



Internationalization of Higher Education: Collaboration Between Australia and Indonesia

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Abstract. The purpose of this paper is to explore how Australia and Indonesia have been managing internationalization in higher education to date. I will focus on the internationalization between the two countries, specifically through student and staff mobility and research collaboration. Questions have been raised on the necessity of internationalization of higher education or in a country in general. The answers to such questions have argued that internationalization is important and the rationale for such internationalization has been driven by political, economic, academic, and socio-cultural reasons (Knight, 1999). According to Knight (1999), internationalization driven by academic reason aims to achieve excellence in research and scholarly activities, as well as in teaching and learning process enhancement. Furthermore, Zolfaghari, Sabran, & Zolfaghari (2009) stated that “international cooperative agreements, academic mobility, international scholarships, technical and economic development, international curriculum studies, cultural values, historical and political context” (p.3) are the essential reasons for higher education internationalization.

Keywords: Internationalization · higher education · research

1 Introduction

The internationalization of higher education is a process that integrates “international or intercultural dimensions into higher education functions” such as teaching, research, and social service (Harman, 2005, p.120). Through the internationalization process, a higher education institution is developed and directed more internationally. Internationalization in higher education can be considered as the trade of education services, including “scholarship, research, and management issues, as well as staff, domestic student and curriculum issues” (Harman, 2005, p.120).

2 Internationalization of Australian Higher Education

Australia has been influenced by and engaged with the European Union in its policy development for international higher education (Murray & Leask, 2005). Australia’s interest in the Bologna Process resulted in the development of the Australian Higher

Education Graduation Statement (AHEGS) and this statement has aimed at promoting Australian qualifications and enhancing the international mobility of Australian graduates.

Additionally, Australian higher education institutions have focused on internationalization in Asian countries, which is an apparent educational practice. Due to its geographical situation, Australia has, since the 1950s been participating in intergovernmental agreements and associated programs with Asian countries, such as Asia-Pacific Economic Cooperation (APEC). More bilateral collaboration between Australia and individual Asian countries for higher education affairs has been growing, especially in Indonesia, Malaysia, Japan, Taiwan, China, Thailand, and Vietnam.

The government of Australia believes that the internationalization of higher education would bring many benefits to the Australian higher education system and Australian society in general (OECD, 2007). The benefits have included those of “intellectual, cultural and social benefit” that have resulted from the international collaboration between scholars, institutions and policymakers (2007, p. 90). Being aware of those benefits, while understanding the needs of profiling capabilities, extending international networks and partnerships, and expanding access to international education, the Australian government supports the internationalization of Australian higher education through its policy development and internationalization program establishment (Murray & Leask, 2015).

Meek (2013) categorized Australia’s development of international education in four phases. The first phase occurred after the Second World War to the end of 1980s. During this phase, the focus was on the development of international relations. However, the government started aggressively commercializing its education services only by the end of 1986 (Murray and Leask, 2015). In other words, there was a shift in the purpose of international education from aid to trade.

The second phase occurred during the period from 1990 from the early 2000s (Meek, 2013). That stage focused on commercialization to increase the overseas student enrolment (Murray & Leask, 2015). During that phase, expansion in international fee-paying students grew rapidly. Also, the Australian government was eager to make the country “the world leader in the international student market” (Meek, 2013, p.16). The establishment of the Australian Education International (AEI) as the coordinator of international education affairs within the Department of Education, Science and Training has demonstrated that the nation’s rigor in supporting higher education internationalization (DEST, 2007). AEI is responsible, for example for international partnerships, scholarships, student mobility programmes, and worldwide degree recognition. In addition, the Australian Department of Foreign Affairs and Trade (DFAT), was responsible for international education marketing and promotion. The third phase has had a shifting in its focus from commercialisation to consolidation (Meek, 2013). Not necessarily erasing the education trade, the currently evolving phase has tried to improve the quality of both the domestic and international students’ experience. The agenda is to deepen internationalization activities to comprise more “student and staff mobility, more effective research engagement, and better use of alumni” (p. 16).

The fourth phase revolves around the future of Australian higher education internationalization, which is mostly speculative. Meek (2013) believed that the internationalization of education would support the evolution of the global knowledge economy. In

the future, there will be more internationalized research collaboration and international mobility of researchers. International student mobility is predicted to be even higher. However, an individual's intelligence will be the concern rather than the cost of the tuition fee.

3 Internationalization of Indonesian Higher Education

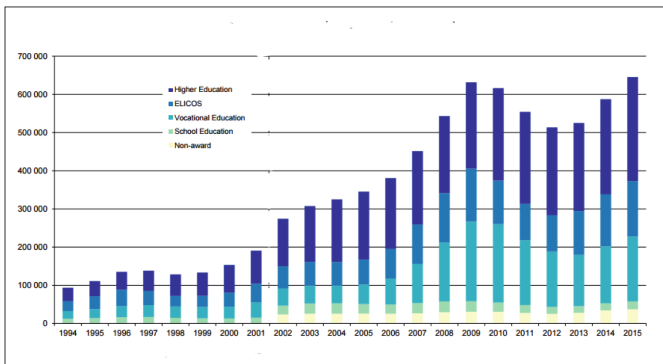
It is believed that internationalization in higher education is a result of globalization (Albatch & Teichler, 2001). Soejatminah (2009) stated that the Indonesian government perceives globalization to be a challenge and asserts that this is linked to the importance of the internationalization of higher education institutions. The Higher Education Long-Term Strategy proclaimed the internationalization of the Indonesian higher education. The document has stated that it is necessary to internalize national competitiveness in its vision, mission, and objectives for national education, and to internationalise higher education institutions is one way to increase national competitiveness. The Indonesian Directorate General of Higher Education proclaimed that international collaboration of a university could be seen as a criterion to rank a university in the national system. So far, the Indonesian government has supported the internationalization of higher education institutions through various agendas, such as commencing workshops and seminars on internationalization, establishing networks with cross-border countries, and offering scholarships to students.

According to Soejatminah (2009), in its practice in universities across Indonesia, the extent of higher education internationalization can be seen in seven areas: the use of English in university websites, ICT, acknowledgment toward internationalization, international academic/research collaboration, internationalization of staff, internationalization of the student body and the internationalization of university curricula. Soejatminah's (2009) research showed that most Indonesian higher education institutions do not have English websites. Only around 54% of public institutions' websites is written entirely in English, while the rate is 41% in private institutions.

Information and communication technology (ICT) that connects to the global world is also one of the bases of higher education internationalization (Soejatminah, 2009). The ICT capacity of the Indonesian higher institution is reflected through the development of virtual university products, including the e-library, e-learning, and the university forum/network. The research showed similar rates of ICT elements between public and private institutions, where 68% of institutions have a digital library.

The institution's acknowledgment of internationalization is inferred from the university policy statements, such as the university vision, mission, goals, and strategic planning (Soejatminah, 2009). The research shows that "58% [of] institutions appear to show intention and awareness of internationalization with the use of phrases such [as] 'addressing global challenge', 'to be world-class University' or to 'collaborate globally'. In contrast around 42% of institutions did not indicate global awareness at all in their policy statements" (p.72). To enhance the internationalization of the student body, the Indonesian Ministry of National Education provides numerous scholarship programs for foreign students. However, some foreign students are also on the foundation course of private tuition, studying double degree programs and regular degree programs. Indeed,

Table 1 International Student Enrolment in Australia 1994–2015



(Source: Department of Education and Training, 2015)

(Source: Department of Education and Training, 2015)

some student exchange programs ran by Indonesian and foreign universities are available in some public institution. Meanwhile, the internationalization of the staff and the academics within higher education institutions is indicated by international activities conducted by academics and management staff.

4 International Student Mobility Program

The Australian Government has set up mobility programs for students to study in various Asian countries, including Indonesia. One of these programs is the ‘Asia Vocational Education and Training Program (Asia VET)’ (Australian Government, 2015) for students to take part in studies in Asia. Students can apply for financial grants for general studying and a language grant that supports the student’s learning of the language. The study must fulfill particular criteria by providing credit for the students’ home course requirements and should be no longer than six months of study. Students can also participate in an exchange program on the ‘Endeavour Cheung Kong Student Exchange Program’ (Australian Government, 2015). Both the Cheung Kong and the Australian Government fund the exchange program for undergraduate students to exchange in study places from Australia and, in particular Asian institutions of higher education. Students wishing to participate in these programs can apply for grants and study a full-time course for twelve months. The exchange program should have a partnership agreement, for example, with Indonesia, to support a credit transfer and fee waiver for tuition.

Table 1 shows the number of international student enrolments in Australia from 1994 to 2015. Interestingly, as mentioned above, at the end of the second phase, in the early 2000s, there was a stable growth of international student enrolments. It seems the government succeeded in its program of promotion and expansion of international student mobility that was accomplished during the second phase.

Table 1 also shows the decline in student enrolment in 2009–2010. Even though at the end of 2009, the number of enrolled international students was high, in 2010,

Table 2 International Student Number, 2015

Top 10 nationalities	2014	2015	Change	Nationality proportion
China	120,094	136,097	13.3%	27.3%
India	46,299	53,568	15.7%	10.8%
Vietnam	21,983	21,807	-0.8%	4.4%
Republic of Korea	20,140	20,790	3.2%	4.2%
Malaysia	19,136	20,641	7.9%	4.1%
Brazil	14,968	17,267	15.4%	3.5%
Thailand	16,100	17,245	7.1%	3.5%
Nepal	13,444	15,219	13.2%	3.1%
Indonesia	13,710	14,189	3.5%	2.8%
Hong Kong	11,745	12,864	9.5%	2.6%
Other nationalities	155,331	168,458	8.5%	33.8%
Grand Total	452,950	498,155	10.0%	100.0%

(source: Department of Education and Training, 2016)

surprisingly, the trends were that there was a decline. According to the Australian Trade and Investment Commission (2010), a significant decline occurred in students from India (a 36.8% decline from 2010). This was believed to be due to the highly publicized attack on Indian students in Australia and increased competition from other countries (Gomes, 2014).

Table 2 shows international students enrolled in Australian higher education institutions based on the country. The table shows that China is the biggest exporter of international students to Australia (27%), while Indonesian students pursuing higher education in Australia are only 2.8% out of the total number of international students.

However, the number of Indonesian students in Australia is still ten times higher than that of Australian students in Indonesia. Table 2 shows the international outbound mobility of Australian higher education students. It is shown that the US is the top destination for Australian students. However, in Asia Pacific, students are more interested in pursuing education in China, Indonesia, and Japan (Table 3).

5 Staff Mobility Programme

Many programs are offered by the Indonesian and Australian governments and higher education institutions concerning 'staff exchange' between the two countries. Further, some Non-Governmental organizations (NGOs) and university associations also significantly promote staff mobility between Australia and Indonesia.

In 2015, Universities Australia, a university association in Australia, administered comparative study and knowledge-sharing programs between Australian and Indonesian universities (Universities Australia, 2015). The program title was Australia Indonesia Knowledge Sharing Program 2015. It aimed to support capacity building and cooperation

Table 3. Country destination of Australian university students studying abroad

Top Five destination countries (2015)	2014	2014	2015	2015
	Number of experiences	% of all experiences	Number of experiences	% of all experiences
USA	5,129	16.1	4,769	13.0
China	3,054	9.6	3,524	9.0
UK	2,919	9.1	3,304	9.0
Indonesia*	1,110	3.5	1,675	4.0
Canada*	1,583	5.0	1,468	4.0
Other	18,117	58.2	23,404	61.0
Grand Total	31,912	100.0	38,144	100.0

Source (Department of Education and Training, 2016)

between universities in two countries, facilitate networking among participants, and collaborate in areas of mutual interest.

Indonesia and Australia also committed to numerous teacher exchange programs. For instance, New South Wales University (2017) administered teacher exchange programs from Indonesia to Australia. The participants' main activities were assisting Indonesian language teachers in Australian schools. In vice versa, the program also invites Australian professionals to assist in English language teaching in Indonesia.

Currently, numbers of Australian and Indonesian universities (McQuarrie University, University of South Australia, Institute of Technology Bandung, Universitas Gadjah Mada) are, through partnership programs, supporting the notion of staff exchange programs. The University of South Australia (2017) mentions that the Indonesian government focuses on enhancing the quality of its academic staff. Thus, opportunities are emerging to host Indonesian university staff for their Ph.D. studies.

6 Research Collaboration

Work by Marginson (2006) compared the research collaboration between the two universities. The Universitas Indonesia and The Australian National University. The research was specifically designed to look at the influence of globalization on two well-established universities, one in a country that was developing and the other in a developed country. Both were committed to globalization and emphasized their role as nation-building institutions of education. Both universities used extensive networking practices with a wide range of other international universities and conducted international corroborative research with each other.

Australia has stated that it carries out research collaborations with universities overseas. Connections have developed between Indonesia and Australia between both countries institutes of higher education via the 'Targeted Institutional Links Program of the Department of Employment, Education, Training and Youth Affairs (DEETYA, formerly DEET)' (Hill & Wie, 1998) grants from the Australian Research Council (ARC) and

individual institutions initiatives. However, Hill & Wie (1998) observed that research and development activities in Indonesian universities reflect a small proportion of the country's research and development work. Approximately five Indonesian universities carry out the majority of research in Indonesian universities.

Research collaboration has been carried out between Australia and Indonesia in parasitology (Copland, 1997). Both countries share similar parasitological interests and agroecological areas. Different types of collaboration between Indonesia and Australia exist. The collaborations had primarily involved mammalian parasitology. However, the publications involving both Australia and Indonesia only accounted for four percent of all research articles. Most publications have been written by researchers from non-Australian and Indonesian authors. This indicates that the amount of collaboration between Indonesia and Australia is tiny. Copland (1997) argued that the reason for research collaboration is common research interests and the combined effort that can be obtained from the research collaboration. However, research collaboration has to consider the priorities and funding for such collaborations. If there is limited funding, research collaboration is hindered. However, more research collaboration may emerge with the globalization of the International Research Institute in Livestock in many countries, including Indonesia will extend and improve the chances for collaboration on research between such countries as Indonesia and Australia.

7 Conclusion

Australia set out to establish a substantial international education by increasing its overseas student enrolments, and it desired to become the world leader in hosting international students at its universities. The Indonesian higher education system took on the internalization of its university system due to globalization. Initially, the Indonesian government supported the internationalization of higher education institutions by introducing workshops and seminars on internationalization, establishing networks with other countries, and offering student scholarships. Evidence of internalization at universities was evident in various areas the use of English in university websites, ICT, acknowledgment toward internationalization, international academic/research collaboration, internationalization of staff, and internationalization of the student body and university curricula.

The two countries' governments, Indonesia and Australia, have set up several international student mobility schemes. Many Indonesian students have taken up studies in such programs; however, it has been found that not many students from Australia take up places of study in Indonesian Universities (Marginson, 2006). International research collaboration between the two countries seems to be predominantly in parasitology, as both countries have a shared interest in this area. However, Indonesian and Australian researchers have published only a very small database of research. It seemed that only a small amount of collaboration has therefore been undertaken between the two countries.

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