

WESTPHALIA

**PROMOTING INTER UNIVERSITY COOPERATION NETWORKING BETWEEN
INDONESIA AND SOUTH AMERICAN AND THE CARIBBEAN COUNTRIES**

Alif Oktavian

**PELUANG PENINGKATAN KERJASAMA DI SEKTOR PENDIDIKAN DENGAN
NEGARA-NEGARA AMERIKA LATIN (KUBA, BRAZIL, ARGENTINA, CILE,
KOLOMBIA DAN VENEZUELA)**

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**MEMAHAMI KEBUDAYAAN AMERIKA LATIN SERTA PELUANG
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LATIN**

Iwan B. Irawan

**MARKETING POLITIK SEBAGAI FAKTOR DETERMINAN
DALAM PEMILU 2014**

Kunkunrat

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PROMOTING INTER UNIVERSITY COOPERATION NETWORKING BETWEEN INDONESIA AND SOUTH AMERICAN AND THE CARIBBEAN COUNTRIES¹



By: Alif Oktavian

A Lecturer at the Department of International Relations Science,
Faculty of Social and Political Sciences, Pasundan University Bandung.

Education is an indispensable part of human life². As Alwasilah argues that education is a must, and it may further teach us a critical thinking³. Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research⁴. One of the stages of learning is higher education. Higher education is the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology. Higher education also includes certain college-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.⁵

The right of access to higher education is mentioned in a number of international human rights instruments. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education".⁶

¹ Presented at the Program of Roundtable Discussion in theme of "Promoting Educational Cooperation between Indonesia South America and the Caribbean Countries", organized by Directorate General of America and Europe, Ministry of Foreign Affairs of the Republic of Indonesia in cooperation with the Department of International Relations Science, Faculty of Social and Political Sciences, Pasundan University, at the Hilton Hotel Bandung on 17 September 2013.

² Hill, J. *The Educational Sciences*, Detroit Oakland Community College, 1972, pp. 9.

³ Alwasilah A. Chaedar, *Language, Culture, and Education: A Portrait of Contemporary Indonesia*, Bahasa & Seni Press, CV. Andira, Bandung, 2002, pp. ix.

⁴ Gagne, RM, *The Conditions of Learning*, New York: Rinehart and Winston, 1965, pp. 27.

⁵ Hill, J. *Op. Cit.*

⁶ The UN International Covenant on Economic, Social and Cultural Rights of 1966. Retrieved on 11 September 2013 from <http://www.un.org>.

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Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education".¹¹

Admittedly, university is primarily driven to share knowledge and to educate. University is also a strategic institution which contributes to meeting local needs, quality human development, manpower, quality life, and global competitiveness¹².

To maintain competitiveness, the RI government pays attention to and prioritizes development of higher education or university.¹³ Of competitiveness context, Indonesia's rank of competitiveness, actually, needs to climb. To just compare,

⁷ Hill, J. *The Educational Sciences*, Detroit Oakland Community College, 1972, pp. 9.

⁸ Alwasilah A. Chaedar, *Language, Culture, and Education: A Portrait of Contemporary Indonesia*, Bahasa & Seni Press, CV. Andira, Bandung, 2002, pp. ix.

⁹ Gagne, RM, *The Conditions of Learning*, New York: Rinehart and Winston, 1965, pp. 27.

¹⁰ Hill, J. *Op. Cit.*

¹¹ The UN International Covenant on Economic, Social and Cultural Rights of 1966. Retrieved on 11 September 2013 from <http://www.un.org>.

¹² Rossa Becker, "International Higher Education Collaboration in the South: Worldwide Developments", March 2012 Retrieved on 11 September 2013 from <http://www.nuffic.nl>.

¹³ Law of the Republic of Indonesia Number 17 of 2007 concerning National Long-Term Development Plan (RPJPN) 2005-2025, concerning National Development Program (PROPENAS) Year 2005-2025, Retrieved on 10 September 2013 from <http://www.isjd.pdii.lipi.go.id>.

Indonesia's rank of competitiveness with countries abroad globally (report of global indonesia's rank of competitiveness), it is necessary to say that in general, Indonesia's competitiveness ranked 54th in 2009-2010, but increased in rank 44th in 2010-2011, lower than Singapore (3rd), Malaysia (26th), China (27th), Brunei (28th), and Thailand (38th). In specific, in the field of education and training, Indonesia ranked 69th in 2009/2010, and ranked 66th in 2010/2011¹⁴.

Indonesia's education development 2010-2014 focuses on production of intelligent and competitive Indonesian people through availability, reachability, quality and relevance, equality and certainty to receive education service. Higher education (university) focuses on university competitiveness and access¹⁵.

To enhance university quality and competitiveness, it is obvious that because of possible

chances and potentials, we need to promote higher educational collaboration (networking) with other universities abroad, specifically (at this juncture) with South American and the Caribbean countries --- places which we think far away from Indonesia but exotic¹⁶. Consequently, it would seem that we do not get keen on paying more attention to the region. The word exotic may, however, tease us to "approach" it closer.

It is clear that access, networking, collaboration and competitiveness might be essential, denoting that¹⁷: (1) networking is a positive effort to foster friendship and collaboration so that it might result in development program, diaspora phenomenon¹⁸ is a good example

¹⁶Priangani, Ade and Alif Oktavian, *Amerika Latin antara Gelombang Demokratisasi dan Arus Balik Demokrasi* (Monograph), Pasundan University Press, 2013, pp. 1.

¹⁷ Prof Dr. Suyatno, M.Pd., *Op. Cit.*

¹⁸ As cited in the Declaration of Indonesia Diaspora Network (IDN) Together for Actions in the sector of education, namely: (1) to establish portal for educational stakeholders in Indonesia; (2) to encourage Diaspora Teaching program either direct or through other media collaborating with educational institutions in Indonesia; (3) to urge policy which paves the way and enables educational collaboration especially research; and (4) to build data base and strengthen networking related to the field of educational profession.

¹⁴ Prof. Dr. Suyatno, M.Pd., "Peningkatan Kerjasama Antar Pemangku Kepentingan Di Kopertis Wilayah III DKI Jakarta", Retrieved on 11 September 2013 from <http://www.kopertis3.or.id>.

¹⁵ *Ibid.*

to illustrate and strengthen this networking; (2) collaboration is a tool to develop and improve university's competitiveness as well as to strengthen good image and quality of university so that it would be publicly trusted and well-known; (3) collaboration aims to enhance university's performance (Article 3 Regulation of Minister of National Education of the Republic of Indonesia Number 26 of 2007); (4) there will be a quality (internationally standardized) university when positioning in collaboration networking as Henry M. Levin indicates¹⁹.

Educational collaboration is legally regulated by: (1) Regulation of Minister of National Education of the Republic of Indonesia Number 26 of 2007 concerning collaboration of universities in Indonesia and other universities or institutions; (2) Decision of Director General of Higher Education of the Republic of Indonesia No. 61/DIKTI/Kep/2000 concerning

Guide of Collaboration of universities in Indonesia and other universities or institutions; (3) Decision Letter of Institutional Director of Directorate of Higher Education, Ministry of National Education of the Republic of Indonesia No. 4322/D5.3/T/2010, prescribing that each university in Indonesia must inform embassy (representative) office of the Republic of Indonesia abroad when accomplishing educational collaboration with other universities or institutions abroad.

Below are ways to foster cooperation networking as Suyatno denotes: (1) to greet everyone (keep smile, be friendly, be sincere) on bus, train, plane, in lift, etc.; (2) to give name card to someone whom we have just known; (3) to accept someone's invitation; (3) to introduce ourselves; (4) to remember important events; (5) to observe changes (of someone, organization, company) within our networking; (6) to send text, fax, or e-mail; (7) to have documentation of important events; (8) to take advantage of our coming to a place, to visit for a short time constructively; (9) to become a

Retrieved on 11 September 2013 from <http://www.diaspora.com>.

¹⁹ Henry M. Levin, "Changing School Cultures" in Herbert Altrichter and John Elliott (Editors), *Images of Educational Change*, Buckingham-Philadelphia: Open University Press, 2000, Retrieved on 10 September 2013 from <http://www.mcgraw-hill.co.uk>.

mediator who can handle communication between conflicting parties; (10) to contact or call someone who has bad luck, is struck by disaster.²⁰

There are 7 (seven) pillars to promote collaboration which should be possessed by university: (1) university quality; (2) vision; (3) commitment; (4) leadership; (5) manpower; (6) system/process; and (7) active participation²¹. University must be able to give stakeholders satisfaction of service and simultaneously, improve quality of institution. University should be visionary by paying attention to its potentials so that it may be competitive at the local and national as well as global level. All academia of university should have got commitment, sense of belongingness and positive responsibility of university. All of management of university should possess leadership spirit meaning that everyone is ready to lead and to be led. The leader must have high integrity and be empowerment-visioned. University should also have quality manpower by developing

systematic and sustainable manpower development. In the process of teaching and learning, doing research, and service (undertaking community engagement) as we usually call "the three roles of university", university might have good planning and controlling to keep maintaining its quality. University needs active participation from all academia by developing esprit de corps, spirit of synergic cooperation and problem solving.

Coverage of university cooperation could be learning and teaching, research, service of community engagement, and university governance. To develop inter stakeholders cooperation, university may cooperate with university association, governmental organizations (GOs), non-governmental organizations (NGOs), industries, international organizations²².

How is higher education in South American countries²³ and

²⁰ Prof. Dr. Suyatno, M.Pd., *Op. Cit.*

²¹ *Ibid.*

²² *Ibid.*

²³ Countries grouped into South America are 13, namely Colombia, Venezuela, Guyana, Suriname, Trinidad-Tobago, Peru, Chile, Brazil, Argentina, Uruguay, Paraguay, Ecuador, and Bolivia, in Priangani, Ade and Alif Oktavian, *Op. Cit.*

the Caribbean countries²⁴? How interesting are the universities there?

Higher education context in Latin American and the Caribbean countries would be: (1) A great number of higher education institutions in South America and the Caribbean: 16,000 (Brunner 2011); (2) Multiple types of higher education institutions, (technological, polytechnical, teaching oriented, research oriented, open universities, transnational), nevertheless 93% only teach do not do research; (3) Increasing number of private education institutions; (4) a number of national and sub-regional higher educational institutions networks²⁵.

Important topics in higher education institutions in Latin American and the Caribbean countries could be: (1) Need to increase the registration of

²⁴ Countries categorized into the Caribbean are 6, namely Cuba, Jamaica, Haiti, Dominica, Bahamas, and Barbados, whereas grouped into Central America are 7, namely Mexico, Guatemala, Honduras, El-Savador, Nicaragua, Costa Rica, Panama, in Priangani, Ade and Alif oktavian, *Ibid*.

²⁵ Roberto Escalante Semerena, "Higher Education Collaboration in Latin America and the Caribbean: Networking, Promises and Challenges", Retrieved on 10 September 2013 from <http://www.oas.org/en/scholarships>.

students. At present is 40%; (2) Quality assurance of programs, institutions and individuals; (3) Curricular flexibilization; (4) The use of Communication and Information Technologies (CIT) to support academic life; (5) Internationalization of higher education; (6) higher education conceived as a merchandise; (7) Education for life access.²⁶

That's why, to compare and later on learn from this, we might need to seek opportunities to educationally collaborate with some universities in South American and the Caribbean countries. How to entice Indonesia's universities (especially universities in Bandung and West Java) to collaborate with ones in South American and the Caribbean countries might be the point to be discussed (later on) with your/his/her excellencies Ambassadors or Representatives from South American and the Caribbean countries, attentively attending this roundtable discussion.

So far, there have been some educational and cultural

²⁶ *Ibid*.

cooperation agreements between Indonesia and South American and the Caribbean countries. They are as follows: (1) memorandum of understanding regarding Indonesia-Cuba cultural cooperation, entering into force from 24 Mei 2013; (2) memorandum of understanding regarding educational cooperation between Indonesia and Brazil Government, agreed and entering into force in Jakarta on 12 July 2008; (3) memorandum of understanding between Santo Tomas University, Chile and the RI Embassy regarding joint organization of seminar, 5 April 2000; (4) Agreed Summary of Record of Discussion regarding the forming of Chilean-Asian Institute of Education and Culture, on 6 June 2000; (5) Agreement between the RI Government and the Republic of Colombia Government concerning Cultural and Educational Cooperation on 24 October 1996, and entering into force on 21 November 2002; and (6) agreement between the RI Government and Government of the Republic of Bolivar Venezuela concerning Cultural, Science, and Educational Cooperation, agreed

in Caracas on 19 September 2000, and entering into force on 2 February 2005.

Requirements of educational collaboration might be: (1) shall refer to Good University Governance (GUG) principle which includes transparency (information openness and to provide information), accountability (clear job description of the management of university), responsibility (referable to living law, regulation), independence (non-interference or non-intervention from others), and fairness (equitable treatment of stakeholders)²⁷; (2) good image of institution; and (3) shall possess cooperation (both with domestic and abroad) development master plan.

Areas/programs which we need to collaborate could be: (1) students exchange; (2) university teacher/faculty members exchange and aid; (3) international research journal publication ; (4) collaborative research; (5) double/joint degree program; (6) seminars and workshops; (7) further study: master and doctoral

²⁷ See Wijatno, Serian, *Pengelolaan Perguruan Tinggi Secara Efisien, Efektif, dan Ekonomis*, Jakarta, 2009.

(S2 & S3) degree program; (8) sandwich program; and (9) non-degree training.

Here is an example of double degree implementation (documents needed): (1) institutional profile of majoring at home and foreign partner's institutional profile (if cooperate with university abroad); (2) university college lecturers with their curriculum vitae; (3) structure of curriculum, composition of joint curriculum and time of completion; (4) process of student selection and language requirements (if cooperate with university abroad); (5) student's academic requirements; (6) structure of majoring managers with their letter of decision; (7) MOU attachment; (8) attachment of certificate format being issued; (9) attachment of university senate's letter of decision concerning certificate provision and process of learning²⁸.

Advantages that we take when educationally collaborating are: (1) program usually covered when collaborating are double degree program, joint research,

²⁸ Prof. Dr. Suyatno, M.Pd., *Op. Cit.*

sandwich program (= a program which includes periods of study and periods of working in business and industry), and further study; (2) to enhance and strengthen international competitiveness towards world class university as well as to foster good relationship with universities abroad; and (3) faculty members and students obtain international experiences and they have selling point, as well as would become internationally standardized researchers, so therefore able to advance their own university, manpower and country at the international level.

The following are a particular university's efforts to promote collaboration networking with universities abroad²⁹: (1) university needs to do collaboration with other universities abroad in the field of education and/or other fields and followed by MOU³⁰; (2) choose programs

²⁹ Pasundan University, so far, has cooperated with approximately 26 universities abroad, ranging from collaborative research, students exchange to joint degree program.

³⁰ Sometimes not to mention very often, we find ourselves impediments to implementing education cooperation MOU through the real actions. Such impediments among other things might be shortage of fund (i.e. ticket for flight, accommodation), lack of initiation to do the right thing, lack of confidence, lack of motivation, cf. Saleem Badat, "Role of Higher Education in Society: Valuing

coverage which may improve the organization of education in such a university and its competitiveness; (3) further study (S2 & S3 degree program) for lecturers, student exchange, non degree training, and international seminar may enhance university's competitiveness and capacity as well as reputation; (4) for university with no office for international affairs or division of international cooperation, need to prepare for making it (office for international affairs) available.³¹

To conclude, it is evident that in line with globalization of education and significance of global competitiveness we feel educational collaboration among countries is undeniable. Owing to possible opportunities and potentials, it is envisaged that we get necessary to enhance and expand inter university collaboration between Indonesia and South American and the Caribbean countries. Such a collaboration may better university's performance, capacity and competitiveness, and in turn,

improve good image of Indonesia in the region. Both of them may, in the long run, have a good relationship. Hopefully, South American and the Caribbean people will know more about Indonesia and vice versa Indonesian people will know more about them from now on.

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³¹ Prof. Dr. Suyatno, M.Pd., *Op. Cit.*

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