



ASSESSMENT OF HIGHER EDUCATION INSTITUTIONAL CAPACITY IN SELECTED GEOGRAPHIC AND SUBJECT AREAS

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Acronyms

Indonesian Higher Education Institutions Visited

IPMI	Institut Pengembangan Manajemen Indonesia (Jakarta)
IPB	Institut Pertanian Bogor
ITB	Institut Teknologi Bandung
LAN	Lembaga Administrasi Negara
PMBS	Sekolah Bisnis Prasetiya Mulya (Jakarta)
STIA-LAN	Sekolah Tinggi Ilmu Administrasi – Lembaga Administrasi Negara
UGM	Universitas Gadjah Mada (Yogyakarta)
UI	Universitas Indonesia (Jakarta and Depok)
UKSW	Universitas Kristen Satya Wacana (Salatiga)
UNHAS	Universitas Hasanuddin (Makassar)
UNM	Universitas Negeri Makassar
UNPAD	Universitas Padjadjaran (Bandung)
UNS	Universitas Sebelas Maret (Solo)
UNSYIAH	Universitas Syiah Kuala (Banda Aceh)
UNY	Universitas Negeri Yogyakarta
UPI	Universitas Pendidikan Indonesia (Bandung)
USU	Universitas Sumatera Utara (Medan)

Indonesian Organizations

AAETE	Agency for Agricultural Education, Training and Extension
BHK	Badan Hukum Kerjasama
BAN-PT	National Accreditation Board for Higher Education
BAPPENAS	National Planning Board
BUUD	Village Unit Private Companies
DGHE	Directorate General of Higher Education, MONE
DPR/DPRD	Central/Local Parliaments
IDT	Presidential Instruction for Underdeveloped Villages
FH	Fakultas Hukum (Law Faculty)
INHERENT	Indonesian Higher Education Network
ISMAPI	Association of Education Management Graduates
KUD	Village Cooperatives
MenPAN	Ministry of Administrative Reform
MONE	Ministry of National Education
ROI	Republic of Indonesia
SEAMOLEC	Southeast Asian Minister of Education Organization Regional Open Learning Center

Other

ADR	Alternative Dispute Resolution
AIST	National Institute of Advanced Industrial Science and Technology

AVRDC	Asian Vegetable Research and Development Center
BIMAS	Community Guidance
CIFOR	Center for International Forestry Research
DBE-1	Decentralized Basic Education-1 (USAID)
DBE-2	Decentralized Basic Education-2 (USAID)
ELIPS Project	Economic Law, Information and Procurement Systems Project (USAID)
EM	Education Management
FA	Faculty of Agriculture
GDP	Gross Domestic Product
GMAT	Graduate Management Admissions Test
HEI	Higher Education Institution
IASIA	International Association of Schools and Institutes of Administration
ICRAF	International Center for Research in Agroforestry
IIAS	International Institute of Administrative Sciences
IPR	Intellectual Property Rights
JSRP	Justice Sector Reform Project (USAID)
LGU	Land Grant University
MBA	Master of Business Administration
MM	Master of Management
MOU	Memorandum of Understanding
NGO	Non-governmental Organization
PA	Public Administration
RIA	Regulatory Impact Assessment
S ₁	Strata One (Bachelor's Degree)
S ₂	Strata Two (Master's Degree)
S ₃	Strata Three (Doctoral Degree)
SANREM CRSP	Sustainable Agriculture and Natural Resource Management – Collaborative Research Support Program
TOEFL	Test of English as a Foreign Language
UC	University of California
UNC	University of North Carolina
USAID	United States Agency for International Development

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Executive Summary

I. Background

The purpose of this assessment is to assist the United States Agency for International Development (USAID) to decide whether and how it might collaborate with Indonesian HEIs to increase their institutional capacity in selected geographic and subject areas in Indonesia. The five subject areas are: (a) public administration and management; (b) education management; (c) business management, leadership and entrepreneurship; (d) agriculture extension and food security; and (e) legal education. The team visited 16 HEIs in six provinces. The HEIs visited represent less than 1 percent of the total number of public and private universities in Indonesia but comprise about 20 percent of the public universities and about half of the HEIs are seen as being in the top two tiers in terms of quality.

The evaluation team used four basic methods to obtain its findings, including: reviewing HEI documents, research and background studies in education; semi-structured questions and interviews with officials of HEIs and key program stakeholders; in-depth interviews with key knowledgeable observers of higher education and stakeholders in Indonesia; and focus group discussions with mixed and single-interest (subject area) groups of HEI faculty and students.

There were several constraints to conducting the capacity assessment. First, it was difficult to collect baseline data on HEIs. The team's research assistants gathered information by searching HEI websites and filling data gaps with follow-up telephone calls. Many HEI websites, however, offer very limited and often disparate information that did not permit comparison between HEIs. Telephone calls to gather data met with reactions ranging from resistance to indifference to mild cooperation. In all but one case, site visits to HEIs yielded good cooperation and excellent discussions but, given the limited time for visits, it was often difficult to verify and cross check information. Second, given the scale, geographic spread, budget, and time available for travel and visiting each HEI, there was insufficient time for the evaluation team to undertake a detailed, in-depth analysis of each HEI or each program within each HEI. Third, the sample of HEIs selected for interview was small and could not be random owing to the logistics of visiting at least 12 HEIs in selected areas within three weeks. In addition, the selection factor for some schools (high reputation) may have skewed the findings toward the best practices, and they, therefore, may not be fully representative.

II. Findings

Overall, the assessment team found that a set of carefully focused and limited interventions aimed at selected HEIs and stakeholders can have a very significant impact on higher education in Indonesia as well as large and significant social, legal, economic and political impacts. Despite apparent similarities between U.S. and Indonesian HEIs, Indonesian universities, among other things, could benefit greatly from pairing with U.S. HEIs to improve management systems, improve curriculum relevance, teaching

methodology and partnering with stakeholders, and staff upgrading, especially in technical fields.

Specific subject area findings

Education Management. While Education Management programs at the master's level (EM S₂) have served their stakeholders to some extent by inviting their participation in curriculum reviews, seminars, and student projects, there remains a significant disconnect between the programs and stakeholders. Courses largely are theoretical and lecture-based rather than student-focused and problem-based; the programs report that 40 percent of the EM S₂ program is practical rather than theoretical, but "practical" courses often include those that address "practical" topics only through lectures and theory. Stakeholders are not meaningfully engaged in curriculum reviews and practical research. The programs tend to provide services to and for stakeholders, but not always with them; collaboration often is one-way, with programs inviting stakeholders to HEIs but seldom going to stakeholder offices. Because most students have worked in education-related offices before entering the S₂ programs, the programs assume that practical courses are unnecessary; the students are expected to integrate their prior experiences with the theory in the courses. Management factors, academic as well as administrative, also inhibit program effectiveness, relevance, and quality.

The team assessed EM S₂ programs at four HEIs. Of those institutions, the program at UPI appears to be best suited to benefit from and be the lead Indonesian HEI for two reasons. First, unlike the other HEIs, most of the students come from and return to their jobs in the management and administration of public education services. Second, UPI appears most ready to implement USAID-supported EM assistance, working with other EM S₂ programs and their primary education stakeholders as well as with U.S. EM S₂ programs that partner effectively with U.S. education stakeholders.

A USAID-supported EM assistance initiative might build on (and replicate at other Indonesian EM S₂ programs) the UPI/DBE-I partnership on preparing staff and students to support district office strategic planning, school-based management, and related priorities. Key to the success of all these initiatives will be the active use of ICT services, including INTERNET and SEAMOLEC Jakarta. Such initiatives can best be implemented in a step-by-step approach of comprehensive assessments and analyses; curricular, human resource management, ICT, management, and other program/HEI interventions; and the development of program, management, and human resource strategic plans.

Business Management. Master of Business Administration (MBA) courses are called Master of Management (MM) and are very common in Indonesia. Most MM programs reviewed appear similar and seek to take managers to a higher level of performance and understanding of the management process. The 12 HEIs visited, however, revealed a wide range of facilities, faculty qualifications, and capacity to

deliver MM services. The capacity to deliver services ranged from internationally benchmarked, high quality, high fee programs to faculties with low levels of resources, limited cooperation agreements, poor faculty qualifications and low quality of graduates. All programs reviewed were very popular, with enrollments at some HEIs reaching 2000 students per year. The Jakarta area had the biggest concentration of MM providers and most of the high quality programs.

MM courses in Java are highly developed, and it may appear that there is no role for the U.S. government. Indonesia, however, has other areas of the country that can serve as engines of growth but generally have poor quality MM programs. These areas need good local HEIs and managers to promote regional economic development. USAID should consider addressing these access and equity issues. The impact of a small investment on selected regional MM programs could be huge. The focus of the program should be on HEI capacity building and could take numerous forms, including developing practical curricula, faculty training, development of public/private partnerships, and research and design programs. Many of these HEIs will also need some management strengthening in budgeting and financial management, strategic and operational planning, infrastructure management, and human resource and student management. These are skills that could be developed under a partnership with a developed U.S. MM program.

Public Administration. The team assessed Public Administration (PA) master's (S_2) programs at six HEIs and STIA-LAN in Jakarta and Makassar. STIA-LAN is the public administration training arm of the Government of Indonesia (GOI). Most of the HEI students come from and return to jobs in local government offices and national ministries. Increasingly, some students are entering these programs directly after completing S_1 degrees. The STIA-LAN S_2 program in each of Jakarta and Makassar graduates about 200 students per year; most students in Jakarta come from national ministry jobs, while most students in Makassar come from local government offices. None of these programs focus on serving students specifically with education interests or positions.

The PA S_2 programs have effectively served their stakeholders by working effectively with local government officials. Especially impressive in terms of stakeholder interactions is UGM, which not only conducts regular donor-funded local government training sessions on planning, assessment and other topics, but also uses a demand-driven student cohort admissions process that enables students to begin their S_2 program and return to work as soon as possible. Nevertheless, all of the assessed PA S_2 programs need to improve their services to stakeholders given the substantial challenges facing local government offices. The PA S_2 program/HEI "academic" culture is difficult to change and the curriculum is still primarily lecture-based and theoretical, not problem-based and practical, with stakeholder insights and views often not taken seriously by the faculty of these programs. The programs assume that students, most of whom enter these programs from and return to local government offices, do not need practical courses. The lack of good stakeholder

needs analysis also limits program effectiveness. Planning and management systems at STIA-LAN are especially outdated or deficient.

The UGM PA S₂ program is best able to provide the necessary leadership for the implementation of USAID-supported assistance to Indonesian university PA programs, working with UI, UNPAD, UNHAS, and perhaps other such PA S₂ programs, as well as with U.S. HEIs/PA S₂ programs that partner effectively with local government stakeholders. Such a PA initiative should enhance the decentralized public sector and foster transparency, accountability, responsibility, and participation, as well as S₂-level education for future public sector managers. The significant management system deficiencies in STIA-LAN also need to be addressed, although such deficiencies might better be addressed separately from other PA initiatives.

Agriculture Extension and Food Security. The extension program in Indonesia is firmly under the Ministry of Agriculture, even with the reform promulgated in Law of the Republic of Indonesia Number 16, Year 2006 on Agricultural, Fishery and Forestry Extension System. While some Faculties of Agriculture (FAs) are engaged in service projects, there is neither budget for those projects nor systematic linkages with decentralized government units that now are officially charged to give advice and oversight to extension. There are newly instituted – and unfunded – Extension Coordinating Agencies at the provincial level, where FAs could have an institutional impact and in fact take leadership.

Research in the institutions involves undergraduates as well as graduate students and is relevant to issues facing localities, regions, and the nation, from participatory bean breeding to sustainable agriculture to value chains. The premier FAs currently have a vast array of contacts with international institutions, including some Land Grant Universities (LGUs) in the U.S. However, few if any of these linkages involve extension. Universities outside Java have staff trained at the major Indonesian universities, but no on-going collaborative research efforts. Occasionally, staff from the outstanding FAs give lectures and short courses at outlying universities.

There is great interest in working with U.S. institutions as a mechanism for international publication, critical to the Indonesian university reward structure. Institutional exchanges and collaborative research that required the strong universities to establish on-going partnerships with outlying universities in order to receive funding for linkages to U.S. LGUs, particularly around the extension-research nexus, could be effective.

Legal Education. A serious problem hindering the development of democracy and improved governance in Indonesia is the justice system. Most simply and starkly put, Indonesian citizens cannot rely on ordinary courts and other major institutions of the justice system – the prosecution services and the police forces – to deliver fair and impartial justice; nor to protect the rights of citizens; nor to be a check and balance against the executive and legislative branches of government. Ordinary

courts are widely reputed to be corrupt, inefficient, and ineffective in adjudication and the delivery of justice. The prosecutorial and police services are also corrupted and fail; they fail to meet high standards of integrity and professionalism and to respect human rights and constraints on the abuse of power.

Indonesian legal education has been for the most part formal and theoretical, lecture-based, and not practical or skills-oriented. There are several reasons for this. First, Indonesia's legal system is a civil law inheritance from the Dutch, and European civil law puts a premium on the development of comprehensive legal theory and as complete a system of rules as possible. Second, Indonesian culture, particularly on Java, is one that values hierarchy, seniority, and deference, and a formal, lecture-based system fits well in such a culture. Third, most Indonesian law faculty lecturers, at least when young and in the early stages of their careers, have no practice experience. As their own learning was primarily theory- and lecture-based, so too is their own teaching. Lastly, until recently, the Indonesian legal system did not lend itself to case study, case analysis, and problem-based approaches.

There are a variety of issues in using traditional approaches to address the problems in legal education. In *curriculum development*, most of the Indonesia legal education curriculum is determined by national and faculty mandate, and there seems not to be much room in the curriculum for elective courses, the provision of course credit for activities like clinics or internships, or the addition of simulation or practice courses. Introducing new courses might not be an easy task. In the area of *teaching methods*, the easiest practice-oriented courses to add to the curriculum of Indonesian legal education are the simulation-based skills courses: writing, interviewing and counseling, negotiation and mediation, and, possibly, advocacy. If there is a problem in this regard, it lies in the materials, and any effort would require a special Indonesian materials development effort. Because of a dearth of *case law*, it is difficult to incorporate case-based learning, and all that this implies in terms of case analysis and critical thinking, in many Indonesian law courses. Aside from the use of simulations, cases, and problem sets, it will likely be difficult to help Indonesian law faculty make their courses more *practically oriented*. Many law school lecturers simply do not have any practical legal experience.

Given the state of legal education in Indonesia and current development possibilities, there are some strategies that may lead to more fundamental reform. These include, among others, the development of justice and governance reform research institutions and public information campaigns, in-depth development activities at leading law schools, improving the recruitment of system officials and their training, the development of mediation and regulatory impact assessment centers, and law clinics, and linking Pusdiklat legal education training with law school legal education.

III. Cross-cutting Findings

- 1) Similarities greater than differences: Indonesian HEIs are much more similar to U.S. HEIs than one might expect. Most faculty programs and course offerings are very similar in design to those found in U.S. institutions. Moreover, most course syllabi are very similar to those in the U.S. Not surprisingly, many faculty members were educated in the U.S. or Europe, and the forces of globalization and international communication make the sharing of information easier.
- 2) Support systems deficient: U.S. support systems for HEIs are much better developed and funded. It appears that Indonesian HEIs have underdeveloped management and operational systems. U.S. curriculum and learning materials are better developed and more fully available than those in Indonesia. U.S. faculty appear to be better educated, with more experience (for example, there is a much higher percentage of Ph.D.s relative to total faculty or students in the U.S.).
- 3) Low relevance: Most programs in most HEIs appear to be largely theoretical, rather than practical. Student-centered, problem-oriented learning materials like case studies are largely absent. Students and alumni assert that their education and training was largely theory-based and not very useful for their current employment. Many faculty members claim that they don't have the materials, training, or mandate to offer practical courses. Employment waits after graduation range from 6 months to 2 years. HEI tracer studies of graduates are largely informal and mostly used to generate donations rather than assist graduates.
- 4) Wide variation in HEI quality: There are some very good public and private sector HEIs, but after the top tiers the quality appears to drop off rapidly. Although it is difficult to tie down quality measures and quality assurance efforts are under development at many HEIs, many lower ranked HEIs offer poor quality education services, especially those in the private sector.
- 5) Equity a major concern: HEIs in Indonesia generally perpetuate income inequalities. Students at the top-ranked HEIs generally come from the ranks of middle and upper income families, while students in the middle and lower tier HEIs get students from the middle to lower income groups. Middle- to lower-ranked HEIs appear to supply most of the people in national and local government and NGOs, while top tier graduates find employment in high-paying private sector firms.
- 6) HEI management constraints: There is an apparent need for improved management capacity in Indonesian HEIs. Financial and operational systems may be deficient in many HEIs, and standard operating procedures are often lacking.

- 7) Absence of action-oriented research centers: Indonesia has few HEI-linked research organizations and think tanks to foster public debate on a variety of issues, including HEI reform. The development of HEI research centers as well as support to umbrella organizations aimed at cooperation among HEIs might aid and stimulate HEI reform.
- 8) Focus, Focus, Focus: Indonesia is a huge country with a large number of HEIs. It would appear that, should USAID elect to support the higher education sector, it should focus on a few high-impact programs in selected HEIs. Some of those areas that appear to be possible areas for intervention are:
- Human resource development (short-term training, degree programs, staff exchange, team teaching)
 - University management (developing strategic plans, standard operating procedures, job descriptions)
 - Curriculum (developing programs that meet stakeholders needs, and approaches for curriculum development)
 - Quality assurance (developing instruments to monitor and evaluate quality)
 - ICT (identifying potential strengths and weaknesses)
 - Applied research (focused research to achieve special objectives in target areas)

I. Introduction

A. Evaluation Objectives and Scope of Work (SOW)

This report assesses higher education institutional capacity in selected geographic and subject areas in Indonesia. The three geographic areas of Indonesia were to be Aceh, Java, and Papua. The four subject areas were to be: (a) public administration and management, particularly the management and administration of public education services; (b) business management, leadership and entrepreneurship; (c) agriculture extension and food security; and (d) legal education. With the agreement of USAID, the assessment dropped Papua from consideration and split the subject area, “public administration and management, particularly the management and administration of educational services,” into two areas: 1) public administration and 2) education management.

The assessment is intended only as a first stage, snap-shot appraisal to gather information about a sample of higher education institutions (HEIs). The assessment is not intended to be an in-depth analysis.

The purpose of this assessment is to assist the United States Agency for International Development (USAID) to decide whether and how it might collaborate with Indonesian HEIs to increase their institutional capacity to address critical social and economic development needs. To that end, the assessment will attempt to address three overarching questions:

- 1) To what extent are HEIs, and what indicators suggest that selected HEIs in the selected provinces are, offering quality programs and expertise in these key development areas?
- 2) What actions, if any, would targeted HEIs need to take to expand their provision of programs and expertise and/or improve their quality in these key development areas? and
- 3) What type and amount of support, if any, would be necessary to support these institutions in expanding their provision of educational preparation and provision of expertise in these key development areas?

To complete the work above, USAID requested that the assessment undertake ten tasks (a full scope of work for the assessment is contained in Appendix A). Those tasks were:

- Task 1 - Review the list of HEIs provided by USAID and determine whether additional HEIs should be included on USAID’s list of institutions;
- Task 2 - Develop a methodology, including the questions the team will use to interview university personnel, and a work plan detailing how the assessment will be implemented;
- Task 3 - Describe the activities and programs that the selected HEIs provide in each of the substantive areas, the training and qualifications of the personnel

employed in these activities and programs, and the funding and resources used to support the activities and programs;

- Task 4 - Profile the most common types of participants for the activities and programs and their employment patterns and work performance;
- Task 5 - Profile the typical “customer” organizations and offices that these programs serve;
- Task 6 - Describe the factors that facilitate or constrain the effectiveness of these activities and programs, including whether and how the programs effectively address the interests and needs of clients and stakeholders;
- Task 7 - Describe the factors that facilitate or constrain the effectiveness of the activities and programs from a management point of view;
- Task 8 - Describe the current or prior experience of the HEIs in working with other HEIs, whether within Indonesia or internationally, and characterize the factors that appear to facilitate collaboration;
- Task 9 - Provide observations regarding a) which institutions and programs appear best situated to benefit from and effectively incorporate and apply USAID-supported assistance, including partnership programs with U.S. institutions of higher education; and b) the types of assistance programs the team believes would be most effective in fostering an institutional capacity legacy;
- Task 10 – Present a draft report before departure from Indonesia.

B. Methodology

The assessment was conducted in February and March 2009 by a team of 5 national and 5 international consultants. The team reviewed the 46 HEIs proposed by USAID as potential HEIs for interview and, as suggested in Task 1, added two HEIs to USAID’s list, bringing the total to 48 HEIs. The assessment team then reviewed the 48 HEIs and reduced the list to 23 HEIs based on those factors that were important to USAID.

Those factors (in order of priority) were:

1. Location (within the three geographic priority areas);
2. Quality of institution (based on accreditation and reputation);
3. Number of key program areas offered within each HEI;
4. Special characteristics of the HEI (e.g., high-quality, special-purpose HEI in key subject area or one-of-a kind program);
5. Noted by interviewed USAID officers as a key HEI;
6. Positioned as a possible feeder HEI for GOI civil service positions;
7. Within reasonable proximity of other “must-visit” HEIs.

Through document and website reviews of the 23 HEIs, and considering the cost of site visits, the assessment team further reduced the list of HEIs to 16 HEIs for site visits. The team decided not to visit HEIs in Papua because of limited offerings in the key subject areas, cost considerations, and the time involved traveling to the province. A methodology and work plan (Task 2) was developed and approved by USAID prior to proceeding with the site visits.

Once the list of HEIs for site visits was established, the assessment team used four basic methods to obtain its findings, including:

- Review of HEI documents, and research and background studies in education (see Appendix B for a list of documents consulted);
- Semi-structured questions and interviews with officials of HEIs and key program stakeholders (see Appendix D for list of individuals interviewed);
- In-depth interviews with key knowledgeable observers of higher education in Indonesia; and
- Focus group discussions with mixed and single-interest (subject area) groups of HEI faculty and students.

The stakeholders the team interviewed included: the Ministry of Education (MONE); public sector officials at the national, provincial, and district levels; private sector representatives and employers; rectors, vice rectors, deans, faculty members and lecturers; alumni; and students. The assessment team developed a set of questions for each of the five major client groups (employers, professional associations, HEI administrators and program faculty, HEI program alumni, and students) and used these questions as illustrative interview guides for our discussions with HEIs and other representatives.

The team visited a total of 16 HEIs in six provinces (Nangroe Aceh, Sumatera Ultra, D.K.I. Jakarta, Jawa Barat, D.I. Yogyakarta, and Sulawesi Selatan). The 16 HEIs visited represent less than 1 percent of the total number of public and private universities in Indonesia (there are about 2,900 HEIs) but comprise about 20 percent of the public universities and about half of the HEIs that are seen as being in the top two tiers in terms of quality. The team interviewed scores of stakeholders in these HEIs, many in focus groups, making it impractical to record all the names of the persons interviewed (Appendix D lists many of the people interviewed).

C. Constraints in Undertaking the Evaluation

There were several constraints to this assessment of HEIs. First, it was difficult to collect baseline data on HEIs. The team's research assistants gathered information by searching HEI websites and filling data gaps with follow up telephone calls. Many HEI websites, however, offer very limited and often disparate information that did not permit comparison between HEIs. Telephone calls to gather data met with reactions ranging from resistance to indifference to mild cooperation. In all but one case, site visits to HEIs yielded good cooperation and excellent discussions but, given the limited time for visits, it was often difficult to verify and cross check information. Nevertheless, the team believes it has produced relatively good baseline data and information on the 16 HEIs that were interviewed, useful data and information on the 23 HEIs considered for site visits, and spotty data and information on the list of 48 institutions (please see Appendix F for data about the HEIs).

Second, given the scale, geographic spread, budget, and time available for travel and visiting each HEI, there was insufficient time for the evaluation team to undertake a detailed, in-depth analysis of each HEI or each program within each HEI. For example, the assessment team was able to review listed program offerings and course syllabi but was unable to observe what actually occurs in the classroom. Similarly, the team was able to question faculty members about practices used to improve the practicality and relevance of course offerings but was unable to follow up on apparent inconsistencies, like student assertions that courses were largely theoretical and did not generally include practical application of the theory. As a practical matter, the visits were only long enough to permit impressionistic, albeit informed, conclusions.

Third, the sample of HEIs selected for interview was small and could not be random owing to the logistics of visiting at least 12 HEIs in selected areas within three weeks. In addition, the selection factor for some schools (high reputation) may have skewed the findings toward the best practices and they, therefore, may not be fully representative.

These constraints were taken into account by the assessment team in evaluating the data and forming conclusions.

D. Structure of the Report

The report is organized in five main sections. Section II provides background information about the structure and nature of the Indonesian higher education system and the Government of Indonesia's current higher education strategy. The next Section outlines the evaluation findings in each of the five key program areas, including a profile of the HEIs and their graduates and customers, the technical and managerial factors that facilitate or constrain the effectiveness of programs, and their experience working with other HEIs, domestic and international. Section IV summarizes the assessment team's observations about the Indonesian higher education sector.

II. Background

A. Overview of Indonesia Education System

Education in Indonesia begins with six years of primary schooling, followed by three years of junior secondary and three years of senior high school, which leads to university. Only about half of the students who enter primary school make it to secondary school, and only about half again will graduate. About 17 percent of the population aged 19-24 (25.3 million) enroll in some kind of tertiary education.

Despite rapid progress achieving almost universal enrollment in primary education under a centralized management system over the last 30 years, significant problems in the primary and secondary education systems continue to exist, including low public funding, poor completion rates, low teacher qualifications, poor classroom methodologies, and poor educational quality, where Indonesia ranks low in international testing, particularly in science and math. Officially literacy is about 84 percent, but functional literacy rates and rates of literacy in English are much lower.

Improving educational quality with limited central government funds is a key educational challenge. Given the magnitude of the problem, the Government of Indonesia (GOI) has initiated a decentralization process in the hopes of spreading the governance, financial, and managerial responsibility for improving education across different stakeholders. The GOI is also attempting to strengthen accountability mechanisms. Under decentralization, School Committees and district governments are expected to hold schools and teachers accountable for educational quality, and the GOI is developing school and teacher accreditation criteria and minimum service standards to measure their performance. Unfortunately, district governments are ill-prepared to manage the approximately 220,000 primary, junior secondary and senior secondary schools or the more than 1.7 million teachers.

In higher education, there are about 2,900 institutions in Indonesia, which is remarkable considering that most of the oldest institutions only date from the 1940's and 1950's. As late as 1940, there were only about 200 university students in Indonesia. Currently, there are about 131 public higher education institutions, including 47 public universities, 6 Institutes, 26 Polytechnics, and 52 Islamic institutions, in Indonesia. Public higher education institutions enroll about 1.5 million students, about a third of which are enrolled in Islamic institutions. The 82 state-supported public HEIs enroll less than 22 percent of existing higher education students. The private sector higher education institutions number more than 2,600 but only about 372 are universities. These private institutions offer some of the best education in Indonesia, but the vast majority offer sub-standard education. More than 2.4 million students are enrolled in private higher education institutions.

In Indonesia, the types of higher education consist of: 1) non-university level studies or higher technical/vocational education, which includes academies and polytechnic

institutes; and 2) university level, which includes schools of higher learning, institutes, and universities. The first type awards diploma level qualifications, and programs usually last up to three years with some four years. The second type, university level, consists of three stages of degrees, namely S1 (Sarjana) awarded after four years of full-time study with about 144 credits, S2 (Master) awarded after a further two-year study plus research with about 36-50 credits, and S3 (Doctorate) awarded after three to four years study beyond the S₂.

At present, the Indonesian labor force is dominated by primary school graduates (slightly more than 50 percent of the labor force has attained primary education) who have basic literacy, math, and technology skills. About 20 percent of the labor force has junior secondary or junior vocational school attainment, and about 19 percent have achieved high school or vocational high school. Less than 4 percent of the population has attained a university degree, which is low by international standards and hampers the nation's efforts to move from low value-added industries to higher value-added production.

Overall, the teaching staff of the public and private higher education institutions number about 155,000. Only about 11,000 of the teaching staff (7 percent) have Doctorates, while about 61,000 (39 percent) have Masters. The percentage of teacher staff with Masters or Doctorates is low by international standards. The student/teacher ratio is about 28 to 1, which is comparatively good, but the student/ doctorate ratio is about 380 to 1, which is again low by international standards. Moreover, about 70 percent of the teaching staff was educated in the social sciences, and this relative lack of technical skills within the teaching staff of higher education institutions may limit the nation's economic competitiveness.

In addition to the relatively limited numbers and depth of human resources in the higher education sector, many Indonesian observers of the higher education system note additional challenges for higher education institutions in Indonesia, including:

- Limited government funding – over the last 20 years, public expenditure on higher education has averaged less than 3 percent of the national budget and less than one half of one percent of Gross National Product (GNP);
- Low access to higher education – with low transition rates from primary to secondary and secondary to higher education, there are huge wasted human resources that contribute to, and perpetuate, social, economic and political inequity and result in huge wastage of private resources as opportunistic private higher education providers fill the gap with poor quality alternatives;
- Low educational quality and relevance of higher education – many claim that low public funding, low teacher qualifications, and poor classroom methodologies, result in overly theoretical programs and poor educational quality in terms of problem solving, low knowledge, and practical skills development;
- Limited higher education management capacity – with only seven of the 82 public sector HEIs autonomous, many claim that the management of HEIs is inefficient, and not transparent or accountable, and many changes are needed to strengthen

information systems, human resource management, quality assurance, and monitoring and evaluation.

B. Government of Indonesia Strategy for Higher Education

Based on the challenges outlined above, among others, the GOI launched a higher education strategy for 2003-2010 based on three pillars. The GOI objectives and higher education sector strategy priorities are encompassed in the Directorate General of Higher Education (DGHE), Ministry of National Education (MONE) *Higher Education Long Term Strategy 2003-2010*. The three pillars of the strategy are:

- National competitiveness - The objective of higher education is to contribute to the nation's competitiveness, demonstrating its relevance and sensitivity to its natural and social environment;
- Decentralization and autonomy - Given the diversity and the nature of the world's largest archipelago, the past policies of centralization are inappropriate for managing the higher education sector, and the system needs to be decentralized so that institutions receive greater autonomy;
- Organizational health - To promote organizational health by improving internal management practices requires a gradual approach.

Within these pillars, the GOI expects to develop a higher education system that promotes quality, access and equity, and autonomy.

To promote national competitiveness, the implementation strategy aims to:

- Promote greater public funding and improve the efficiency and effectiveness of its use;
- Focus HEIs on quality rather than on quantity of graduates;
- Shift from teaching-centered to learning-centered methods;
- Improve pre- and in-service teacher training;
- Use a system of competitive grants to encourage institutional development, investment and research;
- Bundle any research strategy with the human resource development strategy;
- Improve students' "soft skills" to improve their creativity, initiative, innovation and experiential knowledge;
- Develop flexible learning environments, different teaching styles and classroom practices;
- Increase the participation rate in higher education without compromising quality;
- Expand opportunities to higher education through life-long and distance education; and
- Promote affirmative action programs through scholarships, student loans, and vouchers.

To promote autonomy, the DGHE will:

- Create a regulatory environment and financial incentives;

- Restructure public financing by conducting rigorous cost analysis, measure budget performance and reduce rigidity;
- Introduce competitive funding mechanisms;
- Synchronize budget sources with a consolidated and integrated budgeting system;
- Reform university personnel management systems based on merit performance, institutional leadership, and accountability;
- Consider alternative forms for employing university staffing;
- Provide tax incentives for private donation, university/industry collaboration, establishing science parks; and
- Introduce formula-based restructuring of the recurrent budget.

To promote organizational health, the DGHE will:

- Develop the management capacity at the DGHE to carry out the reforms;
- Rely more heavily on peer organizations to fulfill key functions;
- Systematically internationalize the accreditation system;
- Develop capacity building programs tailored to different levels of institutional needs;
- Practice good governance procedures;
- Encourage the merger of HEIs, where beneficial;
- Promote greater collaboration between institutions in teaching and research;
- Encourage internal collaboration through interdepartmental and cross-faculty study;
- Promote international understanding, in part through international exchange programs.

The DGHE is in the process of revising the higher education strategy but the pillars and implementation strategy outlined above are still currently in force. Conversations with the DGHE suggest that the emphasis of the next strategic plan will continue to be on improving the quality, relevance and equity of higher education.

III. Findings

A. Education Management (EM) S₂ Programs

1) Introduction

The assessment team identified 11 Indonesian higher education institutions (HEIs) on USAID's initial HEI list as offering S₁ or S₂ programs in Education Management (EM); 6 were included in the reduced list of 23 HEIs, with 4 included among the 16 HEIs to visit. These 4 HEIs, each of which offers an EM S₂ program (the program level on which USAID requested the team focus), include public and private HEIs as well as both the national education university and former teacher training institutes:

- Universitas Pendidikan Indonesia (UPI), Bandung
- Universitas Negeri Makassar (UNM)
- Universitas Negeri Yogyakarta (UNY)
- Universitas Kristen Satya Wacana (UKSW), Salatiga

Note: One HEI visited was Universitas Syiah Kuala (UNSYIAH) in Banda Aceh. In its initial review of programs, the team did not identify in advance of its visit to UNSYIAH that it has an EM S₂ program; if it had known this earlier, the team would also have assessed this program.

The program concentrations in these 4 HEIs differ depending on their institutional missions:

- UPI concentrations in its EM S₂ program are School Management (for students wanting to become school principals), plus Education Planning and Education Supervision (for students working in local education offices);
- Education Management is a concentration in the UNM Social Science Education S₂ study program;
- UNY concentrations in its EM S₂ program are General Education Management, Primary Education Management, and Higher Education Management; and
- UKSW currently has no formal concentrations in its EM S₂ program, but plans to create three concentrations starting in 2010, when it changes its program name to Education Administration: Education Management, Elementary Mathematics Education, Education Guidance and Counseling. [UKSW reported that, effective in 2010, all Indonesian HEIs must stop using the Education Management designation for degree programs.]

Following are the team's EM S₂ program findings, as they relate to Tasks 4-8 in the Task Order.

2) Findings by Task

Task 4. Provide a profile of the most common types of participants in HEI activities and programs and the employment patterns and work performance of individuals that participate in these activities and programs.

The number of EM S₂ graduates in these HEIs varies: UPI has about 90 graduates per year; UNM about 60 (increasing to 90 graduates this year); UNY about 46; and UKSW about 20. Most of these graduates have been employed immediately prior to beginning their S₂ programs and return after graduation to their prior employers, although incoming student employment profiles differ among the HEIs visited. For example, the assessment team was told that:

- at UPI, 50 percent of new students have jobs in school offices; 20 percent in local education offices; 30 percent as private HEI lecturers; and none enter directly after completing an S₁ program;
- at UNM, 60 percent have positions as teachers; 10 percent as lecturers in HEIs; 10 percent as school principals, supervisors, and staff in local education offices; 15 percent enter directly after completing an S₁ program, and 5 percent have jobs in other sectors (e.g., non-education government offices and NGOs);
- at UNY, 40 percent have positions as teachers; 20 percent as school principals; 20 percent as local government officials, lecturers in private HEIs, or other employment; and 20 percent enter directly after completing an S₁ program; and
- at UKSW, 90 percent have positions as teachers (100 percent of the incoming students held teaching positions as of a few years ago) and 10 percent enter directly after completing an S₁ program.

Students who enter these EM S₂ programs directly from S₁ programs generally find post-S₂ employment similar to that of other EM S₂ students at their HEIs. Only 10 percent of previously employed EM S₂ students at UPI received their S₁ degrees from UPI (most received them from the former teacher training HEIs), and few students who enter the S₂ program at UKSW directly after an S₁ program received their S₁ degrees from UKSW. On the other hand, almost all EM S₂ students at UNY completed their S₁ programs at UNY, either immediately before entering the S₂ program or prior to being employed. About 55 percent of the EM S₂ students at UNM completed their S₁ programs at UNM.

The proportion of students entering these EM S₂ programs directly after completing an S₁ program is increasing, especially at UNM and UKSW. Interviewees did not suggest reasons for this trend, but it is important to find out why increasing numbers of S₁ graduates are immediately enrolling in S₂ programs to see whether their decisions are influenced by the limited availability of jobs in which they are interested, the perception that career advancement is more rapid if they earn an S₂ degree immediately after the S₁ degree rather than first working for a few years, etc.

These 4 EM S₂ programs do not emphasize placement activities, since most students come from and return to the same jobs. Placement assistance provided to students

who enter the S_2 programs immediately after completing an S_1 program generally is limited to sending graduates' names to schools and local education offices in the immediate area; however, this could change if the number of students going directly from an S_1 program into an S_2 program continues to increase.

The EM S_2 programs face different pressures to provide student financial assistance. UKSW is a private HEI, whose students are mostly from the lower and middle classes, including from areas of eastern Indonesia. Moreover, its students are almost all teachers, generally at the primary level (e.g., elementary mathematics), which further limits their ability to pay the costs of attending a private HEI. Thus, many students need financial assistance, e.g., scholarships, part-time jobs, or teaching assistantships, and the team was told that most UKSW EM S_2 students must work part-time (until 2 pm) every day. UPI EM S_2 students have less need to work, due to the greater availability of financial assistance, e.g., local governments pay for some employees to get EM S_2 degrees; there are scholarships from UPI, MONE, (e.g., 20 UPI EM S_2 students study annually for a semester at Monash University), etc. Many UNM EM S_2 students also get financial aid; those who are lecturers get scholarships from MONE, and those who have positions in education offices and schools get local government financial support. The UNM postgraduate program already has established partnerships with at least 20 local education offices.

No EM S_2 program that the assessment team examined requires that students complete an internship (e.g., with a local education office or a school). The programs apparently assume that, because students primarily come from and return to the same jobs, they bring real-world experience with them. The students, not the HEI program staff, are viewed as responsible for integrating the theory presented in the classrooms with students' prior on-the-job experience.

Anecdotally, team interviews at these 4 HEIs suggest that earning an EM S_2 degree does help students coming from and returning to a job in a school or local education office to be promoted more rapidly than they would had they remained in the job for the same length of time. However, the team is not able to reach any conclusions, even tentatively, from its interviews as to whether students' on-the-job performance is improved following completion of an EM S_2 program.

Although the scope of this assessment excludes EM S_3 programs, it is worth noting that about 20 percent of the UPI EM S_3 graduates become lecturers at other HEIs offering EM S_2 programs. This reinforces UPI's leadership position among HEIs that offer EM S_2 programs.

Task 5. Describe typical “customer” organizations and offices served by these programs.

The stakeholder organizations or offices served by each of the 4 EM S₂ programs assessed here include those employers from which students come and to which they return after they complete the program, e.g., schools, local education offices, other local government offices, NGOs, public universities, and private universities. These programs also serve their respective alumni associations and ISMAPI, the Indonesian education management association (although how well the programs serve ISMAPI is unknown). Moreover, these EM S₂ programs indirectly serve MONE and provincial education offices by strengthening district education offices and schools.

While these 4 EM S₂ programs currently serve the aforementioned “customers,” they also have the potential to serve significantly greater numbers of each of these stakeholders by reaching out to them and by expanding the practical components of their courses of study. For example, the programs should jointly plan with their “customers” targeted workshops to be held at employer sites; programs should not always expect employees to come to the HEIs for seminars. Workshop topics should address employee needs more than lecturer interests; more meaningful and frequent involvement by “customers” in the assessment and revision of courses of study also is needed, as is more applied and practical research by program instructional staff that serves “customer” needs and is integrated into the curriculum.

Although (or perhaps because) most students in the EM S₂ programs at these 4 HEIs are employed when they enter, these programs appear from team interviews to have limited and/or largely ineffective relationships with organizations that employ these students.

For example, the past and present heads of the UPI EM S₂ program, which the assessment team believes is the strongest EM S₂ program in Indonesia, said they invite school and local education officials to two seminars per year at UPI, incorporate school and district office concerns into curriculum planning indirectly through the experience of EM S₂ lecturers, and periodically have direct contacts with schools and district offices. Yet the ways in which these relationships were described suggests that even UPI does not yet fully realize or take advantage of the many positive contributions that expanded and more effective HEI-employer relationships can have for its EM S₂ program, including relationships in which HEI staff go to the employers rather than always expecting the employers to come to the HEI. This “you come to the HEI” approach to relationships with program stakeholders is further illustrated by the remark to the team by the UPI EM S₂ program that “the S₂ curriculum is not connected directly to the field.”

At UNY, the EM S₂ program invites employers and other stakeholders to campus to meet at least once a year, during which time the program gets ideas about improving program service to these stakeholders. Recently, for example, employers in attendance proposed that the program map the district’s need for teachers as well as the distribution of teachers. Again, though, while ideas have emerged from these efforts that benefit the EM program, UNY staff should more actively show their interest in planning and conducting activities that benefit program “customers.”

Likewise, UKSW invites its primary “customers,” namely, school principals and teachers, to campus to get ideas about how to improve the EM S₂ program; indeed, such consultation is leading to the development of elementary mathematics education as a concentration, thereby serving both students and employers. However, this UKSW program offers no training courses for local education officials, school principals and teachers, etc. Indeed, the UKSW EM S₂ program is not really an EM program of the type in which USAID is interested, since it focuses on elementary mathematics education and on education guidance and counseling.

Not only do the majority of EM S₂ graduates work in local education offices and schools, but the majority of staff with S₂ degrees in these organizations also have EM degrees. For example, in a Makassar district education office visited by the team, 60 percent of the 50 staff who have S₂ degrees earned them in EM at UNM, while another 20 staff are currently seeking their UNM EM S₂ degrees; 25 percent of the staff with S₂ degrees in this district office have Master of Management degrees. In terms of EM roles, the head of the district education office told the team that the UNM EM program is more proactive than other programs in giving recommendations to the office for the improvement of education, especially pedagogy and learning content, and school management. This implies there is a need to improve the professionalism of the teachers in doing their teaching job and the principals in doing their school leadership and managerial job.

Each EM S₂ program claims its alumni association is “improving” and would like to involve its alumni to a greater extent in different activities. The alumni association of UNM, for example, conducts an annual seminar and invites all alumni to participate, including those who graduated with an EM S₂ concentration. At UNY, the program conducted a tracer study to get alumni information. Alumni data of some sort appear to be maintained at the program level in each IHEI, but the team was unable to review these data for accuracy or completeness. Because these EM S₂ students largely come from and return to the same jobs, the programs may simply rely on students’ admissions materials for post-graduation contact information.

Task 6. Describe the factors that facilitate or constrain the effectiveness of such activities and programs in a technical sense, including whether and how the activities and programs are effectively addressing the interests and needs of clients and stakeholders.

These 4 EM S₂ programs generally describe their courses of study as a mix of theoretical and practical courses, with a slightly greater focus on theoretical than practical courses. For example, UNY describes its program as “60 percent theoretical, 40 percent practical.” When the team asked program representatives to describe their practical courses, however, they were unable to give more than a couple of examples. For example, UNY gave as practical course examples a school-based management course and a field course in which students identify problems in schools and conduct “deep analysis” of such topics as the system of student recruitment. At UNM, lecturers are encouraged to assign case and field studies to students, especially in the EM-focused

courses such as Strategic Decision-Making, Human Resource Management, Educational Policy Analysis, Education and Training Management, and Education Development Planning.

Generally, these EM S_2 programs appear to assume that, because most S_2 students have worked in schools, local education offices, or other education-related organizations, the programs do not need to give much attention to practical courses. The programs believe that, since students bring experience with them, they are capable of and responsible for integrating their experience with the theory in the courses. Also, the programs include as practical courses those that focus on issues facing schools and local education offices but are taught only in the classroom, as well as courses whose field-based assignments are more suited to S_1 programs than to S_2 programs.

This view that student experience provides the practical component of EM S_2 programs also has resulted in none of these four programs having an internship requirement. The programs believe that students have the necessary experience; they have not examined the possibility that an internship in an education office different from that in which the student was previously employed would enhance the student's EM S_2 program and prior experience and skills.

These attitudes toward student experience and practical courses constrain the effectiveness of the EM S_2 programs, as does an apparent lack of attention to the development of students' "soft" skills, e.g., analytic and applied research skills, survey design and administration skills, team assignments. Offering practical courses is necessary but not sufficient; programs also need to provide students with the skills, insights, and initiative to identify problems of importance to school and local education officials (not only rely on instructors to provide assignments), design work plans and methodological instruments to address these problems, carry out the analysis, and write up the results in ways that school and local education officials find useful and timely.

Inviting school officials or local education office managers to lead a course or seminar as a part-time lecturer (as these programs appropriately do) enhances program effectiveness. Even more important in enhancing program quality and relevance for students and stakeholders, though, is ensuring that most, if not all, full-time professors and lecturers combine EM academic insights and perspectives with practical, professional experience in education offices or organizations. When instructional staff who teach core courses and "theory" courses have both academic and "real-world" EM experience, their students more fully understand the ways in which theory and practice are intertwined than if the students themselves are solely responsible for this integration.

On another dimension, these EM S_2 programs are effectively addressing the needs and interests of stakeholders such as schools and local education offices by educating students who primarily come from and return to these organizations. Only small numbers of EM S_2 graduates are employed in non-education offices or organizations (e.g., local government offices other than education offices, non-education NGOs) after

completing their programs; these graduates typically are among those students who entered the S₂ program directly from an S₁ program.

The assessment team found it difficult to determine the extent to which these four EM S₂ programs incorporate analyses of local education policies into their courses of study. On the one hand, these programs offer a few problem-based courses in which students select and analyze education management or education policy topics, e.g., the distribution of teachers among schools, school finance. However, many courses are theoretical, and even those that are said to be practical because of their field-based assignments seldom provided sufficient information for the assessment team to conclude whether education policies are addressed.

Potentially compromising the effectiveness of these EM S₂ programs in meeting the needs of stakeholders is the common HEI practice of having S₂ (and S₃) programs report to the Postgraduate Studies Director, not to the Dean of the Faculty in which the program instructional staff are appointed. [Exceptions exist in some HEIs for postgraduate Law and Economics programs.] At UKSW, all S₂ and S₃ programs (including the EM S₂ program) report to the Postgraduate Studies Director; all S₂ programs at UNM also are under Postgraduate Studies.

In this organizational framework, the Postgraduate Studies Director, not the appropriate Dean, approves postgraduate program curriculum changes and forwards his/her recommendations to the Rector for final approval; the Dean may not even be informed about such actions. While U.S. Graduate Schools often had such authority in the 1970s and 1980s, responsibility for reviewing and approving postgraduate program curricular changes has since shifted to the appropriate Deans at most U.S. HEIs. By having an EM S₂ program report to the Dean of the appropriate Faculty, approval of its curriculum changes would be the responsibility of the Dean, who is more likely than the Postgraduate Studies Director to understand the needs and interests of EM S₂ stakeholders as well as the rationale for the curriculum changes.

Task 7. Describe the factors that facilitate or constrain the effectiveness of such activities and programs from a management point of view.

The HEI organizational framework for administering and approving curricular changes in EM S₂ programs may constrain the effectiveness of these programs not only in a technical sense (see **Task 6**) but also from a management point of view. Managing an EM S₂ program through a Postgraduate Studies Office gives control over the program to a Director who likely has little EM expertise. While having multi-disciplinary graduate programs report to a Postgraduate Studies Director may be appropriate when the disciplines are in different Faculties, under different Deans, an academic program management system in which one-discipline graduate programs report to the appropriate Dean enhances program quality, relevance, and effectiveness.

Academic program effectiveness also is facilitated by appropriate and important non-academic management systems, including those supporting HEI (and program) planning

systems, student services systems (including alumni databases), financial systems, IT equipment and facility management systems, etc. The assessment team obtained enough information about administrative management systems at some HEIs through interviews and visits to facilities to conclude that these systems need strengthening, particularly at the tier 2 and tier 3 HEIs. At the same time, the team finds it difficult to generalize about ways in which improving the effectiveness of such management systems would enhance the quality and relevance of the EM S₂ programs visited, given HEI and program differences and the limited time for the assessment.

Task 8. Describe HEI experiences in working with other HEIs, within Indonesia or internationally, and characterize the factors that appear to facilitate or constrain collaboration.

The 4 HEIs have different types of inter-institutional experience in Indonesia and internationally. UKSW, as a private HEI, finds it impossible to develop joint programs with public HEIs (except perhaps in theology, a course of study not offered by the public HEIs); rather, its inter-institutional cooperation is (informally) with other Christian HEIs and also with the association of private HEIs in central Java. Internationally, UKSW has strong ties with the Free University of Amsterdam (FAU), from which UKSW's past two Rectors and current Academic Vice Rector have come. Indeed, more than 10 current instructional staff at UKSW received their Ph.D. degrees at FAU, with the Dutch government and FAU providing some financial support. According to the Rector, UKSW also has a twinning program in biology with a Japanese HEI and a twinning program in applied biology with the University of Glasgow.

UKSW told the team it has had cooperation arrangements in the US with Beloit College, Arizona State University (on alternative dispute resolution), and a consortium composed of 3-4 U.S. HEIs (headed by the University of Pittsburgh) and about 25 Indonesia HEIs on improving the quality of teaching and learning in Indonesia. A search of the websites of these U.S. HEIs makes it difficult to ascertain the involvement of UKSW, however. For example, there is no mention of UKSW on the Beloit College website; on the Arizona State University website, there is a brief reference to a 2003-06 ASU-Indonesian Institutions Exchange Project on Conflict Resolution funded by the US State Department (but no UKSW reference); and the University of Pittsburgh consortium is the DBE-2 project whose listed Indonesian HEIs (on the Pittsburgh website) include UNM but not UKSW.

According to its EM S₂ program, UNY has an international cooperation agreement covering all its postgraduate programs; however, the EM S₂ program has no formal agreement with other programs internationally. MONE provides competitive awards to "recharge" faculty and improve teaching competencies; four UNY staff members are now at Australian HEIs for four months.

UPI has several collaboration agreements under which EM S₂ students study abroad; e.g., starting this year, 20 EM S₂ students per year are going to Monash University to study for one semester, supported in part by MONE scholarships. A few UPI EM students are

studying in Malaysia, and over the past two decades faculty have had short visits to several U.S. HEIs, including the University of Houston, SUNY Albany, and Ohio State University.

Other than the UPI arrangements under which students and staff study abroad for short periods of time (e.g., in Australia) and UKSW's long relationship with the Free University of Amsterdam, the assessment team did not learn of any significant international HEI arrangements in which these EM S₂ programs participate. Indeed, one difficulty faced by the team has been assessing the quality and relevance of international cooperation agreements claimed to exist by HEIs; information about such claims might be available on HEI websites, but not always.

The 4 EM S₂ programs told the team that the great distance between Indonesia and the U.S., the high cost of exchanges with or study in U.S. HEIs, and the lack of interest among U.S. HEIs in institutional partnerships with HEIs were among the factors that limit Indonesian-U.S. HEI partnerships. The team also believes that the relatively recent development of EM S₂ programs in HEIs likely means that U.S. HEIs are still unfamiliar with these programs. On the other hand, the nearness of Australia to Indonesia, plus MONE scholarship support for selected study there for students and faculty from HEIs such as UPI, facilitates Australia-Indonesia HEI partnerships.

3) Observations

Task 9. Provide observations regarding a) which IHEIs and programs appear best suited to benefit from and effectively incorporate and apply USAID-supported assistance, including partnership programs with US HEIs; and b) the types of assistance programs the team believes would be most effective in fostering an institutional capacity legacy.

1. Among the EM S₂ programs assessed, the team believes the UPI program is best suited to benefit from and to be the lead HEI in the effective incorporation and application of USAID-supported assistance for Education Management. The team further recommends that the UNM and UNY programs, together with 1-3 other key EM S₂ programs not visited, be included in any Indonesian Education Management initiative, with regional responsibilities. Due to its program characteristics and student profile, the team recommends the UKSW program not be considered for USAID assistance now.
2. The applicability of EM S₂ programs to the work of local education offices and schools is often questioned, e.g., stakeholders claim they find cases that are not in line with the theories they learn. On the other hand, they also claim graduates find EM S₂ programs useful in their work. To overcome this mismatch, EM S₂ initiatives might include: a) make sure curriculum development is preceded by needs analysis, involves relevant stakeholders, and incorporates practical approaches; b) equip programs with adequate support facilities, such as laboratories, learning resources, internet access, and good libraries with e-journals; c) equip lecturers with current and practical approaches for student-based and problem-based instruction; and d)

emphasize standardized monitoring and evaluation and also periodic reflections for better follow-up.

3. Most of the visited HEIs want to use ICT facilities to enhance learning quality. However, they still lack important ICT elements, e.g., lecturer literacy, ICT infrastructure, course content, and management systems. In terms of ICT literacy, the programs need to offer lecturer training programs. UNM, for example, has already been doing e-learning training programs for lecturers and professors of UNM and other HEIs, in cooperation with SEAMOLEC Jakarta. These training programs introduce learning management systems (LMS) and course management systems (CMS) (e.g., the open source course management system Moodle).
4. To foster collaboration among EM S₂ programs at UPI, UNY, UNM, and other HEIs proposed for inclusion in this USAID initiative, as well as between these programs and local education offices and schools in the regions surrounding each program, representatives of these S₂ programs, local education offices, and schools might undertake an intensive study trip to U.S. EM S₂ programs that have excellent collaboration with their respective local education offices and schools, as well as faculty, student, and curriculum characteristics likely to lead to meaningful international collaboration with Indonesian HEI EM S₂ programs. The study trip might be followed by support for the development and pilot implementation of Indonesian EM case studies for use in EM S₂ programs and developed jointly among all participating programs, school officials, and local education officials, under UPI leadership (and appropriate US HEI guidance).
5. To build on the new USAID/DBE-I partnership with UPI to train (a) UPI staff to become service providers and assist districts to develop strategic planning, financial analysis, etc., with certification of service providers by MONE; and (b) UPI lecturers who manage and supervise the preparation of students to implement the school-based management program in their internship program prior to graduation, these certified staff and trained student supervisors might be the core trainers to train other trainers in selected regions. If and when appropriate, USAID might encourage replication of this type of partnership with other HEIs.
6. Since the INHERENT (Indonesian Higher Education Network) facilities, even given their weaknesses, already connect almost all public HEIs and many private HEIs, it is likely that these connected HEIs could use videoconferencing through which to deliver instruction to share best practices and models of excellence to improve the quality of EM S₂ programs. HEIs and overseas HEIs also have the potential to collaboratively develop joint programs.
7. The initiatives in items 2-6 can be best put into action with a step-by-step approach. For example, USAID-supported EM assistance might be implemented as a strategy (with steps) that focuses on the capacity development of key EM programs and their HEIs, as spelled out in the following:
 - a. The preliminary step toward the possible intervention program might include a comprehensive assessment and analysis of the following: (i) EM program management systems (e.g., financial, human resource, students) at selected HEIs; (ii) program needs as identified by the assessed EM S₂ programs; (iii) education program needs as identified by key program stakeholders, including private sector NGOs, government offices, etc.; (iv) responsiveness of key programs to

- stakeholders' needs, as well as mechanisms and timing used for curriculum and program development/updating; and (v) inventory and use of instructional technology and equipment.
- b. Key areas for possible intervention include the following: (i) human resource development (e.g., short-term training, degree programs, staff exchange, team teaching); (ii) university management (e.g., developing strategic plans, standard operating procedures, job descriptions); (iii) curriculum (e.g., developing programs that meet stakeholders needs, approaches for curriculum development); (iv) quality assurance (e.g., develop instruments to monitor and evaluate quality); (v) ICT (e.g., identify potential strengths and weaknesses); and (vi) applied research (e.g., focused research to achieve special objectives in target areas).
 - c. The implementation stages should include the development of the following: (i) strategic plans for key programs' staff upgrading and utilization; (ii) strategic plans for improving the quality and relevance of key program offerings; and (iii) strategic plans for operational and management systems upgrading in key programs' HEIs.

B. Master of Business Administration (MM) S₂ Programs

1) Introduction

In most countries, business education programs generally take the following structure:

- Certificate and diploma level training – often competency based
- 3 or 4 year degree (bachelor) programs for new entrants into higher education
- Graduate certificates and graduate diplomas
- Masters programs
- Doctorates

Indonesia's business education programs follow this pattern, with the exception that graduate certificate and graduate diplomas programs were not found during the study. Although the assessment team reviewed all levels of business education, USAID asked the team to focus on the Masters level (S₂) programs.

Masters level business training is considered essential in developed economies. Because bachelor level studies often take place pre-employment, postgraduate business courses are often studied mid-career to build on and reflect about past experience. The objective of Masters level programs is to take the manager or business practitioner to a higher level of professional performance. The courses often offer a mix of reality-based case study reviews and peer-reviewed research reports, peppered by some robust debates in reviewed opinion magazines focused on the business manager (such as the *Harvard Business Review*). During the course of the Masters degree training, a good program will require the student to reflect on his/her professional experience, to consider alternative approaches to common problems, to develop research, reporting, and communication skills, to defend their thinking with rigor and sound argument, and to network with other managers and executives to ensure continuous sharing of ideas and mutual support. A strong MBA program reflects a strong management cohort willing to sponsor, attend or contribute to the development of management as a profession.

Of the five sectors in this study, MBA training is the program area being delivered by the largest number of HEIs. Forty of the 48 HEIs included in the initial review offer programs in business management. After careful review of the 40 HEIs, the assessment team chose 12 HEIs for interview, including:

- Institut Pengembangan Manajemen Indonesia, Jakarta
- Sekolah Bisnis Prasetiya Mulya, Jakarta
- Universitas Hasanuddin, Makassar
- Universitas Indonesia, Jakarta
- Universitas Kristen Satya Wacana, Salatiga
- Universitas Negeri Makassar, Makassar
- Universitas Negeri Yogyakarta, Yogyakarta
- Universitas Padjadjaran, Bandung

- Universitas Pendidikan Indonesia, Bandung
- Universitas Sebelas Maret, Solo
- Universitas Syiah Kuala, Aceh
- Universitas Sumatera Utara

The 12 HEIs represent 5 private and 7 public HEIs in a wide range of quality, from world-class to third tier.

2) Findings by Task

Task 3. Describe the activities and programs that the selected HEIs provide in each of the substantive areas, the training and qualifications of the personnel employed in these activities and programs, and the funding and resources used to support the activities and program.

Master of Business Administration (MBA) degrees are called Master of Management (MM) degrees in Indonesia. Only degrees jointly offered with international universities are called MBAs. However, the curriculum and outcomes are effectively identical between the two. MM degrees are common in Indonesia and offered by public universities, private universities and single discipline private business institutes.

On paper, there is little to differentiate the curricula reviewed. All offer fairly standard courses, involve course work, and require some kind of small thesis, dissertation, or major project as a final assessment. Most have a core component with a selection of elective subjects. All advocate some form of pedagogy designed to increase student participation, encourage active learning and develop the core skills required by managers that are usually not expressed in program descriptions, such as presentation skills, critical thinking, lateral thinking developing arguments, leadership and team work. These competencies are called “soft skills” in Indonesia.

All programs investigated charged annual tuition fees grouped as follows. In most programs, it takes 1.5 to 2 years enrolment for completion:

1. Prestige: in excess of Rp100,000,000 (approximately \$US90,000)
2. Mid range: Rp60,000,000 – Rp80,000,000
3. Economy: lowest encountered Rp1,000,000 (approximately \$US90)

The fees charged often reflect the quality of the teaching resources, campus facilities and prestige of the program.

Jakarta is the biggest market for MM in Indonesia by a big margin. Regional universities also offer successful MM programs. One regional university visited offers a very popular MM program in Jakarta with over 2000 students currently enrolled.

HEIs offer two and sometimes three study program types:

1. *Full time* - All programs offer a full time program designed for recent graduates wishing to continue full-time study (usually called the “morning program”).

2. *Part time* - All programs offer part-time modes offering sessions in the evenings or on weekends. These programs are designed for students trying to study while engaged in full time employment.
3. *Executive Development Programs* - These programs are designed for experienced managers with at least 3 (sometimes 5) years experience as a business manager. Executive programs use a different teaching approach designed to build on the management experience the executives bring to the class room.

The assessment team found that HEIs offering MM degrees can be classified in a four-tier classification:

Platinum Schools: These MM providers are world class, internationally networked, expensive and elitist; delivering high quality, quality assured, internationally benchmarked MM programs equivalent with the best in the world. Graduates become empowered, equipped and effective members of a select alumni that is self-supporting, respected and empowered to compete on the international market. A public university (UI) and a specialist private HEI business school (Prasetiya Mulya Business School, Jakarta) in this category were reviewed in detail.

Silver Schools: Occupying an important role in the market, Silver Schools have good Indonesian credentials and offer quality programs but without the premium price charged by elite Platinum Schools. Silver Schools are seen as good value for money but lack the power of strong and highly influential alumni. They have a more national rather than the international focus of platinum schools. The Indonesian Institute for Management Development in Jakarta is in this category.

Bronze Schools: The third tier of MM programs are bronze level programs. These programs are inadequately resourced, offered by faculty lacking in qualification, research background and funds to allow academics adequate preparation time. Bronze courses identified in this study were offered by regional HEIs but it is quite possible some may also exist in Jakarta based on the large number of private HEIs in the city. Bronze programs tend to have a local outlook focused on the local town and region, with some support coming from local business and managers. An example of this tier of MM programs can be found at Universitas Kristen Satya Wacana, Salatiga.

Iron Ore Schools: The lowest quality of service, facilities, course quality and probably outcomes can be found in poorly resourced HEIs in regions with a history of dispute, isolated from Jakarta and/or suffered natural disasters which have adversely affected the economy. One such HEI was reviewed in Aceh (Universitas Syiah Kuala). The poor facilities, ICT capacity, facilities, class rooms, library, faculty capacity and isolation from other HEIs suggest course quality probably below standard.

Most MM programs are cheap to deliver since they do not require laboratories and significant infrastructure except for access to e-journals. Many MM courses expect students to provide their own computer or use the rather poor institutional facilities. Faculty can be made up of a course coordinator and staff from other Faculties, within

the Economics or Commerce Faculty or from part-time lecturers. For the platinum and silver HEIs, MM programs function as a highly successful business generating good income, and one could argue that market forces should be left to determine sustainable programs. Moreover, given their success, there does not seem to be a role for the U.S., or any, government.

Task 4. Provide a profile of the most common types of participants in HEI activities and programs and the employment patterns and work performance of individuals that participate in these activities and programs.

All courses require MM applicants to have completed a bachelor degree from a recognized university in any discipline to be considered for entry. The trend observed in the programs reviewed in this assessment was for fees at HEIs and entry requirement to increase as prestige increased. Mid-range programs expect the applicants to have met a minimum grade point average in their bachelor degrees (especially for early career applicants). Some courses require candidates to sit for the GMAT exam (at a cost of \$US 220), and attend an interview and/or take an I.Q. test. (The GMAT is an international exam used for entry into MBA programs.)

The higher education system in Indonesia shows little capacity for non-conventional entry into MM degrees by experienced managers who do not hold a degree. None were found in this study. It may be appropriate in most cases, since non-degree holders may lack the study skills needed for success at MM level. However, it precludes increasing the capacity of highly developed managers who are lacking in formal qualifications but wish to polish their skills.

As noted above, some MM programs also separated experienced managers who had over 3 (some times 5) years management practice from new or potential managers. Apparently, experienced managers are eligible to join the Executive Development program because their training is based on contributions from other experienced managers and because they themselves are expected to contribute. Training for Executive MMs may be in a different format to those offered for the full time MM offered in the same university. Participants may have their own common room and additional privileges on the campus in return for paying higher fees. Courses developed around intensive residential workshops or flexible (distance) delivery models were not found in Indonesia. These types of programs are popular for executives elsewhere in the world.

Participants fall into three broad groups:

1. Entry-level new graduates seeking to start a career as managers;
2. New managers seeking to develop improved management skills and a qualification leading to promotion;
3. Established managers seeking to review, refresh their management practice, network with similar managers and/or obtain a promotion advantage due to having a management qualification.

Entry-level students are not a big cohort in any MM program visited, and it would appear that most of the MM students are employed and studying part-time.

This review does not support any intervention in Platinum or Silver tier MM programs as these are viable courses more than covering their delivery costs. It is recommended that commercial market forces be left to sort out successful providers. Some may even argue that there is no need for international assistance to the business management sector at the S_2 level at all. However, the self-sustaining MM programs do not address the needs for improved management in many public and private organizations in the undeveloped areas of the country. In these areas, universities are some of the largest organizations in the area and have a regional development role far beyond HEIs in the greater Jakarta region. MM students value the opportunity to attend a postgraduate management course without the necessity to travel, an option precluding most due to financial constraints. Most managers wishing to undertake a MM have no option other than enroll in their local HEI. However, MM programs in the under-developed regions usually fall into the Bronze or Iron Ore tier. Donor support for these programs can be justified on the basis of providing access and equity:

Access to MM quality programs should be available to all students and not just those who have the money to enroll in Platinum courses in Jakarta or those who can afford to travel to the city. Students, government, business and the local economy need the management capacity building to support regional development provided by MM programs.

Equity suggests that MM programs should be at least a basic quality since most regional students do not have the opportunity to travel. These students pay their fees and give up their time to attend an MM program. A development program directed at third or fourth tier HEIs, when properly focused, could result in capacity building that would significantly improve quality, while at the same time create good will towards the donor from students and Faculty, and an on-going legacy for enabling managers committed to working in the local economy.

Task 5. Describe typical “customer” organizations and offices served by these programs.

Stakeholders of MM courses fall into three broad groups:

1. Students: MM students are the future of business efficiency in Indonesia. Those that can question the established and protocol driven will be, in part, MM alumni.
2. Employers of managers in Indonesia: It takes little effort to think about the need for managers in any economy. Indonesia is no exception. There is a huge demand for effective managers who can take the country to the next levels of efficiency and effectiveness. Employers and sponsors of MM students include major multi-national corporations, firms seeking to support their emerging managers and increase their efficiency by better management, government seeking better efficiency, and individuals seeking to improve their prospects.

There is a different student market in the Bronze and Iron Ore tier MM programs in the outlying regions. MMs offered by these HEIs attract significant interest from government employees and business managers that live in the region of the HEI and who do not have the resources to travel to a higher tier MM provider in Jakarta. These regions have struggling economies which benefit greatly from even small increases in management capacity. Hence Iron Ore (and to some extent Bronze) tier MM courses have the potential to deliver greater marginal increases in living standard and opportunity in impoverished regions for small donor investment.

3. The country, economy and GDP benefit through developing a cohort of well educated managers empowered to meet the challenges of an emerging economy in the competitive, web-based global context.

Task 6. Describe the factors that facilitate or constrain the effectiveness of such activities and programs in a technical sense, including whether and how the activities and programs are effectively addressing the interests and needs of clients and stakeholders.

MM (MBA) faculty and schools world-wide compete fiercely with each other for prestige, outstanding students, and outside funding. They see other schools as rivals, rather than fellow faculty in a profession. Hence, it is unusual to find MM faculty from different HEIs working together for quality development, curriculum innovation or shared resources. From observations made in this brief study, Indonesia MM faculty are no different. There was little or no communication, cooperation or agreements with other MM programs highlighted during discussions. This competitive culture makes it difficult to form in-country partnership agreements that work. Indeed, the only international partnerships observed were based on payment of license fees for resources or full-fee paying students accessing international programs at considerable cost.

Bronze and Iron Ore MM programs observed in this study displayed numerous technical constraints in varying degrees, including:

- Poor library facilities, few e-journal subscriptions, few facilities to use them
- Poor, run-down, dirty and broken infrastructure, including class rooms and staff rooms
- Limited faculty and staff access to computers and the web
- Poor to zero computer technology used in teaching
- Staff in need of capacity building in English, research skills, teaching skills, computer use for research and teaching, and their technical areas.

The teaching style used in Indonesia is face-to-face contact, and no distance or flexible delivery options were found. Flexible delivery options are not common in Indonesia in many courses as they apparently are restricted by law. A small number of successful flexible delivery programs were found, however, demonstrating that this delivery mode can work.

A further constraint is a lack of industry support reported in bottom tier courses of study. It came as a surprise to the assessment team that some programs did not boast any support from alumni or local business.

Task 7. Describe the factors that facilitate or constrain the effectiveness of such activities and programs from a management point of view.

Despite the team's best efforts, faculty management could not be reviewed directly but evidence suggests that Bronze and Iron Ore tier HEIs need assistance in areas such as:

- Facility/infrastructure management;
- Strategic planning;
- Professional development programs (possibly due to lack of funds);
- Marketing;
- Fund raising;
- Staff performance planning and evaluation.

This is an issue, since many of these skills are subjects delivered in the MM courses and are not demonstrated by faculty management. This is supported by students' observations of courses being overly focused on theory and lacking in applied projects. It was reported that most Indonesian managers are not willing to expose their businesses/operations to case study or support internships as they are frightened to release commercially sensitive material. Faculty report serious problems finding mentors, internship hosts, and managers willing to be case studies for student review. Management does not have much idea of methods for attracting industry support, marketing programs or seeking relationships with industry.

Task 8. Describe HEI experiences in working with other HEIs, within Indonesia or internationally, and characterize the factors that appear to facilitate or constrain collaboration.

There was a difficulty with some interviews to separate expired past collaborations from existing active relationships or collaborations with relevant organizations from potential agreements, from those that are in very early discussion stages. Some course managers did not seem to separate between the three and reported them as all current and active, unless considerable questioning was undertaken.

With some minor exceptions a definite trend was observed:

- Platinum: Very strong links with high quality international business schools, mostly from Europe and Australia. Collaborations often took the form of staff and student exchanges or shared delivery of a qualification.
- Silver: Strong Indonesian collaborations with industry, alumni and other stakeholders. Limited, if any, international collaborations.
- Bronze: Limited national and some local collaboration with industry, organizations and alumni. Limited national level collaborations, if any.

- Iron Ore: Only limited collaborations, if any.

Business faculties world-wide are not strong networkers, and Indonesian business schools are no exception. USAID, therefore, is presented with a unique opportunity to link Indonesian and U.S. schools.

3) Observations

Task 9. Provide observations regarding a) which IHEIs and programs appear best suited to benefit from and effectively incorporate and apply USAID-supported assistance, including partnership programs with US HEIs; and b) the types of assistance programs the team believes would be most effective in fostering an institutional capacity legacy.

Three levels of support have been identified:

1. Strengthening selected MM programs;
2. Strengthening management at selected universities; and
3. Strengthening strategic planning in the higher education sector.

While level 1 support deals only with MM programs, levels 2 and 3 involve building the capacity of the higher education sector at the university and the policy level, respectively.

Strengthening Regional MM Programs

The analysis in this section has suggested that there are definite development benefits from strengthening MM programs in regions where: 1) economic development is needed; 2) there is a public (or church-based private) university offering Bronze or Iron Ore standard MM programs that are attracting enrolment from local and regional students.

One option would be to establish a partnership between MM programs and U.S. international business schools to provide the following types of support:

- Curriculum consultant: facilitate review and development of a fresh MM curriculum;
- English literacy development for faculty;
- Computer package use training;
- Teaching skill development;
- Training in methods to obtain sponsorship and external funding from industry;
- Workshops and mentoring of faculty in their technical areas;
- Workshops and seminars for alumni, staff, students and public;
- Minor infrastructure improvements of lecture rooms and faculty offices;
- Provision of a small number of computers and data projects to enable use of PowerPoint to be used in instruction;
- Obtaining external funding for business e-journal subscriptions;

- Research design and data analysis for business; and
- Publishing in international journals;

In addition, a partnership between a Silver tier (or strengthened lower tier) MM program and a U.S. business school could be developed to develop distance and flexible delivery programs suited to Indonesia. This program should not assume computer or web access. It may also be useful to make this material available to Bronze and Iron Ore MM programs.

Strengthening Management at Universities

Indonesian legislation requires all public HEIs to achieve levels of autonomy far removed from the current management systems heavily reliant on the GOI by 2015. Many second and third tier HEIs will struggle to develop and implement the management systems and skill sets in staff needed to succeed in a semi-autonomous environment, such as:

- Budgeting processes
- Financial management systems
- Human resource systems
- Effective strategic and operational planning strategies
- Infrastructure management
- Philanthropy and managing third party funds
- Student management

A scoping project could identify HEIs needing most support, areas to support and methods of support.

Strengthening HEI Management

The Ministry of National Education: Directorate General of Higher Education is presently developing a strategic plan for public universities. The stage of development of the strategic plan is not known nor has the quality of the work been assessed. However, team participation at the review of the research papers prepared for the strategic plan suggests that the GOI still has considerably more work. USAID could consider supporting the development of this plan by any number of options, including funding an experienced educational planner to work with the MONE to assist with the plan development.

C. Public Administration (PA) S₂ Programs

1) Introduction

The assessment team identified 24 Indonesian higher education institutions (HEIs) on USAID's initial list as offering S₁ or S₂ programs in Public Administration (PA); 8 were in the reduced list of 23 IHEIs, with 6 included among the 16 IHEIs to visit. These 6 IHEIs, each of which offers a PA S₂ program (the program level on which USAID requested the team focus), include public and private universities as well as two locations of the Sekolah Tinggi Ilmu Administrasi (STIA) (National School of Administration) of the Lembaga Administrasi Negara (LAN) (National Institute of Public Administration):

- Universitas Gadjah Mada (UGM), Yogyakarta
- Universitas Indonesia (UI), Depok
- Universitas Padjadjaran (UNPAD), Bandung
- Universitas Hasanuddin (UNHAS), Makassar
- Universitas Sebelas Maret (UNS), Solo
- Sekolah Tinggi Ilmu Administrasi – Lembaga Administrasi Negara (STIA-LAN), Jakarta and Makassar

Note: While reviewing other programs, the team also reviewed the PA S₁ program in Universitas Sumatera Utara (USU) and the PA S₃ program in Universitas Negeri Makassar (UNM).

The PA S₂ programs in these six IHEIs have different program names and concentrations:

- UGM offers an S₂ program in Public Policy and Administration, with six concentrations: Governance and Public Policy, Management and Decentralization, Human Resources Management, Public Finance Management, Asset and Facility Management, and Public Service Management (15-20 percent of the students choose each concentration);
- UI offers an S₂ program in Public Administration Policy, with concentrations in Public Administration, Business Administration, Tax Administration, International Business, Human Resources Management, and Public Service Management;
- UNPAD offers an S₂ program in Public Administration, with no concentrations;
- UNHAS offers an S₂ program in Public Administration, with a concentration in Development Administration;
- UNS offers an S₂ program in Public Administration, with concentrations in Public Policy and Public Organization Development (all students choose Public Policy); and
- LAN, an Indonesian government institution under the coordination of the Ministry of Administrative Reform (MenPAN), includes the STIA-LAN (School of Administration) (Jakarta, Makassar, Bandung), which offers PA S₁ and S₂ programs; and the Pusat Kajian dan Pendidikan dan Pelatihan Aparatur, which offers diverse training workshops and supports training-related research (Jakarta,

Makassar, Bandung, Samarinda). The STIA-LAN PA S₂ program has concentrations in Regional Development Management, Public Economy Management, Human Resources Management of Government Entities, and Financial Management. The team identifies STIA-LAN as an HEI even though it is organizationally within LAN, since STIA-LAN follows MONE regulations, has its programs accredited, etc. [LAN and STIA-LAN activities and programs in Makassar (M) and Jakarta (J) are denoted in this document by “/M” and “/J,” respectively.]

Following are the team’s PA S₂ program findings, as they relate to Tasks 4-8 in the Task Order.

2) Findings by Task

Task 4. Provide a profile of the most common types of participants in IHEI activities and programs and the employment patterns and work performance of individuals that participate in these activities and programs.

The largest PA S₂ programs visited are at UGM, UNHAS, STIA-LAN/J, and STIA-LAN/M. The students entering the STIA-LAN programs are all employed in government offices; most students who enter the other programs also are employed, usually in local government offices but selectively in other organizations. Students who have just completed their S₁ programs also are increasingly entering the university PA S₂ programs, prior to employment.

Following are PA S₂ program student profiles from these 6 IHEIs:

- **UGM:** About 100-125 students enter the PA S₂ program each year; 250 students are enrolled in the program; and about 100 students graduate each year. [UGM also offers PA S₁ and S₃ programs.] Among entering students, about 70 percent come from local government offices (four-fifths from district offices), 10 percent from national ministries and NGOs, and 20 percent enter directly after completing an S₁ program. Upon graduation, the 80 percent of the students who come from local government offices, national ministries, and NGOs return to their same jobs, with most promoted within one year. Graduates who enter the S₂ program directly from an S₁ program typically take jobs in local government. UGM PA S₂ students are from throughout Indonesia, since the program has provided courses at dispersed sites.
- **UI:** About 20 PA S₂ students graduate per year; they come from and return to jobs in the public sector, although some students received their S₁ degrees from non-PA programs. Student costs per semester (4 semesters) are Rp10 million. The PA S₁ program has about 90 graduates per year; however, less than 50 percent take positions in government, since public sector salaries are lower than those in the private sector. The PA S₃ program has 5-10 graduates per year.
- **UNPAD:** The PA S₂ program has 40 students, with 20 students graduating this year. About 40 percent of S₂ students come from and return to local government offices in West Java; 20 percent come from and return to NGOs;

- 10 percent come from and return to national ministries; and 30 percent enter the program directly after completing an S_1 program.
- **UNHAS:** The PA S_2 program has about 250 students, with 60-75 students starting and 50-60 graduating each year. [The PA S_1 program has 400 students.] About 70 percent of S_2 students come from and return to local government offices; about 20 percent come from and return to private universities (as lecturers); a small number come from and return to NGOs and other organizations; and fewer than 10 percent enter the program directly after completing an S_1 program. Most S_2 students are full-time, with classes Monday through Friday; a few are part-time, taking classes on weekends. For the past 4 years and 6 years, respectively, UNHAS has offered PA S_2 courses (with a local HEI) in Ambon and Gorontalo; 28 and 35 students are enrolled now; the popular courses are Planning, Public Policy, and Theories of Development.
 - **UNS:** About 15 students start and about 8 students graduate from the PA S_2 program each year. In 2003, all students came from local government jobs; now, 80 percent do, with 20 percent from NGOs or private IHEIs (as lecturers). Few students enter the PA S_2 program directly after an S_1 program. All classes are Friday and Saturday, since most students work in local government offices. In 2003, all entering students had a PA S_1 degree; now PA S_1 graduates make up one-third of the entering students. All students with non-PA S_1 degrees take 3 preparatory courses before starting the PA S_2 program: Introduction to Public Administration, Statistics and Analytic Methods, and Concepts and Issues in Development.
 - **STIA-LAN/J:** This PA S_2 program has an enrollment of 600 students; annually, about 200 students enter and about 200 students graduate from the program. [The PA S_1 program has 3,000 students, of which 1,300 are active students.] About 25 percent of the students are employed in local government offices, while 75 percent are national government employees (e.g., Ministry of Home Affairs, MoNE, MenPAN, Police, Army). About 50 percent of the students are sent by their employers, and about 50 percent pay their own way; student costs per semester are Rp6 million. [The LAN/J (non-degree) training workshops serve employees of government and are of 3 types: a) functional workshops for current and pre-service civil servants, funded by LAN; b) four levels of workshops to develop civil servants' leadership skills, paid by employers; and c) technical training workshops, paid by employers.]
 - **STIA-LAN/M:** The PA S_2 program in Makassar serves 600 students; about 150 students enter and 150 students graduate each year. Courses are taught in the evening, since students work full-time while being enrolled full-time. They generally pay their own costs, which are Rp5 million per semester. Students come from local government offices (10 percent from local education offices), national ministry offices, the Police, the Army, local and national parliaments, etc. Most students now are from Sulawesi (75 percent), with 5-10 percent from the eastern islands and the rest from Kalimantan and other parts of Indonesia; formerly, 50 percent came from Aceh, Papua, etc., but student flows from these regions declined after the establishment of autonomous regions. [The LAN/M (non-degree) training workshops are similar to those offered by LAN/J, except

the 1st level (highest) leadership workshop is only at LAN/J. The LAN/M workshops are residential (unlike at LAN/J); more than 300 students can stay in its 150+ dormitory rooms. The team observed a pre-service training workshop and a 2nd level leadership workshop (the latter for local government office heads).]

The PA S₂ programs in these 6 IHEIs typically do not focus on serving students with education management or policy interests and have little data on such students. The UGM program did not know what proportion of its students is employed in local education offices and thought that local education officials who want to focus on education might attend a local Education Management (EM) S₂ program; STIA-LAN/M had a similar response. The UNS program knew of no student entering from or taking a job in a local education office, while the UNHAS program knew of no teachers entering its program – and at most a “few” who might have worked in local education offices. Fewer than 5 percent of UNPAD program graduates work in local education offices, and the program offers no education-specific management or policy courses.

Although UNM has no PA S₂ program, 35-40 percent of its PA S₃ graduates write dissertations on education topics (5-10 percent on elementary and secondary education; 30 percent on higher education) and are employed in related education offices. Moreover, in Jakarta, the UI Administrative Sciences Department offers a small EM S₂ program (5-10 students per year, plus a one-time cohort of about 35 students from MONE), and the STIA-LAN/J program confirmed that some MONE employees complete its S₂ program – although it doesn’t know how many.

University PA S₂ programs face several challenges relating to the growing numbers of students entering these programs directly after completing an S₁ degree, one of which is whether to recruit S₁ graduates. For example, the UNS program has major competition for students from a local private university, whose program (per UNS) is less costly and much shorter. To meet this competition, the UNS program is considering the active recruitment of students directly from the UNS PA S₁ program, which has about 115 graduates per year, even though until now it has viewed employees of local government offices as its primary S₂ student source. The UNS program also is seeing more government job announcements with an S₂ degree as a requirement.

The team was unable to determine whether PA S₂ graduates returning to jobs in the public sector improved their work performance after completing their graduate programs.

Task 5. Describe typical “customer” organizations and offices served by these programs.

The stakeholder organizations or offices served by each PA S₂ program include employers from which students come and to which they return, e.g., local government offices, national ministries and agencies, international and national donor agencies,

professional associations, NGOs, and universities, as well as the programs' respective alumni associations.

Although (or perhaps because) most students are employed when they enter the university PA S₂ programs, these programs generally have limited and/or largely one-directional relationships with organizations and offices that employ these students. But there are exceptions.

The UGM program is more impressive than the other assessed university programs relative to the services it provides local government offices. For example, the local government training sessions UGM has conducted in the past five years include:

- Monitoring and Evaluation Training for Local Government (2007-now)
- Regional Development Planning (2007-now)
- Strategy and Technique to Increase Regional Pure Income (2007-now)
- Good Governance-Based Public Services (2005-now)
- Local Parliament Empowerment (2004-now)
- Training for Planners (2004-now)
- Training for Junior Planners (2004-now)
- Local Governance Assessment (LGSP-USAID) (2006)
- Empowering Local Parliamentary Administrative Staff: From Administrative Support to Policy Analysis (2005).

All five university programs seek local government officials' ideas every few years when curricula are revised; S₂ program recommendations received in recent years include increasing student field work, increasing the number of case studies written using local government data, and adding a conflict resolution course. Some programs (e.g., UNHAS) work closely with local governments on specific projects, e.g., assist with a research study or identify prospective employees. Others (e.g., UNS) initiate collaboration through centers or courses (e.g., a Decentralization course in which students identify and analyze local government problems). Still others (e.g., UNPAD) conduct citizen surveys that have led to improved local government performance, such as the adoption of "one-stop shopping" for licenses.

At the same time, these university programs generally continue to be too formal, theoretical, lecture-based, and separate from the reality and practical nature of local government employment. These programs could more proactively develop partnerships with local government officials, not only make presentations to them or conduct work for them. It is as important for programs to invite meaningful local government participation in reviewing and improving program curricula and applied research as it is to plan and conduct externally funded workshops and research for local government officials.

STIA-LAN/J and STIA-LAN/M have different relationships with local government offices than do the university programs. All STIA-LAN/M S₂ students are from local government offices throughout Sulawesi and eastern Indonesia, as are several of its part-

time lecturers. Moreover, even though LAN/M, not STIA-LAN/M, offers local government officials dozens of fee-based training workshops per year, the close relationship between STIA-LAN/M and LAN/M means that local government offices using and paying for these workshops are also PA S₂ program stakeholders. Thus, the S₂ program has a strong interest in providing high-quality services to these local government offices. This is also true for STIA-LAN/J, even though only 25 percent of its students are from local government offices. Nevertheless, these PA S₂ programs could improve their services to local government offices by improving the identification, design, conduct, and evaluation of their curricula to ensure that the courses provide not only practitioner perspectives on public management but also the theoretical foundations on which effective practice is based.

Among the university PA S₂ programs, UGM and UI work the most closely with and provide the most direct services to national ministry and agency stakeholders. For example, BAPPENAS, the national planning agency, provides funding to UGM to deliver training programs for local government officials and to conduct evaluations and other research consultancies in policy-related fields such as local governance and education. The UI program consults with MONE when it updates its courses (although it reported having these meetings only every two years); at such a recent meeting, for example, MONE asked that UI place greater curricular emphasis on organizational development to meet the needs of MONE officials enrolled in the S₂ program.

STIA-LAN, in addition to having a PA S₂ program, is a national government stakeholder served by most of these university programs. For example, UI lecturers teach at STIA-LAN/J; UNHAS and UNM lecturers teach at STIA-LAN/M; and UNPAD lecturers teach at STIA-LAN/Bandung. Other national government stakeholders are DGHE/MONE and BAN-PT, which accredits PA S₂ programs. Also, university program services to local government offices indirectly serve the needs of national ministries as these ministries decentralize operations to provincial and district levels. The team believes closer collaboration between university PA S₂ programs and national ministries and agencies is desirable and mutually advantageous but lacked time to consider this matter further.

As with local government offices, the national ministries and agencies are an important stakeholder group for STIA-LAN/J and STIA-LAN/M. They provide 75 percent of the STIA-LAN/J S₂ students, many S₂ program lecturers, and significant S₂ program funding.

The international and national donors and professional associations (i.e., stakeholders) with which the UGM PA S₂ program has collaborated in workshops, research, and consultancies include the Indonesian City Parliament Association, the Japan International Cooperation Agency, the Asian Development Bank, World Vision Indonesia, and Save the Children. In addition to partnering with such organizations on workshops and projects, the UGM program might explore ways to create and sustain broader partnerships that include participation by its PA S₂ students and also collaborations with its local and national government stakeholders. Moreover, the other university PA S₂ programs might selectively expand their stakeholder relationships with a few donor

agencies whose missions are consistent with their S₂ program degrees and concentrations, faculty interests, and government stakeholder needs.

At its meeting with STIA-LAN/J and LAN/J, the team was informed that LAN is co-sponsoring two key international stakeholder meetings in Indonesia in the next 16 months: an intergovernmental relations seminar in Jakarta in June 2009, and the next biennial conference of IIAS/IASIA (International Institute of Administrative Sciences/International Association of Schools and Institutes of Administration) in Bali in July 2010. This second meeting is a particularly significant opportunity for LAN and all PA S₂ programs in Indonesia to strengthen their relationships with public administration schools and institutes worldwide and to demonstrate to the global community the commitments that Indonesia is making to improve its public administration education and practice.

All five university PA S₂ programs have students who have come from and will return to jobs in NGOs, public or private universities (typically as lecturers), or other non-governmental organizations or offices. In addition, the labs/centers and lecturers at some of these programs conduct small projects for local NGOs.

Each of the five university PA S₂ programs has some type of alumni association, with activities and services frequently including tracer studies, regular alumni “reunions,” special lectures or seminars given or attended by alumni, alumni opportunities to comment on curriculum revisions, alumni fund-raising for scholarships, etc. The team is uncertain, however, how substantive these services and contacts are. For example, tracer studies of some programs’ graduates appear to be pro forma, with little effort to follow up these studies with initiatives that actively engage alumni employed by various stakeholder groups.

The UGM program provided the most detailed alumni information, showing the distribution, by province, of its 1,889 alumni from the start of the program in 1993 until March 2008. These alumni are from 27 provinces, and, not surprisingly the largest numbers are from DKI Jakarta and Banten (408) and Central Java (207). Even though the UGM program has delivered courses to virtually all parts of Indonesia, it is impressive that the next largest alumni group is from Papua (186). Although UGM could involve alumni more in its program, it is better positioned than other PA S₂ programs to assume a leadership role among such programs.

The UI approach is more passive; the PA program collects alumni data when students graduate and also has an S₂ alumni coordinator, but not all alumni data are current. The UNPAD PA S₂ alumni appear to have been especially helpful in suggesting improvements in practical courses in the curriculum. A significant alumni challenge being addressed at UNHAS, but of importance to all these programs, is what the program might do to improve the likelihood that PA S₂ graduates can be effective managers and not be “smothered” by the culture and politics of local government offices when they return to their jobs after graduation.

The STIA-LAN/J S₂ program has the largest number of alumni of any PA S₂ program assessed, namely, about 23,000. This “alumni association” is neither organized nor managed to obtain or share information, however; indeed, this group is an untapped resource for STIA-LAN/J. Illustrating its current undeveloped state is the fact that only 100 of the thousands of alumni participated in a recent STIA-LAN alumni event. Moreover, it appears to the team that little or no attention has been given to opportunities for engaging alumni in strengthening the academic program of STIA-LAN – and, indeed, in strengthening STIA-LAN itself. But the potential is there for this alumni group, if asked, to play a critically important role in transforming the STIA-LAN/J S₂ program into a more visible, more relevant, and more effective program.

The STIA-LAN/M S₂ program faces other problems, given its expansive service area. Nevertheless, it is taking steps to serve the needs of alumni more effectively; program representatives have visited alumni throughout Sulawesi and other parts of eastern and northern Indonesia to get their post-graduation perspectives and ideas for improving the S₂ curriculum.

Task 6. Describe the factors that facilitate or constrain the effectiveness of such activities and programs in a technical sense, including whether and how the activities and programs are effectively addressing the interests and needs of clients and stakeholders.

One of the factors that facilitate the quality, relevance, and effectiveness of the PA S₂ programs is the design and use of courses in which students work effectively and collaboratively with local government officials. Several PA S₂ programs have developed such courses. For example, the Decentralization course at UNS requires that students visit these officials, ask questions to identify problems, write papers analyzing the problems, send these papers to the officials for comment, etc. This semester the students in this course are focusing on education decentralization, working with appreciative local education officials on such problems as education office budgets and the distribution of authority among government levels.

Courses that incorporate student-based collaboration with local government officials (as well as focus on education issues) appear to be the exception rather than the norm, however. It is still common for a PA S₂ program to claim its courses are practical when they actually are theoretical – “practical” is used to describe courses in which the topic is practical, even if student learning in the course is not related to the realities of public sector employment. “Practical” courses continue to be formal and lecture-based, rather than problem-focused and student-focused. Indeed, the team was told by the UI program that it continues to teach a New Public Management course because it lacks the time or money to develop new curricular materials that integrate theory and practice, even though New Public Management principles often are irrelevant in Indonesia.

An interesting program characteristic of the UGM PA S₂ program that facilitates the program’s effectiveness is its use of demand-driven course scheduling to meet the needs

of its students. Each fall, after the first cohort of 25-30 full-time students starts the program, subsequent cohorts during the same year begin their courses whenever another 25-30 full-time students have been accepted; in this way, students can complete the degree and return to their jobs more quickly.

The decentralization of responsibility and resources from the national government to provincial and district offices also is facilitating the effectiveness of PA S₂ programs and leading to greater opportunities for these programs, especially those not in Jakarta. Local government offices, the largest employers of these graduates, need staff with much greater administrative and program management expertise, and the PA S₂ programs are well-positioned to provide the necessary PA education – provided they commit themselves to real collaboration with employer stakeholders.

Until recently, a common practice in HEIs has been to have PA S₂ (and other S₂ and S₃) programs, with the possible exception of Law and Economics, report to a Postgraduate Studies Director, not the Dean of the Faculty in which the PA S₂ program staff are appointed. This practice has begun to change, though, as universities recognize that this practice often gives control over a program and its curriculum to a Postgraduate Studies Director with little PA expertise. This shift in postgraduate program reporting, where it has occurred, is resulting in increased effectiveness, relevance, and quality of PA S₂ programs. At UNHAS, for example, the PA S₂ program now reports to the Dean of the Faculty of Social and Political Sciences (SPS) in order to facilitate program effectiveness; the UNS Dean of the Faculty of SPS is proposing a similar move for the UNS PA S₂ program.

There continue to be many factors that constrain the effectiveness of PA S programs in meeting stakeholder needs. One critical factor is the “academic” culture in IHEIs and PA S₂ programs, which is difficult to change. The assessed programs still predominantly use the lecture-based approach, not problem-based and student-based approaches, in the classroom (although some programs use the latter approaches more than others). Moreover, the culture emphasizes teaching, not research – and this is very hard to change. The culture also gives inadequate attention to “customer”-relevant practical courses and applied research, as well as to active lecturer engagement with program stakeholders.

No PA S₂ program that the team examined requires students to complete an internship with a local government office or other frequent employer of PA S₂ program students/graduates. These programs assume that, because students primarily come from and return to the same jobs, they bring real-world experience with them and only need the programs to provide the theory; the students are responsible for integrating the theory with their prior experience.

A major constraint to program effectiveness cited by STIA-LAN/M and other programs is the lack of local government stakeholder needs analyses. Whether this is due to non-responsive local government officials, ineffective efforts by STIA-LAN/M and other programs, minimal communication between the programs and their stakeholders, or

other factors, the result is an underdeveloped, supply-driven program for local government officials.

While all PA S₂ programs say they solicit feedback and suggestions from key stakeholders (including primary employers of graduates and alumni), such solicitations typically occur only every few years and do not appear to be part of ongoing two-way dialogue between programs and their stakeholders. On the other hand, local government offices and other employers often view these PA S₂ programs and their staffs as too “academic,” out of touch with the reality and problems of the public sector workplace; as a result, employers often conclude it is not worth their time to respond to program solicitations for feedback. Moreover, the team learned at STIA-LAN/J that in that S₂ program only lecturers have been involved in curriculum reviews – employers, alumni, and other stakeholders have not been involved.

In addition, most of the assessed PA S₂ programs give little priority to conducting and applying research to improve the quality, relevance, and effectiveness of these programs, including the instructional activities. This is particularly evident in STIA-LAN/J and STIA-LAN/M, which are being left behind other HEIs with respect to incorporating new public administration developments into their education for effective leadership and management in the public sector.

Task 7. Describe the factors that facilitate or constrain the effectiveness of such activities and programs from a management point of view.

Selected factors impacting the management effectiveness of PA S₂ programs are highlighted below; given the team’s limited assessment, however, it is difficult to generalize about program management factors that would enhance program effectiveness, quality, and relevance.

One Indonesian HEI development that has the potential to be a significant facilitating factor is the Indonesian Higher Education Network (INHERENT), which connects almost all public HEIs and many private HEIs. Although it has weaknesses, it offers the potential for connected HEIs to use videoconferencing and other communication links to improve the delivery of their PA S₂ programs, to collaborate on PA workshops and applied research, etc.

The university organizational responsibility for PA S₂ (and other postgraduate) programs also can facilitate the effectiveness of these programs not only in a technical sense but also in a management point of view. For example, an academic program management system in which these programs report to the appropriate Dean, rather than to the Postgraduate Studies Director, will enhance program quality, relevance, and effectiveness. [See **Task 6.**]

The PA S₂ program in which management deficiencies most clearly constrain program effectiveness is that of STIA-LAN/J. In a meeting with the assessment team, STIA-LAN/J (and LAN/J) leadership described an overall organization in which few, if any,

management systems are up-to-date and effective. For example, the library catalog system for the STIA-LAN/J PA S₁ and S₂ programs is manual, not automated (and there are only 4,000 titles); online journal access by S₂ students and lecturers doesn't exist, because the organization hasn't implemented a system; student records systems are outdated; the management information system is outdated, and is only for staff – not for students; other administrative management systems also are outdated; distance learning is done “manually” – and the list could be extended at length.

Another management constraint was discussed by STIA-LAN/M and LAN/M management officials, namely, that all STIA-LAN and LAN locations are managed centrally from the offices in Jakarta. For example, the Makassar officials lack authority over management decisions, and this is especially true with regard to international cooperation.

Given these major management deficiencies that currently constrain the effectiveness of the STIA-LAN programs, the team was surprised when it was told by STIA-LAN/J and LAN/J leadership about an unusually large number of major new initiatives planned for implementation by 2010. These new initiatives include designing and implementing a new Administrative Law programs at all degree levels; new S₃ programs in Public Policy, Business Administration, and Human Resources Management; and new LAN centers in many regions (including Sumatra and Papua), as well as making the STIA-LAN PA S₂ program available to additional students, including employees at state-owned enterprises. Given the deficient condition of essentially all management systems in LAN and STIA-LAN, efforts to implement these many strategic priorities will result in failure – including an even greater inability of the PA S₂ program to serve the needs of its government stakeholders. Indeed, perhaps the greatest management need of these programs is the development of a strategic planning capacity.

Task 8. Describe HEI experiences in working with other HEIs, within Indonesia or internationally, and characterize the factors that appear to facilitate or constrain collaboration.

The six PA S₂ programs, together with their respective HEIs, have diverse relationships with other HEIs in Indonesia and internationally. The most common relationships are numerous inter-institutional memoranda of understanding (MOUs) that provide potential frameworks for institutional and program collaboration. These MOUs are typically between one Indonesian HEI and one international HEI, but they often are “hollow” because of a lack of details or commitments. Also common are “one-way relationships” in which instructional staff or students in HEIs spend defined periods of time abroad studying for advanced degrees or participating in “sandwich” assignments for a few months. For example, an HEI S₃ program may include a “sandwich” assignment of four months at an international HEI to strengthen a doctoral student's research and professional experience. UI, for example, currently is sending about 200 lecturers abroad each year to get doctoral degrees, with funding from UI, MONE, and other sources.

While the PA S₂ programs assessed in this report may participate in collaborative activities with similar programs in other countries through the types of arrangements described above, each program's particular focus in this regard reflects its program characteristics and the general mission of its HEI. For example, the UGM PA S₂ program has a collaborative research arrangement with the University of Oslo focusing on the transparency of the policy making process and local government finance, management issues, and joint publications; it also has an agreement with the University of Southern California. The UI PA S₂ program has no "twinning" arrangements, although it is exploring this possibility with Flinders University (Australia). Inter-institutional PA S₂ program collaboration also occurs within Indonesia. For example, UNS, UGM, and Universitas Brawijaya have a joint public policy initiative. GMU also is collaborating with STIA-LAN on joint research to strengthen the STIA-LAN/J curriculum. In addition, there are informal working relationships, e.g., the UNHAS Dean of the Faculty of Social and Political Sciences, who also teaches in the PA S₂ program, informed the team that he recently returned from reviewing the PA S₁ program and exploring the development of a PA S₂ program (with a focus on the development of human resources) at Universitas Cenderawasih in Jayapura, Papua.

HEI collaboration on a broader scale occurs through the "association" of about 30 Deans of Faculties of Social and Political Sciences. This group, facilitated by the UI Dean, meets regularly to discuss programs and program issues common to these Deans, their Faculties, and their HEIs, as well as to encourage faculty professional associations, employer engagement, etc. At a recent meeting, for example, the 14 deans present focused on current developments in programs in criminology. At times, PA programs and program issues also have been discussed.

In summary, while the HEIs in which the assessed PA S₂ programs are located generally have broad and numerous (but often "hollow") agreements with international HEIs, these PA S₂ programs themselves seldom have international program-specific agreements with international HEIs. This is not unusual, though; indeed, in the US few 1-2 year master's degree programs in public administration, public policy, and public affairs have formal, active agreements with comparable international programs except perhaps relating to faculty research collaboration and other multi-year activities. More common in the US is to have small consortia of these programs linked programmatically with networks of similar programs in another country or world region.

The most effective collaboration is likely between two or more PA S₂ programs if their program concentrations, institutional missions, and faculty/student profiles are similar, and also if resources likely will be available to foster the collaboration during its early years. Thus, any network of HEI PA S₂ programs that is part of a US-Indonesia higher education partnership must identify appropriate "lead partners" if the objectives of the partnership are to be realized.

3) Observations

Task 9. Provide observations regarding a) which IHEIs and programs appear best suited to benefit from and effectively incorporate and apply USAID-supported assistance, including partnership programs with US HEIs; and b) the types of assistance programs the team believes would be most effective in fostering an institutional capacity legacy.

1. Among the five university PA S₂ programs visited, the team believes UGM is best suited to benefit from and lead the effective incorporation and application of USAID-supported PA assistance. The team further recommends that UI, UNPAD, and UNHAS, perhaps with 1-3 other PA S₂ programs not visited, be included in any U.S.-Indonesian PA initiative.
2. Regarding STIA-LAN (and LAN), seldom have team members seen a national school of administration whose management systems and academic program need so much attention; at the same time, the team believes no PA program initiative can achieve its objectives without the active engagement of STIA-LAN (and LAN).
3. One way to ensure that the PA S₂ programs could really enhance the performance of government officials after they complete their programs would be to conduct studies on the resulting impacts and outcomes. Results from these kinds of studies could at least provide information and insights about the applicability and adaptability of the PA S₂ programs, which in turn could become a basis for future improvement and adjustment of curriculum, learning resources, and methods of teaching, as well as for maximizing stakeholders' roles and suggesting other possible models of excellence.
4. Key questions relating to any PA program initiative in Indonesia should include:
 - a. How would it enhance the governance of the increasingly decentralized public sector and foster transparency, accountability, responsibility, and participation?
 - b. How would it enhance master's level education (relative to access, equity, content, quality, relevance, competitiveness) for current and future public sector managers?
 - c. How would it reinforce good governance initiatives of USAID and other donors?
5. The key questions in item 4 can best be addressed through a multi-step approach that focuses on the capacity development of key PA programs and their HEIs as spelled out in the following:
 - a. The preliminary step toward the possible intervention program might include a comprehensive assessment and analysis of the following: (i) PA program management systems (e.g., financial, human resource, students) at selected HEIs; (ii) program needs as identified by the assessed PA S₂ programs; (iii) education program needs as identified by key program stakeholders, including private sector organizations (including NGOs), government offices, etc.; (iv) responsiveness of key programs to stakeholders' needs, as well as mechanisms and timing used for curriculum and program development/updating; and (v) inventory and use of instructional technology and equipment.
 - b. Key areas for possible intervention include the following: (i) human resource development (e.g., short-term training, degree programs, staff exchange, team

- teaching); (ii) university management (e.g., developing strategic plans, standard operating procedures, job descriptions); (iii) curriculum (e.g., developing programs that meet stakeholders needs, approaches for curriculum development); (iv) quality assurance (e.g., develop instruments to monitor and evaluate quality); (v) ICT (e.g., identify potential strengths and weaknesses); and (vi) applied research (e.g., focused research to achieve special objectives in target areas).
- c. The implementation stages should include the development of the following: (i) strategic plans for key programs' staff upgrading and utilization; (ii) strategic plans for improving the quality and relevance of key program offerings; and (iii) strategic plans for operational and management systems upgrading of key programs' HEIs.

D. Agriculture Extension and Food Security

1) Introduction

Agriculture extension and food security were linked to higher education in Indonesia early after independence. In 1960 Indonesia deliberately sought to replicate the U.S. Land Grant College Model to create the three functions of higher education: learning/teaching, research and community service. The triple purpose began with agriculture, and in 1963 expanded to all faculties of higher education. However, each institution is left to its own devices to establish the kind of public service it undertakes, which keeps HEIs from systematic public service impacts.

Extension by statute is housed in three separate units of the Ministry of Agriculture, animals, fisheries and forestry, despite the fact that many small holders engage in more than one type of enterprise. The Ministry's Agency for Agricultural Education, Training and Extension (AAETE) develops extension methodology, produces extension materials, manages agricultural education in schools and provides training to other service providers in rural areas. There are at least 25,000 extension workers, with additional extension workers in estate crops, livestock and fisheries. Outside assessments suggest that AAETE reaches about half of Indonesian farmers, mostly in the flat lands in rice production. Highland areas, such as many parts of Papua and Aceh, are not reached.

A major extension effort was fueled by Suharto's authoritarian regime's desire to increase rice production, moving vast areas of mixed cropping and forested areas into high input paddy rice. The program was top down. But the Faculties of Agriculture (FAs) were involved in linking new technology to small holders through such institutions as Mass Guidance (BIMAS), developed by IPB, and village cooperatives (KUD), developed by Gadjah Mada University (GMU). That effort, which brought many new hectares into paddy rice production, resulted in rice self-sufficiency. However, increase in rice production, accompanied by substantial rice subsidies, shifted food consumption from diverse grains and pulses to rice only and led to substantial soil and water degradation. Extension focused on paddy rice production almost exclusively.

There is a need for extension work with farmers to remediate soil and water quality, restore landscapes, and diversify farming systems to increase food security, particularly for small holders. FAs are doing research and teaching on these problems. Past experience of the top tier FAs suggests the expertise is there. IPB and GMU developed Village Unit Private Companies (BUUD) and Presidential Instruction for Underdeveloped Villages (IDT), all relatively centralized approaches to rural and agricultural development. Bappeda, a decentralized integrated rural development strategy developed by IPB, is floundering, as mechanisms for participation by higher education institutions with regional governments are not in place.

The majority of Indonesian farmers are small holders, with the average land holding less than 0.5 hectare on the Java islands, and about 1 hectare outside of the Java islands. The

small holder farmers often face problems in marketing, as they are not able to compete; they are not yet able to meet the quality and quantity demanded by the market. Few farmers are organized in farmer producer organizations. The majority of the farmers are still working individually. Low quality, lack of market information and linkages and lack of organized market power lead to low prices.

The extension services provided by government agencies mainly only cover the production aspect, while quality, post harvest, and processing are not addressed. Research to reduce production costs, increase quality of higher value crops, and determine appropriate organizational forms for innovative market chains are necessary for agricultural extension to lead to food security.

2) Findings by Task

Task 3. For each HEI identified in Java, Papua and Aceh, develop and provide a list and description of the activities and programs such HEIs are providing in each of the substantive areas identified above, the training and qualifications of the personnel employed in such activities and programs, and the funding and other resources used to support the activities and programs

Agricultural faculties visited by the team included:

- Institut Pertanian Bogor (IPB), Bogor, West Java
- Gadjah Mada University (UGM), Bulaksumur, Yogyakarta
- Universitas Hasanuddin (UNHAS), Makassar, Sulawesi
- Universitas Padjadjaran (UNPAD), Bandung, West Java
- Universitas Kristen Satya Wacana (UKSW), Salatiga
- Universitas Sebeles Negeri Maret (UNS), Surakarta (Solo), Central Java
- Universitas Sumatera Utara (USU), Medan, North Sumatra
- Universitas Syiah Kuala (UNSYIAH), Banda Aceh, Nangroe Aceh Darussalam

Because the team asked for interviews about agriculture programs, it was assumed by most of the institutions that the team was interested only in crop production, and thus it was not exposed to the range of disciplines or programs that would be present in a College of Agriculture and Life Sciences at Land Grant Universities in the U.S.

Details on the individual FAs of these HEIs, found in Appendix F, reportedly give an overview of the programs, particularly related to agriculture extension and food security.

Universities with agricultural curricula mirror the fragmentation of the Ministry of Agriculture, in terms of their continuing administrative division into separate faculties, with little cross-faculty collaboration in research, service, or teaching.

In 2005, agriculture faculties (FA) began a process of separation of departments into separate faculties. For example at UNHAS the division of agriculture was divided into four separate faculties: animal husbandry, forestry, fisheries and agriculture. This has

led to fragmentation in the research and the teaching. FAs tended to have agronomy, soil science, plant protection/entomology, agricultural socio-economics, and, in a few institutions, food and nutrition and agricultural engineering.

In 2009, many FAs, perhaps in attempt to be more modern and relevant, combined their undergraduate programs into two: agritechnology and agribusiness. Several institutions have more advanced student cohorts in traditional departments, while entering cohorts are in the new ones.

UNPAD is an example.

Phasing out at the S_1 level

<i>Department</i>	<i>Current enrollment</i>
- Agronomy	292
- Plant breeding	183
- Soil Science	257
- Agro-Socio Economic	503
- Plant protection	181

New programs at the S_1 level

- Agro-technology	238
- Agribusiness	174

Almost all FAs visited have undergone recently or are in the process of undergoing pedagogical transformation to a partial or full extent, implementing student-based learning based on problem solving and a competency-based curriculum. They also use tracer studies (when externally funded) of their students and the students' employers in order to improve their curricula. Some are moving from a commodity driven approach to a value chain approach in at least some of their research, teaching, and community service, which can increase efficiency and profitably and foster entrepreneurship.

All the FAs visited offer S_2 degrees, and most offer S_3 degrees, despite a small portion of faculty with S_3 degrees. Older faculty tend to have only S_1 degrees, and younger faculty are more ambitious about increasing their capacity. S_3 degrees at some of the institutions are awarded either through research or through course work.

Enrollment in FAs varies enormously across institutions, with several thousand entering some programs and a few hundred entering others. Generally, faculty were pleased with their student numbers, but felt they could do more to address equity issues to increase enrollment from Aceh and eastern Indonesia.

Almost all the institutions addressed rice as a principal crop. Depending on the region, estate crops (oil palm, coffee, and cacao) were also included in the curriculum. Most FAs address horticultural crops, which include fruits, vegetables, and ornamentals. Some FAs included food science and agricultural engineering, although they have been broken off into separate faculties in most institutions. A few FAs are developing

programs related to renewable energy, biofuels technology, ground water, and climate change.

Public FAs receive state funding and funding from tuition and fees. Tuition and fees are often on a sliding scale, based on student income. There are also scholarships available to students from low income families through their district governments. At one institution, estate employees are supported at 12 times the normal tuition by their employers; the downside of this arrangement is the poor quality of the students, who tended to be the relatives of the estate managers. Private FAs depend on private donations and tuition and fees. A few FAs generate some revenue through soil testing or other auxiliary enterprises, but not as many as would be expected.

All FAs receive grants, primarily from national (MONE) sources. There seem to be few rupiah flowing to the FAs from the Ministry of Agriculture. Some of the more central FAs receive international grants, from unilateral and multilateral development entities. NGO and intergovernmental grant funding is present in some FAs.

Private funding is generated through donations from companies and from auxiliary enterprises. For example, UKSW has developed relationships with a variety of companies that fund scholarships, and the FA there does joint research with the private sector. That kind of cooperation is limited, as lack of clarity about Intellectual Property Rights (IPRs) separates universities and businesses, each eager to protect their own innovations. While internships are important for student learning and provide important connections for the FAs to the users of their graduates, in more isolated parts of the country it is difficult for students to get internships. Community service is part of the mandate for FAs, but is not funded, and thus only some students participate in this key activity that could link the university to farmers and businesses.

Two FAs, UNHAS and UMPAD, are interested in forgotten food crops and underutilized plants as sources of both food security and new value chains. Several FAs stress organic farming, integrated farming systems, biotechnology, management of marginal lands, microbial-enhanced organic fertilizers, biological control agents, and mitigation of environmental degradation.

Task 4. Provide a profile of the most common types of participants in HEI activities and programs and the employment patterns and work performance of individuals that participate in these activities and programs.

The institutions generally work hard to recruit students from disadvantaged areas, through scholarship dollars they raise themselves (UKSW) or through district-based support. However, the degree to which they reach out to Aceh or eastern Indonesia varies with their reputation and recruiting strategy. There is an increased awareness that these students, who come in by a second set of criteria, are a valuable asset. UNHAS and IPB have programs in place to make sure students from more marginal areas are successful once admitted through offering a pre-semester and special counseling. Both IPB and UNPAD report that the number of students enrolling from

the more marginalized areas has declined, and point with pride to the S_2 and S_3 graduates of their institutions now serving in FAs in these areas. UNHAS has many graduates from the lesser islands in eastern Indonesia.

FA S_1 students often work completely outside of agriculture, as teachers (not in agricultural subjects) or bankers (not in agricultural banking) or in positions within state bureaucracies. It is important to note that the FA S_1 graduates bring a science background into the classroom, which is very important in primary and secondary education. A few S_1 graduates start their own businesses, and a surprising number of students expressed interest in becoming entrepreneurs, taking knowledge gleaned from their research in the FA into small businesses. They also work in AAETE, which primarily means work with technological packages for rice. They also work in state and local government, including state-run firms such as oil palm production.

Six months seems to be the average time between graduation and employment, although it can be considerably longer from some FAs.

Task 5. Describe typical “customer” organizations and offices served by these programs.

Many of the lower quality institutions are less versed in working with their clients, students and employers than the leader FAs.

While they are funded from time to time, by department, by the MONE to do tracer studies, it is not clear how that information is fed back into the curriculum. Many assess relevance every four years. Most FAs say their curriculum is based on customer needs, although they are not really clear on who the customers are in terms of research, community service, or employers of their graduates..

The clearest links are with local oil palm plantations, as the FAs located in their vicinity train their current workers and send their graduates to them. USU has connections with Monsanto and Syngenta.

Linkages with potential partners for community service (extension) are extremely idiosyncratic, with no institutionally established on-going consultations or FA local advisory boards. However, USU has a village office system where it does extension. Its students go out to the offices to get extension experience. Because of the large number of students, and lack of agricultural industry in the region, it has trouble getting industry placements for its students.

UNPAD has a faculty of agribusiness that is focused on formed value chains between small farmers and market.

Two years ago, IPB signed a MOU with 12 district governments in Papua. It developed a pre-university program to prepare the students from Papua to come and be successful.

As curricula are transformed in terms of both pedagogy and content, FAs work with stakeholders, such as the Ministry of Agriculture and industry, to develop competency-based curriculum.

Recently the president of Indonesia asked IPB to be the pioneer in food security to establish sustainable food production. It has set up a research road map that addresses the following five areas, encouraging faculty and students to do research in these areas:

1. food
2. environment/ecology
3. bioenergy
4. poverty alleviation
5. economic crisis

Task 6. Describe the factors that facilitate or constrain the effectiveness of such activities and programs in a technical sense, including whether and how the activities and programs are effectively addressing the interests and needs of clients and stakeholders.

Facilitators

The higher tier universities have acceptable lab and green house facilities and use them creatively for teaching and research. In others, there is little lab space and almost no analytical equipment. Equipment without on-going training in its use and maintenance is not a good investment.

Research exchanges have in the past established on-going collaborations and introduced faculty to cutting-edge technology and research to build top agriculture programs. Within laboratories in specific departments, faculty work with both undergraduate and graduate students in their research projects.

Constraints

Lack of clarity about Intellectual Property Rights (IPRs) separates universities and businesses, each eager to protect their own innovations.

UNSYIAH, like other new FAs in marginalized areas, has no lectureships, scholarships or internships and few industry visits. Faculty need training in how to teach using computers and better English instruction for students. Laboratories, field stations, student exchanges, and visiting scholars programs all need to be developed to bring up the capacity at most of the FAs.

There is low access to the internet and to e-journals in the outlying regions. While some graduate students were quick to find academic resources on the internet, others felt constrained by the small number of agricultural science-related holding in their libraries.

Germ plasm is being lost very quickly in eastern Indonesia, and there is no systematic way to preserve, catalogue or propagate it. Loss of germ plasm in turn impacts soil micro-organisms and soil fertility and resilience, of growing concern with global warming. While one breeding program at UNPAD utilizes underutilized crops, the strong push toward rice monoculture continues through AAETE

Task 7. Describe the factors that facilitate or constrain the effectiveness of such activities and programs from a management point of view.

Facilitators

Many of the staff with lower level degrees are pursuing higher level degrees while they are teaching. There are many young academics in FAs who want to learn and change and do a good job. In many of the FAs putting new curricula into place, all faculty members are expected to have two weeks training to learn new ways. The faculty take seriously the need to improve the learning process. In at least two FAs, researchers and students engage with farmers in participatory breeding research.

There is already collaboration among FAs, with leadership from IPB. This could be more formalized and supported. A few FAs have formal agreements involving 4th year S₁ students going to Erfurt for practical work, informal S₂ collaboration with Japan, etc.

Increasingly, graduate programs are moving from centralized graduate schools at universities to the departments. This new autonomy helps the FAs create more responsive programs linked to a wider variety of local, national, and international problems.

Constraints

The administrative division into separate faculties, with little cross-faculty collaboration in research, service, or teaching, means that the real issues faced by real producers at different points in the food and agriculture value chain cannot be easily addressed. The different faculties that are relevant in agricultural extension for food security are not talking to each other or designing joint research, service, or learning programs.

The more recently established FAs in marginalized areas have a hard time developing a vision of what they would try to do. While the majority of the institutions have moved to problem-based learning, these FAs have not. They still present chalk and talk pedagogy that, they say, follows the MONE's dictum of class content of 2/3 theory and 1/3 practice. They tend to begin with theory, and end the final year with practice, rather than integrating the two in order to understand the value of theory.

Journal publications are required to move up the academic hierarchy, and the goal of faculty members is to publish in international journals, which they find difficult. In part, it could be because they do not read international journals in designing and conducting their own research, as evidenced by their desire to have a central office to tell them where to submit articles. Generally, a scientist submits to journals that he/she cites in

an article, which presumably are used to design the research. There is probably also a problem of lack of editing before submission. Thus they are eager for international collaboration, which the faculty feel is a sure way to get international publications.

FA staff are required to do 20 percent extension/social activity, but they have no funds with which to do it. The lack of funding for community service activities (extension) hurts student learning and the ability of local users of research to influence research directions and of research findings to be put into practice.

National research competitions are geared toward problems from Java. While eastern Indonesian proposals are criticized for their methodology (often because it is not about rice or corn for animal feed and not using a random block design), there is no help in developing more robust and appropriate methodologies.

Task 8. Describe HEI experiences in working with other HEIs, within Indonesia or internationally, and characterize the factors that appear to facilitate or constrain collaboration.

IPB is the agricultural HEI with the longest and most distinguished experience in collaborating with other HEIs. A number of the outlying FAs exchange staff with Bogor. The FA at IPB has faculty exchanges with the University of Tokyo, Okayama University, Mie University, Kagawa University, NCAT University, Wageningen University, Gottingen University, University of Hohenheim, University of Paris XI, University of Queensland, Katsetsart University, Gent University, Oregon State University, Tsukub University, Clemson University, Melbourne University, Columbia University, University of Central Mindinao, Cornell University, UC Davis, University of Florida, UNC at Greensboro and the University of Putra Malaysia, many of them with research collaborations. They have student exchanges with Ohio State University and universities in Japan and Korea. They also have collaborative research with Virginia Polytechnic Institute and State University through the SANREM CRSP, and with AVRDC (Asian Vegetable Research and Development Center), CIFOR (Center for International Forestry Research), AIST Japan and ICRAF (International Center for Research in Agroforestry).

UNPAD collaborates with German and Japanese universities. Agribusiness has USAID funded projects with Michigan State University, the University of Minnesota and the University of Managua. The FA at UNPAD was part of a winning proposal submitted to the World Bank for medicine, agriculture and chemistry to improve their research.

UNHAS has projects with a Kyoto research institution on environment and nature and technical cooperation with another international institution, funded by the Japanese bank of international cooperation.

Others have sent students to Australian and U.S. universities for “sandwich” semesters. There are also mechanisms to work with universities in Papua, particularly well-developed by UNHAS.

IPB has organized seminars and workshops, on an international and national level. These are particularly good ways of enhancing FA capacity in marginalized areas.

There are no within-Indonesia cross-FA research or community service projects. In particular, there seems to be little research on best strategies for community service that could be helpful to creating more effective extension in the Ministry of Agriculture or the universities.

3) Observations

Task 9. Provide observations regarding a) which IHEIs and programs appear best suited to benefit from and effectively incorporate and apply USAID-supported assistance, including partnership programs with US HEIs; and b) the types of assistance programs the team believes would be most effective in fostering an institutional capacity legacy.

There is a need to hasten the strengthening of the relatively new and isolated FAs in agricultural extension and food security in order to strengthen the relevancy of the learning program.

It is important to foster collaboration between Indonesian and U.S. scientific societies.

Also worthwhile would be taking faculty to the U.S. to learn how to use cutting edge equipment, then sending these faculty back with that equipment and the ability to use it and teach others to use it.

The establishment of “tripling” collaborations between strong FAs, U.S. universities, and FAs in Aceh and eastern Indonesia around community service (extension) activities, particularly around sustainable agricultural systems, would be important. These exchanges should stress how FAs work with user groups to develop research and outreach agendas that contribute to enhanced learning for students.

The Southeast Asian Food and Agricultural Science and Technology Center at IPB could facilitate entrepreneurial work in agriculturally-based value chains for many of the universities, given appropriate short term exchanges and joint projects.

There needs to be clarification about IPRs in order to develop auxiliary activities and to work more closely with industry. Clear rules help build trust for collaboration. Consultations for deans and rectors with IPR administrators from Land Grant Universities in the United States could help clarify and make more transparent the development and use of innovations. A few of the universities have patents on new discoveries, but not many.

Outreach through Farmer Field Schools, through which FAO and the World Bank introduced Integrated Pest Management to Indonesia in 1989, were initially separate from universities. However, we found much enthusiasm among FA for establishing them

to combine learning and service. These could be a key way to link universities to food security through a user-driven outreach mechanism.

The major FAs have provided outreach to small farmers on a pilot basis, but need to develop the systems that allow for scaling up and scaling out.

The team found, and confirmed with food development workers in Indonesia, that FAs in IPB, GMU, UNPAD, and UNHAS, which the team visited, and also Universitas Andalas in Padang and Universitas Cenderawasih in Papua have engaged successfully in agricultural extension for food security. Building on their good work and creating further collaboration among them and U.S. universities which address the same topic could be a very good investment.

E. Legal Education Assessment (S₁)

1) Introduction

This section assesses legal education from a democracy and governance perspective. This assessment was conducted through team visits to law faculties in 8 Indonesian higher education institutions (HEIs), namely:

- Universitas Indonesia (UI), Depok
- Universitas Padjadjaran (UNPAD), Bandung
- Universitas Gadjah Mada (UGM), Yogyakarta
- Universitas Sumatera Utara (USU), Medan
- Universitas Syiah Kuala (UNSYIAH), Banda Aceh
- Universitas Kristen Satya Wacana (UKSW), Salatiga
- Universitas Sebelas Maret (UNS), Solo
- Universitas Hasanuddin (UNHAS), Makassar

Essentially, this assessment asks whether, how, and in what ways Indonesian legal education currently does or can contribute to strengthening democracy and good governance in Indonesia. The principal conclusion is that Indonesian legal education can be a powerful force for democratization and good governance, but it is not yet oriented, nor enabled, to undertake that role. Indonesia's law schools and postgraduate legal education institutions need to incorporate democratic and good governance values and perspectives in the education they provide. This can be done in substantive, methodological, and practical ways. Indonesian legal education institutions can – and in large part appear willing to – restructure the substantive content of curricula and courses, the character of teaching methods, and research and public service activities to further Indonesia's transition to a well-governed democratic state.

Improving the education, understanding, and values commitments of future lawyers and public officials, particularly judges, prosecutors, and police, will ultimately change Indonesian justice and governance systems for the better. This will arrive through changing the personnel who staff these systems and through the influence and activities of better-educated staff. In addition to creating better, more professional, capable, and public-spirited graduates, Indonesian law schools and possible partners can also undertake legal system reform activities and public service activities of great value – through focused empirical research, through legal aid and other kinds of public service clinics, and through the provision of mediation services.

Background

A serious problem hindering the development of democracy and improved governance in Indonesia is the justice system. Most simply and starkly put, Indonesian citizens cannot rely on ordinary courts and other major institutions of the justice system – the prosecution services and the police forces – to deliver fair and impartial justice; nor to protect the rights of citizens; nor to be a check and balance against the executive and

legislative branches of government. Ordinary courts¹ are widely reputed to be corrupt, inefficient, and ineffective in adjudication and the delivery of justice. The prosecutorial and police services are also corrupted and fail; they fail to meet high standards of integrity and professionalism and to respect human rights and constraints on the abuse of power.

There have, of course, been reform efforts in these institutions, including donor-supported reforms, but there have been no dramatic improvements in justice performance. The likely reasons lie in the inertia of institutions. Most important positions remain occupied by holdovers from prior regimes, officials who have strong interests in maintaining the systems, structures, and practices that employ and reward them. Low official salaries, the nature of recruitment of new personnel into justice system positions, the dismal training that system recruits receive, and the complicity of private lawyers are also important reasons. Given these factors, the impetus for reform from within the system is not great. The pressures for reform from outside the system – from the public, from the executive and legislative branches of government – currently are also not strong.

Courts, prosecutors and police aside, other parts of Indonesia's governance structures – parts of its legal system broadly understood – are also problematic. Indonesia's administrative agencies and bureaucracies, both national and local, do not, for the most part, operate well from a good governance point of view. They are not governance structures adapted to democracy and have yet to integrate values and practices of transparency, accountability, responsiveness, efficient delivery of services, and a concern for the public good and welfare into their operations.

Overall, from a democratic governance perspective, there is a major failure of public law in Indonesia, that is, a legal and governance system failure to serve the interests of the people, as opposed to the interests of the government or those who occupy positions of government power. This is not surprising, given that Indonesia is yet in a lengthy and difficult process of transition from being an authoritarian state into being a democratic state.

The regulatory state as a target for governance reform

Aside from the justice system as a reform target, it is also important to consider the Indonesian regulatory system. All modern states are regulatory states. Governments govern through laws, administrative agencies, and regulations;² most of the detail in governance lies in regulations and administrative interpretations of laws and regulations. In all modern economies, governmental administrative agencies perform important regulatory and other governmental functions. Many governmental agencies administer and regulate particular sectors of the economy. For example, central banks are

¹ Some parts of the court system appear to operate reasonably well, e.g., the Constitutional Court, the Corruption Court, and perhaps some of the other specialized courts.

² For purposes of this discussion, regulation means any government law, regulation, rule, policy, decree, interpretation, ruling, or practice that directly affects peoples' freedom of choice.

regulatory agencies, as are treasury departments; ministries of oil and gas, mining, forestry, communications, labor, transportation; and so on. Such agencies devise policies under the authority of an umbrella law, usually enact regulations, grant licenses or permits, regulate industries under their supervision, and administratively decide issues arising in cases within their jurisdiction. There are also governmental administrative agencies that mostly just provide services, for example, social security benefits. And there are some governmental agencies that both regulate and provide services, for example, an agency that undertakes the provision of health services through payments to health care providers.

Given the immense scope of agency activity, it is obvious that the interactions that most citizens and businesses have with government take place through administrative agencies. In this respect, administrative agencies are actually more important than courts, although courts certainly have a critical checking role regarding governmental executive action.

Indonesia has a huge inventory of regulations, both national and local, accumulated from the long past and still accreting in the present. There are many regulatory authorities, and different authorities regulate the same matter in different, and sometimes duplicative, multiplicative, and conflicting, ways. Many of these regulations are vague, unclear in objectives, or confer unbridled discretion on officials, and provide a basis for opportunistic, discriminatory, or abusive enforcement (as a way to extract rents, to intimidate, or to hamper private sector activities). Many appear designed solely to raise funds. Even when described not as taxes, but as fees (*retribusi*), often – perhaps in most cases – there is no service provided.³

Indonesian governmental decentralization has unveiled the size and scope of the regulatory problem. In granting greater autonomy to local governments, and transferring former central government functions to them, Indonesia has enhanced the authority of local governments to enact regulations. Since decentralization began, the regulatory activity of DPRD's and local administrations has become a focus of governance concern. Because the central government does not fully fund local governments, many of the new local regulations impose taxes and fees of various kinds.⁴

³ Even where there is a putative “service” or public interest regulation, for example the case of weigh stations where trucks are weighed to insure there is no overloading, there is no weighing of trucks. Instead, the pretext of weighing becomes an occasion to stop trucks and charge a fee. This practice has the perverse effect of increasing truck overloading and highway damage, since haulers overload in order to make up for the fees charged. *Trucking and Illegal Payments in Aceh* (World Bank, 2007); Ray, D., and Goodpaster, Gary, *Indonesian Decentralization*, in Damien Kingsbury & Harry Aveling, *Autonomy and Disintegration in Indonesia* (Routledge Curzon, London, 2003). As stated by The Asia Foundation, with respect to licensing regulations, “[l]ocal governments in Indonesia often use licenses to generate revenue without providing protection, control, or associated administration services, and often without fully analyzing the impact of a license on business behavior.” *Making Sense of Business Licensing in Indonesia* 11 (The Asia Foundation, 2007).

⁴ These taxes have ranged from tariffs on imports and exports from the locality, cargo hauling and loading and unloading levies, and forced “contributions” from various kinds of production companies, to road and transport charges. In addition, local governments have added regulatory and quarantine inspection

Virtually all of these new regulations were enacted without any consultation with affected stakeholders and without consideration of impacts. In addition to local regulations imposed to raise funds, there are also a number of new regulations that aim at establishing local monopolies, call for local labor quotas, provide competitive advantages for local businesses, including government-owned companies or competitive disadvantages on competitors, and so on.

Regulatory impact assessment as a good governance method of improving regulations

This process of reviewing regulations to determine their necessity or to better them is appropriately called regulatory review or regulatory impact assessment (RIA). Its principal aims are to optimize and democratize policies. It involves particular kinds of policy analysis and stakeholder consultations and aims to provide relevant government decision-makers with the information necessary to evaluate the need for, and usefulness of, particular regulations. That information should include a real understanding of the problem the regulation addresses, the legal and policy basis for government action, the expected economic costs and benefits of the regulation and alternatives ways of solving the problem, and any other factors that will affect the effectiveness of the regulation. Of particular concern are the costs that a regulation imposes, for some regulations cost more to implement than they produce in benefits

The benefits of regulatory reform through RIA are optimized policy, better governance, more efficient and better regulation, greater governmental transparency, accountability, and responsiveness, and a more efficient, lower cost economy. The large benefits RIA delivers arise, however, only when governments institutionalize impact assessments and make them a part of ordinary governmental functioning. At present, Indonesia is not in a position to do this as it does not have the human resources necessary to conduct regulatory impact assessments.

This is where Indonesian law schools enter the picture. Regulatory impact assessment concerns itself with the actual impacts of laws, regulations, and policies. Law schools are thus ideal places to use regulatory impact assessment methods to analyze real world legal impacts. Training all, or many, law students in such methods would address the human resources issue, would greatly enhance their critical, analytic, and problem-solving skills, and would make a large contribution to good governance in Indonesia.

2) Findings by Task

The basic law degree in Indonesia (S_1 , or sarjana) is a four-year undergraduate degree. Some Indonesian law schools also offer master's (S_2) and doctoral (S_3) law degrees. The baccalaureate law degree serves as a college degree and qualifies graduates for many possible positions, not limited to law positions. While many law graduates may seek positions with law firms or legal counsel positions with corporations or prestigious

requirements. Some of these levies and requirements interfere with free domestic trade, and many appear to lack any purpose other than raising money.

institutions, e.g., Bank Indonesia, others seek positions with government ministries or local government offices, e.g., Ministry of Foreign Relations or a local dinas, and some go on to become judges, serve in the Attorney General's office, in legal aid, or in governmental bureaus hukum, while others may take non-law positions. A basic law degree is required to become a notary, which position, unlike notaries in the US system, plays an important role in various Indonesian transactions involving legal documents, and requires an advanced degree. Law graduates who become practicing lawyers must take and pass a bar examination, and there is some postgraduate training provided to these individuals to better prepare them for the practice of law.

Those who seek the law master's or doctoral degree are often persons who wish to become lecturers in law or, eventually, law professors. They may also be persons who have legal careers outside of, or in addition to, law school teaching careers. These postgraduate degrees, in addition to the knowledge enhancement provided, give prestige and add to status that can be useful for promotions. One often sees that practicing lawyers and judges have advanced legal degrees.

It is important to note that law teaching in Indonesia is, for the most part, not a full-time activity. Historically, law teaching has not paid well, and most law faculty have supplemented, or more than supplemented, their teaching salaries with outside work, either as law firm members, as consultants, as expert witnesses giving legal opinions, as government officials, or as law teachers in other schools. In such circumstances, advanced law degrees have an evident value.

Until fairly recently, many entering college students did not think of a legal education as their primary educational choice, but as a default choice if they were unable to qualify for other faculties. Law schools tended to attract those students who did not do well in the hard sciences. This, of course, did not, and does not, mean that law schools did not attract able students. With democratization, however, and with the development of a more market-based economy, there has been an increased demand for lawyers and an increasing interest among matriculating students in legal education and law careers. Law firms pay well, and many students aspire to work in law firms or corporate law positions on graduation. For the most part, the best law graduates from the best law schools will seek such positions.

Positions as a public lawyer – as a judge, as a prosecutor, as a civil servant – are the second, third, or lesser choice for many law school graduates, a fall-back employment if they are unable to secure a better job. This is not uniformly true, as there are some individuals who are attracted to public service for other reasons. Being a public official confers status and position in a community, and this continues to be prized in Indonesia, particularly in areas outside the major cities and their spheres of influence. In addition, idealism prompts some law graduates to become legal aid lawyers or to work for NGOs, and such positions can provide a starting point for those seeking experience before moving on to law practice.

The great majority of graduates of the best law schools seek private employment after graduation; governmental law positions (judge, prosecutor, civil servant) tend to be filled by graduates from lesser law schools. The recruitment and employment picture, however, is complicated by the facts that connections or relationships matter in obtaining governmental positions and that payment of a fee may also be required (whether as a matter of course or not is uncertain). Thus sponsorship and “wealth,” in the sense of ability to pay the fee, are involved in recruitment for, and employment in, governmental law positions.

The character of legal education in Indonesia

Since the time it began under Dutch colonialism, Indonesian legal education has been for the most part formal and theoretical, lecture-based, and not practical or skills-oriented. Aside from the inertia of the past, there are several reasons for this. First, Indonesia’s legal system is a civil law inheritance from the Dutch, and European civil law puts a premium on the development of comprehensive legal theory and as complete a system of rules as possible. Second, Indonesian culture, particularly on Java, is one that values hierarchy, seniority, and deference, and a formal, lecture-based system fits well in such a culture. Third, most Indonesian law faculty lecturers, at least when young and in the early stages of their careers, have no practice experience. As their own learning was primarily theory- and lecture-based, so too is their own teaching. Lastly, until recently, the Indonesian legal system did not lend itself to case study, case analysis, and problem-based approaches.

At the core of the Indonesian law curriculum and law teaching methods is the Indonesian legal system itself. The trial system is an inquisitorial system based primarily on written documents. Trials are not genuine contests, and advocates do not play significant roles in trials. There is little genuine advocacy such as might be found in common law systems or some European civil law systems. Highly experienced lawyers report that trials are merely events that confirm foregone conclusions, although others dispute this, albeit not with great conviction. In this sense, an Indonesian trial may be more of a ritual ceremony than an event with contestable outcomes. For law curriculum purposes, this means advocacy skills, at least until recently, have not been prized.⁵

In addition, written, published decisions comprise a fairly recent development in Indonesian law, as is also the existence of dissenting opinions. The Indonesian Constitutional Court, the Supreme Court, and the Commercial Court now publish their decisions. While other courts issue written opinions, these are not widely available. As this relates to the Indonesian law school curriculum, this means there is not a large body of case law to work with. While this is changing, this means that critical legal thinking and analytic skills that depend on case analysis are underdeveloped.

⁵ It is interesting to note, in this regard, that some Indonesian law schools have developed international law courses and moot court programs that focus on international law, not only for globalization reasons, but because these provide case and other interpretive resources that permit argumentation and problem-solving.

Adding to this deficiency, with the exception of cases that the Supreme Court designates as “landmark” cases, or Jurisprudence, Indonesian court decisions do not constitute precedents. Without decisions that can be taken as precedents, or at least as persuasive exemplars, legal analytic, analogical, and interpretive skills that depend on reference to a settled rule in a specific factual context have little foundation on which to operate. It is, of course, possible to take any written decision and analyze its reasoning and persuasiveness. In this sense, Indonesia has some case law resources that its law schools can use to develop the legal reasoning and analytic skills that depend on case analysis. Indonesian law schools are just beginning to make use of these resources, which, of course, have only recently been made available. There may not, however, be published Indonesian case resources for every legal subject, or even for most legal subjects, taught in Indonesian law schools.

Over half of the law school curriculum is mandated by a MONE decree.⁶ Law faculties then mandate an additional portion of the curriculum, and there remains a small portion of the curriculum that is elective, although the number of elective credits varies by law school.⁷ The basic method of teaching remains the lecture. While there are exceptions, notably in the teaching of younger faculty members who received advanced degrees abroad, there is modest use of the case method, case analysis, simulations, problem-solving techniques, and efforts to involve the students in critical thinking. Instead, the emphasis is on learning by rote, and examinations do not test mastery of the material by the ability to use it analytically and creatively, but rather by the ability to repeat back what was proffered in lecture.

As is to be expected, Indonesian law graduates are rather ill-prepared for practice. There is some skills training in the form of drafting or writing courses, some law schools offer a practically oriented negotiations or alternative dispute resolution course, and there are incipient efforts at training students in advocacy. (These are offered at the better law schools, and it is unclear how far they have been adopted at schools below this rank.) Many law schools have a law and practice course taught by practitioners, but the content, structure, and utility of such courses is unclear. There is no effort, however, to integrate skills training, particularly problem analysis and problem-solving, into the curriculum as a whole.

There is also a dearth of “law and ...” courses. To explain, good lawyers must be able to understand the world from the client’s perspective. For example, a business lawyer needs to understand what a business client is trying to achieve and find a legal path – the best legal and business path – to achieve the client’s goals. Thus a business lawyer should have a good understanding of corporate finance, labor relations, securities

⁶ Two decrees are cited: Ministry of Education and Culture Decree No. 232/2000 and Decree No.17/D/O/1993. It is assumed that the later decree supersedes the earlier one.

⁷ For example, at the Universitas Syiah Kuala law school in Banda Aceh, out of a total 151 credits a student must acquire to get a law degree, 83 credits derive from nationally mandated courses and 56 from additional school-mandated courses, thus leaving courses worth 12 credits as electives. The Universitas Gadjah Mada law school, on the other hand, allocates 22 of the credits required for graduation to elective courses.

markets, etc. On the public side, a judge deciding a bankruptcy case must understand modern commercial transactions, finance, and something about company management, to name a few relevant kinds of understanding required. Lacking this kind of understanding, a judge is likely to apply legal rules abstractly, without regard to their actual impact on the underlying reality. To avoid this disconnect between law and the real world, judges and lawyers need to have a sufficient grasp of the real world, in whichever arena they operate, to interpret and apply law in context – essentially, this means “law and ... (in context)” courses. In Indonesian legal education, however, law is its own world, where legal doctrine is more important than legal impact. Ultimately, this can lead to legal decisions that make no real-world, or practical, sense, with sometimes disastrous consequences.

Law school interest in legal education reform

All the Indonesian law schools the team visited were receptive and openly discussed the problems of Indonesian legal education and possibilities for reform and improvement, and for cooperation and collaboration with foreign law schools. Some of the law schools had videoconferencing facilities and actually used them for distance learning, for example, for an international trade law course originating from abroad. All the schools were interested in faculty development through graduate law studies at American law schools; in short courses for faculty in interactive teaching methods; in the possibility of visiting faculty from the United States; in developing practical skills training courses, including courses to develop writing skills, interviewing and counseling skills, negotiation and mediation skills, and case analysis, problem-solving, and advocacy skills. They were interested in curriculum upgrading through the development of more “law and ...” courses, and were open to offering joint courses with other faculties, e.g., a law and finance course with business school faculty. They were also open to the development of joint degrees and partnering with other Indonesian law schools and American universities.

All the law faculties also referred to the USAID Economic Law, Information, and Procurement Systems (ELIPS) project⁸ as an example of a highly successful Indonesian legal education development project that they would like to see proposed. The faculties indicated that although that project focused on economic law subjects, the model, or parts of it – with necessary changes made to reflect the current state of Indonesian legal education, and an emphasis on public lawyering and law practice – would work well. Many Indonesian law faculties have members who received training from ELIPS or had some other association with it. They are thus familiar with the model and think that something built on it would be readily accepted and easily implemented.

On the matter of cooperation with other university law schools, there is an association of Indonesian law school deans that meets periodically to discuss matters of common interest and share ideas. This association has created a Badan Hukum Kerjasama (BHK) or collaborative working body to further cooperation and joint activities between law schools.

⁸ See Appendix E of this Assessment Report for a fuller description of the ELIPS legal education project.

All the schools have alumni programs, and some of them consult alumni regarding curriculum development. Some have received large alumni donations, for example, at USU a generous alumnus provided funds to build a moot court building that has five moot court rooms and videoconferencing facilities. Not all the schools, however, have wealthy alumni, as many of the graduates of some schools go into government service. In such cases, the alumni associations appear to be networking institutions, and the law school acts as a facilitator. In relation to alumni matters, some law schools have conducted tracer studies to determine where their students are employed and to get feedback on how well their legal educations prepared them for practice.⁹

The leading law schools had not only educational reform ambitions, but also bolder visions. The University of Indonesia law school, for example, already has under discussion (with the Indonesian Supreme Court and Jaksa Agung) the possibility of offering a master's law degree for graduates desiring to be prosecutors, judges, or other kinds of government lawyers. The Dean and other administrators at the law school said that, as the aim of this postgraduate training would be to prepare graduates for practice, the curriculum for such a degree would be practice-oriented and would not repeat what had already been taught at the undergraduate level.

Curricula

Indonesian law school curricula reflect the fact that the basic law degree is an undergraduate degree. Thus, for example, there are courses in anthropology and law, sociology and law, psychology and law, criminology, and the like. There are offerings of language courses, particularly in English and Dutch, but these offerings carry few credits, and there appear to be no follow-on or advanced language courses.

The curricula appear to be fairly strong in so-called economic law courses,¹⁰ and in international law courses. There are recent introductions of courses in Indonesian constitutional law, environmental law, consumer law, women and the law, and, in at least one institution, law and public policy. While there are writing and advocacy courses, these seem not to be particularly strong, and there is a general deficiency in practice skills and practice-oriented courses. The curricula also appear to be weak in what might be called public interest courses, at least in the sense that there are an insufficient number of such courses to support a major in what might be called public interest law. While there is a course on fundamental human rights, the human rights curriculum seems particularly weak.

What is particularly unclear is to what degree the courses offered in the curricula are invested in public values. That is, virtually any law school course can be taught in a manner that focuses on policy choices inherent in legal rules, and that explores the impacts of rules and rule variants on the public, on democratic values and practices, on incentives, and on their implications for the furthering of important goals (e.g.,

⁹ One tracer study concluded that students' legal education did not prepare them very well for practice.

¹⁰ Perhaps reflecting the influence of the ELIPS Project, which focused solely on economic law.

democratic participation, transparency, human rights, accountability). Given the recent arrival of democracy in Indonesia, the conservativeness of legal education generally, and the absence of appropriate teaching materials, it appears likely that most Indonesian law school courses are not taught in this way. Changing the way courses are taught to incorporate such a focus would be a dramatic improvement that has positive implications for law and legal system reform in Indonesia.

Research

Faculty at the best Indonesian law schools do conduct and publish research, and the best law schools have their own legal journals and are interested in more and better research and in publishing in international peer-reviewed journals. All the law schools visited were interested in undertaking research and improving faculty research and publication records, although one law faculty did not undertake any research and publication. A cursory review of some faculty research and publications suggests that much of the research is doctrinal rather than empirical, although there does appear to be some interest in more empirical research, particularly in the research conducted by doctoral candidates.

All faculties reported problems in obtaining funds for research. Given this, it appears that research funds could be used as an incentive to conduct certain kinds of directed research that would be valuable for legal system reform, e.g., empirical research aimed at legal system assessment and reform, or at providing a factual basis for recommended laws or law changes, or research aimed at determining the effectiveness of existing laws and practices. Indeed, in addition to possible impacts of legal education reforms, supporting such research would be a way to enlist law faculties as agents for law and legal system reform.

Facilities

The facilities at Indonesia law schools range from excellent to poor. The top schools have excellent facilities, while the lesser schools have instructional facilities of middling to lesser quality, sometimes of such poor quality that the facilities themselves must detract from the educational experience. For the second and third tier law schools the greatest lacks appear to be in ICT and instructional equipment and libraries. At lower ranked schools, faculty facilities are poor, and building and classrooms are poorly maintained.

Clinics and internships

While many Indonesian law schools have clinics of one sort or another, it is unclear how good they are, how effective they are in providing practical experience, or how much business they do. For example, the University of Indonesia law school, among the best in the country, has a law clinic that provides advice to persons in need of legal help. Law students do not receive credit for clinic work; there are not many that undertake it; and those that do participate do not appear to engage in it for long. The caseloads are also light; the UI clinic reported only 15 “active” cases.

As for internships, some Indonesian law schools make a few of them available, but others do not. The University of Indonesia sends a few interns to Singapore to work in law firms; others go to Indonesian government offices. It is unclear how valuable these latter internships are. One UI law school graduate described her internship in the Indonesian Ministry of Foreign Affairs as involving nothing but showing up and reading; in other words, she received no real training or mentoring in this internship.

On the basis of the limited evidence on law school clinics and internships obtained in this quick assessment, the conclusion is that neither provides substantial practical legal experience now.

Postgraduate legal education and training

Because of the theoretic, rather than practical, nature of basic legal education in Indonesia, and for other reasons, law graduates need additional training following graduation. Law firms and corporations can, and do, provide such training, often through a mentoring system. For law graduates heading for law practice, law schools and bar associations have devised some kinds of practice skills courses as a further qualification.¹¹ For law graduates who choose to become prosecutor or judge candidates, there is a qualifying examination, and the Attorney General's Office and the Supreme Court provide training through the Pusdiklats (Centers for Education and Practice).

At present, the Pusdiklats appear to be woefully inadequate as educational institutions. Until recently, their curricula were antiquated and not practice based; the trainings often merely repeated law school training; the method of teaching was mostly lecture; and there was little or no actual practical skills training. Assignment as a teacher in a Pusdiklat is not viewed as a career prize, but perhaps even as a hospice in anticipation of career demise. In other words, the teachers in these institutions have not been selected on the basis of teaching competence, skill, ability, or enthusiasm.¹²

USAID and other donors have invested in improving the Pusdiklats of the Attorney General and the Supreme Court. The USAID Justice Sector Reform Project (JSRP), run by The Asia Foundation, has succeeded in creating many new training modules for the Attorney General's Pusdiklat, modules aimed both at management and operations training and at training on substantive legal issues. The JSRP has also undertaken interactive trainings in this Pusdiklat, using a facilitator and a training advisor, and these trainings appear to have been successful. However, it appears that when Pusdiklat staff run trainings on their own, without an externally supplied or supported facilitator and advisor, the training reverts to old, lecture forms.

¹¹ There was insufficient time, since this assessment focused primarily on law schools, to investigate and examine this kind of postgraduate qualification training.

¹² There are a host of other problems at the Pusdiklats. See, e.g., the assessment of the Pusat Pendidikan Dan Pelatihan Kejaksaan RI, Modul Administrasi Dan Manajemen (2008), available from The Asia Foundation; Pillans, Kerin, *The Initial Training of Judges in Indonesia*, a GGIJ (Good Governance in the Indonesian Judiciary) Report (2007).

Problems to consider in upgrading Indonesian legal education

Curriculum development

As most of the Indonesia legal education curriculum is determined by national and faculty mandate, there seems not to be much room in the curriculum for elective courses, the provision of course credit for activities like clinics or internships, or the addition of simulation or practice courses. As the law faculties have the authority to change their own curricular requirements, there may be some latitude to introduce new or substantially changed law courses through faculty adoption. Give the conservatism of most faculties and the vested interests that faculty members have in their own courses, introducing new courses might not be an easy task – although offering incentives to do so might make it easier. Offhand, it is probably easier to enhance existing course offerings through faculty development opportunities and training along with the creation of suitable course materials than it is to get mandated curricular course changes.

Teaching methods

Simulations. The easiest practice-oriented courses to add to the curriculum of Indonesian legal education are the simulation-based skills courses: writing, interviewing and counseling, negotiation and mediation, and, possibly, advocacy. There are many American models for such courses, and it would be relatively easy to train Indonesian law faculty members, particularly younger faculty members, how to teach such courses. If there is a problem in this regard, it lies in the materials. While there are many American materials available, they may not serve well in the Indonesian context. While some of the American reading materials would be useful, it would be ideal to “Indonesianize” any simulations. This is doable, but would require a special Indonesian materials development effort.

Case-based and problem-solving methods. Because of a dearth of case law, it is difficult to incorporate case-based learning, and all that this implies in terms of case analysis and critical thinking, in many Indonesian law courses. For certain subjects, such as bankruptcy, there may be sufficient cases, but for criminal law cases there may not be. This might be remedied by the development of problem sets for those courses where the case law is thin. Problem sets, of course, are not the same as cases, but do call for legal analysis, the application of rules, and rule interpretation and harmonization. Developing problem sets would require consultations with practitioners in various substantive legal areas. In addition, it would be possible, for certain subjects, to derive problems from common law country casebooks. The aim of the latter would not be to use the cases as such, but to use the fact patterns of the cases, where they make sense in the Indonesian context, as problem statements calling for resolution under Indonesian law.

Distance learning

As many Indonesian law schools are familiar with videoconferencing, and as the technology is not difficult to acquire, it is possible to offer more courses originating

abroad. The lack of English language skills on the part of the students could be eluded by a requirement that any student taking such a course have English language understanding qualification; and it could be remedied for a larger group of students by more, or more extensive, English language courses in Indonesian law schools – something that, independent of videoconferencing, should be done anyway.

Practice-oriented courses

Aside from the use of simulations, cases, and problem sets, it will likely be difficult to help Indonesian law faculty make their courses more practically oriented. Many law school lecturers simply do not have any practical legal experience. Short of a requirement that they do have practice experience as a qualification for employment, the remedy is not clear. Internships for faculty, or postings in practice for a time, might be a partial remedy. The inclusion of visiting practitioners, either for a portion of a course or a full course or as joint teachers, might also serve. Finally, the development of practice-oriented materials would also be helpful.

Postgraduate legal education

The USAID Decentralized Democracy and Governance section has a particular interest in enhancing the education of lawyers who go into the Justice Sector, broadly defined to include prosecutors, judges, and public officials who have a law or governance role (hereafter referred to as “public lawyers”). In addition to enhancing basic legal education in Indonesia, there is, therefore, a desire to improve postgraduate legal education, specifically postgraduate legal education targeting candidates for public law positions. USAID’s interest is also in practical training for these candidates, that is, practice-relevant and practice-based training. This means any postgraduate programs designed for this group, as the University of Indonesia proposes, must be based on curricula derived from actual practice.¹³

With respect to the proposed University of Indonesia master’s in law program for public lawyers (which, when worked out, might focus only on judiciary candidates), it is clear that the Fakultas Hukum UI (FH-UI) is not able to provide a practice-focused curriculum; nor is it yet able to provide the interactive teaching that such a program ideally calls for. This means that were USAID interested in supporting FH-UI, and other Indonesian law schools that might join it, in this effort, it would ideally engage with UI on curriculum design, course content, course sequencing, and teaching methods. Assuming, for example, that this postgraduate legal education would be provided to judicial candidates, this means that USAID would have to support and facilitate FH-UI in its work with the Indonesian Supreme Court.

¹³ Since Indonesia law graduates, for the most part, do not choose to enter careers as public lawyers before graduation, it isn’t really possible to target this group in undergraduate legal education. This does not mean that it isn’t worthwhile to create undergraduate legal education courses that focus on skills and matters mostly of concern to public lawyers. Such courses could be valuable in introducing students to public lawyer careers, and the knowledge gained would have considerable value even if many of the students taking such courses did not choose such careers.

To design an appropriate practical curriculum, there would first have to be an analysis of the work of Indonesian judges as well as of the skills and competencies they ideally should have. Based on this assessment, it would be necessary to devise a set of courses that had the substantive and skills content called for, courses that were simulation and practice-based. The UI faculty, or trainers (some of whom might have been involved in the prior activities), would then have to be trained, not only in substance, but also in how to train.

The same development process is true for the practical training of candidate prosecutors, with the substantial difference that the JRSP has already done much of the basic curricular work.

3) Observations

Given the state of legal education in Indonesia and current development possibilities, what strategies are there – other than improving legal education – that may lead to more fundamental reform? In other words, in addition to making better lawyers and better preparing them for practice, what other ways are there to use Indonesian law schools and related institutions to improve Indonesia's justice and governance systems?

Indonesian legal education reform strategies

Justice and governance reform research institutions and public information campaigns

As the legal system reform impulse seems to have slackened – certainly the DPR and the executive branch have expressed no interest in it, and there seems to be no public voice or coalition pressing for it – it is important to develop, spread, and expand public pressure for reform. One way to do this, which will work quite well in Indonesia, is to support the development of legal reform institutions at Indonesian law schools or Indonesian NGOs devoted to legal reform.¹⁴ It is not simply a matter of providing support in general, but of support for *empirical* research on the Indonesian legal system: research into the ordinary operations of courts; into the work of the Supreme Court; regarding corruption in the courts; regarding the nature and limitations of judicial training; into the nature of the criminal justice system, the civil trial system, and administrative law; and a host of other matters. The basic idea is, over time, through individual and accumulated studies, to develop the data and the narrative that make the case for profound legal system reform.

Unless the operations of the current justice system are exposed in public fora, in an ongoing campaign aimed at building a compelling case for fundamental reform, most likely little will change. The potential researchers most likely to do this are those who have no investment in the current state of affairs and who have a professional interest,

¹⁴ Some donors have undertaken such research, but donor research is not owned by Indonesians. Were Indonesians to take the lead, not only would the native reform impulse develop, but their institutions could become nodes in a network of reform.

as well as perhaps some idealism, in producing research, i.e., Indonesian law faculty members, particularly young faculty members who are focused on career advancement through research and publication.

In this short assessment, the team has found great enthusiasm for this kind of research. Many of the law faculties interviewed already have research centers. UNSYIAH has a Justice Research Center, UKSW has an Anticorruption Research Center, and the leading law schools also have research centers that could easily shift their focus into research on the legal system in general and in specific aspects.

A note of caution here is important. Indonesian legal scholars are not accustomed to empirical research. The kind of research recommended here is fundamentally empirical, focused on what really transpires in the Indonesian legal system. The aim is to develop an accurate picture, compare it to an ideal of justice or good governance delivery, and recommend fundamental changes that will lead toward the ideal. Essentially, this means that Indonesian legal researchers must be educated in empirical, data-based, and observation-based research methods.

A second, equally important point is that research publications resulting from such research should either not be academic, or, if academic, also written in a summary form that the press and public can use. If the aim is to develop a public information campaign that will create pressure for legal system reform, it is essential that any legal reform research products be useful to, and understandable by, the public.

Recruitment and training of public lawyers

A second important focus of justice and governance systems reform is to improve the recruitment of system officials and their training. This can be done in two ways: improving basic legal education and greatly improving the training of justice system recruits. All improvements in basic legal education will ultimately benefit the two systems for they will affect all incoming system actors. Most of the better law graduates will enter private practice or more prestigious public positions, such as positions in Bank Indonesia and the Ministry of Foreign Relations. However, some of the graduates do choose to become public lawyers, and better undergraduate legal education will serve them well. A more targeted approach, however, that focuses on those law graduates who have already chosen to become public lawyers is even more important. There are several ways to improve the specialized training that this group needs. The first possibility is specialized postgraduate training provided in law schools. The second possibility is the use of appropriately trained law faculty as trainers in the Pusdiklats. The final possibility is, either in conjunction with the use of law faculty members or independently, to expand and improve the cadre of trainers in the Pusdiklats.

As the training for public lawyers should be relevant to their work and practice based, it would also be essential to create curricula based on the actual work that these lawyers will undertake. To the degree that this has not yet been done, it will be necessary to conduct realistic studies of the actual work of public lawyers, e.g., there should be an in-depth study of what work Indonesian trial judges do, how they go about their work, how they should go about their work, and so on; and then the training curriculum for

judges should be based on the study findings. The training curriculum and training itself should be simulation, case study, and problem-based.

Mediation and regulatory impact assessment centers, and law clinics

For justice and governance purposes in Indonesia, the support and development in Indonesia of mediation, mediation training, and mediation services is quite important. Mediation and various associated alternative dispute resolution (ADR) techniques seek facilitated, negotiated resolutions to conflicts and disputes rather than adjudicated resolutions. Because all parties in a mediation are formally equal and because mediated dispute resolution requires the presence of all stakeholders in a dispute, it can be viewed as a democratic procedure that empowers parties. In effect, in mediation, disputing parties own the dispute and take responsibility for it.

While there is court-attached mediation in Indonesia, much mediation can take place outside of court processes. This means that parties in dispute can avoid the court system altogether. When the courts are corrupted, as they are in Indonesia, avoiding the court system and seeking justice through other positive means is a net good. In addition, as a cultural matter, mediation, as a facilitated negotiation between parties in dispute, fits well with Indonesian culture, particularly the practice of *mushuwarah*, where parties gather together to discuss and settle differences. From this perspective, any USAID legal education assistance should pay particular attention to law school mediation programs and consider providing them considerable support.

One of the skills training courses that Indonesian law schools have adopted is negotiation and mediation skills training. These simulation-based courses were initiated by the ELIPS project in 1995 at a training of the trainers program at the University of Indonesia. Since then, this particular skills training has become widespread in Indonesian law schools. From this brief assessment, it appears that some law schools have developed an intense interest in mediation and alternative dispute resolution. USU, for example, has a mediation center, and so does UKSW. Both have undertaken mediation training and have actually used mediation to resolve disputes, sometimes serious disputes, outside the Indonesian court system. The enthusiasm in these schools for negotiated dispute is large and should be supported.

For reasons detailed in the Introduction section of this report, there should also be support for law school affiliated regulatory impact centers that can directly provide services to governments wanting or needing assistance in improving their regulatory regimes. Such centers can have powerful effects of improved governance.

Finally, as legal aid and counseling clinics provide law students with experience and clients, usually poor, with beneficial legal services, any law reform project centered on Indonesian law schools should consider strengthening these clinics.¹⁵

¹⁵ Given the short time allocated to this assessment, the number of schools visited, and the number of interviews conducted, it wasn't possible to study the operation of these clinics in any depth, nor to determine whether efforts to strengthen them or enhance their role in legal education might pose difficult problems. These are all matters for further investigation.

Indonesian legal education capacity development support program

Indonesia is a large country with a large population, and it has many law schools, both public and private. In the interests of strengthening democracy and good governance in Indonesia, and in particular of improving the legal and justice systems, providing aid to Indonesian law schools and postgraduate legal education entities is an appropriate, even essential, strategy. In providing such aid, a basic development project design question arises: is it better to work in-depth at a few schools, or to work broadly with a larger number of schools? In a way, though, the question poses an unnecessary dichotomy, for with respect to certain possible program elements it is possible to do both. Also essential, and possible, is to work with the Pusdiklats to improve the character and relevance of the training they provide.

Development activities with widespread impact

Following are some legal education development activities that could have widespread impact throughout the Indonesian law school world and that could be facilitated or coordinated through the Law Deans' Association or its cooperative working body, the BHK:

- Development of teaching materials, e.g., problem sets;
- Substantive curriculum development focusing on:
 - Skills courses;
 - Inclusion of practice-based materials in courses;
 - Reorientation of existing courses to include a focus on public policy issues;
 - Including training in regulatory impact assessment, either as a stand-alone short course or as a part of an existing course;
- Repeatable short courses in teaching methods or substantive law areas for invited faculty members from various law schools around the country, conducted either in a workshop format or possibly conducted via video-conferencing;
- An ELIPS-like faculty development program, including English language training to insure TOEFL qualification.

In-depth development activities at leading law schools

There are additional considerations to take into account in working in depth at a few schools:

- What is done at the leading law schools is likely to be imitated at other law schools;
- Some form of law school partnering could leverage in-depth aid:
 - The leading law schools already view it as a part of their leading role to help lesser law schools, and one condition of in-depth aid could be a dissemination or “pass it on” requirement;
- There could be a competition for in-depth aid
 - Such a competition would invite legal education development proposals, responding to specified guidelines that could include dissemination and partnering requirements;

- o Depending on the amounts involved, the competition could be one time, annual, or for some other term;
- o The process of preparing a proposal for a competitive grant focuses attention on specific matters and is educative;
 - To qualify for proposal submission, law faculties might have to demonstrate a certain level of achievement in given areas, thus leading to some self-development;
- USAID has priority geographic areas: Aceh, Java, and Papua
 - o At present, legal education development aid for Eastern Indonesia is best channeled through Hasanuddin University in Makassar, which is the best state school in the East and draws students from Eastern Indonesia.
- USAID Decentralized Democracy and Governance has priority interests in justice sector and governance reform:
 - o Law schools to be aided should have to demonstrate how the aid will improve justice and governance.

Development activities with greatest short to medium term impacts

Following are the areas where in-depth legal education and justice reform development aid would likely have the greatest short to medium term impacts:

- The creation, or enhancement of, empirically focused, action-oriented justice and governance reform research centers;
 - o The aims are to help law school faculties become active agents for reform and to make the case for specific reforms;
 - o For greatest impact, if there are several centers, they should work in coordinated, collaborative, compatible, and mutually supportive ways;
 - o The centers could, and probably should, work in coalitions with NGOs.
 - o The centers could involve students in their work;
 - o As law faculty members, for the most part, have little training in empirical or action-oriented research methods, there would have to be training in such methods
 - The spill-over effects of such training on other faculty members and on curriculum and course content would be large;
- The creation or development of law school based mediation and alternative dispute resolution centers, the development of regulatory impact assessment centers, and the enhancement of law school legal aid and counseling clinics;
 - o Mediation and ADR:
 - Mediation and ADR are ways to settle disputes outside the existing court system (although there also can be court-sponsored mediation);
 - Negotiated dispute resolution is usually a better, and certainly more democratic and responsive way, of resolving disputes;
 - Mediation and ADR are processes where theory and practice must work together;
 - The development of mediation and ADR centers may require law faculty member training;
 - Mediation and ADR centers can involve students in their work,

- o Regulatory impact assessment centers
 - Regulatory impact assessment methodologies fit well into legal education;
 - RIA centers would fill an important good governance needs;
 - At least one leading law school, UGM, offers training in RIA to its students and has provided RIA services to local governments in Yogyakarta province;
 - As RIA methods involve cost-benefit and other kinds of economic analyses and numerous ways of consulting stakeholders (e.g., surveys, interviews, focus group discussions), RIA training should involve economists or RIA centers as service centers should involve both lawyers and economists.
- o Legal aid and counseling clinics;
 - Indonesian law schools already have such clinics, but they are not very active, nor do students receive credit for participating in them;
 - Such clinics can provide valuable public services, particularly to the poor;
 - Such clinics provide practical experience, which otherwise is lacking in Indonesian legal education;
 - Such clinics can highlight and dramatize justice system problems and can provide law school research centers with useful information on the operations and defects of the legal system.

Development activities involving collaboration with the Pusdiklats

The Pusdiklats, as centers of postgraduate legal education, do not appear as promising as law schools. Nonetheless, they are key institutions in the training of prosecutors and judges, and it is essential to work with them to improve the character and relevance of the trainings they provide. Linking Pusdiklat legal education training with law school legal education would have several advantages, including the following:

- The link could proceed both ways: law faculty members could serve as Pusdiklat trainers, and Pusdiklat trainees could obtain advanced legal education at the law schools;
 - o Involving law faculty members as Pusdiklat trainers would require either limit their involvement to substantive law that they already know and teach or require that they be trained in the practices that the Pusdiklat trainees are to be taught; they would also have to be trained in interactive teaching methods;
 - o Were Pusdiklat trainees to receive at least some of their advanced legal education in Indonesian law schools, these schools would have to develop curricula tailored to the trainees' needs;
- There are jurisdictional or "turf" issues that arise when law faculty members are involved in Pusdiklat training, and it would be necessary to obtain approval from the Attorney General and the Mahkamah Agung.

IV. Cross-cutting Observations

A. Background

The findings and analysis in each of the five sub-sectors of higher education, which are the subject of this assessment, offer differing observations about the institutions and programs best suited to benefit from USAID assistance and the types of assistance that would be most effective in fostering institutional capacity. These observations in this section are different because the sub-sectors are different, with different sets of problems and issues. These observations are also different because each HEI is different, with a different set of problems and issues. Finally, the observations are different because each sector was reviewed by a different analyst, who saw things through a slightly different lens.

Despite the apparent differences in the sub-sector observations, there are a number of findings that should be emphasized which cut across all five sub-sectors.

B. Cross-Cutting Findings

- 1) Similarities greater than differences: Indonesian HEIs are much more similar to U.S. HEIs than one might expect. Most faculty programs and course offerings are very similar in design to those found in U.S. institutions. Moreover, most course syllabi are very similar to those in the U.S. Not surprisingly, many faculty members were educated in the U.S. or Europe, and the forces of globalization and international communication make the sharing of information easier.
- 2) Support systems deficient: U.S. support systems for HEIs are much better developed and funded. It appears that Indonesian HEIs have underdeveloped management and operational systems. U.S. curriculum and learning materials are better developed and more fully available than those in Indonesia. U.S. faculty appear to be better educated, with more experience (for example, there is a much higher percentage of Ph.D.s relative to total faculty or students in the U.S.).
- 3) Low relevance: Most programs in most HEIs appear to be largely theoretical, rather than practical. Student-centered, problem-oriented learning materials like case studies are largely absent. Students and alumni assert that their education and training was largely theory-based and not very useful for their current employment. Many faculty members claim that they don't have the materials, training, or mandate to offer practical courses. Employment waits after graduation range from 6 months to 2 years. HEI tracer studies of graduates are largely informal and mostly used to generate donations rather than assist graduates.
- 4) Wide variation in HEI quality: There are some very good public and private sector HEIs, but after the top tier the quality appears to drop off rapidly. Although it is difficult to tie down quality measures and quality assurance efforts are under development at many HEIs, many lower ranked HEIs offer poor quality education services, especially those in the private sector.

5) Equity a major concern: HEIs in Indonesia generally perpetuate income inequalities. Students at the top-ranked HEIs generally come from the ranks of middle and upper income families, while students in the middle and lower tier HEIs get students from the middle to lower income groups. Middle- to lower-ranked HEIs appear to supply most of the people in national and local government and NGOs, while top tier graduates find employment in high-paying private sector firms.

6) HEI management constraints: There is an apparent need for improved management capacity in Indonesian HEIs. Financial and operational systems may be deficient in many HEIs, and standard operating procedures are often lacking.

7) Absence of action-oriented research centers: Indonesia has few HEI-linked research organizations and think tanks to foster public debate on a variety of issues, including HEI reform. The development of HEI research centers as well as support to umbrella organizations aimed at cooperation among HEIs might aid and stimulate HEI reform.

C. Areas for Investment

Indonesia is a huge country with a large number of HEIs that could use USAID assistance. It would appear that should USAID elect to support the high education sector it should focus on a few high-impact programs in selected HEIs. Some of those areas that appear to be possible areas for intervention are:

- Human resource development (short-term training, degree programs, staff exchange, team teaching)
- University management (developing strategic plans, standard operating procedures, job descriptions)
- Curriculum (developing programs that meet stakeholders needs, and approaches for curriculum development)
- Quality assurance (developing instruments to monitor and evaluate quality)
- ICT (identifying potential strengths and weaknesses)
- Applied research (focused research to achieve special objectives in target areas)

D. Steps for Capacity Development of Indonesian HEIs and Key Programs

Pre-Project Preparation

- 1) Select potential key HEIs and programs
- 2) Conduct management audit of HEI systems (financial, human resource, student mgt, etc.) at selected HEIs
- 3) Conduct needs assessment of HEI selected programs

- 4) Determine potential partners/stakeholders for key programs in private sector, NGOs, and government; and conduct needs assessment of these key program stakeholders
- 5) Assess responsiveness of key programs to stakeholders' needs, as well as mechanisms and timing used for curriculum and program development/updating
- 6) Assess inventory and use of instructional technology and equipment
- 7) Assess current HEI staffing/qualifications in key programs

Determine Elements for Intervention

- 8) Areas for possible intervention:
 - Human resource development (short-term training, degree programs, staff exchange, team teaching)
 - University management (developing strategic plans, standard operating procedures, job descriptions)
 - Curriculum (developing programs that meet stakeholders needs, and approaches for curriculum development)
 - Quality assurance (developing instruments to monitor and evaluate quality)
 - ICT (identifying potential strengths and weaknesses)
 - Applied research (focused research to achieve special objectives in target areas)

Program Implementation

- 9) Develop strategic plans for key programs' staff upgrading and utilization
- 10) Develop strategic plans for improving quality and relevance of key program offerings
- 11) Develop strategic plans for operational and management systems upgrading in key program HEIs
- 12) Develop, if necessary, procurement plan for equipment and technology upgrade
- 13) Implement focused interventions on limited targets, using in-country professional partnerships between selected Indonesian HEIs/key programs and their program stakeholders as well as international partnerships between the in-country partnerships and appropriate US HEIs/programs.

Appendices

Appendix A: Scope of Work

Task Order No. EDH-E-00-08-00003-00
Under GEM II BPA No. EDH-ER-00-08-00003-00

A. I TITLE

USAID/Indonesia Higher Education Institutional Capacity Assessment

A.2 PERFORMANCE WORK STATEMENT

A.2.1 PURPOSE

Conduct an assessment of higher education institutional capacity in select substantive and geographical areas in Indonesia.

A.2.2 BACKGROUND

USAID/Indonesia is determining whether and how it might collaborate with Indonesian higher education institutions (IHEIs) to:

- a) address critical development needs in Indonesia; and
- b) increase the institutional capacity of IHEIs to make ongoing and increasingly valuable contributions to Indonesia's social and economic development.

If USAID elects to invest in IHEIs, it would like to do so in a manner that leaves a capacity legacy—one that will continue to foster valuable human and institutional capacity for years to come.

The Mission deemed the following geographic areas to be high priorities for FY09:

1. Java
2. Papua Provinces
3. Aceh

Consultations with USAID/Jakarta, which included input from various State Department teams as well, led to a decision to focus FY09 higher education program development discussions on the following substantive areas:

1. Public management and administration, particularly the management and administration of public education services (**see Appendix III**);
2. Business management, leadership and entrepreneurship;
3. Agriculture extension and food security; and
4. Legal education (**see Appendix IV**).

The first three areas offered highly promising opportunities for public private partnerships that would enhance the return on potential USAID investments. In addition, all four areas offered promising potential to strengthen the working relationships between universities, communities, and key stakeholders such as business and government.

These four areas were chosen based on criteria such as the following:

- o possible value across Mission portfolios;
- o potential for expansion and/or replication;

- o ability to address concerns both in and beyond Java, including the potential to engage higher education institutions in priority geographical areas beyond Java,
- o potential to catalyze broader efforts;
- o opportunities for private sector collaboration, alliance building and/or public private partnerships;
- o significance and scope of the development problems and issues to be addressed;
- o prospect of fostering short, medium and long term results;
- o prospect of leaving a capacity legacy that would enable the Indonesian HEIs to continue making short, medium and long term contributions to social and economic development;
- o opportunities to enhance Indonesian HE collaboration with community and client groups;
- o broad USG priorities (food security, partnering with the private sector, etc.); and
- o potential for valuable and robust working relationships and partnerships with US institutions, including public diplomacy benefits arising from such relationships and partnerships.

In order to effectively design higher education programs regarding the above geographic and substantive areas, the Mission needs more information regarding select IHEIs that provide or might provide programs in these areas. The assessment will provide that information.

Based on the results of this assessment, USAID will determine which if any of the four substantive areas merit funding a robust higher education program. The Mission will conduct a separate activity design process after the assessment is completed.

A.2.3 SCOPE OF WORK

For each substantive area noted above, the contractor shall:

1. Review a list of target IHEIs in each geographic region and advise the Mission whether additional institutions should be added to that list. (See Section V, Task I for more information);
2. Identify and describe the activities and programs that the listed IHEIs are providing in each of the substantive areas identified above, the training and qualifications of the personnel employed in such activities and programs, and the funding and other resources used to support the activities and programs;
3. Provide a profile of the most common types of “participants” for the existing program(s). In other words, who are the types of individuals (e.g. students, trainees, farmers, business employees, etc.) who participate in IHEI activities and programs and/or receive services from the IHEIs (in each substantive area) and, to the extent possible within the funding provided under this task order, provide information on whether and where such individuals secure employment or improve their work performance after participating in the IHEI programs and activities;
4. Provide a profile any additional “customer” offices or organizations that are served by the existing program(s), such as businesses, government entities, or NGOs, that have an interest in seeking services from, providing students or trainees for, or otherwise participating in IHEI activities and programs (in each substantive area). This would include institutions that have previously indicated such an interest as well as institutions that might reasonably be expected to do so.
5. Identify and describe the factors that facilitate or constrain the effectiveness of such activities and programs (in each substantive area) in a technical sense, including but not

- limited to whether and how the activities and programs are effectively addressing the interests and needs of the individuals who participate in the activities and programs and the client or stakeholder institutions that have an interest in the activities and programs (e.g. local ministries, businesses, farmers and agribusinesses, etc.);
6. Identify and describe the factors that facilitate or constrain the effectiveness of such activities and programs (in each substantive area) from a management point of view, in terms of how well the program appears to be managed;
 7. Identify and describe the IHEI's current and prior experience working with other institutions of higher education, whether within Indonesia or internationally, and characterize the factors that appear to facilitate or constrain such collaboration; and
 8. To the extent possible, provide observations regarding a) which institutions and programs appear best situated to benefit from and effectively incorporate and apply USAID-supported assistance, including partnership programs with US institutions of higher education; and b) the types of assistance programs the team believes would be most effective in fostering the institutional capacity legacy described in Section II. Such recommendations need not be limited to the strengthening of existing programs, but might also include recommendations regarding the creation of entirely new programs or institutions, if such recommendations are warranted by their research.

A.2.4 INSTITUTIONS TO BE ASSESSED

For each of the geographical regions noted above, USAID has already identified a number of institutions that need to be included in the assessment, though, as noted, the assessment team may have additional recommendations regarding institutions to include or remove from the list below. USAID anticipates supporting the visiting of 12 institutions, but would like information gathered on approximately 20 through desk study or other methods the team may propose.

See Appendix for list, which is meant to be a starting point for the team's work. The Indonesia members of the assessment team are expected to review this list and indicate within the first two days of the contract whether or not other IHEIs in each respective geographic area might also warrant the team's attention due to activities and programs in one or more of the substantive areas. As indicated in Task I below, the contractor must seek concurrence of the Task Order CTO for the final list of which institutions to add to (or subtract from) the list in Appendix I (i.e., institutions to visit). For each institution on the final list, the contractor shall perform the tasks and provide the information and deliverables requested under Section III (items 2-8) and Section V (Tasks 2-11) below.

A.2.5 TASKS AND DELIVERABLES

In order to complete the work described above, several tasks and deliverables have been identified:

Task I. Review the list of IHEIs provided by USAID (See APPENDIX I). For each geographic region and substantive area, indicate whether additional IHEIs are:

- (a) conducting higher education activities (including but not limited to training, education, research, extension, technical assistance, etc.) relevant to each substantive area; and
- (b) worth including on the list of institutions to be assessed.

Due: One week after the arrival of international consultants in Indonesia.

Task 2. Develop and provide a methodology for how the team will perform the work described above and the tasks detailed below. This should include the questions the team will use when interviewing university personnel and other key stakeholders, and how the team will prioritize among different interviewees. The contractor should also develop and provide a calendar and work plan detailing how the assessment will be implemented, and how the contractor plans to divide the team in terms of geography, skill mix, and/or schedule. This methodology and workplan will be submitted to USAID for review (per timelines described in Section III above), with the possibility that USAID may seek revisions before approving.

Due: Notional draft of both methodology and workplan due within two weeks of beginning the contract and before the arrival of international consultants in Indonesia. Final methodology for both due within one week of arrival of international consultants in Indonesia.

Task 3. For each IHEI identified, develop and provide a list and description of the activities and programs such IHEIs are providing in each of the substantive areas identified above, the training and qualifications of the personnel employed in such activities and programs, and, if possible, the funding and other resources used to support the activities and programs;

Due: In the interim report (due one week before departure of expatriate consultants from Indonesia) and final reports (due one week after expatriate consultants leave Indonesia).

Task 4. For each substantive area at each IHEI, provide a profile of the individuals (e.g. students, trainees, farmers, business employees, etc.) that participate in IHEI activities and programs and/or receive services from the IHEIs in that substantive area and, to the extent possible within the funding provided under this task order, provide information on whether and where such individuals secure employment or improve their work performance after participating in the IHEI programs and activities. NOTE: With regard to the methodology, the Agency recognizes that challenges may exist in collecting data on subsequent employment and job performance – the Agency recognizes the challenges that may exist in gathering such data. The Agency is not seeking a fully comprehensive study, but instead seeks illustrative information and examples that can at least suggest what types of impact the programs might be having on those who participate in the programs.

Due: In the interim report (due one week before departure of expatriate consultants from Indonesia) and final reports (due one week after expatriate consultants leave Indonesia).

Task 5. For each substantive area at each IHEI, identify and describe additional “customer” offices or organizations that are served by the existing program(s), such as businesses, government entities, or NGOs that have an interest in receiving services from, providing students or trainees for, or otherwise participating in the activities and programs conducted by the IHEI in that substantive area. This would include institutions that have previously indicated such an interest as well as institutions that might reasonably be expected to do so. USAID requests the identification of at least four customers identified for each substantive area and each IHEI included in the assessment.

Due: In the interim report (due one week before departure of expatriate consultants from Indonesia) and final reports (due one week after expatriate consultants leave Indonesia).

Task 6. Identify and describe the factors that facilitate or constrain the effectiveness of such activities and programs (in each substantive area) in a technical sense, including but not limited to whether and how the activities and programs are effectively addressing the interests and needs of the clients and stakeholders identified in Task 4 and Task 5 (e.g. local ministries, businesses, farmers and agribusinesses, etc.). NOTE: With regard to the

methodology, the Agency recognizes the challenges that may exist in gathering such data. The Agency is not seeking a fully comprehensive study, but instead seeks illustrative information and examples that can at least suggest whether and how the programs are or are not addressing the needs and interests of clients and stakeholders.

Due: In the interim report (due one week before departure of expatriate consultants from Indonesia) and final reports (due one week after expatriate consultants leave Indonesia).

Task 7. Identify and describe the factors that facilitate or constrain the effectiveness of such activities and programs (in each substantive area) from a management point of view, in terms of what factors facilitate or constrain the how well the program appears to be managed.

Due: In the interim report (due one week before departure of expatriate consultants from Indonesia) and final reports (due one week after expatriate consultants leave Indonesia).

Task 8. For each of the identified IHEIs, determine and provide a description of the IHEI's current and prior experience working with other institutions of higher education, whether within Indonesia or internationally, and characterize the factors that appear to facilitate or constrain such collaboration;

Due: In the interim report (due one week before departure of expatriate consultants from Indonesia) and final reports (due one week after expatriate consultants leave Indonesia).

Task 9. To the extent possible, provide observations regarding a) which institutions and programs appear best situated to benefit from and effectively incorporate and apply USAID-supported assistance, including partnership programs with US institutions of higher education; and b) the types of assistance programs the team believes would be most effective in fostering the institutional capacity legacy described in Section II. Such recommendations need not be limited to the strengthening of existing programs, but might also include recommendations regarding the creation of entirely new programs or institutions, if such recommendations are warranted by their research.

Due: In the interim report (due one week before departure of expatriate consultants from Indonesia) and final reports (due one week after expatriate consultants leave Indonesia).

Task 10. Present a draft interim report with the above information and analysis no later than one week before departure of expatriate consultants from Indonesia. The report should be organized by substantive area, but should include tables that present information in a manner that can be sorted by substantive area as well as geographic region. Deliver a final report within one week of USAID feedback regarding the draft report, or no later than one week after the departure of expatriate consultants from Indonesia.

A.2.6 METHODOLOGY

The assessment team is expected to conduct desk studies, interviews and site visits. The team is expected to conduct site visits for each of the IHEIs identified per the activities described in Section III and Section V above. Depending on the programs offered by the institution to be visited, the number of people involved in any given visit will vary.

The assessment team will develop and provide a methodology for how the team will perform the work described in Section III and Section V. This should include the questions the team will use when interviewing university personnel and other key stakeholders, quantitative data to be gathered, and a calendar and work plan detailing how the assessment will be implemented. This methodology will be submitted to USAID for review (per timelines described in Section III above), with the possibility that USAID may seek revisions before approving.

The contractor is expected to handle all logistics related to conducting the site visits, including the scheduling of meeting, any and all travel matters, lodging, etc. However, USAID/Jakarta will develop a letter of introduction re the assessment and the team. USAID/Jakarta will send that letter to the IHEIs to be visited and will provide a copy to the contractor for use by the contractor in making arrangements.

The contractor is also expected to arrange for all translation and interpretation services needed to conduct the assessment. This would include ensuring that members of the assessment team that don't speak Indonesian are provided with translation and interpretation during the site visits and interviews. It would also include the translation of resource materials and work products – as needed and as appropriate, and not without USAID approval.

The contractor should advise USAID regarding other personnel it deems necessary to complete the assessment.

A.2.7 TEAM COMPOSITION

A team of seven professionals, supported by a reasonable number of administrative staff (logistics and interpretation) are to complete the work.

The professional staff is led by an expatriate Team Leader. The team includes at least two Indonesian professionals and four expatriate professionals. The Indonesian professionals on the team live and reside in Indonesia and speak English fluently. In addition, these individuals are to serve as objective analysts regarding IHEIs and do not have affiliations or commitments that hinder their ability to provide such objective input.

The international consultants have higher education teaching and administration experience, as well as prior work experience in a developing or emerging markets country and their experience in Indonesia is valuable, so long as the experience does not raise possible procurement issues or potentially constrain the consultant's ability to provide an objective analysis.

The contractor may propose any arrangement of team members as long as the following skills are represented within the team:

Someone with experience leading teams on complex assignments (must be the Team Leader)

- a) Someone with experience leading the writing of complex reports and integrating input from multiple team members (does not have to be the Team Leader)
- b) At least two members familiar with Higher Education in Indonesia.
- c) At least one person with experience in the development of high quality training programs in education management and administration at tertiary education institutions in the U.S. and developing countries.
- d) Experience in the development of high quality MBA, business leadership, and entrepreneurship programs at tertiary education institutions in the U.S. and developing countries.
- e) Experience in the development of high quality agricultural extension programs at tertiary education institutions in the U.S. and developing countries.
- f) Experience in the development of high quality legal education programs at tertiary education institutions in the U.S. and developing countries.
- g) Multiple team members with experience helping tertiary education institutions develop and institutionalize collaboration with private and public sector partners, such as

businesses, NGOs, and government institutions (local, state, and/or national). If possible, some of this experience should be in developing or emerging market countries.

- h) The USAID/Indonesia mission does not have specific consultants identified for this assignment. Appendix II, however, provides the contact information for several research centers in Indonesia that may be able to assist the contractor in conducting this assignment, either by offering the services of the organization or some of its individual members. USAID does not have any experience working with these organizations in the education sector, and, therefore, does not have any preference.

A.3 TECHNICAL DIRECTIONS

Technical Directions during the performance of this task order shall be provided by the Task Order Contracting Officer's Technical Representative (TO-COTR) as indicated in the designation letter.

A.4 TERM OF PERFORMANCE

- a. Work shall commence upon signing the award. The effective date is shown in Block 8 of the Task Order Cover Page and the estimated completion date is provided in Block 9 of the task order Cover page.
- b. Subject to the ceiling price of this task order and the prior written approval of the TO-COTR, the contractor may extend the estimated completion date, provided that the extension does not cause the elapsed time for completion of the work, including the furnishing of all deliverables, to extend beyond 30 calendar days from the original estimated completion date.

Appendix B: Selected List of Documents Consulted

Catalogs, course syllabi and other printed material, and websites for the HEIs the team visited

"BAN-PT, the National Accreditation Board for Higher Education with One Decade Experience in Indonesia." Suhaenah, A. and Rahardjo, Adam Pamudji. 19 June 2006. 7 pages.

"Higher Education Sector Assessment. Final Report." Moeliodihardji, B. et al. The World Bank, BAPPENAS, DGHE/MONE. November 2008. 120 pages.

"Education in Indonesia: Managing the Transition to Decentralization. Volume I." Report No. 29406. The World Bank. August 2004. 272 pages.

"Indonesia Managing Higher Education for Relevance and Efficiency (I-MHERE). Guideline for Proposal Submission: Improvement of Quality and Social Responsibility. Batch IV." DGHE/MONE. August 2008. 33 pages.

"Higher Education Long-Term Strategy: 2003-2010." DGHE/MONE. 1 April 2003. 30 pages.

Law on Agriculture, Fishery and Forestry Extension Service, the Republic of Indonesia, Number 16, 2006.

Appendix C: List of HEIs visited

No.	AREA	HEI	ADDRESS	WEBSITE	AREA OF STUDY
1	DKI JAKARTA	University of Indonesia (UI)	Jl. Salemba Raya no. 4, Jakarta 10430	http://www.mmui.edu	Business Administration & Management
2			Depok Campus, Depok 16424, West Java	http://www.ui.ac.id/id	Public Administration & Education Management; Legal Education
				http://www.adminsci.ui.edu	
				http://ppsdia-ui.ac.id	
				http://www.law.ui.ac.id	
3		Indonesian Institute of Management Development (IPMI)	IPMI Campus, Rawajati Timur I no. 1, Kalibata, Jakarta 12750	http://www.ipmimba.ac.id	Business Administration & Management
4		Prasetya Mulia Business School	Jl. R.A. Kartini (T.B. Simatupang), Cilandak Barat, South Jakarta 12430	http://www.pmbs.ac.id	Business Administration & Management
5		National Institute of Public Administration (LAN)	Jalan Administrasi II Pejompongan, Central Jakarta 10260	http://www.stialan.ac.id	Public Administration & Education Management

6	BANDUNG (WEST JAVA)	University of Padjajaran (UNPAD)	Jl. Dipati Ukur No. 35, Bandung 40132	http://www.unpad.ac.id	Public Administration & Management; Legal Education; Business Administration & Management
7			Jalan Raya Bandung - Sumedang km 21, Jatinangor Bandung - 40600	http://faperta.unpad.ac.id	Agriculture
8		University of Indonesian Education (UPI)	Jl. Dr. Setiabudhi no. 229, Bandung 40154	http://www.upi.edu	Education Administration; Business Administration
9		Bandung Institute of Technology (ITB)	Jl. Tamansari 64, Bandung 40116 (office); Jl. Ganesha 10, Bandung 40132 (campus)	http://www.itb.ac.id ; http://www.sps.itb.ac.id ; www.pasca.sbm.itb.ac.id	Business Administration & Management
10	BOGOR (WEST JAVA)	Bogor Institute of Agriculture (IPB)	Jl. Lingkar Akademik, Gd. Wing Rektorat Lantai 3, Kampus IPB Darmaga, Bogor 16680	http://pasca.ipb.ac.id	Business Administration & Management
			Jl. Raya Darmaga, Gedung Rektorat Lantai 2 Kampus IPB Darmaga Bogor 16680	http://www.ipb.ac.id	Public Administration & Education Management; Agriculture
11	JOGJAKARTA/ YOGYAKARTA (CENTRAL JAVA)	University of Gajah Mada (UGM)	Bulaksumur, Yogyakarta 55281	http://www.ugm.ac.id ; http://hukum.ugm.ac.id	Public Administration & Education Management; Legal Education
			Sekip Unit I, Yogyakarta 55281	http://faperta.ugm.ac.id	Agriculture

			Jl. Teknik Utara, Yogyakarta 55281	http://mmugm.ac.id	Business Administration & Management
12		State University of Yogyakarta (UNY)	Jl. Gejayan, Karangmalang, Yogyakarta 55281	http://www.uny.ac.id http://www.pasca.uny.ac.id	Education Management
13	SALATIGA (CENTRAL JAVA)	Christian University of Satya Wacana (UKSW)	Jl. Diponegoro no. 52-60, Salatiga	http://www.unksu.edu	Education Administration; Business Administration; Legal Education; Agriculture
14	SOLO/ SURAKARTA (CENTRAL JAVA)	University of Sebelas Maret (UNS)	Jl. Ir. Sutami 36A, Ketingan, Surakarta 57126	www.uns.ac.id , www.fisip.uns.ac.id , www.fe.uns.ac.id , www.pertanian.uns.ac.id , www.pasca.uns.ac.id	Public Administration & Management; Legal Education; Business Administration & Management; Agriculture
15	MAKASSAR (SULAWESI/ CELEBES)	University of Hasanuddin (UNHAS)	Jl. Perintis Kemerdekaan, Kampus UNHAS Tamalanrea km. 10, Makassar 90425	http://www.unhas.ac.id , http://www.pasca-unhas.net	Public Administration & Management; Legal Education; Business Administration & Management; Agriculture
16		National Institute of Public Administration (LAN)	Jl. Baruga Raya No.48, Antang - Makassar	http://www.lan-makassar.info	Public Administration & Management

17		State University of Makassar (UNM)	Kampus Induk Gunungsari Baru, Jl. A.P. Petta Rani, Makassar 90222	www.unm.ac.id	Public Administration & Education Management; Business Management
18	MEDAN (NORTH SUMATRA)	University of North Sumatra (USU)	Jl. Prof. A. Sofyan No. 3, Kampus USU - Padang Bulan, Medan 20155 (Fac. of Agriculture)	www.usu.ac.id	Public Administration & Management; Legal Education; Business Administration & Management; Agriculture
			Jl. Universitas No. 4, Kampus USU - Padang Bulan (Fac. of Law)		
			Jl. Sivitas Akademika, Kampus USU-Medan (Postgraduate Prog.)		
19	ACEH	University of Syiah Kuala (UNSYIAH)	Jl. Teuku Nyak Arif, Darussalam, Banda Aceh 23111	http://www.usk.ac.id , http://mm-usk.com	Education Administration; Business Administration; Legal Education; Agriculture

Appendix D: List of Individuals Interviewed

ORGANISATION	POSITION	NAME	CONTACT DETAIL
University of Indonesia (UI), Jakarta	Rector	Prof. Dr. der Soz Gumilar R. Somantri	rektor@ui.ac.id
	Dean, Faculty of Law	Prof. Safri Nugraha, S.H., LL.M., Ph.D	safri81@yahoo.com
	Dean, Faculty of Soc. and Polit. Sci. (SPS)	Prof. Dr. B.S. Laksmono	bash5o@ui.ac.id
	Head, Admin. Sci. Dept.	Dr. Roy Salomo	salomo@cbn.id
	Director, Master of Management Program	Rhenald Kasali, Ph.D	rhenald@mmui.edu
	Director of Academic Affairs, Master of Management Program	Dr. Irwan Adi Ekasaputra	irwan.adi@ui.edu
	Academic Staff OF MMUI	Dr. Yanki Hartijasti, M.B.A.	yanki.hartijasti@ui.edu
	Lecturer at UI graduate law program	Luhut M. P. Pangaribuan, S.H. LL.M, PhD	
	Head of Postgraduate Law Program	Dr. Rosa Agustina Pangaribuan, S.H., M.H	rosa_agustina@gmail.com
	Head of legal aid clinic	Yoni A. Setyono, S.H., M.H.	lkbppsui@yahoo.com
	Doctoral candidate, lecturer	Hamid Chalid, S.H. LL.M	hamidchalid@gmail.com
University of Padjajaran (UNPAD), Bandung	Corporate Secretary	Prof.Dr. I Ketut Surajaya, M.A.	iketut_surajaya@yahoo.com
	Dir. of Cooperation	Dr. Ramdan Panigoro	ramdan.panigoro@unpad.ac.id
	Vice Dean for Acad. Aff, Fac. of Economics	Prof. Dr. Armida Alisjahbana	armida.alisjahbana@fe.unpad.ac.id
	Vice Dean for Stud/Alum Aff, Fac. of Economics	Dr. H. S. R. Nidar	(62-22) 2509055

	Faculty of Agriculture (Plant Breeding Lab)	Dr. rer. nat. Suseno Amien	suseno@gmx.de
	Faculty of Agriculture (Plant Biotechnologist)	Dr. Nono Carsono	ncarsono@unpad.ac.id
	Fac. of SPS, Head, Pub. Admin. S1 Program	Dr. Heru Nurasa	hnurasa@yahoo.com
	Fac. of SPS, Head, Pub. Admin. S2 Program	Dr. Sintaningrum	sintaningrum@yahoo.com
	Vice Dean, Faculty of Law	Dr. Rudi M. Rizki	(62-22) 2503271
	Director, Center for Agricultural Policy and Agribusiness Studies	Dr. Ronnie S. Natawidjaja, Ir. MSc.	ronnie_sn@yahoo.com
	Dean, Faculty of Agriculture	Prof. Dr. Ir. Hj. Yuyun Yuwariah AS, M.S.	deskanfaperta@unpad.ac.id
	Vice Rector	Prof. Dr. Tb. Zulrizka Iskandar	iskandar@yahoo.com
University of Indonesian Education (UPI), Bandung	Director, Educ. Mgmt. Postgrad. Program	Prof. Dr. H.A. Azis Wahab	(62-22) 2001197
	Former Dir., Educ. Mgmt. Postgrad. Prog.	Prof. Dr. Nanang Fattah	nf@upi.edu
Technology Institute of Bandung (ITB), Bandung	Rector and Professor	Dr. Ir. Djoko Santoso	dsantoso@itb.ac.id
	Dean, School of Bus. and Mgmt.	Prof. Dr. S. Djajadiningrat	naya@sbm.itb.ac.id
	Fulbright Scholar, Sch. of Bus. and Mgmt.	Dr. Mark Harrison	harrison@dwc.edu
	Lecturer, School of Business and Management	Francis B. Affandy	francda@bdg.centrin.net.id
Yogyakarta State University (UNY), Yogyakarta	Vice Rector for Acad. Affairs	Dr. Rochmat Wahab	arwahab@yahoo.com
	Faculty of Social Science & Economics	M.Lies Endarwati	

Gadjah Mada University (UGM), Yogyakarta	Director, Master in Public Policy and Admin.	Dr. Agus Pramusinto	agus_pramusinto@map.ugm.ac.id
	Assistant Rector	Drs Bambang Purwono	
	Vice Dean, Faculty of Economics & Business	Dr BM Purwanto	
	Head - Office of International Affairs	Dr Rachmat Sriwijaya	
	Dean, Faculty of Law	Prof. Dr. Marsudi Triatmodjo, S.H.,LLM	triatmodjo@mail.ugm.ac.id
	Director, Masters Program in Policy and Administration,	Dr. Agus Pramusino, MDA	agus_pramusinto@map.ugm.ac.id
	Director, Master of Laws Program, 274 512781, ,	Prof. M. Hawin, SH, LL.M., PhD	winha@yahoo.com.au
Satya Wacana Christian University (UKSW), Salatiga	Rector	Prof. Dr. Kris H. Timotius	kh_timotius@staff.uksw.edu
	Vice Rector for External Relations	Dr. Agna S. Krave	agna@staff.uksw.edu
	Director, Postgraduate Studies	Prof. Supramono	supramono@uksw.edu
	Coordinator - International and Cooperation	Novasari Jeany	
	Director - MM Program	Prof Christantius Dwiatmadja	
	Faculty of Economics	Roos Kities Andadari	
	Dean, Faculty of Agriculture	Prof Dr Sufordis	
	Deputy Dean, Faculty of Law	Arie Siswanto	ariesiswanto@yahoo.com
	Lecturer and Head of Mediation Center	Theofransus Litaay	theolitaay@gmail.com
University of Sebelas Maret (UNS), Solo	Prof, PA S2 Prog; Director of a PA Lab	Dr. Drajat Tri Kartono	drajat@uns.ac.id

	Head, Public Administration (S2)	Dr. Sudarmo	
	Head, State Administration (S1)	Drs. Sudarto, M.Si.	
	Secretary, Public Administration (S2)	Wahyu Nurharjadmo, M.Si.	
	Deputy Dean, Academic Affairs	Drs. Priyanto Susiloadi, M.Si.	
	Director Program Pascasarjana	Prof Dr Suranto	
	Vice Rector 1: academic affairs	Prof Dr R Karsisi	
	Dean - Faculty of Economics	Prof Dr Bambang Sutopo	
	Director - Master of Economics	Prof Dr Hartono	
	Director MM Program	Doggy Setiawan	
	Director - Master of Economics	Dr J.J. Sarungu	
	Dean, Faculty of Law	Mohammad Jamin, S.H. M. Hum	jamin_mh@yahoo.com
	Vice Dean, Faculty of Law	Prasetyo Hadi Purwandoko, S.H., M.S.	
	Vice Dean, Faculty of Law	Suraji, S.H., M. Hum	
	Vice Dean, Faculty of Law	Suranto, S.H., M.H.	
	Vice Dean, Plant Biotechnologist	Ahmad Yunus, Ph.D.	yunus@uns.ac.id
	Vice Rector, Academic Affairs	Prof. Dr. Ravik Karsidi, M.S.	purek1@uns.ac.id
	Dean Faculty of Agriculture	Prof. Dr. Ir. H. Suntoro Wongso Atmojo	suntoro_uns@yahoo.co.id
National Institute of Public Administration (LAN), Makassar	Director	Drs. Ngadijono	(62-411) 490101
	Head of Administration	Drs. Muttaqin	(62-411) 490101

UNM (Makassar)	Director, Postgraduate Studies	Prof. Dr. Amiruddin, M.Si.	
	Deputy Director, Academic Affairs	Dr. Jasruddin, M.Si.	
	Head, Public Administration (S3)	Prof. Dr. Andi Makkulau	
	Head, Education Management (S2)	Dr. Sulaeman Samad, M.Si.	
	Secretary, Education Administration (S1)	Dra. Andi Nurrahmah, M.Pd.	
	Acting Head, Education Administration (S1)	Drs. Bahtiar, M.Si.	
	Student, Public Administration (S3)	Drs. Fahri Kahar, M.Si.	
	Student, Public Administration (S3)	Drs. Rifdan, M.Si	
University of Hasanuddin (UNHAS), Makassar	Rector	Prof. Dr. dr. Idrus Paturusi	rector@unhas.ac.id
	Vice Rector for Planning, Devel., Coop. Affairs	Dr. Dwia Aries Tina P	vicerektor4@unhas.ac.id
	Dean, Fac. of SPS; teaches PA S2; etc.	Prof. Dr. Deddy Tikson	deddytikson@yahoo.com
	Dean of Agriculture	Prof. Dr. Ir. Mursalim	mursalim@pascaunhas.net
	Secretary to the Rector	Prof. Drs. Burhanuddin Arafah, M.Hum, Ph.D.	burhan-arafah@unhas.ac.id
National Institute of Public Administration (LAN), Jakarta	Chairman	Dr. Asmawi Rewansyah	(62-21) 3811322
	Director, Grad. School of Admin. (STIA)	Prof. Dr. Johanes Basuki	(62-21) 53679938
	Deputy Chairman	Sri Hadiati	
	Chief Secretary	Panani	
	Bilateral Cooperation	Agung Nugroho	

	Public Relation	Evy Trisulo	
University of North Sumatera (USU), Medan	Vice Rector Planning and Partnerships	Prof Dr Sukaria Sinulingga	
	Assistant to Vice Rector Academic Affairs	Prof Erman Munir	
	Vice Rector Student Affairs	Linda Trimurni Maas	
	Dean, Faculty of Agriculture	Julhifh Nasution	
	Vice Dean 1 Economics and Commerce	Dr Arifin Hamzah	
	Vice Dean 2 Economics and Commerce	Fahmi Nasution	
	Vice Dean 3 Economics and Commerce	Ami Dilham	
	Vice Dean 1 Faculty of Agriculture	Lahmudoih Lubis	
	Vice Dean Finance, Faculty of Agriculture	Supriadi	
	Faculty of Agriculture	Abdul Rauf	
	Faculty of Agriculture	Isfenti Sadalia	
	Faculty of Agriculture	Dr Edison Purba	
	Faculty of Agriculture	Rulianda Wibowo	
	Dean, Faculty of Law	Prof. Dr. Rutung Sitepu, SH., M. Hum	(62-61) 8225970
	Assistant Dean, Faculty of Law	Muhammad Husni, S.H., M. Hum	
	Vice Rector, Planning and Partnership	Prof.Dr.Ir.Sukaria Sinulingga,MEng.	
Syiah Kuala University, Aceh	HoD Agrotechnology Faculty of	Dr Efendi	

	Agriculture		
	HoS Food Processing Faculty of Agriculture	Dr Yusya Abubahar	
	V. Dean-Student Affairs Faculty of Agriculture	Muhammad Hatta	
	Manager - Academic Audit	Dr Aman Yaman	
	Vice Director Planning and Cooperation	Dr Usman Kasim	
	Vice Dean IV - Corporate Affairs	Heru Widayat	
	Vice Dean , Faculty of Law	Mohd. Daud Yoesoef, S.H., M.H.	daudaceh@yahoo.com
	Head of Quality Assurance Board	Dr. Ir. Suhendrayatna, M. Eng.	yatna@yahoo.com
	Program Manager, Aceh Justice Resource Center	Saleh Shafei,	saleh_sjaferi@yahoo.com
	Manager Audit Academic	Dr. Ir. M. Aman Yaman, M. Agric. Sc	yamanusk@yahoo.com
	Faculty of Law	Yusri Z. Abidin, S.H., M.H.	
Indonesian Institute for Management Development (IPMI), Jakarta	Deputy Executive Director	Dr Amril Aman	
	Dean	Prof Dr Irawadi Jamaran	
Prasetiya Mulya Business School (PMBS), Jakarta	Dean	Prof Sammy Kristamuljana	
	Associate Dean - Student Affairs	M. Sosronegoro	
	Head - Career Development and Alumni	Mawar Sheila	
	Director - Graduate Programs	Prof Dr Andreas Budihardjo	
	Director-Undergraduate Program	Prof Agus Soehadi	

	Manager - Human Resources	Lies Haryoseputro	
	Director Marketing and Customer Relations	Iwan Kahfi	
Others			
Ministry of National Education (MoNE), Jakarta	Dir. Gen. Higher Education (DGHE)	Dr. Fasli Jalal	faslijalal@yahoo.com
	Secretary, DGHE	Dr. Harris Iskandar	harris.iskandar@yahoo.com
District Education Office, Makassar	Head	Drs.H.Muh. Natsir Aziz, MPd.	
	Section Head, Primary Education	Drs. Mahmud, M.Pd.	
	DBE1 District Coordinator (Dinas Pend.)	A. Irmahaerani	andiirma@yahoo.co.id
AusAID - Jakarta	Senior Technical Forest Specialist	Grahame Applegate	
	Unit Manager, Scholarships and Volunteering	Lisa Mollard	
USAID - Jakarta	Deputy Director Education Office	Arturo Acosta	
	Education Specialist	Elizabeth Sunindyo	
	Director	John Parnell	
	Senior Economic Growth Advisor	Joseph Goodwin	
	Agriculture Advisor	Rama Firman	
	Senior Democracy and Governance Advisor	Gilles Blanchi	
	Mission Director	Walter North	
	Deputy Director, Decentralized Democracy and Governance	V. Kate Somvongsiri	
	Senior Rule of Law Advisor	Paul J. Simonett	

	Senior Democracy and Governance Advisor	Gilles Blanchi	
	Consultant and Analyst	David Timberman	
World Bank	Human Development Coordinator	Mae Chu Chang	
	Higher Education Advisor	Chris Smith	
Metrolink, Indonesia	Consultant	A.Firdaus	
HESS Indonesia	HR Specialist	Agus Santoso	
Al Azhar University, Jakarta	Dean, Faculty of Law	Prof. Dr. Erman Rajagukguk, S.H.,LL.M., PhD	(62-21) 7267272
University of Diponegoro, Semarang	doctoral candidate, lecturer in law	Darminto Hartono, S.H., LL.M.	darminh@cbn.net.id
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National Legal Reform Program	Lead Manager	Sebastian Pompe	spompe@nlrp.org
BAPPENAS	Director, Directorate of the Analysis of Laws and Regulations,	Arif Christiono Soebroto,	csoebroto@yahoo.com
The Asia Foundation.	Program Officer, Justice Sector Reform Program,	Windu Kisworo,	wkisworo@tafindo.org
SENADA Project	Legal Advisor	Edward Manik, S.H., LL.M. PhD	edward_manik@dai.com
GTZ	Senior National Advisor, Regional Economic Development (RED)	Dr. Rino A. Sa'dazcer,	rino_sa'dazcer@gtz.de

Appendix E: USAID ELIPS project

During the decade of the 1990s, and somewhat thereafter in a follow-on program, USAID Jakarta Economic Growth carried out a large law reform project. Called ELIPS (Economic Law, Information and Procurement Systems), the project had four components: drafting of laws relating to business and commerce, legal education reform and upgrading, development of legal information systems, and procurement reform. The project was successful in the first three of these areas, and was particularly successful in legal education reform and upgrading. As a focus of this Indonesian higher education

assessment is legal education reform, this overview of the ELIPS Project focuses only on its legal education work.

The ELIPS legal education component accomplished the following:

- between 1992 and 2004, sent approximately 40 Indonesian law graduates to the United States to obtain master's in law degrees at American law schools.
- provided month-long, full-time training programs for over 125 candidates;
- gave semester-length (3-5 months) full-time training to over 100 junior faculty or government officials;
- offered workshops in a variety of economic law topics to approximately 2,000 faculty members, government officials and other professionals;
- supported 2-4 weeks of advanced research work in US law libraries for 5 senior faculty, who then helped train junior faculty;
- provided research fellowships in Indonesia for 24 master's or doctoral candidates in economic law subjects;
- created 40 new model syllabi in economic law subjects;
- provided 18 sets of teaching materials;
- published 12 Basic Books that were introductions to legal subjects from a real world point of view rather than a merely theoretical view;
- assisted with continuing legal education programs at the University of Indonesia
- arranged for two US law professors on sabbatical to be in residence at Indonesia law schools, one at USU and one at UGM;
- provided core library collections of economic law books for the leading 7 national law schools
- provided legislative drafting training to legislators, legislative staff, faculty members, and members of NGOs;
- provided distance learning courses and videoconferencing between leading law schools in Indonesia and some American law schools.

In conjunction with the Partnership for Economic Growth (PEG), another USAID project devised to help Indonesia through the financial crisis and transition of governments after the fall of Suharto, the ELIPS project offered an intensive, two-week interactive competition law and policy training to a select group of Indonesian law and economics faculty members. At the insistence of the donor community, Indonesia had, for the first time, enacted a competition law, and there was virtually no competition law expertise in Indonesia. This training was an effort to provide the basic knowledge base essential to make Indonesia's competition law effective. It is worth noting here that at least 4 of the participants in this training went on to receive doctorates focused on competition law and policy; have become, or are on the path to become, professors at leading Indonesian law schools; and are noted and influential competition law practitioners.

Appendix F: Information on Selected HEIs

INSTITUT PENGEMBANGAN MANAJEMEN INDONESIA (IPMI) (THE INDONESIAN INSTITUTE FOR MANAGEMENT DEVELOPMENT)

BASIC INFORMATION

Location: Jakarta, DKI Jakarta

Address: IPMI Campus, Rawajati Timur I no. 1, Kalibata, Jakarta 12750

Website: <http://www.ipmimba.ac.id>

School Type: Private

Contacts

	Name	Phone Number	Fax	Email	Contact Person
Campus	-	+62-21-7970419	+62-21-7970509	-	
Dean	Prof.Dr.Ir. Irawadi Jamaran	-	-	irawadi@ipmimba.ac.id	Yayah yayah@ipmimba.ac.id
Deputy Executive Director and Faculty Member	Amril Aman, Ph.D.	+62-21-7970419	+62-21-7970374, 7970509	amril.aman@ipmimba.ac.id	
Academic Affairs				academic@ipmimba.ac.id	Yeti
Academic Resources				library@ipmimba.ac.id	Anna
Alumni Officer	Ani			ani@ipmimba.ac.id	

PROGRAMS AND ACTIVITIES

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Business Administration	General Management	-	Bachelor/S1 Masters/S2	Directing students: 1. To learn "the nuts and bolts of business" 2. To qualify as a professional manager. 3. To prepare for senior management positions. 4. To work anywhere in the world.	S1: academic degree: high school graduate, English and Aptitude test, and interview with the selection committee; S2: academic degree: an accredited S-1 Degree from an Indonesian university or a recognized Bachelor's Degree from an overseas university recognized by the Ministry of National Education; working experience: A minimum of two years working experience after obtaining the S-1 or the bachelor's degree (regular program), a minimum of five years of working experience after obtaining the S-1 or the bachelor's degree (executive program).	Air conditioned, theater classrooms equipped with modern audio-video equipments; 32 computerized and internet-connected group discussion rooms; a large, fully equipped auditorium that can seat up to 350 people as well as a current business reference library with the largest case study and books on management, e-journals.

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
	Investment Banking	-	Bachelor/S1 Masters/S2	1. To help students learn how to manage their financial investment so that they will derive the maximum benefit from what they earn of the money of their customers. 2. To motivate students in pursuing a better finance career by demonstrating to them that finance is both interesting and relevant.	S1: high school graduate, English and Aptitude test, and interview with the selection committee; S2: an accredited S-1 Degree from an Indonesian university or a recognized Bachelor's Degree from an overseas university recognized by the Department of National Education; working experience: A minimum of two years working experience after obtaining the S-1 or the bachelor's degree.	
Public Administration	N/A					
Education Management						
Legal						
Agriculture						

STUDENT CHARACTERISTICS

		S1	S2
Student's Enrollment/year			80-100
Class capacity/year		67	168

Graduate employment Management positions in governmental agencies, non-governmental organizations, state-owned enterprises, educational institutions and private companies. Many have also become entrepreneurs.

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Business Administration			-	17	12	32

Note: information on education background of 3 teaching staff is not available

TUITION FEE

Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Bachelor/S1	Regular	Rp27,500,000	Rp2,000,000	Rp150,000.00
Masters/S2	Regular	Rp70,000,000	-	-
	Executive	Rp.85,000,000	-	-

**LEMBAGA ADMINISTRASI NEGARA (LAN), JAKARTA AND MAKASSAR
(NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION)**

BASIC INFORMATION

Location: Jakarta, DKI Jakarta

Address: Jalan Administrasi II Pejompongan, Central Jakarta 10260

Website: Jl. Baruga Raya No.48, Antang - Makassar

<http://www.stialan.ac.id>

<http://www.lan-makassar.info>

School Type: Public (LAN is a government organization that provides education and training for public servants).

Contacts

LAN JAKARTA	Name	Phone Number	Fax	Email	Contact Person
Campus	-	+62-21-5326726	+62-21-57328496	-	
Head of LAN	Prof.Dr. Asmawi Rewansyah, M.Sc.	-	-	-	Naning 021-3455021 ext. 100
Head of Graduate School	Prof.Dr. Johanes Basuki, M.Psi	+62-21-53679938; '+62-816818219	+62-21-53674562	j_basuki07@yahoo.com	-

LAN MAKASSAR	Name	Phone Number	Fax	Email	Contact Person
Campus	-	+62-411-490106/490107/490108/490109/ 490110	+62-411-490107	-	-
Head of LAN MAKASSAR	Drs. Ngadijono, M.Ed	+62-411-490101	+62-411-490107/490110	-	Mila '+62-81343603266
Head of Administration Office	Drs. Muttaqin, MBA	+62-411-490101	+62-411-490107/490110	-	-

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Public Administration		Public Policy Management	Bachelor/S1	* To develop and to carry out an academic professional education for state apparatus in the field of administration, organization, and management. * To conduct research and development in the field of administration particularly related to current issues such as regional autonomy, good governance, total quality services, AFTA, NAFTA, regional development, etc. * To improve the professionalism of the state apparatus in providing them with total quality service as well as regulatory functions to the society. * To optimize the efficacy of organizational resources and to improve its quality and quantity in accordance with its characteristic as a high performance public organization. * To establish the sustainability of the educational process according to the Three Principles of Higher Education.	-	all air-conditioned classrooms, equipped with overhead projectors; library, computer laboratory, language laboratory, administration laboratory

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
		Human Resources Management	Bachelor/S1 Masters/S2		-	
		State Economy Management	Bachelor/S1 Masters/S2			
	-	Regional Development Management	Bachelor/S1 Masters/S2		-	
Business Management	N/A					
Education Management						
Legal						
Agriculture						

STUDENT CHARACTERISTICS

LAN	Faculty	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Jakarta	Public Administration	Public Policy Management	3000	600	-	3600
		Human Resources Management				
		State Economy Management				
		Regional Development Management				
Makassar			600			600

Student's Enrollment/year:								
Class capacity/year:								
Graduate employment:		Management positions in governmental agencies, non-governmental organizations, state-owned enterprises, educational institutions and private companies. Many have also become entrepreneurs.						
Students Background:		Students mainly come from various government agencies, public-owned enterprises, local government-owned enterprises, Indonesian Armed Forces (<i>Tentara Nasional Indonesia/TNI</i>) and Indonesian Police (<i>Kepolisian Negara Republik Indonesia/POLRI</i>). About 75% of LAN Jakarta students are central government officials, and 25% are local government officials. At LAN Makassar, 75% students come from Sulawesi, 5-10% students come from eastern part of Indonesia (Papua & The Moluccas), and 15% come from Kalimantan/Borneo.						

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Public Administration			-	-	-	-

TUITION FEE

Institution	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
LAN Jakarta	Bachelor/S1	Regular	-	Rp. 800.000	-
	Master / S2	Regular	-	Rp. 6.000.000	-
LAN Makasar	Bachelor/S1	Regular	-	Rp. 600.000	-
	Master / S2	Regular	-	Rp. 5.000.000	-

UNIVERSITAS PADJAJARAN (UNPAD)
(UNIVERSITY OF PADJAJARAN)

BASIC INFORMATION

Location: Bandung, Jawa Barat

Address: Jl. Dipati Ukur No. 35, Bandung 40132, Jawa Barat, Indonesia

Website: www.unpad.ac.id, <http://faperta.unpad.ac.id>

School Public

Type:

Contacts

	Name	Phone Number	Fax	Email	Contact Person
Campus	-	+62 22 2503271	+62 22- 2501977/ 2503276		
Faculty of Social and Political Science	Dr. Sintaningrum (Head of Master Program for Public Administration)	+62 812 2011423		sintaningrum@yahoo.com	
Faculty of Agriculture	Dr.rer.nat.Suseno Amien	+62 22 7796316/ +62 22 70768544	+62 22 7796320	suseno@gmx.de	
	Nono Carsono PhD	+62 22 7796316	+62 22 7796320	ncarsono@unpad.ac.id / ncarsono@yahoo.com	

Faculty of Economy	Prof. Dr.Armida S. Alisjahbana (Vice Dean of Academic)	+62 22 2509055 ext 116	+62 22 2509055	alisjahbana@bdg.centrin.net.id	
Faculty of Law	Rudi M. Rizki SH, LL.M	+62 22 2503271-78 ext. 144 / +62 818640480		rizki_rmr@yahoo.co.id	
Rector's Office	Ramdan Panigoro PhD (Director of Cooperation)	+62 22 2508122 / +62 22 2512780 / cell phone: +62 811219613 / +62 818210259		ramdan.panigoro@unpad.ac.id /ramdan.panigoro@attglobal.net	

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Economy	Business Administration	Bachelor/S1, Master/ S2, PhD/ S3 (S3: doctoral program in Economics with specialization on Business Management).	Master Program: 1). to produce graduates with abilities to adapt and update the development of science and technology of their subject through deep understanding on recent theories, approaches, methods, and scientific norm 2). to produce graduates who can solve problems on their expertise through research activities based on scientific norm 3). To produce graduates who can develop their professional performance, indicated by their sharp problem-solving and analysis. PhD program: 1). to produce graduates with an ability to develop science and technology related with their expertise through research for the interest of problem-solving. 2). to produce graduates who can manage, lead, and develop research program 3). to produce graduates with the ability of interdisciplinary approach to their work	MBA Program: 1). Hold Bachelor degree or Master degree of any subject with minimum GPA of 2.75 for public HEI graduates, and 3.00 for private HEI graduates	postgraduate library, CDs/online journals, internet connection, Language Training Center, Wi-Fi area, computer lab.
Social and Political Science	Public Administration	Bachelor/S1, Master/S2, PhD/S3 (S3: doctoral program in Social and Political Sciences with specialization on	Bachelor Degree /S1 program: to produce graduates with these following criteria: 1). able to take their duties and functions in state and society institutions, 2) able to develop science and conduct research, either pure or applied research for community's purposes, 3). able to solve problems according to their discipline and responsive to the process of social and cultural changes occurred within their problems, especially in Indonesia; 4). have an	Master Program: 1). Hold bachelor's degree or master's degree of any subject 2). Attend the matriculation program	

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
		Administration Science).	independent personality and entrepreneurial spirit. Master Program: 1). to produce graduates with abilities to adapt and update the development of science and technology of their subject through deep understanding on recent theories, approaches, methods, and scientific norm 2). to produce graduates who can solve problems on their expertise through research activities based on scientific norm 3). To produce graduates who can develop their professional performance, indicated by their sharp problem-solving and analysis. PhD program: 1). to produce graduates with an ability to develop science and technology related with their expertise through research for the interest of problem-solving. 2). to produce graduates who can manage, lead, and develop research program 3). to produce graduates with the ability of interdisciplinary approach to their work		

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Legal	Legal	Bachelor/S1, Master/S2, PhD/S3	Bachelor Degree: to produce graduates who are pious, educated, skilled, independent, and uphold ethics in law profession area. Master Program: a). to produce graduates with abilities to adapt and update the development of science and technology of their subject through deep understanding on recent theories, approaches, methods, and scientific norm b). to produce graduates who can solve problems on their expertise through research activities based on scientific norm c). To produce graduates who can develop their professional performance, indicated by their sharp problem-solving and analysis. PhD program: a). to produce graduates with an ability to develop science and technology related with their expertise through research for the interest of problem-solving. b). to produce graduates who can manage, lead, and develop research program c). to produce graduates with the ability of interdisciplinary approach to their work	Master Program: 1). Hold bachelor's degree in any subject, with minimum GPA of 2.75 2). Provide two recommendation letters from the undergraduate program attended by the candidate, and from the candidate's employer 3). Pass the Academic Potential Test with a minimum score of 450 4) provide a minimum TOEFL score of 450 5). provide a health report certification	

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Agriculture	Agriculture	Bachelor Degree/S1, Master Degree/S2 (Soil Science, Agriculture Economics, and Plant Science), and PhD/S3 (Agricultural Science).	Bachelor Degree: to produce graduates as agricultural thinkers and practitioners who are pious, mastering environment friendly science and technology, skilled and capable, concern for the nation, alma mater and village communities, and innovative in developing new technology to improve community's welfare. Master Program: 1). to produce graduates with abilities to adapt and update the development of science and technology of their subject through deep understanding on recent theories, approaches, methods, and scientific norm 2). to produce graduates who can solve problems on their expertise through research activities based on scientific norm 3). To produce graduates who can develop their professional performance, indicated by their sharp problem-solving and analysis. PhD program: 1). to produce graduates with an ability to develop science and technology related with their expertise through research for the interest of problem-solving. 2). to produce graduates who can manage, lead, and develop research program 3). to produce graduates with the ability of interdisciplinary approach to their work	Master Program: 1). Hold bachelor's degree in any subject, with minimum GPA of 2.75 2). Provide two recommendation letters from the undergraduate program attended by the candidate, and from the candidate's employer 3). Pass the Academic Potential Test with a minimum score of 450 4) provide a minimum TOEFL score of 450 5). provide a health report certification	

STUDENT CHARACTERISTICS

	Business Administration	Public Administration	Agriculture	Legal
Student's Enrollment/year		Master Program: 40 students/year		
Current Number of Students in total	MM Program : 900 students	Bachelor Program (800 students), Master Program (200 students), Doctoral Program (40)	Bachelor Program: 2,000 students (Agronomy 292, Plant Breeding 183, Soil Science 257, Agro Socio-Economic 503, Plant Protection 181, Agro-technology 238, Agribusiness 174), Master Program: 76 students, Doctoral Program 21 students	Master Program: 200 students, Doctoral Program: 80 students
Graduate employment		20 students/year		
Profile of students/target group program		come from various backgrounds with the following proportion: fresh graduates (30%), NGO (20%), Local Government/West Java (40%), and Central Government (10%).		bureaucrats, public and private companies' employee, journalist

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Economy	Business Administration			10	50 (20 with Professor's title)	60
Social and Political Science	Public Administration		12	8	10	30
Agriculture	Agriculture		33	82	50	165
Legal	Legal		28	50	22	100

TUITION FEE

Department	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit	Package Program (all in)
Business Administration	Master	morning class				Rp. 40000000
		evening class				Rp. 45.000.000
		weekend class				Rp. 50.000.000
Public Administration	Master	regular	Rp. 500.000	Rp. 6.500.000		
Agriculture	Bachelor	regular	Rp. 1.000.000 - Rp. 5.000.000	Rp. 2,100,000		
	Master	regular	Rp. 2.000.000	Rp. 2.100.000		
Legal	Master	Business Law	Rp. 750.000			Rp. 34.000.000
		Criminal Law	Rp. 750.000			Rp. 35.000.000
		Law of Health	Rp. 750.000	Rp. 600.000		Rp. 32.500.000
		Notary	Rp. 750.000			
	PhD	Legal Science	Rp. 750.000			Rp. 150.000.000

INSTITUT TEKNOLOGI BANDUNG (ITB)
(TECHNOLOGY INSTITUTE OF BANDUNG)

BASIC INFORMATION

Location: Bandung, West Java

Addresses: Jl. Tamansari 64, Bandung 40116 (office)
 Jl. Ganesha 10, Bandung 40132 (campus)

Website: www.itb.ac.id; www.sps.itb.ac.id; www.pasca.sbm.itb.ac.id

School Type: Public

Contacts

	Name	Phone Number	Fax	Email
Rector	Dr.Ir. Djoko Santoso, M.Sc.	+62-22-4231792	+62-22-4231792	dsantoso@itb.ac.id
Dean, School of Business and Management (SBM)	Prof. Surna T. Djajadiningrat, Ph.D.	+62-22-2531923	+62-22-2504249	naya@sbm.itb.ac.id
Master of Business Administration Program	-	+62-22-2504308	+62-22-2504897	informasi@mba.itb.ac.id
Master of Management Science	-	+62-22-2531923	+62-22-2504249	msm@sbm.itb.ac.id

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
School of Business and Management	Business Administration	Bachelor/S1 Master/S2	To develop leaders and entrepreneurs who have integrity, ethics, and social responsibility. Its graduates are expected to master hard competences ("know-how" and skills), as well as soft competences (effective attitude and behavior in contemporary organization) in business and management.	S1: possess a high school diploma (social or natural science), complete the application process, pass the entrance examination (consists of Scholastic Aptitude Test, Mathematics, English Proficiency, and Psychological Profile); S2: a recognized undergraduate degree in any discipline. For overseas graduates, it is a must to have the academic certificate accredited by Indonesian Accreditation for Higher Education (Dirjen DIKTI), it is expected that candidates would have extensive experience (minimum of 3 years) within respective industries, pass GMAT (test) conducted by MBA ITB. For those who have undertaken International GMAT (test) may skip this step; for those who have not accomplished international test	library, digital library, laboratories, language center

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
	Management Science	Master/S2		for English proficiency must submit one of the following: TOEFL score of 475+, and IELTS score of 5.5. Candidates may also skip this test if they are international students with English as their first language.	
Public Administration	N/A				
Education Management					
Legal					
Agriculture					

STUDENT CHARACTERISTICS

	S1	S2
Student's Enrollment/year	n.a.	100
Number of Students	174	550
Class capacity/year	n.a.	n.a.
Graduate employment	More than 2,000 SBM ITB alumni work as business leaders, professional managers, and entrepreneurs.	

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Programs	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
School of Business and Management (SBM)	-	Business Administration, Management Science	1	24	19	44

TUITION FEE

Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Bachelor/S1	Regular	Rp150,000,000 (all in for 3 years. A student will be charged by additional Rp7,500,000 fee per semester if his/her study takes more than 3 years)	-	-
Masters/S2	Regular	Rp55,000,000 (all in)	-	-
	Executive	Rp65,000,000 (all in)	-	-
	Jakarta Class	Rp75,000,000-Rp95,000,000 (all in)	-	-

**SEKOLAH BISNIS PRASETIYA MULYA (PMBS)
(PRASETIYA MULYA BUSINESS SCHOOL)**

BASIC INFORMATION

Location: Jakarta, DKI Jakarta

Address: Jl. R.A. Kartini (T.B. Simatupang), Cilandak Barat, South Jakarta 12430

Website: www.pmbs.ac.id

School Type: Private

Contacts

	Name	Phone Number	Fax	Email
Dean, Professor of Strategic Management	Prof. Sammy Kristamuljana, Ph.D	+62-21-7511126, 7500463	+62-21-7511125	sammy@pmbs.ac.id
Director of Graduate Program	Prof. Dr. Andreas Budihardjo	+62-21-7500463, 7511126	+62-21-7500460, 7511125	andreasbs@pmbs.ac.id
Director, Marketing & Customer Relations	Iwan Kahfi, M.B.A.	+62-21-7500463	+62-21-7511143	ihkahfi@pmbs.ac.id
Head, Career Development & Alumni Relations	Mawar Sheila, Psi.	+62-21-7500463	+62-21-7500462	mawar@pmbs.ac.id

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Business Management	Business	Bachelor/S1	1. To enhance a more intense interaction between students and lecturers; 2. To enhance a learning system emphasizes on the implementation of business concept; 3. To enhance a learning system shapes acceptable attitudes and values amid family, community and business community; 4. To enhance to an international characteristic of learning system.	3rd grade High School (SMA) students, pass general intellectual potential test (Mathematics, Indonesian, and English), and psychology test	study hall; amphitheater classrooms equipped with LCD projector, desktop computer and other multimedia devices; library equipped with CD ROMs, internet facility, and business plan collections; computer laboratory equipped with fixed and wireless internet connection to conduct business simulation; Indonesian Stock Exchange corner with data access and stock market references, Indonesian Market Quotes (IMQ), and Indonesian Stock Exchange database; Wi-Fi facilities available all around the campus
	Finance/ Marketing Management	Masters/S2			
	Strategy Management	Masters/S2			

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
			to produce graduates who have knowledge and skills to fulfill short-term needs in enabling them to fill entry level positions, to create above average work performance in their future companies, also to equip them with knowledge and skills which can help them to take a plunge into business world in the future.	1. Hold an undergraduate/bachelor or equivalent degree (S1) from all accredited higher education institutions; 2. Should have a minimum two years of work experience (Business Management Executive MBA Program), five years of work experience with two years	
Public Administration	N/A				
Education Management					
Legal					
Agriculture					

STUDENT CHARACTERISTICS

	S1	S2
Student's Enrollment/year	n.a.	n.a.
Number of Students	500	500
Class capacity/year	n.a.	n.a.

Graduate employment More than 3,000 graduates work in various companies in various industries with varied positions and capacity, from entry level, supervisors, to top managers, CEOs and business owners and managers.

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Programs	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
-	All (Finance, Marketing, Organization & Human Resources, Production/Operations, Strategy & Business Economics)	Business Administration	0	26	8	34

TUITION FEE

Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Bachelor/S1	Regular	Rp36,000,000-Rp42,000,000 (plus orientation program fee of Rp2,500,000 that should be paid after the candidates are enrolled)	Rp6,500,000	Rp350,000
Masters/S2	Regular	Rp90,000,000 (all in)	-	-
	Executive	Rp120,000,000 (all in)	-	-

UNIVERSITAS HASANUDIN
(UNIVERSITY OF HASANUDIN)

BASIC INFORMATION

Location: Makassar, South Sulawesi

Address: Jl. Perintis Kemerdekaan, Kampus UNHAS Tamalanrea km. 10, Makassar 90425

Website: <http://www.unhas.ac.id>, <http://www.pasca-unhas.net>

School Public

Type:

Contacts

	Name	Phone Number	Fax	Email	Contact Person
Campus		+62 411 585034-036	+62 411 585868	info@pascaunhas.net	
	Faculty of Agriculture	+62 411 586014		-	
Rector's Office	Rector	+62 411-584002		rector@unhas.ac.id	Dr. dr. Idrus A. Paturusi
	Vice-rector for Planning	+62-411-580303		vicerektor4@unhas.ac.id	Dr. Deia Aris Tina P, MA
	Secretary to the Rector	+62-411-584002		burhan-arafah@unhas.ac.id	Prof. Drs. Burhanuddin Arafah, M.Hum, Ph.D
Postgraduate	Head of Postgraduate	+62 411587050		mursalim@pascaunhas.net	Prof. Dr. Ir Mursalim

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Economy	Business Administration	Master Degree (Management and Finance)	Master program: 1). To enhance profession service ability through study, research, and or science and its applications' development 2). To participate in developing the area of management science and its related competences.3). To develop management profession in a broader spectrum through relating between relevant sciences and profession area 4). To formulate problem-solving approach according to the dynamics and demands of the community's growing needs, with a scientific logical manner.		library, computer laboratory, bookshop, multimedia-equipped classrooms, high speed internet connection; special for the faculty of agriculture: laboratories, four (4) green houses, two (2) farms for field practical courses.
Social and Political Science	Public Administration	Master Degree (Development Administration, Regional Government) and PhD Degree (Public Administration)			
Legal	Legal	Master Degree (Agrarian Law, Criminal Law, Private Law, Constitutional Law)			

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Agriculture	Agriculture	Master Degree (Agricultural Conservation, Soil Science, Agricultural Socio-Economics, Plant Pest & Diseases, Agricultural Technology (S1), Agricultural System, Agrobusiness) and PhD Degree (Agriculture Science)	Bachelor program: To produce graduates who: 1). have pious personality, healthy both physically and spiritually, wisdom, nationalism and concern for the people. 2). have adaptability that includes transferable skills, interpersonal skills, strong knowledge foundation, and lifelong learning ability 3). are intellectuals with holistic-synergetic-probabilistic perspective, have socio-ecological awareness, communication skills both oral and written, and commitment to maritime culture, and mastering technology. 4). have professionalism that master sciences strongly according to their subject, innovative, and problem-solving skills Master Program : 1). To produce S2 & S3 graduates who have scientific competence and recognized both nationally and internationally 2). To produce quality research works that can be references for the development of science, technology, and art, that results to national competitiveness.	1). Master degree holders by thesis, with GPA > 3.5. Those who hold master degree by thesis with GPA < 3.5 can be considered if he/she has produced 2 scientific works in national journals which have International Standard Serial Number (ISSN). 2). Non-thesis master degree and professional program graduates can be considered with specific requirements set by the university 3). Proficient in English, with TOEFL score of 450 when commence the doctoral program and 500 before the promotion. 4). Have a minimum Academic Potential Test (TPA) score of 450 5). Have not dropped out of one of postgraduate programs in UNHAS or other higher institutions 6). Submit a research proposal not longer than 20 pages. 7). Pass the entrance test. S2 graduates with cum laude pass without entrance test	

STUDENT CHARACTERISTICS

	Business Administration	Public Administration	Agriculture	Legal
Student's Enrollment/year				
Current Number of Students in total				
Graduate employment				
Profile of students/target group program				

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Economy	Business Administration	Master	-	5 lecturers	42 lecturers	47 lecturers
Social and Political Science	Public Administration		-	-	-	-
Agriculture	Agriculture		1 lecturers	20 lecturers	12 lecturers	33 lecturers
Legal	Legal		16 lecturers	49 lecturers	46 lecturers	116 lecturers

TUITION FEE

Department	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit	Package Program (all in)
Business Administration	Master					
Public Administration	Master					
Agriculture	Bachelor					
Legal	Master					
	PhD					

**UNIVERSITAS INDONESIA
(UNIVERSITY OF INDONESIA)**

BASIC INFORMATION

Location: Jakarta, DKI Jakarta, and Depok, West Java

Address: Depok Campus, Depok 16424, West Java (Faculty of Social and Political Science & the Faculty of Law),
Jl. Salemba Raya no. 4, Jakarta 10430 (MBA, Postgraduate Administration & Law Program)

Website: <http://www.ui.ac.id>, <http://www.adminsci.ui.edu>, <http://www.mmui.edu>, <http://ppsdia-ui.ac.id>,
<http://www.law.ui.ac.id>

School Public

Type:

Contacts

	Name	Phone Number	Fax	Email	Contact Person
Campus					
Rector's office	Rector	+62-21-7270020	+62 7270017	rector@ui.ac.id	Prof. Dr. der Soz. Gumilar Rusliwa Somantri
	Secretary to the University	+62-21-7867222	+62 21 7270017	iketut_surajaya@yahoo.com	Prof. Dr. I Ketut Surajaya, M.A
Faculty	Department of Administration Sciences, Faculty of Social and Political Science	+62 21 7884 9087	+62 21 7884 9087	sekretariat@admsci.ui.edu	

	Faculty of Law	+62 21 727 0003, +62 786 3442, +62 786 3443, +62 786 3288, +6287 2377	+62 21 727 0052	efhau@makara.cso.ui.ac.id	
	Law Postgraduate Program	+62 21 391 4638	+62 21 391 4638	-	
	MBA Program	+62 21 310 3976	+62 21 390 7693	-	
	Dean, Faculty of Law	+62-21-7863442	+62 21 7270051	safri81@yahoo.com	Prof. Safri Nugraha, S.H., LL.M., Ph.D
	Dean, Faculty of Social Sciences	+62-21-7270006		bsherg@yahoo.com	Prof. Dr. Bambang Shergi Laksmono Msc
	The Head of Public Administration Postgraduate Program	+62 21-7866561		salomo@cbn.net.id	Dr. Roy V. Salomo, MSocSc

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Economy	Business Administration	Bachelor Degree (Business Administration), Master Degree (Business Administration and Policy, Business Administration)	Bachelor Program: 1) To produce graduates who have competence in Admin. Science through inter-disciplinary approach and an ability to compete internationally, based on high integrity. 2) To prepare students to be part of society and produce graduates who have high integrity, acquire the basic of science and skills in public & business administration, and be able to adapt to science and technology development. 3). To provide service to the community in developing theory, model, and problem solving in Public (& Business) Admin.	Bachelor Program: UI provides opportunities for High School graduates through PPKB (achievement and distribution of study opportunity, the selection is based on students' achievement at High School), SIMAK (the university's entry examination), SNMPTN (national selection held by a committee established by the DG of Higher Education of the Ministry of National Education (MONE), International Class and KSDI (co-operation between regions and industries). MBA Program: 1). Hold an undergraduate/bachelor or equivalent degree (S1) with satisfactory GPA 2). Certificate/Diploma from overseas university should be acknowledged by the Directorate General of Higher Education, MONE 3). Copy of Certificate/Diploma and Academic transcript must be certified by the issuing university or institutions. For private accredited universities need to be acknowledged by the Dean. 4). Should have a minimum two years of working experience for evening regular class and specialization programs. 5. The program also requires candidates with excellent academic accomplishments and demonstrated potential for graduate and professional success. Admission decisions are based on candidate's composite files including the candidates' academic accomplishment and interview. The assessment will be conducted by the admission committee.	MBA Program: a library with video access, Indonesia Stock Exchange Real Time online computer, Wi-Fi connection, book shop, computer lab, VCDs, simulated trading room.

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Social and Political Science	Public Administration	Bachelor Degree (Public Administration), Master Degree (Public Administration and Policy), PhD Program (Administration Sciences)	Public Administration & Policy (Master Program): To emphasize the importance of integration between various public administration and policy approaches. Business Administration & Policy (Master Program): To emphasize the importance of integration between public and business sector in related to taxation. Administration Science (PhD Program): 1). To produce Administration Science PhDs in each concentration, who possess various inter-disciplinary approaches 2). To produce Ph.D level researchers who comprehend Admin. Science theory and methodology as an inter-disciplinary approach, therefore they are able to develop theory and its implementations according to each concentration 3). to produce Admin. Science PhDs who are able to interpret state's macro policy and economic actors' micro organizational policy in an integrated system order.	Bachelor Program: UI provides opportunities for High School graduates through PPKB (achievement and distribution of study opportunity, the selection is based on students' achievement at High School), SIMAK (the university's entry examination), SNMPTN (national selection held by a committee established by the Directorate General of Higher Education of the Ministry of National Education (MONE), International Class and KSDI (co-operation between regions and industries). Master Program: 1. Holders of Bachelor Degree (S1) of all disciplines from State and Private Universities, and their certificates have been certified by Kopertis, and foreign universities graduates whose certificates have been endorsed by the Dir. Gen. of Higher Education of MONE. 2. Pass entrance test that contains of Academic Aptitude Test (TPA), English, and Specialization Test: Basic Knowledge of Administration Science, for the applicants for the regular class of Public Administration and Policy and Business Administration and Policy; Accounting and Taxation Knowledge, for the applicants for Special Program of Administration and Taxation Policy. PhD Program: 1). Master/ S2 graduates with minimum GPA of 3.00 2). Have TOEFL score of min. 500 and Academic Aptitude Test (TPA) min. 450 3). Have two Ph.D referees. 4). Submit a Dissertation Proposal contains 15-20 pages.	

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Legal	Legal	Bachelor Degree (Legal Science), Master Degree (Criminal Law, Economic Law, Islamic Law, Notary's Practice, PhD degree (Legal Science))	Master Program: 1). To produce master graduates in law science who are able to conduct research activities, comprehend theory and methodology of law science in approaching various law matters. 2). To produce master graduates in law science who are able to promote law reform and uphold law in settling various issues. 3). To produce master graduates in law science who can implement their knowledge in their daily work. Notary Practice's Postgraduate Program: To produce graduates who possess law science specified in notary including land issues, and skilled in applying their knowledge in various law area-related positions such as consultants, in-house lawyers, notaries, and Land Deeds Officials (Pejabat Pembuat Akta Tanah/PPAT). PhD Program: to produce pioneers of new ideas, science developers, and quality researchers who have high integrity.	Bachelor Program: UI provides opportunities for High School graduates through PPKB (achievement and distribution of study opportunity, the selection is based on students' achievement at High School), SIMAK (the university's entry examination), SNMPTN (national selection held by a committee established by the Directorate General of Higher Education of the Ministry of National Education (MONE), International Class and KSDI (co-operation between regions and industries). Master Program: 1). S1 law graduates & S2 law or other discipline graduates 2). Have minimum GPA of 3.00 3). Have already taken Institutional/International TOEFL 4). Submit a research proposal which will be examined by proposal assessment team	moot court, library, internet center, computer lab, law lab, student center, multimedia/video conference room, hotspots

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Agriculture	Agriculture	Bachelor Degree/S1, Master Degree/S2 (Soil Science, Agriculture Economics, and Plant Science), and PhD/S3 (Agricultural Science).		Bachelor Program: UI provides opportunities for High School graduates through PPKB (achievement and distribution of study opportunity, the selection is based on students' achievement at High School), SIMAK (the university's entry examination), SNMPTN (national selection held by a committee established by the Directorate General of Higher Education of the Ministry of National Education (MONE), International Class and KSDI (co-operation between regions and industries).	

STUDENT CHARACTERISTICS

	Business Administration	Public Administration	Agriculture	Legal
Student's Enrollment/year				Master Program:
Current Number of Students in total				Master Program: 457 students. PhD Program: 82 students
Graduate employment				
Profile of students/target group program				

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Economy	Business Administration			19 lecturers	11 lecturers	30 lecturers
Social and Political Science	Public Administration	Master		21 lecturers	48 lecturers	69 lecturers
		PhD		1 lecturers	25 lecturers	26 lecturers
Agriculture	Agriculture					
Legal	Legal			80 lecturers	18 lecturers	105 lecturers

TUITION FEE

Department	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit	Package Program (all in)
Business Administration	Master	MBA				Rp.100.000
Agriculture		sandwich program, in co-operation with the University of Grenoble, France				EUR 8,500
Legal						
Public Administration	PhD	Regular	development & facility fee of Rp3,000,000, paid once in the first semester.	Rp12,600,000		

**UNIVERSITAS NEGERI MAKASAR
(STATE UNIVERSITY OF MAKASAR)**

BASIC INFORMATION

Location: Makassar, South Sulawesi

Address: Kampus Induk Gunungsari Baru, Jl. A.P. Petta Rani, Makassar 90222

Website: www.unm.ac.id

School Type: Public

Contacts

	Name	Phone Number	Fax	Email	Contact Person
Campus		+62 411 869 854			
				-	
				-	

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Faculty of Education Science	Education Management	Bachelor/ S1 and Master/S2	Postgraduate program: to produce education instructors/facilitators and other professionals on education, technology and art with criteria of pious, creative, innovative, independent, and accountable		
Faculty of Social and Political	Public Administration	PhD/ S3			

STUDENT CHARACTERISTICS

		Education Management	Public Administration
Student's Enrollment/year		69 students	20 students
Current Number of Students in total		129 students (class of 2005-2008)	76 students (class of 2005-2008)
Graduate students/ year		44 students	-
Profile of students			-

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Education Science	Education Management	Master	-	-	35 lecturers (20 lecturers hold a Professor's title)	35 lecturers
Social and Political Science	Public Administration	PhD	-	11	30 lecturers (22 lecturers hold a Professor's title)	41 lecturers

TUITION FEE

Study Program	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Education Management	Master	regular	-	Rp. 4.000.000	-
Public Administration	PhD	regular	-	Rp. 6.000.000	-

UNIVERSITAS SEBELAS MARET
(UNIVERSITY OF SEBELAS MARET)

BASIC INFORMATION

Location: Solo, Central Java

Address: Jl. Ir. Sutami 36A, Ketingan, Solo 57126

Website: www.uns.ac.id, www.fisip.uns.ac.id, www.fe.uns.ac.id, www.pertanian.uns.ac.id, www.pasca.uns.ac.id

School Public

Type:

Contacts

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Campus		+62 271 664989/ +62 271 647481,	+62 271646994		
Rector's Office	Vice Rector in Academic Affairs	+62 271 636268, +62 271 646994 ext 302, +62 8122650300	+62 271 636268, +62 271 642283, +62 271 646655	purek1@uns.ac.id , ravik@uns.ac.id , vikkar@mailcity.com	Prof. Dr. Ravik Karsidi, M.S
	Vice Rector in Cooperation Affairs	+62 271 633519/ +62 81548594263	+62 271 642283	adi-r4@uns.ac.id , adi_sumo@yahoo.co.id	Prof. Dr. Adi Sulistiyono , SH, M.H
	Coordinator on International Cooperation	+62 271 716060/ +62 81329120988	+62 271 633961	syafii@uns.ac.id	Dr. Eng Syafi'i

Faculty of Agriculture	Dean of Agriculture Faculty	+62 271 637457	+62 271 637457	suntoro_uns@yahoo.co.id , dekan@fp.uns.ac.id	Prof. Dr. Ir. H. Suntoro Wongso Atmojoyo
	Vice Dean : Plant Biology	+62 271 623538/ +62 81548673060	+62 271 623538	yunus@uns.ac.id	Ahmad Yunus PhD
Faculty of Law	Dean of Law Faculty	+62 8122988058	-	-	Muhamad Yamin, SH,M.H
Faculty of Economy	Dean of Economic Faculty	+62 8170629618	-	-	Prof. Dr. Bambang Sutopo
Faculty of Social and Political Science	Dean of Social and Political Science Faculty	+62 87878207689	-	-	Dr. Sudarmo

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Economy	Business Administration	Bachelor/S1, Master/ S2	Master Program: To produce professionals with managerial ability and a broad comprehension on business issues		LCD and computer-equipped classrooms, library, computer laboratory

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Social and Political Science	Public Administration	Bachelor/S1, Master/S2,	Bachelor program: 1). to produce graduates with specialization on public administration and public policy 2). To produce ideas, thoughts and concepts, in order to improve quality of the society. 3). To fulfill the social obligation on fostering social welfare through a dynamic interaction among stakeholders. Master Program: To improve the quality of expertise and the ability of students on conceptual theory and their professional ability		laboratory, library
Legal	Legal	Bachelor/S1, Master/S2, PhD/S3	Bachelor Program: 1). to produce graduates with legal profession expertise who are able to compete at local, national, and international level 2). to produce ideas, thoughts and concepts, in order to improve quality of legal sector 3). To fulfill the social obligation on fostering legal supremacy and development of legal culture through a dynamic interaction among people within the society.	Master program: hold bachelor's degree in law or other relevant social sciences. PhD Program: 1). Hold a master's degree in law or other social sciences with minimum GPA of 3.00 2). Attend a colloquium (for candidates who do not hold bachelor's degree in law). 3). Pass both TOEFL and Potential Academic Examination minimum score 4). Pass the interview test.	library, law laboratory, mediation and legal aid center, internet laboratory
Agriculture	Agriculture	Bachelor Degree/S1, Master Degree/S2		Master program: hold bachelor's degree in agriculture, forestry, biology, and chemistry	Physiology laboratory, library, garden

STUDENT CHARACTERISTICS

	Business Administration	Public Administration	Agriculture	Legal
Student's Enrollment/year				
Current Number of Students in total	Master Program: 280 students. PhD program: 19 students	Master Program: 66 students (batch 1-7)		Master Program: 174 students. PhD program: 20 students
Graduate employment				
Profile of students/target group program				

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Economy	Business Administration	Master	-	42 lecturers	16 lecturers (8 of lectures have Professor's title)	58 lecturers
Social and Political Science	Public Administration	Master	-	7 lecturers	7 lecturers	14 lecturers
		PhD	-	-	18 lecturers (11 of lectures have Professor's title)	18 lecturers
Agriculture	Agriculture	Master and PhD	14 lecturers	120 lecturers	50 lecturers (11 of lecturers have the professor's title)	184 lecturers
Legal	Legal	Master		23 lecturers	16 lecturers	39 lecturers
		PhD		-	17 lectures (11 of lecturers have the Professor's title)	17 lecturers

TUITION FEE

Department	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit	Package Program (all in)
Business Administration						
Public Administration						
Agriculture						
Legal						

UNIVERSITAS KRISTEN SATYA WACANA
(SATYA WACANA CHRISTIAN UNIVERSITY)

BASIC INFORMATION

Location: Salatiga, Central Java

Address: Jl. Diponegoro no. 52-60, Salatiga

Website: www.unksw.edu

School Private

Type:

Contacts

	Name	Phone Number	Fax	Email	Contact Person
Campus		+62 298 311431			
Rector's office	Public Relation	+62 298 7104070	-	-	Mrs. Ketut
	Rector	+62 298-321212	-	kh_timotius@indo.net.id	Prof. Dr. Kris Herawan Timotius
	Vice Rector for External Affairs	+62 2-98-321212	-	agna@staff.uksw.edu	Dr. Agna S. Krave

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Economy	Business Administration	Bachelor/S1, Master/ S2,	1).to produce graduates with managerial expertise shown by their mastery on management theory, analytical skill, and practical ability 2). to produce graduates who are capable in their professions, having integrity and ethical morality 3). to produce graduates with a character of independent and critical learner and have willingness to study in a dynamic environment 4). to produce graduates who have ability to manage change through creative and realistic strategies	1). Hold bachelor degree from reputable university with minimum GPA 2.75 2). Fulfill the English requirement	online library, hot spot area, internet center, computer laboratory (800 units), projector/ OHP, computer laboratory, agriculture farm
Science Education	Education Management	Master / S2			
Law	Legal	Bachelor/1, Master/ S2			
Agriculture	Agriculture	Bachelor Degree/S1, Master Degree/S2).			

STUDENT CHARACTERISTICS

	Business Administration	Public Administration	Agriculture	Legal
Student's Enrollment/year				
Current Number of Students in total				
Graduate employment				
Profile of students/target group program				

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Economy	Business Administration	Master / S2		50 lecturers	10 lecturers	60 lecturers
Science Education	Education Management	Master / S2				
Agriculture	Agriculture	Bachelor / S1 (Agrobusiness, Agronomy)				
Legal	Legal	Bachelor/1, Master/ S2				

TUITION FEE

Department	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit	Package Program (all in)
Business Administration	Master					Rp20,000,000
Public Administration						
Agriculture						
Legal						

**UNIVERSITAS NEGERI YOGJAKARTA
(YOGJAKARTA STATE UNIVERSITY)**
BASIC INFORMATION

Location: Yogyakarta

Address: Jl. Gejayan, Karangmalang, Yogyakarta

Website: www.uny.ac.id, www.pasca.uny.ac.id

School Type: Public

Contacts

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Campus		+62 274 586168, +62 274 542185			
	Rector of UNY	+62 274 561634/ '+62 274 586168 ext. 205	+62 274 561634	arwahab@yahoo.com	Dr. Rochmat Wahab, MA
Faculty of Education Science	Head of the Education Management Postgraduate Program	+62 818277331		-	Dr. Moch.Alip
	Staff of Education Management Department	+62 81328829945		-	Dwi Esti Andriani M.Pd

PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Education Science	Education Management	Bachelor/S1 and Master/S2	Bachelor Program : 1). to produce graduates with good quality on education science and practices 2). To produce research that will support the development of science and its application on the education system. Master program : 1). To produce research works on science, technology, and art 2). To serve the society based on research products 3). To develop partnership in national and international level. 4). To develop research methodology and evaluation on education 5). To develop an information center for science, technology, art, and their methodology	Master Program: 1). Hold a bachelor degree with minimum GPA of 2.75 for master program 2). Good physical condition 3). Pass the entry examination 4). Permission letter from the employer 5). Two recommendation letter from lecturer 6). The assurance of funding	Library, internet, computer laboratory, multimedia classrooms, language unit service, teaching simulation studio, stock exchange laboratory
Economy	Business Administration	Bachelor/ S1	To produce graduates with these following criteria: 1). Professional, 2). nationalist, 3). have an entrepreneur character, 4). critical and innovative 5). able to response and anticipate toward every management issue		

STUDENT CHARACTERISTICS

		Education Management	Business Administration
Student's Enrollment/year		Bachelor Program: 80 students, Master program: 35 students	130 students
Current Number of Students in total		Bachelor Program: 420 students, Master program: 65 students	
Graduate students/ year		-	117 students
Profile of students		-	-

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Education Science	Education Management	Bachelor				
		Master				
Economy	Business Administration	Regular				

TUITION FEE

Study Program	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Education Administration	Master Degree	regular		Rp. 5000.000	-
Business Administration	Bachelor	regular	Rp5.465.000	Rp705.000	-
		non regular	Rp7,315,000	Rp1,555,000	-

UNIVERSITAS PENDIDIKAN INDONESIA
(UNIVERSITY OF INDOONESIAN EDUCATION)

BASIC INFORMATION

Location: Bandung, Jawa Barat

Address: Jl. Dr. Setiabudhi no. 229, Bandung 40154, Jawa Barat, Indonesia

Website: www.upi.edu

School Type: Public

Contacts

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PROGRAMS AND ACTIVITIES

Faculty	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Postgraduate School	Education Administration	Master / S2 and PhD/S3	To produce scientist, education expert and other professional with abilities as a planner, developer and practitioner, who fulfill these following criteria: 1). have a broad and deep comprehension on education issues and all its related aspects 2). have a deep comprehension on its expertise.3). have ability as researcher, developer, and planner, and to disseminate knowledge and technology on education issues		123 classrooms, 70 laboratories, Online Public Access Catalog (OPAC)-equipped library, language laboratory, social responsibility institution (to develop, plan and facilitate social services program), field practice program unit support (to develop, plan, and facilitate field practice program), and Centre of Services and Development of Education Media (to conduct research and develop education media for the interest of education process development)
Economy	Business Administration	Bachelor/S1 Master/S2			

STUDENT CHARACTERISTICS

STUDENT CHARACTERISTICS		Education Management	Business Administration
Student's Enrollment/year			
Current Number of Students in total			
Graduate employment		In academic year 2006/2007, 26 students for master program and 633 students for doctoral program	
Profile of students	For graduate program, students come from various backgrounds such as lecturers, teachers, short course instructors, parliament members, NGO activists, journalist, government officials, public and private companies' employee. -		

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Masters/S2	PhD/S3	Total
Education Administration			67	114	41	222
Business Administration						

TUITION FEE

Study Program	Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Education Administration	Master Degree	regular	Rp. 400.000	Rp. 4.000.000/semester	
		non regular	Rp. 400.000	Rp. 6.000.000 /semester	
	Doctoral Degree	regular	Rp. 500.000	Rp. 8.000.000 / semester	
		non regular	Rp. 500.000	Rp. 13.000.000/semester	
Business Administration					

UNIVERSITAS GADJAH MADA (UGM)
(GADJAH MADA UNIVERSITY)

BASIC INFORMATION

Location: Yogyakarta, DIY

Addresses: Bulaksumur, Yogyakarta 55281 (Faculty of Social and Political Sciences & Faculty of Law)
 Sekip Unit I, Yogyakarta 55281 (Faculty of Agriculture)
 Jl. Teknik Utara, Yogyakarta 55281 (Master of Management program)

Websites: <http://www.ugm.ac.id>
<http://mmugm.ac.id>
faperta.ugm.ac.id
hukum.ugm.ac.id

School Type: Public

Contacts

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Campus	-			-
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Master of Business Administration Program		+62-274-556 912	+62-274-564 388	admissions@mmugm.ac.id

Master of Public Policy and Administration Program		+62-274-563825	+62-274-589655	sekret@map.ugm.ac.id
Manager, Master of Public Policy and Administration Program	Dr. Agus Pramusinto, MDA	+62-274-563825, +62-812-2753823	+62-274-589655	agus_pramusinto@map.ugm.ac.id
Faculty of Agriculture		+62-274-519 717	+62-274-563 062	faperta@ugm.ac.id
Faculty of Law		+62-274-512 781	+62-274 512 781	hukum-hk@ugm.ac.id

PROGRAMS AND ACTIVITIES

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Social and Political Sciences	Public Administration	-	Bachelor/S1	To produce competitive Public Administration graduates.	Pass state's new student selection examination (<i>Seleksi Penerimaan Mahasiswa Baru/SPMB</i>), or local talent scouting conducted by the university	library, others n.a.
Agriculture	Agricultural Production; Entomology and Phytopathology;		Bachelor/S1	1. To produce graduates who master conservation, technology, and socio-economic engineering, thus they can utilize and	(<i>Penelusuran Bibit Unggul Pembangunan</i>)	library, experiment farm, green houses

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
	Agricultural Socio- economics; Fisheries; Soil Sciences; Agricultural Microbiology			manipulate lands and environment to implement and manage environment-friendly and sustainable agricultural enterprises; 2. To produce graduates who are responsive and able to see opportunities in utilizing changes and progress of science and technology to improve agricultural enterprises or solve any agricultural problems faced by the community; 3. To produce graduates who have additional skills according to their study, in their career and their advance education.	Daerah/PBUPD)	
Law			Bachelor/S1	To produce quality law graduates, who have dignified values, and firmly hold to basic principles, master the knowledge of law, broadminded, can anticipate community's development and needs, think comprehensively, and responsive to changes in Indonesian community and co-operation relationship.		library, others n.a.

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Postgraduate School		Master of Management	Master/S2	1. To carry out the missions of education, research, and public service to realize the vision efficiently, effectively, and professionally; 2. To develop students' learning capacity and managerial skills across management functions, including: * competence in utilizing and creating business opportunities; * broad, multidisciplinary perspective and vision; * international global, and multicultural perspectives; * entrepreneurial leadership; * effective operational capability; * capability in managing a company as a system; * effective utilization of all information systems and technology for managing a business; * professionalism	Accredited college/university graduates with minimum mark of B, reference letter from academic advisor to fresh graduates, or from supervisor to working applicants, pass Academic Potential (≥ 500) and TOEFL test (≥ 525) for international class applicants, and TOEFL test ≥ 450 for bilingual class applicants.	library, auditorium, faculty meeting room, bookshop, student lounge

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
		Public Administration	Master/S2	1. To produce graduates who can formulate good policies under democratic process of decision-making; 2. To produce graduates who can manage public organizations with a strong entrepreneurial spirit; 3. To produce graduates who have excellent leadership skills in managing public organizations; 4. To produce graduates who can exhibit political skills as administrators and leaders in their respective public positions.	S1 graduates, pass entry examination (Institutional TOEFL, Academic Aptitude Test, and written exam.)	Library with online journals, modules and case studies, computer laboratory, wireless access internet, audio-visual facilities
Agriculture		Agriculture (Agronomy, Plant Protection, Plant Pest Science, Agricultural Economics, Soil Science, Phytopathology)	Master/S2	To produce graduates who can improve and develop science and technology through research, problem-solving skills, an ability to develop their professional performance, and inter-disciplinary approach in problem solving by a scientific rationalization.	S1 agriculture program graduates from state and accredited private universities who have completed their study with minimum GPA of 2.75, or non-agriculture program graduates who have already taken any courses related to program they apply for.	library, experiment farm, green houses

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Agriculture		Agronomy, Plant Protection, Plant Pest Science, Agricultural Economics, Soil Science, Phytopathology)	Ph.D./S3		S2 agriculture program graduates from the same program they apply for, from state and accredited private universities, who have completed their study with minimum GPA of 3.25, or S2 agriculture program graduates from any programs outside the program they apply for, with minimum GPA of 3.50, or S1 agriculture program graduates with cum laude, and have experience in research which is publicized in scientific journals.	

STUDENT CHARACTERISTICS

		Public Administration Dept., Social and Political Sciences	Agriculture	Law	Master of Management Program	Master of Public Administration	Master and Ph.D. program, Agriculture	Master and Ph.D. program, Law
Student's Enrollment/year		n.a.	n.a.	250 (S2)	n.a.	n.a.	n.a.	n.a.
No. of Students		n.a.	300 (S1), 170 (S2), 130 (S3)	1300 (S1), 1150 (S2 & S3)	2,000	n.a.	n.a.	n.a.
Class capacity/year		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			Total
			Bachelor/S1	Masters/S2	PhD/S3	
Social and Political Sciences	Public Administration		0	12	11	23
Agriculture	Agricultural Conservation	Agronomy	0	20	11	31
		Plant Conservation				
	Plant Protection		3	8	15	26
	Soil		n.a.	n.a.	n.a.	21
	Agricultural Socio-Economics		3	9	11	23
	Agricultural Microbiology		1	2	9	12
	Fisheries		3	15	7	25
Law			0	22	12	34
Postgraduate School	Master of Management		0	63	89	152
	Master of Public Administration		0	37	30	67

TUITION FEE

Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Bachelor/S1	Regular	n.a.	500000	-
Masters/S2	MM Program, Regular	-	50000000	-
	MM Program, international class	-	55000000	-
	Public Administration, Regular	-	32500000	-
	Agriculture, Regular	-	4500000	-
	Law, Regular	-	5000000	-
Ph.D/S3	Public Administration, Regular	-	n.a.	-
	Agriculture, Regular	-	6000000	-
	Law, Regular	-	5000000	-

UNIVERSITAS SYIAH KUALA (UNSYIAH)
(SYIAH KUALA UNIVERSITY)

BASIC INFORMATION

Location: Banda Aceh, Nanggroe Aceh Darussalam

Address: Jl. Teuku Nyak Arif, Darussalam, Banda Aceh 23111

Website: <http://www.usk.ac.id>
<http://mm-usk.com>

School Type: Public

Contacts

	Name	Phone Number	Fax	Email
Campus	-	+62-651-7553205/7553248/7554394	+62-651-7428680/7551241/7552730	-
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Head of Quality Assurance Board	Dr.Ir. Suhendrayatna, M.Eng.	+62-651-7411323, +62-812-6911823	+62-651-7552730	yana99@yahoo.com

PROGRAMS AND ACTIVITIES

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Postgraduate School	-	Business Administration	Master/S2	To develop leaders and entrepreneurs who have integrity, ethics, and social responsibility. Its graduates are expected to master hard competences ("know-how" and skills), as well as soft competences (effective attitude and behavior in contemporary organizations)	1. Holders of Bachelor's Degree, public and private university graduates, whose certificate has been certified by the Dean and <i>Kopertis</i> , respectively; 2. Overseas graduates, with a certificate equal to domestic's bachelor's degree, already been certified	computer room, library, Information and Communication Technology System Center, laboratories, language center, internet café.
		Land Resources Conservation	Master/S2	n.a.	1. Bachelor's Degree of any fields; 2. Minimum GPA of 3.00 for private HEI and minimum GPA of 2.75 for public HEI; 3. Two recommendation letters from undergraduate program academics; 4. Consent letter from the applicant's employer/institution.	
		Law	Master/S2	n.a.	n.a.	
		Education Management	Master/S2	n.a.	n.a.	

Faculty	Department	Study Program	Degrees Offered	Objectives		Entry Criteria	Facilities
Faculty of Agriculture	Agricultural Conservation	-	Bachelor/S1	n.a.	n.a.	Pass state's new students entry selection/ <i>Seleksi Penerimaan Mahasiswa Baru</i> (SPMB) Test, or through special enrollment/ <i>Ujian Saringan Masuk Universitas</i> (USMU).	internet, library, 3 units of farm: 25 hectares for livestock, 40 hectares for coffee, horticulture & organic farming
	Agricultural Socio-Economic						
	Agricultural Engineering						
	Agricultural Product Engineering						
	Agronomy						
	Soil Science						
	Agribusiness						
Faculty of Law			Bachelor/S1	1. To improve the capacity of the students on mastering Law Science related to Business Law, State/Constitutional Law, and Islamic Law. 2. To improve the capacity of human resources on legal science.			library, classrooms with multimedia facilities, internet

STUDENT CHARACTERISTICS

		Postgraduate				Fac. Of Agri.	Fac. Of Law
		Business Adm.	Land Res. Conv.	Law	Education Mgt.		
Student's Enrollment/year		n.a.	n.a.	n.a.	n.a.	100	n.a.
Number of students		249	n.a.	1,553	506	2,808	1,553
Class capacity/year		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Graduate employment		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

TEACHING STAFF CHARACTERISTICS

Faculty	Department	Study Program	Degree			
			Bachelor/S1	Master/S2	Ph.D/S3	Total
Postgraduate	-	Business Administration	0	50	21	71
		Land Resources Conservation	0	n.a.	n.a.	n.a.
		Law	0	n.a.	n.a.	35
		Education Management	0	n.a.	n.a.	34
Agriculture	Agricultural Conservation, Agricultural Socio-Economic, Agricultural Engineering, Agricultural Product Engineering, Agronomy, Soil Science, Agribusiness	-	92	92	42	226
Law	-	-	31	63	9	103

TUITION FEE

Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Bachelor/S1				
Agriculture	Regular	n.a.	Rp,1,200,000	-
Law & Business Administration	Regular	n.a.	Rp520,000-560,000	-
Masters/S2	Regular	n.a.	Rp3,000,000-4,000,000 (for foreign students US\$800-1,500)	matriculation fee Rp1,500,000- Rp2,000,000 (for foreign students US\$350-550)

UNIVERSITAS SUMATERA UTARA (USU)
(UNIVERSITY OF NORTH SUMATERA)

BASIC INFORMATION

Location: Medan, North Sumatera

Addresses: Faculty of Agriculture: Jl. Prof. A. Sofyan No. 3, Kampus USU - Padang Bulan, Medan 20155;
 Faculty of Law: Jl. Universitas No. 4, Kampus USU - Padang Bulan;
 Postgraduate Program: Jl. Sivas Akademi, Kampus USU-Medan

Website: www.usu.ac.id

School Public

Type:

Contacts

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Dean, Faculty of Law	Prof. Dr. Rutung Sitepu, M.Hum	+62-61-8213571		-
	Prof. Ningrum Sirait, LL.M, Ph.D.	+62-811-612296		-
Postgraduate Program	-	+62-61-8212453		-

PROGRAMS AND ACTIVITIES

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Social and Political Sciences	Public Administration	-	Bachelor/S1	To produce graduates who can be employed both at public and private sectors.	pass the national examination (SPMB), or selected through the university's scouting (<i>Pemanduan Minat dan Prestasi/PMP</i>).	library, more than 200 laboratories, IT infrastructure, 300 hectares of research and experiment farm, and a forest covers an area of 10,000 hectares in Mandailing Natal.
Agriculture		Agricultural Conservation, Agricultural Socio-Economic/Agribusiness, Agricultural Engineering, Agricultural Products Technology, Agricultural Mentoring and Communication	Bachelor/S1	a. To participate actively on the development of agriculture technology, especially plantation; b. To increase participation on study, according to the needs and to moderate the lecturing strategy; c. To increase the ability of funding through the faculty's business in order to develop education, research and service to the society; d. To build an information and communication technology center.		
Law		International Law, Constitutional Law, Civil Law	Bachelor/S1	To improve the capacity to develop professional performance, shown by a sharp problem analysis and comprehensive problem solving.		

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Postgraduate Program		Business Administration	Master/S2	1. To improve expertise quality of students, both in conceptional theoretic or practical skills related to business management theories and practices in areas of industry, agriculture, accounting, and general business; 2. Improved professional managerial skills of students; 3. An improved perspective of managers and manager-recruited students, thus can compete nationally, regionally and internationally; 4. A growth of students' habit to employ scientific management concepts in all decision-making aspects, especially in business activities; 5. An improved students' ability in recognizing, creating and utilizing business opportunities professionally.	Graduates of economics, engineering agriculture, or other relevant subjects. For candidate who do not have relevant bachelor degree, will be given special program for adjustment (matriculation program)	

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
	Agriculture	Agronomy, Soil Science	Master/S2, Ph.D./S3		Agricultural (Master Degree): a. the program chosen is suitable with the undergraduate program; b. recommendation letter from an undergraduate program lecturer; c. consent letter from the employer (for those who work during their study); d. pass the administration test; Doctoral Degree: a. graduates from a master program suitable with the doctoral program applied; b. attach a pre-dissertation research draft according to the future study program; c. attach the last 5 years scientific writings.	
	Law			to improve the capacity to develop the professional performance shown by sharp problem analysis and comprehensive problem solving		

STUDENT CHARACTERISTICS

		Public Adm. Dept., Social and Political Sciences	Agriculture S1	Law S1	Master of Management	Agriculture S2 & S3	Law S2 & S3
Student's Enrollment/year		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Number of Students		402	3,000	1,515	127	n.a.	n.a.
Class capacity/year		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Graduate employment							

TEACHING STAFF CHARACTERISTICS

Faculty	Study Programs	Degree			Total
		Bachelor/S1	Masters/S2	PhD/S3	
Social and Political Sciences	Public Administration	n.a.	n.a.	n.a.	n.a.
Agriculture	Agricultural Conservation, Agricultural Socio-Economic/Agribusiness, Agricultural Engineering, Agricultural Products Technology, Agricultural Mentoring and Communication	122	23	41	186
Law		60	66	10	136
Postgraduate Program	Master of Management	n.a.	n.a.	n.a.	n.a.
	Agriculture	0	0	22	22
	Law	n.a.	n.a.	n.a.	n.a.

Degree	Program	Enrollment	Fixed Fee/semester	Variable Fee/credit hour unit
Bachelor/S1	Regular	-	Rp750,000 for social sciences (i.e. economics, public administration, law); Rp1,000,000 for natural sciences program (i.e. agriculture)	new students are charged with equipment & matriculation fee of Rp700,000
Masters/S2	Regular	Rp6,000,000 per trimester (Rp18,000,000 per year)	-	-
Ph.D/S3	n.a.	n.a.	n.a.	n.a.

INSTITUT PERTANIAN BOGOR (IPB)
(BOGOR AGRICULTURAL INSTITUTE)

BASIC INFORMATION

Location: Bogor, West Java

Addresses: Jl. Raya Darmaga, Gedung Rektorat Lantai 2 Kampus IPB Darmaga Bogor 16680
 Jl. Lingkar Akademik, Gd. Wing Rektorat Lantai 3, Kampus IPB Darmaga, Bogor 16680 (Dept. of Management, S2)

Website: <http://www.ipb.ac.id>
<http://pasca.ipb.ac.id>

Contacts

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Head of Department, Dept. of Agronomy and Horticulture	Prof. Dr. Bambang S. Purwoko	+62-251-8629347	+62-251-8629353	bambangpurwoko@gmail.com
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Head, Sub-Directorate of International Program	Dr. drh (Vet.) Muhammad Agil, M.Sc.Agr	+62-251-8624092, +62-812-9505081	-8630071	rhinogil@indo.net.id

PROGRAMS AND ACTIVITIES

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
Agriculture	Agronomy and Horticulture	-	S1/Bachelor or	n.a.	pass SNMPTN (state higher education institution national entry examination), or selected through IPB's entry selection invitation (<i>Ujian Seleksi Masuk IPB/USMI</i>)	Classrooms equipped with audio-visual and internet facility, library and several laboratories.
		Agronomy	S2/Master	to produce S2/S3 graduates who excel in agronomy and horticulture science to support a strong, competitive, and sustainable agriculture.	special for doctoral degree: holding a master degree in science from the home country or Master of Science/Master of Art from a foreign country; GPA of ≥ 3.50 in his previous master degree program. A student with GPA less than 3.50 may be selectively accepted if there is evidence of extraordinary number and quality of scientific publications; submit scientific publications (copy of a journal contains of cover, table of content, articles) of at least 3 articles published in an accredited national journal or one article in an international journal written in the last five years; written evidence that there are at least two lecturers (from the major program the applicant is interested in, and each holding the title of Professor and Doctor) who are willing to supervise according to the research proposal and complete study plan mentioned in items no. 4 and 5; and written evidence or another convincing guarantee of available research funding from a sponsor or self funding to obtain a doctor degree.	
		Agronomy	S3/Ph.D			

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
	Landscape Architecture	Landscape Architecture	S1/Bachelor or	n.a.	pass SNMPTN (state higher education institution national entry examination), or selected through IPB's entry selection invitation (<i>Ujian Seleksi Masuk IPB/USMI</i>)	
			Master/S2	n.a.	n.a.	
	Soil Science and Land Resources	Soil Science	S1/Bachelor or	n.a.	pass SNMPTN (state higher education institution national entry examination), or selected through IPB's entry selection invitation (<i>Ujian Seleksi Masuk IPB/USMI</i>)	
			S2/Master	to produce graduates who have ability to manage land resources for a sustainable utilization of soil by the identification of its potentials and solutions to soil issues through a scientific approach and development of soil science and technology	based on the evaluation of academic transcripts obtained in the previous studies (undergraduate and/or postgraduate degrees) and some certain considerations such as the accreditation score of the program study in the previous higher education, work experience, research, publications in accredited scientific journals, recommendations from authoritative academicians and or colleagues, TOEFL scores, and Academic Potential Test.	
			S3/Ph.D	to produce graduates who have ability to lead, organize, and conduct research to discover new concepts in soil science and technology		

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
		Regional Planning	S2/Master	to develop human resources who possess regional planning technology and management to use regional resources wisely and empowering the community.		
		Watershed Management	S2/Master	to produce graduates who can manage watershed areas through identification and measurement of problems caused by the mistakes of land resources utilization in a watershed area		
			S3/Ph.D	to produce graduates who can invent and develop the science of the planning of watershed area management utilization and strategy independently thus its resources can be sustainably utilized		

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
	Plant Protection		S1/Bachelor or	n.a.	pass SNMPTN (state higher education institution national entry examination), or selected through IPB's entry selection invitation (<i>Ujian Seleksi Masuk IPB/USMI</i>)	
		Entomology	S2/Master	to produce graduates who can develop entomology, especially related to the aspect of insect bioecology, and the concept of pest control	based on the evaluation of academic transcripts obtained in the previous studies (undergraduate and/or postgraduate degrees) and some certain considerations such as the accreditation score of the program study in the previous higher education, work experience, research, publications in accredited scientific journals, recommendations from authoritative academicians and or colleagues, TOEFL scores, and Academic Potential Test.	
			S3/Ph.D	to produce professionals in developing new innovation in entomology, organizing and leading research programs to control pests.		
		Phytopathology	S2/Master	to prepare lectures and/or researchers who can develop their knowledge in the area of etiology, the causes of plant diseases, pathogenesis, and plant's response toward pathogen.		

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
				epidemiology of plant disease, and plant disease control		
			S3/Ph.D	to produce professionals who can diagnose and evaluate pest and plant disease issues, and be able to design and develop problem-solving program through integrated approach		
Agricultural Technology	Food Science and Technology	-	Bachelor/S1	n.a.	pass SNMPTN (state higher education institution national entry examination), or selected through IPB's entry selection invitation (<i>Ujian Seleksi Masuk IPB/USMI</i>)	
		Post-Harvest Technology	Master/S2	To produce graduates who can identify, analyze, and solve post-harvest problems in retaining the quality and reducing depreciation of agricultural, plantation, farming, and fishery products to develop an effective and	based on the evaluation of academic transcripts obtained in the previous studies (undergraduate and/or postgraduate degrees) and some certain considerations such as the accreditation score of the program study in the previous higher education, work experience, research, publications in accredited scientific journals, recommendations from authoritative academicians and or colleagues, TOEFL scores, and Academic Potential Test.	

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
				efficient post-harvest technology.		
		Food Science	Master/S2	To produce competent graduates who have strong competitiveness in global labor market in food science and technology.		
			Ph.D/S3			
	Agriculture Industrial Technology		Bachelor/S1	n.a.	pass SNMPTN (state higher education institution national entry examination), or selected through IPB's entry selection invitation (Ujian Seleksi Masuk IPB/USMI)	Laboratories: industrial engineering and management, chemical technology, bioindustry, quality control, packing, distribution and transportation system, environmental technology and
		Agriculture Industrial Technology	Master/S2	to produce graduates who can design, manage, and implement research and development in coping with agroindustrial problems	based on the evaluation of academic transcripts obtained in the previous studies (undergraduate and/or postgraduate degrees) and some certain considerations such as the accreditation score of the program study in the previous higher education, work experience, research, publications in accredited scientific journals, recommendations from authoritative	

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
			Ph.D/S3	to produce graduates who can design, manage, and implement research and development, independently, by theory or its application, to produce new innovations in improving agroindustrial system performance	academicians and or colleagues, TOEFL scores, and Academic Potential Test.	management, and industrial application business. There is also a reference laboratory to check sugar quality, and industrial environment quality monitoring; computer laboratory equipped with audio-visual and internet facility, pilot plant unit, and library.
Postgraduate School		Management and Business	Master/S2	1. To develop an MBA and Ph.D level professional education program who can produce quality, pious, and professional graduates; 2. To develop Management and Business Study Program in IPB as center of excellence in research and development area and management, technology, and agrobusiness	based on the evaluation of academic transcripts obtained in the previous studies (undergraduate and/or postgraduate degrees) and some certain considerations such as the accreditation score of the program study in the previous higher education, work experience, research, publications in accredited scientific journals, recommendations from authoritative academicians and or colleagues, TOEFL scores, and Academic Potential Test.	classrooms & discussion rooms, Wi-Fi, computer lab, library
			Ph.D/S3		holding a master degree in science from the home country or Master of Science/Master of Art from a foreign country; GPA of ≥ 3.50 in his previous master degree program. A	

Faculty	Department	Study Program	Degrees Offered	Objectives	Entry Criteria	Facilities
				education; 3. To develop conception of academics and practitioners in management, business, and agrobusiness.	student with GPA less than 3.50 may be selectively accepted if there is evidence of extraordinary number and quality of scientific publications; submit scientific publications (copy of a journal contains of cover, table of content, articles) of at least 3 articles published in an accredited national journal or one article in an international journal written in the last five years; A well-focused, in-depth, and advanced research proposal that is potential to proceed into a doctoral degree; a complete study plan describing activities in each semester from the commencement of the doctoral program through open examination; written evidence that there are at least two lectures (from the major program the applicant is interested in, and each holding the title of Professor and Doctor) who are willing to supervise according to the research proposal and complete study plan mentioned in items no. 4 and 5; and written evidence or another convincing guarantee of available research funding from a sponsor or self funding to obtain a doctor degree.	