



Submission No 115

Inquiry into Australia's Relations with Indonesia

Organisation: Department of Education, Science and Training

Contact Person: Mr Iain Watt

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Australian Government

Department of Education, Science and Training

Our Ref : ES03/18446

Your Ref :

Ms Janet Holmes
Secretary
Joint Standing Committee on Foreign Affairs, Defence and Trade
Parliament House
Canberra ACT 2600

Dear Ms Holmes

INQUIRY INTO AUSTRALIA'S RELATIONSHIP WITH INDONESIA

Thank you for your letter of 31 October 2003, inviting the Department of Education, Science and Training to provide further information on matters arising from the public hearing of 1 May 2003.

I enclose a supplementary submission to the Inquiry into Australia's Relationship with Indonesia. I trust that the submission adequately addresses the questions raised in your letter.

For any further information, please contact Felicity Ayliffe from our Indonesia Desk on 6240 9097 or by emailing felicity.ayliffe@dest.gov.au.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Iain Watt', written over a horizontal line.

Iain Watt
Acting Branch Manager
AEI International Cooperation

4 December 2003

INQUIRY INTO AUSTRALIA'S RELATIONSHIP WITH INDONESIA

Department of Education, Science and Training
Supplementary Submission
December 2003

- 1. Can you provide further information about NALSAS including origins, objectives, funding, details of reviews undertaken of its effectiveness, details of the review of language teaching across all languages mentioned by Ms Walding, copies of any relevant reports and details of any programs or strategies that replace NALSAS.**

The National Asian Languages and Studies in Australian Schools (NALSAS) Strategy was a cooperative initiative of the Australian Government and State and Territory Governments. The Australian Government provided half of the funding from 1994 to 2002.

The Australian Government and the States and Territories agreed to fund the NALSAS Strategy following a 1994 report to the Council of Australian Governments (COAG) entitled *Asian Languages and Australia's Economic Future*.

The Strategy aimed to improve Australia's capacity and preparedness to interact internationally, in particular, with key Asian countries. The languages were chosen on the basis of regional economic forecasts made by the East Asia Analytical Unit of the Department of Foreign Affairs and Trade. The Strategy comprised assistance to government and non-government schools to improve participation and proficiency levels in the learning of Japanese, Chinese, Indonesian and Korean, and inclusion of Asian studies content across the curriculum.

The Australian Government contributed around \$210 million to the NALSAS Strategy from 1994 to 2002 as follows:

Year	Funding
	\$ million
1994-1995	2.80
1995-1996	10.22
1996-1997	10.06
1997	30.44
1998	21.56
1999	44.44
2000	29.96
2001	30.01
2002	30.43
TOTAL	209.91

As well as redressing an imbalance between European and Asian languages in schools, the Strategy contributed to a significant increase in the study of the priority NALSAS languages, (including Indonesian) at primary and secondary school levels. It also contributed to deeper knowledge of Asian cultures.

In 1994 about 100,000 students in 1,500 schools were studying Indonesian. In 2001, Indonesian was the third most popular language studied in Australian schools, after Japanese and Italian, with 316,877 students studying Indonesian in 1,768 schools across Australia.

An evaluation of progress in the second quadrennium (1999–2002) of the NALSAS Strategy was undertaken by an external consultant, Erebus Consulting Partners, in 2001. The report is available on the NALSAS website at <http://www.curriculum.edu.au/nalsas/pdf/evaluation.pdf>

The Australian Government continues to support Indonesian language learning through its School Languages Programme. The Programme assists schools and communities to improve the learning of Asian, European and Indigenous languages. For the 2001 - 2004 quadrennium the Australian Government is providing over \$20 million per annum for the School Languages Programme.

Following a review of the School Languages Programme in 2002, continued funding of \$104 million for the Programme over the next four years was announced in the 2003 Budget (See Budget media release at [Attachment A](#)). A copy of the review report is available at <http://www.dest.gov.au/schools/publications/2003/LOTE/reviewreport.pdf>

The Australian Government is also providing:

- \$4 million over the next four years for the new Endeavour Language Teacher Fellowships, which offer intensive, in-country study programmes for languages teachers. While it was intended that Indonesia should be one of the countries of destination for Fellowship recipients, this is not possible for January 2004 because of current DFAT travel advice to Indonesia;
- \$1.2 million over the next three years to improve the quality of Asian language teaching through a national professional development programme for teachers;
- \$3 million towards the development of online curriculum resources for the teaching of three Asian languages including Indonesian, through the Le@rning Federation, a joint initiative of the Commonwealth, State and Territory and New Zealand Governments;
- \$1.2 million annual core grant to the Asia Education Foundation (AEF) to work with schools to support studies of Asia across all curriculum areas. Part of the AEF's work is to develop Asia-related resources for primary and secondary schools in order to increase students' knowledge and understanding of the Asian region.

In July 2003 the Ministerial Council on Education, Employment, Training and Youth Affairs agreed to the preparation of a national statement and a four-year plan on languages education for consideration at its meeting in 2004.

2. *Australian Alumni Association. Can you provide more details of this alumni network, its activities, its links if any with government, etc? What involvement does the Australian embassy in Jakarta have with the network?*

The Australia-Indonesia alumni network has a good working relationship with the Australian embassy and the AEI office in Jakarta. Called IKAMA (which is short for Ikatan Alumni Australia), it has around 3,000 members, including graduates from the Colombo Plan, Australian Development Scholarships programme and full fee paying courses. Through the Embassy in Jakarta, AEI provides assistance to IKAMA valued at around A\$25,000 to cover the use of premises adjacent to the Australian Education Centre and for support staff. IKAMA is currently engaged to prepare 250 alumni profiles for AEI to assist in generic marketing efforts. The alumni profiles will provide a useful balance between ethnic background, age, gender and home province to assist AEI marketing in Indonesia. The Counsellor meets regularly with the alumni and participates in their sports, social and philanthropic events. The Ambassador recently hosted a dinner for 35 prominent members at his residence.

3. In your submission, you refer to the growth in the number of Australian programs, including dual and twinning arrangements. Are you able to provide any further details regarding this?

A survey by AEI in 2002 indicated that there were around 30 Indonesian institutions that were partnering with Australian universities to deliver a range of dual degrees, twinning programs and delivering Australian curriculum to provide advance standing in Australian degree programs. It is understood that these Indonesian institutions through their joint arrangements, were making available around 70 programs of study for Indonesian students ranging from the Diploma to Masters level.

It is estimated that there are up to 2,000 Indonesian students studying Australian curriculum in Indonesia.

4. In evidence, you mention that 'Indonesians are also easing up their arrangements for distance education.' Has there been any specific changes in the regulations or is it just a relaxation in approach?

Distance education in the higher education sector in Indonesia is the sole responsibility of Universitas Terbuka (the Open University). This university has arrangements with other Indonesian universities to increase access to its programmes through 31 study centres at state university campuses in most provinces. The state universities assist the study centres in curriculum planning, tutorial and practicum materials preparation and exam preparation.

The University Terbuka has 12 programmes at the Advanced Diploma (upgrading primary school teachers), Bachelor (economics, social and political science, teachers training and education, mathematics and natural sciences) and Masters level (public administration, business and education).

There may well be scope for Australian universities to partner with Indonesian universities that are involved in distance education to increase access for Australian programmes.

5. Australia Asia Award Scholarships. Can DEST provide details of the scholarships and details of the Australia Asia Award Scheme. How does this fit in with the other scholarships offered to Indonesian students from AusAID?

In the 2003 round of the Australia-Asia Awards, two Indonesian students received awards. They were a 3-year award to complete a PhD in education at Monash University and a 1-year award to complete a Masters of e-Commerce at Monash University.

The Australia-Asia Awards are prestigious awards for citizens of designated Asian countries to undertake postgraduate research or study in Australia for up to three years duration. Participating countries include China, India, Japan, Korea, Malaysia, Singapore, Taiwan, Thailand and Vietnam, as well as Indonesia.

To be considered for selection for an award, applicants should be fluent in spoken and written English, have a record of high-level academic achievement in their chosen field, and demonstrate a potential to lead in the academic or wider community in their home country on return from Australia.

Candidates for the 2004 programme have been recommended and one award at the PhD level and one at the Masters level will be made to each designated country, valued at up to A\$50,000 per annum plus a travel allowance.

The Australia-Asia Awards scheme is a small programme aimed at improving Australia's strategic relations with Asian countries by targeting individuals with leadership potential. They are offered for studies at the post-graduate level. AusAID scholarships are aid-focussed and have much wider application throughout the recipient community.

6. Can you provide details about the active links to develop distance education generally and especially through the South-East Asian Ministers' Centre for Open Learning.

Distance education is a priority area of cooperation in the Australia-Indonesia Memorandum of Understanding (MOU) on Cooperation in Education and Training. Active cooperation in distance education was endorsed at the Australia-Indonesia Joint Working Group (JWG) meeting in March 2003. The JWG is the vehicle by which collaboration is promoted under the MOU.

A joint project, the *Indonesia-Australia Distance Training for Open Junior Secondary School English Teacher Project*, was completed in June 2003. Its aim was to improve the teaching and English language competencies of teachers in the Open Junior Secondary School system, a system for children who do not fit into the normal school environment. The project included workshop training for teachers from that system and evaluated multi-media teacher professional development materials for distance education.

The multi-media materials were developed as part of a previous cooperative project undertaken by Charles Sturt University on behalf of DEST and the South-East Asian Ministers of Education Open Learning Centre (SEAMOLEC). SEAMOLEC was also a primary partner in the second project. The initial workshop was run at SEAMOLEC in Indonesia, and was followed by a study visit to Australia by the SEAMOLEC Training Manager.

The final project report made an assessment of factors affecting open and distance learning in Indonesia and implications for further activity. At the request of the Indonesian Department of National Education (DNE) and SEAMOLEC, DEST is considering initiating a follow-up project in 2004. This is likely to involve a workshop in Australia for Open Junior Secondary School English Teachers to assist in the development of self-learning materials. More information is provided under section 10.

7. Can you provide further information about the mutual recognition issues and how these issues will be addressed over the next few years. How significant is the issue?

Despite Australia's strong government to government relationship with Indonesia, the ongoing issue of recognition of the Australian 3 year Bachelor degree has not been resolved. The Indonesian Department of National Education (DNE) does not recognise the Australian 3 year Bachelor degree as equivalent to the Indonesian S1, or Bachelor degree.

The Indonesian Foreign Qualifications Evaluation Committee applies different assessment methods to those used in Australia. In general, the Committee refers to the length of study in assessing qualifications whereas AEI-NOOSR makes a more general, outcome based comparison which takes into account quantitative and qualitative inputs and how these affect educational outcomes. As the S1 requires a minimum of 4 years' study, DNE considers it superior to the Australian Bachelor degree. However, the first year of the Indonesian Bachelor degree comprises foundation studies and a compulsory part of the degree is the teaching of Pancasila, religion, sport and/or civics education.

This issue has created problems for Indonesian students with Australian Bachelor degrees who seek admission to higher studies in Indonesian universities (apparently an issue with public rather than private universities) or wish to pursue a career in the Indonesian bureaucracy, as they will only get partial recognition for their Australian qualification.

It is not possible to measure the impact that this lack of recognition is having on demand for Australian undergraduate programs by Indonesian students. While current student data indicates strong and growing demand, this is in absence of public knowledge that Australian Bachelor degree qualifications are not recognised. Should this position become more widely known, it would be an impediment to our success in that market, particularly in attracting high quality students.

At the last Australia-Indonesia Joint Working Group (JWG) Meeting in Canberra on 10 March 2003, it was agreed that both countries would work cooperatively to facilitate mutual recognition issues over the next few years as a priority area for activity. The JWG agreed that the first course of action would be an information exchange on systems for foreign qualifications assessment. Following this it was suggested that an exchange of visits by senior officials would take place to improve understanding of respective systems and facilitate discussions on specific activities to progress the issue for the next JWG meeting which is scheduled for late 2004.

8. Austrade's submission (#83, p32) refers to an Indonesian Ministry of Education and Culture regulation to govern the program of joint venture/affiliation of foreign institutions at the tertiary level. What is the current situation?

The National Education Act 2003 was introduced in June 2003. The current situation regarding to joint programs is not expected to change significantly, but this will not be clear until the subordinate regulations are released. Reports indicate that the Indonesian Government is drafting a regulation to allow foreign learning institutions to open branches in Indonesia. Currently, foreign learning institutions are only allowed to establish courses in partnership with local institutions. It is expected However, foreign universities will still only be able to own up to 50% equity in Indonesian universities.

In addition to the 8 Indonesian National Plus Schools that offer Australian curriculum at the pre-school, elementary, and junior and senior high school levels, a number of Australian higher education institutions deliver offshore foundation programmes in Indonesia through approximately 30 local partner institutions.

9. According to Professor Hill (Transcript of evidence 13 October), it is important that the quality of educations services is maintained. To this end, he suggested, 'there is a case for maintaining the regulatory environment which ensures that quality and integrity is preserved.' Can you provide brief details on this regulatory environment?

The provision of education and training services to overseas students is regulated at both the Commonwealth and State/Territory levels. Australian Government requirements focus on migration aspects, the protection and enhancement of Australia's international reputation and the need to ensure that overseas students receive the tuition for which they have paid. State and Territory requirements are intended to assure the quality of services provided.

The *Education Services for Overseas Students (ESOS) Act 2000* and associated legislation establishes the Australian Government's regulatory framework for providers seeking to deliver education and training services to overseas students who come to Australia on a student visa. The framework includes the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students*.

The National Code was drafted in consultation with both industry and the States and Territories. It establishes nationally consistent standards for the registration of providers, including the quality of education resources, facilities and student support services. State and Territory education authorities apply these standards in approving providers to operate under their jurisdiction. The provisions of the National Code are enforceable under the federal ESOS Act. Sanctions include fines and, for more serious breaches, imposition of conditions on provider registration and suspension or cancellation from the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

A key component of the ESOS reforms introduced in 2001 was the Provider Registration and International Students Management System (PRISMS). PRISMS was a world first and put Australia at the forefront of electronic management of overseas student activity. Jointly operated by DEST and DIMIA it protects the integrity of the international education industry by providing a secure interface between provider approval and student visa processing. Once a prospective provider has been approved by a State or Territory authority, they are recommended for inclusion on CRICOS, which is part of PRISMS. PRISMS includes an online facility for registered providers to confirm student enrolments and report on student movements and outcomes. This electronic Confirmation-of-Enrolment (CoE) facility forms an integral part of DIMIA's student visa processing.

The data collection and analysis functions of PRISMS have enhanced regulation of the industry by allowing better monitoring of provider and agent activity. They have also enhanced overseas marketing information.

The *Strengthening Onshore Compliance* initiative in the 2003-04 Budget provides increased departmental resources for ensuring provider compliance with the ESOS Act. A compliance and enforcement strategy has been developed which focuses additional activity on industry workshops, whole of government initiatives with DIMIA and State and Territory education authorities, and smarter intelligence gathering to target recalcitrant providers.

10. In evidence, DEST says 'The ministry of education has also indicated to us over the last few years that it is looking for assistance from us in developing programs for its open junior school system'. To what extent has Australia responded? What is the open junior secondary schools system? What specific activities is Australia undertaking to help their English language teachers upgrade their skills? How many teachers involved? Do we bring them to Australia for training, and if so, in what numbers, for how long and at what cost?

The Open Junior Secondary School system (SLTP Terbuka) in Indonesia is designed to increase the availability of secondary education to students who may not have access to the more formal education system (usually due to economic circumstances or geographic isolation). There are approximately 3 600 SLTP Terbuka schools across Indonesia, with around 373 000 students in attendance.

SLTP Terbuka classes are held in local study centres (typically mosques or churches) and students follow the normal Junior Secondary School Curriculum (comprising 11 compulsory subjects such as English language). Most of the study is through self-directed learning, as the teacher is normally only present for a small proportion of study time. For the remainder, students are supervised by a classroom aide. SLTP Terbuka students sit the same national examinations as students in regular schools.

SLTP Terbuka teachers are generally also employed in the regular school system and have no specific training in distance or alternative delivery modes.

In 1998, DEST contracted Charles Sturt University to develop a multi-media training package for Open Junior Secondary School English Language teachers. The final report and radio/audio modules were presented to SEAMOLEC in 1999.

In 2001, DEST contracted Curriculum Corporation to pilot the multimedia resources in selected Open Junior Secondary Schools (this was the *Indonesia-Australia Distance Training for Open Junior Secondary School English Teacher Project* referred to in question 6). Curriculum Corporation and SEAMOLEC facilitated a five day workshop in Jakarta in August 2002 for English language teachers from that system. 21 teachers from 15 provinces took part, which was designed to introduce them to open learning principles and specifically to the multi-media materials developed by Charles Sturt University. This was followed by a study visit to Australia in April 2003 by the SEAMOLEC Training Manager to develop concepts for future collaborative activities to support the Open Junior Secondary School system. The project was carried out at a cost of \$65 837.

The final report for the project made a comprehensive evaluation of the multi-media materials and several recommendations for their improvement. DEST is currently in the process of considering a follow-on activity to bring Open Junior Secondary School English language teachers to Australia to participate in a workshop on self-learning materials development.

11. According to DEST's submission, DEST is working to encourage greater student exchanges between the two countries. To what extent are there student exchanges? What are your efforts consisting of?

DEST promotes the exchange of students between Australia and Indonesia in a number of ways, including through the University Mobility in the Asia and Pacific (UMAP) Programme, the Australia-Asia Awards and the Higher Education Strategic Exchange Initiative. Australian institutions and organisations at the national and State/Territory level have active exchange programmes with Indonesia. DEST does not collect data on those programmes.

The Australian UMAP Programme provides funding to Australian higher education institutions to subsidise the cost of their establishing and monitoring, and of Australian students' participation in, exchange programmes with counterpart higher education institutions in the Asia Pacific Region.

The Department established the Australian UMAP Programme in 1992 and has invited Australian higher education institutions to submit applications for funding under the Programme annually since 1993. Funding in the 2003 round of UMAP included awards for four Australian higher education institutions to establish links with seven counterpart institutions in Indonesia. The programme will subsidise the costs of two staff visits and the participation of 12 Australian students.

As discussed in section 5 above, the Australia-Asia Awards are prestigious awards for citizens of designated Asian countries to undertake postgraduate research or study in Australia for up to three years' duration. In the 2003 round, two Indonesian students were successful in receiving awards: a 3-year award to complete a PhD in education at Monash University and a 1-year award to complete a Masters of e-Commerce at Monash University

The Higher Education Strategic Exchange Initiative project, funded by DEST and administered by the Australian Vice Chancellors Committee, is due for completion next year. It will provide seed funding for student exchanges between Australia and Indonesia in the higher education sector. This is designed to increase the level of university student mobility between the two countries and to encourage Indonesia to become a more active member of UMAP.

It will involve a visit to Australia by a number of Indonesian academics to establish and strengthen institutional links. Exchange agreements will also be drafted between Indonesian and Australian universities to facilitate student exchange programmes. Twelve Indonesian students will then be supported to study in Australia for one semester.

DEST has also provided funding to the Australian Consortium for In-Country Indonesian Studies (ACICIS), to allow it to overcome a temporary short-fall in revenue brought about by a decline in student numbers following recent security concerns in the region. The ACICIS programme promotes the flow of students from Australia to Indonesia. It includes placement of a Resident Director in Indonesia to ensure the safety and successful induction of Australian students into Indonesian culture. DEST provided funding to assist in covering the costs of the Resident Director's salary and administration for the 2002-03 and 2003-04 financial years.

In the 2003 Budget, the Government approved a new income-contingent loan scheme that will assist Australian university students to study abroad for one or two semesters of their degree. Loans made available through the Overseas Study Higher Education Loan Program (OS HELP) will offer full-time undergraduate student loans of up to \$10 000 to finance their overseas study from 2005. Up to 10 000 Australian students will be able to access loans by 2008.

The DEST Education, Science and Training Counsellor in Jakarta supports the involvement of Indonesian students in exchange programmes by promoting the participation of Indonesian universities in the UMAP programme and by providing input to programmes run by the Australia Indonesia Institute in DFAT.

12. Do we have any program where we bring Indonesian teachers here for training – in English language and generally, for education management? If they were to receive all or part of their training here, what would be the recognition of their qualification in Indonesia? How many of the scholarships provided by Australia are for teachers or teacher trainees?

DEST does not fund ongoing teacher training programmes for Indonesian teachers. AusAID and the Australia Indonesia Institute would have a more significant involvement in this area. State and Territory education authorities may also run such programmes.

DEST is providing funding for the Australia-Indonesia Pilot Exchange Programme for Language Teachers, which will bring Indonesian secondary school teachers to Australia to undertake short-term placements in high schools. It is designed to improve teachers' capacity to teach English and increase their understanding of Australia. The placement will not result in a formal qualification.

DEST has also been involved in a number of projects to assist the Indonesian Ministry of Education (MOE) to reform education administration. These have generally focused on improving the education management capabilities of senior officers. For example, DEST has received funding from the AusAID Government Sectors Linkages Program to implement an Education Quality Assurance and Management for Basic Education Project. It is due to be completed in early 2004. The project is providing expert advice on the development of quality assurance mechanisms to underpin the Indonesian Government's programme of decentralisation in basic education.

DEST does not have access to information on the proportion of scholarships provided by Australia for teachers or teacher trainees

13. Is there any equivalent to ACICIS where Indonesian students come here for part of their course?

DEST is unable to provide information on other programmes of this nature, as exchange programmes are generally organised through private organisations and State and Territory education authorities.

ACICIS is unique, in that it promotes in-country Indonesian studies to Australians. While a large number of Indonesian students study in Australia every year, only a small number of Australian students travel to Indonesia. ACICIS is an important program for resolving this imbalance.



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MEDIA RELEASE

GOVERNMENT BOOSTS LANGUAGE TEACHING AND EDUCATION

13 May 2003 MINBUD 34/03

The Howard Government's eighth Budget delivers \$108 million over four years for a new language teaching fellowships programme, and for language education in schools.

The Commonwealth Government recognises that languages are vital to Australia's economic growth in a competitive global environment. Languages education and teaching contribute to a greater understanding of different cultures in our multicultural society.

The Commonwealth takes seriously its leadership role in encouraging the learning of languages in schools. State and Territory governments provide the vast bulk of public funding for government schools (about 88% nationally) and as part of this it is vital they properly fund languages programmes.

The Budget provides new funding of \$4 million over four years for in-country fellowships for language teachers. Teachers in all the major languages taught in Australian schools will be eligible for these new and prestigious fellowships.

Each fellowship will offer a teacher an immersion experience in the language, country and culture about which they are teaching. It is anticipated that 120 - 140 fellowships will be available each year and that the first fellowships will be offered in January 2004. More information about this exciting new fellowships programme is available at www.dest.gov.au.

In addition, the Budget continues the Government's commitment to the Languages Other Than English (LOTE) programme, through funding of \$104 million over the next four years.

Funding for the LOTE programme supports language education at all levels of schooling across all sectors. The programme also funds the important community language courses taught in ethnic schools.

During the next 18 months, consultations will be conducted to help shape the Commonwealth's languages education programme for the next quadrennium 2005-08.

For further information:

Dr Nelson's Office: Ross Hampton 0419 484 095

Dept of Education, Science & Training: Jane Smith 0412 973 411

Department of Education, Science and Training Budget at a Glance - International

Department of Education, Science and Training Budget at a Glance - Schools