. By investigating these two units of analysis, the constructs or ideas in the theoretical framework were implemented in the analysis.

3. Methodology

As this study examines KT processes through DDP partnerships, case study design was employed to generate a good description on potential causal relationships between rationales, processes, actors, and outcomes (Yin, 2014).

3.1. Research sites

This study involved two private Indonesian universities that had a common Australian public university partner for DDPs. To maintain anonymity, the universities are referred to as Indonesian University A (IU-A) and Indonesian University B (IU-B), and Australian University (AU). Table 1 summarises key characteristics of these universities.

Table 1
Characteristics of the Participating Universities

Characteristics	IU-A	IU-B	AU
Age	± 40 years	± 20 years	± 20 years
Type	Private	Private	Government
Student number	± 10,000	± 25,000	± 40,000
International partner	± 30	(3±60 DDPs)	(13± 300 DDPs)

As shown in Table 1, AU is the most internationally-connected university. Whereas, IU-A is the oldest among the participating universities and the smallest in terms of student population and international partnership. IU-A and IU-B have partnerships with AU for undergraduate Computer Studies DDPs. In 2011, during the data collection, IU-B's DDPs, including the Computer Studies DDP, were in their fourth year of operations, whereas IU-B's oldest DDP was about a decade-old and the Computer Studies DDP in partnership with AU was in the first year of operations. Selecting two different private Indonesian universities can produce comparative findings into how different characteristics and experience influence KT through DDPs.

3.2. Data collection and analysis

Data sources for this case study were twofold. First, semi-structured interviews with 27 key university officers were conducted. They included university executives, faculty officers, and DDP lecturers. The interviews on average lasted for 40-60 minutes, which were digitally

recorded and subsequently transcribed. Second, documents pertinent to DDPs were collected. These included Memoranda of Understanding for Partnership, Letters of Agreement for DDPs, and Strategic Plans. Translation of the data was necessary as some documents were not available in English and 13 of the interviews were conducted in *Bahasa Indonesia*. Back-translation procedure was used to ensure consistency of meaning in the translation. This procedure involved firstly translating the data into English and subsequently back-translating the data into Indonesian to establish the comparability of the ideas conveyed (Liamputtong, 2010). Certified professional translators undertook the translation procedures.

The collected data was then thematically analysed (Braun & Clarke, 2006), aided by NVivo 9—a qualitative data analysis software. For the interview data analysis, the theoretical framework explained earlier was used to identify major themes. They are themes appearing more than 25 times in the entire dataset and noted by at least 55% of the participants. The documents were considered as secondary data sources to corroborate the findings from the interviews.. The analysis of the two data sources enabled triangulation of the findings (Creswell, 2007).

4. Findings

The findings are organised into two sections: (1) the rationales and outcomes of DDPs and; (2) KT processes.

4.1. Conceptualisations of rationales and perceived outcomes

There are three major themes identified in relation to rationales and outcomes of establishing DDPs: international profile, capacity development, and revenue generation. Each participating university had specific conceptualisations of the major themes, manifesting into distinct rationales and outcomes.

Figure 2 summarises the key findings on the rationales and outcomes of DDPs.

Themes	Rationales	Outcomes
Interna-tional profile	AU: International presence	AU: Continuous presence in Indonesia
	IU-A: International recognition/image	IU-A: Local image improvement
	IU-B: International accreditation	IU-B: Accreditation body membership
Capacity develop-ment	AU: Low priority, related to revenue	AU: No capacity development
	IU-A: Curriculum improvement	IU-A: Benchmarking practices
	IU-B: Accreditation preparation	IU-B: Benchmarking practices
Revenue gene-ration	AU: Market expansion	AU: Less than expected revenue
	IU-A: DDPs' sustainability	IU-A: Indirect benefit from regular programs
	IU-B: Expansion, then sustainability	IU-B: Profitable DDPs

Figure 2. Major themes on rationales and outcomes

Comparing the findings on the rationales and outcomes presented in Figure 2 shows that the Australian and Indonesian universities prioritised capacity development differently. Only 43% of AU participants discussed capacity development for its partners, exemplified in the following excerpt.

It's also in the back of our mind that we're to basically provide some capacity development... If they [i.e. Indonesian partners] say, "We've got academics whom we want to upgrade to PhD." We want to be very much on their radar. So then... should come down to who-pays-for-what. (AU Faculty Officer, Ex. 1)

The above excerpt illustrates that AU's capacity development rationale was associated with its revenue generation needs, i.e. recruitment of Indonesian lecturers to its post-graduate programs. Revenue generation was crucial for the Australian university, discussed by 100% of AU participants. However, the number of students coming to AU from the Indonesian partners was lower than expected, only single digits annually. The minimal revenue resulted in the lack of enthusiasm among AU lecturers to further engage with the Indonesian partners.

That's the plan, to be able to work with them [i.e. Indonesian DDP partners]... in terms of curriculum development, but... They're [i.e. AU lecturers] not actively ...supporting these sorts of [dual degree] programs because... We're seeing a small number [of students] come through anyway. (AU Faculty Officer, Ex. 2)

The preceding excerpt portrayed the importance of student recruitment in DDP partnerships. Although there was a drive to assist the Indonesian universities in curriculum development, the disappointing student number caused declining support for the DDPs. It is therefore plausible to deduce that if the DDPs had been more profitable, more joint activities enabling KT could have resulted.

In contrast, as shown in Figure 2, IU-A and IU-B prioritised capacity development in establishing DDPs, albeit differences in the particular form of capacity development sought by the two universities.

We hope there will be transfer of knowledge ... so that IU-A can also develop and learn... That's why what is important is how our curriculum here matches with the curriculum of the DDP partner. (IU-A Lecturer, Ex. 3)

We want to also learn from them [i.e. DDP partners], looking at what [international] accreditation that they have, and ... take some good qualities that they have... (IU-B Lecturer, Ex. 4)

The above excerpts from the data exemplify responses from 65% of the total Indonesian participants regarding their expectation that DDPs could be used to facilitate KT and develop the Indonesian universities' capacity. The excerpts also demonstrate that the capacity development rationale was associated with improving the Indonesian universities' international profile, as shown by the emphasis on matching IU-A's curriculum with the international partner's in Excerpt 3 and obtaining international accreditations for IU-B in Excerpt 4. International profiling was the main rationale for the Indonesian universities, mentioned by 75% of the participants.

Due to their focus on capacity development, the Indonesian universities both reported that DDPs enabled them to benchmark their practices against their partners' as can be seen from IU-B's case below.

For assessment... by having [DDP] partners, eventually we have to copy their best practices. For instance... when the lecturer wants to give feedback, there is a certain form for that. This practice is not common yet in Indonesia but we eventually learn... to keep up with the standards of our partners... we need to apply the best practices... (IU-B Faculty Officer, Ex. 5)

As Excerpt 5 shows, IU-B was exposed to the best practices in assignment administration applied by its DDP partners. IU-B applied those practices and developed its capacity. Therefore, despite the different intention to engage in KT between AU and its Indonesian counterparts, KT from DDP partnerships did influence and develop the Indonesian universities' capacity. How KT processes took place in the DDP partnerships are discussed in the following section.

4.2. Knowledge transfer processes

To provide a systematic reporting for the findings on the KT processes, this section is primarily organised based on the stages in the structured KT process. The analysis of the key constructs in the theoretical framework and the units of analysis introduced earlier are included within those stages. Figure 3 summarises the key findings on KT.

Initiation Stage

For the initiation stage, as depicted in Figure 3, the main findings show the power relations between the partners and identification of potential areas for KT. Activities categorised under the initiation stage were discussed by 78% of the total participants. AU initially approached both IU-A and IU-B to offer DDP partnerships. One IU-B Faculty Officer noted, "The first person from AU who came here was from the International Collaboration Section... We considered... to partner with AU in Computer Studies (Ex. 6)." As the initiative to establish DDPs came from the Australian partner, the Indonesian universities could be considered as dependent on AU's interests—an unequal power relation. In this case, the inequality was accepted to support KT initiatives.

Because we always look for a partner that is better than us... our influence is normally not very strong... Sometimes we think about our students that we send to them. We're like their marketing agent... It's a win-win. We give them students, but they give us quality. (IU-B University Executive, Ex. 7)

In building DDP partnership with high-quality international universities, accepting the unequal power relations and acting as a 'marketing agent' for the partners were IU-B's strategies to acquire knowledge and improve its quality.
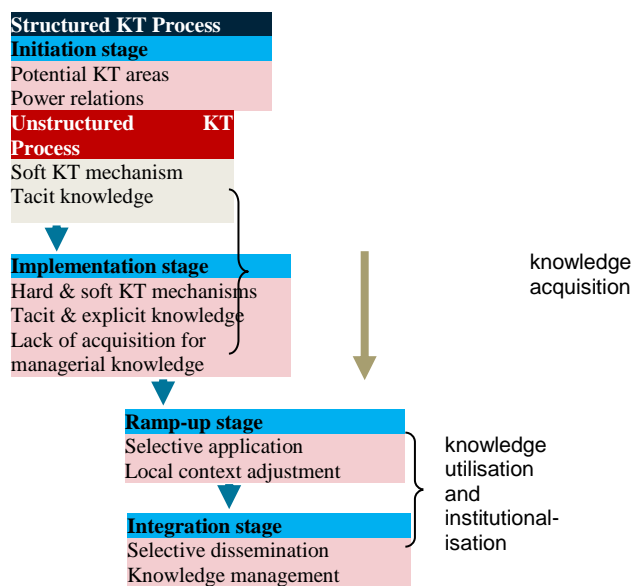

Figure 3. KT processes through DDPs

The initiation stage culminated in the signing of agreements to establish the DDPs. The Letter of Agreement between IU-A and AU stated:

The parties... encourage the sharing of relevant curriculum material and the sharing of information and teaching methodology... collaborate in the production of material advertising the DDP (Ex. 8).

Excerpt 8 above shows that potential areas for KT agreed by the universities pertained to the academic and managerial units of analysis.

Implementation Stage

Based on Figure 3, findings in the implementation stage highlight the use of the two KT mechanisms, acquisition of tacit and explicit knowledge, and lack of knowledge acquisition on managerial aspects. The majority of participants (81%) discussed how their universities implemented KT. For the academic development unit of analysis, there were differences on how the two Indonesian universities engaged in KT with AU. IU-A and AU worked together to map the curriculum for the DDP.

We created our own curriculum and sent it to AU, and AU would assess our curriculum mapping... We always look at AU's curriculum content, because AU keeps on changing ... The tools and the programming change, so we always... keep updating our curriculum. (IU-A Lecturer, Ex. 9)

As seen from the preceding excerpt, IU-A already had its own curriculum for the Computer Studies program, but when establishing the DDP with AU, it consulted AU about the content of the curriculum and kept itself updated with the changes done at AU. In doing so, there were opportunities for AU to share its knowledge.

IU-A were very happy if we were willing to shift them [i.e. subjects] around and identify what groups of subjects that we thought related to our subjects and we actually

provided them with our unit outlines... (AU Lecturer, Ex. 10)

The preceding excerpt shows that IU-A was keen to discuss the curriculum mapping process with AU, and AU shared its unit outlines to IU-A. Through this sharing of unit outlines, the knowledge transferred from AU to IU-A was more explicit—the curriculum content which was codified in the unit outline documents. Hard KT mechanism was mainly used for this process. "...when we have a change in curriculum, we did quite intense conversation via e-mail (IU-A Lecturer, Ex. 11)." As curriculum mapping involved explicit knowledge on curriculum content, it suited the use of e-mail, providing written, codifiable communication.

Given its longer experience in running DDPs, IU-B did not focus on curriculum mapping with AU for acquiring knowledge. It had acquired knowledge from previous DDP partners. IU-B participants at the faculty and executive levels reported an exemplary implementation stage with a British university partner.

...the quality assurance and also the academic board flew to Indonesia. They reviewed our processes and provide suggestion... So we had at one time, I think, seven or eight staff of our UK partner coming here, looking at various stuff... (IU-B Faculty Officer, Ex. 12)

Excerpt 12 above shows that IU-B and its British partner collaborated in assessing the academic processes at IU-B and the soft KT mechanism, i.e. direct interaction between staff members from the two universities, was used. The result of this implementation stage was acquisition of not only the curriculum content but also comprehension of how to develop the curriculum and assessment, "We got everything... curriculum, assessment, and... how to build the syllabi based on their experience... (IU-B University Executive, Ex. 13)." Hence, the acquired knowledge was also more tacit, involving intricate skills of curriculum design, which could be difficult to codify.

With regard to the managerial unit of analysis, the knowledge acquisition did not materialise. An illustrative example is provided from the joint marketing material development conducted by AU and IU-A.

IU-A sent us their marketing material. Then I proposed another way of presenting [i.e. designing] it. We discussed about it. I got some write-up from them about IU-A, and put my write-up about the program's description. Then I sent it to them for proofreading, came back to me, then we sent it for printing. So it's a joint effort... (AU Faculty Officer, Ex. 14)

As claimed by AU Faculty Officer above, although IU-A already prepared its own brochures, AU afforded extra assistance to improve the brochure's content and design. However, the collaboration was only acknowledged by 20% of IU-A participants, who were the DDP coordinators. The majority of IU-A participants did not report marketing cooperation with AU. "For the recruitment of students, IU-A still works on its own, so there has not been much synergy [with AU]... (IU-A Faculty Officer, Ex. 15)." There was lack of communication within IU-A and between IU-A and AU concerning marketing collaboration, which resulted in lack of institutional-level acquisition of marketing knowledge for IU-A.

Knowledge acquisition in unstructured KT process

One example of knowledge acquisition in unstructured KT process that had institution-wide impact is IU-A's acquiring knowledge from AU regarding the founding of Faculty of Creative Industries.

IU-A has just opened a new faculty—Faculty of Creative Industries and has learned a lot from AU... While visiting AU, our team learned quite a lot about the curriculum, what the faculty does, the facilities for creative industries... The purpose of the visit was actually related to the Computer Studies DDP, but they eventually talked about other things too. (IU-A University Executive, Ex. 16)

While visiting AU the intention was to discuss Computer Studies DDP, however IU-A's staff members were able to acquire knowledge about AU's Faculty of Creative Industries

(FCI) and its curriculum, operations, and facilities. This unstructured KT process was based on soft KT mechanism—face-to-face interaction between IU-A and AU officers. A key phrase to understand this unstructured KT process was 'eventually talked about other things too.' Unplanned informal discussion and observation of the university's programs and facilities enabled IU-A to acquired the knowledge. This knowledge could be seen as tacit as it was uncodified and derived from IU-A staff members' personal interpretation.

Ramp-up stage

In the ramp-up stage, both IU-A and IU-B selectively utilised and contextualised the acquired knowledge as shown in Figure 3. Approximately 80% of the Indonesian participants discussed how the acquired knowledge was utilised. To illustrate the ramp-up stage, the case of IU-A was informative as it involved knowledge acquired from both the structured and unstructured processes. The following excerpt illustrates utilisation of the curriculum knowledge acquired through the structured process.

We can adapt things that we thought appropriate... AU applies different programming language... So we only take how they taught about the logic, or how they taught about the basics. But in the implementation, we have to adapt with the programming language that we use. (IU-A Lecturer, Ex. 17)

By being exposed to AU's curriculum, IU-A selectively adjusted the underlying principles of how programming language was taught at AU and utilised them in teaching IU-A's preferred programming language. The utilised knowledge was more tacit as it was deduced from AU's programming language teaching, rather than directly using the given programming language curriculum.

Similarly, the acquired knowledge from the unstructured process regarding the founding of Faculty of Creative Industries, as would be expected, underwent local adjustment.

We did begin with researching for opportunities, what is needed in our city. So we tried to see how creative industries have developed in our city... (IU-A Lecturer, Ex. 18)

After learning about AU's Faculty of Creative Industries, IU-A investigated the creative industries needs in the city

where it is located so the programs offered was suitable for the local context, rather than the Australian context.

Integration stage

Findings in the integration stage show differences in how IU-A and IU-B disseminated and managed the acquired knowledge. Regarding the curriculum knowledge, IU-A's integration stage was limited to the school level.

We [i.e. Faculty Engineering staff], except for a few lecturers in the Computer Studies School, never know the good practices from AU. And I think we never have an open sharing... of the positive values we can adopt... (IU-A Faculty Officer, Ex. 19)

At IU-A, other schools within the same Faculty of Engineering that housed the Computer Studies School were not able to access the acquired knowledge. IU-A lacked a university-wide knowledge management system that regulated the codification and dissemination of knowledge. With regard to the knowledge acquired from the unstructured process, with the establishment of Faculty of Creative Industries at IU-A, arguably the institutionalisation took place within that newly established faculty.

In contrast, IU-B was able to progressively develop its capacity within one DDP and extend it to another.

With one of our partners in the UK for Design... we implemented a lot what we learned... in terms of the quality assurance processes, to our other programs, namely the Business Program... that also affected the way we designed the curriculum, the syllabi, how we assessed students... We did modify certain parts [of the curriculum]... making sure that course objectives are set... Making sure that... in the syllabi, students would know how exactly they were assessed. (IU-B Faculty Officer, Ex. 20)

IU-B utilised quality assurance knowledge acquired from the DDP partnership in Design Studies with its earlier British partner. Then it disseminated and applied the knowledge to the Business Program, resulting in changes in the curriculum design, syllabi, and student assessment. Within IU-B, there were units that could assist the dissemination of knowledge from one unit to another. For example, the Quality Management Unit, while it was mainly responsible for quality assurance audits, the unit also identified best practices from each unit in the university , "... during the audit each unit will show best practices that they have... and [the Quality Management Unit] distribute them during the [university] management review meeting... (IU-B University Executive, Ex. 21)." These good practices were essentially useful knowledge, which were documented by the Unit and then disseminated throughout the university through a meeting attended by key officers from each unit in IU-B. Therefore, the Unit enabled institutionalisation of knowledge through documentation and dissemination. Given this ability to disseminate knowledge from one DDP to the other, the Computer Studies DDP might have applied the good practices derived from the earlier partnership and understandably did not require more KT from AU.

In conclusion, implementing all stages of the structured KT process ensured that the acquired knowledge from the DDP partnerships facilitate university-wide benefit. The KT processes were enabled by the use of both soft and hard KT mechanisms, intention to acquire knowledge, taking advantage of unequal power relations to advance KT opportunities, and knowledge management system.

5. Discussion and implications

Based on the findings presented in the paper, there are three points of discussion which have implications for universities in Indonesia, in particular, and in general for other ASEAN universities. First, the differences in prioritising capacity development between the Indonesian and Australian universities did not prevent the Indonesian universities from acquiring knowledge from their Australian partner. This could be associated with the Indonesian universities' resolve to make use of all available opportunities to engage in KT, rather than the Australian partner's prime intentions to share knowledge. This finding contrasts that of Canto and Hannah (2001) in which the Brazilian university did not experience capacity development as a result of partnering with the British university because the partnership was skewed to student recruitment by the British university.

Second, the structured KT process stages culminating in the institutionalisation of the knowledge acquired from the DDP partnerships defines the success of the KT processes at the institutional level. Therefore, while knowledge can be acquired serendipitously through the unstructured KT process, careful planning is crucial in enabling the university to disseminate useful knowledge and utilise it beyond the unit that acquires the knowledge. This could be better facilitated when the university has units that undertake the knowledge management function. The finding concurs with research in the business sector that organisations need coordination to facilitate integration of acquired knowledge (Van den Bosch et al, 1999).

Finally, financial sustainability of the DDPs is crucial to maintain the partnerships between Indonesian and Australian universities and thus facilitate the KT processes. As the Australian partner university's interest to engage in KT declined due to lower-than-expected revenue, Indonesian and other ASEAN universities engaging in DDP partnerships have to pay equal attention between the financial requirements and capacity development aspects of the DDP partnerships. In line with findings from other university contexts, without financial viability, transnational higher education partnerships terminate quickly and so does the KT potentials within them (Heffernan & Poole, 2005; Mercer & Zhegin, 2011).

To summarise, this study has demonstrated how KT occurred in DDP partnerships between Indonesian and Australian universities. Despite differences in understanding the rationales for establishing DDPs, the programs still benefited the Indonesian universities through capacity development made possible by acquiring, utilising, and institutionalising the knowledge from the DDP partners. The findings suggest the need to explicitly prioritise KT when establishing DDPs, monitor all the KT stages leading to institutionalisation of acquired knowledge, and maintain financial viability of the DDPs.

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International collaboration in higher education institution: Case study in Malaysia and Indonesia in research, teaching and learning

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Abstract

Collaboration between researchers within higher education institutions in Malaysia has increased lately resulting in an increased number of research activities. One of the requirements to apply for national grants provided by the Ministry of Education in Malaysia is to submit proposals which include researchers from home institutions and from other higher education institutions in the country. This has increased the number of research collaborations in Malaysia. For example, successful applications for the Long Term Research Grant Scheme (LRGS) involved researchers from the School of Civil Engineering and School of Physics, Universiti Sains Malaysia (USM), the Faculty of Engineering, University Teknologi Malaysia (UTM) and the National Hydraulic Research Institute of Malaysia (NAHRIM). The Ministry of Education in Malaysia has also encouraged researchers to collaborate with institutions from other countries. As a result, the number of MOU (Memorandum of Understanding) between higher education institutions outside Malaysia has also increased. This paper will report on the international collaboration between USM and higher education institutions in Indonesia. An example of research collaboration is the grant received by Ministry of Education and Culture, Indonesia for the International Research Collaboration and Scientific Publication between researchers from Haluoleo University, Kendari, Indonesia and USM, Malaysia. An example of teaching and learning collaboration was the geophysical workshop that was ran for students at the University in Banda Aceh, Indonesia. This workshop was supported by the geophysical equipment that lecturers and post graduate students brought from USM, Malaysia. International collaboration brings different and complementary perspectives, knowledge, and skills to research and teaching.

Keywords: International collaboration, higher education
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1. Introduction

Research activities in Malaysia have increased tremendously in the last decades due to the upgrading of four universities into Research Universities (RU) namely Universiti Malaya (UM), Universiti Sains Malaysia (USM), Universiti Kebangsaan Malaysia (UKM) and Univiersiti Putra Malaysia (UPM) in 2007 (The Star 26 Oct 2006). One of the perks of such a designation is an additional 100 million Ringgit Malaysia (RM) for each university for research, development and commercialisation activities. The target in 2010 is for each research university to have at least 7,500 postgraduate students, mostly pursuing their PhDs

Under the Malaysian Ministry of Science Technology and Innovation and Ministry of Education, various research grants are being offered for researchers in higher institutions to apply. Example is the Fundamental Research Grant Scheme (FRGS), Long Term Research Grant Scheme (LRGS). Exploratory Grant Scheme (ERGS), which is a relatively new grant offered for research and aimed at producing new theories and new ideas in strategic niche areas in order to broaden new discoveries of knowledge.

Researchers are encouraged to collaborate with other schools or faculties within the same universities and other universities or higher institution when applying for the grants.

A number of Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) with higher institutions within and outside Malaysia have been signed. This paper will report on the international collaboration between USM and higher institutions in Malaysia and Indonesia.

2. Research Collaboration in Higher Education Institution

The increase in number of research activities lately in Malaysia is the results of collaboration between researchers within higher education institutions nationally and internationally.

2.1. National Collaboration

With regard to application of grants in Malaysia, one of the requirements to apply for national grants provided by the Ministry of Education of Malaysia is to include researchers from different Faculty within the same higher institutions and from different higher institution in the country. This has increased the number of collaboration between researchers in different universities in Malaysia. For example, successful application for Long Term Research Grant Scheme (LRGS) involves researchers from School of Civil Engineering and School of Physics, Universiti Sains Malaysia (USM), Faculty of Engineering, University Teknologi Malaysia (UTM) and National Hydraulic Research Institute of Malaysia (NAHRIM).

2.2. Internatinal Collaboration

The Ministry of Education has encouraged researchers to collaborate with institution from other countries. As a result, the number of MOU (Memorandum of Understanding) between higher institutions outside Malaysia has also increased. One case of international

collaboration between universities in Malaysia and Indonesia is application for research grant. For research funding, the requirement of a grant in Indonesia is to have international collaborators as one of the co-researchers. Researchers from Universitas Haluoleo, Kendari, Indonesia applied for a grant from Ministry of Education and Culture of Indonesia for the International Research Collaboration and Scientific Publication and included researcher from USM as an international collaborator. As a result, they managed to successfully secure the grant from the Indonesian government. The research activities under this research grant can be implemented in Malaysia and Indonesia. Supervision of students from universities in both countries can be collaborated. The results obtained from the research can be jointly published in the international journal.

In retrospect, the collaboration contact is not randomly chosen. The contact started from a meeting with a researcher from Indonesia and Malaysia in a Conference in USA. He became an academic staff in USM. From his contact, an academic staff from Haluoleo University managed to pursue and successfully obtained the doctorate degree in USM. The supervision of the candidate was shared by the staff from USM and Universitas Haluoleo. One of the manuscript published from his PhD thesis (Hamimu, 2011) was awarded Ludger Mintrop Award 2012 (Fig. 1) for best paper published in Near Surface Geophysics for the year 2011 (Hamimu et al, 2011). The established contact made it easier to choose an international collaborator when applying for any grant.

Figure 1 Award winners at EAGE Conference in Copenhagen, June 2013.

Other collaboration activity is a visit of the Dean and Deputy Deans from the School of Physics, USM to Faculty of Mathematics and Natural Sciences, Universitas Haluoleo in 2011 which is aimed to strengthen the established collaboration (Fig. 2)..

Figure 2 Official visits to Universitas Haluoleo in Kendari, November 2011

3. Teaching and Learning Collaboration in Higher Education Institution

Sophisticated scientific equipment are mostly expensive to buy. The cost of some equipment can go up in the range of hundreds or thousands of US dollars. This makes it impossible for some universities with limited fund to buy this equipment. One option is to share resources with other higher institutions or research centres within the country or overseas.

One of the program in the School of Physics, Universiti Sains Malaysia offered to the undergraduate students is Geophysics. The practical Geophysics course in the program incorporates an annual Geophysics field camp. Students who take this course will spend one week in the field outside USM campus where all the geophysical methods such as seismic, magnetic, electrical and GPR are being used for teaching in the field (Fig. 3).

This field camp is funded by various bodies within USM and geophysical and oil and gas companies. For example in 2012, a geotechnical company sponsored the field camp to investigate the subsurface structures such as bedrock, boulders in Johor, Malaysia. In 2013, the Global Centre for Archaeological Research sponsored the field camp in Lenggong, Perak to investigate the impact crater.

Figure 3 Seismic survey in one of the geophysics field camp.

Since 2009 participation in the geophysical field camp was open to other students from other universities in Malaysia and Indonesia. Students from Universiti Teknologi MARA and Universiti Kebangsaan Malaysia, Univeriti Teknologi PETRONAS, School of Civil Engineering, USM in Malaysia and Universitas Syiah Kuala, Banda Aceh, Indonesia participate in the field camp since 2009 (Fig. 4).

In 2012 the field camp was organized in collaboration with Universiti Teknologi Malaysia (UTM), Skudai Johor where their students also participate in the camp.

To enable more students in Indonesia to be exposed to geophysical methods in the field, staff from the School of Physics, University Sains Malaysia, for the first time, ran a workshop in Syiah Kuala University, Banda Aceh, Indonesia (Fig. 5). The workshop includes theory and field work in Aceh. Staffs and students from School of Physics act as tutors and facilitators during the workshop. All the geophysical equipment (Seismic, Electrical, Magnet and GPR) were transported from Penang, Malaysia by air to Banda Aceh, Indonesia.

Figure 4 Students from different countries participate in the annual geophysics field camp.

Initially, a short introduction to the geophysical methods was taught to the university students before field work. A few of the lectures from this university were graduate students from School of Physics, USM. The workshop creates interest in some of the Indonesian students and a few has applied to pursue master and doctorate degree in USM.

Figure 5 Geophysical workshops in Unversitas Syiah Kuala, Banda Aceh in Nov 2012.

Conclusion

The collaboration between the higher education institutions within the country and internationally can save resources by sharing and creating active research activities. The international collaboration brings different and complementary perspectives, knowledge, and/or skills to the research and teaching.

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Internationalization of Indonesian State Universities: Current trends and future challenges

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Abstract

With the turn of the twenty first century, Indonesian universities are moving towards internationalisation. This paper addresses university policy, practice and future challenges. Based on analysis of preliminary qualitative data using software NVivo 10, the findings indicate that the process of internationalisation within Indonesian state universities is similar to that of other countries. However, most of the internationalisation efforts within state universities have focused to date on exchange student programs and joint degree programs with international partners. This paper suggests that strategic planning is crucial in meeting the future challenges of international programs.

1. Introduction

Higher education is critical to the social and economic futures of both developed and developing nations (Gamage, 2007, 2003, 2001). It is underlined that powerful forces such as the spread of democracy, globalization, and advancement of information and communication technology (ICT) are driving an increasing societal demand for higher education. Therefore higher education institutions are pressurized to provide educational opportunities for knowledge and skill innovations since knowledge-based society is a requirement in the globalization era (Bradley, Noonan, Nugent & Scales, 2008; Gamage, 2003; APEC Education Ministerial Meeting, 2012, 2000). More particularly, Bradley, et.al (2008) stated in the executive summary of their final report on the Australian Higher Education Review as follows:

> *"There is an international consensus that the reach, quality and performance of a nation's higher education system will be key determinants of its economic and social progress. If we are to maintain our high standard of living, underpinned by a robust democracy and a civil and just society, we need an outstanding, internationally competitive higher education system."* p. xi.

The Report reflects the highly significant roles of higher education institutions in creating knowledge-based society and achievement of socio-economic welfares. In this context, Agnew (2012: 473) points out that "while globalization is rooted in economics, it has growing implications for higher education in how to make connections to everyday educational practices".

In Indonesian context, current academic literature and research-based data on real practices of internationalization in higher education institutions are still limited. While there has been a trend of internationalization of higher education at present times, there is limited previous studies to clarify whether Indonesian higher education have played a role as a host of international institution providers. As such this study is highly significant in elaborating the issues and challenges confronted by the Indonesian higher education authorities in implementing the internationalization policy and programs.

The paper aims primarily at examining the current developments and future challenges of internationalization policy and implementation within Indonesian state universities. For this purpose, the paper will commence by providing a brief overview on the theoretical concepts of globalization and internationalization based on empirical studies in several countries. Furthermore, the paper provides the research methods and analysis techniques employed for the purpose of this study. The final part of the paper is about findings of preliminary qualitative data analysis, followed by discussions and concluding remarks.

2. Critical Views on Globalization

The term 'globalization' is a generic concept with multiple meanings. Torres (2012) divides four types of globalization, namely: (1) globalization from above; (2) globalization from below; (3) globalization of human rights, and even (4) globalization of war against terrorism. He then clarifies that globalization from above has been strongly supported by "an ideology of neoliberalism which calls for opening borders, the creation of multiple regional markets, the proliferation of fast-paced economic and financial exchanges" (p. 2). This type of globalization has major agendas for education, including a drive towards privatization, decentralization of public education system, a movement towards educational standardization, accreditation of study programs, universalization of academic programs, a strong emphasis on testing, and a focus on accountability. These agendas are nowadays supported by international aid agencies, multilateral and bilateral institutions, such as the World Bank, the International Monetary Fund (IMF), the United Nations

Educational, Scientific, and Cultural Organization (UNESCO), Organization for Economic Cooperation and Development (OECD), United States Agency for International Developments (USAID), Australian Agency for International Developments (AusAID), and other similar agencies from developed countries.

The anti-globalization movements are referred to as the globalization from below (Torres, 2012). Their strong argument is focused on social justice and equality. The movements are supported by environmentalists, feminists groups, unions, churches, Greenpeace, and even indigenous groups. Meanwhile, globalization of human rights highlights the key concerns of global human rights to food, water, health, quality education, and participation in the society's governance structure. According to Torres (2012: 4) the latter two rights have required schools and universities to become key sites of struggles to prepare quality human resources.

Whatever the motives and ideologies behind the flow of globalization, it is believed that the ultimate goal of globalization is for a better world, sustainable development, and personal growth. As globalization is for a better world, its agents and actors are automatically spreading the innovative ideas, policies, and practices across national borders. Therefore it is not surprising to view globalization as an action of "spreading of ideas, policies and practices across political, cultural, and geographical boundaries" (Dimmock & Walker, 2000: 304). In particular, they explain globalization in the field of education as "an export of theory, policy and practice from some systems, mainly from the Anglo American world into developing countries" p.307. However, Bandur (2011: 9) argues that educational policies and practices are not imported directly from one nation to other nations, but always adapted to the cultures of the receiving countries. The current globalised world has been shaped by the rapid development of information and communication technology, jet aircraft, international development agencies, multinational corporations, regional government associations, overseas education, international research collaboration, international journals, and even international conferences. For these purposes, Indonesian higher education institutions are expected to play a vital role in the economic and social advancement as well as for individual achievements.

3. Research-based Concepts of Internationalization

Several scholars in different countries have conducted research on higher education internationalization (Agnew, 2012; Jiang & Carpenter, 2013; Lee, 2013; Welch, 2012). Agnew (2012) conducted a qualitative research on how American universities are coping with the internationalization of higher education with the involvement of 54 academics in higher education institutions. On the basis of qualitative data analysis of the study she stressed the importance of simultaneous interplay between the three dominant and divergent ideologies of internationalization, namely, idealism, instrumentalism, and educationalism. Idealism is rooted in the belief that internationalization can contribute to a creation of a democratic and socially just world and accordingly, the

university plays a significant role in encouraging citizens to adhere to emancipation of the world. Instrumentalism is rooted in economics, which consider higher education as a pivotal national strategy to secure an economic position in global markets; to enhance national competitiveness; and to create national wealth. Educationalism focuses on the values of self-awareness and self-reflection of learning that require higher education to assist students to reflect critically cultural differences and similarities to achieve mutual understanding.

Other scholars build a concept of higher education internationalization as a strategy in response to globalization (Agnew, 2012; Shallenberger, 2013). In particular, internationalization is defined as "the strategies that educational institutions take to better prepare their students to work and live in a globally-interconnected world in response to globalization" (Shallenberger, 2013). Likewise, Agnew (2012: 474) views internationalisation of higher education as "the strategy for organisational change in higher education in its response to prepare students with global competencies needed for success in the 21st century". In this context, global competence is referred to as "the capacity and disposition to understand and act on issues of global significance" to include, among others, how global markets operate, the promise and perils of transnational production, how social entrepreneurs contribute to human development while also meeting their bottom line, demands of economic and cultural development, and the dilemmas of inequality (Mansilla & Jackson, 2011). It is affirmed that "globally competent individuals are aware, curious, and interested in learning about the world and how it works" (p. xiii).

Other scholars who recently conducted research on higher education in the UK (Jiang & Carpenter, 2013) suggest that internationalization of higher education is concerned primarily on internal matter of integration rather than a process driven only by external environment. The major issues which are rooted internally within the university are resource allocation, communication, operational process, cooperation and coordination, organizational culture, resistance to change, and even student support. They then suggest that these areas need to be improved towards higher education internationalization.

4. Indonesian Government's Response to Globalization

For the purpose of summarizing the Indonesian government's response to globalization, an effort was made to analyze legal documents related to educational laws and regulations. Accordingly, twelve relevant documents were imported to NVivo 10, including: (1) Law No.22 1961 on Higher Education; (2) Law No.2/1989 on National Education System; (3) Government Regulation No.60/1999 on Higher Education; (4) Law 25/2000 on National Development Planning 2000-2004; (5) Law No.18/2002 on National System of Research, Development, and Application of Sciences and Technology; (6) Law No.20/2003 on National Education System; (7) Blue Print of the Directorate General of Higher Education on Higher Education Long Term Strategy 2003-2010; (8) Law No.14/2005 on Teachers and Lecturer; (9) Regulation of

National Education Minister No. 26/2007 on Research Collaboration between Indonesia and Overseas Higher Education/Other Institutions; (10) Law No/17/2007 on Long Term National Development Planning 2005-2025; (11) Government Regulation No.17/2010 on Educational Governance; (12) Law No.12/2012 on Higher Education.
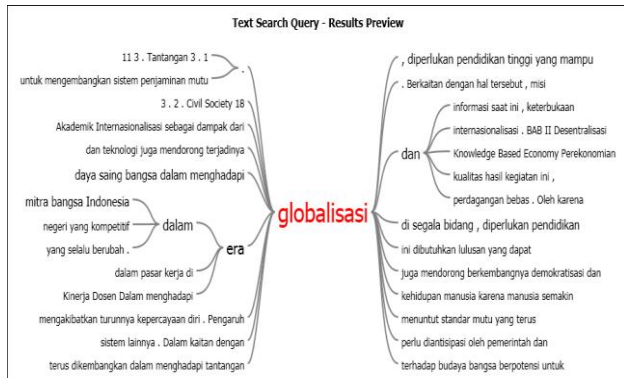

Figure 1 Response of government to globalization

The word '*globalisasi*' is stated in Law No.18/2002, Government Regulation No.17/2010, and Law No. 12/2012 only. However, government's reaction toward globalization was well documented by the Directorate General of Higher Education in the Higher Education Long Term Strategy 2003-2010. As summarized in Figure 1, there were five major themes on globalization, which emerged from the legal documents. *First,* it is acknowledged that as globalization is moving in the same direction with the advancement of sciences and technology, higher education is required to be the best place for developing scientific knowledge and innovative research (Law 18/2002, No. I). *Second,* higher education plays a predominant role in increasing the nation's capacity to face international competition and partnership (Law 12/2012). *Third,* as the major characteristics of globalization are openness and democratization, a need for improving quality of higher education is necessary (Government Regulation 17/2010; HELTS). *Fourth,* globalization is parallel to knowledge-based economy which means that the capacity to face economic competition depends upon the creation and utilization of sciences and technology (HELTS, p. 18). *Fifth,* globalization requires standardization of quality which higher education institutions have to adopt accordingly.

These themes on globalization clearly show the emergent power of "globalization from above" in Indonesian higher education. As a response, the Ministry of National Education (2004) through the Directorate General of Higher Education launched the Higher Education Long Term Strategy 2003-2010 (HELTS). In the document, internationalization of academic programs is crucial in coping with new challenges of globalization (HELTS, p. 30). The programs include collaborative activities with foreign universities, international recognition and credibility of academic programs through accreditation system as well as adopting international standards in teaching and learning. Figure 2 below shows the views of internationalization in the policy document.
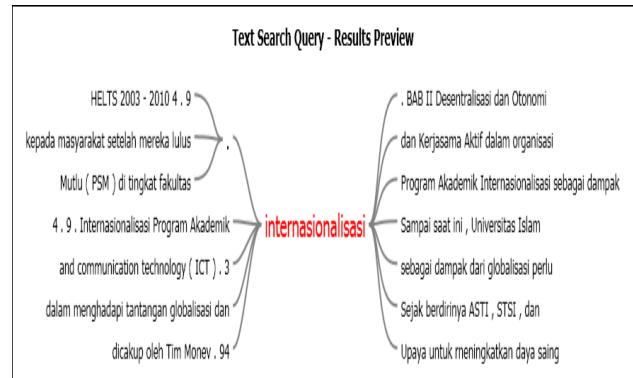

Figure 2 Internationalization to cope with globalization

5. Internationalization in the Top 6 State Universities

The focus of this study is to examine the development of internationalization programs in Indonesian higher education, both public and private universities. For this purpose, both qualitative and quantitative dimensions of research are applied. Qualitative data are gathered through interviews and focus group discussions (FGDs) with Faculty heads and International Office Divisions, while quantitative data are collected through questionnaires. Data from questionnaires are analyzed using SPSS, while qualitative data from interviews, FGDs, social media (Facebook, Twitter and LinkedIn), photos, and films are analyzed using NVivo 10. As this study is still at early stages while seeking possibilities for research grants and research partners overseas, the findings presented in this paper is gathered from the social media networks, website of the universities, photos, and documentary films in the top six (Top 6) state universities according to the ranking list of the 4ICU (International College and Universities, 2013), which are: Universitas Gadjah Mada, University of Indonesia, Institute of Technology Bandung, Brawijaya University, Sebelas Maret University, and Diponegoro University). The followings are the key findings.

3.1 Rethinking Internationalization at Faculty Level

Engagement of university faculty members and students in the process of internationalization programs has been considered crucial by scholars. "The ways in which faculty members think about internationalization may influence how faculty members engage in the process of internationalization and, specifically, how to internationalize their curricular content" (Agnew, 2012: 2). This implies that to sustain the outcomes of higher education internationalization programs, it is considered important to evaluate how faculty members think about internationalization in relation to their discipline. Figure 3 shows how Faculties and Study Programs at the Top 6 universities prepare their academic developments toward global and regional excellence as reflected in their mission, vision, and goals statements.
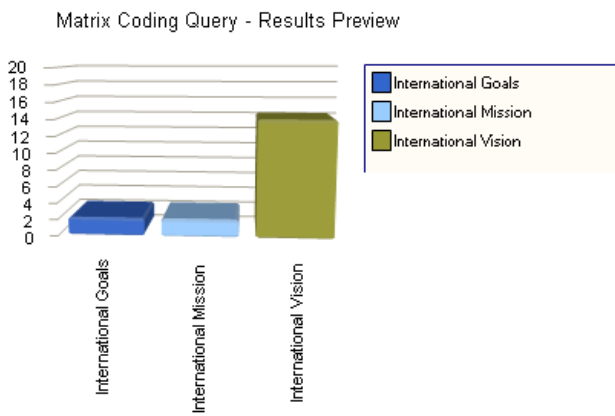
Matrix Coding Query - Results Preview

Figure 3 International mission, vision, and goals

At the Faculty of Economics, Management, and Business of the Top 6 universities, there are 14 vision statements oriented towards international quality, standards, and excellence, as quoted in the following statements:

"Our vision is to be an internationally recognized learning institution in accounting with a strong [emphasize] on research" (Reference 1 coded).

"To become a World Class Research University which is innovative and excellent, which serves the interest of the nation and humanity, inspired by the nation's cultural values based on Pancasila, the state ideology" (Reference 2 coded).

"To become a world-class center of excellence in business and management education and research and actively involved in delivering values to the academic society, industry and community" (Reference 3 coded).

While statements on international oriented mission and goals total to only less than five, as stated below:

"[Improve education quality and quantity] in order to have graduates who are able to [compete] internationally" (Reference 1 coded, international mission).

"To produce top quality Economics and Business graduates in ASEAN" (Reference 2 coded, international mission).

"Produce economic research of an international standard" (Reference 1 coded, international goal).

It is then necessary to pinpoint that the statements of these mission, vision, and goal in the website of universities does not simply mean that the faculty members are personally engaged in internationalization. This requires further qualitative and quantitative data collection to examine the active participation and involvement of faculty members in formulating these statements. In addition, further data collection is required to identify whether or not these statements were based on strategic analysis tools and scientific research.

3.2 Internationalization Programs

A variety of international programs have been conducted in the targeted state universities. As presented in Figure 3, the major program developed is publication of electronic open access journals. In practice, however, from the total (N = 324) of listed journals in the six state universities there are only about 19.6% journals written in English. Indeed, when Indonesian universities are eager to compete globally, there is a need to increase research-based publications in English. The other major programs are the double and joint degree scheme; international conferences; international competitions; and student exchanges. To actively engage in such programs, both students and academic staff are required to improve their English competences and performances. This is the big challenge confronted by the universities in this study. For instance, results of Monitoring and Evaluation Double Degree Program at the Brawijaya University recently (May 2013) shows the low English proficiency of students selected for the program, which in turn block the candidate's interests to pursue the degree. The evaluation was based on their TOEFL scores.

Other relevant international programs which have been conducted in the state universities are international cultural events; international scholarship presentations; international seminars; international summer programs; international visiting scholars; international-joint research; international joint-publications; international student ambassadors; and even international video conferences. Arguably, the priority programs should be focused on international-joint research in order that the research outcomes will be published in better quality research journals in the universities' open access journals and more significantly to assist Indonesian scholars to publish them in international reputable journals.
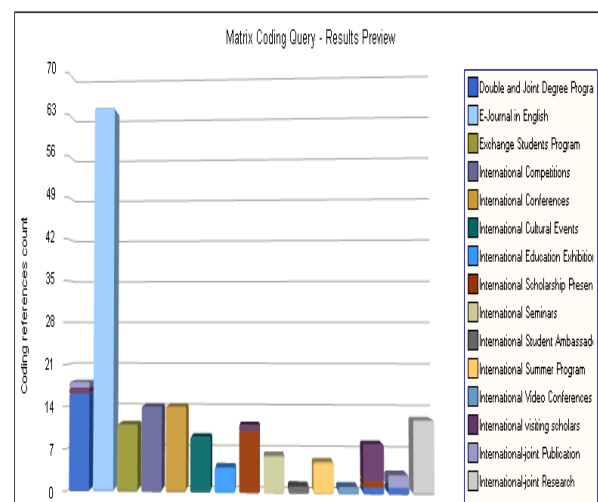

Figure 3 International programs

6. Future Challenges in Implementation of Internationalization Faced by ASEAN

Implementing policy reforms, theories and practices from

developed countries presents new challenges for Indonesian higher education institutions operating under different political and cultural conditions. It does not mean that neoliberal globalization should be opposed and/or rejected. Rather, adapting neoliberal globalization agendas in Indonesian higher education context need to be based on cross-cultures understanding analysis. The reason is because the policies and programs are implemented in different cultural societies different from Anglo-American societal and academic cultures. Thus, the following section addresses the culture-based approach with an emphasis on cross-cultural differences between Anglo-American societal-culture and that of Asia with particular reference to organizational and academic cultures in South East Asian universities.

6.1 Cross-cultural Differences

In an effort to adapt globalization elements in Indonesian higher education institutions, it is necessary to understand what culture is. Relevant concepts of culture are formulated by scholars who have conducted comparative research on globalization and internationalization (Agnew, 2012; Dimmock & Walker, 2000). Dimmock & Walker (2000: 308) define culture as "the values, customs, traditions, and ways of living which distinguish one group of people from another." Agnew (2012) asserts that university culture is the values and beliefs of administrators, academics, students, board members and support staff which are rooted in the universities' history and external social, cultural, economic, and political forces. The following table provides different dimensions of societal culture between the Anglo-American and Asian societal-culture:

Anglo-American	Asian
Power-distributed	Power-concentrated
Self-oriented	Group-oriented
Aggression	Consideration
Proactive	Fatalism
Generative	Replicative
Limited relationship	Holistic relationship

Adapted from Dimmock & Walker (2000: 310)

Firstly, in Anglo-American culture, power is distributed equally among the various levels of a society, for instance, through devolution of power and authority; while in Asian societal culture, power is commonly concentrated in the hands of a few and inequities are often accepted. *Secondly,* people in the self-oriented societal culture are independent and self-reliant, while group oriented cultures are more dependent, value harmony, face saving, and equality of reward distribution among peers. *Thirdly,* in the aggression culture, achievement is stressed, competition dominates, and conflicts are resolved through the exercises of power, while consideration societies, relationship is emphasized and conflict resolution is by compromise and negotiation. *Fourth,* in the proactive society, people seek to take advantage of any opportunities associated with change and they are tolerant of different opinion. On the other hand, people in fatalistic culture are more reactive to change and accept uncertainty as psychologically uncomfortable. *Fifth,* in generative culture people are innovative and generate new ideas and methods, while replicative society adopts ideas, inventions, innovations, and methods from elsewhere. *Lastly,* the limited relationship cultures, interactions and relationships are limited by rules which are equally applied to everyone; while in holistic cultures; relationship pays more attention to kinship and friendship, rather than formal rules.

In this study, which is aimed at measuring the cultural readiness of Indonesian universities for internationalization, further empirical survey and in-depth interviews are made to explore the beliefs of administrators, academics, students, and support staff on the nature of universities' internal and external culture, such as authority devolution, ethical leadership, international vision, academic freedom, academic requirements, government's authority, and international networks and partnerships.

7. The Significance of Strategic Planning

Strategic sciences which are nowadays applied in business world and educational organizations evolved from war practices during the Greek ancient times. In fact, general strategic planning documents have been developed by the Top 6 universities involved in this study. However, no documents in relation to strategic planning documents for internationalization can be found. Accordingly, to prepare for internationalization programs it is necessary to formulate the relevant systematic framework and strategic planning.

Strategic planning for internationalization of higher education is a set of concepts, procedures, and tools. Strategic planning focuses on answering three questions: (1) Where are we now? The university needs to monitor and evaluate its current institutional performance in internationalization which could be measured by international academic outcomes regarding teaching, researching, publishing, admissions of international students, deployment of international staff, and international standard of resources; (2) Where do we want to be or Where are we going?. In order to answer the question, the university needs to analyze its internal and external environments such as analysis of mandates and SWOC (Strengths, Weaknesses, Opportunities, and Challenges). A valid and reliable research is necessary to identify the university's strengths and weaknesses. It is important to map present and future opportunities and challenges with foreign universities and institutions to formulate desired international future plan; (3) How to get from where we are to where we want to be!. It relates to how we close the gap between the where we are and where we want to be. In this context, the gap is about the strategic issues the university needs to address. The questions are addressed by formulating and implementing action plans, strategies, and resources (both human and financial). Therefore strategic planning for internationalization of higher education challenge the university to make a clear choice: still working within and/or around the current university culture or modifying and/or moving toward the Anglo-American culture.

8. Concluding Remarks

Preliminary qualitative findings of this study emphasize that in order to reach globalisation, it is necessary that preparation of internationalization policies and programs have to be based upon cross-cultural understanding. In addition university governance, its leadership, and management are expected to adopt a combination of the principles of the three ideologies mentioned above. This means that the focus of the internationalisation programs does not merely concentrate only on issues of global market, sustainable development, and economic growth, but also on moral world and intercultural competences.

These issues need to be included in the strategic planning of the universities as an integral part of other priority programs for international cultural understanding, collaborative research and publication. The study findings can provide a strategic framework for internationalization agencies and other players to effectively implement globalization-related policies and internationalization of higher education in South East Asian countries.

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Advanced Program at Thai Nguyen University of Technology (TNUT), an effective way for international collaborations

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Abstract

The Advanced Program (AP) implements undergraduate curriculum and training processes of developed countries into Vietnam in order to build a new model of reforming and modernizing the Vietnamese higher education system. This has however created great debate in many different directions in regards to its efficiency. The two advanced programs in Mechanical Engineering (ME) and Electrical Engineering (EE) at TNUT has raised not only the university's reform process but also its international collaborations. This paper describes the experience in implementing the advanced programs at TNUT and suggests that it can be a good model for higher educational institutions in less developed countries to approach an international standard.

Key words: Advanced program; TNUT; higher educational institutions; International collaborations.

1. An introduction to higher education system and the advanced program project in Vietnam

1.1. A brief introduction of the Vietnamese higher education system

Vietnam is a country with approximately 320,000 square kilometres of land but its population is nearly 90 million people. It has more than 450 universities and colleges. Most of the universities and colleges are located in big cities and 68% of them are situated in the five biggest cities in the country. There are two types of university and college in Vietnam, they are public and private. 23 out of 63 provinces in Vietnam, does not have any university. Vietnam is a developing country and 22% of its GDP is invested in education but it is hard to find a Vietnamese university that reaches the international standard or is placed in the top regional or international universities and colleges ranking [1].

Vietnamese higher education system has been influenced in both structure and in training method by France, Russian Federation and Eastern European countries, where a lot of universities and colleges are specialized in narrow fields of science and technology for example, university of transportation, university of education, and university of civil engineering etc. With regard to training, classroom teaching **is** focused on contents only. Students spend less time on practical application and practical work.

With regard to scientific research, most of research is carried out based on researchers' opinions and not based on the demands of the industry or society [1, 4].

More than half of Vietnamese universities and colleges have good infrastructure to cater for their training and scientific research. A lot of modern equipment and machinery has been bought for the use of professors and students, but the efficiency of the equipment and the use of machinery seem to be quite low. Moreover, most of the faculty members in Vietnam universities are not able to use English for normal and professional communication. The Government recognized all the problems above and addressed them accordingly. Many solutions have been tried, but it seems that the results are not satisfactory as expected.

Vietnam has been directed to be a country based on industry toward the year 2020 therefore a strategy for industrialization and modernization to reach these objectives becomes the main priority. In this context, higher education needs to play a key role in the industrialization and modernization process. Presently, the world is moving toward "knowledge – based economy" with the idea of bringing an advanced model of higher education from developed countries as an example for the whole system to be applied in Vietnam. This is regarded as a breakthrough for higher education system.

1.2. The Advanced program project is an effective way to reform Vietnam higher education system in order to bring it nearer to international standard.

The main objective of the governmental advanced program is to apply exactly the US or other developed countries' undergraduate program in selected Vietnamese higher education institutions with a view to have graduates and publications of international standard. By implementing the program, training and scientific research are reformed. A new model of faculty and university building at international standard is set at a total cost of around 1.5 million USD. Up to now, the government has offered 35 advanced programs to 23 leading universities in Vietnam within the period of 2007-2015.

The main tasks of the advanced program are: (1) selected universities granted by the government of Vietnam are to sign MOUs with their partner institutions with curriculums, which are permitted to be used and the courses to be delivered in English; (2) the universities have to buy textbooks, reference books and modern experimental equipment to fit the requirements of the advanced program offered; (3) Faculty members are sent to partner universities to attend classes and learn teaching

methodology. Inversely, US professors and professors in developed countries are invited to come to give lectures and help the universities in implementing the advanced program; (4) carry out joint scientific research by both faculty and students in order to have the results included in international publications.

In fact, the objective of the advanced program is to bring and draw a new picture of the advanced model of higher education system used in developed countries to be applied, imitated and followed by Vietnam's higher education system.

1.3. Evaluation of the advanced program throughout the country (2007-2013)

As mentioned above, the advanced program has caused a big debate between many scholars with regard to its efficiency in reforming and modernising Vietnam higher education system.

There are two groups of people who have different opinions about the expected results of the advanced program. The first group of universities pays much attention to the numbers and quality of trained students, who follow the US higher education model. The second group pays much attention to enhancing the quality of students to be trained and expanding the program. In addition, by implementing the advanced program, the institutions want to change the mindset of the teaching staff and help them to understand the way and the need for reform in their institutions.

Some educators doubted the possibility to reach the goals of the advanced program. In their opinion, the conditions to modernize higher education system in Vietnam through the application of the advanced program are still inadequate and will result in much poorer than the required standards. However, the 35 advanced programs are still being run in 23 selected universities and have contributed considerably to the development of the country. In particular, the two advanced programs are the key factors to facilitate a very big change at TNUT toward international standard.

2. Advanced programs at TNUT facilitating international collaborations

2.1. A brief introduction of TNUT

TNUT is located 70 kilometres north of Hanoi, the capital of Vietnam in an area of 50,000 square meters. It was established in 1965 and is one of the oldest technical universities in North Vietnam. TNUT has a student population of approximately 12,500 and teaching staff of nearly 500. The university has 8 faculties: Mechanical engineering; Electrical engineering; Electronics engineering; Civil and Environmental engineering; Industrial Economics; Technical Teachers' training; Natural sciences and Faculty of International Training, which will be established soon. TNUT offers nearly 31 undergraduate programs in engineering and technology and 9 postgraduate programs at both master and PhD levels [2].

Implementation of the advanced program therefore depends on the results of training and scientific research in the history of TNUT.

2.2. Implementation of the advanced program at TNUT

Thai Nguyen University of Technology has been granted two undergraduate advanced programs: Mechanical engineering in cooperation with the State University of New York at Buffalo and Electrical engineering in cooperation with Oklahoma State University, USA. The two programs are placed under the management of the Center for International Training Cooperation at TNUT.

At first it was regarded as a big opportunity for the university. However, the infrastructure of the university in general is still below the US standard and the English language proficiency of the faculty members and students needs considerable time to improve. The training process of the advanced program therefore took place in a very unbalanced condition between the need and what is in hand. The question here is how to go ahead in such conditions? The law "the heart controls the brain" should be applied in this case instead of "the brain controls the heart" as used in developed countries. It is also the law to help Vietnam win the wars against the French and the Americans and it is also this law, which helps the staff to place their interest behind that of the university's. This is the key to success for developing countries in their development efforts but first and foremost it requires the leaders to seriously follow Ho Chi Minh's ideology.

Moreover, if the training **of** the two advanced program is conducted, and incorporated the two advanced programs into the whole university's training activities it will be similar to building an island inside the university whose efficiency is very limited. Curriculum's structure of the advanced programs should be used as a reference for correction and to complement the existing curriculums of TNUT. Moreover, the way and the process the subjects are evaluated is helpful for faculty members to change their mindset in evaluating students. Mid-term and final examinations in the past have been replaced by evaluation. In addition, English textbooks are used, machinery and equipment for training and scientific research have been replaced and used for practice. Eventually, the requirement to use English language does not only apply for faculty members and students who participate in the two advanced programs but also for all staff in TNUT. English environment is set up throughout the university. The concepts of program's outcome and accreditation for engineering and technology are applied step by step.

The advanced program is part of the whole totality; therefore they are to be modified to fit Vietnamese culture and adjusted to the country's economic development. Presently Vietnam economy is changing from agriculture toward industry based. Furthermore, during the Vietnam wars, higher education system was considerably affected by East European culture with some highly appreciated values. Therefore, some social and scientific subjects are added to the original curriculums. Part of the teaching and studying methodology has to follow Vietnamese style to bridge between US, developed countries' cultures and Vietnamese

culture and adopted by US professors and Vietnamese faculty members and students

2.3.1. Evaluation of the two advanced programs

The advanced programs have been implemented in TNUT since 2008. Now the advanced programs have 121 students for ME and 93 for EE. The first batch of 40 students in MA will graduate this year.

In comparison to other normal training programs, students in the advanced program have the following advantages: they study in very good conditions, they master the English language, they are very diligent, proactive in their studies and actively look up for materials and information on the internet.

Students attending the advanced program are very confident and always achieve the highest score in various competitions such as students' scientific research, Vietnamese youth innovation, English language etc. They are very good at presentations and communication skills therefore most of them easily pass job interviews in joint venture companies.

Annually the advanced programs attracted 15-20 foreign students to come and study in TNUT for their internship of three to six months. These students live in the same dormitory with the advanced program students to create an English and multicultural environment. TNUT has organized some cultural tours for students in TNUT and Thailand.

As a result of the expansion of the two advanced programs, two new joint venture training programs structured in English is conducted through a 2+2 undergraduate program in cooperation with Kyungpook National University in South Korea and a postgraduate program in cooperation with University of Ilmenau, Germany.

Two MA and EE divisions were established in 2012 at TNUT. Five Australia Awards Alumni were to implement and develop the two advanced programs in cooperation with foreign professors, other joint venture programs and with international universities with subjects delivered in English. The Faculty of International Training is going to be established in TNUT at the beginning of the school year 2013-2014 and will be a reliable place for further development of International collaborations.

Government funds for the two advanced programs were used to build a modern three-apartment guest house with full-furniture for foreign professors. Five new laboratories have been established including: Fluid mechanics, Heat transfer, Mechanical Design, Mechanical testing and Electrical Engineering. The best classrooms in TNUT are used for the advanced program students.

2.3.2. Influence of higher education reform

TNUT has been implementing reform in its higher education system and in all aspects of its activities since 2010. The advanced programs contribute tremendously into the reform process.

The biggest change is in the ideology of training and conducting research towards international standard. The teaching methodology used earlier by providing large amount of knowledge in classroom has now been changed into providing basic knowledge and clear instructions so that students know how to apply the knowledge and to solve problems. Student evaluation has replaced the mid-term and final examinations with processing evaluation consisting of many small quizzes and 50% final examination. All scientific research or projects have to be based on the demand of the industry or society and should produce real products to serve society. Technology transfer is encouraged at TNUT where experiments and practical work are emphasized in the training process.

The relation between TNUT and students' parents are strengthened to place students under control of the university.

TNUT is the first university in Vietnam, which has private working rooms for its teaching staff using the model in developed countries in order to enhance the interactions between teachers and students outside the classroom. The number of projects was therefore reduced by 70% in the year 2012.

2.3.3. Effects on international collaborations

The advanced program in TNUT is a pilot program for the university to try to reach international standard in both learning, teaching and research in cooperation with international colleagues.

Up to now, TNUT has close relationships with 5 universities in US based on the implementation of the two advanced programs (UB, OSU, College of Staten Island, University of Oklahoma, Georgia Gwinnet College), 1 university in Australia (Swinburne University of Technology), 3 universities in Germany (Aachen, Dresden, Ilmenau), 2 universities in South Korea (Kyungpook National University, Sunmoon University), two universities in Japan (Nagaoka University of Technology and Kansai), two universities in Thailand (King's Mongkut Institute of Technology and Suranaree University of Technology), 1 university in China (Shandong University of Science and Technology). These universities assist TNUT in implementing the two advanced programs; one 2+2 undergraduate program with Shandong University of Science and Technology; one undergraduate program 2+2 with Kyungpook National University in South Korea and one postgraduate program in Computer Added EE with Ilmenau University in Germany.

The advanced programs have motivated 80% of faculty members to get Toefl-ITP 450 or above by the end of this year and 500 or above next year. Every year, around 20 international professors come to TNUT to lecture and instruct students to do research and double the number of TNUT teaching staff goes to partner universities for short internship of three to four months to learn US teaching methodology and join scientific research. Based on funding of the advanced programs, every year, TNUT sends and receives seven to ten delegations from overseas and more than 100 visitors. All these activities are changing the opinion of teaching staff toward international collaborations.

3. International collaborations through the development of the advanced program, the critical factors to success at TNUT

3.1. Expanding training and research in the advanced programs, the key to success

The key success of TNUT is to enhance quality of training and research to reach international standard through international collaborations. The advanced program will be further expanded by developing other joint venture training programs. In the future, an excellent centre for training and research will be established in TNUT.

International collaboration plays a key role in bringing higher education institutions to understand better training and research methodologies, sharing knowledge, skills and experience. This is facilitated by the availability of government funding and the curriculums and lessons from developed countries.

The advanced program helps TNUT to create an English environment for both faculty and students in not only their academic but also in personal lives. English proficiency is the key for teaching staff to approach the world outside; the university will motivate teaching staff to develop themselves and get exposure and experience by going overseas. This will make teachers and students exchange program with international universities possible. As mentioned earlier the benefit of international collaborations is among others the fact that joint venture companies are very interested in employing graduates from the advanced programs because of their English proficiency, because they are motivated and creative. In the near future, new funding will be provided by joint venture companies for the training carried out in the advanced program.

Joint venture with international institutions in conducting research is now possible through the advanced program because of the availability of funding and the relationship established to date by TNUT with other institutions. Projects for students to build racing car and small airplane are now being conducted in TNUT.

Based on the facts above, it is clear that each institution should have programs like the advanced program as it proves to be beneficial to speed up the process of international collaborations process and development as a whole.

3.2. Suggestions for action after AAAC 2013

Australia Awards Alumni has a very large community throughout the Asian region. They are contributing considerably to the development of their countries. However, the contribution is provided by individuals not by a community therefore efficiency is limited. The following suggestions are proposed:

Australia Awards Alumni should be organized at the level of institutions or companies not individual or associations. Anyone can choose the institution or company that is most suitable for them to join.

Parallel with just offer scholarships to individuals, scholarships should be allocated to institutions that are really able to push and speed up the development process in each country.

The Australian government should have projects like the advanced program in Vietnam in cooperation with Australian Universities to help several key universities to modernize toward international standards. The effect of the assistance will be many times higher than just scholarship for individuals.

4. Conclusions

Implementation of the advanced program is the right decision for the Vietnamese government to reform and modernize its higher education system. This is confirmed by the experience and results of the two advanced programs in Thai Nguyen University of Technology. The experience should be expanded not only in Vietnam but also in Asian countries with the funding from their own government or Australian government.

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Global Competence through Multilateral Partnership

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Abstract

As a university which has a vision "to be a caring and global university with commitment to Christian Values", it is important for Universitas Kristen Petra (PCU) to equip the students with global competence through internationalisation. It will enable the students to be the future leaders who can take an active part in globalization—one of which is the ASEAN Community. In doing so, the university needs to find strategic ways; one of which is through partnership. Besides a one-on-one based approach, whereby one university is collaborating with another university, we would like to introduce a multilateral partnership that is very effective and sustainable. The partnership creates a chain/network to connect more institutions into cross relationships for multiple benefits, this can be seen from a case study of the 2012 Asia Summer Program. Together with four other universities in Asia, PCU was hand-in-hand in creating a short course to give an opportunity for students from five universities to know more about Asia especially Indonesia in the spirit of Culture, Creativity and Collaboration. PCU and four other universities were able to provide the students a network as well as to have global competence with understanding upon Asian culture to enable them to be the future leaders with an Asian perspective.

Keywords: internationalization, multilateral partnership, Asian perspective

1. Introduction

Globalization is part of 21st century, either as a phenomenon or a term. Altbach and Knight (2007) define globalization as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement". As a consequence, globalization drives internationalization in almost all sectors not to exclude education sector. Therefore, Globalization is impacting and driving the internationalization of Higher Education Institution (HEI) in making policies and appropriate activities. The term internationalization might have various meanings and is debatable, but to many, internationalization is the integration of an international, intercultural and/or global dimension into the curriculum and teaching-learning process (Knight, p. 207).

With its vision as a caring and global University with commitment to Christian Values, Petra Christian University (PCU) puts inter-nationalization as one of the core points in its Strategic Planning 2006 – 2011, and continues into 2012 – 2017. PCU's vision manifests itself in preparing the students as well as the staff to develop their global competence and skill in the world today. Further, it helps students to become future leaders, who in turn contribute to global community, especially in facing ASEAN community 2015.

In order to achieve the goal mentioned above international partnership is an important factor, which will open abundant opportunities. The question is, what type of partnership can bring greater impact on the students, faculty members as well as the University? This paper explains international collaboration conducted by Petra in the form of multilateral partnership and its benefits.

2. International atmosphere

To achieve internationalization, PCU motivates students to go abroad. Many activities have been carried out, either curricular or extra-curricular such as study excursion, student exchange, internship, joint degree, immersion, and other academic and cultural collaboration. In addition to getting new knowledge, students will have international exposure and be tolerant to diversity. However, not more than 5% of students from the student body is able to gain the experience to study abroad. One of the problems is financial, because students have to pay the airfare and living expenses which is relatively higher than in Indonesia. Generally, students look for a grant such as scholarship or subsidy, which they have to compete to obtain it.

Therefore alternatively, PCU tries to attract overseas students to come to PCU. Overseas students give cultural exposure to local students and create diversity in student body (Altbach, Knight, 295). This plan provides local students as well as faculty members the opportunity to interact with overseas students and get different perspectives from other countries. At the same time provide a benchmark and improve themseves. Therefore, one of the advantages in having inbound internationalization in PCU is bringing the world home or in another word getting international perspective in home institution. Furthermore, it pushes not only the local students but also the staff to be involved in internationalization. Faculty members and administration staffs have an opportunity to exercise their capability in giving lectures in international language, allow them to overcome language barrier and to understand cross culture. It becomes one of the University's efforts in preparing the faculty members for international exposure. Moreover, as one of many important roles of the University it enables the students "in interpreting and negotiating the contemporary dynamic of global interconnectivity and interdependence in reshaping the community and identities" (Rizvi, 2006).

3. International Collaboration

PCU established cooperation with more than 30 overseas higher education institutions spread in many countries such as China, Korea, the Netherlands, and USA by conducting various academic as well as cultural activities, which bring mutual benefits to each institution. Most of the collaborations are one on one basis and covers degree or non degree activities, short or long term program, joint degree, double degree, and student and staff exchange. Experience shows that a tangible partnership demands mutual and consistent effort from both institutions and this proves to be challenging.

In addition PCU created several programs involving various participants from several different universities and countries, which enable the creation of a sound network between them. One of the examples is International Service-Learning Program, which has enabled international students together with local students experience an immersion in local community in Kediri, East Java, where they carry out projects to improve villagers' quality of life. Each participant as well as member of the local community experiences cultural encounter that motivate them to be tolerant to a rich diversity of culture (Anggono, 2009).

Another simple and effective example is a short course program conducted through collaboration of five universities from five countries in Asia. As Asia is growing to become the new centre of the world and more powerful, more and more Asian countries become the player of globalization.

The program enables PCU to create a student mobility activity in cooperation with many Universities from different Asian countries. The goal is to create future leaders with global competence and strong Asian perspective. The multilateral partnership is in the spirit of equality where all Universities involved will have the opportunity to host the activity. The program and all its participants will move from one country to another in Asia. Petra Christian University – Indonesia together with Dongseo University – Korea, Bangkok University – Thailand, Josai International University – Japan and the Universiti of Malaysia Perlis – Malaysia are committed to Asia Summer Program (ASP). The Universities signed an agreement stating that they will maintain the sustainability of the program by sending at least 10 (ten) students to the program every single year. ASP 2012 was hosted by Petra, and ASP 2013 will be in held in Dongseo and so on.

4. Asia Summer Program

This multilateral collaboration was taken with a strong consideration to equip the students with global competence without forgetting their Asian identities. It aims to give the students an Asian perspective with a hope that they can use it for their future, as Asian leaders. ASP is an exercise to prepare PCU in competing in ASEAN level and a respond to the growing Asia that is becoming a new center of the world.

There are three keywords from ASP, which are culture, creativity and collaboration. It tries to combine culture and creativity which then creates transformation. Thus, in order to accelerate transformation, collaboration is added. ASP helps the host to increase the number of international student's intake (inbound and outbound). It provides students with the opportunities to build their Asian network among students, exercise their international language skill, experience international teaching, and understand local culture from the traditional to the popular culture. It is a three week program in July that is moving from one country to another country of the founder Universities every single year. In 2012 there were 141 students from five different Universities.

In ASP 2012, the focus is Indonesia culture since it was held in PCU. International students learn Indonesian environment and especially Indonesian culture. Students did not only attend two of thirty hour classes in the morning and in the afternoon, but also cultural classes from Indonesia were mandatory. The credit is transferable where each University has committed to acknowledge all classes taught in the program. The academic classes were provided by committed Universities. There were nine classes coming from three University members where four of them are coming from Petra Christian University. Through the classes, the students experienced different style of teaching from faculty members who came from different cultural background. Even though the students have the freedom to choose the class, a mix class could not be avoided. Students must study together with other students from five different countries. Every Friday and three last days of the program students listened to several guest lectures regarding the traditional – popular – mixed culture of Surabaya and Indonesia from culinary to fashion to self defense. Further they are divided into small groups and had hands on experience on *Batik Tulis, Batik Jumputan, Mural, Polah Arek* – Traditional Dance, *Angklung*, bracelet and souvenir making (that they could bring home) from Indonesia.

Cultural immersion undeniably happened to the participants during their three weeks stay. The students had to walk from their accommodation facility to the campus where they need to interact with people surrounding PCU. This brought the opportunity to have a cross cultural communication with the local people, which happened not only to the participants but also to the committee members from PCU where most of them were students. The immersion was reciprocal both for the foreigners and the local people.

5. Advantages of ASP

There are several benefits acquired by students, faculty members and universities. The first advantage is the sustainability of the program. Unlike a short course conducted only by one university and attended by students from many universities, ASP has five motors that will maintain the sustainability of the program. The spirit of togetherness like *Sapu Lidi philosophy, the* traditional broom from Indonesia is the appropriate metaphor for this

partnership. A bundle of *sapu lidi* contains many stems; the unity makes it strong compare to one stem or two stems alone.

Figure 1 below shows that 50% of the students find meeting new friends and learn new culture from other Asian countries the best experience, which they like. 39% of the students find the academic and cultural classes most interesting. It can be concluded that multilateral partnership brings a positive impact on the students and the objective of ASP as stated earlier "It tries to combine culture and creativity which then creates transformation. …in order to accelerate transformation, collaboration is added…" has been achieved.

The fact above is supported by data in Figure 2 which shows that almost 90% of the ASP 2012 participants are satisfied with the conduct of ASP. This is an important beginning to create a network to connect and strengthen more students and faculty members in Asian countries.

The data collected from interviews with ASP participants shows that students have become more confident in using foreign language, gained experience and exposed to different style of teaching by international lecturers. In addition they are forced to adjust themselves to the local condition and culture as the program is quite short. Interview with local students reveals that they are now aware of different opinions from their Asian peers on their culture. It again shows that ASP objective as stated in Item 4 above quoting "It provides students with the opportunities to build their Asian network among students, exercise their international language skill, experience international teaching, and understand local culture " has been achieved as well.
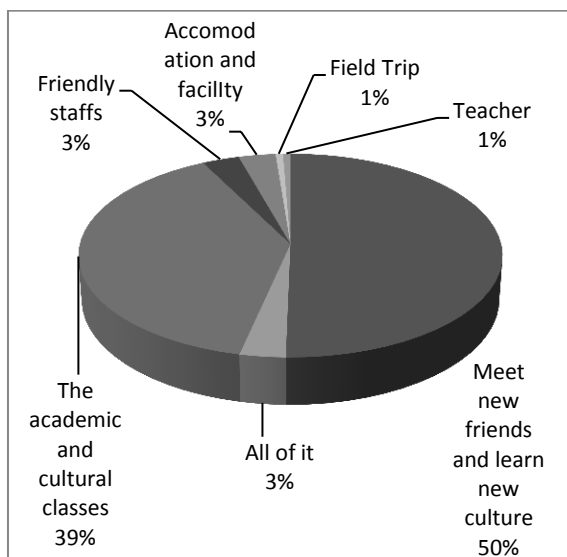

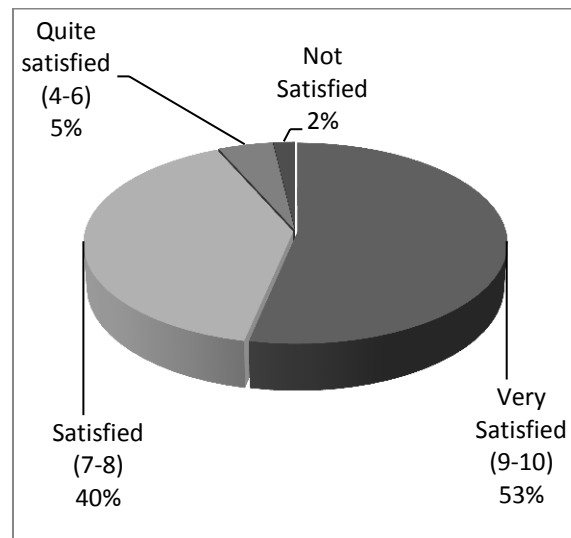Figure 1. Favorite Subjects in ASP 2012

Figure 2. Participants Satisfaction Rate on ASP 2012

For the faculty members, ASP allows them to establish network with their peers and gain experience in teaching international students using foreign language. They had to exit from their comfort zone and they were required to adapt fast due to the limited time available. Meanwhile, the University gained experience in preparing internationalization program from the aspects of infra-structure as well as human resources. ASP proves to be one of the options to prepare young people in Asia to achieve globalization, one of which is in ASEAN community.

6. Conclusion

Globalization and its effects are two inseparable conditions that are becoming part of our life in this era. Multilateral partnership is a model of collaboration that connects many universities with the aim of acquiring multiple benefits. It enables the universities to work together to sustain their programs in facing globalization.

One of the programs implemented is the Asia Summer Program with Asian perspective. Five universities from five different countries committed themselves to mobilize their students to participate in this program in order that they acquire a better understanding of their culture and that belonging to other Asian countries, use their creativity, equip them with the necessary competence and with the spirit of collaboration accelerate globalization.

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The Development of Higher Education in Timor-Leste – Challenges and Opportunities towards ASEAN Community

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Abstract

As a young and emerging country, Timor-Leste realises that in order for its higher education institutions to be recognised and for the graduates to be professionally mobile, regionally or internationally, attention needs to be paid to international standards of quality in higher education. Since 2008, Timor-Leste has gone through a national process of international assessment and accreditation of all higher education institutions by applying standards related to the achievement of the institution's mission and objectives and focusing on the quality of the institution as a whole. The process also served as an approval mechanism for the accredited institutions to confer diplomas and degrees as specified in the Timor-Leste National Qualifications Framework. Program accreditation processes for all courses will be implemented next year. Many of the higher education institutions in Timor-Leste have significant problems in terms of the institutional capacity for internal quality assurance and in meeting international standards. Apart from quality, steep challenges related to structure, management and performance in education and research remain, if the universities are to meet the growing economics demands for productivity and competitiveness. Hence, and also as part of preparation for program accreditation, two leading institutions (UNTL and DIT) are currently reforming their curriculum by streamlining the curriculum content (making them more relevant to the development needs) and modelling to the European Credit and Transfer System (ECTS) by providing a modern, more appropriate and student-centred work load. This paper outlines the challenges and opportunities for the Timorese higher education institutions in increasing the quality and relevance of competition in higher education. This includes endeavours to promote programs with credit transfers and grading policies which will be the key to exchange among universities in the region. Timor-Leste is soon becoming a member of the ASEAN community and immediately becoming integrated into the ASEAN Economic Community (AEC) by 2015 together with the other ASEAN ten member-states.

Keywords: Higher education, quality assurance, ECTS, competitiveness

Introduction

In 2011, the 10-member ASEAN leaders granted observer status to Timor-Leste and it is expected that this new country will soon become the eleventh member of ASEAN. With the emergence of the ASEAN economic community (AEC) in 2015 with free movement of goods, services, investment, flow of capital and skilled labour, the challenges for the Timorese higher education institutions to increase the quality and relevance of their courses are huge, not only in terms of creating a knowledge-based society but also in the integration of education priorities into ASEAN's development.

Geographically, Timor-Leste is part of a fast-growing region in the Asia and the Pacific Rim, a region that contains over half of the world's population. As the economies of many of the countries in the region grow rapidly, and recognising the direct relationship between high-quality higher education and a prosperous domestic economy, expansion of educational opportunities, particularly higher education, is on top of most governments agenda in the region.

ASEAN country-members are increasingly investing in higher education capacity. Singapore, Malaysia, Thailand and others are becoming new educational hubs in the region. Australia, Timor-Leste's immediate neighbour, has the most western and Anglo-Saxon education system

attracting huge demand in terms of higher education opportunities in the region and worldwide. Trends in ASEAN countries show that the number of unemployed graduates is continually rising due to different imbalances in the economy as well as imbalances in the relevance of higher education programs, curricula and content. While the economy and labour market shift and develop according to various economic inputs, a significant responsibility for developing employability skills lies within the area of higher education.

The major challenges of higher education in Timor-Leste are to produce and provide a good quality of human resources to meet the level of international standards in support of the country's socio-economic development goals and to reduce poverty. Many higher education institutions in Timor-Leste face huge problems in terms of their institutional capacity regarding internal quality assurance and in meeting even immediate regional standards. If the universities are to meet the growing economic demands for productivity and competitiveness serious challenges continue to remain with regard to quality of research, management and performance in education.

Brief overview of the education sector

Despite the fact that Timor-Leste is a young nation born in the 21st century and had to rebuild the country from scratch both in terms of infrastructure and human resources,

the country has taken the necessary measures to ensure that it catches up with the development that has taken place in other parts of the world particularly those in the region. Successive governments have emphasised the pivotal role that education, particularly higher education, plays in the formation of human capital and sustainable development of the country.

Institutional reforms in many critical areas in the education sector have been initiated particularly after the approval of the Basic Education Bill in October 2008. The education system has been restructured to better serve the needs of the country, as well as its management to ensure that policies are delivered with efficiency and with tangible results (Freitas, 2010). As a new country the challenges of building new systems in Timor-Leste are monumental. This involved the introduction of a universal, compulsory and free basic education of 9-years, streamlining the general secondary education, and enhancing technical and vocational education with more courses relevant to the professions and the much needed skills to support the development needs; training and re-training for teachers providing them with adequate qualifications. It also implemented mandatory attendance schemes, navigated the multi-language challenges and most importantly established the legislative framework, plans and implementation for the whole education system based on global standards from the onset. As part of the education reform the country is investing more on the learning content and processes particularly on what students should learn during childhood, adolescence and at higher levels. However, in order to succeed, these reforms must be abetted by teachers, who must be well prepared and motivated, as well as schools to be accountable for student learning. This is why, of the budget allocated to education sector, 30%, (Ministry of Education, 2012) which is quite a big proportion of it, goes to teacher training.

The country has embraced the Education for All and life-long learning policies aiming at the achievement of the Millennium Development Goals (MDGs). The 2011 National Education Strategic Plan (MoE, 2011) highlights the country's determination to achieve the MDGs and other international obligations that Timor-Leste has adhered to. Mechanisms have been established to increase retention rates and reduce the number of students 'dropping out' of schools, as well as procedures to support access and equity for all. In the areas of higher education a tertiary sector strategy has been developed taking into account the Bologna process for degree courses but also strengthening the polytechnic courses including providing pathways and articulation to higher degrees.

Higher Education Landscape

Approximately twenty institutions of higher education operated in Timor-Leste from independence through to 2006 without any quality assurance. Issues of quality in these institutions were problematic and there were questions as to whether the majority of these could meet immediate regional standards. Nevertheless, it can be said

that the diversity of tertiary institutions, during the first years of independence, marked a positive period of growth and a growing realization that the country's economic health was dependent on increasing numbers of its citizenry educated at higher levels. Given the reality at the time, students exiting secondary education were unable to be admitted to universities outside of the country thus creating a market for home-grown tertiary education. To complicate matters further, poor funding and financing combined with not owning their property made it easier for the majority of institutions to discard students at will with little prospect that their education would be completed (WB, 2006). The overwhelming majority of teaching staff were not qualified, with only a small number holding Masters or honours degree.

The Government realizes that through a national system of quality standards and external review, an accreditation process can help it: to define higher education; provide a basis for national and institutional planning and reform efforts; provide a structure for educational improvement; maximize articulation and communication across tertiary education; assure a qualified labour force; and use accreditation as a means of consumer protection. A system of quality assurance through accreditation can also directly serve the poor by assuring them that the institutions of higher education will be able to produce desired learning outcomes and hence the effort required to support family members who undertake tertiary learning can be rewarded.

Because institutions of higher education in Timor-Leste had been operating for some years, it was realised that a process of issuing operational licence by the government alone appeared inadequate to the task of approving and evaluating them. It was, therefore, decided to apply a *combined licensure-initial accreditation process*, which not only acts as an approval mechanism to confer diplomas and degrees, but also provides a process of evaluating the institutions already operating in the country in order to guarantee that students will receive higher education with some quality with international recognition. So, in 2008, a panel of six international experts on quality assurance from six countries (USA, Brazil, New Zealand, Indonesia, Malaysia and Philippines) were invited to assess the higher education institutions in Timor-Leste and to decide whether these institutions were of global standards; that they had the appropriate credentials to be granted a licence to operate or should they be completely shut down as standards were compromised (Freitas, 2010). As the result to date Timor-Leste has one accredited public university, and ten private institutions of higher education with institutional accreditation providing graduates better opportunities either to continue their studies in other countries or enter a career regime prepared with the necessary training. It is expected that program accreditation for the courses run by these institutions will start next year.

Regulatory & Curriculum Reform

The Government has also put in place the necessary legal framework concerning higher education development

and management providing the basis for developing educational policies in this area. This is included in the Charter of the only state university *Universidade Nacional Timor-Lorosae* – UNTL approved in 2011 whereby, the university now enjoys full autonomy in decision-making. The UNTL has seven faculties – agriculture, engineering and science, medical and health science, law, economics and management, social sciences and education and humanities. In order to promote internationalisation, since early this year, UNTL has embarked upon repositioning its curriculum content for all courses to enable better acquisition of knowledge, development of skills, values and attitudes, all of which are expected to enhance productivity and competitiveness of graduates. The University is continuously making efforts to reform their curricula in response to rapidly expanding scientific knowledge and changing economic opportunities, modelling to the European Credit and Transfer System (ECTS). The ECTS, which is also known as the European Credit Transfer and Accumulation System, is a student-centred system based on the student workload required to achieve the objectives of a study program specified in terms of learning outcomes and competences to be acquired by students. It is expected that in 2014, all the courses of the University will be adopting the ECTS system.

Apart from UNTL, one other leading institution that is currently reshaping its curriculum content is the Dili Institute of Technology (DIT). With the help of some partner universities in Australia and the region, the Institute is re-examining and redefining the curriculum content of its courses modelling to the ECTS (European Credit and Transfer System). As national needs have been a key driver of curriculum design, teaching priorities for DIT is given to science and technology, particularly civil engineering, petroleum studies as well as commerce and tourism. The Institute also awards degrees in computer science, all of which play a vital role in economic growth of the country. As the focus of each course is on the country's development requirements, the Civil Engineering Course, for example, is working very closely with the National Association of Engineers to redesign the course content.

While other tertiary education institutions in Timor-Leste are still using the transitional curriculum content developed in 2006 by the Ministry of Education (some are still using the old Indonesian curriculum), the initiatives of the two institutions - UNTL and DIT - to reform their curriculum based on ECTS system, will better prepare the two institutions for program accreditation and modernise their curriculum programs by adopting and adapting the Bologna process which is receiving great attention not only in Europe but also in Asia and Pacific.

Issues and Challenges

In small countries like Timor-Leste, the Bologna process provides opportunities and challenges, and the country has much to gain, domestically and internationally from working with it. One of the challenges, in view of reforming curriculum content based on international standards is the lack of professional bodies in Timor-Leste. As in many parts of the world program accreditation in professional areas are handled by professional bodies as professions are highly regulated and professional bodies have a strong academic role in regulating the knowledge and practice of professions. In Timor-Leste this is almost non-existent. There are some professional associations established with very limited capacities. The matter is also complicated by the fact that there is almost no relationship at all between the professional bodies and higher education institutions. Hence, Timor-Leste has to rely on external bodies from the region to provide inputs, evaluate program quality in the different professional areas of study and to develop framework for mutual recognition of qualifications to facilitate the free movement of professionals in the region.

Another issue concerns the education budget. As education demands are becoming increasingly global, Timor-Leste's national education spending is well behind its regional partners as the country started its development from scratch and that almost every facet of education is a priority. The National Education Strategic Plan focuses on the issues of education quality and access at all levels, providing clear educational goals and realistic plans for future interventions for the sector development. It also manages the diverse array of educational players including donors to position their educational 'activities' around the priority goals (MoE, 2011). To implement the plans more education investment is required. As has been evidenced in many other countries, investing in tertiary schooling will have a direct impact on the economic development. For example by producing well-trained teachers, it can enhance the quality of primary and secondary education systems and give secondary graduates greater opportunities for economic advancement.

In terms of quality education, the major challenges of universities in Timor-Leste are, among many others, the lack of qualified teaching staff and education infrastructure. Despite these constraints, the quantitative increase of students' enrolment has been highly spectacular in post-independence period, particularly in humanities and social and political sciences, disciplines more suited for civil service jobs. This is due to increasing aspirations of the Timorese people for human advancement, and social, economic and political forces influencing the development of higher education in Timor-Leste. As the private sector expands and the manufacturing and service sectors grow, tertiary education institutions need to be re-focused to produce graduates with skills required to meet these expanded goals. Other major challenges are: a) the lack of suitable and well-equipped libraries and laboratories, b) inconsistency in policies as government changes, c) inefficient education management systems, and d) poor implementation of policies and programs.

Opportunities

The critical factors of success of Timor-Leste's higher education sector are to ensure rigorous standards of quality

of teaching as well as research in strategic areas. Given the issues and challenges as mentioned above and in view of the Timor-Leste becoming an effective member of the ASEAN Community, higher education institutions in Timor-Leste need to actively seek cooperation, partnership with, and support from, universities in the region.

There are a number of opportunities that universities can mutually collaborate on. Through becoming member of ASEAN University Network (AUN) and joining regional Quality Assurance programs, Timor-Leste's higher education institutions can improve access to high quality services in teaching and research. These opportunities include developing frameworks for mutual recognition of education and professional qualifications including common recognition on technical skills and agreeing on common competency standards for teachers. Collaborating universities can share knowledge and experiences, promote student and staff exchange; undertake professional development activities that allows sharing and discussions among academics and professional from the same teaching or research departments, undertake collaborative activities or programs such as joint curriculum development, cooperation in ICT; collaborate in joint research initiatives and academic publications at ASEAN level. In order to promote mobility between ASEAN countries, there are also opportunities for twinning initiatives by establishing joint courses and teaching particularly at post-graduate levels and research. A strong regional cooperation among higher education institutions in the region and other stakeholders such as donor agencies, ministries and the trade and industries will help increase accreditation status and recognition, better public image and improve university competitiveness, which are so essential for the development of higher education in Timor-Leste. Such cooperation will require resources particularly funding. Apart from applying to public funding, collaborating universities can jointly apply for competitive funding that are made available by international agencies, block grant funding, matching grants, research project funding or develop centers for excellence in particular areas. At the national level there is a huge need to improve and expand the government assistance to, not only public ones but also accredited private institutions of higher education to be able to compete and survive in the regional integration process.

Human Capital Development Fund

Despite the tremendous progress in building the institutions of the new state, Timor-Leste is yet to achieve satisfactory economic performance in terms of growth, employment generation and poverty reduction. The economic growth of the country in the last couple of years has been consistently about double digit (Ministry Finance, 2012) due primarily to huge public investment. Nevertheless, it was not enough to absorb the increasing labour force, for a variety of reasons: excessive spending on recurrent budget in the public sector, labour demand is heavily dominated by the public sector, economies over dependent on oil-revenues and high dependency on low-value added products, and

weak integration into regional and global economics. Limited capacity is recognized as a key constraint to the execution of public investment and spending - the main sources of economic growth in the short-term. Hence, Timor-Leste needs to build its capacity very rapidly in order to overcome the multiple challenges facing the country. Its success will depend heavily on individuals and society's ability to acquire and use knowledge.

The country has huge deficit of professionals within higher education in all fields. Less than 20% of public servants have higher education and only around 20% of the teachers have a Bachelors qualification. Therefore scholarship schemes through Human Capital Development Fund (HCDF) have been made available in 2010 by the government providing scholarships for tertiary education in Timor-Leste and abroad on a strategically targeted basis in key sectors including at Masters and Doctorate levels. With the Fund the country is not only concentrating in developing higher education opportunities in country, but also sending students overseas. The number of Timorese studying abroad increased from approximately 2,000 in 2002 to over 10,000 in 2012. A large number of Timorese students are studying in Indonesia, Australia and the Philippines, Portugal and Brazil (HCDF, 2011). Approximately 1000 Medical Doctors were trained in Cuba and Dili by the Cuban Government and are now back practicing in Timor-Leste. On top of the Government scholarships, other schemes, which have timely been helping the human capital development in Timor-Leste, are, among others, the Australian Awards (previously ADS), and the New Zealand Scholarship Awards. Many of the scholarship recipients from these schemes are now back and subsequently playing significant roles in our society, academia and state institutions.

Conclusion

As a young and post-conflict nation, Timor-Leste still has a long way to go and yet the people are conscious of the enormous tasks that lie ahead. Despite the fact that Timor-Leste is a young and emerging nation and starting its development from scratch, higher education institutions in Timor-Leste have undergone an institutional accreditation and are currently preparing for program accreditation for all of their courses.

As the country prepares to join ASEAN, enabling Timor-Leste higher education institutions to become competitive, it is necessary to cooperate with other ASEAN universities.

As competition increases and becomes more acute there is a need for partnership and cooperation of all types with universities and the labour market in the region. The objective is to enhance employability of graduates, build

institutional culture of quality, relevance, and social responsibility.

Through forging strong links and partnerships with universities in the region, stakeholders and development partners, and between governments in the region, the education sector in Timor-Leste will be better developed in the future in preparing quality human resources not only to develop an economically prosperous and sustainable developed State but also to enhance Timor-Leste's competitiveness, at the same time help the country to take full advantage of being the newest member of ASEAN and the ASEAN Economic Community in 2015.

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Challenges for Mutual Recognition Arrangement (MRA) Implementation: The Case of Tourism Higher Education Institutions in Indonesia

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Abstract

Since 1990, the implementation of MRA (Mutual Recognition Arrangement) in tourism has been supporting the ASEAN Economic Community 2015. Although there has been an increased awareness of government and related agencies in ASEAN countries to support the MRA implementation, challenges have also significantly increased in its practice. This study explores and evaluates challenges of MRA implementation and considers what recommendations might be proposed for tourism higher education institutions in Indonesia. ASEAN MRA for tourism includes tourism professionals, employers and training providers. The discussion highlights MRA implementation within the qualification system used by the tourism and training industry in Indonesia. The results of this study may serve as a basis for educational institutions to assess MRA implementation in developing curriculum appropriate to tourism higher education institutions in Indonesia. The National Tourism Professionals Board and the National Tourism Professional Certification Board are also expected to use this information in developing their strategy and for policy making and management of MRA implementation. This study involved a qualitative approach using an in-depth interview technique of 30 tourism lecturers and instructors in charge of academic affairs and curriculum development in several education and training providers in Indonesia.

Key Words: ASEAN Economic Community (AEC), Mutual Recognition Arrangement (MRA), Tourism Higher Education.
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1. Introduction

The potential of tourism as a major socio-economic driver for growth and tools for development in the ASEAN region has been identified. It is one of the twelve priority sectors that will help hasten the integration of the ASEAN countries by 2015 (ASEAN Tourism Strategic Plan 2011–2015: p.3). Mutual Recognition Arrangement (MRA) has been acknowledged as the starting point to unify the competency standard among ASEAN countries namely Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam. ASEAN MRA on Tourism Professionals is an arrangement among ASEAN countries designed to facilitate the free movement and employment of qualified and certified personnel between ASEAN Member States. MRA for tourism qualifications are seen as one essential requirement of the ASEAN Community as stated in the Bali Concord II at the Ninth ASEAN Summit (2003). The Bali Concord II calls for completion of Mutual Recognition Arrangements for qualifications in major professional services by 2008 as confirmed by the Cebu Declaration on the Establishment of the ASEAN Community by 2015 adopted at the 12th ASEAN Summit in January 2007. The objectives of the MRA are to facilitate mobility of Tourism Professionals, to exchange information on best practices in competency-based education and training for Tourism Professionals, and to provide opportunities for cooperation and capacity building across ASEAN Member States.

In 2015 the ASEAN Economic Community (AEC) will be launched, with the objectives of bringing a greater integration between ASEAN Member States (AMS). One important criterion for ASEAN Economic Community is the mobility of skilled labor force and professionals from various disciplines to relocate and work in other AMS. The basis of labor mobility is the mutual recognition of qualifications between ASEAN countries (Penfold, 2013). At the 12th ASEAN Summit in January 2007, the leaders affirmed their strong commitment to accelerate the establishment of an ASEAN Community by 2015 as envisioned in the ASEAN vision 2020. In particular, the leaders agreed to hasten the transformation of ASEAN into a region with free movement of goods, services, investment, skilled labor, and freer flow of capital. Although the vision of the ASEAN Economic Community existed, the study below shows that to implement all ASEAN programs, there is need for a stronger commitment from all parties in order to reach the following objectives: 1) A single market and production base : Free flow of goods (services, investment, capital, skilled labor, priority integration sector, food, agriculture and forestry); 2) A highly competitive economic region; 3) A region of equitable economic development; and 4) A region fully integrated into the global economy (Laksaguna, 2012).

The coverage of ASEAN Economic Community is shown in Figure 1).

2. Literature Reviews

2.1. ASEAN Economic Community 2015

Figure 1: Members of ASEAN Economic Community (http://www.asean.org/communities/asean-economic-community, 2012)

2.2. MRA in Tourism

Tourism has been defined as "the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destination, and the facilities created to cater to their needs" (Mathieson and Wall, 1982:1). Tourism sector is also considered as a vital economic factor thus one of the country's priority. Therefore, in order to develop responsible tourism, the most effective method is through education, training, and propagation. It is important to increase awareness of promoting tourism and the consequential cooperation and development required by all enterprises involved in the tourism industry (Tho, 2013). As a result there is an increased attention concerning tourism human resources development in ASEAN. The ASEAN leaders signed the ASEAN Tourism Agreement at the 8th ASEAN Summit (4 November 2002). This Agreement aims to create favorable industrial conditions in support of ASEAN's vision for a free flow of tourism services before 2020. As part of the agreement, the ASEAN leaders agreed to upgrade tourism curricula, improve the relevant knowledge and skills through the formulation of competency standards and certification procedures, thereby leading to mutual recognition of skills and qualifications in the ASEAN region. The formulation and acceptance of common competency standards allows trade liberalization in the tourism sector by facilitating a flow of tourism professionals through the Mutual Recognition Arrangement (MRA). Tourism training outcomes and qualifications will generate intra-regional investment and facilitate the flow of human resources in this sector at regional level. AUSAID, 2007 addressed the above issues by developing ASEAN Common Competency Standards for Tourism Professionals (ACCSTP). ASEAN Tourism Agreement specifically article No 8 on Human Resources Development indicates that member States shall cooperate in developing human resources in the tourism and travel industry with the following guidelines:

1. Formulate non-restrictive arrangements to enable ASEAN Member States to make use of professional tourism experts and skilled workers available within the region on the basis of bilateral arrangements.

2. Intensify the sharing of resources and facilities for tourism education and training programs.

3. Upgrade tourism education curricula, improved knowledge and skills and formulate competency standards and certification procedures, which will lead to mutual recognition of skills and qualifications in the ASEAN region.

4. Strengthening public-private partnerships in human resource development.

5. Cooperate with other countries, groups of countries and international institutions in developing human resources for tourism.

In 2007 ASEAN received technical assistance from AUSAID through the ASEAN-Australia Development Cooperation Program (AADCP) to carry out: 1) development of the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP); 2) prepare common ASEAN Tourism Curriculum (CATC) and 3) provide capacity building for an ASEAN Mutual Recognition Arrangement in Tourism Project (ASEAN Tourism Strategic Plan 2011–2015, p. 44). This leads to the establishment of the Roadmap for Integration of Tourism Sector (RITS) that will be enhanced through: 1) accelerating the development of Mutual Recognition Arrangement (MRA); 2) establishment of ASEAN minimum common competency standards for tourism professionals and 3) strengthening HRD activities through the development of an intra-ASEAN curriculum covering exchange program, cross-training, and cross-certification activities. The objectives of this arrangement are to: 1) facilitate mobility of tourism professionals; 2) exchange information on best practices in competency-based education and training for tourism professionals and; 3) provide opportunities for cooperation and capacity building across ASEAN Member States.

MRA on tourism professionals will: 1) facilitate mobility of tourism professionals based on their competency and qualification; 2) enhance conformity of the competency based training/education; 3) skills recognition; 4) improve the quality of tourism human resources (graduates are ready to work in the industry); and 5) enhance the quality of tourism services Tourism Strategic Plan 2011–2015). Furthermore, the recognition of foreign tourism professionals by ASEAN member states opens possibilities for a professional to work in a host country provided that s/he possesses a valid tourism competency certificate in a specific job as specified in the ASEAN Common Competency Standard of Tourism Professionals (ACCSTP) issued by the Tourism Professional Community Board (TPCB) in an ASEAN member state. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country. The mechanism is shown in Figure 2
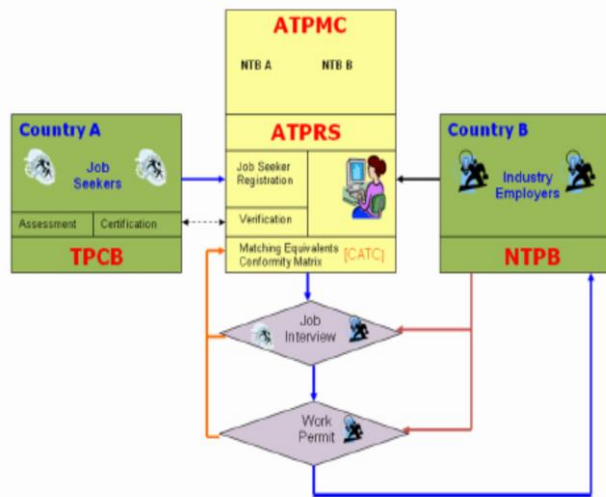
Figure 2: Mechanism of MRA for tourism professionals (ASEAN Tourism Strategic Plan 2011–2015:19)

Note:
TPCB, Tourism Professional Certification Board
NTPB, National Tourism Professional Board
ATPMC, ASEAN Tourism Professional Monitoring Committee
ATPRS, ASEAN Tourism Professional Registration System

In view of the above, ASEAN member states are encouraged to apply the ACCSTP and the Common ASEAN Tourism Curriculum (CATC). The ACCSTP refers to the minimum requirements of competency standards in hotel and travel services which aim to upgrade tourism services and facilitate the development of this Arrangement between ASEAN Member States. CATC refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism Ministers and recommended by the ASEAN NTOs. The design principles of CATC and the Regional Qualification Framework and Skill Recognition System (RQFSRS) are industry based, structured and flexible. Although the model of MRA application programs draws attention to a good qualification system in the ASEAN Member States, it remains open for further research and refinement through implementation and evidence from the fields. It is argued that this approach may be different in its implementation and its implication in member States. Therefore, there will need to be more campaign of information to colleges and educational institutes to ensure they understand the implications of MRA for tourism professional. Consequently, the institutions will recommend modification and alignment of the curriculum to meet the requirements of a Common ASEAN Tourism Curriculum. This is important should the institutions wish to have qualifications of their graduates recognized by other ASEAN Member States.

MRA implementation may face numerous problems, therefore efforts should be made to develop guidelines such as industry based guidelines to be adopted by all countries and making subjects relevant and useful to both students and industry. In addition, packaging competencies into curriculum for different labor divisions should be linked with qualifications framework. The system is structured but flexible with clearly defined levels of qualifications (5 levels across 6 labor divisions). Thus, curriculum and qualifications are mapped with job functions and levels as shown in Figure 3.
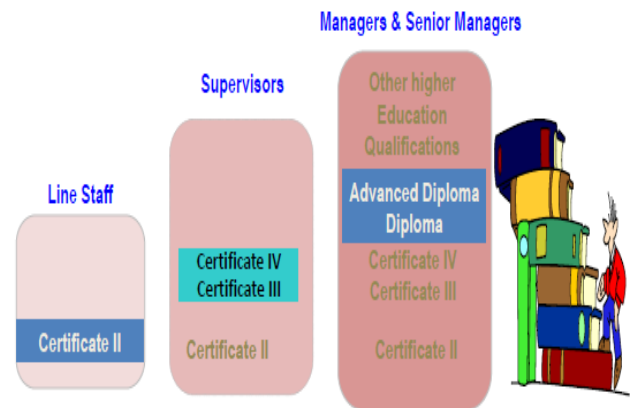

Figure 3: Level of Labor Division (Laksaguna, 2012)

To support the implementation of MRA in tourism professional the infrastructures are available at the regional level such as The ASEAN Tourism Professionals Monitoring Committee (ATPMC) and the ASEAN Tourism Professionals Registration System (ATPRS), whilst at the national level there are the National Tourism Professionals Board/Agency (NTPB) and the Tourism Professional Certification Board (TPCB). The quality of instruction, evaluation and standards of curriculum in tourism developed by the various educational and training providers in each country is on voluntary basis.

2.3. Tourism higher education institutions in Indonesia

There are 143 tourism higher education institutions and colleges operating in Indonesia, out of which 139 institutes/colleges are under the Directorate General of Higher Education - Ministry of Education and Culture. Four institutes/colleges are under the Ministry of Tourism. Tourism higher education institutions offer 238 study programs. Compared to the total number of courses in Indonesia, the tourism education contributed 1.5% of the total 15.741 study programs and mostly vocational (44%) (Brahmantyo and Kusmayadi, 2010). The roadmap of tourism education documented the long process of tourism to be admitted as science in Indonesia since 2008. The working group meeting of the Indonesia Ministry of Culture and Tourism (2006) defined 4 general competences for tourism graduates i.e:
2. Academicians / researchers / scientists are experts and competent in developing scientific tourism knowledge and conduct scientific research in the field of tourism. The research result should contribute to the advancement of knowledge, theory and even technology. The research outputs can be used by industry personnel, professionals and both academic and vocational institutions.

3. Technocrats are tasked and competent to develop tourism policy, tourism product diversification, tourism destination planning and design, tourism marketing strategies with scientific methods and innovations. The output will be useful for both industry and educational institutions.

4. Professionals should be competent and have the expertise to develop and manage tourism businesses applying science and technology needed by both the industry and the educational institutions.

5. The technicians have competency and skill to perform technical task in tourism business. They work based on the research results and technological knowledge.

In Indonesia the tourism higher education institutions are under the Association of Tourism Higher Educational Institution called *HILDIKTIPARI (Himpunan Lembaga Pendidikan Tinggi Pariwisata Indonesia)*. This body hosted annual scientific conferences and meetings in several ASEAN countries. The number of institutions and members of the association has grown significantly in the last 5 years. This indicates the growing demand for tourism professionals. Since 2008, the Ministry of Education and Culture has included tourism as applied science, which shows the Government of Indonesia's commitment to support tourism education in ASEAN in general and in Indonesia in particular. This encourages the tourism higher education institutions to strengthen the MRA on tourism professionals because of the following benefits : 1) A clear set of standards for development of training programs; 2) A competency-based training and assessment system for preparing trainees for the tourism industry; 3) A range of job-based tourism qualifications based on common labor divisions and 4) An opportunity to become one of the preferred education and training providers with ACCSTP qualifications (ASEAN, 2012) .

With regard to MRA, the tourism higher education institutions in Indonesia are called to support the ASEAN roadmap for tourism, which aims at unifying training standards and qualifications with a view to facilitating labor mobility in the region. This will facilitate the application of a verifiable certification system and enable the region to develop an MRA and derive economic benefit from profitable tourism services in a more integrated, consistent and coordinated manner. The AUSAID project addressed this matter through the development of a common matrix of job specifications in the ASEAN Framework of Common Competency Standards for Tourism Professionals (AFCCSTP) (AUSAID, 2007)

3. Methods

This study aims at identifying the challenges of MRA implementation faced by the Tourism higher education institutions in Indonesia in anticipation of the ASEAN Community 2015. Through a case study, qualitative strategy has been developed to allow the researcher "to explore in-depth a program, event, activity, process, from one or more individuals" (Creswell, 2009). The study was carried out using in depth interview with respondents who are actively involved in MRA implementation, identified the challenges and are able to propose recommendations. The in-depth interview is a technique used for collecting primary data to get first-hand information about the implementation of MRA in Higher Tourism Education in Indonesia. Structured interviews were later carried out with 30 key respondents. However, there is no guarantee that this particular case is typical and this limits the extent to which findings can be generalized to other cases.

A carefully-worded interview schedule was prepared with some items requiring short answers that could be ticked off. The interviews were also semi-structured so that when some questions were asked, respondents were encouraged to express themselves and to talk freely. The interviewer then probed for elaboration, with questions such as "Why do you say that?" or "That is interesting, tell me more" or "Would you like to add anything else?"

4. Results and Discussion

The result of the study presents information of MRA implementation during the process of education delivery. The respondents were individuals and key persons in the academic operation and curriculum design. They came from a variety of tourism higher education institutions in Indonesia and they were recruited using the snowball technique. The result is presented as follows:

4.1. Challenges to Implement MRA

It is evident that tourism higher education institutions in Indonesia faced challenges in implementing the MRA. Figure 4 below shows the overall result of the study.
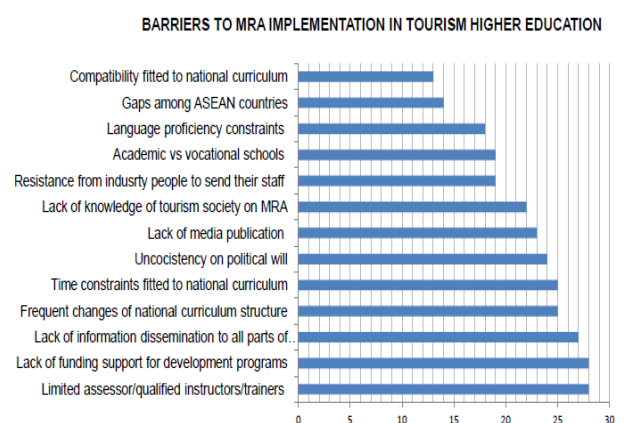

Figure 4: Challenges for MRA Implementation (Interview, 2013)

Respondents evaluated the challenges of MRA implementation in their institution and provided the following detailed answers: (28 respondents) said that the main challenge is limited assessor/qualified instructors/trainers, (27) lack of information dissemination to all parts of ASEAN regions, (25)

frequent changes in national curriculum, (25) time constraints to include in national curriculum, (24) inconsistency of political will, (23) lack of media publication, (22) tourism society's lack of knowledge on MRA, (21) financial constrains, (19) resistance from industry, (19) academic versus vocational schools, (18) constraints in English language, (14) gaps among ASEAN countries, and 13 respondents find that there is incompatibility with national curriculum. Apparently, limited assessor/qualified instructors/trainers and lack of funding support for MRA implementation and development program were identified as the most serious challenges for MRA implementation followed by lack of information dissemination to all parts of ASEAN regions. These are common issues in most tourism institutions. Also, time constraints to include MRA in national curriculum and frequent changes in national curriculum can create confusion.

4.2. Suggestion for MRA Implementation

Respondents were also invited to give suggestions for MRA implementation in tourism higher education institutions in Indonesia. Recommendations are stated in Figure 5. The study used an open-ended question where one respondent provided multiple answers. The results show that although prior awareness of MRA implementation was strong, the most common suggestions provided were suggestions for more information, stronger coordination and integration of ASEAN member states and greater multi stakeholder involvement in the implementation. The top five suggestions were: 1. Conduct better dissemination of information to colleges and educational institutes (29 responses); 2) Provide sufficient funding support for MRA development program (29 responses); 3) MRA should continue strengthen integration and coordination between ASEAN member states (29 responses); 4) Increase socialization of Tourism MRA in all ASEAN member states (28 responses); and 5) MRA implementation needs roadmaps with clear programs and goals achivements (27 responses).

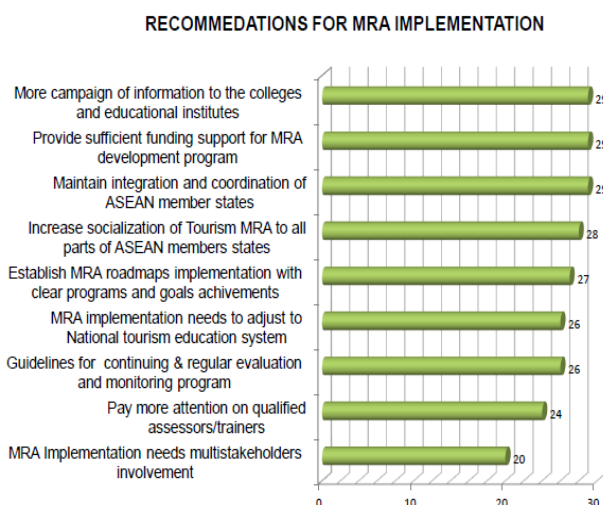**RECOMMEDATIONS FOR MRA IMPLEMENTATION**

Figure 5: Recommendation for MRA implementation (Interview, 2013)

Thus, there is a call for key actors in MRA implementation to give greater attention to enhancing public awareness in activities conducted by tourism higher education institutions particularly the importance of MRA implementation in all ASEAN member states.

5. Conclusion

Mutual Recognition Arrangement (MRA) will make a substantial contribution to tourism higher education institutions in Indonesia as well as to local and regional development. MRA has greatly influenced the curriculum modification in tourism education system. The findings above support the widespread belief that MRA implementation in tourism education and training will support efforts in facing the ASEAN Economic Community 2015. With regard to Indonesia, limited funding support and frequent changes in national curriculum have become serious obstacles. However, if tourism education is to be a long-term growth generator for human resources provider, then the achievement of MRA is important. The results suggest that better dissemination of information on MRA application and funding issues should be addressed appropriately in order to achieve MRA. Additionally, integration and coordination of all ASEAN member states to monitor and evaluate the MRA goals achievement are imperative.

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Key challenges preventing the improvement of higher education institutions in Laos

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Abstract

This paper is concerned with understanding the effects of foreign aid on the development of education policy in Laos. This has had a significant impact on the improvement of higher education institutions heading toward the 2015 ASEAN Community. The country is currently a recipient of aid programs, especially the education sector, where the external financing accounts for more than three-quarters of all investment budgets and over one-third of total public expenditure. Given the heavy dependence on external support, the national education system is unavoidably influenced by donor agencies, whose global priorities might differ from those constructed nationally. Over the last several years, extensive external development support has concentrated on primary education to meet the Millennium Development Goal (MDG) of universal completion of primary education by 2015. If primary education absorbs most of the external funding, subsequent levels of education will continue to be neglected, which will have serious ramifications. At the moment, the government has been pressured to mobilise most resources toward the achievement of this global condition, while leaving the higher education program and other areas of education suffering from having limited resources to implement the existing programs, which are also of national interest. Higher education in Laos is at the nascent stage of development. The recent government report reveals that the higher education system and institutions need to be strengthened and upgraded because it lacks overall planning, management and monitoring. The quality of human resource development in higher education institutions is still low, which is not in line with the National Socio-Economic Development Plan, and does not meet the demand of labour markets. This requires additional budgets to improve infrastructure, enhance the capacity of institutions, as well as upgrade knowledge and qualifications of individual academic staff. The argument in this paper has been drawn from my observations and experience working in the education sector, as well as from the desk review of key policy documents from both the national government and international aid agencies. I have found that donor agencies have made major contributions to the development of the national education system in Laos. Through the provision of substantial financial support and expertise, these donor agencies have had a huge influence on policy, which has been exercised through a form of aid conditionality. This has significantly impacted 'policy ownership' and independence in prioritising the national goals and objectives of education as conceived by the Laos government.

Key words: higher education, education policy, national ownership, policy influence, donor agencies, foreign aid

Introduction

The development of national education system is based on the history and culture of each country in the world. Lao society and education are deeply embedded in its heritage of indigenous culture, colonialism, socialist revolution, market economy and privatization, and recently, developed under global pressure and conditions. Over the past two decades, the government implemented several important educational reforms, and as part of this effort, has instituted various legal and administrative reforms to support the overall education and economic development. In addition, there has been a heavily external investment in the education sector and they wielded considerable influence on the development policy (Phommalangsy 2013; Noonan et al. 2013). However, this external influence seemed to begin to change after the signing of the Vientiane Declaration on aid effectiveness in 2006. The model of external support seemed to have moved from 'donorship' to partnership because some donors started to fund their assistance through the government system along with capacity building. Today, the Ministry of Education and Sport (MOES) is increasingly in the 'driving seat', heading towards ASEAN Economic Community (AEC) in 2015 and exiting the status of 'least developed country' by 2020.

This paper discusses the key challenges that prevent the improvement of higher education in Laos toward ASEAN community in 2015, which the writer draws from his observation, as a national advisor, for the Mid-Term Review of the Education Sector Plan 2011-2015 and literature review. To fully appreciate the pressures that now confront higher education institutions (HEIs), it is necessary to understand the wider set of pressures influencing the growth and development of higher education. This comes from the existing problems in the system and the impact of external support, which might not be in the best interests of the nation. The paper begins by providing a brief background of the national context related to socio-economic and educational situation; followed by a description of higher education development and system. Then, the writer analyses some key problems that exist in the higher education system outlining them into three pillars – management, quality and access – that are documented in most government's education-related policy frameworks. Further, the paper provides a brief account on external support in the education sector; followed by discussions on the effects of aid agencies on the policy development resulting in imbalanced sector development. Finally, this paper will end with concluding remarks on 'donor influence'.

Socio-Economic and Education Contexts

Laos is one of the poorest countries in the Asia-Pacific region and experiences many constraints in its development and its efforts to reduce poverty. About 75% of its population of 6.5 million are engaged in subsistence agriculture; of which approximately 34% live on less than $1.25 per day (MOES 2011). However, economic performance has been impressive in the recent years. According to the World Bank (2012), Laos is rapidly transforming itself through strong economic growth. Following the introduction of market-oriented reforms in 1986, the economy has expanded on average by 6.5 % per year between 1990 and 2009. Per capita income has more than doubled since 1990 reaching U$1,010 in 2010. The GDP growth was likely to remain robust in 2011 with projected growth of 8%. Within this projection, the natural resource sector was expected to grow substantially, contributing approximately 3.5% of the projected 2011 growth rate; followed by services, manufacturing, agriculture, and construction. The contribution of the resource sector to economic growth has significantly increased in the past five years.

The government of Laos is committed to education as a national development priority to help meet its twin goals of (1) exiting least developed country status by 2020 through moving to industrialization and modernity, and (2) achieving the Millennium Development Goals (MDG) by 2015. These policy statements can be found in the recent congresses of the Lao People's Revolutionary Party, especially the 8th (2006) and 9th (2011) congresses (the major policy-making body in the country), and the recent successive 5-year plans: National Socio-Economic Development Plans (NSEDP) 2006-2015 and 2011-2015. These key policy frameworks emphasize the important role that education plays in providing human resources development to attain these national goals. In response, the MOES articulated its plans for the development of the sector in the National Education System Reform Strategy (NESRS) 2006-2015, Education Sector Development Framework (ESDF) 2009-2015, and Education Sector Development Plan (ESDP) 2011-2015. Both ESDF and ESDP promote harmonization of donor activities, gender equity and pro-poor policy development within overall achievement of the MDG. These strategic plans are also consistent with previous key policy frameworks such as National Growth and Poverty Eradication Strategy-focused education (2004), and National Plan of Action on Education for All (2003-2015).

Given the importance of education, the government has taken significant measures to increase support to the education sector. The prudent macro-economic policies have been instrumental in increasing government revenues. The signing of the Amended Education Law specifies a target of 18% of current public expenditure to be allocated to education (MOES 2008a). This is to address the issue of national budget allocations for education, which was very low for the last several years. Past funding level led to inadequate infrastructure and low level of recurrent expenditure resulting in very low teacher salaries. Thus, the sector is dependent on external funding to help bridge the gap in funds. With a significant increase of 17.3%, which

has been approved by the National Assembly for 2012/13, the budget covers both increase in salaries and in non-wage recurrent funds provided through the provision of block grants at all levels.

Despite the progress made, Laos will not be able to meet its MDG targets for education (GOL 2010a). This is due to the fact that although primary net enrolment rate has risen to 95.2% in 2011/12, repetition and dropout rates are high as well resulting in only 70% of the students who completed schools until the end of primary cycle (MOES 2012). Participation in secondary is low, with gross enrolment rates at only 64.7% in lower secondary school and 34.7% in upper secondary level. About 30% of students in primary schools completed only two or three grades. A characteristic feature of rural regions is food security – malnutrition, which affects over 40% of children in those areas, and impacts negatively on school attendance and study. Ethnic groups, who make up about 50% of the entire population, often live in remote scattered communities and do not speak Lao as a first language. These factors, coupled with poor infrastructure, present significant challenges to service delivery.

Development and System of Higher Education

The government initiated higher education reforms covering both public and private higher education institutions (HEIs) through the Prime Ministerial Decree on the establishment of the National University of Laos (NUOL) in 1995 as well as subsequent decrees on private higher education. The purpose of establishing NUOL was to address the issue of a fragmented higher education system by amalgamating 10 HEIs under a unified structure of NUOL. Under this system, students undergo a one - or two-year basic study prior to entering a degree program in relevant faculties, but that program has now been dropped for several years. Further to the establishment of NUOL, the government established three regional universities to broaden access to higher education. These are Champasak University in southern Laos which was established in 2002; Souphanouvong University in northern area in 2004, and Savannakhet University in central Laos established in 2009. Meanwhile, the decree on private higher education laid the legal framework for the establishment and operation of private HEIs, and triggered the growth of private HEIs.

According to Education Law, articles 21 and 22 (MOE 2008a), higher education in Laos means the study program attended after the upper secondary, and the technical and vocational education. HEIs have the mandate to train technicians, scientists, and researchers with full technical capacity in order to serve the society and to provide them with job opportunity. HEIs encompass educational institutions, colleges, and universities tasked to deliver study programs at higher level of education providing higher diploma to doctoral degree, as well as to undertake research studies. Higher education specifically comprises a three-year higher diploma program in colleges and educational institutions or a degree program of four or more years in universities; master program offers an additional two-year study courses.

The MOES has broad oversight of all education development in Laos. The Department of Higher Education (DHE) provides overall policy guidance, strategy, and curriculum development to universities and other HEIs that are under the responsibility of MOES. DHE also undertakes planning, coordinating and cooperating with other government agencies and donors in developing higher education system. Higher education has been growing steadily since the year 2000, and there are diversified training programs and study courses, with remarkable increase in enrolment in both public and private institutions. Some HEIs have established partnership with other HEIs overseas in implementing post-graduate study courses, especially master programs.

In 2007, the government issued the Prime Ministerial decree on adoption and implementation of the National Education System Reform Strategy. (MOES 2008b). The decree called for the strengthening of HEIs to move to higher education system toward regional and international standards, and to contribute to the socio-economic development of the country. Most HEI programs have recently been implemented in accordance with the policy framework stated in the NESRS. In recent years, national consultation was carried out on the quota and non-quota students and quality improvement of most universities under the supervision of MOES. The aim was to abolish special courses that run in the evenings and modify the number of students based on the capacity of universities. At the same time, the government focuses on the improvement of teaching and learning quality through upgrading the qualifications of teaching staff in HEIs and universities.

Key Challenges in Higher Education

Education development and investment in Laos have been heavily focused on basic education to achieve the global MDG goals. Recently, due to globalization and the introduction of knowledge-based economy, the government recognized the importance of strengthening its post-basic education with a focus on higher education. As advised by Ogawa (2009), the government needs to ensure the establishment of a well-balanced education system that covers both basic and higher education. However, due to lack of financial resources, the country relied on foreign assistance which in turn caused a tremendous challenge to implement a sustainable education development plan. Laos is currently a recipient of aid programs, especially in the education sector, where the external financing accounts for more than three-quarters of all investment budgets and over one-third of total public expenditure. Given the heavy dependence on external support, the national education system is unavoidably influenced by donor agencies, whose global priorities might be different from national priorities.

There is pressure on Laos to provide attention to higher education since it needs to utilize more intermediate and advanced knowledge and technology in individual sectors (Chapman 2009; ADB 2009). At the moment, key donors are fully cognizant of the need to strengthen basic education but the government need to balance the education sector development and gradually expand access to higher education to meet the demand for more educated and skilled workforce. Over a decade, extensive external development support concentrated on primary education to meet the MDG on universal completion of primary education by 2015. The most recent Mid-Term Review of the Education Sector Plan reveals that the share of primary education has surged (36.1%) and will continue to increase, at the detriment of higher education. This is mainly due to the priority given so far to MDG enrolment targets, and thus investment in its expansion. If primary education absorbs most of the external funding, subsequent levels of education will continue to be neglected, which will have serious ramification. At the moment, the government has been pressurized to mobilize most resources toward the achievement of this global condition of MDG goals, while leaving the higher education program (only 8.9%) and other areas of education suffering from not having enough resources to implement the existing programs, which are also of national interests.

Higher education in Laos is at the nascent stage of development and has so far made remarkable progress. However, the recent government report reveals that higher education system and institutions need to be strengthened and upgraded because it lacks overall planning, management, and monitoring (MOES 2012). The quality of human resource in higher education institutions is still low, which is not in line with the National Socio-Economic Development Plan, and does not meet the demand of labour markets. This requires additional funds to improve infrastructure, enhance the capacity of institutions, as well as upgrade knowledge and qualifications of individual academic staff. Teaching and learning environment needs to be greatly improved by investing in facilities, equipment, and materials. Newly opened universities still lack adequate physical facilities and infrastructure and are in dilapidated conditions.

There are critical challenges to develop the higher education system to align research and teaching with regional and international standards and to integrate Laos into the regional and global economy. The higher education system needs to be further strengthened and improved in the areas of governance, quality and relevance, and equitable access.

Governance and management

Generally, the higher education system has been lacking overall planning, management, and monitoring for a long time, which was due to weak management capacity (Boupha 2008). At the central ministry, management capacity of Department of Higher Education is not adequate to meet its responsibilities, whose priority is to build personnel capacity to effectively and efficiently manage the higher education system. In addition, there are tremendous capacity development needs in university governance and management in terms of the level of autonomy and accountability (Siharath 2010). Although a series of prime ministerial decrees on the organization and activities of the universities were issued in 2009, university governance still remains weak. NUOL was given autonomous administrative authority away from the MOES, and has already established its University Council,

Executive Board, and Board of Academic Affairs. However, the regional universities did not seem to have received full autonomous administrative authorities. They require a process of university progression to autonomy with accountability, freedom from non-academia influence, the establishment of functional governance structure and well-defined financial management system. Therefore there is a need to build management and governance capacity in the higher education system. Management capacity at the central ministry should be strengthened, especially in the DHE, which is responsible for overall strategic planning, development of master plan and for overseeing the operations of the higher education system in Laos.

There seems to be a lack of regulatory framework for private HEIs. Therefore the development of a coherent regulatory framework is urgently required to ensure they reach quality standards and relevant to labour market demand. In recent years, the number of private HEIs has grown rapidly to absorb the excessive demand for higher education, but they are largely unregulated. Little information is available on the quality and relevance of these institutions, which prompted the government to be very much involved in quality control. The outcomes of the recent resolution of the National Education System Reform Commission were very significant for the higher education reform (MOES 2013). Both public and private colleges are not allowed to run a degree program, due to quality concern, but they can continue the existing degree program until the end of the cycle. Bachelor and other post-graduate programs can be taught only at university level.

Public expenditure on education has been increasing in recent years; however, financing for higher education is inadequate. The budget allocation for education including external aid, for 2011/2012 accounts for 13.6% of the total government budget (MOES 2012). Of this amount, less than 10% was allocated to higher education and the percentage of recurrent expenditure is almost 90% of the total higher education budget, while capital investment is only 10%. Despite the extremely high proportion of budgetary funds allocated for salaries and student stipends, the allotment is still insufficient to provide adequate salaries and other financial incentives to teaching staff in universities. Resources for maintenance, renovation, infrastructure improvement, and academic and staff development are virtually nonexistent, except external aid. The problem is compounded by the limited formal attention given to cost recovery by introducing adequate tuition fees and improving targeting of quota students receiving government subsidy. That is why the government has reduced quota students from 40% in 2011 to 35% in 2013 and to 20% by 2015 (MOES 2012); the quota system provides government scholarships to only talented and disadvantaged students.

Quality and relevance

The quality of graduates is a matter of concern not only for the labour market but for the government as well because of the anticipated globalization; therefore an institutional capacity development plan for quality assurance has to be prepared. There is an absence of labour surveys and labour market projections to evaluate the performance of tertiary system or educational planning. The national survey in 2005 however, revealed that 93% of the labour force consists of entrepreneurs, unpaid family workers and only 7% of them are formal sector employees, which are almost equally divided between government and the private sector (MPI 2005). Rapid labour market survey carried out by ADB is the first step in tracking graduates in labour market (ADB 2008). The initial results indicate that there is a shortage of professional and technical personnel such as administrators, accountants, lawyers, and engineers in public and private sectors. There is also a growing demand in the commercial sector for customer service, hotel and guesthouse operations, foreign languages, tourist operations, and computer technology. There should be a more appropriate tracer studies to collect benchmark information on graduates and monitor their performance in the labour market, especially graduates from regional universities, which recently completed their diploma and bachelor degrees. Findings of these studies will provide future progress of all public and private HEIs.

Low qualifications of academic staff contribute to low quality of higher education, especially at the university level. Few faculty members have postgraduate qualifications, particularly in the newly opened universities, and their research and teaching capacity are greatly limited. According to the MOES report (2012), of the total 2,358 teaching staff at universities, 67% of them are holder of bachelor degree, and 29% hold master and 4% PhD degrees. These facts are very challenging for quality improvement compared to the government target that aims to have a proportion of 10 out of 100 lecturers (PhD: 1, Master: 6, and Bachelor: 3) at university level (MOES 2011). Given this ambitious targets, most universities need to focus on upgrading the qualifications of their teaching staff from bachelor degrees to master degrees and to PhD level to ensure that the quality of higher education is gradually moving closer to regional and international standards. NUOL has a reasonably well-qualified teaching staff with approximately 32% holding postgraduate degrees, but the situation at regional universities is problematic. Due to low l salaries paid to academic staff, public universities have difficulty in retaining skilled and experienced academic personnel, leaving the universities with an insufficient number of young, unqualified, and relatively inexperienced staff.

The research capacity of faculty members is quite limited. The absence of appropriate research infrastructure and funding compounds the problem. The type of research conducted by these universities directly supports degree program and teaching, rather than on the development of science and technology disciplines unlike research universities in general. Teaching and research capacity should be enhanced for the professional development of staff. There should be scholarships provided to teaching staff to obtain international master and doctoral degrees, as well as for international study tours and exchange programs.

International partnerships are largely symbolic rather than practical, and are not adequately resourced. Most universities are promoting cooperation with foreign universities and institutions (e.g. student and faculty

exchange) to foster international recognition and attractiveness. Internationalization of Lao universities and their linkages to international standard or world class universities must be promoted on a long-term and sustainable basis. There should be expansion and strengthening of academic and student exchange programs with neighbouring countries. Support from MOES is required to strengthen such cooperation with Southeast Asia Ministerial of Education Organization (SEAMEO), and other existing similar networks.

Equity and access

Overall enrolments in higher education institutions have increased slightly over the last few years, but while public enrolments have declined slightly this have been offset by the increase of enrolments in private institutions. Data on enrolments are skewed across different faculties. For example, of the total 1,440 enrolments at Master level, 792 were in MBA programs in 2011/12. Of the 71,220 enrolments for bachelor level, about 11,500 are in science related faculties (MOES 2012). Enrolments in teacher education program are dominated by women reaching 54%. These data suggest a need to provide support to increase enrolments in targeted faculties with low enrolments, particularly at Master level while enrolments in other faculties could be capped. This is to ensure that the emerging labour market demands are being adequately met. Attention needs to be directed at increasing the enrolment of women in non-gender stereotyped occupations.

Disparities in enrolment and quota system have been raised as an issue. Socio-economic, gender, and ethnic disparities still persist, resulting in low representation of women and ethnic students from low-income families. In the process the provinces set the quota for students to ensure active participation of gender and ethnicity. The quota system of admission was originally intended to facilitate access to higher education for disadvantaged students. The problems anticipated are students who have been given quota are not qualified to attend higher education because they graduated from non-accredited schools. Therefore selection criteria and procedures for quota students should be improved. According to the government plan, the percentage of quota students will be reduced roughly from 50% to 20% by 2015 (MOES 2011). This is to enable more effective targeting of the most disadvantaged candidates to receive increased support. The current data shows that quota students are neither poor nor disadvantaged ethnic students. Instead, the quota system benefits students from affluent families who are able to pay tuition and other fees.

There is a gap between enrolment and admission capacity faced by universities in meeting the projected increase in the demand for higher education. Many universities have increased their admission capacity mainly because they have received external assistance and have been able to develop the campus and its facilities, but this is not the case with regional universities. This gap is expected to widen in the future if the current trends continue. For this purpose many small private HEIs have merged in recent years to meet this unmet demand by offering higher diplomas in business-related areas.

External Support and Donor Coordination

The government counts on the support of the international community to ensure a strong future for the Lao people. Laos has been a recipient of aid for a long time. In 2005/06, the ODA accounted for 41% of total government expenditure and 87% of the public investment program (GOL 2007). In recent years, the trend has not been much different. According to the Foreign Aid Implementation Report 2008/09, the government received a total of U$542.95 million of ODA contribution (GOL 2010b). Of this amount, the bilateral donors provided the majority of ODA to Laos, amounting to 62.2%. The multilateral donors provided 30.3% and International Non-Government Organisations (INGOs) provided the rest. Japan was the largest bilateral donor followed by Germany, South Korea, Thailand, Australia and other bilateral agencies. The ADB is the largest source of multilateral funding, followed by the World Bank, UN agencies, European Commission and other multilateral agencies. Informal sources states that the new emerging donors are increasingly providing substantial financial assistance to the government due to the strengthening of special relationships with countries including China, Vietnam, and India.

The ODA education investment is slightly different from the nationwide public investment program. Early in this century, the financing gap between what is needed and what is available from domestic resources was covered by substantial volumes of external resources. In 2009/10, donor financing formed about 35% of the overall budget which added up to more than 90% of the annual public investment program (Noonan et al. 2013). The bilateral aid represents the largest contribution, amounting to 48% from external financing; followed by multilateral aid (36.7%) and NGOs (15.3%). Information quotes that Laos continues to be severely dependent on foreign aid to support most of its socio-economic development programs. Phraxayavong (2009) notes further that this trend of aid-dependence does not yet seem to be changing after forty years of independence. That is why Laos has been, and continues to be, a recipient of aid. In the most recent MOES five-year plan (2011-2015), the Ministry reveals that more than 80% of the public investment budget comes from external sources to support the education sector development (MOES 2011). Given the heavy dependence on external assistance, the national education system could be greatly influenced by donor agencies, whose aid often comes with conditions.

Recently, several development partners provide assistance to the education sector. AusAID, European Commission, and World Bank focus on supporting primary education. The German, through the German Agency for Technical Cooperation, and the Luxembourg Government are active in technical and vocational education and training. The Education Sector Working Group, co-chaired by AusAID and UNICEF, coordinates development aid in order to provide comprehensive support to the national education system. While the existence of this working group has led to improved aid coordination, however provincial coordination of development partner interventions remains mixed. AusAID, European Commission, JICA, and the World Bank are also supporting the Poverty Reduction

Support Operation including education. Although there are large numbers of donor agencies in the education sector, effective donor coordination is noticeably weak. This contributes to fragmentation of donor support, and overlapping and duplication of project activities. This imposes significant transaction costs on MOES, whose technical capacity is limited to managing and coordinating its own and donor efforts.

It appears that donors in Laos performed poorly on aid effectiveness. A large number are engaged in many sectors through many stand-alone projects. Several donor- assisted programs are situated in remote area, creating difficulties in coordination and monitoring. Despite these issues, progress has been made to some extent. Several development partners joined government-donor working groups, which have been created to support improved policy discussion and programming. Further improvements in aid effectiveness and harmonization should be a priority of all donors in Laos. The Vientiane Declaration on aid effectiveness, a local version of the Paris Declaration, has a companion document setting out implementation.

Donor Engagement on the Policy Development

The previous sections have identified the key challenges preventing the improvement of higher education institutions toward the ASEAN community, followed by outlining the donor environment in supporting the education program in Laos. This influence has had significant impacts on the balance of the development sector, especially the improvement of higher education, given the fact that most of the resources have been mobilized toward the achievement of this global condition.

In this section, discussion is made on the impacts of donor engagement on the education development policy in Laos, which derived from the writer's observations and knowledge from his recent PhD study (Phommalangsy 2013). It is noted that donor agencies have made major contributions to the development of the national education system in Laos. Through the provision of substantial financial support and expertise, these donor agencies have had a huge influence on education policy, exercised through a form of aid conditionality and according to the donor's explicit aid agendas. Donors have played significant roles in assisting the government by convincing national policy makers that Lao education policy should be aligned with global agendas, such as MDG and EFA. This has impacted on 'policy ownership' and independence in prioritizing the national goals and objectives of education in the best interests of the Lao people as conceived by the Lao government. In line with this external influence, the government pledged and committed to achieving these goals and as a consequence was pressurized to mobilize most 'national' resources toward the implementation of universal primary education, which are the donors' policy preferences.

What will the national education system look like when the national government lost its "independence"? What happens if the national education system is being encroached on by donor agencies, whose educational agendas are different from development interests of the poor Lao people? These very much depend on the capacity of Lao government institutions, which appeared to be weak for a long time. Evidence of donor influence on education policy in Laos has been substantial for a long time (Adam et al. 2001; Fox 2004; McCormick 2012). Government officials have been under pressure to effectively coordinate and meet the demands of the large donor community. As an example, the education sector which has a number of major projects, take over almost all the resources of the ministry and presently caused the sector to struggle in managing foreign assistance. This means there is little opportunity for the Ministry to plan their priorities because donors seemed to engage fully in decision-making processes and eventually influence the policy. This means the government's capacity and opportunity for mediation is weak and indicates the lost of national ownership in setting development policy. Consequently, educational policies and policy agendas in Laos are largely donor-driven initiatives.

The education policy discussion and processes in Laos have been established strongly within an MDG genre chain of documentation and activities. Rather than embodying the principles of participation and national ownership, McCormick (2012) identified that policy arrangements and documentation in Laos becomes 'a forum for reproducing power imbalances, sustaining national elite political interests, and dominant global agendas, through their composition and functions' (p.35). These imbalances have come from the limited resources of the country and its high dependency on donors' financial support and expertise. The ODA component comprises approximately 65%-70% of the annual public investment program, or about 40-45% of total government budgeting expenditure (AusAID 2010). Within the education sector, foreign funds contributed more than 85% of educational investment between 2009 and 2010 and almost 35% of the total of public expenditure on education (Noonan et al. 2013). The effect of this aid dependency is a major concern. As pressure is received from donors, the government is presently putting a lot of effort into mobilising most resources (financial and personnel) towards achieving the MDG goal by 2015 with special focus on universal primary education. The writer is of the opinion that the government should mediate donors in relation to aid, and be able to say... 'Look, this is our national plan and we want to improve these areas of education, can you help us'? Rather than having donor agencies come in and say... "Look, I give you money; can you do this for me"? The roles of donors in supporting education sector development seem to be a 'game' that is being played. Nguyen et al. (2009) describes this game as 'educational neo-colonialism', which results from unequal power relations between donors and the government. The former seem to be in authority in giving out assistance, whereas the latter feel unable to challenge and negotiate the relevance of aid and policy suitable in the Lao context. This game has also been played between development partners themselves where one is a funding agency and another is implementing on behalf of its funder (Wickens and Sandlin 2007).

This argument is supported by an early work of Fox (2004), when she was reflecting on her experience in Laos as illustrated in her article: 'Postcolonial Education in Laos'.

She argues that the policy dialogue on basic education was driven by international aid agencies, whose global priorities may differ from those nationally. The former tend to shape and influence educational systems and thinking specifically in Laos and more generally in nations of the Global South through the processes of globalisation and aid (Nguyen et al. 2009). As such, is the government pressurized by donors or whether the government itself wants to modernize and reform in order to attain high international standards? Under such pressure, the policy makers of the host county may 'borrow' policies and practices that were originally developed and operated elsewhere and which appeared to be effective, but in a very different cultural context from that of their own societies (Nguyen et al. 2009).

The above research evidence and discussion are illustrated in the writer's PhD study in relation to the government's fear of losing aid, as well as their desperate need for funds to support the sector (Phommalangsy 2013). The government appears to have no room for manoeuvre here. McCormick (2012) argues that aid-receiving governments are sometimes identified as being more beholden to their funders than their citizens. He notes further that 'deconstruction [of] how policy is produced, by whom, and under what historical and social circumstances provides evidence for those seeking to hold donors and governments accountable for commitments of equitable resource distribution and the right to relevant education of good quality' (p.42).

Lao education sector development in the 21st century looks promising. Government and development partners have embarked on a process of building global lessons, of strengthening the effectiveness of development assistance in Laos. In March 2005 Laos was one of the signatories of the Paris Declaration on aid effectiveness, which outlined a set of key principles and actions for improving the development assistance around the world. In November 2006, twenty-two development partners signed the Vientiane Declaration, the Lao adaptation or 'localization' or 'vernacularisation' of the Paris Declaration. With the signing of the Vientiane Declaration, which emphasized national ownership and alignment, the degree of donor influence on policy seems to have moved on from the 'conditionality' model toward more of a 'partnership' agreement. Meanwhile, the government is increasingly gaining ownership and independence in developing their own policy agendas in education. Today, the Ministry is increasingly in the 'driving seat', heading toward the initiatives of the sector wide approach. This is supported through the implementation of the Education Sector Development Framework (MOES 2009), which represents a significant step forward for aid effectiveness by using government systems for all aspects of program implementation. The implementation of Fast Track Initiative (FTI) program to support MDG and EFA goals is a good example that some donors began to use in their coordination (World Bank 2010).

Conclusion

This paper provided a comprehensive analysis of some challenges that undermine the improvement of higher education in Laos. There are two key issues identified that need the government's attention for further action, including the problems that exist in the higher education system and the influence from global pressure and conditions related to education policy. The former has been an issue for a long time that needs to be further strengthened and improved in the areas of governance, quality and relevance, and equitable access, especially among the regional universities. The latter seems to be beyond the capacity of the government to handle as aid is very powerful, and impacts on the national ownership and independence of education policy, resulting in imbalanced sector development.

Sector plans did exist before, but these were strongly influenced by interests of the donor agencies rather than the development needs of the Lao education system. Meetings were held between the donors and the Ministry but the 'donor meetings' were typically called and chaired by the donor agencies rather than the ministry. The ministry did not play the leading role in managing the large and growing volumes of external financing. However, it should be understood that Laos was not alone in this 'donor steered' situation. As noted by Noonan et al. (2013), most developing countries around the world where education sector development was heavily dependent on external financing, donors wielded significant influence on policy through the provision of financial resources. Although there was a growing understanding that this was hindering aid effectiveness.

There was general agreement from international declarations on aid effectiveness that the national government should take control of external aid and guide donor support, rather than allow donors to control both the processes and the focus of policy. In reality, the countries where external aid is most needed are the ones which experience the most serious constraints in articulating and asserting their positions strongly and convincingly. To reach success in development, the government, as the representative of the Lao people, should be in the driving seat in terms of defining policies, objectives and other development matters. The government should take a strong lead in the national development agenda and act as the 'owner' of the country. Although the external support accounts for 80% of the public investment in the education budget, the recurrent expenditure to pay for salaries, keep school functioning, and other operating costs comes totally from the government own budget and funds. Therefore, the government has a legitimate right to 'control' foreign aid and use it for purposes deemed to be priorities of the national government and should provide overall guidance for the sector development.

This paper discussed in detail the policy 'push' or 'influence' by external support. Donor influence on the policy can be positive as well as negative depending on the information and knowledge provided and collected by the Donors. The influence is positive if it helps the government to make the right choices. There is influence from donor agencies done collectively on the policy, but such influence is not necessarily good or bad. The government has been open to accepting new ideas that come from development partners, especially during the period of education reform, which is implemented to improve the quality of education

to align with regional as well as international standards. Basically, whenever donor assistance is provided to the government, there is influence, but the question is how this influence is being exerted and for what purpose. Some donors come to Laos with the intention of supporting the government in order to make the development more effective and responsive to the needs of the Lao people. However, the proposed approaches and strategies may not necessarily be in line with what is needed locally, but this does not arise from bad intentions. Rather, it is probably a result of lack of comprehensive understanding of how the local situation is contextualised. Perhaps this comes from a top-down approach by some donors, who think that they can copy a successful program from elsewhere, which worked well, and simply implant it in the Lao situation, without any consideration of the specific Laos context.

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Strengthening Research Collaboration among Higher Education Institution in Papua Province and Papua New Guinea (PNG)

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Abstract

Many researchers recognise the importance of collaborative work with colleagues from overseas higher educational institutions. Collaboration involves a partnership and network aimed to promote mutually beneficial relationships in reshaping research outcomes. Cooperation and mutual benefit are essential for successful research collaboration among universities. Research collaboration can give benefit to universities in sharing and transferring of knowledge, skills, techniques and possibility for dissemination of information and knowledge through formal and informal networks. Research is increasingly directed to solving highly complex problems and demands an ever widening range of skills. Therefore, collaboration opens the door to the sharing of skills and technologies to solve such problems and ensure that a full range of techniques can be utilised to increase the probability of successful research outcomes. Higher education institutions in Papua and Papua New Guinea have the experience of conducting research collaboration since the 1980s in the areas of culture, natural sciences and socio-economic. As part of Indonesia and the ASEAN Community, Papua should promote research collaboration in order to strengthen the research capacity of universities in the region. Improving the quality of researchers has emerged as a new challenge for the Papua and Papua New Guinea. This article will highlight the issues relating to the benefits and barriers of research collaboration, identify the driver and model for research collaboration and the policy formulation to support research collaboration between Papua and Papua New Guinea.

Keywords: Research Collaboration, Higher Education Institution, Papua and Papua New Guinea.
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1. Introduction

Many researchers recognise the importance of collaborative work with colleagues from overseas higher educational institutions. The Department of Education, Sciences and Training of the Australian Government (2004) states that collaboration which involves cooperation, partnership and networking between universities are aimed at achieving mutually beneficial research outcomes. Research collaboration facilitate universities in sharing and transferring knowledge, skills, techniques, and open possibilities for exchange of information and knowledge through formal and informal networks. As research is increasingly directed to solving highly complex problems and demands an ever widening range of skills, collaboration opens the door to the sharing of skills and technologies to solve such problems and ensure that a full range of techniques can be utilised to increase the probability of successful research outcomes.

A number of factors have contributed to increased research collaboration. According to AUCC (2009), the growing complexity and cost of research, especially in disciplines requiring specialized instrumentation or facilities, tend to make collaboration imperative. Similarly, interdisciplinary and multidisciplinary research has assumed greater significance, as new ideas are explored at the intersection of previously distinct fields and because of the increased public expectations of research outcomes as well as their awareness of research challenges.

Cenderawasih University (UNCEN) researchers need to maximize opportunities to participate in international research collaboration activities for the benefit of UNCEN and Papuan society. UNCEN participation in international research projects is important as it increases the likelihood that UNCEN expertise and perspectives will be brought to bear on cross-border research issues.

2. Brief Overview of Research Collaboration between Higher Education Institutions in Papua and PNG

Cenderawasih University (UNCEN) and the University of Papua New Guinea (UPNG) has been conducting research collaboration in the areas of natural sciences, culture and anthropology since 1980. Kafiar and Antoh (1986), stated the importance of developing link between UNCEN & UNPG in the form of students exchange to motivate and improve their communication skill. As part of ASEAN communities, Papua-PNG border treaty is one example of improved bilateral relations between Papua-PNG higher education institutions.

The continuation of the collaborative research between higher education institutions in Papua and PNG was reported by Kemp and Burnett (2003), indicating that the Indo-Pacific Conservation Alliance (IPCA) in collaboration with Cenderawasih University, carried out an extensive literature review and field study of *Macaca fascicularis (Long-tailed Macaque or Crab-eating Macaque)* populations, introduced into Papua, Indonesia not long ago. Furthermore, UNCEN, the University of Papua, the

provincial government of Papua and PNG government held the International Biodiversity Conference for Sustainable Development in Papua Land, in Jayapura, from 11–15 November 2009. The aim of the workshop was to gather inputs and best practices from various sources, and initiate commitments towards conservation and sustainable development (Indrawan, Kapisa, and Rumansara, 2011). In addition, the International Conference on Papuan Cultural Diversity in the Mosaic of Indonesian Cultures was held in Jayapura, Indonesia from 8–11 November 2010. The conference was organised by the Provincial Government of Papua, UNDP, UNESCO and UNCEN and attended by participants from Australia, Fiji, Germany, Malaysia, the Netherlands, New Caledonia, Papua New Guinea, Solomon Islands, and Vanuatu. The objectives of the Conference were to formulate recommendations, for action by the Provincial Government of Papua, in the preservation, conservation and promotion of the rich Papuan cultural heritage, including tangible and intangible cultural properties, local values and cultural expressions (Pemerintah Daerah Provinsi Papua, 2010).

Important research collaboration between higher education institutions in Papua and PNG government was initiated when the Governor of Sandaun Province visited the Rector of Cenderawasih University. As reported by Joumilena (2013) the Governor requested Cenderawasih University to assist in the establishment of a university in the Sandaun province. For Papua, this was a great opportunity to strengthen research collaboration between both provinces.

3. The Benefit and Barriers in Research Collaborations

There are several benefits in conducting research collaboration. Firstly it facilitates the share and transfer of knowledge, skills and techniques. Many academic staffs in higher education institutions in Papua and PNG were able to carry out research together and utilised new methods and approaches. As shown above, collaborative research with Indo-Pacific Conservation Alliance proved to be beneficial for academic staff in Papua and PNG in terms of better understanding of *Macaca fascicularis*. Secondly, research collaboration improves the capability of students in conducting research and the experience gained facilitates completion of their minor research projects to fulfil the requirements for attainment of their bachelor degrees at Cenderawasih University. Thirdly, research collaboration allows better understanding of cultural diversity in Papua as part of Indonesian cultures as shown in the Conference on Papuan Cultural Diversity. Finally, research collaboration provides opportunities for higher education institutions in Papua and PNG to share research outcomes and to disseminate information through publication of articles in journals.

Several problems have been anticipated by higher education institution in Papua in conducting research collaboration. The first is related to budget constraints. UNCEN has limited budget and can only conduct small research projects during the research collaboration with PNG higher education institution. The second is associated with lack of new literature on research. Online journal articles provide new and updated information on research issues, however, UNCEN academic staffs find it difficult to access them because of poor internet connection in Papua. This problem has become a major challenge for researches in Papua. The third issue is related to language barriers where predominantly UNCEN academic staffs have limited capability to speak and write in English, which is required in the conduct of research collaboration.

4. Conclusions and Recommendations

The experience gained from conducting research collaboration with Papua New Guinea and other institutions shows that UNCEN has limited budget to carry out research. It is also noted that improvement of the quality of researcher has become a new challenge for higher education institutions in Papua. For this purpose the government formulated several policies to enhance research collaborations and in cooperation with UNCEN steps have been taken to increase budget allocation for research.

The government should make attempts to improve internet connection, allowing the retrieval of new and updated literature on research.

To allow active participation of UNCEN staff in future collaboration, UNCEN should pay more attention to junior staffs and improve their English language proficiency by providing short courses in English;
UNCEN Junior staff should be encouraged and allowed to conduct research collaboration with other countries.

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International Collaboration at Hanoi Architectural University, Opportunities for the Future

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Abstract

Many countries in the world seem to have closer relationships today. People from various nations can easily sit together to discuss common problems and activities and to find out solutions. We are in the Australia Awards Alumni Conference today thanks to the cooperation of the countries in ASEAN and especially thanks to AusAID. International collaboration is a vital issue in the development of many countries, which can strengthen the power of each nation in the process of globalization and integration. Therefore, creating international collaboration is very necessary. There are many opportunities for international collaboration today, especially within ASEAN, assisted by a similar climate and lifestyle and a huge number of alumni from English speaking countries. The creation of the ASEAN Economic Community in 2015 promises to facilitate travel between member countries. Hanoi Architectural University is the largest university in Vietnam to train architects and urban planners, and has a positive relationship with approximately 70 international universities and organisations, many of them in Australia and the ASEAN Community. The staff having graduated from universities around the world, have experiences in international cooperation. Today at Hanoi Architectural University, some courses are taught in English and a number of visiting international professors provide lectures. The university is expanding courses and is planning to further grow international networks. This paper provides information on higher education in Vietnam, specifically focusing upon Hanoi Architectural University. The paper will also define opportunities for international collaboration in training, through research and conducting practical work, as well as proposing some ideas for future collaboration.

Keywords: Vietnam, university, collaboration, exchange, opportunity

We are in the Conference today thanks to the cooperation of the countries in ASEAN and especially thanks to the Australia Aid. It is not difficult for people around the World to sit together to discuss common problems and activities, and to find out solutions. International collaboration is a vital issue in the development of many countries, which can strengthen the power of each nation in the process of globalization and integration. That is why creating international collaboration is very necessary.

International collaboration can be conducted in different levels: from national level to localities and individual organizations; and in various fields: from political, economic, culture to science, technology and training, especially at higher education institutions' environment, where the collaboration can consist of exchanging students and lecturers, training materials and teaching methods, joint scientific research and other professional activities.

This paper tries to find out opportunities for international collaboration in Vietnam in general and Hanoi Architectural University in particular, which consists of four parts: i) Higher education system in Vietnam, ii) Introduction to Hanoi Architectural University, iii) Opportunities for international collaboration, and iv) Some solutions for collaboration in Hanoi Architectural University in the future.

1. Higher education system in Vietnam

There are 270 universities in Vietnam today, both public and private, and they are located in almost all provinces, however, they concentrate mainly in Hanoi capital and Ho Chi Minh city. Some of them are at national and regional levels and most of them belong administratively to the Ministry of Education and Training, and other Ministries.

All curriculum and training materials used in all universities must receive prior approval from the Ministry of Education and Training. The duration of courses in the Faculty of Natural Science and Technology is five years while courses on Economics and Social Sciences last four or four and a half years. A foreign language must be studied in universities, mainly English.

Since 2006, Vietnam has established "advanced programs" in higher education institutions. The criteria for these programs are: i) designed based on the original program belonging to an advanced international university, including training contents, methods and management process, and taught in English; ii) the original of the program should be selected from a training program belonging to one of the top 200 universities in the World. Many courses have been taught and many international professors have come to Vietnam to give lectures.

2. Introduction of Hanoi Architectural University

Hanoi Architectural University (HAU) was established in1969, with its tradition to train architects since 1961. HAU belongs to the Ministry of Construction with training materials controlled by the Ministry of Education and Training, while its local administrative management is under the Hanoi City People Committee. At present, HAU has more than 900 staffs, consisting of 441 lecturers, 19 associate professors, 9 distinguished teachers, 87 doctors, and 310 masters. The University consists of 8 faculties and 3 other training bodies, the Institute of Tropical Architecture and 4 other research centers, two Construction Companies, and other offices.

HAU's mission is to train technical scientific staffs on construction at graduate and postgraduate levels, especially

in architecture, planning, construction, urban infrastructure and management. HAU is a training organization for high quality labors, meeting the demands of high science and technology in construction, providing quality products and services, all of which fulfill the country's development aims toward international integration and standard.

Presently HAU trains 13 majors namely architecture; landscape architecture; industrial art (graphical design and interior design); urban and rural planning; urban management; water supply and drainage, urban technical infrastructure, and urban environmental engineering; civil engineering (civil and industrial, underground construction, and building materials); and construction economics. Among them, an architecture class is taught in English and a landscape architecture class is taught in French annually (see Figure 1).

The number of regular undergraduate students totals 11,000 including full-time and in-service. The number of master and PhD. students is 700 and 70 correspondingly.

For over 50 years, Hanoi Architectural University has trained over 29,000 architects and engineers, more than 1,500 MAs and 100 PhDs in the above mentioned majors (HAU, 2013). HAU is the biggest university in Vietnam to train architects and urban planners. Besides, the University has organized many refresher course and professional enhanced courses for thousands of managers and scientific officers in many localities, offices, bodies and organizations nationwide. 65 Laotians and Cambodians architects and engineers have also been trained in HAU.

Figure 1. Class in Landscape Architecture

HAU's lecturers and researchers have written and compiled hundreds of textbooks, and teaching documents provided training in construction industry. Thousands of scientific researches including many state-level and ministerial-level key projects have been carried out by HAU's staffs, undergraduate and postgraduate students.

Hanoi Architectural University is a full member of the Union of International Architects, Asian Planning Schools Association, Asian Association of Urban and Regional Studies, and some other organizations.

HAU has cooperated with more than 70 international universities and organizations in training and research. For example, HAU cooperated with the University of Melbourne (Australia) to train PhD in Architecture, with the University of Torino (Italy) to train Master of Architectural Conservation, and with the University of Toulouse (France) in training Master of Conservation of Architectural Heritages. With regard to research, HAU

cooperated with CIDA (Canada) to study the "Housing for the Poor" project, with the University of Hawaii to implement the "Planning and Urban Development policies in an era of globalization" project, and with DANIDA (Denmark) to conduct the "Capacity Building on Urban Planning and Environmental Management" project.

Beside lectures and researches, for many years, HAU students participated in scientific researches and achieved many successes, some from the competitions organized by the Union of International Architects, ARCASIAN, British Council, and others. Figure 2 shows a project carried out by a group of HAU's students, which received the First Prize Award in the "Design Against the Elements" competition organized in The Philippines in 2010.

3. Opportunities for international collaboration

There are many opportunities for international collaboration today, especially in the ASEAN region.

Strong friendship between these countries dated a long time ago, since they created the Association. The tropical climate conditions in ASEAN countries and similarity of people's lifestyle make these people closer and easier to understand each other better.

Figure 2. First Prize, "Self-help proofing village" project

There is a convenient system of transportation in ASEAN countries, which facilitate ASEAN people to travel, visit member countries without visa.

Many ASEAN scholars studied in various English speaking countries, among others in Australia, which is one of the biggest and most important countries. For this purpose the use of English will not cause any problem.

With regard to training, the Government of Vietnam has recently issued policies; opening the door to the World, for opportunities especially for higher education institutions. The specific objectives of "Training advanced program in Vietnam Universities during 2008 - 2015" (MoET, 2008), are to achieve, by the end of 2015, the following results: i) to carry out at least 30 bachelor advanced training programs in a number of universities, which train about 4,000 bachelors, 600 masters and PhDs; ii) to attract 3,000 international students to study in Vietnam; iii) to invite at least 700 international scientists, lecturers and researchers to join in advanced programs; and iv) to send 1,000 lecturers and at least 100 higher education managers to

undergo training and attain international and regional standard.

According to a Report of the Ministry of Education and Training (MoET, 2010), by October 2010, 17 Vietnamese universities had cooperated with 22 international universities, conducted 23 advanced training programs in the fields of engineering, technology, economics, agriculture, natural science and environment, and health. By that time 2,381 local and 26 international students have been trained. In addition 447 lecturers and 106 administrators from higher education institutions were trained overseas while 1,243 international scientists, lecturers and researchers joined in advanced programs in Vietnam.

In the field of Science and Technology, the Government of Vietnam's policy stated in the "Development Strategy of Science and Technology (MoST, 2012)", that all scientific organizations should improve their research quality and networking capacity in order to reach international standards, and recognized in ASEAN by 2015.

Vietnam Universities are required to be proactive in integrating science and technology at international level. For this purpose several activities should be encouraged and implemented. Among others: i) to cooperate, with foreign partners, in scientific and technological research as well as with enterprises, universities, research institutions and individuals in the country; ii) to organize international scientific conferences in Vietnam and to participate frequently in conferences or seminars abroad; iii) to organize exhibitions to introduce scientific achievements and new technologies of developed countries as well as from Vietnam; iv) to attract international experts, scientists, and Vietnamese living overseas to participate in research programs, projects, and trainings.

On professional activities, the Ministers of Economy of ten ASEAN member countries signed an Agreement in 2005 on mutual recognition of technical services between the ASEAN countries, and established the ASEAN Professional Engineering Coordination Committee. The Committee can provide license to ASEAN professional engineers who can work in 10 member countries and when necessary receive professional supervision (MoC, 2009).

In 2007, ASEAN countries also agreed to apply the ASEAN Agreement on mutual recognition of architectural services (MoC, 2011), for the purposes of the following:
- To facilitate the movement and practice of architects;
- To exchange information to promote the acceptance of best practices for the architectural training standards and doing practical works;
- To cooperate on the basis of equitable distribution of resources and benefits through research collaboration;
- To encourage, facilitate and establish mutual recognition of architects, and set up standards and commitments to technology transfer among ASEAN member countries.

According to the Agreement, an architect of ASEAN citizen is eligible to be included in the ASEAN Architects Register (AAR) and receives the title of ASEAN Architect (AA). AAs are licensed to provide architectural services in any ASEAN member country after registration with the authority of that country. In Vietnam, an architect from ASEAN member country will be licensed according to the regulations of the Ministry of Construction.

4. Some solutions for international collaboration at HAU

As mentioned above, many opportunities for international collaboration exists in ASEAN region, from natural to political and social. For Vietnam in particular, many policies of the Government on science, technology, and training have been introduced. Based on those opportunities, Hanoi Architectural University proposes some solutions to conduct future international collaboration. This consists of exchanging students and lecturers including teaching methods, training materials, and working jointly in scientific research and other professional activities.

Firstly, students and lecturers of a University can join an exchanged program with other university. Students can study together in Summer School Courses, which can be organized at any university in the region. The program can last for two or three weeks. Students can also take part in a course in another overseas university, and obtain a certificate on a subject which equals a similar course at home. HAU students have gone for an exchange program in France for a period of six months or a year.

Lecturers can exchange places at any related university, the duration of which depends on the course and the contract. HAU lecturers can give lectures on Vietnam experiences to students, who intend to join working in Vietnam and not only exchange knowledge but teaching methods as well. Foreign professors can teach in HAU advanced program to train architects as conducted by professors of the National University of Singapore who have given lectures in HAU.

Secondly, universities can exchange training materials, including text books, journals and or magazines. Since ASEAN engineers and architects are able to work in member countries, as stated in the Agreements mentioned above, knowledge and experience of experts in country members put in written documents can be very important and scientists can use the information and contribute in writing papers for any journals or magazines.

Thirdly, joint scientific research can be conducted by Universities on pressing matters and topics of common interest and mutually beneficial topics such as climate change or green and ecological architecture. The budget for this activity can be mobilized from universities themselves, the government's funds or aids from international organization such as the World Bank, the Asian Development Bank or UNDP. Besides research, universities can organize seminars or conferences, for example, HAU cooperated with the Centre for Environment - Behaviour Studies, Universiti Teknologi MARA, Malaysia to organize a Conference on "Cultural Sustainability in the Built and Natural Environment" in March 2013; HAU organized and or participated in the Congress of Asian Planning Schools Association which is carried out every two years in one of the ASEAN member country.

Fourthly are the joint professional activities. Many universities have companies and consulting centres; HAU itself has two Construction Companies located in HAU and are able to give services in design, construction and or supervision of all construction activities. Lecturers and designers at HAU have designed and constructed many architectural and planning projects throughout the country, including important national projects. Therefore it is possible for HAU to work together and take part in any design competition in Vietnam or in other country in accordance with the Agreements of the ASEAN member countries.

Conclusions

Presently international collaboration is necessary for all countries particularly in the process of globalization and internationalisation. This issue is more important in higher education institutions where collaborative studies and research should be conducted with institutions in all countries.

Hanoi Architectural University has the potentials in delivering training, research and practical work as it is equipped with staffs, who graduated from around the world with vast experiences in international collaboration and abundant knowledge about all localities in the country. It is ready to cooperate with any university in the region and in the world.

There are many opportunities today for collaboration, due to the relationship and common activities, the natural and social conditions of ASEAN member countries, and the opportunities created by the Government of Vietnam.

Solutions for HAU international collaboration in the future can be carried out by exchanging students, lecturers, teaching methods and training materials, and joint activities in science, research and or professional activities.

Hopefully the international collaboration, especially in ASEAN community will be better and makes every high education institution grow stronger, and the friendships and cooperation between all countries will be stronger.

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Promoting Cross-cultural Understanding
among Foreign Language Learners in Surabaya State University

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Abstract

It has been common knowledge that culture and language are inseparable. When students learn a foreign language, they have to learn the culture where that language is spoken as a first language. Otherwise, they will produce awkward written or oral expressions which native speakers never use. In addition, a tendency to form a negative opinion about a foreign culture exists among the students, who make their native culture a standard to evaluate other cultures. These two problems may hinder the success of foreign language learning, so it is essential to promote cross-cultural understanding among language learners. One way to achieve this is offering a course designed to improve their knowledge of a culture and at the same time raise their awareness of mutual understanding between people of different cultures. This presentation aims to describe some activities which were undertaken in a course titled Cross-cultural Understanding (CCU) in the English Department of Universitas Negeri Surabaya to attain these two objectives. Rather than the traditional lectures containing mainly explanations of materials by the educator, the course was held using a learner-centered approach, in which the learners had ample opportunity to share their knowledge and negotiate meaning in a favorable learning atmosphere. While they maintained a high value on their native culture, they learned to respect other cultures despite striking differences between the two. The implications for the teaching of English as a foreign language will be presented.

1.   Introduction

"One cheeseburger and one strawberry shake, please."
"Dine in or take away?"
"What?"

The above exchange took place in a fast food restaurant in Australia, where the author whose native culture was Indonesian ordered food and drink after arriving there only two days before. She failed to understand what the waitress said because it was spoken very fast, and made a grave mistake by responding with the word *what* to ask the waitress to repeat what she had said. This resulted in misunderstanding, as shown by the facial expression and the gestures of the waitress. The author's expression, of course, was influenced by her first language, Bahasa Indonesia, which allowed the speaker to use *apa* (*what*) to ask someone else to say something again. While it was appropriate to say this word in Indonesian context, in Australia it was considered so rude that it prompted the waitress to throw the change.

This illustration underlines the importance of learning the culture when one is learning a foreign language. Inappropriate choice of words by a foreign language speaker could lead to culturally perplexing situations and communication breakdown. It is essential, therefore, to equip the foreign language learners with knowledge of culture to prevent similar cases.

Another problem prevalent among foreign language learners is the failure to recognize the importance of learning the culture where the language is spoken as the first language. A student of the author expressed her worry about learning the British culture when we were discussing an English short story in a reading comprehension class. She suggested the rest of the class to focus on the language only rather than exploiting some issues related to culture in the short story as the British culture would not be applied in their daily life anyway. This should cause great concern because she seemed to be unaware of the potential difficulties that might occur for ignoring culture in language use.

Acknowledging the important role of culture in English as a Foreign Language (EFL) learning, the English Department of Surabaya State University offered a compulsory course titled *Cross-cultural Understanding* (henceforth, CCU). This paper aims to describe the learning activities in CCU classes to improve the learners' knowledge of culture and raise their awareness of mutual understanding between people of different cultures. Prior to explaining these activities, however, it is necessary to review some fundamental concepts about language and culture.

2.   Culture in Foreign Language Learning

Attempts to define the term *culture* have been made by many scholars, and Kroeber and Kluckhohn (1978) even found more than three hundred definitions of *culture* in their study. Like other abstract concepts, culture indeed requires arduous tasks to define. It has been defined, for instance, as *a group of people* who share the same background (Matikainen & Duffy, 2000), learned *patterns of values, beliefs, perceptions and behaviours* which are shared by groups of people (Pryor, 2004), and the total *way of life* of a group or society (Straub, 1999).

However, Brooks (1968) offered an interesting definition by distinguishing little "c" culture and big "C" culture. The former refers to the aspects of lifestyle or patterns of daily living, whereas the latter represents a civilization's accomplishments in literature and the fine arts, its social

institutions, its history, geography, and political system. This division has been widely quoted and adopted (e.g., Herron et al, 2002; Morain, 1983), probably due to its clear-cut categorization in narrow and broader senses and as a consequence its potential in preventing ambiguity of the concept *culture*. This paper confines the term *culture* to the little "c" because it is more directly related to language learning.

Holme (2002) proposed five ways in which culture relates to language. The first one is the communicative view, which considers language as the most important aspect in learning. Culture is separated from the language and only serves as the carrier content for that language. The second is called the classical-curriculum view, which puts language in the spotlight and considers culture as peripheral. The role of culture according to this view is to support the language in that it increases the intellectual value of the language, such as in the study of ancient languages. Third, the instrumental or culture-free-language view considers language as a tool to transmit culture. This is particularly apparent in the case of English which is utilized as the medium of learning in many non-English-speaking countries with the expectation that these countries not only communicate in that language but also adopt the values of the communities where the language is originally spoken. Another view is the deconstructionist one which maintains that language could be broken down into parts and analysed in order to see the social order and value systems that reflect the culture where the language is used. The last one is called competence view. This stance deems culture as inseparable from language as "knowledge of a culture presupposes a competence which is essential to the grasp of language's true meaning" (p. 212).

It is argued that the last view is the most pertinent to the topic addressed here, as demonstrated in the example that begins this paper. The first three views (communicative, classical-curriculum, and instrumental) consider language and culture as a distantly related dyad, with one receiving greater emphasis than another. On the other hand, the other two (deconstructionist and competence) deem language and culture as the two sides of the same coin. While it is possible that in certain circumstances culture attains the position as described by the communicative, classical-curriculum, instrumental and deconstructionist views in relation to language, the most common cases in real life appeared to be closer to the situation depicted in the competence view, i.e. sufficient knowledge of culture is required to comprehend the meaning expressed in language. Without this knowledge, meaning will not be thoroughly grasp and may hinder communication to a certain degree.

The aforementioned course called CCU was offered to provide opportunity for the EFL learners to gain knowledge of culture observed in English-speaking countries, namely, England, the U.S. and Australia. Certainly it is not 'passive' learning where they sit quietly in the classroom, listening to the lecturer's explanation about culture. Rather, they are actively engaged in various learning activities, which are taken up in the next section.

3. Learning Activities in CCU Classes

The activities in the classroom should be motivating and meaningful to ensure optimum learning outcome. In these activities, the students are encouraged to involve themselves and contribute to the learning process. Basically there are three types of activities in CCU, i.e. brainstorming, group discussions, and mini festivals. This order of presentation does not imply that these activities have to be done in the classroom exactly in the same sequence, so lecturers could begin with any activity suitable to their own learning context.

3.1 Brainstorming

Brainstorming is an activity to elicit as many ideas as possible from the learners within a particular length of time without giving any comments or evaluation about them (Klippel, 2002). Learners have already had some background knowledge about culture when they enter the classroom, and activating this background knowledge at the beginning of the lesson can result in more fruitful learning. One way to activate it is brainstorming their ideas about a particular topic.

To illustrate, one of the materials stated in the syllabus is 'defining culture' which, of course, contains the basic concepts of culture. The most convenient method to teach this material is compiling the definitions of culture proposed by several experts and presenting them to the learners in the classroom by using Power Point slides, but the serious drawback of this method is one-way communication between the lecturer and the students. The lecturer tends to dominate the communication, while the students listen to the lecturer's explanation and take notes. This drawback can be overcome by asking the students to brainstorm the definition of culture based on what they have read or experienced in their daily life. In the CCU class where the author taught, she created favourable atmosphere in the classroom to ensure the students feel comfortable to actively participate in the brainstorming activity. After that, she asked the question "What is culture?" and drew a mind map on the board (Figure 1).
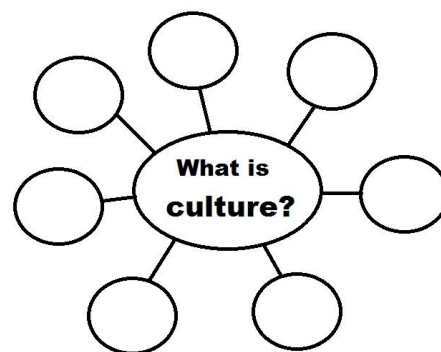

Figure 1. Mind map of the definition of culture

While the students contributed their ideas about what culture was, the lecturer wrote the definitions in the empty slots in the mind map. As stated above, no comments or evaluations were given by the lecturer during brainstorming. Only after the students' ideas had been exhaustively expressed could the lecturer summarize those

ideas and attempt to formulate a sound definition of culture with the students.

Such an activity benefits learning to a large extent as it increases the students' motivation to learn and raise their interest in this subject. They realize their voice is heard and their ideas are appreciated in the classroom, paving the way to more successful learning. In addition, Klippel (2002, p.97) argued that "Brainstorming increases mental flexibility and encourages original thinking."

3.2 Group discussions

Although group discussions are not new in EFL teaching, they still deserve attention and should be applied in the classroom whenever they are suitable with the topic of the materials. Like brainstorming, group discussions ascertain that all students take active part in learning and this kind of activity is especially helpful in large classes where classroom management is frequently a problem.

IN CLASS
2.
Late for class

A Student is late for class and the teacher is already talking when he arrives. He:

A knocks and waits to be let in.
B enters the room and apologizes before taking his seat.
C does not go into class.
D enters as quietly as possible and takes a seat near the door.

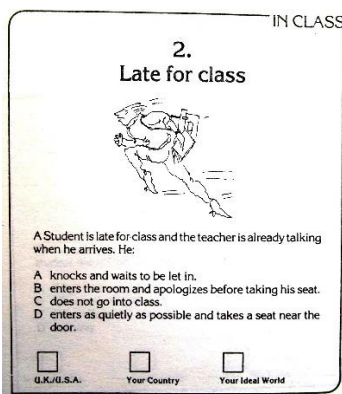U.K./U.S.A.   Your Country   Your Ideal World

Figure 2. Text as a prompt

The prompts used to begin the discussions in the author's CCU classes varied, such as a text or a picture. For instance, the case of a latecomer (Ford, Silverman & Haines, 1983) in Figure 2 was a prompt in the form of a text written in a card. Each group received a different card with a different topic, and they had to discuss the best answer for three different contexts: U.K./U.S.A., their native country (Indonesia) and their ideal world. Occasionally the prompt could be in the form of pictures, which the author took when she was in Australia.

Figure 3. Picture as a prompt

An example of such pictures was shown in Figure 3. It captured the atmosphere of a classroom in a university in Australia. During the lecture all of the students sat on their chairs, except for one who was lying down on a table. Using the above picture as a prompt, the students in CCU class had to compare and contrast the situation of a classroom in the Australian university and that in the Indonesian universities in general.

After discussing the texts or the pictures with group members, they reported the results of the discussion in front of the class. There were usually some questions or suggestions from other groups to clarify some issues implied in the texts or pictures. At the end of the session, the lecturer invariably emphasized that cultures were indeed different, yet all cultures were equal in that there was no superior or inferior cultures in this world. She constantly encourage the students to respect other cultures however different they were, and stressed the importance of mutual understanding between people of different culture.

3.3 Mini festivals

Festivals exist in almost all cultures all over the world to celebrate a particular event. In Indonesia the students may have participated in some local festivals, and to enrich their knowledge of the target cultures they need to experience celebrating the festivals in English-speaking countries. Apparently it is impossible to send them to these countries only to attend the festivals, but they can hold festivals in the CCU classes, hence the term *mini festivals*.

An example of the mini festivals held in the classroom was a Halloween party on October 31, 2012 (Figure 4). The students were suggested ,rather than obliged, to wear Halloween costumes on that particular session. The lecturer realized that a few students were reluctant to take part in a party which they considered 'western' so wearing the costumes was optional and doing otherwise would not result in punishment. However, she also emphasized that the party might not be the same if some students came to class without frightening costumes. Therefore, wearing them was strongly recommended.

Figure 4. Halloween party in CCU class

All of the students turned out to wear costumes on that particular session, even those who initially seemed to be reluctant. They even prepared relevant decorations, namely, Jack O'Lantern, candles and others. They also present slides containing information related to Halloween, such as the origin of this festival, the myths surrounding it, the superstitions, etc. At the end of the session, the lecturer informally interviewed some of them and found that they responded favourably about the mini festival. Even the students who were previously less enthusiastic about celebrating a 'western' festival began to be interested in cross-cultural issues. As usual, the lecturer closed the session by putting emphasis on the importance of learning the target culture when they were learning English as a foreign language. Additionally, she tried to convince the students that the target culture would not interfere or diminish their native culture.

4. Conclusion

To conclude, language and culture are inseparable concepts in the context of EFL learning; consequently, EFL learners must have good knowledge of the target culture in order to be able to understand and use the foreign language well. This can be achieved by doing three types of activities in CCU classes: brainstorming, group discussion and mini festivals. The author has applied them in her classes and the student gave positive feedback about them.

The implications for EFL learning are twofold. First, the target culture and the foreign language must be taught simultaneously for better learning outcomes. Whenever possible, a separate course should be offered to ensure ample time is available for various motivating learning activities. If this cannot be realized for some reasons, the

target culture still has to be introduced to the students by integrating culture to language learning (for example, see Kusumarasdyati, 2006). Another implication is the necessity to cater for interesting learning experience related to culture. Learning the target culture is not simply memorizing the theories about culture. Although some basic concepts have to be mastered by the students, they need a follow-up in the form of real experience. While this may not be the experience in English-speaking countries, lecturers could simulate a similar situation in the classroom. In this way, learning can be more meaningful and the objective of developing cross-cultural understanding can be more effectively achieved.

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Australia-Vietnam education collaboration impacts:
a case study in Foreign Trade University

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Abstract:

Education in Vietnam has been 'under renovation' to improve the quality of the workforce in the country. Among factors affecting the workforce, higher education has played an important role. Higher education has been growing steadily providing scientists and technicians from bachelor to doctoral levels, who are going on to make important contributions in different socio-economic sectors. It is admitted that the collaboration in education between Vietnam and other countries has helped to achieve the goal faster and more efficiently. Australia ranks fifth terms of international student enrolments for Vietnamese students, due to its strong international reputation for excellence in education and research, and its reputation as a safe, multicultural and friendly place to live and study. This paper shall examine the Foreign Trade University (FTU), an established public university with a strong global network, especially with Australian universities. In particular the impact of international collaboration upon students and teaching staff and to the achievement of the FTU vision and strategy has been significant. International collaborations with FTU have had a wide range of positive social impacts in Vietnam and have taken many forms. These include scholarships, international conferences and exchanges and research collaboration.

Key words: Foreign Trade University, education, collaboration impact
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I. Higher education in Vietnam under pressure of the international economic integration

Higher education directly supplies human labor forces to the society. Therefore, the quality of higher education has significant impact on the development of the economy of a nation. Since liberalization in the mid-80s, Vietnam's economy has grown with large-scale foreign direct investment. Much of that has gone to manufacturing and, increasingly, hi-tech industries. But the country's tertiary education system is struggling to provide the skills needed, and there's a strong push for reform. The State recognizes the necessity to renovate the education system in Vietnam with focus on higher education. The higher education system here has been seen as growing step by step, providing numerous contingents of scientists and technicians from bachelor to doctors, who are making important contributions in different socio-economic sectors. Also, the system has faced numerous obstacles.

1.1. Obstacles from the pool of lecturers

By the end of 2012, Vietnam has 204 universities, but only 8519 out of 59672 lecturers hold PHD degrees (Ministry of education and Training, 2012)*. The mere 14.4% of PHD holders among university lecturers represents an alarming figure which shows deficiency in teaching staff quantity and quality. It leads to a fact that the Ministry of Education and Training has recently had to ban some majors in some universities due to the shortage of competency of teaching staff.

Besides professional qualifications, lecturers in Vietnam have encountered difficulty in using foreign languages to support their teaching and researching. Most of them are unable to use English as a communication language. Language barrier has blocked their abilities to study and research further. Without lecturers' language abilities, how can student be expected to master languages to integrate into international working environment.

Pedagogic methods are also a disadvantage for teaching staff in Vietnam. According to the Confucian philosophy, teachers should always know better than students. They are considered the main sources enriching people's knowledge. Once teachers obtain enough knowledge from books, they only need to interpret, analyse and elaborate on these points for students. As a result, Confucian students only need to receive knowledge from teachers as a truth rather than try to think independently, challenge teachers' knowledge and draw their own conclusions (Ruby & Ladd, 1999). However, since the country opened its doors to welcome Western thoughts of teaching and learning in the 1990s, to some extent these values are being challenged to change by the new emerging view 'constructivism' (Pham Hong Thanh, 2010).

1.2. Obstacles from the programs

A good curriculum should equip students with skills to meet the demand of the society. However, it is admitted that contents in most curricula in Vietnamese universities cannot be used once students graduate. Enterprises are required to train them again, both working skills and knowledge. Vietnam is in shortage of new curricula which aim to elevate people's knowledge, training human resources, fostering talents, and producing workers with cultural and scientific knowledge, with professional skills, creativity, and discipline at work; therefore, teaching and learning approaches must, accordingly, change as the teacher-centered teaching approach seems unable to provide learners with such skills (Pham-Minh, 1995).

1.3. Obstacles from students' attitude of studying

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* Ministry of Education and Training, Statistics for 2012, available at http://www.moet.gov.vn/?page=11.11&view=4446

Except for students in a few universities in big cities like Hanoi, Ho Chi Minh city, most of the remaining are passive in class. They usually keep silent and are not active in class, even when asked or challenged by lecturers. They normally think if they are unable to answer the lecturers' questions, they have the feeling of losing face which is normally considered as an extremely serious personal damage. As a result, in the process of integration in work or abroad, it is not easy to find proactive Vietnamese students.

Seriously, the basic working skills like team work, pair work are poor as they are not equipped when they are in class.

II. Foreign Trade University on the way to overcome the obstacles with support from Australian network

2.1. Brief introduction of Foreign Trade University (FTU) and its global network

Established in 1960 and having developed for 50 years, FTU has gained enormous achievements in providing talented and high quality human resources to the economy and thus made great contributions to the cause of industrialization, modernization and global economic integration of the country. FTU is now offering a wide range of majors and specializations in economics, business, business administration, finance and banking and foreign languages.

For the past 50 years, FTU has been home to talented scholars who have been drawn from all over the country to teach, study, and research. Our highly qualified professional faculty is dedicated to teaching and our curriculum utilizes the latest teaching methods and studying tools, including simulations learning labs to educate leaders who have shaped the practice of business and entrepreneurship around the country.

FTU provides a unique educational experience in an environment that prepares students not only for the challenges of today, but for a world that has yet to be imagined. We bring the best and brightest students from around the country into our classrooms, and to send our students out into the global world. We have excellent support services to help students reach their aspirations. The university currently hosts 25,000 students who learn to lead and serve not only through a strong academic curriculum but also by participation in a range of extracurricular activities, from athletics to community service.

FTU is committed to research, discovery, creativity, and vigorous intellectual exchange. We consider the diversification of excellence across all of our disciplinary areas a priority. We aim to achieve international recognition in a wide range of areas and to be a center for excellence in education with strong linkages between business and policy, theory and practice. We measure success by our students' achievement of their educational goals. We encourage teachers to motivate students to participate actively in their own education and to become lifelong learners.

Over the past decades, the FTU has built up a global network with a large number of universities and organizations all over the world The FTU is keen to cooperate with foreign universities and international organizations to set up joint training programs, conduct joint research, organize international conferences, workshops, and seminars, and set up service centers. Indeed, promoting international cooperation has always been recognized as indispensable and a very important element for the development of the FTU in an increasingly competitive environment.

2.2. Foreign Trade University- Australian network

Foreign Trade University has entered into MOU with many Australian Universities to open various opportunities to lecturers and students in FTU. The most remarkable collaboration is the joint training program of international business masters with Latrobe University (MIB program). Having developed since 2004, the program has brought a core-based curricular with international standards of teaching methods to Vietnamese bachelors from economic institutions throughout the country and due to the fact that it is run by FTU in both Hanoi and Ho Chi Minh campuses. The program requires students to study at least 6 months in Australia for the final stage of the curricular, resulting in graduates enriching experiences of studying and living in Australia at lower costs compared with full time program in Australia. FTU lecturers involved in teaching shall be required to strictly comply with the teaching methods, student assessment supervised by Latrobe University.

At undergraduate level, FTU has agreed with Griffith Business School, a medium sized institution accredited by AACSB (The Association to Advance Collegiate Schools of Business) to allow students to transfer into Griffith University (GU) for 80 credits in order to achieve the Bachelor degree granted by GU. In order to bring about the opportunity for students to transfer to other universities in the world and achieve the prestige degrees, FTU has broadened up the network with prestigious Australian partners like University of South Australia (UniSA).

Not only receiving materials, international pedagogy methods have been adopted from Australia and applied in FTU. In addition, FTU provides Australian students with the chance to study together with FTU students in FTU in a program named Campus Abroad. This is a perfect opportunity for FTU students to meet, interact and introduce Vietnam, Vietnamese people and education system to foreign fellow students. On the basis of exchange and support, students will have the opportunity to share, experience and promote a sustainable long-term cooperation relationship.

2.3. Impacts assessment

• Impact on human labor forces in Vietnam

In order to move to Latrobe University for the final stage of the MIB program, students are required to achieve at least IELTS 6.5. 232 students have graduated from MIB program since 2004. They join the work force with good language and practical experiences in studying, living in international environment.

All students, even studying in Vietnam, get the access code to e-library in Latrobe University, which can bring them up- to-date wealth of learning materials. Upon graduation, there are 190 students who work in state organizations, companies, and private enterprises throughout the country. The remaining students continue their PHD study programs.

As for undergraduate program with UniSA, students from FTU can benefit from the Australian Government's new policy regarding visa. After two years studying at UniSA, students are able to extend their visa and stay in Australia for the next two years in order to seek career opportunity. This is a competitive advantage for young enthusiastic students, who would want to challenge themselves with the new international working environment, enhance their working experience after graduation.

- Impact on the development of teaching staff in FTU

In every cohort, at least 04 lecturers from FTU are in charge of teaching modules in the MIB program. So far there are 30 lecturers experienced in teaching the MIB program. After each round of teaching, it is proven that their qualifications and experiences gained from the MIB program have in turn improved the quality of teaching in FTU.

There are 15 lecturers from FTU attending the MIB program, they received full scholarships from FTU and Latrobe University. In other words they enjoyed international education and qualifications at no personal costs. Such lecturers, upon their return, continue their work with international standard teaching and researching methods. They are allowed to use materials they have gathered during their students' life in Latrobe University for their teaching careers later.

- Impact on the development of Australian networking with FTU

Lecturers sent to study in the MIB program to get their Master's degrees have built their own network with lecturers and researchers in Latrobe University, thus strengthening the relationship upon their return, resulting in stronger and closer connections between the two institutions. The same occurred with other lecturers studying in other Australian universities like ANU, Deakin University. Australia has been chosen to be the partner and/or the destination for case study by at least 2 international nationally commissioned research projects in FTU.

- Impact on FTU's mission

FTU's strategy is to become a leading and highly prestigious university in Vietnam and be ranked among top 100 universities in the region with diversified training and education activities. The FTU will include high-quality schools, research institutes, and corporations.

Realizing the important role of global network to the process of implementation of the strategy, FTU aims at enhancing existing network and broadening it.

III. Support from Australian network to Vietnam education system reform

From FTU evidence, the paper has come up with the following arguments towards how Australian network can support Vietnam education system reform:

- The Australian Government's aid program (AusAID) supports the Australian and overseas development the research community in producing and disseminating quality research materials. Therefore, AusAID is establishing a research partnership on topics of strategic importance to Australia's development cooperation program. It is an important activity which shall improve the quality of research in universities. FTU among many Vietnamese universities is interested in the activity and highly appreciates the opportunity.

- The first aspect on partnerships, certainly with other institutions is a major driver for the reform. Australian network has been and should continue to be an active driver. Conferences, workshops where higher education institutions from the two countries can express their objectives to develop partnerships should be frequently organised.

- Higher education collaboration in economic related areas has been developed for years. However, the area of science and technology is really a key player here in Vietnam. Therefore, the research collaboration in this aspect should be further strengthened.

- Viet Nam recognizes the valuable contributions made by Australia's scholarships and education programs for Vietnamese students. Therefore, Australian scholarships provided for teaching staff in Vietnam higher education institution shall be a means of helping Viet Nam to build the human resource foundation it needs for its future prosperity.

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The ASEAN Community, University-as-Corporate and Intellectual Independence in Indonesia

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Abstract

In this brief essay, I look critically at problems related to the implementation of the university as a corporate entity, with a special focus on the potential implications of the liberal regionalism project promoted in the planned ASEAN Community, for tertiary education institutions in Indonesia. This project is being ushered by the government to adopt educational policies practically in line with the interest of market-like society, politics and economy. Through the lens of critical theory, it is argued that there are three problems hindering attempts to uphold intellectual independence amidst the establishment of the university as a corporate entity to serve the needs of the ASEAN Community for manpower, technology and new knowledge. Initially, there will be a decline in the quality of academic activities, encompassing research, inquiry and publications. Secondly, there arises a kind of intellectual identity taking shape of social class where certain academic figures become part of the decision-making process. Thirdly, business interests are increasingly dominating and tightening control over academics through the university leadership.

Keywords: The ASEAN Community, University-as-corporate, Research, Intellectual Independence, Capitalist Interests, Government Programme.

A modern university is widely understood as the site where academic activities; such as research, inquiry, teaching and writing, can be undertaken independently by faculty members who are not influenced by external factors as well as internal pressures which affect other societies in general (Stein 1991: 263). The academic life is, therefore, equated, although it has never reached an ideal situation, and honoured by the words of a critical social philosopher Wilhelm Von Humboldt, who said 'Nothing other than the spiritual life of those human beings who are moved by external leisure or internal motive toward learning and research' (cited from Rai 1995: 152).

However, this common perception about the basic characteristic and morale of modern universities are existentially questionable now. The question applies to the universities defining themselves as a 'research university' or wanting to be a 'world class university focusing on research'. They are not value-free faculties, not the epistemic community which is objective in the sense that disciplines encompassed are the natural sciences. Most of them are in parallel with the demand of the capitalist/industrialist and the military interests. The social sciences with ideas to produce argument, knowledge and prediction serve as control to the policy makers and bureaucratic apparatus of the state, who are seeking power in and, dealing with the so called human affairs at home and abroad (McKinley 2004: 152). This genealogical condition is called university-as-corporate – university as a corporate enterprise - to the extent that the universities in question obtain their well-known privilege or prestigious social status from the record of valuable consultancies rendered to the government structures and businesspeople (Ford 2002).

In this brief essay, the writer looks critically at problems related to the university-as-corporate, with special focus on the potential implications of the liberal regionalism project promoted in the planned ASEAN Community for tertiary education institutions in Indonesia. The plan ushered by the government is to adopt educational policies practically in line with the interest of market-like society, politics and economy.

Since the influencing variable to the phenomenon researched is the appearance of the ASEAN Community, it is important to know what this idea is about. The ASEAN Community was declared as a regional vision during the summit of Heads of state/government of Southeast Asian nations held in Bali in 2003 – thus the outcome of the meeting was called Bali Concord II Declaration (ASEAN Secretariat 2003). The ASEAN Community has three pillars; the ASEAN Economic Community, the ASEAN Political and Security Community, and the ASEAN Social and Cultural Community. Initially, the plan would be applied in full ground in 2020, but it is accelerated to 2015, based on the reason that ASEAN members feel that this is necessary for the organization to practice the schemes before the more globalized project such as the WTO, which is planned for operation in 2020. The commitment was reached when ASEAN convened its meeting in Kuala Lumpur in 2005 (ASEAN Secretariat 2005).

The main objective of the ASEAN Community can be summarised as bringing ASEAN's social, cultural, economic, political and security cooperation to the higher level. This is done by consolidating, deepening and elaborating creative innovations in their collaboration, which in turn will lead to the regional environment characterized by peace, stability,

prosperity, and harmony for all Southeast Asians (ASEAN Secretariat 2007). The ASEAN Community has come out to be a formal guidance of where people and the government in Southeast Asia will go for their future interaction. Proponents of the plan confidently point out that ASEAN is striding towards social, economic and political integration with its own identity. Despite the fact that much of the intergovernmental commitments of ASEAN are not directly felt by the public in general, compounded by the lack of synergy, unresolved political, cultural and territorial issues amongst ASEAN members (see for more detail in Chia 2011: 43-62; Wain 2012: 39-62), they are convinced that the ASEAN Community will be achievable in 2015.

The Indonesian government decided and through the Ministry of Foreign Affairs, urges universities throughout the country to put much effort in succeeding the ASEAN Community project by providing trained manpower, technology, and new knowledge (Seminar Note 2013). Intensive socialization of the plan has been conducted at various elements of the society; including local associations of professionals, social groups and educational institutions – even extended to madrasahs and students at senior high schools. The government and some universities have gone further to sign a Memorandum of Understanding for the foundation of ASEAN research centres that will become the core intellectual activities and forum supporting the planned ASEAN Community. They are engaged in the programme to develop public awareness about the prospects and challenges following the implementation of the ASEAN Community. The government's approach encompasses public seminars, popular publications, social media communications and business exhibitions.

Businesspeople are generally in favour of the government's decision to expand ASEAN economic interdependence in the scheme of the ASEAN Economic Community. They emphasize its importance, and are committed to carrying out whatever they endeavour to enforce the initiative (Guido and Abdullah 2011: 39). The government, business and the universities are, thus, making their parallel way and finding out a chemistry toward the application of the ASEAN Community.

When the government's project, business interests and university's activities are converged in the production and reproduction of social discourse added with political agenda and academic knowledge, it is an indication that the process of establishing perpetual power relations is underway. The objective can be more specifically expressed in the argument of critical theorists that the maintenance and reconstruction of power relations are conducive to business interests (Sidhu 2005). This kind of relationship is pervasive. In a thriving industrialized nation like China, the situation is even more obvious in that the university struggling for the status of world class university must be part of the governmental action for economic liberalization

and the development of technological industry (Yang and Welch 2012: 645-666).

Critical theorist Michael Ryan (1982: 136) explains how the power relations in terms of university-as-corporate are shaped and reshaped. Initially, universities as a historical product reflect the formation and reformation of social stratification by rationalizing knowledge based in the class. They educate leaders who will preserve the external structures of political authority; they embrace conservative business ideology in their institutional bodies through the segmentation and instrumentation of knowledge and control; they retain a monopoly of scarce knowledge and technology through business; and finally they train society in the norms and others of the dominant culture.

It is easy to find evidence of Ryan's claim in the case of Indonesian universities. The government has allowed state-own university to exercise greater autonomy in managing their educational affairs; including resources and the mobilization of resources. The creation of university-as-corporate has a lot to do with the function of the university becoming increasingly reliant upon the support of corporate funding to be able to survive as a research university and world class university. As part of the strategies for survival, business leaders or conglomerates are offered, and often appointed, to the position in the university Board of Trustees, beside appointments of the government-associated persons and public figures. Board of Trustees of the big five universities in the country consisted of such government's and business representations. This tendency demonstrates what Canaan and Shumar (2008) envision as the in-depth engagement between private sector and public institutions of the university. Furthermore, what transpires is that the more solid form of processes leading to how external and internal factors can gain access to the control of the university.

Moreover, it must be recognized that the infusion of business hands and the university leadership is more than just a symbolic or normative value for the patronage between the university-as-corporate and businesspeople. The emergent phenomenon in Indonesian education is that the universities are no longer immune to agendas such as infrastructure development, education and industry link and match, the national security priorities, economic liberalization and international competitiveness. Consequently, research or knowledge which is not immediately connected to, or at least leaning toward, the applications of the aforementioned agendas will not have access to the available government's funding and business support. As McKinley (2004: 153) argues the research university acts as the research division of corporations and the residual government programmes.

The government's propensity to prioritize the interest of the business is clearly indicative in the Ministry of Education and Culture's policy on building more polytechnic institutes with their rigorous intentions to the provision of applied sciences and the advancement

of practical knowledge. They became the generators for business skilful workers; leaving out critical thinking and ethical sensitivity behind. In support of the programme, the policy of promotion of permanency in academic position of lecturers or higher education trainers has been most in demand in the polytechnic structures. Academics developing their expertise and career at social sciences discipline have to accept the reality that their promotion is not a priority of the government. Thus as Michel Foucault rightly identified the function of universities (more apparently those with synergic educational policy with business and government) is to integrate students into the value of a society under the hegemony of mechanistic powers (concluded from Carlson 2011: 216). In the case of Indonesia, students are led to assimilate their way of thinking – practiced in their style of analysis - with the logic of the virtues of global market and its institutional developments – where possible the ASEAN Community.

It is argued that the situation constructed by the university-as-corporate, caused four problems, however all these four problems can be contextualized in the Indonesian case, which hinder attempts to obtain greater intellectual independence. The first problem is that there will be significant reduction of the quality of university's activities, including its courses, research and publications, replaced by commodities or products defined to meet the need of the economic society with its liberal fashion. Money is regarded as the most determining factor to satisfy and act, a prerequisite of the university's survival by teaching and researching all at the demand of the business and government (McKinley 2004: 154.) This is evident, for example, in the design of prominent and well-funded research launched by the Ministry of Education and Culture and the Ministry of Research and Technology which is applicable to the need to capture market and technological development, governmental and social issues, all wrapped in practical terms, and becomes the key criteria to elect prospective candidates (more detail in SIMLITABMAS 2013; SINas 2013). In the situation where external funding for research is the main source of university's activities, there will be no space for critical orientation of the academia. The intellectual activities suited the interests of the market and the government will sustain its growth whilst those maintaining intellectual criticism of the market and the government will not develop. In more specific term, research themes arguing against or opposing the ASEAN Community must not attract the attention of both the business and the government.

Under this circumstances, students are conditioned as objects, could be the object of business, in which they are behaving like consumers and, not individuals who are eager to study – willing to think (Henkel 1997: 141). They are appealed by the market to attend the course of the disciplines having contested claims of excellence. There is no agreement on what counts as good in the field of study. As a result, the standard of marketability is a distinct place at the expense of the

course study. This is not the process of education, and is not the process of safeguarding the society at large from exploitation altogether, but university is considered as a resort hotel that deserves an exact degree of appreciation in accordance with its ability to serve, provide comfort at the whims of their patrons and to meet public expectation at a bargain price (McKinley 2004: 154).

The second problem is concerned with the university treated as a corporate enterprise, which will implicate the identity of its intellectuals. The implication becomes real in the making of social stratification amongst academic through how they benefit from economic and political affiliations as explained by Kerkchoff (2001, 3-18) that materialism has been increasingly believed to be the norm in academic life, suggesting social establishment. This is contrasting to the ideal, according to which intellectuals exist when they work, and more importantly when their work is recognized by the peer-group. In a society where social values have been reduced by the capitalist intrusion, the meaning of intellectuality changes, and narrowed into some material references. In this context, university's intellectuals are facing the choices between keeping up life in idealistic sense and seeking for reward and acknowledgement wherever they are attainable. The search for material gain and status-oriented actions are both the cause and effect of the rolling process of the transfer of power. It is magnetic that intellectuals will consciously decide to go wherever the prospect for promotion is greatest. Coverage of media turns out to be one of the most likely opportunities of advertising their expertise. The more the media publish opinions and so on, the more scrupulous into the government's policy circles, they will be.

However, it is surely academics that will opt for the status of their identity enhancement. According to Peterson (2013, 78), individuals without allies should not invariably moralize more than individuals with social, economic, political and cultural preference. Thus, this is not the problem of academic morality or meta ethically-driven issues. In fact, neither the government nor the actors of private economic sectors force them into their respective service. Many refuse to have a social status while holding employment commitment to work for an institution although they are offered considerable inducements. For those who are deciding on the contrary position, they are making a social class of academics owning very close access to politicians, and therefore are happy participating in the governmental actions, and most likely business expansionism at large (Stigler 1963).

In Indonesia where politics and intellectual activities stay very close to each other; many politicians are originally academics and intellectuals are usually political, it has become a prevalent phenomenon that university's academia are engaged in either governmental and private sectors. Those academics are clustered into particular identities linked to the projects they are managing. They could be ranging from high

ranking official consultants, diplomatic policy and research organization, political party's wings, and intelligence services. Such a class of academia speaks of the affairs of the state and the people with languages indicating the leaning towards the powerful, thus justifying policy and political outcome of the bureaucrats in eloquently scientific manner. They enjoy social privilege, economic benefits as well as political convenience. So, as McKinley (2004: 154) argues the power/knowledge relations construed at all levels of governance. The writer extent this analysis into a hypothetical notion that the government's and business' penchant towards the making of the ASEAN Community will, in turn, stratify international relations academics, economists, engineers and other specialists in the country based on their merits to the project.

The third problem is accelerating the trend of intellectual dependence on material achievements. It is confirmed by the fact that business interests have increasingly dominated academic activities of the university by taking more control over the institution's leadership structure. This gives rise to the transformation of the university's management. There are three aspects of the transforming process. *One* is related to the changing vision of research scholarships, which are normally regarded as those working for intellectual anxiety. This view alters and focus on something else more flexibly comprehended to be achieved – property rights are an integral part of its protection. *Two* is the notion that in the liberalized university, funding becomes the major control over how academics can survive intellectual activities, and it should not be overlooked. The *third* aspect is the availability of internal control mechanism which in fact is more effective to the academics (Kretek et al., 2013: 44-50). The internal control leads scientists to tend to work for the powerful rather than the powerless. In order to engage in research activities, scientists need not only access to funding, but also access to facilities, media of academic communication, rewards and recognition (Merrifield 1989, 7). If these allowances can be provided by the business sections of the university, will academics stand independently against their interests? This is therefore an intriguing question.

The atmosphere set out by the hegemony of intellectual activities by capitalist interests construct the fourth and final problem thwarting efforts to uplift academic freedom of universities in Indonesia, that is, the alteration of the university to become a complete 'economy' (Shelton 2002: 4-9). The university turns out to be the place of transaction for the satisfaction of two complementary desires; one is the making of university-based entrepreneurship, which is reliant on the university-produced knowledge (Fetters 2010), and two is the university knowledge which is generated by corporate finance (Khota et al., 2013: 498-525). Foucault, impressively, describes the transaction as – when students are involving in the university's academic life – they have become part of the rituals of

the inclusion within the system of capitalist norms (Bove 1992: 95).

The problems that have been analysed above do not have anything to do with a particular moral value or reference. The critical theory deconstruction of the power/knowledge relations in the liberalized university does not say anything relative to ethical issues of good science or bad science, and right identity or wrong identity projection. Yet, this is a portrait of how the intrusions of global market – in the forms of idea and institution – have implicated the independent life of academics in the country. Once intellectual independence disappears in the whole society, it will be getting more and more difficult a task to safeguard them from exploitation.

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The Challenges, Strategies of Higher Education and the Hope to Be One ASEAN Community in 2015

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Abstract

The ASEAN Economic Community is a goal of regional economic integration by 2015. This will result in people being able to travel, stay or visit ASEAN countries more easily, specially for doing business or activities such as tourism, study, research and investment. The ten ASEAN member countries will work together particularly in building their internal capacity and developing quality in regional competition. This regional competition will include the areas of trade, security, environment and education. However, it will not be a success if ASEAN members cannot work together. It needs serious support for achieving this. Each member of ASEAN has to prepare themselves in every aspect. They not only need to be positive members but they have to fully participate and contribute in order to be one community by 2015. Without doubt education will play an important role in building the ASEAN Economic Community assisted by future opportunities to travel across member countries without waiting for visa approval or other administrative processes. Observing lessons learnt from other member countries will be crucial.

Key words: ASEAN, community, education, standard quality, human skills, leaders

The Role of Education

It will be a long journey to reach the ASEAN community 2015. It started with the establishment of this plan at the 9th ASEAN Summit in 2003. At that time all leaders from ten countries realised that it was important to develop a strong foundation among them, that they need to work together and not individually, that all people should live in a better place. In the next summit in 2007, the ASEAN Ministers discussed together and affirm their serious commitment of an ASEAN Community. At that time, they declared the three pillars; ASEAN Political - Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community as a road map towards 2015. Finally in 2009 ASEAN members signed the ASEAN Community in 2015 to bring "one vision, identity and community" (Yaakub, 2013).

Besides the three pillars of the ASEAN Community, education is regarded as a very important element to achieve ASEAN Community successfully. Education improves knowledge and develops skills to prepare the necessary human resource. Education and human resource are strongly connected since good quality education in ASEAN countries facilitates the production of quality human resources and the development of expertise in the fields of economy, political, social and education. (Baswedan, 2013)

A scenario for higher education towards ASEAN community in 2015 must be prepared seriously by ASEAN countries, with a view to producing the best education system, which will be recognised and can be accessed by member countries. This scenario will identify the ways of increasing the standard quality of education and any problems faced by ASEAN member countries in this field.

Challenges for ASEAN

ASEAN was established in 1976 in Bangkok with the objective of strengthening cooperation in many fields especially in education, economic, social, and cultural and in promoting harmony and peace. Today, ASEAN is one of the most important destinations in the world, not only for business but also for education. Many people within the region study and choose their favourite subjects in one of the ASEAN countries such as Malaysia, Singapore, Thailand, Indonesia, Philippine, and Brunei through the ASEAN University Network (AUN) (Ira Iskandar, 2009). AUN aims to promote university networking to develop "professional learning" in higher education. However, the differences in language, culture, social and economic level still present a problem. This is the biggest challenge for ASEAN to overcome.

ASEAN countries still have different level of social and economic levels. Qualified students from Singapore, Cambodia, Malaysia and Indonesia besides coming from different ASEAN countries, they may have come from different economic background. Therefore the biggest challenge for ASEAN member countries is to encourage people to study and for higher education institutions in ASEAN to have the best students' selection method at the same time provide the same opportunity to all qualified students despite their ability to pay tuition.

At the moment the private sector is growing rapidly in ASEAN. Higher Education Institutions need to find an alternative, innovative and creative strategy to be more independent and build partnership with the private sector. This opportunity should be seized to improve students' skills and knowledge, which can be used when they

graduate and join the workforce. The strategy of higher education institutions should be focused on ensuring the integration of education among ASEAN based on "friendship and corporation" (Tesda, 2012).

While ASEAN Community is only two years away, there are still barriers among the ASEAN countries. Firstly, several countries are still focusing on their domestic issues such economic growth, political – security issue, corruption, human rights and unpreparedness to be integrated as yet in one ASEAN Community 2015 (Balboa et al, 2010). There is a lack of confidence on English language. Although, there are a number of barriers, this is a great challenge for ASEAN countries to cope and address the above issues and find the best solution.

Strategies must be provided

There are a number of strategies that can be considered and used to improve education and at the same time prepare to meet the ASEAN Community 2015 successfully. The following actions are suggested;

Provide Scholarships

Provision of scholarships for young and talented people in both developed and developing ASEAN countries is very important to allow them to develop knowledge and leadership skills to meet the ASEAN Community 2015.

Higher education institutions should use the best selection strategy to grant scholarships to students. It is also necessary to provide teachers, lecturers, educators and professors with training, workshop and upgrading courses to improve their knowledge and professional skills and to meet the country's scientific requirements

Accessibility of education program in ASEAN region

There are different education systems in ASEAN countries; however through ASEAN community 2015, it is expected that there will be the same quality of education, acknowledged degree and possibility of transfer of credit system among ASEAN universities. Research activities should be encouraged, where people from ASEAN or other countries are able to study subjects or programs of their interest in ASEAN universities.

Research accessibility is also much needed for scholars and researchers in ASEAN countries to maintain their expertise in science. Furthermore there are many possibilities for research cooperation and collaboration with international partners to raise the quality of research outcomes. For example a university in ASEAN country can conduct joint collaboration activities with universities in countries such as Japan, India, Australia, USA and Europe. This joint collaboration will impact on the development and strengthening of mutual friendships in the future.

Distance Learning

Technology and education has a strong connection and through technology people are able to communicate with each other. The use of internet or live conference facilitates distance learning and interaction between teachers or lecturers overseas with students. Recently Indonesian universities used "video conferencing" as media study in class. By using video conference students gained new learning experience and shared knowledge with the outside world. Introducing new technology in Indonesia higher education institutions will need extra time especially for those in remote areas in Indonesia such as Papua, NTT, Aceh and Maluku (James Smith, 2013). This is a big challenge for Indonesia to establish these facilities soon to meet ASEAN community 2015.

Conclusion

Higher education institutions have an important role in developing standard of quality of human resources, professionalism, regional standard, and cooperation among ASEAN countries. ASEAN Community is a pilot project to bring harmony, peace and prosperity and ASEAN people have to work together and put all their efforts to promote this plan and to achieve the objectives. In doing so there is no discrimination in culture, social, religion or economic level.

One of the most important aspects to attain ASEAN Community is a common language, which is the English language. It is a communication tool, which has to be mastered by all ASEAN people, as it facilitates the sharing of information as well as regional competitiveness. Finally, cooperation and collaboration with overseas organisation and universities should be encouraged for transfer of knowledge and skills.

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