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The Impact of International Projects on Indonesian Education and Research – a Case Study of Gadjah Mada University, Indonesia

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Contents

Introduction

Already before becoming a student of Anthropology there was one element of the curriculum I awaited with special interest and curiosity: conducting field research in a foreign environment.

In August and September 2006 I had the opportunity[1] to join a study group of the Albrecht-Ludwigs University in Freiburg (Germany) to conduct a small research project in Yogyakarta, Indonesia.[2] A mobility program between the universities of Freiburg and Basel as well as other universities in France (EUCOR) made this field trip possible, allowing students enrolled in one of the participating universities to take classes at any of the partner universities.

During my studies in Basel the regions of Oceania and South East Asia became the focus of my interest. It was then a pleasant surprise when I read about the Tandem project in Indonesia and the plans of Professor Judith Schlehe to conduct a research exercise with Anthropology students in Yogyakarta in the summer break of 2006. I was kindly accepted by, and welcomed in, the group to join the program and started with the preparations in the summer term 2006 which consisted of intensive language training at the Universities of Freiburg and Bern and the preparatory seminars and exercises in Freiburg. It not only gave me the possibility to get to know the German academic culture and my fellow students better but I could also benefit intensively from learning about Indonesian culture.

Conducting field research in a foreign environment was no longer simply an exotic idea it maybe have been before becoming an anthropology student. Through the preparations this idea gradually took shape and became the chance to finally apply the working tools acquired during my studies. Anthropology as the study about people and their ways of living in their particular life-worlds can be studied at Universities to a certain extend. But the specific tenet of Anthropology lies in sharing the everyday life of the members

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[2] The Special Region of Yogyakarta (*Daerah Istimewa Yogyakarta*, DIY), one of the smallest provinces in Indonesia, has been widely known as a center of Javanese culture as well as a center of learning. It has 3.4 million inhabitants, 511'000 of whom reside in the city of Yogyakarta. Its designation as a center of learning is marked by the existence of 120 state and private tertiary educational institutions, with a student population of over 300'000 (See Profile GMU, Introduction).

and life-worlds of its object. They are the focus of the investigation made accessible by applying *inter alia* Malinowski's approach of participant observation.

The research project established by Professor Judith Schlehe and M.Si. PhD Pande Made Kutanegara from Gadjah Mada University (UGM) is a unique way of intercultural research projects within University programs as it is about collaborative ethnography, in the frame of a so called reciprocal program (Schlehe 2005: 5 ff.). Two[3] students – one from Indonesia and one from the German group – conducting research on an equal level and working in dialogue, which means that there is no hierarchy between them is the base of the research cooperation. This kind of Tandem project represents a multi-relational approach between both researchers working together with the same informants. The interaction between both ethnographers is a way to make up distinctive perspectives that are crucial in not homogenized or closed cultural units (eg. the academic culture). The concept of culture understood as an open and dynamic process can be looked at from different perspectives.

The Tandem project 2006 was the second edition of this reciprocal collaboration between UGM and Freiburg University. The experience of the first year had shown that the program was successful and thus the leaders wanted continue with it. This time however a main topic for everyone was chosen to ensure a further and more intense cooperation between each research project: it was about the academic culture[4] in Indonesia. The outcome of the first project had indicated that differences in the cultural background concerning education exist. Conducting research about different academic cultures can then be seen as a chance to not only learn from the experiences concerning the Tandem project but also to improve any kind of cooperating projects between actors with different educational backgrounds.

In conducting research on academic culture (partly our own) we put ourselves into an unusual position, as the life-world we investigated is unique for anthropologists: we ourselves became the objects of our research, which in some cases could cause problems especially for our Indonesian partners. Our own academic culture seems

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[3] In one case there was a group of three students as one German participant had decided shortly before the start of the program to not join the group due to personal reasons.

[4] Nugroho (2005: 161) defines an academic culture „as the system of values that is the basic reference for the behavior of the *civitas academica* in carrying out education, research and the practical applications of that research." It shall be stressed here that academic culture as every concept of culture can not be seen as being static but is in a dynamic process and thus influenced by many variables. Applied on the institutions of a university it is a fact that they do not exist in a vacuum but are influenced by many conditions that surround them (see also Nugroho 2005: 147).

normal to ourselves but when we live in another academic culture we experience the differences. The Indonesians had to pretend an outsider's view and research their own environment.[5]

It can be anticipated already here that the results of this approach – one person asking questions about things he or she already knew more or less and one person who was a total stranger to the field – were satisfying and convincing.

It is needless to say that the concept of a mutual partnership not only generated chances but also challenges. They will not be outlined here in detail as they are integrated into another research project.[6] In short, it can be said that for my research exercise there were a lot of positive effects out of this partnership element, starting from very practical issues like the search for a suitable living place near UGM or the orientation within the campus. The access to the research field became even easier as there was somebody who knew how to ask for appointments[7] and was aware of the cultural patterns concerning politeness that had to be followed when asking for information. In my case – and as far as I know from the other Tandem couples this was the case for most of them – the personal relationship that was built between me and my Tandem partner Mega was, and still is, something that maybe did not have its measurable results for the research project but is something I would not want to miss. Of course working together was sometimes very challenging as two different personalities had to find a way of collaborating. Going through my field diary I realized that these challenges often seemed to be unsolvable but then again, maybe after a successful interview or also the helping inputs of our supervisors, the positive effects of the Tandem model prevailed.

These introductory remarks shall give the reader a frame of our research project. In the following chapter, the theoretical framework will be outlined, firstly to introduce the reader to the Indonesian higher education system and secondly to set the theoretical base for the research project on the topic "The Impact of International Projects on

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[5] Some of our partners will be invited to do the equivalent research exercise in Germany in summer 2007. They will then get the chance to do their research about the German academic culture.

[6] Marie Weikhard who had participated in the first edition of the Tandem project two years ago joined us in the field to do a more extended research about intercultural communication. She is currently working on her MA thesis which analyzes amongst others the relationship between our Tandem partners and us. For further information on the results of the first Tandem project conducted in summer 2004 see her report published in Schlehe 2006: 173-177.

[7] To our astonishment, in Indonesia all appointments – even those with a vice-principal or the head of a research center – are made by sending text messages over the cell phone. Students and lecturers communicate also mainly by text messaging.

Indonesian Education and Research – a Case Study of UGM". The analysis of the field data and their interpretation will be outlined in chapter III.

Before doing so the reader shall be reminded that the analysis is based on research data that has been collected by means of qualitative interviews. Hence this data may contain self-reflections of the interviewees, which show us first and foremost, how they want to be perceived in the context of the topic discussed.

1. Theoretical approach

> „[E]very university system has been regarded as an outstanding custodian of the persistence and specificity of its national culture, while, in contrast to these expectations, the increasing intensity of intellectual exchanges and the internationalization of knowledge (even if varying among disciplines) have enforced a multiplication of scholarly networks, a requirement to borrow and utilize, or imitate, foreign innovations, and to prove one's national excellence by opening one's institutions to foreign scholars and students."[8]

In order to classify our research question within the context of academic culture in Indonesia a detailed understanding of the higher education system is crucial. We will see that internationalization plays an essential role in it. As expressed in the citation above, usually scholars and students are the driving forces of a university's internationalization. However, internationalization can also be the strategic goal of a top-down approach as it is the case for UGM where the university management put it on their agenda (Spoun 1998: 71). The framework of higher education in Indonesia and the meaning of internationalization are outlined in the next part of the paper in order to better classify the research results in its context.

1.1 The higher education system in Indonesia

Before and after independence, the higher education system[9] in Indonesia was geared to the Dutch system. In a high school reform in the 1980ies, universities were adapted to

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[8] Charle, Schriewer and Wagner 2004: 11.
[9] The focus of this paper lies on the higher education system in Indonesia. For further information concerning the primary school consider Bjork 2005, Hadar 1999 and Budianta 2004. See also the research results of Evamaria Müller who conducted her research exercise in the framework of the Tandem Project on three different SMU schools (*Sekolah Menengah Umum*, or Indonesian High school) in Yogyakarta.

the Anglo-American system, and a tripartite system analog to the Bachelor (S1), Master (S2) and Doctorate (S3) was instituted (Evers and Gerke 2001: 11).[10]

In 2000, there were 76 state-run universities in Indonesia and around 1'500 private universities and colleges of higher education varying to quite some extent. Four of the biggest universities in Indonesia (*Universitas Indonesia* UI, *Institut Pertanian Bogor* IPB, *Institut Teknologi Bandung* ITB and *Universitas Gadjah Mada* UGM) are nationally considered to be "Centers of Excellences" (Evers and Gerke 2001: 12-14).

Universities in Indonesia are directed by a principal (*rektor*) who is assisted by four vice-principals (*pembantu rektor*). The academic units are the faculties – directed by a dean who is assisted by four vice-deans – and a central research institute (*lembaga penelitian dan pengabdian kepada masyarakat* LPPM, institute for research and community service affairs; Evers and Gerke 2001: 15-16). Students are admitted to the universities if they have successfully finished high school (SMU) and passed the entry tests.

The education system in Indonesia is known to have numerous deficiencies.[11] It has incited public protests especially since the introduction of university fees. For example graffiti in public places are means to express discontent with the system,[12] or books with titles like "Pendidikan yang Memiskinkan".[13] The unemployment rate of graduate students is high and a good education is no guarantor for social mobility. Higher education in Indonesia is very expensive and cannot be afforded by everybody which leads to frustration or – as one author puts it (Nugroho 2005: 146; 160-161) – even to marginalization of the poor.

One of the critical voices concerning the Indonesian education system is Heru Nugroho, a lecturer at the Faculty of Sociology, Social Science and Politics at UGM who in 1993 graduated from the University of Bielefeld with a degree in development sociology. He has published extensively on social sciences and universities in Indonesia. His essay "The political economy of higher education: the university as an arena for the struggle for power" served as a basis for the research exercise and shall therefore be outlined here. The title of his essay already makes clear what his conclusion is, namely that higher education in Indonesia is under the pressure of the market, producing negative

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[10] The "S" stands for *Sarjana*.

[11] This can not be discussed here in detail. For further information see Evers and Gerke 2001 and Mboeik 2003.

[12] In Yogyakarta there was for example a graffiti with the title „Sugeng rawuh datang (*javanese for Friendly Welcome to*) Indonesian education hirarchy (*sic*) system".

[13] Indonesian for "Education triggers Poverty" (own translation). See Gusmian and Demo 2004.

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results: "The most visible result (…) is that higher education has betrayed its credo: namely the system's universities should be a place for academic endeavor, but its economic and political characteristics overshadow the academic. The result is that intellectual involution, characterized by infertile academic work, now prevails throughout our country" (Nugroho 2005: 163). Nugroho fears that education becomes a moneymaking business activity (Nugroho 2005: 144)[14] and uses the term "McDonaldization of higher education" (Nugroho 2005: 160). He mentions the problems of governmental bureaucracy with regard to higher education, the increasing costs, the marginalization of the poor and the low quality of education, research and publications. He even goes as far as to claim that an intellectual involution that is characterized by infertile academic work prevails throughout the country (Nugroho 2005: 143; 160; 163). Comparing the most prestigious Indonesian universities with other universities in Asia shows that former still rank below most of the Asian universities.[15]

Nugroho criticizes especially the lecturers. He accuses them of not being occupied with academic activity but only carrying out activities with economic benefits, constituting their supplementary income or even primary source of income. In his opinion there is only a small number of lecturers that is motivated or that has contacts with external sources of funding to carry out serious research in Indonesia (Nugroho 2005: 144). Nugroho pictures those academics having external connections as being more productive in terms of research and contributing to academic publications (Nugroho 2005: 149). In his opinion researchers and their academic staff benefit materially from growing research activities. This abundance of research activity results in a drop in research and education quality, mainly because the lecturers are too busy and largely motivated by money (Nugroho 2005: 161).[16]

With regard to the important role of lecturers in the higher education system in Indonesia and Nugrohos critique thereof, one of our hypotheses was as follows: the reason of involvement in international projects lies in the gaining of a supplementary income and not so much in contributing to the academic culture of UGM.

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[14] This statement has to be seen in context with his critique of UGM becoming a state owned legal body. This will be discussed in chapter 2.1 where the structures of UGM are outlined.
[15] Ranking seems to be very important for Indonesian academics. Also see later in the empirical part of the paper.
[16] Also see the results of the research done by Viola Schreer and her Tandem partner on the everyday life of Indonesian lecturers at UGM.

Before assessing this assumption a closer look at the theories of internationalization within universities is necessary.

1.2 Internationalizing universities – the example of Indonesia

The increasing number of opportunities through interconnectedness and cooperation also influence the academic culture of universities and other institutions of higher education. One of the effects is the tendency of a growing internationalization. Science does not stop at national borders, or as one of my informants put it: "International projects have to be seen in the context of globalization. There is no border between countries and knowledge."[17] One can speak of an increasing intensification of the intellectual exchange and with that the internationalization of knowledge (Schlehe 2006; Charle, Schriewer and Wagner 2004; BMBF 2002; Evers and Gerke 2001).

This intensification of knowledge exchange leads to an opening up of interesting research fields, also from a cultural anthropologist's perspective. Academic cultures may differ considerably from one another. These differences can be described and interpreted by anthropologists and thus constitute an important and interesting research object for them. Despite science's claim to be universal, in practice it is shaped by the dynamics of the academic culture of a specific nation (Schlehe 2006: 167). In the global analysis of education systems several major issues like the role of traditional educational institutions in numerous societies that, to date, have often been ignored should not be neglected. Globalization studies often assume the absence of alternative and competing models of educational systems, but several models other than the "Western" exist – may they be Asian, African or Islamic models. They coexist to varying degrees and have the potential to pose challenges to systems derived from Europe or North America. "In this respect, globalization study would benefit by bringing the methods of in-depth comparative research into its more highly theorized approach to global educational analysis" (Boli 2002: 313). The Tandem project conducted in Yogyakarta by students of the Gadjah Mada University in Indonesia and students of the Freiburg University in Germany may be seen as one step in this direction, showing that comparative studies of educational systems open a field of investigation for cultural anthropology. This kind of comparative analysis[18] not only produces comprehensive understanding of the dominant features of its development,

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[17] Interview with I., 12.9.2006.
[18] In this sense I mean the Tandem project as a whole.

structure and functioning, but also brings to the field an awareness of what is distinctive and what is typical in one's own (national) setting (Hearn and Sandor 2002: 333).

Starting from the assumption that UGM is not excluded from the trend of internationalizing the higher education system the research exercise conducted in Yogyakarta in August and September 2006 and this paper aim at examining the meaning of international projects for this university.

Policy statements, official data from the University and curricular plans as well as literature on internationalization of higher education in general[19] served as the basis for doing the research. As demanded by one author (Boli 2002: 313) "[t]he links between formal structure and everyday action must receive greater attention"; thus the research project enabled us to test our theory-based hypotheses in our case study of UGM.

Universities can be seen as centers of production and dissemination of knowledge, world views and moral values (Spoun 1998: 2). The system of a university is open and influenced by many subsystems, e.g. the higher education system in the country, the economic system or the research system, the societal system as well as the international community. Altogether universities are bound by the spanning system of its national society. But between these different systems a more or less intensive exchange occurs (ibid: 27). International projects or cooperation or whatever they are called[20] are one of the driving forces of this exchange. Internationalization means far more than the exchange of students and lecturers. Rather the coordinated, target-oriented and planned striving towards an international standard in education and research of a university or its sub-institutions matches the vision of internationalization (ibid: 51). As Spoun states a theoretical framework of explaining universities' drive for internationalization is yet to be composed. Rather it is highly influenced by its competitive position and especially by the meaning the leaders of the universities attach to the internationalization of the university (ibid: 53).

The characteristics of internationalization manifested at Universitas Gadjah Mada will be outlined in the next chapter.

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[19] See e.g. Spoun 1998 on the question of internationalization of universities; Nugroho (2005), Evers and Gerke (2001) and Schlehe (2006) should be consulted for the Indonesian context of academic culture.
[20] See chapter 2.2 on the topic of different kinds of international projects and their understanding.

2. An empirical study exercise: the impact of international projects on indonesian education and research – a case study of UGM

The research study which will be described in the following part of this paper was conducted within the framework of the tandem project outlined above. The following research questions were central for our work:

- What is the impact of international projects on the institution UGM and its sub-institutions?
- What criteria are relevant regarding the coordination and participation of International Projects at UGM?
- What is the meaning of international projects for students and lecturers at UGM?
- Are the institutions of the UGM ready for the impacts of international projects or not?

The main method my tandem partner and I applied for gathering data in the field consisted of qualitative interviews. Our informants were directors and staff members of different study centers, the vice-head of the office of international affairs and other academics involved in international projects.

2.1 UGM – a structural overview on a leading Indonesian University

Universitas Gadjah Mada (UGM) is the oldest university in Indonesia. In terms of the number of its students and its faculties and departments it is also the largest and it is highly respected by many Indonesians.[21]

UGM was founded on December 19, 1949.[22] Its first principal was Professor Sardjito, a bacteriologist, and its initial home was in the palace of the Sultan, in the heart of the old city of Yogyakarta. Since the 1950s the university's main buildings have been located on the northern side of the city, forming a huge campus in the so called *Bulaksumur* quarter. UGM currently has 18 faculties, 71 undergraduate study programs, 28 diploma study programs and a Graduate School. There are around 55'000 students, 350 foreign

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[21] See Prof. Dr. Ichlasul Amal, Rectors Introduction, in: Welcome to UGM: 1.

[22] This is the reason, why the graduation ceremonies, called *Wisuda*, take place in August, November, February and May on the 19th of the month (see Welcome to UGM: 7).

students, 2'301 employees, and 2'266 lecturers studying, working or teaching at UGM.[23]

Besides the mentioned 18 faculties, there are 28 research centers at UGM. They play an important role, especially in terms of research activities. The research centers or *pusat studi* do not belong to a certain faculty, but are subordinate to the principal. They engage in their own research activities and conduct mission-oriented research (Evers and Gerke 2001: 32).

Indonesian Universities follow the *Tri Dharma* concept, meaning the implementation of three duties of higher learning institutes, namely the provision of educational, research and social benefits. Or in the words of one of my informants: "This is the main idea of education in Indonesia: education, research and service society. So for the education, there is faculty, for the research, these research centers, for services, we have special institutions. Research and education are very close".[24]

This explains also the strong influence of international projects on the education system of Indonesian Universities, as the interdependence of education and research is great. Lately, UGM has undergone a paradigm shift in the implementation of *Tri Dharma* into research-based education and community services.[25]

UGM took on a new status as a state-owned legal entity on December 26, 2000.[26] It is considered that the independence of higher education institutions is indispensable to assume the role of a moral and intellectual force with the credibility of advancing national development and competing in the international arena.[27] Thus the BHMN policy was implemented to achieve a higher quality of education.[28]

In UGM's strategic plans, the Board of Trustees considers the independence gained by the change to a state-owned corporation as an increase of UGM responsibilities and

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[23] See Profile GMU, Introduction. In the English version of the brochure "Universitas Gadjah Mada – Yogyakarta – Indonesia" the number of 647 international students is mentioned.

[24] Interview with M., 4.9.2006.

[25] See UGM Research: 4.

[26] The new policy on higher education autonomy, by which universities become State Owned Legal Bodies (*Badan Hukum Milik Negara – BHMN*) was introduced at the University of Indonesia (UI), Bandung Institute of Technology (ITB), the Bogor Institute of Agriculture (IPB) and UGM. See Nugroho (2005: 144).

[27] See Government regulation: 1.

[28] Which has not been the case in Nugroho's (2005: 164) opinion. Instead the policy has lead to a commodification on all levels of higher education while there has been no corresponding improvement in the quality of higher education. He concludes that the market pressure on higher education has produced mainly negative results and he fears that higher education in Indonesia will lose its ability to produce quality academic work.

roles in developing the nation through human resources development and their intellectuals:

> "As the biggest higher education in Indonesia, UGM has to be able to pose itself in a prominent position in the quality growing of higher education. Therefore, in the framework of its participation to increase the nation superiority, UGM needs to develop programs and activities to become a research university which is internationally acknowledged and always orientates on prosperity, security and wealth of Indonesian society in particular and mankind in general."[29]

This declaration is reflected in the Vision of UGM, which states that "*Universitas Gadjah Mada* becomes an excellent and prominent research university in international standards, orientates in the interest of the state, and is based on *Pancasila*".[30]

There are also critical voices that accuse the change of UGM from a private institution to a state owned legal body being responsible for an economy-driven attitude and the loss of academic quality. Heru Nugroho sees the consequences of this policy in the education becoming a money-making business activity (Nugroho 2005: 144). Hans-Dieter Evers points in the same direction and blames "the shift of relevant research from the university to the corporate sector" as being responsible for the loss of basic knowledge production through universities (Evers 2002: 7).

Later in this paper, when analyzing the empirical data, it will be shown that most of the informants do not consider the change of UGM to a state-owned legal body per se as having a strong influence on international projects. Nevertheless, most of the informants mention the importance of UGM being a research university and the meaning of internationalizing academic activities.[31]

In an UGM internal paper[32] the institution's high reputation is considered to be internationally and nationally well known. The data gained during the field research in Yogyakarta confirms the presumption of UGM's good reputation within the country.

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[29] See Strategic plans of UGM: 5.

[30] See Profile GMU, Vision and Missions. *Pancasila* is set forth in the Indonesian Constitution as the embodiment of basic principles of an independent Indonesian state. The five principles are: 1) Structuring a free Indonesia in faithfulness to God Almighty; 2) Consensus or democracy; 3) Internationalism or humanitarianism; 4) Social prosperity; 5) Nationalism or national unity (Vickers 2005: 117-141).

[31] In this paper the importance of the political frame and its influence on the education system in Indonesia will not be considered further. Nonetheless, it should be emphasized here that it has become easier for universities in Indonesia to become active in participating in global scholarly cooperation since the era of *reformasi*. See Prof. Dr. Ichlasul Amal, Rectors Introduction, in: Welcome to UGM: 1. A comprehensive study on the political and economical influences in academic culture is given by Heru Nugroho (2005). See also the research project done by a member of our study group, Roger Spranz, who focused on the structural framework of academic culture and especially the interdependencies between science, economy and politics.

[32] See Strategic plans of UGM: 9.

Not only did a lot of people know about UGM and its status as being a high-quality university in Indonesia, but also different articles in newspapers[33] or the fact that UGM is often mentioned in studies on the education system in Indonesia.[34] Concerning the international reputation of UGM however, the impression of my informants differed from case to case. Essential to mention here is the attention Indonesian academics and also politicians seem to pay to the ranking of their university in official surveys. A report published on the Homepage of UGM[35] starts with:

> "Thursday, 26 October 2006, was a wonderful and unforgettable day for UGM since a well-known British daily newspaper, The Times, announced the survey result of Universities all over the world. (…) As we know, for the first time in the year 2005, UGM was as the one and only Indonesian university in the rank 56 out of 100 best universities in the world of its arts and humanities study. In the 2006, the quality of UGM is internationally regarded as the one and only Indonesian university that is in the international level. Furthermore, UGM succeeds improving its quality as world's class university in 3 categories, they are: 1) Ranked 47th in the world, in social sciences category; 2) Ranked 73rd in the world, in biomedicine sciences category; 3) Ranked 70th in the world, in arts and humanities sciences category."

It was interesting to experience the importance even the students attributed to these surveys. Also, some copies of the latest ranking were on display on the blackboards of some departments.

Despite the high esteem concerning the ranking of universities, critical views about the indicators used in the ranking or their interpretation exist. An example is an article published in The Jakarta Post by Setiono Sugiharto who points out a well-known problem: the lecturers' low citation index (Sugiharto 2006).[36]

2.2 Different types of international projects

In order to complete its vision of becoming a research university of international repute, Gadjah Mada University cooperates with many foreign universities and institutions. Memoranda of Understanding (MoU) have been signed with universities in Australia, Japan, the Netherlands, Austria, the USA, Germany and many other countries, but also with some non-governmental organizations (NGOs) and even international organizations (IOs) such as the World Bank and the United Nations Development Programme (UNDP). This chapter will serve as an overview on some types of

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[33] See e.g. Sugiharto 2006.
[34] See e.g. Hadiz and Dhakidae 2005.
[35] Available at: http://www.ugm.ac.id/eng/index.php?page=infougm&artikel=11 (16.1.2007). See also Laporan Rektor 2005: 3 and 16.
[36] See also Laporan Rektor 2005: 9.

international projects as they are considered to be significant for UGM by my informants who are all somehow involved in one type of international cooperation at UGM or another.[37]

The first piece of information we[38] got before even starting the research exercise pointed to the fact that the expression "International Projects" was confusing. As there are many variations and different understandings of the term, the question as to the individual meaning of international projects to our informants ranked first in the interview guideline.

As anticipated, the results show a broad and varying understanding of the term. The type of project partner is the main distinguishing factor: on the one hand UGM undertakes international projects with other universities and with governmental institutions,[39] and with non-governmental institutions and international organizations on the other.

If the university funds the project, then it is the central research institute LPPM that decides which proposals are accepted and which are not. In this case community funds are used which are essentially fees paid by the students (Nugroho 2005: 155).

Funds are also set aside for research at the faculty level. The amount varies depending on the number of students enrolled. Sources of research funds at faculty level comprise funds drawn from student fees, research co-operation with government departments and companies, strategic actors who have networks that can access national or international funds, and international funds, for example from the Ford Foundation, the Rockefeller Foundation, USAID etc. (ibid: 159).

The Office for International Affairs (OIA) is the gateway for communication between the university and foreign students, scholars and researchers. It works closely with the LPPM and its research division. The OIA coordinates all international projects, also non-research projects. Therefore it can be considered to be the coordinating body for all kinds of international projects within UGM. It is the administrative office handling all

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[37] Whereby this overview is not claimed to be exhaustive. For a detailed list with the cooperation agencies UGM deals with, consider the actual UGM Profile available at: http://www.ugm.ac.id/eng/content.php?page=0&display=7 (18.1.2007).

[38] "We", where not otherwise indicated, includes Mega Paramita, my Indonesian counterpart, and myself.

[39] An example for a so called G to G project (government to government) is the *dharmasiswa* program. The Indonesian government gives a scholarship to foreign students who come to Indonesia to learn the language and about Indonesian culture (Interview with D., 1.9.2007). See also http://www.indonesia-bern.org/education.htm (29.1.2007).

the Memoranda of Understanding while the faculties or research centers are the task force for following up the projects.[40]

Concerning the partners in international projects it can be recorded that on university level – in that case mostly coordinated through the OIA – usually other academic institutions build the counterpart. NGOs or IOs play an important role in international projects organized on faculty or research center level.[41]

International projects are defined as projects with parties involved coming from different countries and following an international standard;[42] projects that are funded by international partners or a topic that is shared.[43] An important distinction has to be made between projects aiming at educational activities and those in collaborative research activities.[44] At UGM for example different twinning programs[45] and exchange programs like INCULS[46] exist, that are both operating on the educational level. We excluded these forms of collaboration from our research exercise to concentrate more on research projects and to limit the research field. Nevertheless, it should be emphasized here that these programs also have a great impact on the Indonesian academic culture and would be worth further research.

International projects at UGM then are cooperations between different institutions – may they be universities, faculties, research centers or NGOs, IOs or governmental institutions – aiming at conducting research or providing education activities:

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[40] Interview with D., 1.9.2006.

[41] Interview with D., 1.9.2006 and interview with O., 2.9.2006 (one of these informants is the vice-head of a research center on faculty level and the other is vice-head of the OIA).

[42] International standard was explained to be different depending on the partner, for example DAAD having a different research standard than the World Bank and so on. Interview with D., 1.9.2006.

[43] Interview with E., 15.9.2007.

[44] Interview with G., 27.9.2006.

[45] For example the Asia Link Program: it has a grant from the European Union and is a collaboration between usually two universities from Asia and one from Europe (Interview with D., 1.9.2006). Twinning Program means that the students get their academic degree from the foreign partner university after having studied up to four semesters at an Indonesian university but according to a foreign curriculum. If there is a possibility to get two degrees within a twinning program – one from an Indonesian university and one from abroad – it is called a Double Degree Program (Evers and Gerke 2001: 43). The difference between a program and a project lies also in the duration: programs are intended to last for a longer term, while projects are usually restricted to a certain period of time. (Interview with B., 13.9.2006; interview with Q., 30.8.2006)

[46] The Indonesian Language and Culture Learning Service (INCULS) is an exchange program established at the Faculty of Cultural Sciences at UGM and its aim is to provide courses and workshops for foreigners who are interested in Indonesia, Indonesian Culture and local languages (see http://inculs.or.id [29.1.2007]).

"International project is a kind of the common ground where everybody from different countries can learn something (…) that means everybody is in the position to learn and everybody is in the position to give, to give something to other people. As Indonesians, of course we have something that we can share: our cultural diversities in this country. Cultural diversities that are also reflected in our academic culture. So then international means, where the people can develop something together, for mutual understanding, for mutual achievement. So we also like to have more advance and also more upgrade in our academic culture. We are really trying very hard to that direction."[47]

International projects can be initialized from abroad or from Indonesia.[48] The initiative for most of them comes from personal relations. Many actors involved are lecturers who have studied and graduated abroad. They use the networks they established with colleagues from abroad to build collaboration programs within their facutlies, departments or research centers.[49] Quite often an international seminar or workshop held at a university is the starting point of a project. It is widely known that all kind of academic events not only serve to share knowledge in a certain field and benefit from a mutual knowledge exchange but also to network.[50] The internet is yet another promotion tool in initializing any kind of project. Usually, the procedure of writing proposals and presenting them has to be followed to become involved. While informants of larger research centers as for example the Research Center for Population and Policy Studies (PSKK) said that they are even being contacted from abroad to conduct a collaboration project,[51] others from smaller centers stressed their activity in order to get such projects: "That's why we are active in looking for projects (…) because we have a lot of, you know, project program activity to finance this center. Otherwise university does not finance us. So we have actively to find project or program".[52]

After the first informal steps, interested actors make their plans formal by signing a so-called Memorandum of Understanding (MoU). International projects introduced by the Indonesian government are generally also initialized on a competitive basis. The

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[47] Interview with H., 19.9.2006.

[48] An informant from the Institute for Research and Community Service Affair (LPPM) estimates that about 60% of all international projects are initialized from abroad, about 20% from the Indonesian government and about 20% from UGM. The main difference between projects initialized by the government and those by the university is the size, the latter usually being smaller in terms of resources involved. (Interview with S., 14.9.2006)

[49] Interviews with O., 2.9.2006, Q., 30.8.2006 and A., 13.9.2006.

[50] In attending an international seminar with the title "Urbanisation – Challenges and Conflicts with a Special Focus on Decentralisation: Advantages or Disadvantages?" held on September, 5, 2006 at UGM, I could observe the networking activities of participants. I was even asked to initialize a cooperation between my university in Switzerland or Germany and UGM if possible.

[51] Interview with K., 15.9.2006; interview with M., 4.9.2006.

[52] Interview with O., 30.8.2006.

government informs all Indonesian universities about a possible support from abroad so that they all have the same status when competing to become a partner. In order to participate they have to write proposals to the government and a winner is then selected.[53]

2.3 Key actors and institutions

2.3.1 Lecturers

Lecturers are the most obvious strategic group of knowledge workers (Evers 2002: 13) within a university understood as an organization of human beings engaged in academic activity (Nugroho 2005: 143). The role they play in the context of international projects is a very important one because they are the main actors involved. In Bourdieu's[54] words lecturers can be identified as the actors having scientific capital but also institutional capital playing their roles in the academic field. Bourdieu compares the concept of a field – and he understands the academic field to be such a field – to a game, in which different players or actors play their game at the same time. The game has different aims and rules that actors try to alter according to their own interests. Hereby the actors are equipped with different skills. The target of being part in an academic field is to gaining a leading position, accumulating academic capital that is. This can be achieved by acquiring scientific capital or institutional capital. Scientific capital for example is measured by publications in acknowledged and prestigious media; it is about the contents of knowledge. Lacking scientific capital can be substituted by institutional capital, which is mainly influenced by economic and political capital; it has more to do with the question of access (or maybe power) and prestige.

Focusing on the role of lecturers in the context of international projects we tried to find out which skills the lecturers themselves see as being relevant in the academic field. Blamed by Heru Nugroho (Nugroho 2005) to be only interested in international projects because of economic benefits and prestige rather than in the advancement of high-quality research, we were interested to hear about the lecturers' motivation to become involved in international projects.

The answers of our informants show that money is not a motivator for being part of any kind of collaboration program. The reason stated for becoming involved were personal

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[53] Interview with S., 14.9.2006.
[54] Pierre Bourdieu cited in Rehbein (2006: 323-339) and in Charle, Schriewer and Wagner (2004: 36-38).

interest in the research topic and the involvement in, or the promotion of, a network. There was no single statement of a person saying that he or she merely wished to benefit economically by being active in a project. One informant said that "in some cases the projects give some additional salary for staff, of course, but not many actually. (…) the reason [to become involved] is the academic reason. Because you are interested in one topic, if you only are interested to get the money, but you don't have interest in the topic, you will not get approval to have scholarship, I think. Because the most important one is the topic, you're interested in the topic, and then, if you get extra money to, that's another implication."[55]

International projects are regarded as a possibility to profit from a source of knowledge and become involved in a scientific network. But contrary to Nugrohos opinion, the access to research and with that to networks is not considered to be an economic or political resource resulting in money and power (Nugroho 2005: 156). Rather, the personal relations and the opportunity to actively pursue research activities are pivotal for the lecturers: "First is motivation, second is relation and also background. (…) We have different academic culture. So we learn much when we have cooperation abroad."[56] Sometimes, a possible economic benefit was almost vigorously denied: "Supplementary income? No! Because if you have an international cooperation, it's more about the academic and the scientific. You don't get any fee from international cooperation."[57]

Another informant pointed in a similar direction, although this particular informant was not a lecturer but held a leading position in the Office of International Affairs at UGM: "I don't think it [the motivation to become involved in international projects] is because of the money for income, (…) sometimes we don't get enough for …individually. (…) [It is] for the knowledge of their research itself, yeah, I think that's the reason, it's not for income (…) but I think because of the serious teaching and the lot of the important knowledge."[58]

2.3.2 Research centers

Research centers focus on a specific topic and apply a multi-disciplinary approach. They are not set in a purely scholarly framework but intend to have a link to reality.

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[55] Interview with P., 26.9.2006.
[56] Interview with M., 4.9.2006.
[57] Interview with E., 15.9.2006.
[58] Interview with D., 1.9.2006.

Ideally, research centers should have the aim of breaking down barriers between disciplines but this depends very much on the leadership at the center. They also play an important role in preparing the higher education institutions to work towards becoming research universities (Nugroho 2005: 157, 162). It is thus not surprising that the research centers are essential for UGM's achievement of their goal of becoming a research-oriented university according to international standards.

The contact between the different research centers of UGM and also with centers abroad is intense. The centers of UGM have regular, monthly, meetings where they mainly discuss about the centers and how to run them, but sometimes international projects are also a topic.[59]

The critique of Nugroho that research centers have become overrun by dominant groups with particular political inclinations and that the funds granted by government departments influence the research activities in a negative way could not be confirmed. He has also accused the researchers and specialists at these centers to be typically recruited on the basis of friendship networks and not on expertise (Nugroho 2005: 157, 163). The data collected was insufficient in order to verify or refute this assumption. Further research would be necessary focusing on human resources policies of the research centers. Obviously, the sourcing of these institutions would have to be further investigated in order to assess Nugroho's critique.

The fact that research centers of UGM are autonomous institutions and thus have to seek their own funding was important for us to know. It explains why international projects play such an important role and why the centers have to be active to become involved in them. International projects are especially important for small research centers like the Center for Asia and Pacific Studies (PSAP) or the Center for South East Asian Social Studies (PSSAT) because they mostly get their funds from these research programs.[60]

Nevertheless, economic independence from international projects is emphasized by most informants: "This is the time for us to be independent."[61] The majority of international projects at UGM are cooperations with other university institutions overseas.[62] Most informants are actors involved in such projects, which should be

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[59] Interview with K., 15.9.2006.
[60] Interview with L., 7.9.2006.
[61] Interview with G., 27.9.2006.
[62] This may not be the case for the medical faculty and its research centers, as they have a lot of international projects with NGOs and IOs from abroad. Especially the World Bank and UNDP (United Nations Development Programme) are important partners. The economic impacts of

considered in interpreting their answers: "We don't have much economic impact. (…) In terms of cooperation between Indonesia and international university, in most of the case we don't gain in term of economic resource, financial resource. (…) In term of money, it's not so much. That's why we are not dependent for money. (…) I don't think the international universities they have a lot to offer in term of economic, that they share the budget, no, I don't think so. Maybe for scientific reason, that school of thought, but it's good."[63]

As mentioned above, one has to differentiate between the big research centers in UGM with a broad variety and good access to international projects and the smaller ones. Although for smaller centers like the PSAP and PSSAT international projects stand for a funding resource, their representatives also emphasize the importance of contributing to the academic field: "My program is trying to have collaboration with South East Asian universities. (…) We need to collaborate within South East Asia. That is our aim. This is the academic aim. So the idea is to understand South East Asia and of course also collaborating with other universities which already have experience."[64]

Bigger centers like the PSKK mostly have several projects from outside and these are big and important ones. PSKK is said to be the heart of UGM as about 80% of all international projects are from this center.[65] A staff member there is convinced that research centers contribute to the international reputation of UGM through their activity in research projects.[66]

2.4 The impact on education and research and the role of the lecturers

International projects play a decisive role for UGM. Their meaning for lecturers has already been mentioned to some extent and economic impacts were brought up too. In our research, we mainly focused on their direct impacts on Indonesian education and research, following the example of UGM. The reason for this focus was, on the one hand, due to the accentuation of our first interview partners on this topic. On the other hand, we were influenced by the critical view of Nugroho writing about "the low level

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this kind of project probably differ to quite a degree from those between universities. (Interviews with O., 2.9.2006; I., 12.9.2006; H., 19.9.2006; and M., 4.9.2006)

[63] Interview with H., 19.9.2006. Again more comparative data would be required, especially in the field of economic impacts, to be able to compare the importance of funds between the different forms of international projects.

[64] Interview with L., 7.9.2006.

[65] Informal talk with Z., 4.9.2006; interview with M., 4.9.2006.

[66] Interview with M., 4.9.2006.

of academic culture" being a product of mismanagement and lamenting about the missing academic work ethos and initiative a *civitas academica* should hold to (Nugroho 2005: 163). By questioning this assumption, again a few quoted statements will be reproduced in order to be able to follow their rationale and in turn to understand the distinctive role of the lecturers.

Overall, informants share the opinion that international projects are a tool for improving the quality of the Indonesian academic culture in general. "We in Indonesia need a lot of resources in terms of books, in terms of curriculum development. (…) So that's why, you know, international projects become so important for us, in order to upgrade our capability, our level of education."[67] This informant confirms the assumption that the quality of the academic culture in Indonesia still needs to be improved. He was not the only one: "So, until now, I think we have to run fast to get the same quality with universities in foreign countries."[68] Internationalization is generally considered to be one of three tools to improve the service quality at UGM: "I think there is three important tools to do that: quality, and then research, and then internationalization."[69] Internationalization is also said to contribute to the broadening of knowledge of the actors involved.[70] Through international projects "international knowledge" can be gained which is considered to be a higher form of knowledge per se (Charle, Schriewer and Wagner 2004: 13).

Collaboration with "good" universities from abroad – and here again the rankings play a crucial role – are favored by many research centers as they provide good quality of teaching and a well-equipped library. "The main impact is especially on the teaching system. (…) We need to have similar quality of what NUS [National University of Singapore] has, that is our goal. So when we have similar quality of teaching, academic culture, then we will benefit both of them."[71]

Referring to the quality of teaching the lecturers again are the main actors. Especially those who have studied abroad are expected to have a strong influence on the education and research system. "You immediately see the difference. So there are a lot of impacts from their new perspective that they bring from Europe, from the U.S. Then they establish a new understanding, new ways of doing things in the university and also the curriculum. (…) You can immediately see the more lecturers graduated from abroad in

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[67] Interview with I, 19.9.2006.
[68] Interview with P., 26.9.2006.
[69] Interview with B., 13.9.2006.
[70] Interview with E., 15.9.2006.
[71] Interview with L., 7.9.2006.

that university, the more open that university, and the more developed the university is. (…) [The lecturers are] not only channeling the knowledge, you know, that they bring back the new knowledge, but new attitude of the lecturers. And also new curriculum, and new institution, and also new facilities and books."[72]

This statement corresponds to almost all of the answers given by lecturers asked about their motivation to be involved in international projects. They see themselves as a channel for the knowledge gained through their collaboration in international projects transferring it to their students. "If we go abroad, to follow seminars that present some issues of Indonesia, normally we receive some new theories. And we bring back to the center, to the lecture, we can teach the new theories to the students. I think this is the importance of collaboration with the outside, abroad. The lecturers who never make a research, the quality when they give a lecture is totally different. We must also go to the field to realize what happens, what is the condition now, and we must bring that to the course as the basis of lecture to the students."[73] Another lecturer points in the same direction: "I'm here because I want to gain knowledge and keep up to date so I can transfer what I know to students (…) I also want to build a network to know what others are doing and strengthen my research capability."[74]

Of course it is not just the generous attitude of the lecturers to be the marketers of knowledge for their students to become involved in international projects. It has been stated many times that the academic reputation[75] and especially the chance to become involved in networks are the main reasons. The reading of Nugroho could give the impression that only institutional capital and especially economic as well as political benefits direct the work of Indonesian lecturers. At least for their involvement in international projects this assumption can not be supported. The scientific capital together with the institutional capital – and here especially the chance of becoming involved in a network seems to prevail – is considered by the actors to be equally important for building academic capital as a whole.

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[72] Interview with H., 19.9.2006. For further information about the importance of having studied abroad for lecturers at UGM see also the researches done by Yvonne Siemann and her Tandem partner about the influence of alumni from abroad on UGM's academic culture and the one by Viola Schreer and her partner about the everyday life of lecturers at UGM.

[73] Interview with M., 4.9.2006.

[74] Dewi Kirono, lecturer on climate and urban air pollution at UGM. Available at: www.ucar.edu/communications/international (3.2.2007)

[75] „The lecturers that are involved in that kind of activities [international projects] they become more highly valued on academic resources." (Interview with L., 7.9.2006)

Debating the impacts on the academic culture of UGM, we wondered whether the institution itself and its sub-institutions are ready for them. In general, most relevant UGM actors and institutions appear to be ready for the impacts of international projects or, if they are not yet ready, they are aware of the deficiencies and try to get ready. "They are ready especially because they have strong human resources, because they have enough people who speak English, and they have enough bright lecturers that they are able to respond to all the possibilities."[76] The readiness of UGM is a standard criterion for the realization of international projects. A number of different criteria, starting from the readiness of infrastructure to the readiness of human resources and the institutions are integrated.[77] This may be one of the reasons why in the faculties of medicine or economy more international projects are implemented than for example in the faculty of cultural sciences. They seem to be readier in terms of infrastructure as they have a bigger budget: "But the problem is for example the faculty of medicine, they have a lot of money so they can make any programs, exchange programs to enroll. It is a very nice program. In ilmu budaya [cultural sciences] for example, always we have problems with the money. Sometimes we have ideas to make cooperation but the problem is money."[78]

In addition, the importance of the English language was mentioned several times. This seems to be one of the most important criteria with regard to the readiness. International projects are understood to be a good opportunity to improve the English language skills of the actors. "The international project is important for students and one of the things is language, because we can get good English language, train our English."[79] Furthermore, lecturers and other members of the university call for more concentration on English language training: "Many staff should speak English. (…) Yes, English is very important."[80]

To recapitulate, it can be said that "international projects bring many opportunities but you really need a good university with good human resources to be able to respond in the right way. In a proper way, otherwise we just host them."[81]

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[76] Interview with H., 19.9.2006.
[77] Interview with D., 1.9.2006.
[78] Interview with M., 4.9.2006.
[79] Interview with F., 26.9.2006.
[80] Interview with O., 2.9.2006.
[81] Interview with H., 19.9.2006.

2.5 Challenges

So far, mainly the positive impacts of international projects have been mentioned. Although the opinion exists that there aren't any negative impacts[82] or that one should see them as a challenge and not a burden[83] it can not be denied that they have to be articulated.

The exploitation of the resources available, especially human resources, was considered a problem by several people interviewed. One might expect that especially staff members of research centers who were directly involved in the realization of international projects bring up the negative influences. But their concerns were shared by most of the heads of research centers as well as interviewed students.

The main problem is that Indonesian academics often feel that they are being used as guides and not treated as equal partners.[84] They perceive themselves in a weaker position than their counterparts although they have the skills to contribute to the project: "Was ich gesehen habe in Praxis, wir sind nur als, eh ja, kein echter Partner, kein echter Konsultant. (…) Was ich sagen möchte, dass meine Position ist die kleinere. Also wir sind nur translator, also Übersetzer. (…) Aber wir können nicht [von internationalen Projekten] profitieren. (…) Kita hanya sebagai pembantu di dalam penelitian. Nicht als Experten. (…) Kami tidak diberi peluang yang sama besar untuk bagaimana belajar, bagaimana membuat proyek-proyek yang serupa."[85]

The goal of a mutual partnership in conducting research in the eyes of our Indonesian informants is to prepare the project together from the beginning, to do the field research and the data analysis together and aim at publishing the results in a collaborative manner at the end of the project. That very often this is not the case is regretted by most of the Indonesian actors involved in international projects.[86] The dependency on money is one of the reasons given to explain this inequality: "When people come here with their idea and money, sometimes it is very hard to be equal for us."[87]

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[82] Interview with E., 15.9.2006.

[83] Interview with D., 1.9.2006.

[84] Interview with H., 19.9.2006

[85] "What I experienced in practice is that we are not considered to be real partners or real consultants. (…) So what I want to say is that my position is the lower one. So that means we are only the translators. (…) But we cannot benefit [from international projects]. (…) We are only like assistants within the research. Not experts. (…) We don't get the same chances to learn how similar projects can be done." (*own translation*) Interview with C., 11.9.2006.

[86] Interviews with H., 19.9.2006; C., 11.9.2006; and R., 12.9.2006.

[87] Interview with A., 13.9.2006.

Even though the actors are aware of the negative consequences resulting from the dependency on money, they admit that they still need it: "Kita juga butuh didanai juga untuk menyelenggarakan kegiatan itu."[88] Especially research centers depend on the funds they get through international projects to continue their activities.

Moreover, the Indonesian partners feel discriminated because of the lower wages they get compared to their foreign counterparts: "Itu tidak fair. (…) Merasa tidak fair, kalau gaji dia lebih tinggi dari saya."[89]

Another problem mentioned is the presumed misuse of data gained through international projects by the counterparts from abroad for other interests: "Kadang kita merasa bahwa proyek luar negeri itu adakalanya juga ada baiknya di sisi lain kita bisa menggunakan datanya namun di sisi lain mereka juga bisa menggunakan untuk kepentingan yang lain."[90] The informant even used the terms "new colonialism" and "colonial power" to express her preoccupation.

The problem of jealousy or even rivalry within the Indonesian group of actors involved was another point that was brought up by some as being a challenge to a successful cooperation.[91] Nevertheless, there is a tendency towards accepting these challenges in the field of adopting international projects in the university setting, and learning from the experiences. The positive impacts seem to outweigh the negative aspects. Within UGM it is admitted that the institutional ability of service units, library, information, and instrument-infrastructure have not met international standards yet.[92] Therefore, international projects are seen to be one remedy because "we need more improvement to be internationalized."[93]

Despite the negative aspects that international projects may have on the academic system in Indonesia a positive attitude towards them prevails:

> "We cannot step down, back, no, we must go forward, ya, I think. Because we are already declared as the research university and also we already declared about the international standard for our product, for our services, so we must go forward, even with many challenges, many

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[88] "We also need the funding to carry out these activities." (*own translation*) Interview with R., 12.9.2006.

[89] "It is not fair. (…) It doesn't feel fair, if his salary is higher than mine." (*own translation*) Interview with C., 11.9.2006.

[90] "Sometimes we feel that a project from abroad is occasionally good for us and, beyond that, we can make use of the data, nevertheless they can also use them for other interests." (*own translation*) Interview with R., 12.9.2006.

[91] It would go too far to discuss this problem here in detail. Again this could be a topic for further research, investigating how the social action of the actors is influenced by different factors.

[92] See Strategic plans of UGM: 9.

[93] Interview with A., 13.9.2006.

programs, ya, the international cooperation is, I think, ya, a good advantage for making communication, for making cooperation, even in the inside, in Indonesia itself, it is already necessary, because we know that now, more and more in the Indonesia itself, the university is become more competitive."[94]

Conclusion

Nowadays, in a world of growing interdependencies, internationalization also influences the higher education system of a country. The nature of study and work rapidly takes on a global dimension. In the light of this development, people are needed who have the skills to operate successfully across cultural, political and linguistic boundaries. International projects are one of the possibilities to meet this demand and incorporate it into the academic field.

On the basis of the research exercise conducted at the Gadjah Mada University in Indonesia the impacts of international projects on some aspects of its academic culture were pointed out. It can be confirmed that international projects play an essential role for UGM. Thereby, lecturers are the driving forces in the process of initializing and implementing international projects – which are to a large extent research projects between different Indonesian and foreign universities. They enable actors to become involved in a scientific network and profit from a further source of knowledge. International projects thus can be considered to be an important working tool for a university, as they provide a platform for acquiring and disseminating knowledge. Hence international projects directly influence the quality of the Indonesian academic culture in which the lecturers serve as a channel, transferring their experiences to the students. The results of the research exercise show that the influences are for the most part valued positively. International projects contribute to the improvement of the quality of the Indonesian higher education.

To become involved in such cooperations is viewed by Indonesian academics as a chance. They are aware of the challenges and of the necessity to contribute to the process of improving the handling of international projects at their university. The goal of achieving an international standard at UGM is not only an ambitious plan of the management by means of a top-down approach,[95] rather the efforts have their origin in a

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[94] Interview with G., 27.9.2006.
[95] One of UGM's targets for 2003-2007 is the improvement of cooperative network capacity to raise UGM to a global position. This is to be achieved through the implementation of

bottom-up approach with the aim to benefit from the positive aspects of internationalizing the academic atmosphere:

> "Education is the way to go up. And moreover, actually, not only education, but also the place where you get the education. (…) Because the society is moving, it is more international. Because everybody understands that international education and to be part of international networks is kind of an answer to many questions. The question of status, the question of …access, you know."[96]

The access to international projects is crucial for the Indonesian *civitas academica*, mainly because it means access to necessary funds and access to a system of knowledge production and distribution at the same time. Thus international projects are, amongst others, a means to reduce an existing knowledge gap that might occur as a result of an uneven distribution of knowledge production between different academic cultures (Evers and Gerke 2003: 3-4).[97] It was admitted by some informants that there are some international projects – mainly projects where the funding from the foreign institution enables the project activity, like large projects funded e.g. by the World Bank or big transnational companies – where an asymmetry between a dominant and a dominated partner exists. This constellation creates a situation of supply and demand (Charle, Schriewer and Wagner 2004: 198). But understood as a dynamic concept, international projects can contribute positively to the Indonesian academic culture as a means of transfer. Nonetheless, the experiences gained from earlier cooperations show the risk of an unequal position of the different partners involved in international projects. It seems very crucial that the actors themselves are aware of their rights and duties to enable a successful cooperation favoring long-term projects. Implementing international projects in the academic field may be a challenging task. But nevertheless, internationalization can be seen as an opportunity to strengthen a university's position within the scientific community and a means to achieve further academic capital, thus empowering the institution itself as the following citation of an Indonesian informant concludes accurately:

> "International projects have to be seen in the context of globalization: there is no border between countries and knowledge. This is becoming more and more important in a world of increasing interdependencies and networks, having its big influences also on academic cultures. It's a question about global knowledge and local knowledge. UGM is one of the leading universities in

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international cooperative networks in quality improvement and educational program relevance, research, public service and culture movement (see Strategic plans of UGM: 23).

[96] Interview with H., 19.9.2006.

[97] Here it would be crucial to further argue about the meaning of the expression "knowledge gap" and of the different forms of knowledge.

Asia. International projects are very important for the empowerment of UGM as a whole institution."[98]

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