



# Expanding U.S. Study Abroad to Indonesia: U.S. and Indonesian Perspectives and Strategies for Expansion

Report Prepared by:  
Clare Banks and Shannon Harrison



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## **Institute of International Education**

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This White Paper is part of the U.S.-Indonesia Partnership Program for Study Abroad Capacity sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA).

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This report was funded by a grant from the United States Department of State, Bureau of Educational and Cultural Affairs (ECA). The opinions, findings, and conclusions stated are those of the authors and do not necessarily reflect those of the United States Department of State.

Layout: Kathy McGilvery

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## I. EXECUTIVE SUMMARY AND KEY FINDINGS

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

The two-year initiative, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), has linked six U.S. institutions and six Indonesian institutions to develop new opportunities for U.S. undergraduates to study in Indonesia, and also to help Indonesian universities better prepare to host American students.

### **Participating Institutions in the U.S.-Indonesia Partnership Program for Study Abroad Capacity (USIPP)**

<b>U.S.</b>	<b>Indonesia</b>
Chatham University	Airlangga University
Lehigh University	Bandung Institute of Technology
Miami Dade College	Bogor Agricultural University
Texas A&M University	Indonesian Institute of the Arts, Yogyakarta
University of Michigan	Gadjah Mada University
University of Washington	University of Indonesia

To identify challenges related to expanding U.S. study abroad to Indonesia, IIE conducted parallel surveys of U.S. and Indonesian higher education institutions in December 2010 and January 2011. Representatives from the 12 participating USIPP institutions then convened at a workshop in Bandung in April 2011 to share expectations and priorities in building partnerships. The workshop provided a platform to address the misconceptions and challenges that emerged from the surveys and to brainstorm ways to increase U.S. study abroad to Indonesia. The conclusions are summarized on the following pages and discussed in this report.

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## Key Findings

The following outcomes and recommendations resulted from survey findings and discussions at the Bandung workshop, and present an overview of the challenges and opportunities related to expanding academic engagement with Indonesia and increasing study abroad to Indonesia:

- Future U.S.-Indonesia academic collaboration should explore study abroad programming in new and interdisciplinary academic areas, such as biodiversity, public health, environmental sciences, and religious pluralism, to attract students and professionals who may not otherwise be aware of opportunities in Indonesia.
- Exchanging faculty is key to expanding partnerships and sending students. Programs such as the Fulbright Scholar Program can be a first step toward the eventual goal of developing semester-long opportunities for students who will receive credit back home for a full course load.
- Institutions should leverage all existing connections with Indonesia, taking the time to research existing programs and linkages pertaining to Indonesia, reach out to Indonesian students and alumni, and explore community and local business ties to the country.
- Cooperation between higher education institutions, government, and students is key to disseminating information about Bahasa Indonesia language training for U.S. students. As few U.S. universities offer classes, excellent options include the U.S. Department of State-funded Foreign Language Teaching Assistant Program, courses offered by local Indonesian consulates or societies, and summer courses at other universities.
- Successful study abroad models should strive to ensure sustainability by offering programs on an annual basis, making it part of campus culture.
- Given the degree of cultural distance between the U.S. and Indonesia, students and faculty should be well prepared before traveling to Indonesia.
- Attention should be paid to health, safety, and security at all stages of the program, beginning with program development.

To build on the discussions initiated in Bandung, IIE and IIEF will coordinate a Washington, DC-based follow-up workshop in February 2012 that will focus on sharing best practices in developing U.S. study abroad programs in Indonesia and laying the groundwork for a U.S.-Indonesia Study Abroad Network. Indonesian representatives will then travel to their U.S. partner universities to participate in short-term professional development programs and learn firsthand what U.S. students and administrators expect from host institutions.

In the coming months, IIE and IIEF will also work with the Indonesian government to develop an addition to the Darmasiswa Scholarship Program, a scholarship opportunity for foreign students to travel to Indonesia to study Indonesian language, art, and culture. The proposed addition to the scholarship would allow for short-term programs and provide more flexibility in terms of concentration of study.

The Institute of International Education believes that the U.S.-Indonesia Partnership Program for Study Abroad Capacity will have a deep impact on the institutions it reaches and on all the students

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and faculty members who, in turn, benefit from the institutional linkages that are developed, both directly and through the sharing of best practices. At the time of writing, the six U.S. institutions participating in USIPP have received seed grants of up to \$15,000 to develop sustainable programs aimed at increasing the number of U.S. students studying abroad in Indonesia.

IIE and its international partners are honored to partner with the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) to implement the U.S.-Indonesia Partnership Program, which advances wider U.S. policy goals with a key partner country, providing the foundation for the partner institutions to develop sustainable study abroad programs in Indonesia for U.S. undergraduate students.



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## II. INTRODUCTION

Over the past 20 years, the number of U.S. students studying abroad has more than tripled as higher education institutions, students, and parents have recognized the unique and critical knowledge and perspectives that are gained through living and learning in international contexts. In addition, the individuals studying abroad today have a greater diversity of backgrounds and interests and are taking advantage of opportunities to pursue their academic interests and expand their knowledge and skills in nontraditional study abroad destinations. Of the 270,604 U.S. students receiving academic credit for study abroad in the 2009/10 academic year, 12 percent were studying in Asia, and nearly two thirds of those students studied abroad in China or Japan. While study abroad enrollments to countries like Vietnam and Singapore have grown steadily over the past years, the overall number of students studying in Southeast Asia has remained relatively low, in spite of the region's tremendous political and economic growth. The number of U.S. students studying in Indonesia was 221 in 2009/2010. In this context, and with U.S. interests in Indonesia expanding economically and strategically, this IIE White Paper focuses on expanding the capacity of Indonesia as a study abroad destination.

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

Expanding educational opportunities in Indonesia will require substantial efforts on both sides, including more information about types of programs, funding sources, and security and safety concerns. Episodes of internal conflict, previous U.S. travel warnings, and the devastation caused by the 2004 earthquake and tsunami have limited travel and tourism in the country, and perceptions about personal safety continue to hinder interest in study abroad to Indonesia. However, the Indonesian government has recently committed to greater investments in higher education, allocating 20 percent of its budget to education, and is seeking strategic international linkages to generate educational exchange. Such recent developments have raised hope for the development of strong partnerships that will be mutually beneficial for U.S. and Indonesian higher education institutions.

In September 2010, IIE launched the U.S.-Indonesia Partnership Program for Study Abroad Capacity (USIPP) to increase capacity for higher education institutional exchange between the two countries. Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), USIPP is a two-year initiative to develop study abroad linkages between six U.S. institutions and six Indonesian institutions through innovative pilot programs, and to share the best practices widely with other colleges and universities in both countries.

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The goals of this two-year initiative are to:

- Develop a network of U.S. and Indonesian partner institutions that are well equipped to strengthen U.S.-Indonesia relationships;
- Examine host country capacity and perceptions of U.S. institutions regarding challenges and opportunities for increasing the number of study abroad students to Indonesia; and
- Foster new strategic partnerships that build the foundation for increasing study abroad opportunities for U.S. undergraduates.

This White Paper reports the results of this program to date. These include the findings of a survey of 153 U.S. institutions that was conducted in winter 2010/11 in order to understand the perceived challenges and opportunities for U.S. institutions to increase the number of study abroad students to Indonesia. This White Paper also includes findings from a parallel survey and interviews that IIE and its Indonesian affiliate, the Indonesian International Education Foundation (IIEF), conducted among the six Indonesian higher education institutions participating in the program to learn about their challenges and recommendations for expanding capacity to host more U.S. students. Finally, this White Paper examines outcomes from a workshop in late April 2011 that was hosted by IIE and IIEF in Bandung, Indonesia, with representatives from the 12 participating institutions, as well as invited guests from the Ministry of National Education, the U.S. Embassy, and other key organizations.

Cumulatively, these findings confirm a strong institutional commitment in both countries to expanding U.S. study abroad to Indonesia and developing U.S.-Indonesian partnerships, and provide insight into key questions such as: How do the expectations and priorities compare among both countries? What are some common misunderstandings? What niche can Indonesia fill in the expanding study abroad landscape? In addition, this report explores program management challenges for study abroad in Indonesia, including health, safety, and legal issues, and shares best practices and strategies to increase U.S. study abroad to Indonesia.

The Joint U.S.-Indonesia Council for Higher Education Partnership will be an important resource to campuses in both countries as they move ahead in launching new educational initiatives. The Council was established in 2010 when five U.S. nongovernmental organizations joined together with higher education leaders in Indonesia to enhance U.S.-Indonesia educational cooperation through initiatives that complement official programs being launched under the Comprehensive Partnerships and address key long-term areas of the educational relationship. The Joint U.S.-Indonesia Council is bi-national, with U.S. and Indonesian co-chairs: Peter McPherson, president of the Association of Public and Land-grant Universities (APLU); and Dr. Fasli Jalal, Indonesian Vice Minister of National Education. U.S. organizations participating in the Joint U.S.-Indonesia Council include the Institute of International Education (IIE), the U.S.-Indonesia Society (USINDO), the Association of Public and Land-grant Universities (APLU), the American Association of Community Colleges (AACC), and the East-West Center.

### III. HIGHER EDUCATION IN INDONESIA

With a population of almost 250 million people, Indonesia is the fourth most populous country in the world and the largest majority-Muslim country. More than 40 percent of the population lives in urban centers, such as Bandung, Jakarta, Yogyakarta, and Surabaya, which also are home to some of the most well-known universities, including the University of Indonesia, Bandung Institute of Technology, University of Gadjah Mada, and Airlangga University.

According to the Directorate General of Higher Education (2009), there are 3,016 higher education institutions in Indonesia. This shows a 27.6 percent increase from 2005, when there were 2,428 institutions. These institutions are divided into five types and defined by national law in 2003 as follows:

- Academies (provide only one particular applied science, engineering, or art)
- Polytechnics (provide applied/practical specific skills)
- Advanced schools (provide academies or professional education in one specific knowledge discipline)
- Institutes (consist of many faculties/departments on one knowledge discipline)
- Universities (offer training and research in various disciplines)

#### Indonesia Quick Facts

**Official name:** Republic of Indonesia

**Population:** 245,613,043 (July 2011)

**Area:** Two million sq. km, about three times the size of Texas

**Capital:** Jakarta

**Major cities:** Surabaya, Medan, Bandung

**Government:** Independent republic

**Terrain:** More than 17,500 islands; 6,000 are inhabited; 1,000 of which are permanently settled.

**Official language:** Bahasa Indonesia

**Common religions:** Muslim (86.1 percent), Protestant (5.7 percent), Catholic (3 percent), Hindu (1.8 percent)

**Monetary unit:** Rupiah (IDR)

**Major industries:** Petroleum and natural gas, textiles, apparel, footwear, mining, cement, chemical fertilizers, plywood, rubber, food, tourism

**Figure 1: The Number of Indonesian Higher Education Institutions**

Academies	1,034
Polytechnics	162
Advanced schools	1,306
Institutes	54
Universities	460
<b>TOTAL</b>	<b>3,016</b>

Source: Directorate General of Higher Education (2009)

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While the majority of Indonesian higher education institutions are managed by the government, seven institutions bear the status of “legal entity,” which entails a semi-autonomous status. Under this status, these seven universities are able to negotiate their own contracts and receive a smaller portion of their funding from the government. However, this status is currently being revised by Indonesian lawmakers. Instead of being monitored only by the National Ministry of Education, these seven universities may be monitored by a third party body made up of delegates from the Ministry of Education and the Ministry of Finance.

The net enrollment ratio for tertiary level in 2010 is 18.36 percent, while the net enrollment ratio for secondary level is 55.73 percent. This shows that there are many high school graduates who do not continue studies past the secondary level. Competition to study in public universities is extremely high, and these universities cater to students from middle and high income families who can pay for extra classes to pass the admissions test. According to the Directorate General of Higher Education (2010), public universities offer only around 80,000 seats, while the number of students who take the national public university entrance examination reaches about 447,000 each year.

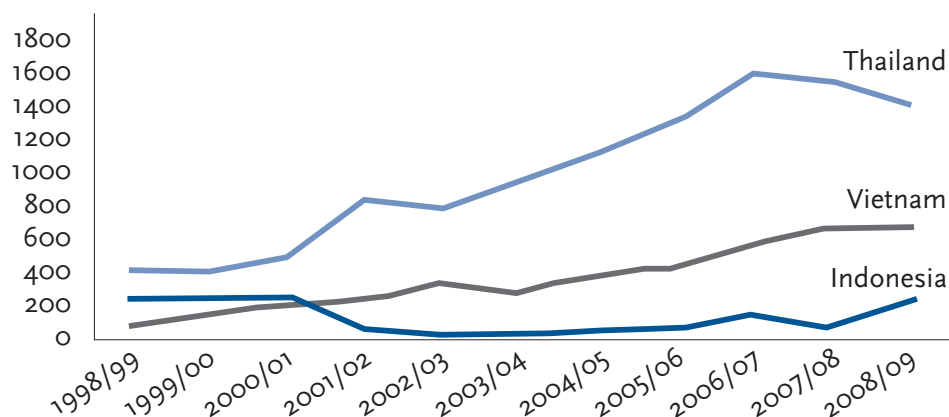
Based on the government decree in 2010, all public universities in Indonesia must allocate 60 percent of the new intake seats for the students who passed the National University Admission Examination, which is centrally organized by the Ministry of National Education and takes place at the same time in all public universities throughout Indonesia. For the remaining 40 percent of the seats, public universities are allowed to establish their own admission criteria and administer an independent admission examination. Many public universities give priority to new students from their local areas/ provinces when selecting the final 40 percent.

## IV. SNAPSHOT OF U.S. STUDY ABROAD TO INDONESIA

According to IIE's *Open Doors 2011: Report on International Educational Exchange*, 270,604 U.S. students studied abroad for academic credit during the 2009/10 academic year, an all-time high in study abroad participation. Of the total number of American students studying abroad for academic credit, 54 percent studied in Europe. Nevertheless, interest in study abroad to nontraditional destinations, particularly to developing nations, has grown considerably in the last decade, including to Southeast Asian countries, which hosted 3,705 students in 2009/10. Though Indonesia is the largest country in Southeast Asia, and the fourth most populous country in the world, only 221 U.S. students studied abroad in Indonesia in 2009/10 for academic credit at their U.S. campuses. This represents only six percent of all U.S. students going to Southeast Asia.

Over the last decade, U.S. study abroad to Indonesia has been hindered by concerns about sectarian violence, the 2004 earthquake and tsunami that devastated the Sumatra region, and previous U.S. Department of State Travel Warnings. As Figure 2 indicates, between 1998 and 2001, study abroad numbers ranged between 180 and 215, and then dropped to fewer than 30 from 2002 to 2005. By 2006, there were 132 U.S. students enrolled in accredited study abroad programs in Indonesia, but this number dropped to 74 students the following year. In 2008/09, the numbers began to rebound but still remained below 200. *IIE Passport*, IIE's long-standing print and online directory of study abroad programs around the world, contains 13 study abroad programs in Indonesia, compared to 103 in Thailand. Only six U.S. institutions reported more than 10 students studying abroad for academic credit in Indonesia in 2008/09.

**Figure 2: U.S. Study Abroad Enrollment in Vietnam, Thailand, and Indonesia from 1998-2009**



Source: Chow, P., & Bhandari, R. (2011). *Open Doors 2011: Report on international educational exchange*. New York: Institute of International Education.

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While the number of U.S. students in Indonesia has fluctuated over the last 10 years, the number of Indonesian students studying in the United States has also diminished, dropping from 12,142 in 1998/99 to 6,942 students in 2010/11. In 2009/10, only 12 U.S. universities hosted 100 students or more from Indonesia. The decline in the number of Indonesian students at U.S. institutions has also resulted in reduced American student and faculty awareness of and interest in Indonesia.

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

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

The Freeman Foundation has also made significant contributions to expanding U.S. study abroad in Indonesia. The IIE-administered Freeman Foundation Indonesia Nonprofit Internship Program (FINIP), for example, supported 20 U.S. students to pursue summer internships in Indonesia and 20 Indonesian students to pursue their degrees in the U.S. in 2010 and 2011. The Freeman Foundation also generously provided funding to IIE to relaunch the successful Freeman Awards for Study in Asia (Freeman-ASIA), which have supported more than 4,000 undergraduate students from over 600 U.S. institutions with grants to study abroad in East and Southeast Asia over the past eight years.

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

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## V. PERCEPTIONS OF U.S. INSTITUTIONS: FINDINGS FROM AN IIE SURVEY

### Survey Overview

In December 2010 and January 2011, IIE conducted an online survey among U.S. higher education institutions. The goal of this survey was to identify challenges related to expanding U.S. study abroad to Indonesia in order to inform future recommendations. The survey addressed a wide range of key questions and topics, including:

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

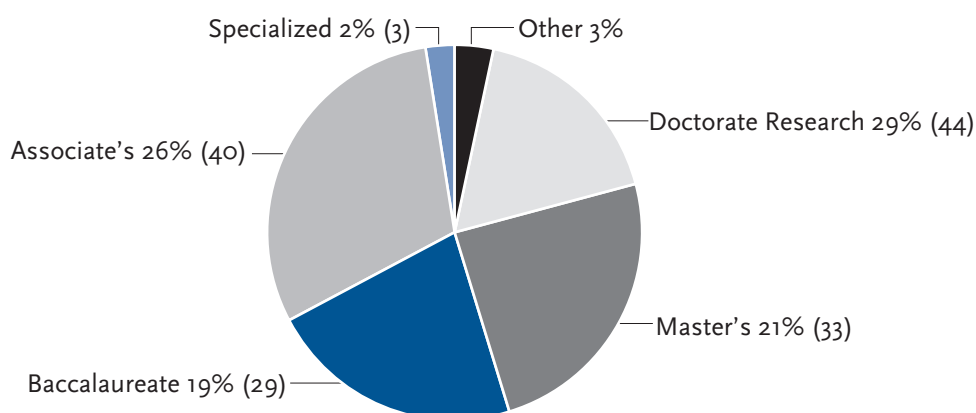
U.S. institutions were able to comment on the Indonesia-related strategies and initiatives that they currently have in place, or to articulate why they lack strategies or initiatives. Institutions frequently commented on the perceived lack of interest in Indonesia by U.S. students, faculty, and administrators. That is, when students and faculty do not exhibit interest in Indonesia, institutions will not invest in generating interest in Indonesia as a study abroad option. In addition, institutions are generally unaware of existing partnerships or programs and are therefore less willing to tread into new territory with their own activities. To download a complete analysis of this survey in an IIE Briefing Paper, *Expanding U.S. Study Abroad to Indonesia: U.S. Perspectives and Strategies for Expansion*, please visit: [www.iie.org/publications](http://www.iie.org/publications).

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

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



**Figure 3: Institutional Affiliation of Respondents**



## Current Level of Engagement with Indonesia

### Campus-based Initiatives and Activities

To gauge current levels of interest and involvement with Indonesia, respondents were asked to list on-campus activities related to Indonesia. While over one-third of the respondents indicated that their institutions had at least one on-campus Indonesia-related activity, it is clear from Figure 4 that the majority of responding institutions did not engage in any of these initiatives or were not aware of such activities. Those who did engage indicated that the most popular types of activities included cultural events pertaining to Indonesia (cited by 36 percent), engagement with Indonesian alumni (24 percent), coursework on Indonesia (23 percent), student clubs that focus on Indonesia (20 percent), and engagement with the local Indonesian community (16 percent). Very few of the responding institutions (6 percent) offer Bahasa Indonesia language classes. Other types of activities include Indonesian Gamelan music ensembles, Indonesian dancing, or student clubs that include Indonesian students.

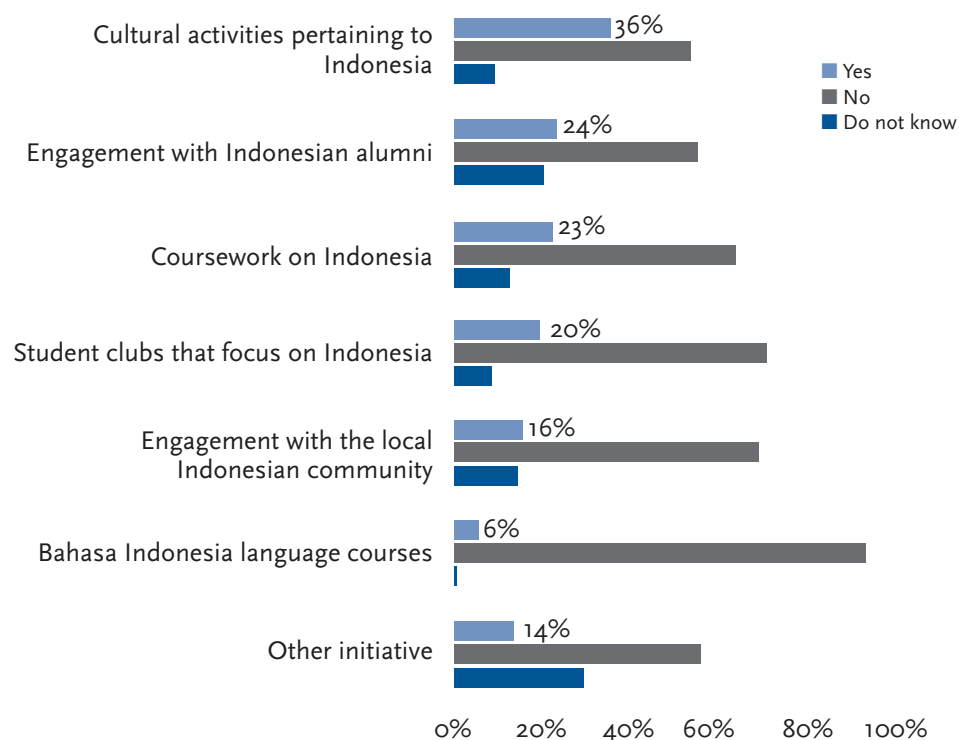
However, it is uncertain to what degree these measures were specifically related to Indonesia. Several respondents noted that their activities and clubs had a more general cultural focus, such as an international film festival or an Asian women's collective, which may or may not have included Indonesian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

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



utilizing existing connections to Indonesia, U.S. higher education institutions may be able to access sources of information that can help bridge information and awareness gaps on campus.

**Figure 4: On-Campus Initiatives for Engagement with Indonesia**



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

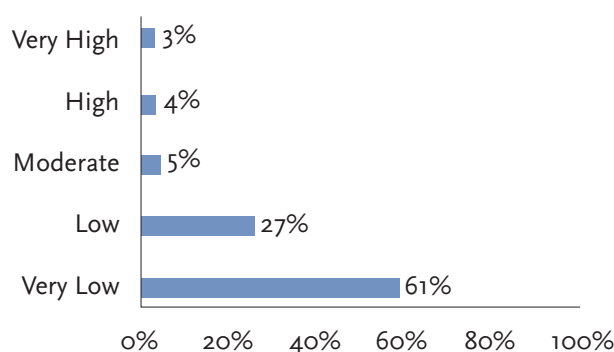
Without supportive initiatives or facilitating mechanisms in place, students and staff are left without key information that can inform and direct their interests and study abroad decisions. This survey’s findings may serve to remind institutions that increasing campus presence of Indonesian culture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

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## Different Ways That U.S. Institutions Are Currently Engaged with an Indonesian Institution or Organization

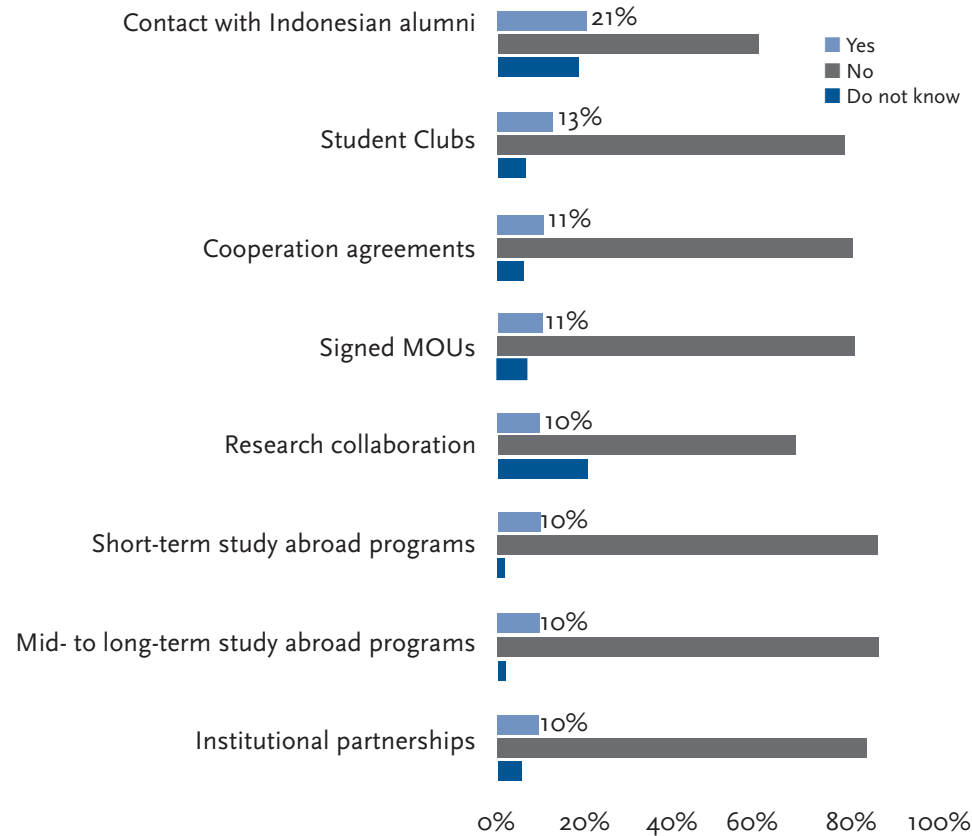
Survey respondents were asked to measure their level of engagement with Indonesian institutions or organizations, and to describe the nature of their engagement. As Figure 5 indicates, almost two-thirds of the survey respondents (61 percent) reported having very low levels of institutional engagement with Indonesia, with another 27 percent reporting low levels. Like campus-based initiatives, these engagement levels may suggest a general absence of institutional and student interest in Indonesia as a partner or a study abroad option, as well as a lack of awareness of potential sources of engagement.

**Figure 5:** Current Levels of Engagement with Indonesian Institutions



Of the institutions that reported current engagement with Indonesia, 21 percent of the respondents indicated that they had contact with Indonesian alumni (see Figure 6), making that the most frequently cited form of engagement among the surveyed institutions. Other types of engagement that were cited include student clubs (13 percent) and cooperation agreements and signed MOUs (11 percent each). With only 10 percent of respondents involved in research collaboration, study abroad programs, or existing institutional partnerships, increasing academic forms of engagement will be a critical factor in expanding study abroad opportunities with Indonesia. Very few (less than 10 percent) of respondents indicated that they offered academic courses, distance learning, joint publications, faculty or teaching exchanges, etc. It is also important to note that a number of respondents did not know whether their institution was engaged in those activities.

**Figure 6: Types of Engagements with Indonesian Institutions**



### Interest in Indonesia

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

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### Top Factors or Reasons Why U.S. Institutions Are Engaged With (or Interested in) Indonesia. Comments from Respondents:

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

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## VI. INDONESIAN INSTITUTIONAL CAPACITY TO HOST MORE U.S. STUDENTS: FINDINGS FROM AN IIE SURVEY

### Survey Overview

To complement the perceptions of U.S. institutions, IIEF, IIE's Indonesia-based affiliate, administered a survey of the six Indonesian institutions participating in the USIPP Program in January 2011, followed by in-person interviews. The goal of these projects was to examine their challenges and recommendations for expanding capacity to host more U.S. students. The survey and interviews addressed the following three topics:

- International student enrollment;
- International student curriculum; and
- Expanding capacity to host more U.S. students.

With almost 500 institutions characterized as higher education institutions in Indonesia, the findings of the current survey should not be interpreted as representative of higher education in Indonesia. In fact, it is important to note that the six universities participating in USIPP are considered the top tier of Indonesian higher education, suggesting higher than average levels of internationalization, facilities, and academics. What it does provide is a glimpse of the current level of capacity and interest of Indonesian institutions as they attempt to internationalize and host more U.S. students.

The findings reveal that it should not be a major challenge for U.S. institutions to identify a suitable partner institution in Indonesia for expanding study abroad. The six Indonesian institutions surveyed were all very interested in hosting U.S. students, had the capacity to do so, and were eager to make special accommodations when given enough advance notice. However, generating interest on the U.S. side is more of a challenge. Given the dearth of Bahasa Indonesia language programs and area studies programs in the U.S., there is a smaller pool of U.S. students who are knowledgeable about Indonesia or who speak Bahasa Indonesia. Currently, most U.S. students in Indonesia are graduate students who are engaged in specific research projects or courses in Indonesia; there are very few undergraduates. As a result, institutions may be interested in exploring or developing introductory multidisciplinary courses using Indonesia as a laboratory or case study. These types of courses would appeal to a broader base of students, who are not necessarily interested in Indonesia specifically or even Southeast Asia as a region, but whose future career interests (such as business, arts, science, international affairs) could be advanced by study in Indonesia.

### Current Level of Capacity

#### International Student Enrollment

According to the UNESCO 2010 Global Education Digest, there were 3,023 international students studying in Indonesia for a year or more in 2008. This figure is significantly lower than the number of international students studying in neighboring Malaysia (30,581) and Thailand (16,361), and more in line with Vietnam (3,362) and the Philippines (2,665).

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When asked to report on U.S. student enrollment, survey respondent estimated that their institutions had no more than 25 students. Not surprisingly, Indonesian institutions affirmed that the majority of U.S. students are non-degree exchange students, with four out of six universities also reporting having zero degree-seeking U.S. students enrolled.

As most U.S. students pursuing study abroad do not choose to complete full degrees overseas, the survey posed several questions regarding trends of non-degree seeking students, asking about the options for duration of study that the institutions offered to international students and when they tend to enroll international students. As exhibited in Figures 7 and 8, Indonesian institutions offer courses of various durations for non-degree students and throughout the calendar year. Though this reflects only course offerings and enrollment at six institutions, the data suggests that program variety and an academic calendar are not barriers to increasing study abroad to Indonesia.

**Figure 7**

UNIVERSITY RESPONSES	PERIOD OF ACADEMIC STUDY
5	One academic session (term, quarter, semester, etc.)
3	Full academic year
2	Two months Less than two months

**Figure 8**

UNIVERSITY RESPONSES	PERIOD FOR NON-DEGREE ENROLLMENT
4	October–December
3	January–March
2	July–September April–June Other

Despite low numbers of U.S. student enrollment at all six schools, every institution indicated that increasing international student enrollment is a mission or goal of their institution and that they would like to attract more U.S. students in a variety of fields, which once again reaffirms their readiness to host international students.

They also indicated a willingness to pursue a range of formats to host international students (Figure 9); however, not one institution suggested branch campuses as a growth area.

**Figure 9**

UNIVERSITY RESPONSES	AREAS OF GROWTH FOR INTERNATIONAL STUDENT ENROLLMENT
6	Exchange Agreements Degree Study Short-term Programs Joint Faculty Research Internships
5	Non-degree Study Joint or Dual/Double Degree Tuition Swap Faculty-led Programs
Less than 5 Less than 5	Experiential Learning Programs Other: Training Course Other: Summer Course
0	Branch Campuses

Five out of six institutions indicated that government policy has motivated them to increase international enrollment, and these same five institutions affirmed that their institutions have a specific goal to internationalize. Only two institutions indicated they were motivated by tuition or financial incentives. The following text box lists some of the strategies for increasing international student enrollment.

### Strategies for Increasing International Student Enrollment. Comments from Respondents:

“Participating in international scholarship programs such as Erasmus Mundus; actively promoting the university as a great place to study; joining international associations to build relationships with universities in other countries. Also, endorsing student exchange programs through partnerships and establishing collaborations with other universities across the region.”

“International promotion (e.g., exhibition); developing of double degree programs; increasing international networking; exchange programs.”

“Increasing the number of Darmasiswa Scholarship students, increasing cooperation with universities and institutions abroad, promoting Indonesian art internationally to attract international students.”

“Providing information through the Internet; establishing more MOUs with partner universities; providing more classes taught in English; creating summer programs; increasing the number of international programs.”

“We are looking forward to having more classes taught in English; revitalizing non-degree programs such as student and faculty exchange and developing joint research collaboration; hosting international conferences; sending staff to U.S. higher education institutions and events to promote our institution; and remaining intensively in contact with the U.S. Embassy in Indonesia and the Indonesian Embassy in the U.S. “

“Through university to university cooperation (U2U), Government to Government Cooperation (G2G), and international marketing.”

Figure 10

UNIVERSITY RESPONSES	FIELDS OF STUDY THAT OFFER COURSES IN ENGLISH
5	Business and Management
3	Health Professions
2	Engineering Physical and Life Sciences Social Sciences Mathematics and Computer Sciences Humanities
1	Fine & Applied Arts No English Courses Offered Other

### International Student Curriculum

Since very few U.S. students study Bahasa Indonesia, it will be critical for Indonesian institutions to offer a separate track of classes taught in English to attract more U.S. students. The six institutions surveyed anticipated increasing the number of academic courses taught in English. With regards to current offerings, five out of the six universities presently offer some classes taught in English. One institution even noted that an internal policy dictates that lectures will be automatically delivered in English if there is even one foreign student in the class. The two most common fields of study with courses taught in English are business and management and the health professions.

Another ingredient for success will be offering Bahasa Indonesia courses for international students. Five out of six institutions indicated that they currently offer such courses on their campus at the beginning and intermediate levels. Three institutions offer language courses at the advanced level.



Expanding Capacity to Host More U.S. Students

The survey results revealed that Indonesian higher education institutions are eager to expand capacity to host more U.S. students. Despite low numbers of U.S. student enrollment at all six schools, each institution indicated that they would like to attract more U.S. students and plan to increase the number of courses taught in English. Top factors for why Indonesian institutions want to attract more U.S. students included: to increase joint research and academic collaborations; to interact with local students; and to expose U.S. students to another culture and broader worldview. Five out of six institutions responded that they aim to attract any international student, regardless of whether the student comes from the U.S., reinforcing a strong desire from Indonesian institutions to internationalize.

Figure 11

UNIVERSITY RESPONSES	TOP FACTORS FOR WHY INDONESIAN INSTITUTIONS WANT TO ATTRACT MORE U.S. STUDENTS
6	To increase joint research and academic collaboration with the U.S. To interact with our local students, exchanging language, knowledge and culture.
5	To attract any international student, whether or not they are from the U.S. To expose U.S. students to another culture and broader worldview. To help our institution become more globally competitive.
3	To help raise our institution's profile with U.S. professors.
1	To bring in additional revenue for our institution.
0	This institution is not interested in attracting more students from the U.S. U.S. partner institutions offer tuition waivers for our students in return.

Open-ended responses from survey participants in the following text box highlights why Indonesian institutions want to attract more U.S. students.

### Why Indonesian Institutions Want to Attract More U.S. Students. Comments from Respondents:

“We have a long history of collaborating with U.S. universities. From the early 70s until the beginning of the 90s, many staff studied in the U.S. and became pioneers in agriculture development in Indonesia. At that time, there were also intense student and staff exchange programs, which increased understanding and cultural exchange for better future of both nations. Therefore, we are very much interested in inviting more U.S. students and sending more students to the U.S.”

“We aim to be a world-class university by expanding academic cooperation and increasing the number of international students.”

“In realizing our vision to become a world-class research university, the involvement of various backgrounds of students is a significant factor that may instigate not only our students, but also the international students’ capacity as well, especially in terms of multicultural awareness.”

“It is because there are only a few U.S. students who come to our institution.”

“To internationalize our university, the diversity of international students is necessary, including students from the U.S.”

With low numbers of U.S. student enrollment yet high interest from survey respondents to host more U.S. students, it is essential to acknowledge potential challenges of increasing U.S. student enrollment. When asked about potential challenges, the six Indonesian institutions surveyed indicated space limitations and lack of courses taught in English as the top two barriers. Other challenges included limited staff and resources, the need to attract international students from other countries to ensure diversity, and visa and permit arrangements. None of the universities considered the cost of housing U.S. students, safety, local political sensitivities, or enrollment capacity to be challenges.

**Figure 12**

POTENTIAL CHALLENGES FOR RECEIVING MORE U.S. STUDENTS	UNIVERSITY RESPONSES
Space limitations (lack of dormitories/housing for international students)	4
Lack of courses taught in English	3
Limited staff and resources	2
Need to attract international students from other countries to ensure diversity	
Visa and permit arrangement	
Required support services to host U.S. students	1
Lack of general facilities	
This institution does not enroll international students	0
Cost of housing U.S. students	
Language deficiencies of U.S. students	
Ensuring safety	
Local political sensitivities to hosting U.S. students	
Limited enrollment capacity	

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### **Effective Strategies or Techniques for Attracting More U.S. Students to Your Institution. Comments from Respondents:**

“Students can take advantage of programs that are specific to Indonesia, such as geology, biology, arts, climate, architecture, etc.; go on promotional trips if possible (related to available funding); and join international networks (we are currently in the process of joining the Global Engineering Education Exchange–Global E<sup>3</sup>).”

“We try to attract more U.S. students by increasing our promotional efforts, highlighting the tropical biodiversity and cultural richness in Indonesia; developing double degree programs that focus on tropical agriculture and biodiversity; and developing summer courses in collaboration with U.S. universities.”

“U.S. students in particular seem to be the hardest to attract not only to our institution, but throughout Asia. Therefore, we are happy to offer the multidimensional experience of a learning environment in the heart of culturally rich Javanese civilization and tempting tourism spots near our campus. One of the already implemented mechanisms for attracting more international students is through our International Undergraduate Program (IUP) in the Faculty of Law, Economics and Business, and Medicine.”

“We experienced that having a shared commitment written in a legally documented agreement is one effective strategy of attracting more U.S. students to our institution. The agreement is doable after inviting professors and university officials to visit our university as well as sending our own lecturers to engage in international conferences and activities for research and promotion. The successful 2010 WISDOM international conference also helped add an international element to our institution and revealed our readiness in hosting other forms of international events.”

“Offering courses that contain Indonesia’s specific culture, such as a tropical medicine course, local heritage architecture courses, etc., in addition to university to university (U2U) collaborations.”

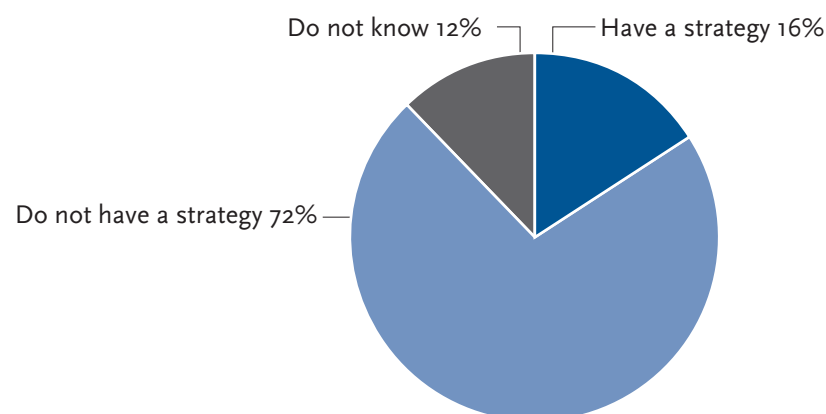
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## VII. EXPANDING STUDY ABROAD TO INDONESIA: CHALLENGES AND OPPORTUNITIES

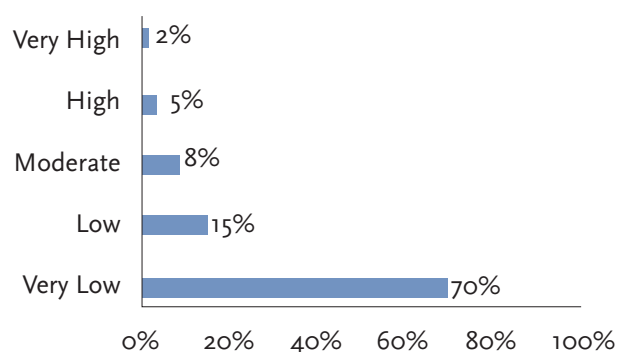
### Institutional Strategies

With only two percent of responding institutions listing Indonesia as one of its top ten study abroad destinations, it is essential to consider institutions' prospects for future growth toward engagement with Indonesia. The results of the survey suggest that few institutions have formed strategies for building partnerships with Indonesian institutions. The data in Figures 13 and 14 reveal that only 16 percent of responding institutions have a strategy in place for building a partnership with an Indonesian institution. Seventy percent of the responding institutions rate the strength of their current strategy as very low with another 15 percent rating as low. In addition, only 11 percent of institutions indicated that they have a task force or working group to facilitate internationalization efforts with Indonesia.

**Figure 13:** Percentage of Institutions with Strategies for Partnership Building



**Figure 14:** Strength of Institutions' Current Indonesia Strategy



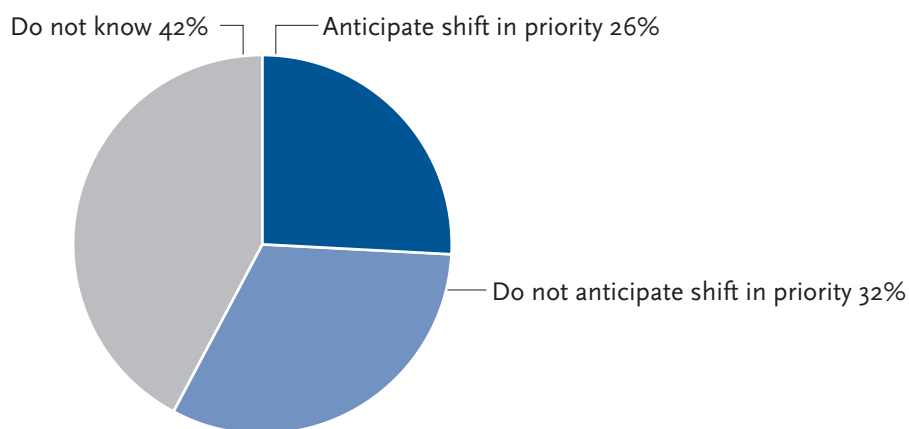
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## Shifts in Priority and Future Plans

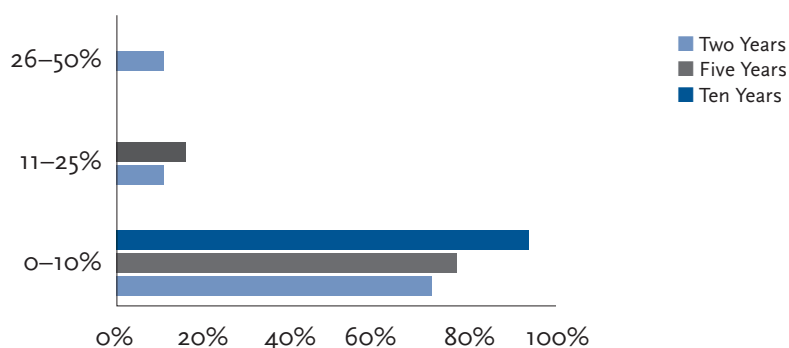
When asked about future plans, about one quarter (26 percent) of respondents indicated that they anticipated a shift in priority toward Indonesia over the next five years; 32 percent did not anticipate a shift in priority, and 42 percent did not know (Figure 15).

Likewise, only a small minority of the responding institutions (fewer than 20 percent) anticipated a growth of more than 10 percent in the number of students from their institution studying abroad in Indonesia in the next two, five, and ten years (Figure 16).

**Figure 15: Percentage of Institutions That Anticipate a Shift in Priority Toward Indonesia in the Next Five Years**



**Figure 16: Anticipated Growth in Study Abroad to Indonesia**



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## Other Major Challenges

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

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

Some respondents also questioned whether Indonesian higher education institutions could provide adequate learning and living conditions, or appropriate English-language curricular offerings for U.S. students. Lastly, a lack of information and awareness about Indonesia, as well as the academic offerings that could support a partnership, has contributed to a lack of general interest in Indonesia as a viable study abroad destination. Because there have been relatively few U.S.-Indonesia partnerships, U.S. higher education institutions have had very few (if any) models to guide future partnerships.

Overall, the key challenges and areas of concern that emerged from the U.S. institutions’ survey data are:

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

## VIII. CULTIVATING INTEREST IN INDONESIA

U.S. respondents to the IIE survey were asked to indicate the type of research or information that would be helpful for developing interest in Indonesia. Results indicated that institutions first and foremost should receive more information about opportunities for engagement with Indonesia. As Figure 17 suggests, 71 percent of respondents suggest that having information on study abroad hosting capacity at Indonesian institutions would be helpful, followed by examples of successful partnership initiatives in Indonesia (cited by 67 percent), and information on Indonesian higher education (cited by 56 percent).

Many respondents suggested other types of information that would be useful, including specific information on how Indonesian institutions could provide an appropriate academic experience for U.S. students, and how third-party and other organizations could help facilitate interest. While few institutions have plans in place for expanding study abroad opportunities in Indonesia, the numbers from Figure 17 show that expansion could be possible if only more information were available. Having a model to guide the process of establishing new partnerships or programs would increase the potential for increasing study abroad opportunities. As one U.S. respondent explained, “There are few programs advertised. It’s hard to know where to begin to set up a program. Is there someone who can help?”

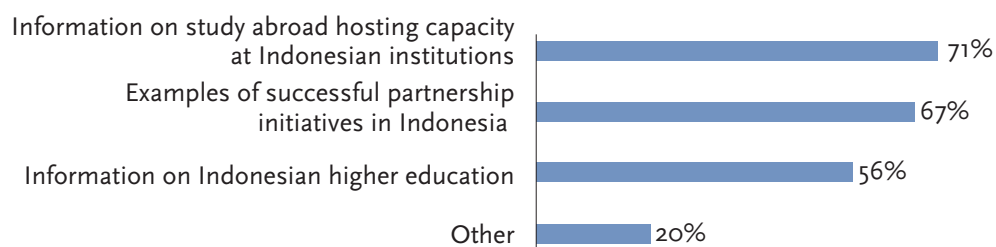
### The Darmasiswa Scholarship Program

Darmasiswa is a scholarship program offered to all foreign students from countries that have diplomatic relationships with Indonesia to study Bahasa Indonesia, arts, music, and crafts. Participants can choose one of 45 different universities located in different cities in Indonesia. This program is organized by the Ministry of National Education in cooperation with the Ministry of Foreign Affairs.

To find out more about the Darmasiswa Scholarship, visit <http://darmasiswa.diknas.go.id>

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

**Figure 16: Information for Increasing Interest in Indonesia**

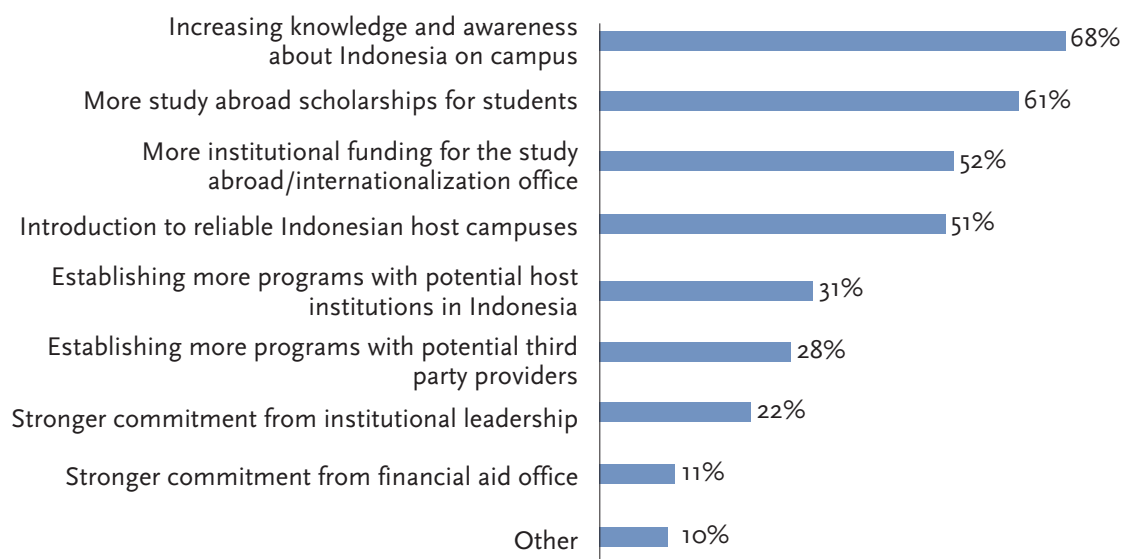


Respondents were asked to indicate the top factors that would help institutions increase the number of programs and/or number of students studying abroad in Indonesia. In Figure 18, we see that the top factor cited by institutions was the need for increased knowledge and awareness about Indonesia on U.S. campuses (cited by 68 percent of respondents). Regrettably, many U.S. residents who are unfamiliar with Southeast Asia perceive Indonesia as an unstable, developing country that presents serious risks to health and safety. Contributing to this view, U.S. media coverage of Indonesia often focuses extensively on negative events like the 2004 tsunami, and travel warnings and Islamic fundamentalism. The country's growing economy, political progress, lively NGO sector, and importance in regional and global security are rarely covered in the general media.

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

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

**Figure 17: Top Factors That Will Help Institutions Increase the Number of Programs and/or Number of Students Studying Abroad in Indonesia**





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## IX. NEXT STEPS

The United States and Indonesia are the third and fourth most populous countries in the world, respectively. As such, the current challenge is to take advantage of the inexhaustible opportunities that U.S.-Indonesian academic collaboration has to offer. It is important to think creatively when developing new programs and to leverage all existing linkages with Indonesia.

With \$165MM promised over the next five years by the U.S. government to expand educational ties between the two countries, it will be important to couple dissemination of information about funding and scholarship opportunities with strategies to promote Indonesia as a study abroad destination.

The past few years have seen U.S. institutions begin to tap into the wealth of resources Indonesia has to offer, from jungle laboratories to institutes studying religious tolerance. Indonesia is a living laboratory, not only for the hard sciences, such as marine biology, volcanology, seismology, and primatology, but also for the social sciences, linguistics, political studies, art, ethnomusicology, and architecture. With inherent strengths in geoscience and biodiversity, Indonesia is an ideal study abroad destination for students in fields of study that are underrepresented in study abroad, such as science, technology, engineering, and mathematics. Study abroad programs can also be built around niche areas such as natural disaster management and hazard/risk mitigation. In addition, incorporating opportunities for practical experiences, such as field visits, independent research, and internships, is an important component of study abroad in Indonesia and other nontraditional destinations.

It is essential to keep in mind the reciprocal nature of cultural exchange. Students from the U.S. should be given the opportunity to give back to the communities they are studying in, and should also have the opportunity to engage in guided discussions about the unequal power and resource distribution between the developed world and the developing world. U.S. students' feelings of guilt and/or superiority can contaminate relationships with host country faculty, administrators, and homestay families; as such, the issue must be addressed from both perspectives.

Another way in which both Indonesian and U.S. higher education institutions are increasing American interest in studying and working in Indonesia is by expanding study abroad programming into more interdisciplinary areas, such as biodiversity, public health, environmental sciences, or religious pluralism. Such targeted programs have the potential to attract future students and professionals who would not otherwise be aware of opportunities in Indonesia.

Future U.S.-Indonesia academic collaboration should occur in new and innovative forms. While institutions should strive to continue more traditional one-to-one student exchanges programs and one-off study abroad programs, there is potential for faculty, administrators, and students alike to think creatively about programming. Some Indonesian universities have already developed double

### USIPP Bandung-based Workshop

In late April 2011, IIE organized a Bandung-based workshop for representatives from the 12 participating USIPP institutions. The goal of the workshop was to identify strategies to support the Obama and Yudhoyono administrations' goals of doubling the number of U.S. students studying abroad in Indonesia and Indonesians studying in the United States. It gave Indonesian and U.S. participants the opportunity to share expectations and priorities in building partnerships, and provided a platform to address the misconceptions and challenges that emerged from the surveys and to brainstorm ways to increase U.S. study abroad in Indonesia.

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degree programs with U.S. higher education institutions by using a “3 + 1 model,” in which students complete three of the four years of study in their home country and study for the remaining year in the U.S., thus earning a degree from both countries.

Much work needs to be done to educate U.S. international education professionals about the existing capacity of Indonesian institutions to host international students, and to help Indonesian institutions further develop international student services. “Top tier” universities in Indonesia offer high quality international student services and have the capacity to accommodate students studying abroad from a wide range of countries. Many universities have an international student portal on their websites in English that gives advice and information to visiting students about the location of certain student services, “do’s and don’ts” about Indonesian culture, and suggestions of cultural activities. While some Indonesian universities may already have international orientation services, participants at the workshop in Bandung agreed that Indonesian and U.S. universities should join forces in terms of orientation programs. U.S. universities sending students to Indonesia should provide high quality pre-departure orientations, which should be aligned with the arrival orientation that students receive in Indonesia.

Attention should be paid to health, safety, and security at all stages of the program, beginning with program development. It is important to establish clear policies and procedures and to ensure that students are made aware of them during orientation. Program staff, both at home in the U.S. and on the ground in Indonesia, must be familiar with local health and safety regulations, and trained in the program’s emergency protocols, including whom to contact if a student, faculty, or staff member is caught in an emergency situation.

Many Indonesian institutions offer language training for international students, which is likely to help students gain better access to Indonesian society and culture. However, for U.S. students studying in Indonesia, it is not usually necessary to learn Bahasa Indonesia fluently. In some of the elite Indonesian universities, if there is even one foreign student in a class the professor will teach in English. Many classes, particularly in science and technology and health, are primarily taught in English, though U.S. students should be aware that both nonnative and native English speakers may have difficulty understanding Indonesian English, which is not identical to U.S. English.

Unfortunately, there are very few higher education institutions in the U.S. that offer Bahasa Indonesia language training; however, should students wish to learn, there are several options such as the Foreign Language Teaching Assistant Program (a U.S. Department of State–funded program administered by IIE), courses offered by local Indonesian consulates or societies, or summer courses at institutions where Bahasa Indonesia is taught. Due to the lack of information and knowledge about such opportunities, cooperation between higher education institutions, government, and students is key.

As with many academic partnerships, exchanging faculty is key to expanding partnerships and sending students. Many U.S. institutions may not have a large number of faculty members with expertise on or experience with Southeast Asia; however, faculty members who focus on the developing world might be interested in leading a course on developmental issues that incorporates a short study tour to Indonesia during spring break, the May term, or the summer. Programs such as the Fulbright Scholar Program can be a first step toward the eventual goal of developing a semester-long program with a full course load. Furthermore, it is important for faculty members upon return to their home campuses to integrate the material learned during those short study tours back into the curriculum. By

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## **Pre-departure Orientation Information to Prepare U.S. Students to Study Abroad in Indonesia**

In discussions with USIPP U.S. and Indonesian participants, a thorough pre-departure orientation emerged as a key ingredient to successful study abroad experiences for U.S. students. What follows are some key topics to discuss with U.S. students before they travel to Indonesia.

### **Housing and Facilities**

U.S. students should be made aware that amenities such as hot water and air conditioning are not standard in all Indonesian dwellings. Some Indonesian institutions have special dormitories for Western students on campus that provide these amenities; however, there will be little interaction with local students. Students with physical disabilities, such as those who require wheelchair use, may not be able to access all buildings on campus, due to the lack of wheelchair ramps and/or elevators.

In Indonesia, as in other tropical countries, students will encounter insects and other animals (lizards, etc.) indoors, and this should not be taken as a sign of uncleanness. These creatures are present even in five-star accommodations, often regardless of the amount of effort taken to eradicate them.

### **Religion**

Even though Indonesia is a liberal Muslim country, U.S. students should be aware of different cultural practices regarding religion. Indonesian Muslims, both students and teachers, will take time out of the day in the morning and afternoon for prayers. In addition, every Friday from approximately 11am-1pm, Muslim men engage in noon prayers at the local mosque. Students should not expect to receive services from male staff during this time.

### **Dress**

Indonesia has a very different dress code than the U.S. Despite the heat, women generally do not wear sleeveless tops, even in informal situations. Some professors may be offended by students wearing revealing, dirty, or torn clothing to class, including tank tops and shorts (for both men and women). Students will see some, but not all, Indonesian women wearing the hijab (head covering). Western women are not expected to cover their heads.

### **Time**

Indonesians have a more flexible attitude toward time than Americans, and appointments do not always take place at the specified time. This may include scheduled classes.

### **Transportation**

Local transportation exists in large cities such as Jakarta, but in smaller cities, the most common mode of transportation used by students may be mopeds. The accident rate for mopeds in Indonesia is high, and given the varying level of medical care available locally, some U.S.-based programs have prohibited students from using mopeds. Advisers should consider developing a policy that best suits their students and institution.

### **Technology**

Students should be aware that Internet service is slow and inconsistent in Indonesia, even in large cities. As a result, students may not be able to engage in social media activities with the frequency that they are accustomed to. Connectivity issues also affect smartphone functionality, including BlackBerries and iPhones.

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doing so, students have the advantage of being able to apply real-life experiences into theory and vice-versa. Successful study abroad models should also strive to ensure the continuity and longevity of the program by offering it on at least an annual basis. In this way, the program becomes institutionalized and, through publicity offered by former participants, part of a school's culture.

Institutions should leverage all existing connections with Indonesia, taking the time to research existing linkages the institution has with Indonesia, including faculty and research scholars from Indonesia, international students and alumni from Indonesia, and alumni of previous study abroad programs. These groups can all assist in building interest in study abroad to Indonesia on campus and virtually. Indonesian resources in the wider community, including companies that have manufacturing and trade links with Indonesia, are also potential resources.

Some long-term strategies and approaches to help foster U.S.-Indonesia institutional partnerships and increase study abroad capacity include:

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

Most important is to comprehend the complementary nature of the two nations, and to keep in mind that the most fruitful partnership will be egalitarian and mutually beneficial. One of the challenges in the coming years will be to identify those synergistic opportunities for collaboration, and then to act on those ideas in a concrete and productive manner.

The Institute of International Education believes that the U.S.-Indonesia Partnership Program for Study Abroad Capacity will have a deep impact on the institutions it reaches and on all the students and faculty members who, in turn, benefit from the institutional linkages that are developed, both directly and through the sharing of best practices. IIE and its university partners are honored to partner with ECA to implement the U.S.-Indonesia Partnership Program, which advances wider U.S. policy goals with a key partner country, providing the foundation for the partner institutions to develop sustainable study abroad programs in Indonesia for U.S. undergraduates and graduate students.

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On October 31, 2011, the governments of the United States and Indonesia co-hosted the inaugural U.S.–Indonesia Higher Education Summit at the U.S. Department of Education in Washington, DC. The Summit of over 100 leaders from the higher education, private, and nonprofit sectors of both the U.S. and Indonesia highlighted the strategic importance of enhancing bilateral academic collaboration.

The Summit was opened by remarks from U.S. Secretary of Education, Arne Duncan; Acting Under Secretary of State, Ann Stock; and Mohammad Nuh, Minister of Education and Culture for the Government of Indonesia. Each speaker emphasized the urgent need to increase bi-national linkages, citing the goals of the Higher Education Partnership announced by Presidents Obama and Yudhoyono in 2010. In her remarks, Acting Undersecretary of State, Ann Stock, mentioned several key U.S.–Indonesia initiatives, including the U.S.–Indonesia Fulbright program, the Peace Corps, USAID, and EducationUSA, remarking that “the U.S. Department of State and the Department of Education are rightfully optimistic about this partnership. Increasing the people-to-people connections between our two countries will shape our relationship for decades to come” (October 31, 2011, Department of Education). In his remarks, Secretary Duncan added:

“I am absolutely convinced that the U.S. and Indonesia have much to share with each other, to our mutual benefit. The challenges of climate change, public health, sustainable agriculture, and renewable energy do not stop at the border. And I believe that the status quo is both ripe for change and cannot stand” (October 31, 2011, Department of Education).

All present at the Summit agreed that U.S.–Indonesian higher education cooperation is a mutually beneficial and strategic endeavor, and that the present moment offers a unique opportunity to jumpstart a new era of bilateral collaboration.

The Summit revolved around four main topics: higher education governance; innovation, research collaboration, and academic exchange; the community college model; and teacher preparation. During the morning plenary, experts in each of these areas gave presentations, providing Summit participants with a solid base for beginning to discuss each issue in more depth. Afternoon breakout sessions allowed smaller groups to focus on each of the four main topics, and were led by both Indonesian and American administrators. Through thoughtful discussion and collective brainstorming, the groups came to several conclusions, including:

- The higher education communities in both countries need more information about their counterparts and suggest developing an online clearinghouse describing current research activities at each institution.
- While in reality the Indonesian student visa acceptance rate has increased to a 95 percent, there remains a perception that it is difficult to obtain a visa to study in the U.S. Both countries need to proactively work on dispelling this myth.
- Representatives from the Indonesian institutions agreed to assist U.S. scholars with the visa process, since some have experienced difficulty in obtaining the proper visas and permits to perform research in Indonesia.
- There is a great need to increase industry and business involvement. Indonesia and the U.S. have a robust trade relationship and higher education institutions can help provide the human capital needed to fuel these industries. Businesses should have a greater stake in the quality of higher

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education by providing scholarships to students from both countries to study or perform research abroad.

- The government of Indonesia plans to learn from the U.S. community college model to open 45 community colleges in Indonesia in 2012. U.S. community college experts recommended that local polytechnics should be involved in developing these new community colleges and that the main focus should be on local industry needs.

## U.S.-INDONESIA HIGHER EDUCATION SUMMIT

### AGENDA

**Lyndon Baines Johnson Building**  
**Washington, D.C.**  
**October 31, 2011**

**8:00—9:00 am**      **REGISTRATION**  
*Lyndon Baines Johnson Building*

**9:00—9:45 am**      **WELCOME AND OPENING REMARKS**  
*Barnard Auditorium*

**Welcome:**

**Sylvia Crowder**, Senior Director  
International and Foreign Language Education, Office of Post Secondary  
Education, U.S. Department of Education

**Introductions:**

**Ann Stock**, Acting Under Secretary  
U.S. Department of State

**Opening Remarks:**

**Arne Duncan**  
Secretary of Education  
U.S. Department of Education

**Mohammad Nuh**  
Minister of Education and Culture  
Government of Indonesia

**10:00—11:30 am**      **PLENARY SESSION**  
*Barnard Auditorium*

**Introductions:**

**Andre Lewis**, Deputy Assistant Secretary  
International and Foreign Language Education, Office of Post Secondary  
Education, U.S. Department of Education

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**Presenters:**

**Djoko Santoso**, Director General of Higher Education

Directorate General of Higher Education

**Peggy Blumenthal**, Senior Counselor

Institute of International Education

**Jack Bermingham**, President

Highline Community College

**Supriadi Rustad**, Director

Academic Administrative Staff Development,

Directorate General of Higher Education

**Question and Answer:**

Andre Lewis, Deputy Assistant Secretary

International and Foreign Language Education, Office of Post Secondary

Education, U.S. Department of Education

**11:45–12:45 pm**

**LUNCH AND KEYNOTE ADDRESS**

*Barnard Auditorium*

**Welcome:**

**Tony Miller**, Deputy Secretary

U.S. Department of Education

**Introduction:**

**Ambassador Adam Ereli**, Acting Assistant Secretary

U.S. Department of State

**Keynote Address:**

**Peter McPherson**, President

Association of Public and Land-grant Universities

**1:00–2:30 pm**

**WORKING GROUP I****Governance of Higher Education**

*Barnard Auditorium*

- Accreditation and quality assurance systems

- Bridging differences in governing systems

**Kay Gilcher**, Director

Accreditation Group, U.S. Department of Education

**Judith Eaton**, President

Council for Higher Education Accreditation

**Djoko Santoso**, Director General of Higher Education

Directorate General of Higher Education

**Innovation, Research Collaboration and Academic Exchange**

*Room 1W105/108*

- Prioritizing areas of mutual importance for collaboration and academic exchange



- Effective networking strategies
- Lessons learned from existing models  
**Chris McCord**, Dean  
College Liberal Arts & Sciences,  
Northern Illinois University  
**Achmad Jazidie**, Director-Institutional Development  
Directorate General of Higher Education

**2:30–2:45 pm**      **TEA/COFFEE BREAK**  
*Barnard Auditorium*

**2:45–4:15 pm**      **WORKING GROUP SESSION**  
**Community College Model**  
*Barnard Auditorium*

- Model development
- Establishing articulation agreements
- Bilateral faculty and administrator exchanges and training  
**Carol Stax-Brown**, President  
Community Colleges for International Development  
**Harris Iskandar**, Secretary  
Directorate General for Higher Education

**Teacher Preparation**  
*Room 1W105/108*

- Teacher preparation and training programs
- The challenges in aligning teacher education programs with national, state, and local standards.  
**Jolanda Westerhof**, Director of Teacher Education  
American Association of State Colleges and Universities  
**Supriadi Rustad**, Director  
Academic and Administrative Staff Development,  
Directorate General of Higher Education

**4:30–5:30 pm**      **CLOSING PLENARY**  
*Barnard Auditorium*

**Introductions/Summary of Working Group Discussions:**

**Andre Lewis**, Deputy Assistant Secretary  
International and Foreign Language Education, Office of Post Secondary  
Education, U.S. Department of Education

**Summary of Working Group Discussions:**

**Harris Iskandar**, Secretary  
Directorate General for Higher Education



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**Peggy Blumenthal**, Senior Counselor  
Institute of International Education  
**Jack Bermingham**, President  
Highline Community College  
**Supriadi Rustad**, Director  
Academic and Administrative Staff Development,  
Directorate General of Higher Education

**Closing Remarks:**

**Arne Duncan**, Secretary of Education  
U.S. Department of Education  
**Djoko Santoso**, Director General of Higher Education  
Directorate General of Higher Education

**Conclusion:**

**Andre Lewis**, Deputy Assistant Secretary  
International and Foreign Language Education, Office of Post Secondary  
Education, U.S. Department of Education

**5:30–6:30 pm**

**CLOSING RECEPTION**

*Lyndon Baines Johnson Building*

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## AFTERWORD: STUDY ABROAD TO INDONESIA: BUILDING MUTUAL UNDERSTANDING BETWEEN THE UNITED STATES AND INDONESIA

*By Agustina Veny Purnamasari, Indonesian Fulbright student at Iowa State University*

In June 2011, I had the opportunity to assist a study abroad program on a two-week trip to my home country of Indonesia. There were seven students from Iowa State University (ISU)—three undergraduates and four doctoral students—along with a professor, Dr. Linda Serra Hagedorn, director of the study abroad program to Indonesia. During the two weeks, we visited a variety of primary and secondary schools, including Pelita Harapan (a private Christian school), SDN Menteng 01 (a public elementary school that President Obama had attended), SMP 115 (a public junior high school), and SMA 70 (a public high school). To learn more about the Indonesian higher education system, we visited public and private universities and a vocational academy in Jakarta. They included: Universitas Negeri Jakarta (State University of Jakarta), Pelita Harapan University (a private Christian university), Universitas Al Azhar Indonesia (an Islamic university), President University (a private university), and Akademi Teknik Mesin dan Industri (Indonesian Machinery Industry Academy), where we conducted field observation at a laboratory.

We gained valuable insight into current projects and partnerships between U.S. and Indonesian higher education institutions through presentations at the U.S. Embassy in Jakarta. In addition, at the EducationUSA office in Jakarta, part of a global network of more than 400 advising centers supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs, the U.S. students presented on studying in the U.S. to 20 Indonesian students.

During the two weeks, ISU students learned about the differences between Indonesian and U.S. higher education systems through their observations and interactions with Indonesian students. They also presented information about the U.S. higher education system at each university and high school. The visit to Universitas Al Azhar Indonesia, an Islamic university, gave students a better understanding about certain prejudices that they held.

Our group also engaged in a number of cultural activities. At the kindergartens and elementary schools we visited, ISU students demonstrated typical games played by American children. They also had a chance to learn about Indonesian cultures through traditional dances performed by the elementary and high school students. Even though none of the ISU students on the program could speak the language, they learned to adapt to a culture that is very different from their own.

As a Fulbright student in the United States, I was honored to participate in a study abroad program that built mutual understanding between the United States and my home country, Indonesia. It is my hope that there will be more academic partnerships developed between U.S. and Indonesian higher education institutions, which in turn will lead to better understanding between the two countries. As Senator William Fulbright once remarked: "If we can bring a little more knowledge, a little more reason, and a little more compassion into world affairs, we will thereby increase the chance that nations will learn at last to live in peace and friendship."

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## APPENDIX A: SERVICES AND RESOURCES FOR BUILDING PARTNERSHIPS WITH INDONESIA

### Resources for U.S.-Indonesia Academic Collaboration

#### IIE in Indonesia

IIE staff in Jakarta provide a range of services to advance higher education collaboration and workforce development in Indonesia. IIE works through the Indonesian International Education Foundation (IIEF) to administer its programs in Indonesia. IIEF is an Indonesian organization that administers higher education scholarship programs for in-country and overseas study, as well as short-term training programs for professionals and scholars. IIEF works closely with the Indonesian Government, in particular the Indonesian Ministry of National Education, to implement a variety of programs aimed at promoting Indonesian education and international exchange. IIE/Indonesia administers the Ford Foundation International Fellowships Program (IFP), as well as the Indonesian English Language Program. Website: [www.iie.org/en/Offices/Jakarta](http://www.iie.org/en/Offices/Jakarta); Contact: [iief@indo.net.id](mailto:iief@indo.net.id)

#### Partner with EducationUSA in Indonesia

EducationUSA is the official name for U.S. Department of State-affiliated educational advising centers overseas. Each year EducationUSA centers receive millions of contacts from students all over the world. Centers are staffed by professional advisers, many of whom have studied in the United States. Advisers provide comprehensive, objective, and accurate information on accredited U.S. higher education institutions. Advisers are not agents or recruiters and are not permitted to receive commissions from colleges, universities or agents. There is a strong network of EducationUSA centers located throughout Asia, including centers in Jakarta, Medan, Surabaya, and Malang. Website: [www.educationusa.info/indonesia](http://www.educationusa.info/indonesia); Contact: [infoeas@aminef.or.id](mailto:infoeas@aminef.or.id) (Jakarta); [donna.pasaribu@aminef.or.id](mailto:donna.pasaribu@aminef.or.id) (Medan); [surabayaeas@aminef.or.id](mailto:surabayaeas@aminef.or.id) (Surabaya); [malangeas@aminef.or.id](mailto:malangeas@aminef.or.id) (Malang)

#### U.S. Higher Education Fairs in Indonesia

The Institute of International Education's Fairs are designed to provide U.S. university and college representatives with a well-managed event at reasonable cost. The Fairs foster an opportunity to meet prospective students and supportive parents interested in American higher education. IIE Higher Education Fairs will also take place in China, Thailand, Vietnam, India, and Japan. Visit the website to view the complete schedule. Website: [www.iiehongkong.org](http://www.iiehongkong.org); Contact: [info@iiehongkong.org](mailto:info@iiehongkong.org)

### IIE Policy Research and Publications on Indonesia

#### *IIE Networker Magazine: International Education in Asia*

Continuing with *IIE Networker's* goal of exploring international education efforts in specific world regions, this issue focuses on international education in Asia. One article in this issue contextualizes the meaningful partnerships between the United States and Indonesia for developing world-class Indonesia geoscientists.

Download the digital magazine: [www.iie.org/iienetworker](http://www.iie.org/iienetworker)

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### *IIE Passport Directory and Website*

To help students identify study abroad opportunities, IIE offers [www.IIEPassport.org](http://www.IIEPassport.org), which features more than 9,500 study abroad and learning travel opportunities worldwide for participants of all ages. The program listings on the IIE Passport website include data on up to 35 fields, including location, field of study, cost, college credit availability, and eligibility for scholarships. The IIE Passport print directory includes thousands of study abroad program listings offered by U.S. and foreign universities and study abroad providers. Key information on application procedures and requirements, academic credit, contact addresses, email, phone, fax, costs, fields of study, language of instruction, housing, travel, and orientation. The directory lists study programs in six Indonesian cities. Website: [www.iiepassport.org](http://www.iiepassport.org)

### *Promote Your Institution and Programs to Students in Indonesia and Around the World*

IIE's print and online publications, websites, and higher education fairs offer a variety of targeted advertising opportunities for colleges and universities. Institutions can include their listings at no charge in many of IIE's publications, including *Funding for United States Study* and *Intensive English USA*. For more information on listing programs and advertising placement, contact Jeff Bunkin at [jbunkin@naylor.com](mailto:jbunkin@naylor.com) or at (352) 333-3342.

To order our IIE publications, please visit [www.iiebooks.org](http://www.iiebooks.org)

## **Resources for Bringing Indonesian Students and Scholars to the Campus**

### **Visiting Fulbright Scholar Programs**

The Visiting Fulbright Student and Scholar Programs help colleges and universities internationalize their campuses by bringing students, scholars, and professionals from abroad to the United States. Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, the following programs (each with its own eligibility and application requirements) are available in 2011:

- **Fulbright Foreign Student Program:** Brings citizens of other countries to the United States for master's or Ph.D. study at U.S. universities or other appropriate institutions. The program has brought some of the world's finest young minds to U.S. campuses and offers program participants insight into U.S. society and values. Learn more at: [foreign.fulbrightonline.org](http://foreign.fulbrightonline.org).
- **Core Visiting Program:** Brings approximately 800 visiting scholars and professionals to teach and conduct research at U.S. institutions for a semester, full academic year, and in some cases, up to two years. Learn more at: [www.iie.org/cies](http://www.iie.org/cies).
- **Fulbright Specialists Program:** Short-term grants ranging from two to six weeks are available for U.S. faculty and professionals to assist foreign institutions with specialized requests such as curriculum development, faculty development, or consulting. Applications are accepted year-round. More information is posted at: [www.iie.org/cies/specialists](http://www.iie.org/cies/specialists).
- **Fulbright Scholar-in-Residence Program:** This program targets U.S. colleges and universities in need of either first-time or enhanced internationalization assistance by providing a grant to host a visiting scholar or professional for up to one academic year. Liberal arts colleges, HBCUs, MSIs, and community colleges are encouraged to apply. More information is posted at [www.iie.org/cies](http://www.iie.org/cies).

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- **Fulbright Occasional Lecture Fund (OLF):** This travel fund enables Fulbright Visiting Scholars, currently in the United States, to accept guest lecturing invitations from other colleges and universities. More information is posted at [www.cies.org/olf/](http://www.cies.org/olf/).
  - **Fulbright Language Teaching Assistant Program (FLTA):** Since 1968, the FLTA Program has aimed to strengthen foreign language instruction at U.S. educational institutions by establishing a native speaker presence. Sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, the FLTA Program provides international teaching assistants, teachers, and Americans with an opportunity to learn about each other's cultures and customs, thereby enhancing mutual understanding. More information is posted at [www.flta.fulbrightonline.org](http://www.flta.fulbrightonline.org).
  - **Hubert H. Humphrey Fellowship Program:** This Fulbright program provides mid-career professionals from abroad with funds to spend 10 months in the U.S. to pursue non-degree academic study and professional experiences related to leadership and public service. More information is posted at: [www.humphreyfellowship.org](http://www.humphreyfellowship.org).

### **Study America Specialists, Researchers, Professors & Short Term Scholars**

The Study America program works in collaboration with universities, colleges, research institutions, private businesses, and NGOs to sponsor individuals to teach, lecture, observe, consult, and share their culture and professional expertise with their American colleagues as J-1 Short-Term Scholars, Professors, Research Scholars, Trainees, Specialists, Students, and Teachers. Website: [www.iie.org/en/Programs/Study-America-Cultural-and-Professional-Exchange-Programs](http://www.iie.org/en/Programs/Study-America-Cultural-and-Professional-Exchange-Programs)

## **Scholarships, Fellowships, and Internships in Indonesia for U.S. Students**

### **Fulbright Program: U.S. Student Competition**

The Fulbright U.S. Student Program equips future American leaders with the skills they need to thrive in an increasingly global environment by providing funding for one academic year of study or research abroad, to be conducted after graduation from an accredited university. Included in the Fulbright U.S. Student Program are English Teaching Assistantships, which provide opportunities for U.S. students to help teach English language and conversation alongside host country English teachers in select countries in Asia, Eastern and Western Europe, and Latin America. Website: [us.fulbrightonline.org](http://us.fulbrightonline.org)

### **Fulbright English Teaching Assistantships (ETA)**

English Teaching Assistantships are offered in many countries worldwide and individual elements may vary by country. In most cases, ETAs are placed in schools or universities outside of capital cities, are assigned various activities designed to improve their students' language abilities and knowledge of the United States, are fully integrated into the host community, increasing their own language skills and knowledge of the host country. ETAs may pursue individual study/research plans in addition to ETA responsibilities. Website: [us.fulbrightonline.org/thinking\\_teaching.html](http://us.fulbrightonline.org/thinking_teaching.html)

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### **Benjamin A. Gilman International Scholarship Program**

The Gilman Program, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, offers scholarships for undergraduate students who are receiving Federal Pell Grant funding at a two- or four-year college or university to participate in study abroad programs worldwide. Website: [www.iie.org/gilman](http://www.iie.org/gilman)

### **Boren Scholarships & Fellowships**

Funding from the National Security Education Program (NSEP) supports U.S. undergraduate and graduate students to study less commonly taught languages in world regions critical to U.S. interests. Funding of up to \$20,000 is available for undergraduates and \$30,000 for graduate students, depending on cost and length of program. Website: [www.borenawards.org](http://www.borenawards.org)

### **Freeman-ASIA Awards for Study in Asia**

Freeman-ASIA supports American undergraduates with demonstrated financial need who are planning to study overseas in East or Southeast Asia. The program's goal is to increase the number of Americans with firsthand exposure to and understanding of Asia and its peoples and cultures. Award recipients are required to share their experiences with their home campuses or communities to encourage study abroad by others and fulfill the program's goal of increasing understanding of Asia in the United States. From 2001 to 2009, Freeman-ASIA supported over 4,000 U.S. undergraduates from more than 600 institutions with their study abroad plans in East and Southeast Asia. With generous funding from the Freeman Foundation, the Institute of International Education (IIE) is relaunching the Freeman-ASIA Program for two academic years. Website: [www.iie.org/freeman-asia](http://www.iie.org/freeman-asia)

### **Freeman Indonesia Nonprofit Internship Program**

The Freeman Indonesia Nonprofit Internship Program (FINIP), funded by the Freeman Foundation, aims to develop student leaders and strengthen the nonprofit sector in Indonesia. IIE will select and pair 10 Indonesian students pursuing U.S. degrees with 10 U.S. undergraduates and arrange internships for them to work together in an Indonesian nonprofit organization. In addition to the practical internship experience, U.S. participants will be enrolled in an Indonesian language and culture course, which will provide intensive language instruction (60 contact hours). It is expected that the American student's home institution will award credit for successful completion of the language and culture program. Indonesian participants will complete a course introducing them to NGOs, their purpose, and their administration. Website: [www.iie.org/freeman-asia](http://www.iie.org/freeman-asia)

### **Whitaker International Fellows and Scholars Program**

The Whitaker Program supports biomedical engineers (and bioengineers), from graduating seniors through postdoctorates, in conducting high-quality research or study overseas. Website: [www.whitaker.org](http://www.whitaker.org)

## **IIE Resources for U.S. Study Abroad**

### **IIE-ADMINISTERED SCHOLARSHIPS FOR U.S. STUDY ABROAD**

#### **Funded by the U.S. Department of State:**

Benjamin A. Gilman International Scholarship Program  
Fulbright U.S. Student Program

[www.iie.org/gilman](http://www.iie.org/gilman)  
[www.fulbrightonline.org](http://www.fulbrightonline.org)

#### **Funded by the National Security Education Program:**

David L. Boren Scholarships and Fellowships  
The Language Flagship Fellowships

[www.borenawards.org](http://www.borenawards.org)  
[www.thelanguageflagship.org](http://www.thelanguageflagship.org)

#### **Funded by private sponsors:**

Freeman Awards for Study in Asia  
Global Engineering Education Exchange  
Whitaker International Fellows and Scholars Program

[www.iie.org/Freeman-ASIA](http://www.iie.org/Freeman-ASIA)  
[www.globale3.org](http://www.globale3.org)  
[www.whitakerawards.org](http://www.whitakerawards.org)

**IIEPASSPORT: PROGRAM OPPORTUNITIES FOR STUDY ABROAD:** [www.iiepassport.org](http://www.iiepassport.org)

**FUNDING FOR UNITED STATES STUDY:**

[www.fundingusstudy.org](http://www.fundingusstudy.org)

**STUDY ABROAD FUNDING OPPORTUNITIES FOR STUDENTS:** [www.studyabroadfunding.org](http://www.studyabroadfunding.org)

**CENTER FOR INTERNATIONAL PARTNERSHIPS IN HIGHER EDUCATION:** [www.iie.org/cip](http://www.iie.org/cip)

The IIE Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining institutional partnerships with their counterparts around the world. Major initiatives of the Center include the International Academic Partnerships Program (IAPP), and the IIE Global Partnership Service (GPS).

**OPEN DOORS REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE:** [www.iie.org/opendoors](http://www.iie.org/opendoors)

The Open Doors Report on International Educational Exchange, supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides an annual, comprehensive statistical analysis of academic mobility between the U.S. and other nations, with over 60 years of trend data.

**IIE/AIFS GLOBAL EDUCATION RESEARCH REPORTS:** [www.iie.org/gerr](http://www.iie.org/gerr)

Report One: U.S.-China Educational Exchange: Perspectives on a Growing Partnership (2008)

Report Two: Higher Education on the Move: New Developments in Global Mobility (2009)

Report Three: International India: A Turning Point in Educational Exchange with the U.S. (2010)

Report Four: Innovation through Education: Building the Knowledge Economy in the Middle East (2010)

Report Five: Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility (2011)

Report Six: Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages (2011)





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