

Message from the Executive Director

I would like to introduce the latest edition of the AMINEF newsletter by thanking all of the grantees and alumni who have submitted their reflections of their experiences in various programs administered by AMINEF.

I am sure that you will enjoy these reflections and hopefully will consider submitting some of your own. AMINEF exists because of the educational exchanges that we administer, but the real value of what we do is evident in the voices of those who have participated in these exchanges.

2013 has been a great year for AMINEF and while seemingly a cliché, things just seem to continue to get better in the quality and depth and breadth of our many programs.

At this time, we are honored to welcome a new Board of Trustees member, Dr. Anies Baswedan, and two new AMINEF members of the AMINEF Board of Managers, Mr. Gerald Chamberland and Dr. Ridwan Djamaluddin. On the Board of Supervisors we are welcoming the new Co-chair, Ms. Mary Ellen Countryman and saying a fond farewell to Mr. Don Q. Washington who was the former Co-chair. Dr. Djoko Santoso remains as the Co-Chair with Ms. Countryman and we look forward to their guidance and support as we finish out 2013 and move into 2014 planning. These various levels of the AMINEF Board provide the vision and mission for AMINEF with the dynamic leadership and counsel that is so important to the continued success of Fulbright and related Programs and EducationUSA here in Indonesia.

We also are very pleased to be able to expand opportunities through our cooperative programs with DIKTI, KEMLU, and most recently a special Community College Initiative for Papuans supported by PT Freeport. It is this type of cooperation that allows our programs to develop and meet the needs of various sectors in Indonesia.

Also, the American Fulbright program continues to be vibrant in bringing U.S. student researchers,

U.S. senior scholar lecturers and researchers to collaborate with Indonesian institutions and develop long lasting relationships that nurture more and lasting collaboration in many fields.

Science and Technology is one of the areas where we have increased our focus in recent years for both Indonesian and U.S. grantees. We hope to be able spearhead more symposiums and collaboration in a variety of fields in the coming year. We have also seen a rise in the number of Indonesian universities requesting U. S. Fulbright Visiting Specialists for short term special projects here in Indonesia. Our Fulbright English Teaching Assistant (ETA) Program which is now in its 9th year, will bring 35 American Fulbright English Teaching Assistants in September to various Indonesian secondary schools around the archipelago to assist English teachers and students in learning how to use English in communicative and practical ways.

We work closely with our colleagues at the Ministry of Education and Culture and the Ministry of Religious Affairs in the selection of schools hosting Fulbright ETAs and this program, and hope that in the coming years this program could expand further as it has in Malaysia and in Korea and Taiwan.

Finally, we also would like to say thank you and a fond farewell to the Honorary Co-Chair of the AMINEF Board, U.S. Ambassador Scot Marciel who was so very supportive of AMINEF in the three years he served as Ambassador to Indonesia.

Please enjoy this edition of the newsletter and I hope you will send us submissions or comments, or suggestions via our Deputy Executive Director Piet Hendrardjo.

Sincerely

Michael E. McCoy

Executive Director

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Indonesian Grantees: Master's

Altering Perceptions: Becoming the Agents of Change through Fulbright



When I was granted the Fulbright Award In 2012, It was one of the happiest moments in my life.

When I got accepted into the Josef Korbel School of International Studies, University of Denver for a Master's Degree in International Security, it was like double-dipping – I could be a part of the most prestigious international network through Fulbright while given the opportunity to learn in a country that possesses the best security strategy in the world.

Prior to my departure to the United States, I had mixed expectations about how my life was going to be. I knew I would gain so much knowledge academically and I expected that I would meet a lot of inspiring people whom I can learn a lot from. Yet, I was anxious to see how the local people were going to accept me. What would be their perceptions of me and whether it would be easy or difficult to make friends with other students. The anxiety was rooted from the fact that I am a Muslim, who is also coming from the biggest Muslim-populated country in the world – Indonesia. Although I do not wear a veil, being an international security student candidate, I was pretty familiar with how the American perspective might have changed toward Muslims and foreigners since the 9/11 attacks.

However, after spending a couple of months in the United States, I questioned myself why I had ever been nervous. Ever since I stepped foot in the American land, people here are very welcoming and they have been generously helpful. People in Denver, despite geographically being located in the central of the United States and whose cultures are not as diverse as other locals in big cities like New York or Los Angeles, are very hospitable and inviting. People would stop to talk to you on the street and this is an everyday experience. I also noticed that

being a Fulbright scholar, people are often curious about me. I get a lot of questions like where I come from or what Indonesia is like or what I think about the American culture. Then I realized, being a Fulbright scholar, I also have the advantage to conduct a public diplomacy of my own. I now have bigger opportunity to engage people to learn about my country and to demonstrate being a moderate Muslim who loves democratic values and norms as much as the Americans do. By being anxious when I first came here, my behavior was actually similar with what I had thought about how American people would accept me, and that needs to change. We, Fulbright students, can be the agents of change, by altering people negative perceptions about our countries and our beliefs. Facilitated by Fulbright, it is easier for us to exchange views and form mutual understanding, not because Fulbright is a giant web of networks, but because we Fulbright students are on the same page when it comes to making the world into a positive place.



Airin Rachma, 2012 Fulbright-KEMLU student grantee, University of Denver; junior diplomat, Ministry of Foreign Affairs, Jakarta

Inducted into The Honor Society of Phi Kappa Phi



Initiation ceremony in Indiana University of Pennsylvania

Study in the US really added many new knowledge of teaching which is very useful for me being a lecturer who prepares students to be teachers in the future enriched my understanding about the learning condition and cultures.

This is very important for me and my teaching environment in which I do need to know not only about how to teach English to the non-native speakers, but also about the cultures in order for me to be able to share this to all of my students. In addition, the different types of learning from what I had when pursuing my undergraduate degree with what I got for my graduate degree in Indiana University of Pennsylvania motivated me to study harder.

“...talent means nothing, while experience acquired in humility and with hard work, means everything” - Patrick Suskind describes what I had there. With hard work, not only I got good grades, but I also in the middle of the Spring semester 2013, I got an invitation to congratulate my achievement for a good academic life. I was selected to be one of the recipients for Phi Kappa Phi Honor Society for all academic disciplines. Its chapters are on more than 300 campuses in the U.S., Puerto Rico, and the Philippines (about Phi Kappa Phi). The selection is very competitive each year. Each level of study has its own requirements. I was selected because I am in the rank of upper 10 percent of my class. It is a very great honor for me to be there among the

recipients of Phi Kappa Phi in Indiana University of Pennsylvania for the induction ceremony on May 2, 2013.

Being one of the recipients of Phi Kappa Phi society gives me many benefits. My membership in this honor society will provide me highlighting my membership in the nation's oldest, largest, and most selective all-discipline honor society when I am going to apply for jobs, scholarship, or a graduate program. It is very important for me since I plan to continue my study to doctoral study in the US. Phi Kappa Phi members are also eligible for many scholarship and awards. It will also help us to get jobs by the updating news posting about job opportunities. Being a student member, Phi Kappa Phi provides many discounts of the partnering companies such as Apple, Dell, T-Mobile and GEICO.

That is why I would like to thank the selection committee for selecting me as one of the recipients of 2013 year's very competitive Honor Society of Phi Kappa Phi for developing such a wonderful award. My thanks also goes to the Fulbright program for the chance given to me to make my dreams come true. “Things turn out best for people who make the best out of the way things turn out” - John Wooden.

Rini Susanti, Fulbright student grantee, Indiana University of Pennsylvania; faculty member, Muhammadiyah University in Palembang



President of the Indiana University of Pennsylvania (Dr. Michael Driscoll) and the Chapter President of Phi Kappa Phi for Indiana University of Pennsylvania (Dr. Dennis M. Giever) in the induction ceremony



Yellow stole and medallion are as the symbol of honored graduation of Phi Kappa Phi

Phi Kappa Phi & Phi Beta Delta Induction Ceremony



The Honor Society of Phi Kappa Phi induction ceremony

I never stop to praise Lord of many wonderful moments in my life.

One of them was a moment as a Fulbrighter in 2008-2010 for master's degree program. During the two years and four months of the program, I achieved many opportunities to develop my professional and personal competencies in the field of instructional design and technology at Western Illinois University. Some of them were as speakers in international conferences around the states and as member of an international organization called Association for Educational Communications and Technology (AECT).

Based on my active classroom participations, international conferences and international organization membership, every semester I received maximum grade point average/GPA (4.0). For this achievement, I was invited by two honor societies to be their member. The first invitation came from The Honor Society of Phi Kappa Phi and I was inducted as a member on April 18, 2010.

The Honor Society of Phi Kappa Phi is the nation's oldest and most selective all-discipline honor society that recognizes and rewards academic success. The standards used to elect its members are extremely high. Only top ten percent of graduate students are invited to be its members.

The second invitation came from the Phi Beta Delta International Honor Society. Phi Beta Delta is an academic and professional society to recognize the scholarly achievement of international students and scholars who have studied abroad and are involved in international activities. For this membership, I was inducted on November 18, 2010.

Being member of both honor societies have significantly enriched my knowledge and experiences to collaborate with people from all-disciplines and from many different countries around the globe. I have now an established international networks with members of both organizations.

Luh Putu Putrini Mahadewi, 2008 Fulbright student grantee, Western Illinois University; Ganesha Education University, Singaraja, Bali



Phi Beta Delta International Honor Society induction ceremony

Experiences to Share from Atlanta and Pontianak

It is still fresh on my mind how delightful and grateful I am when I was awarded to Fulbright Scholarship for my Master Degree.

So far, my journey has been filled up with many unforgettable experiences. In this short article, I will share few of my activities in United States and my activity after completing my degree.

I pursued my degree in Civil Engineering at Georgia Institute of Technology with specific research topic in Earthquake Engineering. To balance my academic activities, I engaged in cultural activities conducted by Fulbright Association Georgia Chapter and Indonesia Student Association at Georgia Tech. I also involved in some voluntary activities conducted by Earthquake Engineering Research Institute student chapter.

One memorable voluntary experience was when I organized an interactive presentation booth at Fernbank Natural History Museum Atlanta.



Showing earthquake hazard map of US and what to do before, during and after earthquake at Fernbank Natural History Museum Atlanta

In this activity, we introduced earthquake hazard across United States with emphasis on Southeast part of United States and some key concepts about earthquake resistant building to school children through interactive pictures, activities and demonstrations. This activity was very special to me because not only it gave me an experience working with international friends in an organizational situation but also it reminded me how useful it was when I involved in similar activity in Bandung and Padasuka, West Java prior to 2009 Earthquake.

Besides those activities, I spent my spare time in reading and learning any resources about human rights movement as well, especially the one by Martin Luther King Jr. I was so inspired by its infamous speech: "I have a dream". A similar hope



Sharing a course topic about earthquake resistant structures at Tanjungpura University, Pontianak, West Borneo

that I wish one day the Idealism of Bhineka Tunggal Ika is something that has embodied in each individual in Indonesia.

End of May 2013, I returned home to Indonesia. Besides preparing for my returning back to the United States for my PhD study, I tried to find an opportunity to disseminate what I have learnt in the U.S. One opportunity came from Tanjungpura University in my hometown Pontianak, West Kalimantan. In this occasion, I shared and discussed a course topic about earthquake resistant building design. I also emphasized how important for students living in low ('unknown') seismic area to have knowledge in this field especially due to its unpredictable occurrence of earthquake/ground shaking and also a preparation for globalization era where engineers in Indonesia are subjected to tougher competition.

In that occasion, I told them the value I learnt as a student in the United States as well, especially the value of hard work, being active and initiative in class and being on time. I am so grateful to have this wonderful experience especially looking on how enthusiastic they were during class and after class about the topic I shared and other civil engineering topic in general.

I hope this simple article can give further insight that graduate study is not merely about academic stuff and opportunity to contribute to this country can be exist anywhere in many ways as long as there is a willingness.

Edwin Lim, 2011 Fulbright Master Science Technology Initiative Program (MS FIRST) grantee, Georgia Tech University

Indonesian Grantees: Ph.D.

My Volunteer Work in the US



Volunteering for the Southeast Asia Program Outreach, Cornell University, at Syracuse Zoo in 2010

When I was in Indonesia, I was rarely involved in volunteer work. During my undergrad in Yogyakarta, I joined various students' organization and events but I hardly participated in volunteer work for larger public.

It was not that I did not want to; in fact I longed for a chance to give back to the society and had tentatively send emails to a few NGOs. Unfortunately, NGOs' activities at that time were largely exclusive for their employees and a few limited volunteers and no one responded to my emails.

But that changed when I came to the U.S. in 2008 to study for a Ph.D in Linguistics at Cornell University, thanks to Fulbright Presidential Scholarship. Studying at Cornell, a rigorous Ivy League campus located on a hill in Ithaca, New York, has been rewarding academically and professionally for me. But having opportunities to contribute in volunteer work have been a life changing experience for me.

I first volunteered at a local Salvation Army's Sunday lunch. Salvation Army is an international charitable organization working for the poor. I helped several times to prepare and served meals to the less fortunate in the area. Though the diners were very poor, sometimes homeless, we were required to treat them with warmth and respect. It was unforgettable for me to see their faces alight with happiness enjoying meals with other diners. By the end of the lunch, they always left the building with joy and dignity.

I also participated in volunteering for the Southeast Asia Program Outreach at Cornell. I was interested in the outreach because of its aim to disseminate the history, culture, and societies

of Southeast Asia, including Indonesia. I joined their various activities, among others teaching children Indonesian language, making Indonesian crafts, and playing Indonesian games. The most exciting experience was teaching them to make shadow puppets with papers. Occasionally, I joined activities related to other Southeast Asian countries. I was once assigned to explain children about Thai elephants in Syracuse zoo.



Volunteering teaching Indonesian for second graders for the South-east Asia Program Outreach, Cornell University, Ithaca, NY, 2012

After helping out in a number of volunteer works, I finally managed to initiate my own volunteer work for Haiti earthquake's victims in 2010. I organized a talent show performing various acts that brought students from different nations to perform. I received a tremendous help from the Cornell Catholic Community (CCC) who was willing to sponsor the events. Moreover, I worked with the members of the CCC to look for performers, book the venue and promote the talent show. The act included a Filipino ensemble, a solo guitar, an Irish blessing choir, a ballroom dancing, a medley of international hymns, and gayageum, a traditional music instrument from Korea, all performed by Cornell students. Besides organizing the talent show, I also contributed performing an Indonesian song in the international hymn performance. We gathered almost \$1000, all donated for the victims of the earthquake. From the event, I learnt how to contact people, to bring them together to discuss about a common goal, and to finalize ideas into practice.

In sum, I thank the Fulbright foundation for giving me the opportunity not only to excel in academic field but to give a real contribution to the society in the form of volunteer work.

Ika Nurhayani, 2008 Fulbright Presidential PhD Grantee, Cornell University; faculty member, Brawijaya University, Malang

Experience as Fulbrighter and Its Impact on My Career



When my application was submitted to universities in the U.S. In 2007, I did not know the difference between Religious Studies and Divinity School, two major divisions in the study of religion.

I did not know the reason why there are several names, besides the mentioned two names, for the department that offers a study of religion, such as theology, mysticism, and spirituality. My plan at that time was simple: I wanted to study Islam in a reputable university with excellent professors. When Fulbright suggested that I submit the application to the University of California, Santa Barbara (UCSB) with the reason that its Department of Religious Studies is among the best departments in the country, I took that advice.

When I arrived at UCSB, I was introduced with the differences between various names of the department of religion at American universities. The main difference is that Divinity School is usually associated with certain religion or church or denomination and it educates its students to be priests or scholars of religion that have strong commitment to their religions. On the other hand, Religious Studies were established to create religious scientists or scholars of religion without any commitment or attachment to a certain religion. In other words, Religious Studies is a study of religion for secular people or intended to create theologians for secular world, while Divinity School intends to create theologians.

By the time I began my study at UCSB, I had only a few perspectives to see and analyze religion. Among them are historical, doctrinal, and anthropological perspectives. It is the system in the Department of Religious Studies that forced me to acquire many different perspectives in my first two years there.

The department trained me with different methods and theories, including phenomenology, psychology, myth, ritual, and new religious movements. This is, in my view, one of the differences between education in the U.S. and in other countries; students will be trained in certain framework and system before the university let them decide their own choices.

In term of field and expertise, my advisor always asked me to find field and expertise that provide me with a good position in an academic sphere. Following his advice, I do not choose political Islam, Islamic history, anthropology of Islam, philology, or Islamic philosophy for my expertise because many scholars both in Indonesia and in the U.S. have that expertise already. I prefer to be an expert in minority religions in Islam such as Ahmadiyya, Druze, Yazidi, Alawi, and Isma'ili. It is a comparative study of religion within a single tradition. This expertise does not only give me a unique field of study, but also a strong social concern on the plight, rights, and position of followers of religious minorities.



With Professor R. Stephen Humphreys, a PhD committee member. Professor Humphreys is also professor of two renowned national figures: the late Nurcholish Madjid and Ahmad Syafii Maarif when he taught at the University of Chicago. He retired this July and Ahmad Najib Burhani is the last he supervised.

These are the summary of my experience as a Fulbrighter and a student of religion in a university in the United States. This experience significantly shapes my future academic and social career. Thank you Fulbright.

Ahmad Najib Burhani, 2007 Fulbright Student Grantee, University of California, Santa Barbara; researcher, Indonesia Institute of Sciences (LIPI), Jakarta



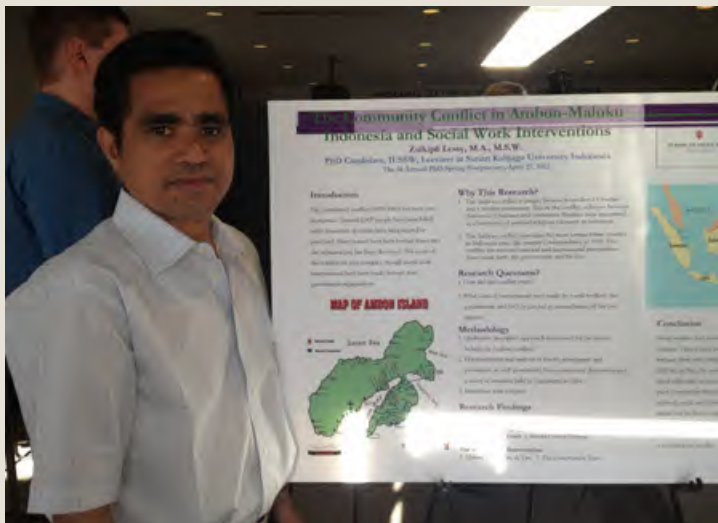
Presenter at UCLA Indonesian Studies Conference, April 2013, on Critical Histories of Activism: Indonesia's New Order and Its Legacies.



Presenter at International Conference on Minorities in Islam/Muslims as Minorities, Wake Forest University, North Carolina, October 2012.

Reflection on Earning a PhD Abroad

Three reasons motivated me to earn a PhD in social work, which I have now achieved at Indiana University.



Zulkipli Lessy as a poster presenter at IU PhD Symposium 2012



Zulkipli Lessy with a tutor at the IUPUI University Writing Centert



Zulkipli Lessy and committee members during the dissertation defense

First, I wanted to develop my academic viability. Competition for faculty appointments will be increasing at Sunan Kalijaga State Islamic University, my home institution in Yogyakarta. The university prefers that its lecturers have PhDs and research credentials. Accordingly, I looked for scholarships to study abroad. My second reason was to help augment Indonesian social work education and practices. Indonesia needs more social work academicians to develop its social work schools so Indonesia can educate more social workers to address societal problems. Third, my institution has initiated social work programs at the bachelor and master's levels. Thus it began seeking qualified faculty members to develop this discipline.

The process of obtaining this degree became a significant life experience for me. To achieve my goal, I spent a long time in English preparation for the TOEFL and GRE tests. Needing a scholarship, I visited internet shops in Yogyakarta to research opportunities to study abroad. I was fortunate in having the Fulbright selection committee accepted my proposal to study at Indiana University.

In April 2008, I attended a three-month language and cultural immersion program at the University of South Carolina. Then I moved to Indianapolis where I began studying at the Indiana University School of Social Work. Indianapolis has been a perfect place to study because it gave me a setting in which I could devote my time to coursework and research without distractions. I prioritized intensive study so I could complete my degree as soon as possible. My timeline was helped by living in homes with American families. We shared chorus, such as grocery shopping, cooking, and cleaning. Living with these families made me feel that, in the United States, I truly had a home away from home.

I am indebted to my supervisors, who impacted on my studies and on my dissertation work. For example, Dr. Adamek was always in her office for me to consult with about academic concerns. I am also grateful to Dr. Khaja for her excellent guidance during my 2010 summer internship. She motivated, guided, and assisted me in preparing for qualifying and proposal papers. she taught me to extract articles from journals and organize them for those papers. I was also supported by the IUPUI University Writing Center, which helped me articulate my ideas and edit my work. When I came to this university, I found that English was an obstacle to study at the graduate level, but I found this barrier could motivate me to write better by consulting with tutors. For three years, I worked with English tutors diligently as I drafted, revised, and edited my dissertation. This hard work paid off because my dissertation was accepted without revision. Earning a PhD requires disciplined work habits. Thus I recommended Indonesian students who study at American universities use supported services like a writing center to meet their goals.

Zulkipli Lessy, 2008 Fulbright student grantee, Indiana University; faculty member, Sunan Kalijaga Islamic State University, Yogyakarta

Indonesian Grantees: Senior Research Scholar

Standing on the Shoulders of Giants: Learning from Other's Experiences in Food Security Research

Despite of the fact that more than 50 percent of districts that are considered in Food Security and Vulnerability Atlas of Indonesia (2009) as the most vulnerable districts to food insecurity in Indonesia located in Papua, very few research has been conducted in understanding the severity of the problems in this region.

Moreover, information available from these limited researches is either outdated or specific to very small areas thus hard to draw general conclusion upon them. As a result, not much scientific based information has been provided to policy makers to support the establishment of sound food security policy in this area. On the contrary, enormous research on food security has been published throughout the world. Given the wide range of issues covered on worldwide food security publications, gaps of knowledge should be bridged by information provided through those articles. Unfortunately, many researchers in Papua have found access to these articles to be challenging. Another way that is equally essential is to learn from technical experience of other institutions or experts throughout the world to conduct research on food security issues. Being able to do both approaches will equip researchers, particularly researchers in Papua, with not only understanding on food security knowledge but also technical knowledge to conduct research in

this particular subject. Fortunately, the Fulbright program has made such opportunity available for researchers in Indonesia.

Through this program, I was granted an opportunity to not only gain the benefit of library facilities at Cornell University but also establish network with other scientists there. During the five months I spent at Cornell, I was able to develop a database of academic articles on food security subjects which contains about 1900 articles (published in 1990-2012). This database will be useful as a source of references for researchers who are interested in studying food security issues. A research roadmap which can be used as guidance in developing research agenda on food security issue both in Papua as well as in other regions of Indonesia was also developed through this program. A broad link to other scientists at Cornell was opened as I shared my interest in food security research through a brownbag talk held by the South East Asian Program at Cornell.

Besides the experiences at my host institution, I was fortunate to participate in an enrichment program held in Reno, Nevada. This enrichment program has been one of my memorable experiences throughout my staying in the U.S. as I had the opportunity to meet with almost 70 Fulbright scholars from almost 50 countries. Having connected with these scholars, I know my "world" is bigger than ever before. Overall, I value my Fulbright experience as a great opportunity to bridge myself to the many opportunities available globally. Also, I believe working collaboratively with other scientists will generate better outcomes thus better contributions to the world around us.

Fitriyanti Pakiding, 2012 Fulbright Senior Researcher, Cornell University; faculty member, State University of Papua, Manokwari



Presentation at SEAP

Puritanism in American Presidents' Mark of Power: A Study on the Inaugural Adresses from Reagan to Obama



This research aims at revealing and finding out as well as synthesizing the existence of Puritanism and its function in the American presidents' Inaugural address particularly those belong to Ronald Reagan, George H W Bush, William Clinton, George W Bush, and Barrack H Obama.

The investigation and elaboration of what feature of Puritanism that energizes American society as indicated by the use of the Puritan-derived words also serve as the objectives of this study. This allows the exploration of the influence of the contexts surrounding the inaugural address in shaping the conceptual existence of Puritanism from one president to another. The questions such as what the concept of Puritanism in those inaugural addresses is, why the presidents use Puritanism in their inaugural addresses, how it is revealed, and how the influences of the context and the significances summarize the objectives of this dissertation. It is expected these objectives to be significant in digging out and disclosing the American perspective on the Puritanism especially in times of the presidents from Reagan to Obama.

As a grounded theory project, this research constitutes a library research which is qualitative in nature and is carried out within the umbrella of the interdisciplinary American studies as it is reflected

in its applying Goffman's Frame Analysis theory that allows the involvement of knowledge from various disciplines. The texts of the inaugural addresses are viewed as the source of primary data to investigate. The secondary or supplementary data are taken from related written and online sources.

The results of the analysis reveal the findings that the American presidents' inaugural address reflects the adoption of the Puritan Jeremiad tradition through the presence of its structural element namely the lamentation of the present, the evocation of the past, and the calling for renewal and the space for the articulation of conceptual implication of the typical derived words such as calling, chosen, duty, mission, New World, New Land, introspective question, and notions of being a city upon a hill. These lead to theoretical finding that Puritanism flourishes the inaugural addresses both structurally and conceptually. This dissertational research further discovers that Puritanism in the inaugural addresses functions for the American presidents to frame the socio-cultural and politic as well as the economic significance. Socio-culturally, Puritanism frames the American confidence in terms of the notion of liberty and Exceptionalism, and the American spirit of introspection both individual and communal. In political frame, Puritanism signifies the American mission namely national and world mission, and the presidents' attachment to the party whether it is Republican or Democratic. For the economic significance, Puritanism frames the portrait and expectation of American economy. In light of these findings, Puritanism as the value brought the First America Settler can be a capital for leaders since it remains powerful to frame the response to the ongoing situations, to inspire the public participation and to affirm the American promise

Mister Gidion Maru, 2010 Fulbright Doctoral Dissertation Researcher, Bowling Green State University; he successfully defended his dissertation defense with Cum Laude predicate in May 2013 at Gadjah Mada University, Yogyakarta; faculty member, Manado State University

Indonesian Grantees: Hubert H. Humphrey Fellow

Reflection On My Hubert Humphrey Program 2012-2013 At Penn State University



My coordinators, friends at Penn State University and all the 2012-2013 Humphrey fellows became my long life friends from all over the world.

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what people think or say or do. It is more important than appearance, than natural gifts, or skill. It will make or break a company... a church ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past ... we cannot change the fact that people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the string we have, and that is our attitude. I am convinced that life is 10% what happens to me ... and 90% how I react to it. And so it is with you ... we are in charge of our attitudes” (Charles Swindoll)

I can assure you that attitude is the most important thing that made me successful in completing the Hubert Humphrey Fellowship Program for a year graduate study and professional development program in 2012-2013. It was my attitude that saved me from troubles and failures that in the worst case, disappointing myself and my country. I am glad that I have been using the quote I got from my pre-academic program at the University of California, Davis above, as my principle of life, long before I participated in this prestigious program.

I would like to share with you that I had to choose on my reactions on the things that happened to me especially when I was awarded the fellowship. This program provided me with both personal and professional development in such a short period of time. So it is up to me to make use of my time, fund, supports and facilities given, at my best. I remember

that the first thing I had to do was to understand, adapt, get along and establish friendships and networks with the international fellows in my pre-academic program as well as my group at Penn State University. The different cultures, backgrounds and personalities were the challenges to get along and work together as a team. I never thought that I had to deal with my international fellow friends more than my American fellows, because we got together almost every day. It was wonderful when our friendships were built. I also had to adapt myself and built relationships with my mentor, professors, colleagues and the other students. Then I had to face my personal challenges such as my family issue and myself. My mother broke her hip and had to undergo a surgery when I had just been two weeks in the U.S. Although we had talked about being strong and be ready for any terrible situations that might happen with our families back home when we left for the program, it was not that easy when I had to experience it myself. But then I chose to face it and moved on. With the supports I got from my coordinators and fellow friends, I could help my family back home to get the best care for my mother. I had to adapt myself with the food, time changes and weathers, and to stay healthy throughout the program. I think the most challenging thing was to be able to attend all activities at Penn State. During our nine months there, we had to attend courses, presentations, workshops, meetings or trainings. We also visited the educational, historical and cultural places as well as community services not

only in the state of Pennsylvania but also in the other states. With the fund provided, I attended several conferences and trainings that are very useful for my professional work. I am very grateful that I spent great time with my host family not only going out for meals or grocery shopping, but also sharing our everyday life and cultures. I went with my host mother for a volunteering work at a nursing home every week, which gave me more insight of the American society and health care system. I chose to fill my days of this program with valuable activities. I enjoyed every minutes and made use of my time. These attitudes lead me to the enjoyable, useful and successful completion of my program. I can proudly say that I got 'A' for my Humphrey Seminars in both fall and spring semesters and not all the fellows got them. But for me it is more than the grades, it is the knowledge and experience as well as the people I met in the program. I am very happy meeting lots of people who are valuable for my personal and professional networks. Nine months is a short time for so many things happening here. It's a bit overwhelming, but again, it is our attitude that can make us success or not. I had a fellow friend who regretted her coming for this program because it was not as she expected. I understand that we had different expectations, but if she had reacted in different way, she could have

made better use of her time and felt happier.

The last one was my Professional Affiliation (PA) or internship. I am very fortunate to have my PA at Penn State Abington, one of the 20 campuses in Penn State University's system. I have spent six weeks here learning about women leadership, student affairs and continuing education. Time flies very quickly. This week is my last week of PA. I will fly back to Indonesia on Saturday. I think my belief of appreciating the opportunities and choosing the right reaction have made me successfully pass the challenges and complete this program. My next challenge is to introduce the changes at my schools from all the knowledge and experience I got from this wonderful program. I know I can cope with anything that will happen because I have better knowledge and skills to do my job. I understand more about myself, my culture and my leadership style. I am sure all of these will contribute to the improvements of myself, my schools, my community and my country, as long as I choose the right attitude.

Sitti Khadijah, 2012 Hubert H. Humphrey Fellow, Pennsylvania State University; Vice Director of Student Affairs and English Teacher, Sari Mulia Midwifery Academy, Banjarmasin, South Kalimantan



The Humphrey Seminar at Penn State University consisted of leadership trainings, talks, movie shows, presentations and project.



I really enjoyed my time doing volunteer works. The works helped me to understand American society and health care systems.

Indonesian Grantees: ILEP

ILEP Success Story: from Photo Contest to Small Grants

International Leaders In Education Program (ILEP) gives me unforgettable moments not only because this is my first international event, but also especially I got a chance to win the 1st photo contest in the theme of “Education” held by IREX during the program.

The three days Program Orientation in Washington, D.C. on January 3-5, 2012 gave me a lot of chance to make friendship with 64 outstanding teachers from different countries. We were engaged in a lot of discussions, cultural presentations and group activities in order to get to know each other. I just realized that the world was so small after all.

I and 14 teachers from Indonesia, Morocco, Senegal, India, Bangladesh, Egypt and South Africa arrived at the University of Alabama in Huntsville (UAH) on January 6, 2012. UAH is highlighted as being among the “Top Colleges for Top Students” by Peterson’s Competitive Colleges. I took two courses: Foundations of Education in the United States and Classroom Management. The “Foundations of Education” course focused on survey of social, cultural, historical, and philosophical foundations of education; interrelationships of society and education; effects of social change and influences of social-cultural values on education. Meanwhile the “Classroom & Behavior Management” course focused on instructional options that learners need in order to be successful. It takes a broad approach to classroom and behavior management that is grounded in both theory and reflective practice. Contents emphasize the study and implementation of a variety of classroom and behavior management strategies that are necessary for working with diverse populations. While at UAH, I also learned on how to serve people with disabilities.

By participating in ILEP, I had a chance to explore new methodologies for engaging students in a more participatory and active classroom setting. My partner teacher, Ms. Brandy Ashmore, who was also my mentor at Buckhorn High School, is an energetic young teacher who has unique talent in classroom design interior. She taught me how to design effective and efficient classroom so students feel comfortable in the classroom. This program also provided me with new knowledge and more complete educational activities related to science and technology. Besides that, we were scheduled to visit many places once a week during the program. The places were NASA technology center, museum, education service center, social services center, volunteering activities centers and many more. I was also able to establish mutual relationships and

exchange ideas with the people from the U.S. and the other 14 fellow teachers coming from different countries. This was meaningful experience in my career as an educator. During the program, we lived at the same building as a big family with different character and cultures. Living with these people was just like traveling around the world.



Teacher Training Project Bone Bolango Gorontalo November 15, 2012

Upon my return from ILEP, I and my fellow English teacher launched an English education club called “EFA” or English for All in June 2012. We provide free tutorial in English and TOEFL preparation for teachers, students and community around my school twice a week. There are 23 members who have taken the advantage from this club up to November 2012. I and several teachers also initiated Gorontalo Multimedia Education Community (Komunitas Multimedia Edukasi Gorontalo/KOMED) in October 2012. This community becomes a wonderful place to share our knowledge and experiences in using technology and multimedia to support educational activities in the classroom. This community also can be accessed via internet in Group Facebook and Blog. There are 66 members signing up up to November 2012.

I have also organized a workshop or teacher training in technology utilization for education. The project in this regard entitled “Teacher Training: Developing Multimedia Interactive Learning Tools for Science”, was selected to receive funding under the TEA-ILEP Small Grants Program. The Independent Selection Committee identified my project as an



Teaching in Afterschool programs Huntsville Monday April 18 2011

outstanding proposal with the promise of benefitting my school community. I also won ILEP Alumni Small Grant from IREX in the fall of 2012. This project is a three days teacher training workshop

to develop multimedia interactive learning tools in order to improve the quality of science instruction and increase student's achievement in the school district of Bone Bolango, Gorontalo. This teacher training workshop was conducted on November 15-17 with 30 participants who are high school science teachers in that district.

Last but not least, I want to thank AMINEF for this great experience. My life perspective about education has changed on completion of the International Leaders Exchange Program (ILEP). My major concern now is to serve my school community as a teacher who gives public service to others. My next dream is to establish a Teacher Training Resource Center, so I can help my other fellow teachers in Gorontalo to get update information about global education and to train them in mastering English and to equip them with the appropriate technology skills.

Agus Adibil Muhtar, ILEP Alumni 2012, University of Alabama in Huntsville (UAH); Physic Teacher, Vice Principal in Wirabhakti High School, Gorontalo

Indonesian Grantees: FLTA

Never Speak Too Soon; My FLTA Experience

The recollection of the moment I was appointed Fulbright FLTA (Foreign Language Teaching Assistant) fellow inspired me to write about everything that's been on my mind for the past year.



I was filled with the assortment of many many different excitements. It was very hard for me to

convince myself that I was going to America. And Yale!

I arrived in New Haven in late August. Feeling exhausted and lonely after more than a 18 hour flight, I spoke to my anxious self 'I know nobody in this city. And it's not easy to befriend Americans. This is not cool'. It doesn't take the remaining summer for me to realize that adaptation is the sine qua non of my new life if it is to thrive. First thing I have in mind is Yale Office of International Student and Scholar (OISS). I am glad that the office provides international students a wide range of social activities to meet new people, explore the city, and get involved with it. I soon learn that saying 'no' to any social gathering invitation is a social suicide. A 'yes' after another 'yes' to many friendly networking brunches, local and cultural events, potluck and tailgates parties invitations brought me closer to my community friends. Never in my life that I have been so thankful for being a 'yes' person before.

Coming right after 'befriend Americans' on my anxiety list is the Indonesian class at Yale. COTI (The Consortium for the Teaching of Indonesian) reported that Indonesian class at Yale is, by number, the largest in the United States as for Spring '13 alone,



66 students enrolled. My supervisor introduced me as the very first Indonesian FLTA to the class. Nobody seems to care about the fun fact, but what do you expect? Most of them are jocks and don't forget, Ivy Leaguers. Oh no. I stereotype (again).

It came to my attention that throughout my time at Yale, my dietary restriction, my outfit, the amounts of time I spent to pray, have gradually magnetize the seemingly careless crowd. I never knew that what I do, wear and eat are interesting. The magnetism turns out to be bidirectional. Despite of my tight schedule and my very little, if not zero, knowledge about American sports, I went to cheer many students sport games. I am officially a bulldog fan.

Friday has soon become my favorite days of the week. Not only that we have a casual oral session or just a simple picnic, a very friendly one-on-one cross cultural dialogue is becoming enjoyable. I am always curious with all possible questions students will ask me. Something like 'why your headscarf is

not black', 'are you going to have arranged marriage' or 'do you eat animal brain'. I have to admit that I spoke too soon. I love this class. This is amazing.

Now that my nine month service is over and I return to Indonesia, I realized that the opportunities Fulbright trusted in me were building blocks to foster mutual understanding among nations. The abundance of experience that I bring home now catalyze a positive change to myself and community. All obstacles I succeed and fail to overcome have made me more appreciative to differences. My outlook is enriched and I feel that I have a more complete vision of the world.

Nailil Muna Yusak, 2012 FLTA, Yale University; staff member, Center for International Languages, Sultan Agung Islamic University, Semarang



Studying the Cosmo from Java

The theme of the research for my Fulbright grant to Indonesia was “to study the effects of classical and quantum fields on cosmology”.

Fields in this context were things like the electromagnetic field. When people asked what my Fulbright project in Indonesia was about I would give the above answer. This led to two responses. The first response was “Hmm this sounds complicated.” The second response/question “Why did you need to come to Indonesia to do this work?”.

After attending the Fulbright South East Asia Mid-Year Enrichment meeting in Bangkok at the beginning of March and the Pre-departure Orientation meetings for Indonesia Fulbright scholars in Surabaya in May, and hearing the research talks of my fellow American Fulbright scholars and students in South East Asia (for the Bangkok meeting) and from Indonesia (for the Surabaya meeting) I also had to ask myself this question – “Why did I need to come to Indonesia and Institut Teknologi Bandung (ITB) to carry out my research?”.

The presentations of the research and teaching projects of most of the other Fulbright scholars and students had a ready-made answer to this question. They were studying or teaching some aspect of Indonesian history, religion, language, ecology, music, etc. which made it necessary and useful for them to do their research and teaching in Indonesia in a way which was obvious. From the presentations of my fellow Fulbrighters I learned a lot of interesting facts about what makes Indonesia such a diverse and stimulating country, e.g. Indonesia is home to 10% of the world’s active volcanoes and 10% of the world’s living languages. And in the end I think I found a good answer for why I needed to come to Indonesia for my research project.

To do work in theoretical cosmology one needs time and a good, stimulating environment. These conditions were more than provided for by Indonesia, Bandung and ITB. My host, Prof. Triyanta and the entire ITB physics department faculty/staff/students were welcoming and helped me, my wife and son move into our new house, new office and in general get settled into Bandung and ITB. The house my host found for me was in the Dago Hill area which is very green and in the distance one could see Tangkuban Perahu (upside down boat) volcano which at one point during my stay showed some activity/smoke. In the evenings I would sit and watch the sunset (Bandung has some really spectacular sunsets), listen to the evening call to prayer, drink tea and use the time to think about cosmology and fields.

The result of this free time to think in a beautifully diverse and stimulating environment and discuss with

my host and other colleagues was three published papers (two in Physics Letters B and one in the Journal of Mathematical Physics), one paper to be published in the Festschrift for the 80th birthday of Professor Aharonov, and two completed papers with my host, Prof. Triyanta, which are currently under review to be published. I gave four talks while at ITB – two in the physics department and two in the astronomy department – on dark energy, inflation and other things connected with my research topic of cosmology and fields. I was also invited to attend an international optics conference hosted by ITB during the last week in June.



Douglas with Prof. Triyanta, his ITB faculty host at Kawah Putih (White Crater), south of Bandung

In addition to the research side of my visit I was also able to see a small part of Indonesia. Before I arrived I had some vague idea to visit Sumatra, Kalimantan, and Sulawesi in addition to Java. After arriving I realized 6 months was barely enough time to see the great things Java has to offer. We were able to visit Ubud and Nusa Lembongan in Bali; Batu Karas on the southern Java coast where we took surf lessons and visited the amazing Green Canyon; Bromo-Tengger-Semeru National park and the spectacular Bromo volcano which we were able to see at sunrise; Kawah Putih volcano to the south of Bandung; Borobudur an amazing ancient Buddhist temple near Yogyakarta.

We leave now in a week, a bit sadly with the ending of this great professional and personal experience, but also hopeful to return in the future. I certainly plan to continue with the research collaborations and friendships that were begun during this brief but fruitful visit.

Douglas Singleton, 2012 Fulbright Senior Research Scholar, Bandung Institute of Technology (ITB); Professor, Department of Physics, California State University at Fresno

Understanding Nonformal Education in Indonesia

When I tell people I study Education Policy, they usually assume that my research is based in schools.



In fact, while I have done some research in American and Indonesian schools, my primary academic interest is in nonformal education, or education that takes place outside the classroom, often in conjunction with nongovernmental organizations (NGOs). Specifically, I am interested in the educational processes and messages that surround international migration in Indonesia.

The millions of Indonesian women working in countries throughout Asia and the Middle East often face difficult working conditions, shifting policy environments, and limited rights and protections. In response to these risks and in an effort to ensure that migrant women are as safe as possible, various Indonesian government ministries, as well as local Indonesian and international NGOs, have developed educational materials, campaigns, and classes for migrant women workers and their families. For example, in order to educate prospective migrant workers about some of the common risks related to migration, the International Organization for

Migration developed and distributes a comic book that offers tips on safe migration in a simple, easy-to-read format.

As a Fulbright student grantee, I've spent the last nine months observing classes, collecting educational materials, and interviewing returned migrant workers, NGO leaders, and government staff. Although I spend the vast majority of my time in small cities and towns in Central Java, I take occasional research trips to Jakarta, as the capitol represents a hub for both policymakers and activists. My goal is to develop a better understanding of how these various groups conceive of, participate in, and deliver educational messages about safe migration. I hope that my research might contribute to the development of effective educational policies and programs that help women migrate as safely as possible.

Before arriving in Indonesia in October, I envisioned meeting the majority of my research participants through my NGO connections. And indeed, NGO staff and friends have graciously put me in touch with former migrant workers, government officials, and fellow NGO activists. However, I've also met research participants in ways that I never could have anticipated. While riding a bus between Solo and Semarang, for example, the woman in the seat next to me, after asking why I was in Indonesia, explained that she used to work as a domestic worker in Singapore and offered to meet me later for an interview. Similarly, after hearing about my research, a friend of a friend who had previously worked in Hong Kong volunteered to be interviewed. This openness, which has characterized so many of my interactions with research participants here, is a huge part of what makes Indonesia such a rewarding place to work. I am grateful for all of the kind assistance and support the AMINEF staff has shown me throughout this year and am also very much indebted to all of the women who have generously shared their stories with me. I am already looking forward to my next trip to Indonesia!



Ellen Louise Prusinski, 2012 Fulbright student researcher, Satya Wacana Christian University, Salatiga; Ph.D. candidate, Indiana University

Song of the Tarsier

Almost ten years ago, somebody tried to sell me a tarsier on a since-forgotten Kallimantan dock.

I was completely awestruck that such a creature existed, and not only that, but that I hadn't the slightest idea what it was. That encounter, and all that it represented of the natural world and its unknowns, is what made me pursue biology.

Tarsiers are nocturnal primates, barely larger than fat hamsters, with gremlin faces and bulbous fingertips that make them look like they belong on a different planet. My research focuses on recording their duet calls, which they sing every morning to bring all of the family members to the sleeping tree for the day. The only species that sing these morning songs are endemic to Sulawesi, and are found nowhere else on Earth.



Sulawesi itself has a fascinating geographic and natural history. It was formed when many different islands were pushed together by tectonic movement. It consists of land not only of Australian and Asian origin, but also from volcanic islands pushed up from the bottom of the ocean. As such, it has a mixture of flora and fauna that is completely unique, like the babirusa, the black macaque, and of course, my friend the tarsier.

I am here to record their songs. I wake up an hour or two before dawn most mornings. In the village head's home on Siau Island, in a hammock halfway up Klabat volcano, under a tarp on Lembeh – wherever I am, I roll out of bed and hit the jungle. My goal is to look at the acoustic signatures of the songs and see what stays the same or changes across the different locations, and what that tells us about how and when they dispersed to their current habitats.

After the pre-dawn trek to a tree scouted the day before, I set up the equipment, point my microphone towards the most likely stage, and wait for the tarsiers to come home for the day. I love dawn, and listening to the changing of the jungle guard is the very best time of day. Whooshing bat wings and

nightjar calls gradually give rise to kingfishers and sunbirds. Tarsiers are much more punctual than any Indonesian bus, and they burst out their duet for the finale right as the sun's first rays start to filter through the canopy.

Massive habitat loss, domestic pet predation, and human hunting have already drastically changed the forests here. At almost every site I've come across hunters with their quarry – cuscus, sea turtles, fruit bats, and more. On some islands, roosters crowing, motorcycles revving, and dog barking have encroached so much that it is difficult to hear the chorus underneath.

It is awe-inspiring to sit and listen to all the wild things play their part in this age-old orchestra, just as they have for millennia, but sobering to realize that we may be the last generation to hear it if there are not some drastic changes in the very near future.



Olivia Kulander, 2012 Fulbright student researcher; graduate student, Portland State University

AMINEF Executive Director Attended the NAFSA Conference 2013

AMINEF Executive Director attended the NAFSA 2013 Conference in St. Louis on May 26-31, where international education experts come from all over the world to network, learn, and share best practices.

It was attended also by Executive Directors of several other Fulbright Commissions in the world. The conference was attended by representatives of Fulbright's partner institutions: EducationUSA (U.S. Department of State), Institute of International Education, and the Council of International Exchange Scholars. On attendance are, among others, Meghann Curtis, the Deputy Assistant Secretary for Academic Programs, Mary Kirk, Director of the Office of Academic Exchange Programs, Bureau of Educational and Cultural Affairs of the U.S. State Department; and Sarah Illchman, Director of the Foreign Fulbright Program and Jenny

Wilson, Director of Operations at the Institute of International Education in New York.

70 people attended the NAFSA panel: 'Fulbright: Assessing the Impact of Global Exchanges' which discussed the use of educational exchange as a means to facilitate intercultural understanding and cooperation. The Executive Directors expanded upon methods for promoting the impact of their programs and explored how the program maintains its ideology in an everchanging global education environment.

The Webster University which hosted the Fulbright Commission Executive Directors meeting on May 29 has an important tie with Indonesia as President Susilo Bambang Yudhoyono is her alum earning his Master's degree in Management in 1991. President SBY returned to Webster University in September 2005 to receive an honorary Doctor of Laws degree.



The following Executive Directors met at Webster University in St Louis: (l-r)

Rolf Hoffmann, Germany; Luiz Valcov Loureiro, Brazil; David Satterwhite, Japan; Norma Gonzales, Argentina; Michael McCoy, Indonesia; Hazel Blackmore Sanchez, Mexico; Susana Cabeza de Vaca, Ecuador; Julian Schuster, Provost; Otilia Macedo Reis, Portugal; Ann Mason, Columbia; Erica Lutes, Belgium; Nancy Hellerund, Vice Provost; Grant Chapman, Associate VP for Academic Affairs; Lonnie Johnson, Austria.

2013 Words Competition Event



The 2013 National WORDS Competition was the culmination of a collaborative process involving Fulbright English Teaching Assistants (ETA), selected placement sites throughout Indonesia, and Indonesian high school students.

An estimated 700+ students took the opportunity to enter voluntary local competitions hosted by each ETA in which they were asked to respond to the prompt, "What can the youth of Indonesia teach the world?"

Winners were selected at each of the 49 schools that hosted competitions, and these students were invited to come to Jakarta to share their presentations at the 2013 National WORDS Competition. This took place March 15-17, 2013. The students were excited to receive a welcome

from Ambassador Scot Marciel, and eight finalists were recognized by a panel of distinguished guest judges composed of Public Diplomacy Counselor Don Q. Washington, Ancora Foundation CEO Atria Rai, Fulbright Senior Scholar Dr. Abigail Cohn, and AMINEF Board of Managers Chair Dr. Bana Kartasasmita.

As they left the competition venue to return to their homes throughout Indonesia, the Facebook group for student participants lit up with messages such as this one from Faqih Rahmat Sarmadhan from SMA+ Negeri 17 Palembang: "Friday was our first meeting, today is our last meeting. We shared laughs, we shared joy, we shared everything. We may not going to see each other again, but I'm 100% sure that the memories we shared, will last forever. This isn't about competing with each other, it's not about winning, but it's all about friendship, togetherness, and love. It's about knowing that on different side of Indonesia, there are different personalities, cultures, and ideas. BUT those differences made the last few days, even more beautiful. Good bye, AMINEF WORDS competition 2013. YOU GUYS ARE AWESOME. Thank you :)"

The 8 finalists were:

Winner of Best Overall Category : Nabila Ernada, SMAN 1 Samarinda (Kalimantan)

Runner Up : Farly Andhareshi, SMAN 10 Fajar Harapan, Banda Aceh (Sumatra)

Winner of Best Use of Theme Category : Henny Angkasa, SMA Sutomo 1 Medan (Sumatra)

Runner Up : Setiya Maharani, SMA Muhammadiyah 2 Genteng (Java)



Welcoming remarks by U.S. Ambassador

Winner of Most Creative Category : Citra Atrina Sari, MAN Insan Cendekia, Gorontalo (Sulawesi)

Runner Up : Diah Anggraini, Madrasah Aliyah Matholi'ul Anwar (Java)

Winner of Best Use of English Category : Berry Samusamu, SMAN 5 Ambon (Maluku)

Runner Up : Abdul Latif, SMA Al Ashriyyah Nurul Iman (Java)



Teachers for Global Classrooms Program

Eleven high school teachers from the United States, participants of the Teachers for Global Classrooms program, met with Indonesian teachers and students during their 18-days tour in Indonesia beginning on June 7, 2013.

This is a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State and implemented by International Research & Exchanges (IREX).

The teachers accompanied by Pauline Abetti, Program Coordinator, Education Programs Division, IREX visited the American Indonesian Exchange Foundation (AMINEF) on June 10 to get to know its vision and mission, and program activities. It is noted that AMINEF has been for five years administering the International Leaders in Education Program (ILEP) which brought 41 Indonesian high schools teachers to the U.S. for a five months program activities similar to the ones carried out by the participants of the Teachers for Global Classrooms program in Indonesia.

The teachers were particularly interested in the Fulbright English Teaching Assistant

program which brings Americans (ETAs) to Indonesia to assist English teachers in 50 different high schools throughout Indonesia. The teachers also visited some of the schools where the ETAs have been placed in the past. They stayed in pairs for two weeks to observe the classrooms, team teach with the Indonesian teachers, and exchange ideas.

Prior to their coming to AMINEF, they have visited some five schools in the Jakarta area and have been briefed on the Indonesian History and Culture, and Indonesian Education System.

By end of the tour, they expect to synthesize and evaluate the personal and professional impact of exchange, compare and contrast experiences from schools visited considering the various regions (urban, suburban, rural, etc.), size, population, etc., identify similarities and differences to strengths and challenges in the U.S. education system, and collaborate on best practices for infusing home curricula with global perspective and identify next steps for returning to the classroom.

2013 Annual Fulbright and Related Programs Scholarly Networking Event and Pre-Departure Orientation



The 2013 Annual Fulbright and Related Programs Scholarly Networking Event and Pre-Departure Orientation (PDO) was successfully held at the Sheraton hotel in Surabaya on May 15-18, 2013.

The event was officially opened on May 14 evening by Mr. Don Q. Washington, Co-Chair of the AMINEF Board of Supervisors, concurrently U.S. Embassy Counselor for Public Diplomacy. Dr. Anies Baswedan, member of the AMINEF Board of Managers, a Fulbright program alumnus and concurrently Rector of the Paramadina University, also delivered a speech at the opening in the morning of May 15.

Mr. Washington in his speech highlighted the Comprehensive Partnership signed by the Presidents of the U.S. and Republic of Indonesia in 2009 which gives the Fulbright program a major role in it particularly in the Higher Education Partnership. Dr. Baswedan highlighted the role the Fulbright grantees could play in enhancing mutual understanding between the two countries. He encouraged the Fulbright and other related program grantees to be Indonesian unofficial ambassadors to the U.S. by engaging actively in community activities while they are in the U.S. In addition, he also encouraged the grantees to be an inspiration to their fellow Indonesian peers by striving to achieve their dreams no matter the obstacles.

The event itself combined the pre-departure orientation for most of the 82 Indonesian Fulbright and other related programs candidates and the mid-year conference for some of the 16 American grantees was designed to establish fundamental understanding of the vision and mission of the Fulbright program among the Indonesian candidates and American grantees. It was also designed to prepare the Indonesian candidates for their upcoming academic programs in the United States. Indonesian grantees benefited from the presence of

the American grantees and it's also a way for the American grantees to share their knowledge and experiences with the other fellow American and Indonesian grantees. Another important purpose of the event was to create initial networking/ contacts between the Indonesian candidates and the American grantees.

The American grantees who were mostly senior scholars researchers had a session where they presented their research and teaching activities. Board members attended the session and they were impressed by the quality of their projects and proposed that AMINEF considered having such activities held at AMINEF office on a regular basis inviting scholars from Indonesia to attend.

AMINEF Board had also their full Board meeting attended by AMINEF Board of Trustees (Mr. Fasli Jalal, Ms. Pia Alisjahbana, Mr. Gerald Chamberland, and Mr. John H. McGlynn), Board of Supervisor (Mr. Don Q. Washington), and Board of Managers (Mr. Bana G. Kartasmita, Mr. Frank Whitaker, Mr. Anies Baswedan, and Mr. Anangga Roosdiono).

The Indonesian grantees include research scholars, professors, student grantees who will pursue their M.A. and Ph.D. degrees, Humphrey mid-career professionals, Fulbright Indonesian Language Teaching Assistants, and the Global Undergraduate Initiative program. The American grantees will include students, researchers, and professors.

Principal financial support for the Fulbright programs in Indonesia comes for an annual appropriation from the U.S. Congress to the U.S. Department of State. The Indonesian government (Ministry of Education and Culture, and Ministry of Foreign Affairs) also provide contributions to support the AMINEF programs as do private sector corporations and foundations, such as the Freeport Indonesia Company.

2013 Community College Initiative Program (CCIP) Pre-Departure Orientation



The 2013 Community College Initiative Program (CCIP) Pre-Departure Orientation (PDO) was successfully held at the Royal Kuningan hotel in Jakarta on June 11-12, 2013.

Treasurer of AMINEF Board of Managers, concurrently U.S. Embassy Cultural Affairs Officer, Mr. Frank J. Whitaker, officially opened the event on June 11 morning.

Mr. Whitaker in his speech highlighted the vision and mission of this US Government program and encouraged the participants to contribute to a better understanding of the role of education and educational exchange in promoting tolerance and peace. He also encouraged the participants to be Indonesian unofficial ambassadors to the U.S. by engaging actively in community activities while they are in the U.S.

The orientation was attended by 48 participants of Community College Initiative Program, including nine participants from Papua who are sponsored by Freeport Indonesia Company. The purpose of the orientation is to prepare the participants for their upcoming academic programs in the U.S. and to establish strong networking among the participants. This year, there are three consortia administering the program, Community College Consortium (CCC), North West Community College Initiative (NWCCI) and newly appointed consortium, International Research and Exchanges (IREX). The representative of Community College Consortia, Dr. Syedur Rahman, who is also the Director of International Sponsored Programs of Northern Virginia Community College along with two recent alumni and AMINEF secretariat staff members provided insights and guidance for the participants on the CCI program throughout the two days of orientation. The representative of IREX

and NW Consortia also welcomed and introduced themselves to the participants via Skype video conferencing call from the US on the first day of the orientation.

In addition to two alumni who consecutively shared their experience in the forum during the orientation, 14 CCIP alumni under the CCC and NW consortia were invited to the welcome dinner to get acquainted with the newly selected participants. Several groups of the participants contributed to live cultural performance which was done in an interesting and interactive manner as a token of friendship among peers and alumni. Each group performed songs and dance of either traditional or contemporary offering recognition of their talents and strong motivation to be part of the group community of this program. The dinner showcased an experience that has left everyone with deep and lasting memory of the importance to represent Indonesia in the US with such rich heritage, traditions and culture.

The selected CCIP grantees this year came from variety of places across the archipelago, from Aceh to Papua. They are young, lower to middle level professionals working in the fields of media, tourism and hospitality management, business administration, information technology, engineering and early childhood education. They will be pursuing one year study of this non-degree program in several different community colleges.

This program is sponsored by the Bureau of Educational and Cultural Affairs of the United States Department of State and administered in Indonesia by AMINEF. Freeport Indonesia Company also provides significant contribution to this program for the first time.

DAS Clay Pell's visit to AMINEF



Deputy Assistant Secretary of the U.S. Department of Education Mr. Clay Pell visited AMINEF on Thursday, June 20, 2013 accompanied by U.S. Embassy Counselor for Public Diplomacy Mr. Don Q. Washington.

He was briefed on the program activities of the American Indonesian Exchange Foundation (AMINEF). He expressed his thanks to AMINEF for the great work in Indonesia and promised that he would bring the message to Washington. He is particularly interested in finding ways to facilitate the exchange of students and scholars between the two countries. He would discuss the visa issues with the Indonesian counterparts during the upcoming Senior Officials' APEC meeting he is going to attend in Medan.

He also met with the AMINEF EducationUSA advisers and be briefed on the outreach activities that they have in trying to increase the number of Indonesian students going to the U.S.

DAS Pell is in Jakarta shortly on the way to Medan where he is scheduled to attend the Third Senior Officials' Meeting (SOM 3) of the Asia Pacific Economic Cooperation (APEC) member countries in Medan on June 22 – July 6, 2013.

2013 Spring EducationUSA Fair in Indonesia

Between February 1 and 11, AMINEF EducationUSA organized the 2013 Spring EducationUSA Fair in five cities which have prospective students interested in pursuing their education in the U.S.

The tour started off in Medan to Jakarta, Surabaya, Denpasar, and ends in Manado.

The Fair in Medan was held on Friday, February 1 at the Florida, Maryland and Oregon Rooms of the JW Marriott Hotel. The Fair was opened at 3.45 p.m. when students of the HKBP Nommensen University Faculty of Language and Arts did the cultural performance of the tortor welcoming dance. The Fair was officially opened by the US Consulate Medan Deputy Consul Trevor Olsen. During the exhibition of the 15 U.S. universities and 6 other institutions. At the end of the day, the statistics showed that there were 1259 students accompanied by their parents coming to the Fair.

In Jakarta around 1,318 prospective students accompanied by their parents attended the EducationUSA Fair in Jakarta which was held on Sunday, February 3 at the Sasono Mulyo Ballroom, Le Meridien Hotel with 26 U.S. institutions plus 2 testing institutions participating. U.S. Ambassador to Indonesia Scott Marciel delivered his welcoming remarks and officially opened the Fair. In his remarks, Ambassador Marciel assured the students that they are all welcomed to pursue their studies in the U.S. He also assured the students that visa is by no means a problem as there has been more than 95% student visas granted.

The Fair in Surabaya was held on Wednesday, February 6 at Pelangi Room, Shangri-la Hotel Surabaya. This year 18 U.S. higher institutions and

service providers participated in this event. They arrived in Surabaya from Jakarta one day before the Fair. The Fair was officially opened by Mr. Andrew Veveiros, Public Affairs Officer of the U.S. Consulate General in Surabaya. The final count of total attendance was 692 prospective students accompanied by parents.

The Fair in Denpasar was held on Friday, February 8 at Combine Room, Sanur Paradise Plaza Hotel. Ten U.S. higher institutions and service providers participated at this event. It was officially opened to public by Mr. Andrew Veveiros, Public Affairs Officer of the U.S. Consulate General in Surabaya. Visitors coming to the Fair included students and faculty members from universities; students, parents, and counselors from public, private, and international high schools. By the time the Fair was closed at 7, there were a total of 146 visitors.

In Manado, on Monday, February 11, around 600 prospective students accompanied by their parents and officials of different higher education institutions attended the EducationUSA Fair at the Auditorium of the Sam Ratulangi University (UNSRAT), Manado, with four U.S. universities (Northern Arizona, Kansas State, Southern Illinois, and Rutgers) and two Community Colleges (Cascadia and Foothill & de Anza) participating. U.S. Embassy Counselor for Public Diplomacy and member of the AMINEF Board of Supervisors Don Q. Washington, in his remarks, thanked Sam Ratulangi University for its hospitality to be the host and sponsor of the first ever EducationUSA Fair in Manado. He encouraged the audience to pursue their studies in the U.S. as it is in line with the goal of the Comprehensive Partnership signed by the Presidents of the two countries to double the number of Indonesian students in the U.S. in the coming five

years. Vice Rector for Cooperation and International Relations Prof. David A. Kaligis gave his welcoming remarks and hope that the collaboration with the U.S. Embassy, U.S. higher education institutions and AMINEF could get strengthened hereon; he then officially opened the Fair.

Mr. Washington is his remark before the local print and electronic media reporters thanked the Mayor for the warm welcome and he expressed his praise of the beauty of the Tomohon area. He assured the Mayor and the public in North Sulawesi that his visit as a high ranking official of the U.S. Embassy is a clear indication of the intent and

seriousness of the U.S. to maintain and develop the existing good relationship that the U.S. Embassy has with North Sulawesi including Tomohon. Mayor Eman in response expressed his appreciation to the U.S. Embassy and the U.S. schools representatives for their visit to Tomohon and hopes that the good relations could be maintained and extended. All were pleased with the delicious Manado food served and they were amazed by the beauty of the hilly surrounding and the lake which have three different colors changing from time to time during the visit.



Medan : The tortor welcoming dancet



Medan : Ribbon cutting by Deputy Consul Trevor Olsen



Medan : Workshop participants



Jakarta



Jakarta



Jakarta



Surabaya



Surabaya



Surabaya



Surabaya



Denpasar



Denpasar



Denpasar

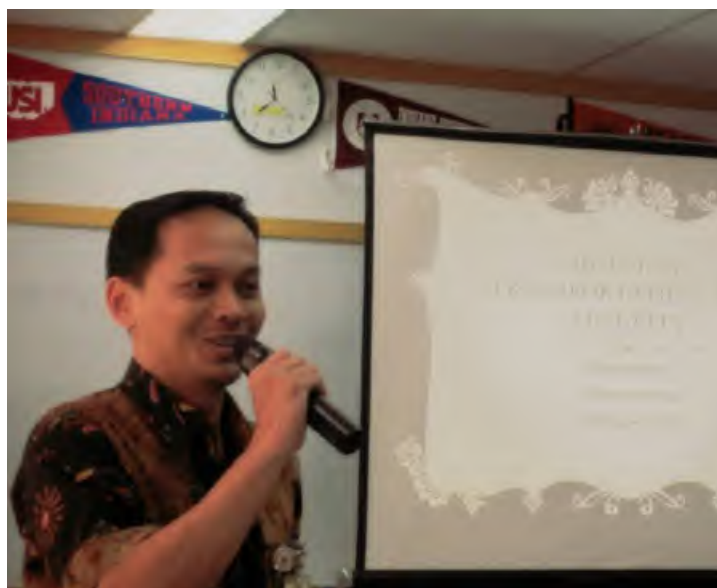
AMINEF EducationUSA Pre-Departure Orientation, June 2013

The one full day Pre Departure Orientation (PDO) in the year organized at AMINEF EducationUSA was successfully held on June 19 attended by 25 Indonesian students who have been admitted to U.S. schools.

They are going to pursue their degrees either at the Community Colleges, Four Year Colleges, or Graduate Schools. Some were accompanied by their parents during the PDO.

Topics on international travel, banking, housing, transportation, and adjustment to American social and studying cultures were discussed. The speakers are all alumni from the U.S. schools. They are Stephen Warokka of UC Berkeley, Widya Agustinah of the University of Massachusetts, Amherst, Muhammad Wahyudi of Michigan State University, Ninda Daianti of Chatham University who is also EducationUSA adviser in @america, and Anthony Hananto of the University of Oregon who is Financial Officer of AMINEF. The U.S. Embassy Consular Office was represented by Omar Ahmed who spoke about Visa Matters. Video on Your Guide to Study in the U.S. was screened as well during the event.

AMINEF Deputy Executive Director Piet Hendrardjo in his remarks thanked the students for choosing the U.S. for pursuing their higher education, and pinpointed the fact that the students serve two goals which are to earn their long dreamed U.S. degree, and at the same time, to become unofficial cultural Indonesian ambassadors to the U.S. The students are encouraged to go out and meet with the Americans to learn more about their culture, and at the same time share the Indonesian culture with the Americans they meet.



IUP Visit to AMINEF

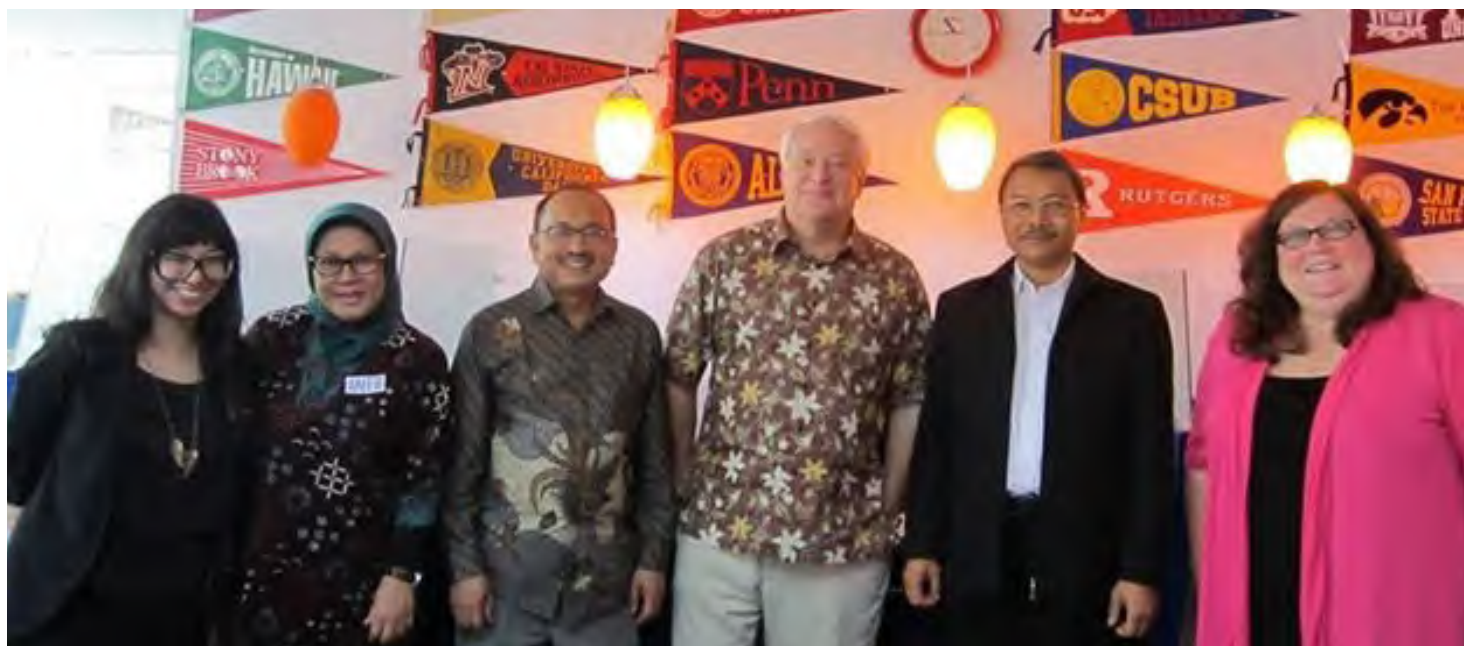
A delegation of three from Indiana University Pennsylvania (IUP), led by Dr. Timothy S. Moerland, Provost & Vice President for Academic Affairs visited AMINEF to meet with EducationUSA advisers and Fulbright Program Section officers.

It is noted that eleven Indonesian Fulbright graduate student grantees have studied at IUP and one of them, Rini Susanti, recently was inducted into The Honor Society of Phi Kappa Phi. AMINEF thanked IUP for welcoming Indonesian students and generously awarded many of them with cost reduction.

It's the second visit the IUP delegation made to AMINEF, two years in a row, showing their great

interest in expanding their student recruitment to Indonesia which has a great potential of prospective students given the strong economic and demographic indicators that Indonesia has. During their visit in Indonesia they also met with several Indonesian high schools and universities' officials. They ended their tour in Singaraja, Bali where they signed up a cooperation MOU with officials of Ganesha University.

With regard to their next visit to Indonesia, they are seriously considering participating in the AMINEF Spring EducationUSA Fair scheduled to be held the last week of February 2014.



Prof. Fasli Jalal Appointed To Be Head of the BKKBN

Fasli Jalal, member of AMINEF Board of Trustees, was appointed by President Susilo Bambang Yudhoyono as Head of the country's family planning agency.

The President cited his outstanding services to the country in the field of health care.

He was inaugurated by Health Minister Nafsiah Mboi at a ceremony on June 13, 2013 at the office of the National Family Planning Coordinating Board (BKKBN).

Nafsiah praised Fasli as "no stranger to the BKKBN," saying he had decades of experience as a medical doctor, and called on him to draw up strategic policies to revive the country's family planning program amid the current population boom.

"The results of the family planning program in the past 10 years have not been what we've hoped for. They've been abandoned by regional authorities since the advent of regional autonomy," she said.

Fasli conceded that he faced an uphill task trying to revive "the stagnant family planning program," but said he was committed to the task.

He cited better education of the nation's youths as the best way to raise the message about the family planning options available to them, saying the campaign should start at schools if it was to be effective. (The Jakarta Globe, 6/14/2013)

Alumni Highlights

2012 International Leaders in Education Program (ILEP) alumni wins Teacher of the Year Award in Manado



Jontinofer Duarmas, 2012 ILEP grantee, was selected as Teacher of the Year for Manado, North Sulawesi, a recognition that now allows him to compete for a similar award at the provincial level.

A former English teacher, Mr. Duarmas is co-chair of the Manado English Teacher Association and is now in charge of helping teachers and students from his school and others use technology for learning. He has implemented a number of innovations since he returned from the ILEP program at Kent State University in May 2012 including recording lectures onto CDs for students who don't have easy Internet access and using a software program called iSpring to create tests and 3-D books. For the past two weeks, Mr. Duarmas has been serving as host to

Rodney Finkley and Jonathan Pazol, two U.S. teachers in Manado on the Teachers for Global Classrooms program.

In June 2013 Jontinofer met with American participants of the Teachers for Global Classrooms Teachers (TGC) program who visited Manado. Rodney Finkley, a math teacher in Atlanta Georgia and Jonathan Pazol a science teacher from Northlake, Illinois met with approximately 30 superintendents from the Manado area of Indonesia on June 20. Among the topics they discussed were the similarities and differences between the U.S. Common Core and Indonesia's new 2013 curriculum, the relative position of teachers in both countries, and possible areas of collaborations between U.S. schools and schools in Manado. When asked to share the strengths of the Indonesian education system the Superintendents highlighted the fact that character education is integrated into all subject areas and that schools are given the authority to integrate "local wisdom" into their teaching. When asked to compare the level of student learning in their subject areas, Rodney Finkley described how quickly some Indonesian students had completed math problems that many of his U.S. students find challenging, "It's important for your students to know," he said, "that they can compete with our students."

Reported by Betsy Devlin-Foltz, Program Officer, Teacher Exchange Branch, ECA, U.S. Department of State

Budi Darma and Ahmad Syafii Maarif, Kompas Daily Newspaper Selected Most Dedicated Intellectuals of 2013

The national Kompas daily newspaper announced on Thursday, June 27, 2013, the annual recognition granted to five most dedicated intellectuals in Indonesia in 2013.

Two of the awardees are Fulbright program alumni. They are Budi Darma and Ahmad Syafii Maarif. The criteria, among others, include figures who work with an intellectual ascetic spirit who become resource persons reminding all that the main duty of an intellectual is to find the essence of truth not influenced by any pragmatic political gains. In their work to give enlightenment, in writing or orally,

they inevitably have intersected with the realm of power, capital, and culture. Their critical stance indirectly position them as guru of the society.

Budi Darma, being a prolific and renowned novelist and professor of English language and literature, untiringly urges all to write because the next generation would be able to learn something from their writings, without which there would be no progress in our culture. By writing, we will be able to identify the problems, retrace their origins, and help find ways to arrange and re-arrange the nation slice by slice. Budi Darma is 1974 and 1980 Fulbright grantee to Indiana University. He

has won recognitions/awards including the Medal of Honor from the President for his contribution to the development of the field of culture in Indonesia, the Southeast Asian Writing Award being one of Indonesia's most distinguished writers of fiction, and the Achmad Bakrie Award for his life time achievement in the field of creative writing.

Ahmad Syafii Maarif is recognized for his consistency in strengthening humanity pillars which are inclusive, tolerant, friendly, and well-mannered which are actually the core, essence of Islam. This is the reason of his being awarded the Magsaysay Award in 2008, (equivalent of the Nobel Prize in Asia)

for his role in guiding Muslims to embrace tolerance and pluralism as the basis for justice and harmony in Indonesia and the rest of the world. Former chair of Indonesia's second largest Muslim organization Muhammadiyah also received President Habibie award in 2008 for his role in promoting interfaith dialogue and religious harmony. His down to earth commitments gives him the position of a candle; it is ready to melt in order to be able to give light to the surroundings. He deserves to be the "Nation Guru." Ahmad Syafii Maarif is a Fulbright program alumnus earning his Master's degree in history from the Ohio University in 1978, and his Ph.D. degree in Islamic Thought from the University of Chicago.

Fulbrighter Ahmad Najib Burhani won the Professor Charles Wendell Memorial Award 2012-2013

Ahmad Najib Burhani, 2007 Fulbright student grantee, received the Professor Charles Wendell Memorial Award 2012-2013 from the University of California, Santa Barbara (UCSB), for his academic achievement in the field of Islamic and Middle Eastern Studies.

Presentation for the award was delivered by Juan E. Campo, Professor of Religious Studies at UCSB, during the annual honorary awards ceremony on June 5, 2013.

Born on May 5, 1919 in New York City, Charles Wendell led an extremely active and diversified life. He was Professor of Germanic and Slavic Languages and also Professor of Religious Studies at UCSB. A meticulous scholar, Wendell, whose articles were erudite and enlightening, contributed to several important books on Middle Eastern culture and civilization. But his interests were quite broad, ranging from the history of early Islam to intellectual

developments in modern Egypt. Very early in his scholarly career Wendell's translation of Muhammad Abduh by Osman Amin was published by the American Council of Learned Societies. Later books included *The Evolution of the Egyptian National Image: from its Origins to Ahmad Lutfi al-Sayyid* and *Five Tracts of Hasán al-Banná* (both by UC Press). At his death Professor Wendell was engrossed in a long-range, two-volume project on the 8th-century Arabic classic *The Book of Kalilah and Dimnah*. Planned and begun were a new translation of the work and a full volume to "deal as exhaustively as possible with the biography of the author and his historical and cultural ambience."

Ahmad Najib Burhani recently completed his Ph.D. in Religious Studies at the University of California, Santa Barbara. Back home, he is researcher with the Indonesia Institute of Sciences (LIPI).

Asri Wijayanti, Recipient of the Young Caring Professional Award 2013

Asri Wijayanti, Communication Officer of ASEAN Coordinating Centre for Humanitarian Assistance on Disaster Management (AHA Centre) in Jakarta was one of the three winners of the Young Caring Professional Award (YPCA) 2013.

She was selected on June 29, 2013 from a pool of 800 professional women who have impressive career track, highly dedicated to their profession, and have great care for themselves, their company, and others. The award was sponsored by Caring Colours Cosmetics, member of Martha Tilaar Group of Companies.

Asri is a Fulbright student program alum earning her Master's in Intercultural/ Interpersonal Communications from the State University of New York at Albany. AHA Center is an inter-governmental

organisation consisting of all the 10 Member States of the Association of Southeast Asia Nations (ASEAN). The establishment of AHA Centre aims to facilitate cooperation and coordination among ASEAN Member States, and with relevant United Nations and international organisations in promoting regional collaboration in disaster management.