



# Indonesia Strategy document

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# Foreword

## Country Strategy Process

The process of country strategy identification was rolled out by VLIR-UOS, the Flemish Interuniversity Council – University Cooperation for Development, in the context of the implementation of the Political Agreement signed in 2010. In this agreement, VLIR-UOS committed itself to formulate a strategy for each of its 20 VLIR-UOS partner countries. During the reform of non-governmental development cooperation in 2016, Indonesia was reaffirmed again as a partner country of VLIR-UOS (and the Belgian development cooperation).

A country strategy is in fact a road map for cooperation. It is the result of numerous inputs and consultations with a wide spectrum of actors in Flanders and the country in question. The basis of the country strategy paper is a desk study comprising a context analysis of higher education and development priorities in the country. Each country engagement results in a country strategy paper. It is a policy document that will be used by VLIR-UOS to guide its funding decisions.

The country strategy represents the strategic niche for future VLIR-UOS cooperation in a specific country. A strategy can contain a geographical and/or thematic focus. It should be multi-disciplinary and include an optimal balance between the different levels and types of intervention of VLIR-UOS.

## Framework for programming and selection

A country strategy reflects the objectives and the choices of instruments for university cooperation for development between the country in question and Belgium/Flanders. A country strategy serves as a reference framework for programming, leading to strategy-based calls for proposals.

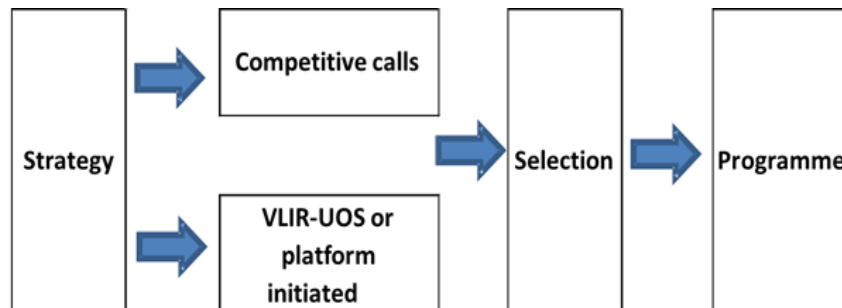
A strategy assures relevance and complementarity and promotes synergy. Relevance because it focuses on the needs and priorities of the partner country, and complementarity because it takes into account what other development partners do. The country strategies of VLIR-UOS are as such a major asset as to how VLIR-UOS will engage in this process of seeking synergies and complementarities. Specifically for Belgian actors, this is guaranteed by including the Joint Strategic Framework (JSF) as an important element in the process. The JSF also provides opportunities for promoting synergy with other Belgian actors. As such, a strategy starts from the needs of the partner country, and in particular the national priorities in terms of poverty reduction and national policies for Higher Education. Furthermore it will take into account the ambitions, capacities, expertise, and interest for cooperation among the Flemish academic community.

## Time frame

The development of academic capacity requires a long-term framework that is often precluded by current policy dynamics, which are characterized by constant changes and shifts at the international and country level in both North and South. In the case of Indonesia VLIR-UOS has opted for a strategic framework covering, in principle, 5 years.

### From country strategy to country programme

The country strategy paper is the basis for working out a fully-fledged country programme. A country programme consists of a portfolio of specific cooperation projects according to different intervention types. In order to achieve this, both competitive open calls and strategically earmarked partner selection will take place as appropriate.



A country programme will consist of a portfolio of different intervention types:

INTERVENTION TYPE		LEVEL
SCHOLARS TEAM SOUTH INITIATIVES IUC NETWORK JOINT JOINT		INTERNATIONAL
		NATIONAL
		INSTITUTIONAL
		DEPARTMENT/ FACULTY
		INDIVIDUAL

VLIR-UOS facilitates academic partnerships and related initiatives within the context of a long-term country strategy with a general objective. Furthermore, VLIR-UOS has defined a range of indicators (Key Result Areas) on the basis of which individual initiatives are expected to report. Apart from tangible key result areas, VLIR-UOS also tracks more qualitative results. In a country programme, results from individual projects are brought together in order to come to a set of clear country-level results.

# 1. Introduction

## 1.1. General Info

Indonesia is the largest archipelago in the world, lying between the Indian Ocean and the Pacific Ocean. Indonesia's total land area is 1.919.317 km<sup>2</sup> and the world's 4th most populous country with a total population of 254.454.778 (2014). This highly diverse country has more than 700 languages, is the third largest democracy and is the largest Muslim majority country in the world. Indonesia is a regional and global player, having experienced a remarkable democratic transformation and high economic growth over the last two decades. Yet it still struggles with fragile institutions, endemic corruption, widespread poverty, terrorism, and rising religious and ethnic intolerance. With the world's second greatest environmental biodiversity and third highest greenhouse gas emissions, Indonesia is a global environment superpower. Indonesia's high population and rapid industrialization present serious environmental issues, which are often given a lower priority due to high poverty levels and weak, under-resourced governance.

Clearly, Indonesia is a country in transition. Although classified, since 2007, as a middle-income country, it is characterized by wide regional disparities: cities with modern shopping malls contrast sharply with the country's poor rural areas. In order for Indonesia's strong economic growth to be more broad-based, inclusive, and equitable, investments in social and human development are necessary. Indonesia is a founding member of ASEAN (Association of Southeast Asian Nations). This political and economic organization was established on 8 August 1967 in Thailand to strengthen further the existing bonds of regional solidarity and cooperation and has its headquarters in Jakarta. Much like the EU, ASEAN strives for regional integration, enabling it to become a major player in world politics.

The current president (elected in October 2014), Joko Widodo ("Jokowi"), gathered broad support because of his humble background, pragmatism and hands-on style of leadership. He was the first Indonesian president that wasn't part of the military or the political elite. It remains to be seen if Jokowi will be able to consolidate his position and move forward to meet his pro-poor election promises.

For more information on the country we refer to the Country Fact Sheet, available on the [VLIR-UOS website](#).

## 1.2. Development priorities

Indonesia has formulated a long-term development plan which spans from 2005 to 2025. The National Long Term Development Plan (RPJPN 2005-2025) has been drawn up as a continuation and renewal of earlier stages of development planning in Indonesia. The vision and mission of the RPJPN 2005-2025 is to establish a country that is developed and self-reliant, just and democratic, and peaceful and united.

The RPJPN is segmented into 5-year medium-term plans, each with different development priorities. These four stages are the four separate medium term plans called National Medium Term Development Plan (abbreviated RPJMN) and run parallel with the taking office of a new government. Through these

medium term plans separate governments can set their own priorities in the process of national economic development (on the condition that these priorities are in line with the long term RPJPN). For the 2015-2019 period, the third RPJMN identifies following policy priorities:

- a) Improving the quality of human resources and the welfare of the people (education and health)
- b) Inclusive and sustainable economic development (with a focus on science, technology and innovation)
- c) "Preparation for fundamentals of solid development"
- d) Improving and balancing local / regional development
- e) Accelerate infrastructure development for growth and economic equality
- f) Improving the management and the "added values" of sustainable natural resources
- g) Improving the quality of the environment, natural disaster mitigation and climate change
- h) Changing the direction of development in Indonesia to become a strong maritime country and maritime-based country
- i) Emphasizing the commitment to develop rural and remote areas (Eastern Indonesia, the scope of the regions are Sulawesi (Celebes), Borneo (Kalimantan), Moluccas (Maluku), West and East Nusa Tenggara and Papua)
- j) Developing Indonesia from the outer areas by strengthening rural areas and villages in the framework of unity in diversity
- k) Realizing the independency of economy by prioritizing strategic sectors of domestic economy
- l) Strengthening national identity, 'Ke-bhinekaan' (unity in diversity) and social restoration of Indonesia

### 1.3. The Indonesian higher education system

In the past decades, Indonesia has witnessed a rapid growth in the higher education sector. In 2012/3, there were 3834 institutions of higher education and about 6 million students. In 2012, 4% of these institutions were public, with 25% of the student enrolment, and 96% were private, with 75% of the student enrolment. There are 5 types of higher education institutions: universities, institutes, colleges, (community) academies, and polytechnics. The four main groups of higher education institutes are :

- 5-7 'elite' public universities
- other public universities of mixed but generally low quality
- A vast private sector of highly variable quality (universities, institutes, academies and polytechnics). The top 15 or 20 private institutions "appear to have standards comparable with the better public institutions" (OECD, 2015).
- A large number of universities and other institutions administered but the Ministry of Religious Affairs

Three separate ministries are involved in the education sector. The Ministry of Education and Culture (MOEC) oversees state primary, junior and secondary schools; the religious-affairs ministry (MORA) has control of the Islamic schools (also for higher education); and the president has made the newly merged Ministry of Research, Technology and Higher Education responsible for higher education end 2014. One of the most striking characteristics of Indonesian tertiary education is its very centralised

governance system, in spite of the intention expressed in the Higher Education Long Term Strategy 2003-2010 (HELTS). The HELTS decentralized public HEIs, giving institutions greater autonomy, and changed public expenditure for higher education into a combination of block grants, competitive grants, and performance-based grants.

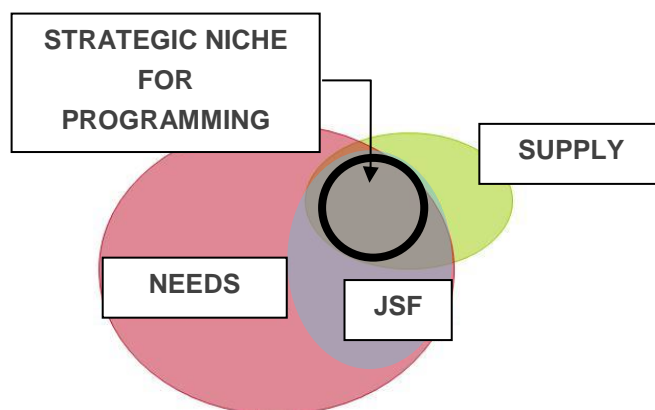
There is a significant inequality in the distribution of institutions throughout the country, with poorer regions having the fewest institutions of higher education, and a number of provinces within these regions having no public higher education institutions at all. Rural-urban disparities are also quite strong: the enrolment rates in rural areas is less than half of that in urban areas.

## 2. Country Strategy development

### 2.1. Background

#### 2.1.1. Indonesia country strategy formulation process

The Country Strategy Identification process started with the development of a desk study in which the Flemish areas of interest in working with Indonesia have been captured (supply side), the Joint Strategic Framework (JSF) for Belgian non-governmental development cooperation<sup>1</sup> in Indonesia has been taken into account and Indonesia higher education and development priorities have been analysed (needs).



The results of the desk study were presented in the Country Fact Sheet, that was made available on the [Indonesia Country Page](#) on the VLIR-UOS website. This document provides a general introduction to the country, presenting statistics, a country profile, an overview of the education system, analysis of development aid in the country, and a review of university development cooperation. The desk study was used as input for the organisation of the Northern seminar, organised on 21<sup>st</sup> of June 2016 in

<sup>1</sup> In 2015, the Belgian government started to prepare a reform of the sector of non-governmental development cooperation. All actors active in a country were asked to elaborate a Joint Context Analysis (JCA). This analysis made it possible to make a Joint Strategic Framework (JSF) for 31 countries in 2016.

Brussels to listen to the experiences and interest in future cooperation with Indonesia and the Flemish partners.

### **2.1.2. Higher education and research: policy environment**

Public spending on education in general increased in the past years, boosted by the 2005 constitutional amendment on education spending. However, funding for tertiary education (compared to primary & secondary) remains very modest. The GOI currently only spends the equivalent of 0.55% of its GDP on tertiary education (for Belgium: 1.43%). This is much lower than neighboring countries. Most of the tertiary education funding comes from private sources: tuition fees.

In 2003, the Indonesian government undertook reforms and introduced the Higher Education Long Term Strategy 2003-2010 (HELTS). The reforms to higher education were introduced as part of a broader effort to address issues related to macroeconomic management, financial sector reform, and poverty reduction. The main objective of the HELTS was to improve the quality of higher education in order to develop higher-level skills to attract investment in the economy and facilitate the adoption and adaptation of new technologies.

Rapid enrolment growth poses challenges in relation to finance, quality and relevance. Indonesia has ground to make up in these three areas. The creation of the Ministry of Research, Technology and Higher Education is one of the strategies of the government to confront these urgent challenges. The Higher Education Law 12/2012 from the government notes that higher education plays a strategic role in developing the intellectual life of the nation and advancing science and technology with the aim, among others, to increase national competitiveness in the context of globalisation. Recent initiatives and policy goals include the new Institutes of Technology in Kalimantan and Sumatra, the new universities planned in islands outside Java, and the goal of establishing at least two polytechnics in every province and one community college in every district/city.

A 2005 government regulation dictates that educational institutions are required to have a quality assurance (QA) system in place. In 2003, the QA System of Higher Education (SPM-PT) programme was initiated, which included technical assistance and capacity building initiatives for the development of internal QA systems at HEIs (and its evaluation). The accreditation of higher education programmes and institutions is performed by a National Accreditation Agency for Higher Education (BAN-PT). They also publish a ranking of all Indonesian higher education institutions, which is annually updated (see annex 1 for A-ranking HEI). The accreditation of programmes is conducted once in every 5 years. Although accreditation processes are well established, the limited capacity of BANPT restricts the agency of doing more than routine checks. Together with the rapid expansion of the sector, this results in a number of HEI that are actually not accredited (estimated to be more than 20%).

To improve quality of human resources, in line with the RJMPN, the government has two kind of scholarships to send young people to study abroad:



- DIKTI scholarship is funded by Indonesian Directorate General of Higher Education (DIKTI) of the Ministry of Research, Technology and Higher Education. This scholarship specifically is for lecturers either from public or private universities, also for candidate lecturers who will be deployed in one of Indonesian universities after they finish their study. This scholarship allows the awardees to study either in Indonesian Universities or abroad.
- The Indonesia Education Scholarship is funded by the Indonesia Endowment Fund for Education (LPDP), an institution of the Ministry of Finance. The Indonesia Education Scholarship is a very prestigious scholarship that aims to create future leaders of Indonesia in 3 (three) sectors: government, private and social sectors.

An important aspect for the awardees of the scholarships, is the mission to bridge cooperation between home universities and host universities abroad.

The participation of women has increased in the past decades and disparities have mostly disappeared. The number of female students in tertiary education surpassed the number of male students in 2012. Gross enrolment ratio for female students in 2012 was 32% for female students (31,5% for total population), implying a 1.03 in the Gender Parity Index (GPI). Nevertheless, the numbers mostly reflect the situation of urban areas, while in rural and remote areas, gender disparity is still present. Also, at the top level of higher education, woman rarely start PhD studies, because of social pressure.

## 2.2. Views and themes expressed

A first step in the data collection is the desk study completed by the VLIR-UOS secretariat to produce a country fact sheet on Indonesia. This document, which is currently in draft form, has informed all subsequent activities. It will be finalized as part of the process of developing the final country strategy. The desk study made it possible to present information for discussion during the North Seminar.

Another important source of information is the Joint Context Analysis (JCA) Indonesia and the Joint Strategic Framework (JSF) Indonesia. In the JCA, 8 actors made an in depth analysis of civil society, the administrations and public institutions and the conditions which enable their strengthening. The actors presented this for the sectors of agriculture, education, health, governance, human rights, trade & enterprising and environmental protection. In 2016, the JSF was elaborated with 4 actors that want to be active (with DGD funding) in Indonesia from 2017 to 2021.

The JSF presents 4 common strategic goals on which the actors want to work as of 2017:

- Sustainable **agriculture** becomes an attractive business, providing sustainable and improved livelihoods for farmers and people who are dependent on the sector (Vredeseilanden, 11.11.11)
- Ensure and improve access to **knowledge**, improve research and stimulate innovation in order to contribute to development (VLIR-UOS)
- A sustainable management of **natural resources** guided by the respect of HR, local needs, and of the needs of future generations (11.11.11, ASF)
- Support civil society organisations to promote access to **justice** for vulnerable populations (ASF, 11.11.11)

The JSF also mentions possible synergies and complementarities between Belgian and international actors, as it is a priority for the Belgian government. Indonesia is no longer on the list of bilateral development cooperation, so Belgian donor aid goes through non-governmental organizations (NGOs) and institutional actors (e.g. university cooperation).

The JCA/JSF-process was taken into account when elaborating the programme of the North Seminar, as to inform the different stakeholders on its content and to facilitate future synergy with other Belgian actors. The other Belgian actors were also invited to the seminar and the lead 11.11.11 was asked to give a presentation on this topic during the seminar.

### **2.2.1. Expressions of interest by the Flemish (academic) stakeholders**

During the presentations at the northern seminar that took place on 21 June 2016, the following findings were raised:

1. The changing context of Belgian non-governmental cooperation was explained. There is a strong focus on more synergy with other Belgian actors through the elaboration of a Joint Context Analysis and a Joint Strategic Framework. There are few Belgian actors active in Indonesia, but they are seeing the Joint Strategic Framework as an opportunity for exchange which will .
2. Indonesia is a huge country which knows strong economic growth, but with high inequality and regional disparities. It has a young population, a big ethnic and religious diversity and is known for its tolerance and hospitality. Science, technology and innovation is included in the development strategy of the Government of Indonesia.
3. (International) donors are mainly focussed on cooperation in and around Java, from where some do extend their actions to the more remote areas. A lot of international donors are active in the domain of higher education and research, in line with the government priorities. There are around 10 elite universities where there is a high concentration of funds.
4. Previous VLIR-UOS interventions were in the domain of environment and agriculture. Indonesia is up to now a rather small country for VLIR-UOS. There is clear interest of Flemish Higher Education Institutes to work with Indonesia, as is shown by the different kind of partnerships that already exist or under construction outside the VLIR-UOS framework.
5. Some socio-cultural aspects should be kept in mind when starting up university cooperation with Indonesia.

The seminar was attended with more than 30 participants. Four Flemish universities were represented<sup>2</sup>, five Indonesian students were present, two NGOs participated, a representative of the Embassy of

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<sup>2</sup> UHasselt cancelled their participation because of a (false) bomb alert in Brussels, but is interested in university cooperation with Indonesia.

Indonesia in Brussels was present and the country officer of the Directorate-General of Development Cooperation participated. All contributed to the discussions following the presentations in the morning session and in the seminar discussion groups after the coffee break.

After the group discussions, each group was provided an opportunity to present its feedback to the plenary session, following which there was general open discussion. During this feedback session, the following key issues were raised:

#### 1. **Thematic areas and crosscutting elements:**

Bringing together the different domains of interest of current academic cooperation, considering built up expertise within the VLIR-UOS framework and taking into the Joint Strategic Framework (see also annex 3), following clusters were identified during the group discussions:

- **Environment:** maritime sciences, natural disaster management, natural resources management (including textile), disaster mitigation, climate change, sustainable tourism, conservation, geographical hazards
- **Government/civil society:** interreligious dialogue and religion-based conflicts, decentralisation, urban and rural development, conflict and development, basic infrastructure, good governance, democratization, educational research (quality, equity, e-learning), sustainable development
- **Food security and agriculture:** sustainable agriculture, aquaculture, fishery, food patterns,
- **Higher education, research and innovation:** scientific thinking (hypothesis driven research), academic English, multidisciplinary research, systems approach, community based research, proposal writing, digitalisation of archives, promoting innovation, statistics and data-management

The last cluster should be seen as crosscutting, as they are crucial elements for academic cooperation in other sectors. As for the language aspect, different groups mentioned the importance of improving English (certainly when working with outer islands) and translating research results (for dissemination). One group also suggested to see environment as a crosscutting element, which can be taken into account within the transversal themes of the Belgian development cooperation.

The remark was made that a cultural switch is necessary for opening access to research results, open source data...

Economy as sector was also mentioned, but could be linked up with aspects of other domains (e.g. textile – natural fibre). Health was mentioned by none of the groups, but it was asked if this was rather linked to the absence of representatives or the absence of interest in that domain? Future possibilities are still left open under the crosscutting “innovation” (e.g. there are existing links in the field of radiology).

## **2. Geographical focus – Partner institutions**

The discussion about geographical focus was strongly linked to that of the partner institutions, because of the centralisation of elite universities in and around Java. On the one hand, there was a clear demand of still working with the elite universities because of their quality, the existing interest and cooperation and their experiences with development cooperation. On the other hand, the regional inequalities should be taken into account. Different groups came up with proposition to link the elite universities with outer islands universities through projects, or to start cooperation with B-rank universities and support from an A-rank university (based on the national ranking from the Ministry of Higher Education and Research, see Annex 1). A lot of quality universities already have ties with outer universities, also within international cooperation.

Existing MoUs of Flemish HEIs can be an interesting vehicle and a desk study on existing MoUs between elite and outer islands can give further information.

There was also a discussion on public-private institutions. There was more tendency to work with public institutions because of the lack of research activities in a lot of private institutions that focus on teaching activities primarily. An Indonesian student however did outline that more and more private institutions are developing their research activities.

Another group discussed if capacity development is still an issue in academic cooperation with elite universities. Maybe project proposals should be more focused on national development issues, as they are considered as national institutions.

## **3. Modalities/tools of intervention**

TEAM and SI are in the context of the new cooperation with Indonesia preferred. This gives the chance to get to know each other before expanding to larger, long-term cooperation engagements. Elite universities are also very big institution compared to Flemish HEI, so cooperation on department or faculty level is put forward in a first stage. Given budgetary constraints related to the reform of non-governmental cooperation, national or institutional modalities were not put forward. North-south-south cooperation and national cross cutting although were mentioned.

There are possibilities for synergies with other Belgian actors in line with the JSF and with other international donors that are highly present in academic cooperation. It was mentioned that there is potential cooperation with VECO in agriculture. Also other international donors and networks should be considered (e.g. International Koranic Association). INCO was also mentioned as an interesting tool, but because of changing modalities (linked to the reform) this specific modality will not be possible anymore in Indonesia, but congresses can be fit into projects in synergy with other Belgian actors.

The conclusions of this seminar were put together in a strategic niche framework (see annex 2) and presented at the Bureau of VLIR-UOS for approval, to serve as a base for elaborating the country strategy.

## 2.2.2. Expressions of interest by the South (government and academic stakeholders)

For Indonesia, the decision has been made by the Bureau of VLIR-UOS to develop a “light” country strategy. Taking into (i) account the lacking juridical framework because of the reform of Belgian non-governmental development cooperation, (ii) the time pressure to develop a country programme for 2017-2021 and (iii) the limited current interventions and experience of VLIR-UOS in Indonesia, the focus was put on an elaborated desk study and a North seminar. This would result in listing the main development priorities and exploring initial interest from the Flemish stakeholders for cooperation in a first phase. In a second phase, this would evolve in a more complete country strategy after acquiring more experience in Indonesia during the 2017-2021 programme and by organising a full south consultation during that period.

# 3. Country Strategy framework – conclusions

## 3.1. Areas of focus (thematic, regional, partners)

### Regional and institutional focus

Basically, there are no limitations of regional or institutional nature in possible future cooperation models in Indonesia. Experience with Indonesia should be built up in the short term, which makes it important to leave all possibilities open. This makes it also possible to take existing cooperation between Flemish HEI and Indonesia into account (see annex 4).

However, a focus on the outer islands is recommended because of the regional inequalities in the country. As such, collaboration can be sought by linking A-ranking universities (see annex 1) with higher education institutes in outer areas (“twinning”). Existing links between elite and outer universities can already create opportunities for twinning. Cooperation with the A-ranking institutions in and around Java should then be translated to a supportive role or could only be considered in projects that tackle national level development issues. This idea of twinning is seen as a learning process, where in the first phase relations can be sought and set up, so that in the long term (outside this framework) the institutions of outer areas can take the lead.

Priority should be given to public institutes but not exclusively in this first five year plan 2017-2021.

### Themes

As put forward during the consultancy moment, and taking into account the JSF, it turned out that most of the involved stakeholders, are concentrating on the same interventions areas, namely:

- 1) Environment: maritime sciences, natural disaster management, natural resources management (including textile), disaster mitigation, climate change, sustainable tourism, conservation, geographical hazards
- 2) Government/civil society: interreligious dialogue and religion-based conflicts, decentralisation, urban and rural development, conflict and development, basic infrastructure, good governance, democratization, educational research (quality, equity, e-learning), sustainable development
- 3) Food security and agriculture: sustainable agriculture, aquaculture, fishery, food patterns

### Crosscutting elements

Special attention should go to cross-cutting and supporting issues

- related to the domain of higher education, research and innovation :
  - o Scientific thinking
  - o Academic English
  - o Multidisciplinary research
  - o Community based research
  - o Statistics and data management
  - o Proposal writing
  - o Promotion of innovation
  - o Digitalisation of archives
- Gender

## 3.2. Partnership modalities (portfolio of intervention types)

Taking into account the built up experience with academic cooperation in Indonesia and the budgetary constraints related to the reform of non-governmental cooperation, following modalities are defined:

Level	Remarks
National	Given the limited interventions of Flemish academic institutions, this is not a preferred modality in this framework. This can be considered after building up experience with academic cooperation in Indonesia. Networking as a modality should certainly become relevant in the long term. Hereby we mainly think of twinning, where elite universities are linked to outer island HEI.
Institutional	Given the limited interventions of Flemish academic institutions, this is not a preferred modality in this framework. This can be

	considered after building up experience with academic cooperation in Indonesia.
Departmental	In the short term, preference should be given to small seeding projects, type South Initiatives and TEAMS. This gives the chance to get to know each other before expanding to larger, long-term cooperation engagements. Elite universities are also very big institutions compared to Flemish HEI, so cooperation on department or faculty level is put forward in a first stage.
Individual (scholarships)	Scholarships continue to be a keystone tool in HEI development. Any university cooperation between Flemish and Indonesia universities should maximally sign in into the existing Indonesian programmes that support scholarships both nationally and internationally.
Interventions in synergy with other actors	Interventions in synergy with other Belgian actors will be of growing importance. In Indonesia, there are possibilities for synergy with other Belgian actors in line with the JSF. The organization of congresses, open for other actors, can be an example of an intervention in synergy with other Belgian actors.

### 3.3. Possible synergies with the activities of Belgian actors in Indonesia

The 4 themes of intervention that have been put forward in this country strategy, are in line with the 4 joint strategic goals from the JSF. This enlarges the possibilities for future synergies with the other Belgian actors in Indonesia. In the past, links have already been established with VECO and a partner university on organic agriculture.

### 3.4. SWOT analysis of (academic) cooperation with Indonesia

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Climate</li> <li>• Natural resources</li> <li>• Huge cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Colonial past</li> <li>• Heavy bureaucracy</li> <li>• Corruption</li> </ul>

<ul style="list-style-type: none"> <li>• Friendly, warm, hospitable</li> <li>• Higher education (education, research and extension) is a top priority of the Government of Indonesia</li> <li>• Existing relationships between Indonesia and Flanders</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of English</li> <li>• Work ethics</li> <li>• Limited research incentives for Indonesian academics</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Young population</li> <li>• Ambition as regional power (ASEAN)</li> <li>• Ambitious universities</li> <li>• Scholarship schemes</li> <li>• Presence of other international donors in scientific cooperation</li> <li>• Joint Strategic Framework: opportunities for synergy with other Belgian donors</li> <li>• Potential for regional cooperation with Vietnam, Cambodia, Philippines</li> <li>• Clear interest from Flemish HEI</li> </ul>	<ul style="list-style-type: none"> <li>• (Increasing) religious tensions</li> <li>• Ever increasing costs of education</li> <li>• Increasing duality in schooling system</li> <li>• Publication culture hardly changing</li> <li>• Limited budget allocation to higher education</li> </ul>



## **ANNEXES**

- 1. A-Ranking Indonesian Higher Education Institutes (BAN-PT)**
- 2. Strategic niche framework – summarized overview  
strategic conclusions**
- 3. Country Strategy Grid – intervention themes**
- 4. Existing links between Flemish HEI and Indonesian HEI  
(outside VLIR-UOS)**
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Country info)**

## Annex 1 – A-Ranking Indonesian Higher Education Institutes (BAN-PT)

Name	Acronym	Location	Valid until
Universitas Syiah Kuala	UNSYIAH	Banda Aceh	2020
Institut Teknologi Bandung	ITB	Bandung	2018
Universitas Padjajaran	UNPAD	Bandung and Sumedang	2019
Institut Pertanian Bogor	IPB	Bogor	2018
Universitas Gunadarma ( <i>private</i> )	GUNDAR	Depok	2019
Universitas Islam Negeri Syarif Hidayatullah Jakarta	UIN Syarif Hidayatullah	Jakarta	2018
Universitas Negeri Jakarta	UNJ	Jakarta	2020
Universitas Indonesia	UI	Jakarta and Depok	2018
Universitas Jember	UNEJ	Jember	2020
Universitas Hasanudin	UNHAS	Makassar	2018
Universitas Brawijaya	UB	Malang	2019
Universitas Negeri Malang	UM	Malang	2019
Universitas Islam Negeri Maulana Malik Ibrahim Malang	UIN-Malang	Malang	2019
Universitas Muhammadiyah Malang ( <i>private</i> )	UMM	Malang	2018
Universitas Sumatera Utara	USU	Medan	
Universitas Andalas	UNAND	Padang	2019
Universitas Diponegoro	UNDIP	Semarang	2018
Universitas Airlangga	UNAIR	Surabaya	2019
Institut Teknologi Sepuluh Nopember	ITS	Surabaya	2019
Politeknik Elektronika Negeri Surabaya	PENS	Surabaya	2020
Universitas Kristen Petra ( <i>private</i> )	UKP	Surabaya	2019
Universitas Surabaya ( <i>private</i> )	UBAYA	Surabaya	2020
Universitas Sebelas Maret	UNS	Surakarta	2019
Universitas Gadjah Mada	UGM	Yogyakarta	2018
Universitas Islam Negeri Sunan Kalijaga Yogyakarta	UIN Sunan Kalijaga	Yogyakarta	2019

Name	Acronym	Location	Valid until
Universitas Muhammadiyah Yogyakarta ( <i>private</i> )	UMY	Yogyakarta	2018
Universitas Islam Indonesia ( <i>private</i> )	UII	Yogyakarta	2018

## Annex 2 – Strategic niche framework – summarized overview strategic conclusions (confirmed by the Bureau UOS of 1 July 2016)

Strategic Niche Framework for Indonesia	
Geographical focus	No limitations, however it could be interesting to aim at increasing interest for areas more distant or isolated from Jakarta and Java.
Partner institutions	<p>The discussion about geographical focus was strongly linked to that of the partner institutions, because of the centralisation of elite universities in and around Java. On the one hand, there was a clear demand of still working with the elite universities because of their quality, the existing interest and cooperation and their experiences with development cooperation. On the other hand, the regional inequalities should be taken into account. Different groups came up with proposition to link the elite universities with outer islands universities through projects, or to start cooperation with B-rank universities (based on the national ranking from the Ministry of Higher Education and Research) and support from an A-rank university. A lot of quality universities already have ties with outer universities, also within international cooperation.</p> <p>Existing MoUs of Flemish HEIs can be an interesting vehicle and a desk study on existing MoUs between elite and outer islands can give further information.</p> <p>Priority should be given to public institutes but not exclusively in this first five year plan 2017-2021.</p>
Main (multidisciplinary) THEMES for cooperation	Bringing together the different domains of interest of current academic cooperation, considering built up expertise within the VLIR-UOS framework and taking into the Joint Strategic Framework, following clusters were identified during the group discussions:

	<ul style="list-style-type: none"> <li>• Environment: maritime sciences, natural disaster management, natural resources management (including textile), disaster mitigation, climate change, sustainable tourism, conservation, geographical hazards</li> <li>• Government/civil society: interreligious dialogue and religion-based conflicts, critical approach to growing fundamentalism, decentralisation, urban and rural development, conflict and development, basic infrastructure, good governance, democratization, educational research (quality, equity, e-learning), sustainable development</li> <li>• Food security and agriculture: sustainable agriculture, aquaculture, fishery, food patterns,</li> </ul>
Crosscutting & supporting themes	Higher education, research and innovation: scientific thinking (hypothesis driven research), academic English, multidisciplinary research, systems approach, community based research, proposal writing, digitalisation of archives
Instruments/ partnership modalities:	<p>TEAM and SI are in the context of the new cooperation with Indonesia preferred. This gives the chance to get to know each other before expanding to larger, long-term cooperation engagements. Elite universities are also very big institution compared to Flemish HEI, so cooperation on department or faculty level is put forward in a first stage. Given budgetary constraints related to the reform of non-governmental cooperation, national or institutional modalities were not put forward. North-south-south cooperation and national cross cutting although were mentioned.</p> <p>Interventions in synergy with other Belgian actors will be of growing importance. In Indonesia, there are possibilities for synergy with other Belgian actors in line with the JSF. It was mentioned that there is potential cooperation with VECO in agriculture. Also other international donors and networks should be considered (e.g. International Koranic Association). The organization of congresses, open for other actors, can be an example of an intervention in synergy with other Belgian actors..</p> <p>Individual scholarships remain crucial and should be continued while linking up with national scholarship schemes.</p>

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## Annex 3 – Country Strategy Grid – intervention themes

THEMES	National development priorities	Belgian actors (JSF)	Other international donors	Previous VLIR-UOS interventions
Health	<p><b>Improving the quality of human resources and the welfare of people</b></p> <ul style="list-style-type: none"> <li>• Quality and access of public health</li> <li>• Nutrition</li> <li>• Prevention and control of diseases and environmental health</li> <li>• Development of health insurance</li> </ul>		<p>JICA AusAid USAID GiZ</p>	
Economy	<p><b>Inclusive and sustainable economic development</b></p> <ul style="list-style-type: none"> <li>• Sustainable agriculture and mining</li> <li>• Manufacturing industry</li> <li>• Modernization of the services sector</li> <li>• <u>Science, technology and innovation</u></li> <li>• Fiscal continuity</li> <li>• Competitiveness of non-oil export products</li> <li>• SMEs and cooperatives</li> <li>• Availability of jobs</li> <li>• Quality employment opportunities</li> </ul> <p><b>Improving and balancing local/regional development</b></p> <ul style="list-style-type: none"> <li>• Basic services for the whole society</li> <li>• Accelerate development of disadvantaged areas and border areas</li> <li>• Decentralization and regional autonomy</li> </ul> <p><b>Accelerate infrastructure development for growth and economic equality</b></p> <ul style="list-style-type: none"> <li>• Basic infrastructure (housing, clean water, sanitation, and electricity)</li> <li>• Ensure water, food and energy</li> <li>• Develop the urban mass transit system</li> <li>• Public-Private partnership</li> </ul>		<p>JICA AusAid USAID AFD GiZ EU UK Netherlands</p>	

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<b>Government and Civil Society (incl. social development &amp; culture)</b>	<b>Preparation for fundamentals of solid development</b> <ul style="list-style-type: none"> <li>• Quality of law enforcement</li> <li>• Prevention of corruption</li> <li>• Consolidation of democracy</li> <li>• National security capacity</li> <li>• Increasing leadership</li> <li>• Participation in international forums</li> </ul>	Support civil society organisations to promote access to justice for vulnerable populations	JICA AusAid USAID GiZ EU Netherlands	
<b>Food security and agriculture</b>	<b>Improving the management and the “added values” of sustainable natural resources</b> <ul style="list-style-type: none"> <li>• Increasing production capacity</li> <li>• Competitiveness of farming and fishery commodities</li> <li>• Management mineral resources</li> <li>• Energy</li> <li>• Biodiversity</li> </ul> <b>Inclusive and sustainable economic development</b> <ul style="list-style-type: none"> <li>• Sustainable agriculture and mining</li> </ul>	Sustainable agriculture becomes an attractive business, providing sustainable and improved livelihoods for farmers and people who are dependent on the sector	JICA GiZ Netherlands	TEAM “Nitrogen balance in vegetable production” TEAM “Organic agriculture and environmentally friendly food production” SI “Sediment load in an agroforestry landscape” ICP Ph.D. “Nutrient efficiency in aquaculture”
<b>Environment</b>	<b>Improving the quality of the environment, natural disaster mitigation and climate change</b> <ul style="list-style-type: none"> <li>• Quality monitoring of environment</li> <li>• Enforcement of laws concerning pollution</li> <li>• Disaster mitigation / resilience</li> <li>• Rehabilitation of affected areas</li> <li>• Mitigation and adaptation to climate change</li> </ul> <b>Inclusive and sustainable economic development</b> <ul style="list-style-type: none"> <li>• Sustainable agriculture and mining</li> </ul>	A sustainable management of natural resources, guided by the respect of human rights, local needs and of the needs of future generations	JICA USAID AFD GiZ EU UK Netherlands	TEAM “Nitrogen balance in vegetable production” TEAM “Organic agriculture and environmentally friendly food production” SI “Nursery functional role of seagrass” SI “Improve the Way Besai river quality” ICP Ph.D. “Water infrastructure consumption patterns” ICP Ph.D. “Nutrient efficiency in aquaculture”
<b>CROSSCUTTING/SUPPORT DOMAINS</b>				
<b>Education, Research and University</b>	<b>Improving the quality of human resources and the welfare of people</b> <ul style="list-style-type: none"> <li>• Quality education at all levels</li> <li>• Higher accessibility</li> <li>• Increase competences (math, science, literacy)</li> </ul>	Ensure and improve access to knowledge, improve research and stimulate innovation in order to contribute to development	JICA: scholarships AusAid: scholarships, evidence based policy USAID: higher education DAAD: academic cooperation, scholarship EU regional: Erasmus+	

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			Nuffic: international institutional cooperation	
<b>ICT and technology and information culture</b>	<b>Inclusive and sustainable economic development</b> <ul style="list-style-type: none"><li>• Science, technology and innovation</li></ul>	Ensure and improve access to knowledge, improve research and stimulate innovation in order to contribute to development	USAID EU regional	

## **Annex 4 – Existing links between Flemish HEI and Indonesian HEI (outside VLIR-UOS)**

With public universities:

- Cooperation Agreement Faculty of theology and religious sciences (KULeuven) – MORA (All state Islamic Universities/institutes)
- Cooperation Agreement IRO (KULeuven) – Gadjah Mada University in Yogyakarta
- KLIMOS (research platform, VUB, KULeuven, UGent, UA) – Andalas University in Padang, Bandung Institute of Technology in Bandung, Gadjah Mada University in Yogyakarta, Brawijaya University in Malang, Tadulako University in Palu, Hasannudin University in Makassar
- Cooperation Agreement UGent – Bandung Institute of Technology in Bandung, Bogor Institute of Agriculture in Bogor, Gadjah Mada University in Yogyakarta, Sebelas Maret University in Surakarta
- MoU UGent - Udavana University in Denpasar

With private universities:

- MoU UHasselt – Parahyangan Catholic University in Bandung

With other institutions:

- KLIMOS (research platform, VUB, KULeuven, UGent, UA) - International Centre for Research in Agroforestry (ICRAF), Center for International Forestry Research (CIFOR)