Indonesian in Australian Universities:

A Discussion Paper

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'I know of no other Western country where Bahasa Indonesia is widely taught in the school curriculum. I know of no other Western country with more Indonesianists in your governments, universities and think tanks'.

Indonesian President Susilo Bambang Yudhoyono
in his address to the Australian Parliament
10 March 2010[2]

1. Introduction:

This highly favourable assessment by Indonesia's president of Australia's achievements and expertise in Indonesian language -- and Indonesian studies more generally -- appears based more on decades of growth last century than on downward trends over the past decade. In its ground-breaking 2002 report *Maximising Australia's Asia Knowledge: Repositioning and Renewal of a National Asset*, the Asian Studies Association of Australia (ASAA) pointed to what could have been a most encouraging development in Australia's strategic linguistic capacity: a four-fold increase in university enrolments in Indonesian between 1988 and 2001, when the number of tertiary institutions offering the language increased from 13 to 28.[3] These simple statistics however disguised the beginning of an alarming trend from which we are yet to recover.

After spectacular growth during 1988-90, the uptake of Indonesian in Australian universities slowed, before beginning a major downturn in 1997, which continues unabated. The ASAA had noted with premonition that 'Indonesian programs were in decline or in jeopardy at a number of universities in 2001. Notable progress was thus in danger of being lost as a result of fluctuating student demand.' (p.40). Eight years after the ASAA report, the 28 universities then teaching Indonesian have effectively shrunk to 15, hovering close to the 1988 baseline of 13.[4]

This paper calls for a re-assessment of Australia's response to this decline and for a re-configuration of resources to rectify systemic weaknesses that have exacerbated for Indonesian what is a broader decline in most languages in our universities. To a degree the very positive current government-to-government relationship with Indonesia has lulled the Australian government into a false sense of our achievements and insulated it from an appreciation of the urgency needed to respond to the decline in Indonesian studies in our education system.

Leading Indonesianist Jamie Mackie judged 'the expertise on Indonesia that has been built up over the last 50 years in our universities and related institutions' as 'a unique national asset,

[2] http://www.aph.gov.au/Hansard/reps/dailys/dr100310.pdf, sighted 2 December 2010, p.2138.
[3] Growth was from 158 EFTSL in 1988 to 632 in 2001 (ASAA 2002, p.35). The ASAA Report can be downloaded from http://coombs.anu.edu.au/SpecialProj/ASAA/asia-knowledge-book-v70.pdf, sighted 20 October 2010.
[4] As the following discussion elaborates, the complex nature of recent cross-institutional collaborations makes the precise calculation of the number of universities teaching Indonesian rather more complex than was the case in 1988. The downward trend however is clear. Appendix A provides a list of universities teaching Indonesian.

not replicated in any other country outside Indonesia itself.'[5] Yet, as the pioneering generation of Indonesianist scholars – so praised by President Yudhoyono -- retires, it is becoming clear that we are 'living on past capital, in an area where new blood is crucial'.[6] Following President Yudhoyono's 2010 parliamentary address, then Foreign Minister Stephen Smith acknowledged to the media that 'one of our difficulties of course is we don't have enough so-called Indonesianists, you know the cadre of Indonesianists. … We also have a shortage of Indonesian language teachers'.[7]

Concerted action is needed if we are to re-build Indonesian as a national asset and resource. Arising out of a National Teaching Fellowship (NTF) provided by the ALTC to examine strategies for the strengthening of the teaching of Indonesian in Australian universities, this paper seeks to stimulate broader collegial discussion of a range of possible actions, suggested during extensive visits to Indonesian-teaching universities in Australia and abroad.[8]

What is present here is not a discussion of the central importance for Australia of our relationship with Indonesia; that is a 'given', based on evidence presented expertly elsewhere.[9] Neither is it a history of Indonesian in Australian universities, nor a comprehensive account of the programs in individual universities. There are various, albeit fragmentary, histories available, with others in preparation.[10] Some summary data will be included in appendices to provide a general overview of national trends. However, there is no analysis of specific individual university programs. Instead the aim of this paper is to stimulate discussion of possible strategies for strengthening Indonesian at the tertiary level. While floating a raft of possibilities for public consideration, it does not seek here to rank or argue for particular strategies among them.

The endeavour is based on four foundations:

- That Indonesian language learning is contracting in universities across the country;

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[5] Jamie Mackie, *Australia and Indonesia: Current Problems, Future Prospects*, Lowy Institute Paper 19, Lowy Institute, Sydney, 2007, p.113; downloadable from http://www.lowyinstitute.org/Publication.asp?pid=668, sighted 2 February 2011.

[6] Jamie Mackie, personal email communication, 26 January 2011.

[7] Stephen Smith, Interview with Linda Mottram, Radio Australia ABC, 11 March 2010, at http://www.foreignminister.gov.au/transcripts/2010/100311_abc_ra.html, sighted 1 February 2011

[8] I have visited every Australian university that teaches Indonesian, speaking with relevant teaching and departmental administrative staff, and on most occasions, students and representatives of senior management. In addition, I have met with selected representatives from the AIBC, DEEWR, state Departments of Education, Indonesian language teachers' organisations, and other state government officials with an interest in Indonesia. I have interviewed Indonesian teaching staff at universities in the Netherlands, Denmark, Germany, UK, France, Italy, and Japan.

[9] Mackie 2007, for example, provides a valuable overview of the relationship, including cogent answers to the question 'why does Indonesia matter to Australia?' (in Chapter 1). Similarly, the Commonwealth Parliament's Joint Standing Committee on Foreign Affairs Defence and Trade, in its report, *Near Neighbours – Good Neighbours: An Inquiry into Australia's Relationship with Indonesia* (May 2004) found 'Indonesia's size and geo-strategic position make it of immense importance to Australia and the region as a whole' (p.2).

[10] Overviews of Indonesian Studies in Australia include contributions to the special issue of *RIMA* edited by Jemma Purdey with the theme 'Ways of knowing Indonesia: perspectives from the Australian academy' (Vol. 43, Number 1, 2009), particularly that by Anthony Reid, 'Indonesian Studies at the Australian National University: Why so late?' (pp.51-74). Cf Stuart Robson, 'Indonesian at the University of Sydney in the early 1960s', *RIMA*, Vol. 42, No.1, pp.185-9. http://search.informit.com.au/documentSummary;dn=181460228106641;res=IELHSS, sighted 17 January 2009. Paul Thomas (Monash University) is currently preparing an edited volume surveying Indonesian language in Australia.

- That some level of Indonesian language skills within the community is in Australia's national interest;[11]
- That there is no overall strategy to sustain and encourage Indonesian learning; and
- That the university sector – and the country -- would benefit from such a national strategy.

This paper provides an initial overview of what such a strategy might include. It does so mindful of the political reality that finding funding for any initiatives will be very difficult and will rely upon the strength of the case made to the government. Current funding for languages in general is parlous, but the specific circumstances of Indonesian put it particularly at risk as funding for languages ebbs. As one informant stated, there is currently a 'chasm between national priorities and actual funding' for Indonesian language. The goal should be the assured availability, to any Australian student who wishes, of an appropriate Indonesian language program that offers the three key elements of contemporary language study, that is, being available 'on campus, online and in-country'.[12]

2. Languages in Australian education: Universities and schools.

While recognising that 'Knowledge of other cultures and their languages is an essential life skill for future graduates if they are to engage effectively in global professional practice',[13] the 2008 Bradley Report into Higher Education – a cornerstone of the current government's higher education policy -- ignored the decline in language learning in Australian universities. That the teaching and learning of non-English languages in Australian universities is in crisis has been widely recognised across the sector. For example, the Group of Eight[14] and the Australian Academy of the Humanities collaborated to convene a National Languages Summit in Canberra in June 2007 as 'a strategic contribution to a developing national discussion on the urgent need for policy leadership and action on Australia's language capability'.[15] As the Group of Eight highlighted, there had been a severe 'thinning' in the range of languages available to Australian students. In 1997 there had been 66 languages offered at Australian universities; just ten years later, only 29 survived.[16] This Summit echoed the Australian Chamber of Commerce and Industry's April 2007 policy paper, *Skills*

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[11] *Near Neighbours – Good Neighbours: An Inquiry into Australia's Relationship with Indonesia*, Joint Standing Committee on Foreign Affairs Defence and Trade, (May 2004) Recommendation 18: The Committee recommends that Indonesian Studies be designated a strategic national priority and that the Australia Research Council and the Department of Education, Science and Training be requested to recognise this in prioritising funding for both research and teaching.

[12] I'd like to thank Dr Philip Mahnken for summarising the three elements thus. Interview, USC, 16 March 2010.

[13] D. Bradley, P. Noonan, H. Nugent and B. Scales, *Review of Australian Higher Education: Final Report*, Dec. 2008, p.104, http://www.deewr.gov.au/HigherEducation/Review/Documents/PDF/Higher%20Education%20Review_one%20document_02.pdf, sighted 29 January 2009.

[14] The Group of Eight was formally incorporated in 1999, and represents the interests of some of Australia's oldest and most established universities. Its eight members are the Universities of Sydney, Melbourne, Adelaide, Western Australia, NSW, Monash, Queensland, and the Australian National University. See http://www.go8.edu.au/go8-members/go8-member-profiles, sighted 30 November 2010

[15] http://www.humanities.org.au/resources/downloads/policy/POL2007-Comm-11.pdf (sighted 17 January 2009).

[16] Group of Eight, *Languages in Crisis: A rescue plan for Australia*, June 2007, (p.4). Downloadable from http://www.go8.edu.au/storage/go8statements/2007/Go8_Languages_in_Crisis_Discussion_Paper.pdf, sighted 20 October 2010.

for a Nation — A Blueprint for Improving Education and Training 2007-2017, which recommended 'to effectively participate in a globalised world there should be the compulsory learning of a foreign language from seven years of age or earlier.'[17]

While some Australian universities, and educational lobby groups such as the Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH),[18] seek to raise the profile of language learning and teaching, outcomes have been modest thus far. Calls continue for universities to recognise, foster and promote the linguistic assets of both staff and students as integral to the reinvigoration of the Humanities.[19] Efforts by committed staff are being made nationally to mobilise tertiary language teachers to work together to promote and stimulate language learning.[20] Auguring well for the future is the recent funding by the ALTC of a national network for university languages. The concept emerged from work sponsored by the Australian Academy of the Humanities, and will be led by Professor John Hajek of Melbourne University. The network aims to strengthen knowledge about, and advocacy for, languages in universities.[21] It will take some time, however, to determine whether such initiatives are capable of reversing the overall decline in languages.

This is not to say governments have ignored Languages Other Than English (LOTE). In the school sector it is one of the eight key learning areas identified in the 'National Goals for Schooling in the 21st Century', while the 'Melbourne Declaration on Educational Goals for Young Australians' signed by all Australian Ministers of Education in December 2008, includes 'Languages (especially Asian languages)', as one of eight specified 'learning areas'.[22] Yet language enrolments continue to slide. In a speech on 20 May 2008 at the Asia Education Foundation in Melbourne then Deputy Prime Minister and Minister for Education, Julia Gillard admitted, 'less than 14 per cent of Australian Year 12 students are studying a foreign language. Only 5.8 per cent are studying Asian languages in Year 12. And at university the proportion studying Asian languages is even lower – at 3 per cent.'

She went on to announce $62.4 million (over 2008-11) for the National Asian Languages and Studies in Schools Program (NALSSP).[23] NALSSP seeks to have at least 12 per cent of students exit Year 12 by 2020 with a sufficient competence in one of the target Asian languages (Mandarin, Japanese, Indonesian and Korean) to enable them to participate in trade and commerce in Asia and/or in university study. It is a necessary intervention. In WA, for example, between 2003 and 2009 students sitting Year 12 Tertiary Entrance Examination (TEE & WACE) Indonesian (Second Language) plummeted by 66% (from 148 to 50); Chinese declined by 40% (from 32 to 19) and Japanese fell by 27 per cent (from 261 to 189).[24] Despite government statements and aspirational targets, enrolments in languages

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[17] Downloadable from http://www.acci.asn.au/SkillsBlueprintMain.htm, sighted 18 January 2009.

[18] One of DASSH's objectives is to focus on government policy relating to 'Languages - the Government emphasis on languages and consequent funding implications and opportunities' (see Draft Strategic Plan 2009-12,downloadable from http://www.dassh.edu.au/about_us/strategic_plan, sighted 26 October 2010).

[19] E.g. D.T. Hill, 'Promoting Linguistic Assets', *Campus Review*, 22 April 2008, p.10.

[20] These included the colloquium 'Beyond the Crisis: Revitalising: Languages in Australian Universities' at the University of Melbourne, 16-18 February 2009, hosted by the Academy of the Humanities.

[21] See http://www.altc.edu.au/project-leadership-future-generations-national-network-university-languages-2010, sighted 1 December 2010.

[22] http://www.mceetya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf, p. 14, sighted 18 January 2009.

[23] On NALSSP, see http://www.deewr.gov.au/Schooling/NALSSP/Pages/default.aspx, sighted 18 January 2009)

[24] Statistics from "2008 Tertiary Entrance Examinations/WACE Examinations Statistics as at 30 October 2008", provided by the WA Curriculum Council.; and ' External Assessment and Certification Report 2009', Statistical

appear to be declining across virtually all languages, jurisdictions, and levels of our education system.

In their 2010 study *The Current State of Indonesian Language Education in Australian Schools*, Michelle Kohler and Phillip Mahnken[25] concluded that, while Indonesian remains a major language in Australian schools, a 'deeper analysis of the data, however, clearly demonstrates that the number of programs offered and students studying the language are in serious decline.' Indonesian is now 'an "at risk", low candidature language' at senior secondary level attracting only 1,167 (or less than 1 per cent of) Year 12 students (p.5). Their 2005-2008 data indicates Indonesian enrolments are declining by an average of 10,000 school students annually (p.17). When launching the Kohler-Mahnken report (together with others on Japanese, Chinese and Korean), then Prime Minister Kevin Rudd stressed, 'At a time when our Asian literacy should have been growing stronger, it grew weaker. At a time when more students should have been studying Asian languages, fewer undertook those studies. This is a trend we must reverse.'[26]

While the focus of this current paper is the tertiary education system, such a marked decline in Indonesian in our school system causes alarm, given the linkages between educational levels.

3. Indonesian in Australian universities

Indonesian language has been taught in Australian universities since 1955. For much, if not all of that time, it has suffered (as Julia Read has observed) 'from lack of teaching resources and lack of a strong pedagogical tradition, though it has also benefited particularly from the contagious enthusiasm of teachers who believed strongly in the value of what they were doing'.[27] With its foundations in the 1950s at the Universities of Sydney, Melbourne, and the ANU, by 1969 only four of Australia's then 15 universities offered Indonesian.[28] Its popularity grew during the 1970s and 1980s as it was gradually adopted by universities across other states (with Tasmania the last state in 1991)[29]. As noted above, after several boom years in the early 1990s, by the end of that decade enrolments were contracting worryingly. The 2002 ASAA Report illustrated with reference to enrolments in first-year Indonesian language in Western Australia. 'In 1989-90 the intake in Murdoch University alone was more than 80 individual students. In 2001, the combined intake of individual first-

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report on enrolments in TEE/WACE examinations Appendix E Table E6 Number of candidates sitting the TEE/WACE examination in each course/subject, 2005–2008, pp.66-68.

[25] M. Kohler and P. Mahnken, *The current state of Indonesian Language Education in Australian schools. Report to Department of Education, Employment and Workplace Relations*, Education Services Australia, Carlton South , 2010. Downloadable from: http://www.deewr.gov.au/Schooling/NALSSP/Pages/Resources.aspx, sighted 20 October 2010.

[26] Kevin Rudd, 'Speech to the Asialink Asia Society National Forum, Parliament House, Canberra, 25 May 2010'. http://pmrudd.archive.dpmc.gov.au/taxonomy/term/51?page=2, sighted 26 October 2010.

[27] Julia E. Read, 'Innovation in Indonesian Language Teaching: An Evaluation of the TIFL Tertiary Curriculum Materials', PhD thesis, University of Wollongong, Faculty of Arts, 2002, p.1. downloadable from http://ro.uow.edu.au/theses/335, sighted 31 January 2011.

[28] Report of the *Commonwealth Advisory Committee on the Teaching of Asian Languages and Cultures in Australia* (known as the Auchmuty Report), Commonwealth of Australia, Canberra, 1970, Appendix 4/3, p.146, cited in *National Strategy for Indonesian Language Teaching and Learning* prepared for the Asian Studies Council by Colin Brown and Elaine McKay on behalf of the Indonesian Studies Group of the ASAA, April 1991 (hereafter Brown and McKay 1991), p. i.

[29] Brown and McKay 1991:13.

year students at UWA, Murdoch and Curtin was less than that' (p.26). The trend was national.

While there is some discrepancy between different data sets, Indonesian Equivalent Full-Time Student Load (EFTSL) continues to decline. White and Baldauf (2006, pp.11 & 16) show a fall of 12% between 2001 and 2005 (from 641 to 540 EFTSL).[30] The ASAA found EFTSL declined from 628 in 2001 and 478 in 2007, a fall of 23.8%. In 2007, only five institutions reported teaching more than 30 EFTSL in Indonesian.[31] It appears that by 2009 that figure had dropped to only two universities. First year enrolments of more than 30 individual students are now a rare phenomenon in any Indonesian program, with upper levels units commonly falling into single figures. Our own survey supports these general findings, with provisional data for 2002-9 suggesting Indonesian language student load in universities during this period has dropped by 30% nationally, by 39% collectively in the jurisdictions of Tasmania, ACT and NT, and by nearly 49% in Queensland (see Figures 1.1-3 in appendix).

Six years before the Kohler-Mahnken report into Indonesian in our school system, in May 2004, the Parliament's Joint Standing Committee on Foreign Affairs Defence and Trade Committee had responded to evidence of the decline of Indonesian in our universities by recommending 'that Indonesian Studies be designated a strategic national priority and that the Australia Research Council and the Department of Education, Science and Training be requested to recognise this in prioritising funding for both research and teaching.'[32] In fact, Australian Government funding agreements with universities officially designate Indonesian and Arabic as 'nationally strategic languages'. Universities must seek the Government's approval to close a nationally strategic language permanently. However, in practice, universities may simply advise the Government that, as a consequence of weak student demand, they have suspended their Indonesian language units pending future viability of the courses. This obviates the need to seek Government approval to close their Indonesian course permanently, yet has the same effect.

As financial pressures have increased upon universities and consequently upon Indonesian programs, even those that remain have often reduced the student contact hours and closed low-enrolment units regarded as non-essential, such as those on Indonesian literature or linguistics. This has led to a substantial 'thinning' of many, if not most, Indonesian language degree programs which now have less breadth and depth than comparable qualifications 20 years ago. Australia is in danger of loosing its lead in this field, since key international universities have not jettisoned specialist subjects or reduced student contact hours despite attracting only modest enrolments.[33]

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[30] P. White and R. B. Baldauf, 'Re-examining Australia's Tertiary Language Programs: A Five Year Retrospective on Teaching and Collaboration', Dec. 2006, pp.11 and 16 (downloadable from http://www.dassh.edu.au/presentations/whitebauldaufreport.pdf, sighted 18 January 2009)

[31] A. McLaren, 'Asian Languages Enrolments in Australian Higher Education, 2006-7', unpublished report, dated 10 April 2008 (http://www.asaa.asn.au/docs/Asian%20Languages%20Report%202008.pdf, sighted 18 January 2009). McLaren notes such studies are marked by incomplete statistics and high 'fail to return' rates (likely due to the increasing staff workload levels). In 2007, of the 20 Indonesian-teaching universities only 13 responded (p.2)

[32] *Near Neighbours – Good Neighbours: An Inquiry into Australia's Relationship with Indonesia*, May 2004

[33] It would be a valuable academic exercise, for example, to benchmark against key international institutions offering specialist Indonesian degrees such as INALCO (France) or the University of Frankfurt (Germany), neither of which reported any trimming of specialist Indonesian subjects.

Currently 15 Australian public universities offer self-sustaining independent Indonesian language programs. Five others include Indonesian in their degrees through arrangements under which staffing and materials are provided by another university.[34] For example, in Brisbane UQ has opened its Indonesian program under a broader collaborative arrangement (known as the 'Brisbane Universities Languages Hub') to students from QUT and Griffith who attend combined classes at UQ. UNE provides Indonesian in what is dubbed a 'blended model' to USQ and UoW. In addition, UNSW offers Indonesian both at its main Sydney campus and at the Australian Defence Force Academy (ADFA) in Canberra.[35]

Indonesian remains widely available geographically, with at least one university in every state and territory offering it. In addition, Open Universities Australia (OUA) and several universities (e.g. CDU, Deakin, Murdoch, UNE) offer external Indonesian units which often generate up to one third of their student load. In the jurisdictions of NT, ACT, and Tasmania, there is only a single university teaching Indonesian. Melbourne is the city with most individual programs with four universities offering the language. Yet in many of the 15 universities in which Indonesian survives, staffing levels have been greatly reduced in recent years, often to a level of dubious viability. In five, there is only a single tenured staff member attempting to offer three (or four) years of Indonesian language instruction, sometimes together with associated area studies (or 'content') units about Indonesia. Across all of NT and Queensland there are only three tenured staff members (and a single fixed-term contract position) catering for the entire population of these two jurisdictions. Staff working under such difficult conditions generally show extraordinary professional commitment and determination to maintain Indonesian, even to the point of taking on workloads that would be unacceptable industrially in order to avoid disadvantaging their students.

Under such embattled circumstances, staff are prone to regard any external investigation of Indonesian and its viability with suspicion, as a potential threat to their livelihood, making the public discussion of specific universities often very sensitive. The intention of this Discussion Paper is thus not to analyse individual universities but instead to explore broader strategies.

4. International comparisons[36]

Australia has the largest community of foreign learners of Indonesian and plays an international leadership role in Indonesian Studies.[37] However, we are not unique in sustaining the learning and teaching of Indonesian in a non-Indonesian environment.[38] Many of the same factors which concern Indonesian-teaching staff in Australia are even more noticeable abroad.

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[34] QUT, Griffith, USQ, UoW and Adelaide.

[35] Since academically it constitutes part of UNSW and enrols only Armed Forces personnel (at undergraduate level at least; there are some civilian postgraduates), ADFA sits outside of the remit of this Discussion Paper. Paradoxically, enrolments in ADFA are high and relatively steady with approximately 55-60 students entering first year Indonesian annually for the past five years. This constitutes the second highest first year Indonesian intake in Australia.

[36] I would like to express my appreciation to the various academics in these countries who assisted me to understand better the state of Indonesian abroad.

[37] A. Graf, 'Strategic Data of International Indonesian Studies in the 1990s', *Indonesian Quarterly*, 2002, 30:1, 77-83.

[38] For a more detailed overview of Indonesian teaching internationally, see Read 2002:29-63.

In most countries located at some distance from Southeast Asia, Indonesian is a language of very low demand; if programs exist, they are small, and teaching staff few and isolated. Sweden, for example, closed down its only Indonesian program at Lund University several years ago leaving the University of Copenhagen in Denmark, which introduced Indonesian in 1999, as the only Scandinavian university teaching the language. It has two lecturers and an accompanying language instructor. Enrolments are low but stable, with an intake every two years of about 10 students. The University of Naples L'Orientale, which has offered Italy's only Indonesian course since 1964, now has a single professor, who specialises in Indonesian linguistics, and a background-speaker language instructor. Enrolments are relatively stable, with about 20-25 students beginning first year annually. While expanding enrolments or staffing in such circumstances would be difficult, the Indonesian program is regarded as a valuable and enduring component of the university's academic strength in Asian studies.

In our usual comparator countries, the UK and the Netherlands, which hold vast research material collections and have centuries of study of Southeast Asia due to their colonial past, Indonesian is now in dire straits. In the Netherlands it is only taught at Leiden University, where in recent years staff numbers in the department have been cut to a fraction of their former size, although the recent appointment of a new Professor of Contemporary Indonesian Studies may signal a rejuvenation. Research on Indonesia, however, remains strong at the co-located KITLV [Royal Netherlands Institute of Southeast Asian and Caribbean Studies]. In the UK, Indonesian has now closed at the University of Leeds (to where it was relocated from Hull several years ago under an inter-university agreement). This leaves only SOAS, where, with the recent retirement of two professors without replacement, the UK's sole Indonesian language program relies on one continuing lecturer and a single [contract] language instructor in a shrinking Department of Southeast Asian Studies. Enrolments are steady, but with fewer and fewer Britons travelling to Indonesia these days (as the popularity of Thailand, for example, increases) the classes cater to growing numbers of foreign students who have had more exposure to, and familiarity with, Indonesia.

Slightly better off is France where Indonesian is offered at three tertiary institutions with very different characteristics. In the University of La Rochelle the Indonesian language program is part of a Department of Applied Foreign Languages, with an emphasis on business purposes, and attracts mainly students from the surrounding area. Enrolments in the first year of the major stream are only about 15 per year. However, since all students taking a major in one Asian language are required to take a less intensive 'minor' in another, about 50 other students enrol in the first year minor stream of Indonesian. Le Havre University shares some of these characteristics. Very different is INALCO (*Institut National des Langues et Civilisations Orientales*, National Institute for Oriental Languages and Civilizations), France's dedicated Asian language teaching Institute, which provides comprehensive instruction in 93 world languages, including Indonesian. Approximately half of the INALCO Indonesian Bachelors degree consists of language components, with the remainder providing supplementary social, cultural and literary content.

Japan also maintains Indonesian language programs in various universities across the country. Nine have Indonesian departments (Tokyo University of Foreign Studies, Takusyoku, Kanda Gaigo, Keio, Nanzan, Kyoto Sangyo, Setsunan (Malay variant), Tenri, and Osaka). In addition, some Indonesian (usually an elective or minor) is offered in up to another 20 universities or colleges (including Sophia, Chubu, Daitobunka, Aichi Prefectural, Kyusyu International, Asia, Tokyo, and the Graduate School of Kyoto University). The largest, Nanzan University, has 50-60 students starting Indonesian annually, though 10-20 is

more common elsewhere.[39] Though there has been a modest decline in offerings over the past decade the field is steady overall, with a strong core of dedicated teaching and research staff. The Japanese Association for Indonesian Studies (*Himpunan Pengkaji Indonesia Seluruh Jepang*, HPISJ) hosts a regular annual conference, now in its 41st year, which currently attracts about 30-40 attendees.

At least thirteen universities in the United States provide regular instruction in Indonesian, and have joined together to form the Consortium for the Teaching of Indonesian and Malay (COTIM).[40] But despite have driven much of the post-war interest in Southeast Asian Studies in the English-speaking world with a strong emphasis on postgraduate studies, American universities are now flagging in their support for Indonesian language. As one senior Indonesianist colleague in the US lamented of American universities, 'interest for Indonesia is stunningly limited among students… [It] is interesting to think about this absence but also very depressing… a desert indeed'.[41]

Germany contradicts the global malaise in Indonesian studies. Despite its distance from Indonesia, Germany has fostered a diverse range of Indonesian language courses with more then ten state-funded universities teaching Indonesian spread throughout the country.[42] Language class sizes vary at first year level from single figures to around 25, with some universities setting a cap on the maximum intake. The pedagogical approaches range from traditional philology (including linguistics and literature), to the embedding of Indonesian language into broader contemporary cultural, social and political studies of the country. Five research universities offer comprehensive BA or MA programs in 'Languages and Cultures of Southeast Asia' or 'Southeast Asian Studies' (namely Berlin, Bonn, Frankfurt, Hamburg and Passau) with Indonesian language courses preparing students for higher degrees. Of this group, the University of Hamburg, for example, has been offering Indonesian since 1920 continuing from one of its predecessor institutions, the Colonial Institute of the German Empire (established 1909). When Germany was divided, both Bonn University in the West German capital, and Humboldt University in the East German capital East Berlin continued to offer Southeast Asian programmes focussed on Indonesia. Frankfurt University has taught Indonesian since the 1950s, with staff strengthening enrolments by having Indonesian cross-credited to 17 other academic programs. Indonesian is sometimes available elsewhere as a minor (e.g. Leipzig), or as part of disciplinary package (such as at the anthropological institutes of Freiburg, Heidelberg, Munster, Munich and Gottingen). Since the 1980s, Indonesian language has been packaged within a Bachelor of International Cultural and Business Studies (similar to La Rochelle and Le Havre) in three other German universities (namely Bremen, Konstanz and Passau). Yet, even against this generally positive background for Indonesian in Germany, three degree programmes around Indonesian Studies

[39] Mikihiro Moriyama, email communication, 20 December 2010.
[40] COTIM members include: Arizona State University, Cornell University, John Hopkins University, University of Colorado at Boulder, Northern Illinois University, Ohio University, University of California-Berkeley, University of California-Los Angeles, University of Hawai'i, University of Michigan, University of Washington, University of Wisconsin-Madison, and Yale University.
[41] Personal email communication, 25 October 2010.
[42] I would like to thank Arndt Graf for providing much of the detail which follows on Indonesian in Germany (email, 14 December 2010). Any remaining errors are my responsibility. Germany does not levy university tuition fees, providing a major incentive for tertiary enrolment and the pursuit of subjects which are not necessarily targeted narrowly at professional employment.

have been stopped or downgraded in recent decades.[43] Thus, strategies developed in Australia to reinvigorate Indonesian may be internationally applicable.

5. Strategies:

A wide variety of possible strategies for the strengthening of Indonesian emerged from consultations with staff in Australia and abroad, and warrant consideration and discussion by interested parties within universities. The following list remains eclectic, but is intended to stimulate debate to determine their desirability and viability as part of a broader strategic approach.

In some cases, the following summary represents an amalgam of various individual suggestions. These have not been not ranked or 'winnowed' for relevance/feasibility, and all may not be mutually compatible. They are grouped merely according to their relevance and application for individual universities, for collaborative groups of universities at a national level, and for their possible relevance for the Indonesian government.

At the individual university level:

1) Flexible concurrent language qualification.

Enrolments in specialist Indonesian language degrees are declining nationally. Therefore, if Indonesian is to grow it will need to attract students from the widest possible array of disciplines and faculties. Many degrees do not have enough elective/free space to enable a student wishing to take a language as part of a non-specialist degree to do so. One solution is a concurrent language qualification.

If not currently doing so, universities could encourage greater enrolments in languages (including Indonesian) by offering a concurrent qualification (variously called Diploma/Graduate Diploma of Indonesian/Languages) open to students whose undergraduate degree does not include sufficient space for them to take an Indonesian major. Thus a student could undertake concurrently both a Bachelors degree in their specialist field, together with a three year sequence of Indonesian, as an additional load or running parallel to their bachelors degree, as a separate Diploma. This strategy has already proved valuable in those institutions where it is currently available.

This is part of a broader view amongst staff consulted that flexible arrangements to link Indonesian with other disciplines within degrees – especially with Education and Teaching qualifications – was pivotal to the future growth of Indonesian.

Funding: not required. Individual universities to implement.

[43] Indonesian was closed at Jena and Leipzig universities, and incorporated into an Islamic Studies program at Cologne.

2) Language (LOTE) bonus

A growing number of universities currently add 'bonus' marks to a student's Year 12 University entrance score for passes in Languages Other Than English (LOTE). Based on information from 15 (out of 18) universities through which Indonesian could be studied, eight have some sort of LOTE incentive scheme or intend introducing one in 2011.[44] The Go8 have declared particular support for a Language Bonus (although the specific form of the 'bonus' varies considerably).[45] For example, students applying to the University of Queensland through the Queensland Tertiary Admissions Centre (QTAC) are awarded two bonus points (on a 1-99 scale, to which all Australian Year 12 results can be converted) towards their entry rank for passing an approved language other than English (LOTE) (with a similar two bonus points also available for passing the relevant Mathematics exam).[46]

Funding: not required. Initiative to be promoted by universities collaborating in each state/jurisdiction.

3) Improved Year 12 pathways

Currently only a very low percentage of students who complete Year 12 Indonesian actually continue to study the language at university. Most universities would appear to attract on average only about 3-4 new students with a Year 12 Indonesian pass into their courses. Several methods were suggested to encourage more Year 12 Indonesian language students to continue to university-level study.

UTAS is currently piloting an innovative program by which senior high school students undertake Indonesian language studies through the University, with such studies subsequently creditable to a UTAS degree. The UTAS Colleges Language Program (CLP) 'provides college students with concurrent enrolment at UTAS, and enables them to gain a result in first year Level 100 units in the Associate Degree in Arts [which] can also count towards a number of other degrees at UTAS and at other universities.' The permitted two Level 100 units equate to 25% of a first year UTAS load.[47]

If such trial schemes prove durable and succeed in increasing the flow of students into Indonesian, they would be worth emulating.

Funding: No central funding required; individual university initiative.

4) 'Language Entitlement'

Universities could adopt and promote the policy (applied very effectively at SOAS) that all students are *entitled* to include a language in their undergraduate degree, whatever the

[44] These are: UNSW, UoW, Flinders, Adelaide, UQ, USQ, UWA, ANU.
[45] The Group of Eight outline their various LOTE bonus systems at http://www.go8.edu.au/storage/go8_agreements//Go8_LOTE_Incentive_Schemes.pdf, sighted 25 November 2010.
[46] http://www.uq.edu.au/study/index.html?page=86632, sighted 25 November 2010.
[47] http://www.utas.edu.au/__data/assets/pdf_file/0020/14708/CLP-College-Information-Sheet-V4.pdf, sighted 25 November 2010

specialisation. The idea of a 'language entitlement' establishes the principle that language learning is the right of any student. Once adopted, the institution then commits to determine how language choice can be implemented across all degrees. As Lowy Institute Executive Director Dr Michael Wesley has argued, 'universities should be encouraged to present multilingualism as basic to education as literacy, numeracy or computer skills'.[48]

Funding: no central funding required; individual university initiative.

5) Coordinated, visible Indonesia presence in a university

A clearly articulated strategic vision for Indonesian studies within a university can help foster an environment conducive for staff and students. This is particularly evident at pivotal times such as the retirement of senior staff and negotiations regarding their replacement. La Trobe University provides a good example of how this may be undertaken. With the recent retirement of three senior Indonesianists it conducted an evaluation of institutional needs, recognised the value of replacing them with younger Indonesianists, within the context of an over-arching institutional vision for Asian Studies.

Many Indonesian-teaching staff commented on the value of a university having a coordinated policy highlighting relations with Indonesia, manifest in such things as:

- an Indonesia Reference Group involving all staff with teaching/research interests relating to Indonesia, perhaps communicating via an email list;
- an integrated website bringing together the university's diverse engagement with Indonesia, across teaching, research, inter-institutional collaborations, state/bilateral government agreements, etc. Such a website could showcase a university's achievements and the diversity of its Indonesia-related activities, making such information easily accessible, externally and internally.[49]

Such initiatives are most successful when supported centrally by the university, such as Melbourne University Indonesia Forum, funded by the DVC (Global Engagement).

Funding: no Commonwealth funding required; individual university initiative

6) 'Enlivening subject offerings'

A simple review and revitalisation of units offered may stimulate greater interest in Indonesian language and studies. Some students consulted suggested the image of Indonesian was passé, with unit/subject titles unimaginative and dated. Bland units needed to be 're-branded' or 'made sexier'. Units on 'Terrorism and peacekeeping in Indonesia', or 'Sorcerers and Dictators in Indonesia' might appeal more to students than generic ones on 'Indonesian politics' or 'Indonesian history'. Sometimes the categorisation and departmental location of a unit might influence student appeal: a unit hosted in an Asian Studies program might attract a smaller number than a one with reasonably similar content in, for example, Genocide Studies.

[48] Michael Wesley, *Building an Asia-Literate Australia: An Australian Strategy for Asian Language Proficiency*, May 2009, p.20., http://www.griffith.edu.au/__data/assets/pdf_file/0006/143628/building-asia-literate-brochure.pdf, sighted 1 February 2011.
[49] CDU's page provides a good example: http://www.cdu.edu.au/itl/indonesia.html, sighted 27 October 2010.

Funding: no Commonwealth funding required; individual university initiative

7) Sharing specialist units

One response to the 'thinning' of choice as specialist subjects/units with low enrolments are closed, was to encourage universities to streamline and encourage cross-institutional enrolments. This may enable students to enrol in specialist units through another university. One example of this was the intention of the universities in the Regional Universities Indonesian Language Initiative (RUILI) to share upper-level specialist units.[50] In practice, however, few students from other universities actually enrolled in such units. Nonetheless, the model may be worth considering for wider application.

Funding: no Commonwealth funding required; individual university initiative.

At a collaborative or national level:

Given the higher cost structures involved in quality language teaching (compared with many other arts and humanities subjects), considerable thought has been given by various scholars and interest groups in recent years to exploring more collaborative teaching models, including for Indonesian.[51]

In order to make a major impact upon the provision of Indonesian, a variety of national strategies warrant consideration. Their adoption would signal a major transformation in the current nature of Indonesian language teaching.

8) Key Centre for Indonesian Studies:

In order to provide sufficient high-quality graduates with detailed expertise in both Indonesian language and studies, there was a strong view expressed that Australia needs *at least one* university which offers a full range of Indonesia-related discipline (e.g. anthropology, literature, economics, law, politics, history, music etc) and language units to advanced level.

Various mechanisms can be envisaged to establish and properly fund one (or a number) of such key centres of Indonesian studies nationally. A key centre would need to be funded sufficiently to provide depth and breadth units of Indonesian language and studies of high quality.

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[50] RUILI involved collaborative materials and in-country program development by a consortium of CDU, USC, UNE and UTAS. The RUILI website is cached at: http://ruili.edu.au/, sighted 25 November 2010.
UNE was to offer its History of Indonesian Language, and Islamic Readings units, with UTAS offering Indonesian Literature.

[51] Joanne Winter (Project Director), *Collaborative Models For The Provision Of Languages In Australian Universities*, Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH), February 2009. Downloadable from http://www.dassh.edu.au/resources/uploads/public/CASR_Final_Report_for_DEEWR.pdf, sighted 20 October 2010. This project looks in detail at the Regional Universities Indonesian Language Initiative (RUILI).

A key centre would be expected to provide more hours of language instruction and greater specialisation that was available elsewhere. (INALCO, which plays something of this role in France, might provide a model.) The institutions would also be expected to provide a wide range of non-language Indonesian studies units to produce graduates with the highest possible level of knowledge and competence in Indonesian studies more broadly.

However, some informants believed there was an inherent danger in only supporting a single key centre of Indonesian studies, since this risked 'putting all our eggs into one basket', and a consequent monopolisation of expertise. The diversity of our academic and intellectual traditions is one of Australia's strengths, some argued. Thus, it may be that a single key centre was not sufficient, and that, given the current diversity in Indonesian language programs and the need for strengths around the country, there is an argument for more than one such centre, in which case consideration should be given to geographic spread.

If a limited number of Key Centres were to be established, scholars from small Indonesian programs could re-locate there. This may have the effect of reducing the number of universities offering Indonesian, but of providing greater security for staff and students, and greater confidence in the integrity, sustainability and quality of the programs that remain. It is expected, however, that some staff may oppose any concentration of Indonesian in particular universities as undermining small programs and reducing access to the language in regional campuses.

The concept of a National Provider for External Indonesian may be a relevant adjunct to a Key Centre.

A variation of this concept may be the establishment of an 'Indonesia Think-tank' (modelled possibly on the International Crisis Centre), funded by the Australian government to facilitate research on and about Indonesia at the highest level, including post-graduate supervision and advanced language training. This entity might not necessarily even be located in Australia; it might more logically be in Indonesia or elsewhere in Southeast Asia, provided that it had unfettered research opportunities. It would be designed to produce the limited number of future scholars to then staff our universities with the requisite discipline and linguistic skills relevant to Indonesia.

Funding: Commonwealth government, substantial and on-going.

9) <u>National Core Curriculum for Indonesian</u>

There is currently no agreed national standard achievement measure, curriculum or teaching materials for Indonesian. Individual universities have markedly different emphases in the skills and levels achieved by their graduates. While it would be a politically and pedagogically challenging task, an agreed national curriculum may ensure that all students of Indonesian achieved basic core skills.

There are undoubtedly numerous challenges, not least the fact that different universities have different semester lengths, weekly contact hours, course structures, linguistic emphases, and staffing profiles.

Funding: Commonwealth government, mid-range, limited duration with periodic review.

10) National Teaching Resources Bank

Irrespective of whether a national core curriculum was developed and adopted, a large number of respondents indicated they would like to be able to draw on shared materials at all levels of teaching. Currently individual staff spend a substantial amount of their time preparing their own teaching materials to reflect their personal style and preferences. While this might be personally satisfying, it represents a significant burden upon staff time.

An internet-based 'bank' could be established from which teachers may draw teachings materials provided they (a) deposit all their own teaching materials and (b) acknowledge in full the source and developer of the materials withdrawn from the bank. Issues of intellectual property and authorship of such deposited materials would need to be clarified and formalised.[52]

Funding: Commonwealth government (NALSSP, ALTC?), mid-range, on-going for maintenance

11) National Textbook Development Collaboration.

A wide variety of materials are used in Indonesian teaching in Australian universities. While it is rare for a single textbook to suffice, many teachers felt that there was a benefit for students in having a core text to which supplementary materials could be added for variety. There is currently no commercial/published text for Australian university learners (although several universities use unpublished materials being developed by Dr George Quinn available through the RUILI website). Many programs incorporate materials from texts developed for high school use, or very dated adult texts.

It is unlikely that a commercial publisher would fund the cost of the development of a contemporary Indonesian text. But a national collaborative project, blending linguistic and pedagogical research, with the practical outcome of an adult university text would be valuable. It would need a team of specialists, including a socio-linguist, an IT specialist (for online development), a specialist in pedagogy and current teaching methodologies, along with consultants with skills in contemporary Indonesian culture, politics, and society. Given such personnel, Australia would be a logical location for such development.

When asked who among the various scholars in Australian with such skills might have the confidence of the profession to undertake such a task, a strong and varied list of names were mentioned. There was no consensus, however, on what methodological approach might be followed, and strongly divergent views of whether any of the current materials used (e.g. those developed by RUILI) would be suitable for further collaborative development and adoption nationally.

Funding: Commonwealth government (NALSSP, ALTC?), mid-range, on-going for maintenance.

[52] Such legal and contractual aspects have proved major hurdles for some previous collaborative ventures, such as the RUILI common materials development.

12) National provider of external Indonesian.

In the pre-internet age Indonesian was offered in 'external' ('distance' or 'off campus') mode (using printed and recorded materials posted to students) by only a couple of universities. But with the increased development of materials online for internal use to counter a reduction in class contact hours, and as internal numbers have flagged, more universities are adding external options to their courses. Added to this, Open Universities Australia (OUA) now offers first and second year Indonesian (taught through CDU). Some universities have been tempted to see external courses as a cheap, relatively automated alternative to face-to-face teaching. In fact, good external language teaching is very demanding pedagogically, requires regular evaluation, and the application of emerging technologies to this particular style of instruction. Despite initial hopes, quality external delivery is thus quite labour intensive and hard to achieve.

To ensure external Indonesian was taught optimally, maintaining the highest possible academic standards, a national external provider of Indonesian could be designated (logically one of the current providers, or a collaboration between a select number of them). The national provider would need to be funded appropriately to enable it to use new technologies optimally, while providing the necessary staff teaching time. It would also be expected that staff involved would be involved in undertaking research into this pedagogy for language teaching.

UNE already provides staffing and teaching materials to enable USQ and UoW to offer Indonesian to their students in what is referred to as a 'Blended Model'. However, given that several key staff familiar with the UNE arrangements expressed reservations about it, a detailed analysis of this practice would be essential in determining its advantages and limitations, to assess whether it was a suitable model for broader adoption.

If the concept of a Key Centre for the Study of Indonesian was adopted, it may be logical to have the national external provider of Indonesian based in such a Key Centre.

Funding: Commonwealth government, substantial, on-going.

13) National proficiency rating scale for Indonesian.

No international proficiency testing framework for foreign speakers of Indonesian exists (unlike the international language tests available for Japanese, for example). Efforts have been made in this direction, however, in both Indonesia and Australia.

In 2003, under instruction from the Indonesian Minister for National Education the national Language Centre (*Pusat Bahasa*) in Jakarta began making available for community use an Indonesian Language Competence Examination (*Ujian Kemahiran Bahasa Indonesia*, UKBI).[53] There are reports that a specific competence examination for foreign speakers of Indonesian (UKBIPA, *Ujian Kemahiran Bahasa Indonesia Bagi Penutur Asing*) is being developed (and such an examination is administered to Indonesian learners in Japan) but it

[53] Surat Keputusan Mendiknas Nomor 152/U/2003 tanggal 28 Oktober 2003, see http://pusatbahasa.depdiknas.go.id/lamanv4/?q=halaman_statik/218, sighted 20 October 2010. I would like to thank Karen Bailey for directing me to this source.

would appear that these tests provide just a numerical mark aligned to a descriptor, rather than 'standards' which relate to descriptors.

In Australia in the 1990s, as part of the national TIFL (Teaching Indonesian as a Foreign Language) project, Dr Geoff Woollams and colleagues explored the possibility of adapting an International Second Language Proficiency Rating Scale (ISLPR) for application to Indonesian. The TIFL project concluded before this rating scale could be trialled extensively or adopted.[54]

If either an international or an Australian national proficiency rating scale was developed (based on the earlier ISLPR, UKBIPA, or some other), universities could then indicate clearly the proficiency achievements of their specific programs. This would enable comparisons between different programs and provide prospective employers with an objective measure of students' abilities.

It would however, for all these reasons, be controversial and benefit from the involvement of expert colleagues from multiple universities if it was to gain broad acceptance. It would require considerable external funding for its development, trialling, promotion and adoption.

Alternatively, it may be that the Indonesian government, through an agency such as the Pusat Bahasa, might see this as having broader international benefits and seek to develop an international proficiency rating scale for Indonesian which could be administered here for Australian learners. If so, this is potentially an area for collaboration with Indonesia.

Funding: Commonwealth government / Indonesian government, mid-range, on-going for maintenance

14) National Body for the Promotion of Indonesian

Routine polling by the Lowy Institute since 2006 suggests Australians have very lukewarm attitudes to Indonesia. Asked to rate their feelings towards countries (with 100 being very warm and zero meaning very cold), only in 2010 did Indonesia rise above 50% (to 54%), remaining well behind other ASEAN countries like Singapore (69%) and Malaysia (60%).[55] Such low ratings led the Lowy Institute to conclude, 'Public perceptions of Indonesia present the Australian government with one of its most pressing foreign policy problems.'[56]

The current negative image of Indonesia in Australia, which is undoubtedly a major factor in the decline in enrolments in Indonesian, is unlikely to be reversed or overcome without substantial application and advocacy on behalf of Indonesian language teaching.

[54] The scale was employed in research, however, with Read using the ISLPR (self-administered version) with students in three universities as part of her study (2002:567-79). Some individual universities (including the University of Melbourne) are apparently working towards common proficiency ratings across taught languages.
[55] Fergus Hanson, *Australia and the World: Public Opinion and Foreign Policy*, Lowy Institute for International Policy, Sydney, 2010, pp.5-6. Downloadable from http://www.lowyinstitute.org/Publication.asp?pid=1305, sighted 26 October 2010. Bali was ranked separately at 57%.
[56] Fergus Hanson, *Policy Brief: Indonesia and Australia: Time for a Step Change*, Lowy Institute for International Policy, March 2010, p.12. downloadable from http://www.lowyinstitute.org/Publication.asp?pid=1245, sighted 26 October 2010.

One suggestion put, including by a DVC, has been the appointment of an Indonesian language advocacy body. Such a national body could promote Indonesian language across all educational sectors (School, VET and University) and jurisdictions. The body could be established to report to the Ministers of Education (national and state) on the development of Indonesian, across the sectors, to coordinate better the teaching of Indonesian and ensure more efficient pathways for students passing between the sectors.[57]

An alternative, or corollary, may be the appointment of an Indonesian language advocate in each state for a specified period of time (say 3-5 years), to promote the language in all relevant environments. One model may be the ALTC Discipline Scholars program.[58]

Funding: Commonwealth and state governments, mid-range, on-going

15) Inter-University Language Provision

Under this concept universities collaborate to provide a language to multiple institutions. There are various models which might be usefully emulated. In Brisbane in 2009 UQ, Griffith and QUT rationalised the provision of a variety of languages, funded by a substantial grant from DEEWR. Indonesian language in Brisbane was concentrated solely at UQ with students from Griffith and QUT (where it had previously been available) now undertaking their studies of Indonesian through UQ.

The context was relatively complex, but in essence Griffith was no longer replacing Indonesian-teaching staff and was withdrawing from this field. While enrolment numbers at QUT were reasonable, the University administration had decided to withdraw from the field. The two Indonesian-teaching staff at QUT had to compete for a single fixed-term contract position at UQ.

Enrolments in the Indonesian language units are encouraging, while not yet exceeding the previous combined total of the pre-existing separate programs at the participating universities. The Brisbane Universities Languages Hub (BULH) is to be reviewed by the partner universities at the end of 2011, at the conclusion of the initial three years' funding, to determine whether the initiative warrants continuation.[59]

A simpler alternative model in Adelaide involves Flinders University Indonesian language staff teaching the language also at Adelaide University campus (where a fractional staff member is based), an arrangement which has continued successfully for more than 15 years.

A valuable review of the difficulties of establishing and sustaining collaborative teaching programs is provided in Joanne Winter's *Collaborative Models for the Provision of Languages in Australian Universities* (DASSH/CASR, February 2009). Problems encountered include such aspects as financial agreements and formalisation of administrative

[57] I note that the Kohler and Mahnken 2010:6 similarly recommended the establishment of 'an Indonesian language Education in Schools (ILES) working party, as an expert group, to develop a detailed action plan to support Indonesian over the next three-to five-year period, and a renewed rationale for Indonesian language study'.

[58] On the ALTC Discipline Scholars scheme, see http://www.altc.edu.au/june2010-discipline-scholars, sighted 26 October 2010

[59] http://www.bulh.edu.au/, sighted 20 October 2010

procedures across institutions, including streamlining student enrolment processes and maintaining an active promotion of languages, as well as the attitudes of teaching staff to such practical components as workload calculation and even parking provisions at the host university (p.108).

Funding: Commonwealth, substantial, establishment costs.

16) National Asian Languages and Studies in Universities Program

Given that any strategy for Asia-literacy hinges on the capacity of our teachers and that our 'tertiary institutions are where our language teachers are trained, including in the broad range of skills that mark real "fluency" in a language and the cultural realm to which it gives expression', Michael Wesley has called for urgent action to reverse the 'precipitous decline' in our 'capacity to teach and research languages' over the past decade.[60] This is particularly evident in regard to Indonesian.

The difficulties faced by Indonesian language courses in Australian universities warrant the implementation of a tertiary level equivalent of the National Asian Languages and Studies in Schools Program (NALSSP). This might be applied to the four NALSSP languages (Chinese, Indonesian, Japanese and Korean), or solely for Indonesian. The NALSSP model sets aspirational target enrolments in specified strategic languages nationally and then crucially directs targeted funding towards the achieving of those goals.

Many of the individual strategies noted in this paper might then be integrated and funded through such a National Asian Languages and Studies in Universities Program (NALSUP), or a National *Indonesian* Language and Studies in Universities Program (NILSUP?).

The NILSUP might, in addition, fund and facilitate activities such as:

- Small-scale Indonesian Teaching and Learning innovations.
- Annual national Teaching and Learning workshops for Indonesian-teaching staff, to encourage sharing of 'best practice' between teachers.
- Facilitation of bench-marking, through staff visits/exchanges between universities.

Funding: Commonwealth, substantial, on-going.

17) Increased Funding for Languages

Teaching staff frequently argued a substantial increase in funding was needed to strengthen Indonesian programs. University teaching programs derive their primary funding for undergraduate domestic students from the Commonwealth Grants Scheme (CGS), which allocates funds based on various 'clusters' or types of subjects.[61] Increasing the funding

[60] Wesley, 2009, p.14.

[61] The clusters are as follows: Cluster 1 Law, accounting, administration, economics, commerce; Cluster 2 Humanities; Cluster 3 Mathematics, statistics, behavioural science, social studies, computing, built environment, other health; Cluster 4 Education; Cluster 5 Clinical psychology, allied health, foreign languages, visual and performing arts; Cluster 6 Nursing; Cluster 7 Engineering, science, surveying; Cluster 8 Dentistry, medicine, veterinary science, agriculture. The funding levels for 2010 are provided at:

provided for the Language cluster, or relocating 'languages' into a higher cluster (such as that for Engineering, science and surveying) would provide universities with greater capacity to support and develop Indonesian. However, it was not uncommon for staff in Indonesian programs to be sceptical as to whether even the level of current cluster funding did, in fact, flow through to their particular budget, given the frequently opaque nature of internal university budgets.

Funding: Commonwealth, substantial, on-going.

18) Targeted/funding support for students.

Providing incentives and enabling funding for students to undertake Indonesian is necessary to facilitate several other strategies.

While the current Prime Minister's Asia-Endeavour Awards[62] provide high value scholarships to a very small number of undergraduate and postgraduate students to study in Asia (including Indonesia) these are too few for the task. Specific 'semester abroad' scholarships are needed to enable hundreds of Australian students to spend one or two semesters in Indonesian universities. As Michael Wesley has argued, 'Tertiary training needs to incorporate a unit or units of study based on a period of in-country experience, as a compulsory component of the languages teaching qualification – and funding and other incentives should be tied to this'.[63] One logical organisation to administer such funding would be the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS), which is the most experienced entity in this regard.[64]

Ideas relating to student funding include the following:

a) A Higher Education Contribution Scheme (HECS) waiver should apply to both Indonesian language units and to Indonesian-language teaching methodology units in relevant teaching qualifications (to stimulate the production of larger numbers of Indonesian language teachers).[65] (Some universities/faculties are already applying a [partial] HECS-waiver internally for Indonesian language units.)[66] There are precedents. A DEEWR policy change which reduced undergraduate maths and

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http://www.dest.gov.au/NR/rdonlyres/D557BB0E-3497-4471-A76F-A03198F7AE8F/26035/Rates2010.pdf, sighted 20 December 2010.

[62] http://www.deewr.gov.au/International/EndeavourAwards/PrimeMinistersAsiaAwards/Pages/Overview.aspx, sighted 27 October 2010 provides an overview of these awards.

[63] Wesley 2009:22.

[64] ACICIS, of which the author is the Consortium Director, is a non-profit consortium of 23 universities, hosted by Murdoch University, which places Australian and other international students into Indonesian universities for academic credit towards their home university degrees. See http://www.acicis.murdoch.edu.au/ sighted 2 December 2010.

[65] So strong was the initial feedback from students with whom I spoke about this that on 13 April 2010 I wrote to the Branch Manager of DEEWR's National Curriculum National Initiatives Group to request consideration of it. I was advised to forward the suggestion to the Director, Institution and Student Funding Policy, Funding and Student Support Branch, Higher Education Group, and await a response.

[66] Melbourne University provides a 50% HECS-waiver internally in language units to stimulate student demand.

sciences course fees (bringing them into line with arts and humanities) in 2009 triggered a 17% enrolment increase that year with a further 12.6% in 2010.[67]

b) If any local university opted to close an Indonesian program, students whose Indonesian language studies were affected should be offered scholarships to enable them to relocate to another university that offered Indonesian.

c) If a Key Centre was established it would be essential – a corollary in fact – that sufficient scholarships were provided to enable students to relocate from their home city to attend a Key Centre.

d) A scheme should be developed to provide Indonesian 'in-country semester' scholarships for students completing Year 12 Indonesian, to enable them to spend six to 12 months studying in Indonesia as part of a 'gap year' prior to entering university. Universities might then consider providing retrospective credit when they commenced formal university studies.

e) The extension of the HECS-based fee payment for 'in-country' semesters taken as part of post-graduate qualifications would increase the appeal of such studies in Masters programs.
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Indonesia's Involvement:

While Indonesian programs generally have cordial relations with the Indonesian community in their vicinity, community support is generally moral rather than material. This contrasts with support given by various other communities to endow or sustain teaching positions for their particular community language.[68] Furthermore, the paucity of Indonesian government support for Indonesian language teaching in Australia contrasts starkly with that provided by other governments through such entities as the Confucius Institutes, *Alliance Française*,[69] *Società Dante Alighieri*,[70] the Japan Foundation, and other national foundations which support the learning of other languages here. The argument has long been used that, as a developing country, Indonesia should not be expected to fund the teaching of Indonesian in developed economies.

Yet this view may be losing currency. The Indonesian President's comments in his address to the Australian Parliament implied pride in his country's efforts to support Indonesian

[67] Cheryl Jones, 'Students find cheaper maths and science courses attractive', *The Australian Higher Education supplement*, 20 Oct 2010, p.21. The government supported the initiative to stimulate enrolment in these priority areas with a budget allocation of $562 million over four years.
[68] There are only two endowed positions relating to Indonesia in Australian universities: Monash University's Herb Feith Chair for the Study of Indonesia, established in January 2007, and the yet-to-be-filled James Riady Chair for Asian Economics and Business, announced by the University of Melbourne in February 2010, established with a donation of $1.5 million from Dr James Riady.
[69] Founded in 1883 in Paris to promote and support the teaching of French language abroad, the Alliance Française now has1040 branches in 136 countries (http://www.afsydney.com.au/About/Default.aspx, sighted 25 November 2010).
[70] The Società Dante Alighieri was founded in 1889, with head offices in Rome and now 400 branches worldwide, 'to share the Italian language and to maintain a passion for Italian culture among foreign and Italian people around the world'. (http://www.dante-alighieri.com.au/, sighted 25 November 2010).

language teaching in Australia: 'Through its mission in Australia, Indonesia is … providing Indonesian language teaching assistance in several primary and high schools in Australia. We are offering free language courses and establishing Bahasa Indonesia language centres in Perth and Canberra. We will do more of these in the future.'[71] Less public than such statements are muted indications that the Indonesian government is, in fact, becoming concerned at the decline in interest in Indonesian in Australian education, as one *de facto* barometer of the health of the Australian-Indonesian bilateral relationship. Undoubtedly Indonesia reaps considerable 'soft diplomacy' benefits from having a pool of Indonesian language learners/speakers broadly across the Australian community. Given the value of the bilateral economic relationship and the 'soft power' generated by language programs, it would be prudent for the government to invest in Indonesian language support in Australia.

Suitable strategies for Indonesian government support include:

19) Funding Indonesian nationals as teacher assistants

As the Indonesian president alluded, there have been some successful (albeit very limited) programs in schools for Indonesian nationals who were trained Indonesian language teachers to spend periods of time as teacher assistants in Australian school classrooms. If such a concept was adopted for universities, the Indonesian government might consider funding a limited number of Associate Lectureships in Indonesian in Australia; perhaps one appointment for each of the 15 universities with independent Indonesian language programs.

Funding : approximately $90,000 p.a. x 15 people = $1.35m p.a.

20) Mixed postgraduate study and Language Instructor positions

The Indonesian government might give consideration to a scheme whereby those aspiring postgraduates with relevant training in language teaching might have their postgraduate scholarships in Australian extended by two years, enabling the initial two years to be spent working as a language teaching assistant while simultaneously developing high level academic English skills in the Australian university context prior, or parallel, to their formal postgraduate study. Funding would be required to provide appropriate pedagogical skills, mentoring, and training.
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Funding: approximately $50,000 p.a. per student (if 15 universities = $750,000 p.a.)

21) Streamlining the current Dharma Siswa program.

For many years the Indonesian government has offered an international scholarship program (*Dharma Siswa*) which provides select foreign students with a modest scholarship and fee-free place in a limited number of university programs (generally in language, and the performing arts).

While these are welcomed, one of the major problems for Australian students wishing to apply for these scholarships has been the tendency for them to be advertised in a rather *ad*

[71] http://www.aph.gov.au/Hansard/reps/dailys/dr100310.pdf, sighted 2 December 2010, p.2139

hoc fashion, with notice only provided to universities a couple of weeks prior to the application deadline, and at a time when students are often in the throes of exams. A longer lead time and more certainty regarding the scholarships' availability would enable universities and students to plan better, and hence increase the number of applications.

Funding: no extra funding required.

22) Indonesia-based 'virtual classroom'

While teaching staff in Australia generally display a high level of scepticism regarding the capacity of internet-based technologies to replace face-to-face staff teaching for students, there may be innovative ways of harnessing the technology to our advantage. One possibility would be to develop a 'virtual classroom' physically in Indonesia, staffed with Indonesian language teachers working in collaboration with Australian educators, to provide 'real time' instruction via internet technologies to Australia-based students (either independent of, or in collaboration with, Australian university courses).

It would be a complex pedagogical challenge requiring teamwork, substantial funding, and a deep understanding of the limits and possibilities of the technologies. However, it may be feasible to have an Indonesian university or agency (Pusat Bahasa, Universitas Terbuka?) provide such support instruction to Australian universities, individually or collectively. It would be essential for such Indonesia-based teaching staff to be cognisant of the pedagogical needs of Australian students. One possibility may be for such a concept to be developed from the current NALSSP-funded ACICIS Intensive Indonesian Language Immersion (ILTI) program, based at Sanata Dharma University, Yogyakarta, which is preparing Indonesian-language teachers familiar with Australian expectations.[72]

Funding: substantial, on-going

6. General Observations:

One of the challenges for Indonesian within the university system relates to the institutional position of associated staff. While there are influential exceptions, it is not uncommon for Indonesian-language teaching staff to be at the lower levels of the academic hierarchy. As language-teachers they may carry high class contact hours and be less active researchers. If not well-represented on university committees and administrative groups, it may be harder for such staff to influence institutional decision-making or to advocate for their field within their university. Indonesian language tended to be more visible and better represented when headed by a senior academic, even if that academic was less engaged in day-to-day language teaching. Some respondents were of the view that Indonesian-teaching staff should ideally be engaged simultaneously in teaching into other/discipline areas, thus embedding Indonesia-knowledge more broadly across the campus, rather than specialising exclusively on language teaching. Some went so far as to argue that and 'no language teacher can be a good teacher if they are only teaching language'. Research – in whatever discipline was appropriate – was often regarded as a non-negotiable prerequisite for a strong Indonesian language program, to earn the respect of academic colleagues.

[72] Details of the ILTI program are at http://www.acicis.murdoch.edu.au/hi/ilti1.html, sighted 2 December 2010.

Similarly, Indonesian was generally better 'protected' within a university which had broad, cross-disciplinary, cross-campus comprehensive engagement with Indonesia, across teaching and research. That is, if scholars in a wide range of disciplines had separate and interlinked collaborations with Indonesia-based colleagues in research or teaching, the university administration tended to look more sympathetically upon the Indonesian-teaching program, despite sometimes modest enrolments in the language units. Having Indonesian language available was regarded as one part of a multi-faceted engagement with Indonesia, which had overall benefits – academic and economic – for the university that counter-balanced any perceived economic cost of the Indonesian language program.

In several universities where Indonesian had low enrolments, some staff believed it survived only under the protection of senior administrators. For example, one Dean of Arts who regarded Indonesian as on the 'endangered languages list' because it was 'too expensive' and 'problematic', acknowledged it 'would have been cut already but for strong support from the DVC'.[73] Since very few senior university administrators – VCs, DVCs, PVCs, and Executive Deans – have a Humanities, much less a Languages background, such protection – and broader sympathy for the place of languages within a contemporary university – would seem relatively rare.[74]

Ironically, while there was an increased need in primary and secondary schools for well-trained Indonesian language teachers graduating from our universities, generally our Bachelor of Education degrees do not have space to include a major in Indonesian. Aspiring teachers of Indonesian are therefore better advised to complete a B. Asian Studies with an Indonesian major first before doing a postgraduate / diploma of Education/Teaching to gain their requisite teaching qualification. However, the inability to combine easily a teaching qualification with an Indonesian language major does represent an impediment to our production of teachers.

There was some concern expressed that government programs to 'fast-track' the training of Indonesian language teachers may propel unprepared teachers into classrooms with insufficient language skills (with several respondents believing this occurred during the former NALSAS program). This projected a negative image to students, along the lines 'if my teacher can't speak Indonesian properly, how can I be expected to learn it?' Some informants regard this strategy as having contributed to undermining Indonesian's place within the school system. It will be important for the current NALSSP to avoid this pitfall. When questioned, there was a widespread view amongst tertiary instructors that school teachers needed to have at least six months in Indonesia using the language daily to develop sufficient linguistic ease to teach effectively.

Some informants were sceptical about whether the Australian higher education system would ever again be financially equipped to provide quality undergraduate programs integrating sufficient Indonesian linguistic skills with disciplinary knowledge. One senior scholar argued for a dramatic shift away from the current attempt to maintain multiple undergraduate Indonesian language programs around Australia.[75] This respondent argued that it would be

[73] Confidential interview, UniversityA12.
[74] A refreshing exception is Peter Hoj, 'Can We Afford to be Without Multilingualism? A Scientist's Lay Perspective', *Humanities Australia*, downloadable from: http://www.humanities.org.au/Resources/Downloads/Lectures/Triebel2009.pdf, sighted 26 October 2010.
[75] Confidential interview, University A10.

more cost effective if universities concentrated on providing strong undergraduate disciplinary training, *provided that* sufficient funding was directed (through organisations such as the Australian Consortium for 'In-Country' Indonesian Studies, ACICIS) to enable everyone who wished to then undertake a year's intensive Indonesian language and studies training in Indonesia (as a Postgraduate Diploma or Masters). This strategy, he believed would ensure disciplinary depth, plus practical linguistic competence sufficient for higher degree research and the recruitment needs for government and business. It is a controversial view, with which many informants disagreed.

What is clear is that improving Indonesian language provision in universities will require substantial investment. In May 2009 Michael Wesley estimated that the 30 year 'Australian Strategy for Asian Languages Proficiency' that he outlined would require an investment of $11.3 billion. He believed in-country scholarships alone for the first five-year phase warranted $10.8 million. While Indonesian was only one of the major languages included in Wesley's forecasting, it could be assumed that approximately one quarter of the overall figure would be required to embed Indonesian effectively as a language of strategic strength in Australian education. At a time when the government is cutting investment in education – particularly in universities – it is hard to be optimistic that any new funding would be allocated to support Indonesian.

If the price of sustaining Indonesian skills in Australia is high, it would be telling to calculate, albeit if only speculatively, the real economic cost to Australia of *not* having such Indonesian language expertise. One might speculate about the economic opportunities lost to Australia because our companies lacked the insights that came with linguistic competence, and the financial costs of a deterioration in the bilateral relationship, with implications in areas such shared responsibilities as joint fisheries management, policing, immigration and border security, bio-security, health and public welfare management.

7. Conclusion and responses:

The above discussion has focussed upon Indonesian *language* teaching and learning. Of course, such linguistic skills contribute in the most fundamental and essential way to the capacity of Australia to undertake Indonesia-related research in the broadest possible sense, from the ephemeral to that of great national strategic importance. In this, our comparative strengths are calculable in various ways. In a recent study analysing the abstracting and indexing databases employed in bibliometric research benchmarking exercises, German scholar Arndt Graf identifies Australia playing a disproportionate role internationally, second only to the USA (and preceding even Indonesia!).[76] Our national capacity to undertake such research is grounded on our command of Indonesian.

Yet, our capacity to maintain such research is gravely threatened. Senior scholars are alarmed at 'the current declining numbers of Indonesian language and studies students' and 'the potential reduction of scholarship about Indonesia, as the ranks of Indonesia specialists thin',

[76] Arndt Graf, 'Indexing a field: the case of Indonesian and Malaysian Studies', *RIMA*, Vol. 43, No. 2 (2009) pp.191-221. Employing an 'Indonesia' country search with the *ISI Web of Science* 'Social Science Citation Index' and 'Arts and Humanities Citation Index', on articles spanning 1995-2008, Graft identifies the major producers as: USA (31.1661%), Australia (15.2707%), Indonesia (11.5456%), England (7.0106%) and Germany (5.599%) (p.201).

arguing these 'are problems which need to be addressed urgently through specific strategies'.[77]

On the one hand, the fundamental failure to stimulate the learning and teaching of Indonesian illustrates starkly the challenge for all languages within the Humanities. On the other hand, Indonesian throws up specific difficulties, with the various forces that operate to promote, or undermine, Indonesian in our education system frequently unique and changing.[78] Thus any national policy needs to be grounded upon the recognition that particular languages require specific national strategies, tailored to the individual contexts -- linguistic, geo-political, socio-cultural – of the language concerned. Two decades on, Brown and McKay's conclusion in 1991 remains apt: 'the teaching of Indonesian ought to occupy a more prominent position in our education systems, commensurate with the significance of the country and its language to Australia. It patently does not occupy such a position today' (p.ii).

One of the frequent ironies in the tertiary sector is the tension between the benefits of collaboration between universities on the one hand, and the incentives for differentiation and competition on the other. Prof. Peter Høj, VC of the University of South Australia, after calling for Australia to have 'a sustainable and enduring language infrastructure that is not subject to changes in immigration patterns and, potentially, policy', urged language scholars to collaborate for 'the national good, even in the face of pressures to put institutional interests at the fore.'[79] Similarly, a well-respected Indonesianist who had played a pivotal role in revitalising Indonesian in their university emphasised the need for sustained collegial pressure to avoid unproductive competition which undermined rather than strengthened the discipline overall.[80]

Less altruistically, as a consequence of the pressure from government for inter-university competition, decisions about the future of particular activities – such as the teaching of Indonesian or the closure of an Indonesian teaching program – may be made by an individual university without consideration for, or consultation with, other universities, even within that city, let alone across the sector. When such decisions have the potential to disadvantage an area of national strategic importance, there are larger issues to be considered, and a wider consultation is warranted.

One of the risks in a debate of this kind concerns tactics. Some believe that depicting Indonesian as an area of dire need will scare potential students away and undermine the cause. They argue that as language practitioners we should be highlighting the positive benefits of studying Indonesian, directing attention away from the decline in enrolments. Other colleagues take a contrary view, believing that without focussing squarely upon the dramatic plunge in enrolments and demanding government action, we will not be able to survive the current crisis.

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[77] Barbara Hatley, 'Encountering Indonesia as a student, then and now' *RIMA* , Vol. 43, No. 1 (2009), pp.95-103. Quotation p. 102. Hatley is Professor Emeritus at the University of Tasmania and adjunct Professor at Monash University.

[78] See T. Lindsey, 'Relaxed, complacent and risible', *The Australian Literary Review*, 7 March 2007, pp.18-19. On the history of Indonesian in Australian universities, see, e.g. S. Robson,. 'Indonesian at the University of Sydney in the Early 1960s' *RIMA: Review of Indonesian and Malaysian Affairs*, 42, 1, 2008, pp.185-189,

[79] Peter Høj, 'Can We Afford to be without Multilingualism? A Scientist's Lay Perspective', Australian Academy of the Humanities' Triebel Lecture, 16 February 2009, University of Melbourne, published in *Humanities Australia*, quotation from p.50,

[80] Interview, Perth, 26 March 2010.

What is widely agreed by colleagues within the field of Indonesian studies is that the future of Indonesian is too important for Australia more generally to be left to fate and happenstance. As the 2002 ASAA Report noted of reduced enrolments in Indonesian, 'such demand may well return, but the capacity to meet it will have been lost in some institutions.'[81] Based on his nearly 60 years' personal experience of the Australian-Indonesian relationship, Jamie Mackie warns the 'decline in numbers of staff and students involved in the study of Indonesian language and other aspects of Indonesian society, politics, economics, history and much else over the last decade could soon turn into a national disaster, dissipating a valuable asset that has taken half a century to build up.'[82] As we face a new decade, our challenge now is not simply to maintain our Indonesian capacity in an institution here or there, but to rejuvenate and revivify Indonesian nationally. The risk of inaction is that we may lose it altogether. We need a clear, agreed a plan for the future, and bipartisan government support for its implementation.

[81] ASAA, 2002:40.
[82] Mackie 2007:113.

APPENDICES:

APPENDIX A: AUSTRALIAN UNIVERSITIES TEACHING INDONESIAN

Australian universities with independent self-supporting Indonesian language programs:

1. CDU
2. USC
3. UQ
4. UNE
5. UNSW (including ADFA in separate Faculty)
6. Sydney
7. ANU
8. Deakin
9. Monash
10. La Trobe
11. Melbourne
12. Flinders
13. UTas
14. Murdoch
15. UWA

Australian universities which offer Indonesian through arrangements with another university:

1. Griffith (through UQ/Brisbane Universities Languages' Hub)
2. QUT (through UQ/BULH)
3. USQ (through UNE 'Blended Model')
4. UoW (through UNE 'Blended Model')
5. Adelaide. (through agreement with Flinders)
6. Open Universities Australia (taught through CDU)

Australian universities which have closed their Indonesian language programs:

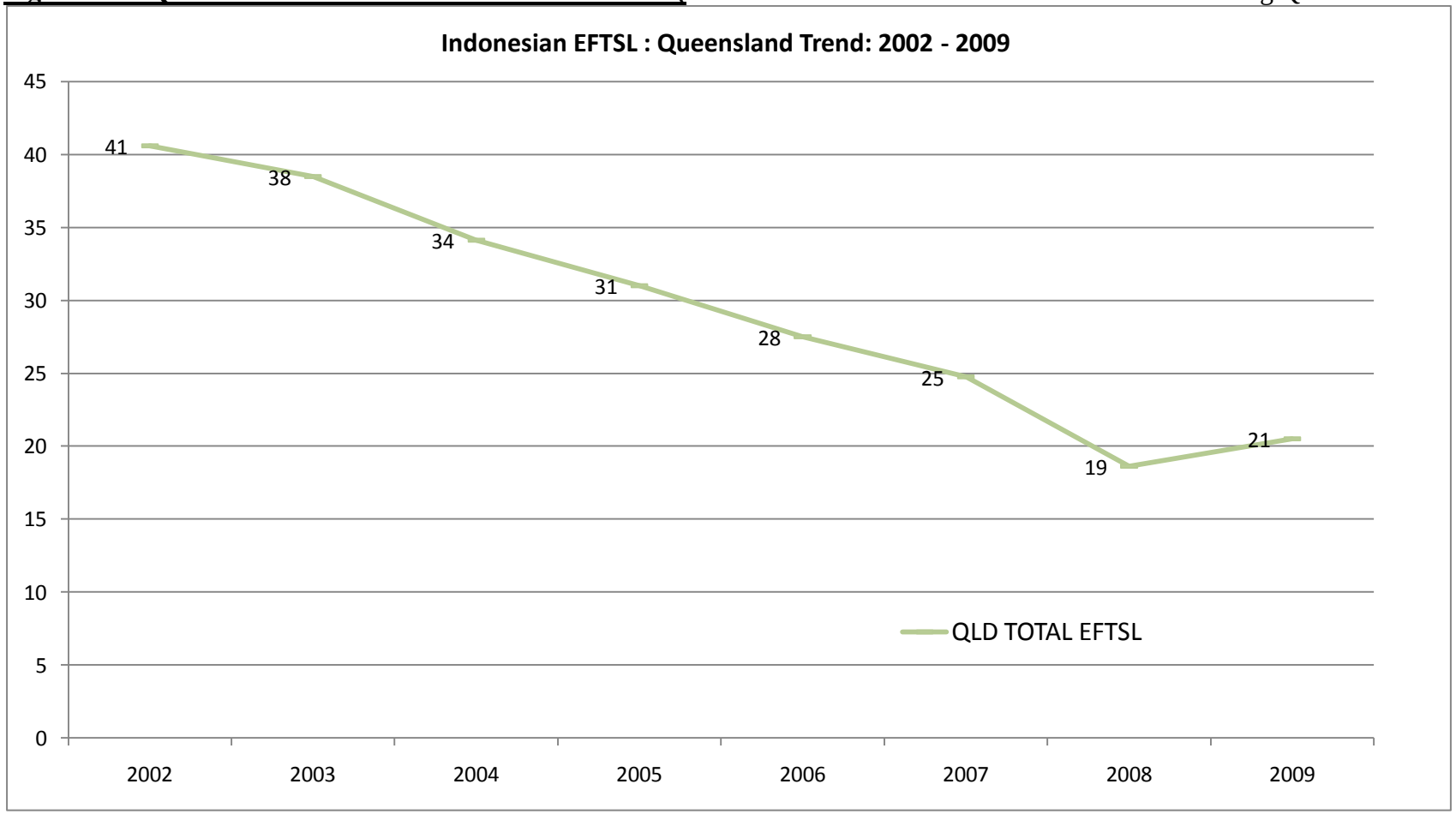
1. Curtin (2009)
2. UTS (formerly had agreement with Sydney) (c. 2008?)
3. UWS (c. 2003?)
4. JCU (c. 1995?)
5. CSU- Bathurst (sporadic offerings till c. 2005
6. QUT (2009) now available via UQ in BULH
7. Griffith (c. 2008) now available via UQ in BULH
8. Ballarat (?) (had Indonesian in 1980s, not sure after that?)

APPENDIX B: INDONESIAN ENROLMENT FIGURES

Figure 1.1 – National Enrolment Levels in Indonesian (based on EFTSL data from ten Indonesian-teaching Australian universities in eight states[83])

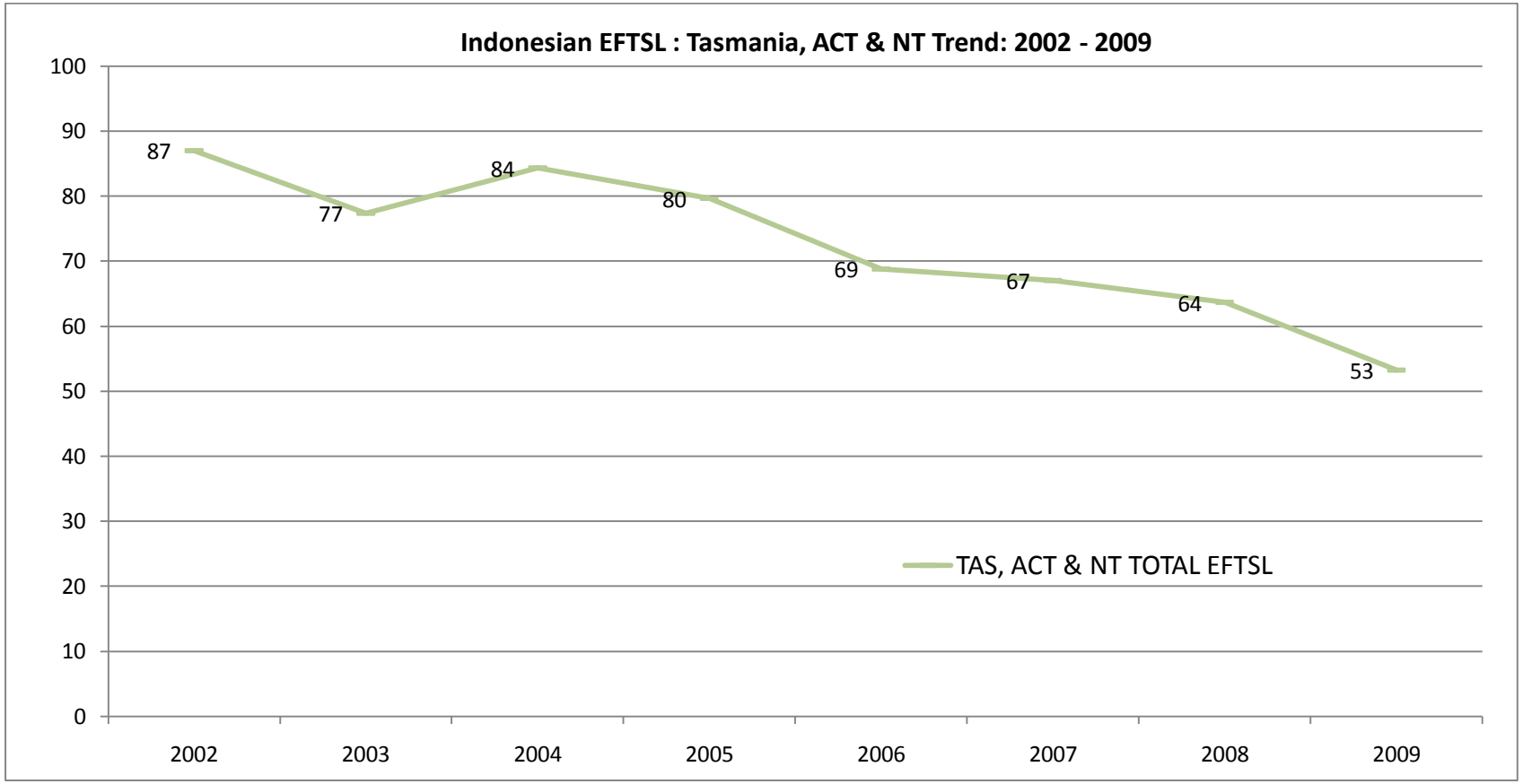
[83] Requests for Indonesia EFTSL data for the period 2001-2009 were submitted to all eighteen Australian universities currently teaching Indonesian, namely: the University of New England, the University of New South Wales, the University of Sydney, the University of Wollongong, Flinders University, the University of Adelaide, Deakin University, La Trobe University, Monash University, the University of Melbourne, the University of Queensland, the University of the Sunshine Coast, the University of Southern Queensland, Murdoch University, the University of Western Australia, Charles Darwin University, the Australian National University , the University of Tasmania. At time of writing, complete Indonesian EFTSL data for the period 2002-2009 has been received from ten out of eighteen of these institutions, specifically from: the University of Sydney, the University of Adelaide, Monash University, the University of Queensland, the University of the Sunshine Coast, the University of Southern Queensland, Murdoch University, Charles Darwin University, the Australian National University, and the University of Tasmania. Figure 1.1 shows the aggregate Indonesian EFSTL for the years 2002-2010 as per the data provided by these ten responding institutions.

Figure 1.2 – Queensland Enrolment Levels in Indonesian (based on EFTSL data from three Indonesian-teaching Queensland universities[84])



[84] Figure 1.2 shows the aggregate Indonesian EFSTL for the years 2002-2010 from three Queensland Universities, namely: the University of Queensland, University of Southern Queensland, and the University of the Sunshine Coast.

Figure 1.3 - Tasmania, ACT and NT Enrolment Levels in Indonesian (based on EFTSL data from three Indonesian-teaching universities[85])



[85] Figure 1.3 shows the aggregate Indonesian EFSTL from the period 2002-2010 at universities in three states – Tasmania, the Australian Capital Territory, and the Northern Territory – each of which have only a single university offering Indonesian. These universities are, respectively, the University of Tasmania, the Australian National University, and Charles Darwin University. There is one qualification to be made in respect of the ACT – namely, that there exists a second undergraduate Indonesian language program at the UNSW@ADFA. However, as it is not open to civilian undergraduate students, Indonesian EFTSL data from UNSW@ADFA has not been included in these figures.

GLOSSARY:

ACICIS	Australian Consortium for 'In-Country' Indonesian Studies, hosted by Murdoch University
AEF	Asia Education Foundation (University of Melbourne)
AII	Australia-Indonesia Institute (DFAT)
ASAA	Asian Studies Association of Australia
BIPA	*Bahasa Indonesia Untuk Penutur Asing*, Indonesian for Foreign Learners
DEEWR	Department of Education, Employment and Workplace Relations
DFAT	Department of Foreign Affairs and Trade
EFTSL	Equivalent Full-Time Student Load
HECS	Higher Education Contribution Scheme
LOTE	Language(s) Other Than English
NALSAS	National Asian Languages and Studies in Australian School Program
NALSSP	National Asian Languages and Studies in School Program of DEEWR
Pusat Bahasa	Indonesian Government Language Centre, Jakarta, under the authority of the Department of National Education
RUILI	Regional Universities Indonesian. Language Initiative (involved CDU, UNE, USC and UTAS)
Universitas Terbuka	Indonesia's Open University
VET	Vocational Education and Training