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Higher Education:
Preparing Indonesian Students for Learning, Work, and Community

Analyzing samples at the Indonesian Biodiversity Research Center (IBRC) at Udayana University under a partnership with UCLA.

GOALS

Improve teaching, research, and extension services at Indonesian Universities.

Enable Indonesian universities to engage with the private sector and other stakeholders.

Establish model science schools at the secondary level.

THE CHALLENGE

Indonesia invests only 0.1% of GDP in higher education research and development (Average for East Asia = 2.6%)

Only 17.5% of university-aged Indonesians are enrolled in institutions of higher education.

A recent study reported only 11,100 scientific researchers in Indonesia compared to 1.4M in the U.S.

UNIVERSITY PARTNERSHIPS

The University Partnership (UP) program supports collaboration between U.S. and Indonesian institutions of higher education. The five-year program aims to improve the quality of teaching, research, and community service within specific departments and contribute to developing the technical capacity of the Indonesian institutions. In general UP projects must:

- Align with development challenges prioritized in the US-Indonesia Comprehensive Partnership and the USAID/Indonesia country strategy,[1,2]
- Include at least one Indonesian and one U.S. institution of higher education,
- Be based on a needs assessment of the partner Indonesian institution(s),
- Be sustainable beyond the term of the award.

Current partnerships focus on a wide range of topics including public health, education, environmental protection/climate change, civil society initiatives, economic growth and agriculture. A complete list of on-going partnerships can be found on the UP website[3].

To date, calls for concept papers have come in the form of Annual Program Statements (APS). The APS[4] focuses on building teaching and research capacity in science and technology. There is one remaining call for concept papers under the current APS. Concept papers should align with one of two areas/components which are described below.

Critical Dates:

February 1, 2012: USAID will receive questions about the APS from prospective applicants

March 16, 2012: Concept Papers due (3PM Jakarta Time) to USAID/Indonesia

[1] http://indonesia.usaid.gov/en/about/comprehensive_partnership
[2] A link to the country strategy can be found at http://indonesia.usaid.gov/en/home.
[3] http://indonesia.usaid.gov/en/USAID/Activity/289/University_Partnerships_UP
[4] http://www.grants.gov/search/search.do;jsessionid=5q14T4LGZnM5j5fsz82TGDdJLFn1DG4227Ssm6nv2nJy2yzh9QTy!-64218969?oppId=110533&mode=VIEW

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Researchers at Texas A&M and IPB are developing new teaching and research tools focused on conserving Indonesia's plant biodiversity and commercializing species with potential market value (below).

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Students at the University of Indonesia receive training on the use of a new public health database established through a partnership with Harvard University.

COMPONENT I is directed towards partnerships which support research and teaching at the university (tertiary) level in fields of applied science. Projects should align with USAID Indonesia's objectives in health, economic growth, and the environment. Examples of project results include, but are not limited to, the following:

- Building capacity of Indonesian institutions to conduct basic and applied scientific research in areas that align with the USAID/Indonesia mission strategy including:
  - Agricultural production in high value crops,
  - Improved public health services and health systems,
  - Climate-related research
  - Sustainable forestry and aquaculture
  - Biodiversity conservation.
  - Disaster risk reduction
- Establish connections with industry and other end-user groups.
- Greater opportunities for Indonesian students and faculty to participate in internationally recognized research.
- Improvements in instructional methodology and curriculum at Indonesian universities.

COMPONENT II supports partnerships that focus on Science, Technology, Engineering, and Math (STEM) education at the secondary level through enhanced teacher training and the creation of model science schools. This component is aimed at universities with education departments that aspire to have superior curriculum, pedagogy and approaches to teacher training in science and math. Examples of project results include, but are not limited to, the following:

- Establish parental and public support for high benchmarks in teacher and student classroom performance in STEM education,
- Work with local governments to help establish Model Science and Technology Schools at the secondary (or possibly junior secondary) level,
- Create linkages that ensure Indonesian academic institutions are participating in and benefiting from the latest developments in STEM classroom teaching,
- Develop new instructional methods that quickly and sustainably improve student performance in science and math.