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**End-Term Review of the ASEAN Master's Degree Program  
in Sustainability Management**





## End-Term Review of the ASEAN Master in Sustainability Management Program

This report presents an end-term evaluation of the ASEAN Master in Sustainability Management program, launched in 2019 through a collaboration between Universitas Gadjah Mada (UGM), the University of Agder (UiA), and the ASEAN University Network (AUN). Supported by a NOK 12.2 million grant from the Norwegian Ministry of Foreign Affairs, the program aims to develop sustainability leaders in Southeast Asia. The report reviews the program's performance from 2019 to 2024, focusing on its relevance, effectiveness, efficiency, impact, and sustainability. It employs a mixed-methods approach, including interviews, document reviews, and financial analyses, to assess the program's success in meeting its objectives and providing strategic recommendations for its future development.

# Executive summary

This end-term review evaluates the ASEAN Master in Sustainability Management Program (2019–2024), a collaborative initiative between Universitas Gadjah Mada (UGM), the University of Agder (UiA), and the ASEAN University Network (AUN). The program, funded by the Norwegian Ministry of Foreign Affairs (NOK 12.2 million), aims to train future sustainability leaders in Southeast Asia. The evaluation covers program relevance, effectiveness, efficiency, impact, and sustainability using a mixed-methods approach involving interviews, document reviews, and financial analyses.

## Relevance

The ASEAN Master in Sustainability Management is designed to address environmental and socio-economic challenges in the ASEAN region, such as climate change, rapid urbanization, and resource management. Stakeholders from UGM, UiA, and AUN consistently highlighted the program's alignment with institutional strategies and regional sustainability priorities. The program successfully enrolled 47 students from diverse national backgrounds, including representation from ASEAN and Europe, reflecting its broad appeal and relevance.

However, the review identified areas for improvement, particularly in enhancing the program's practical components. Graduates and industry stakeholders noted the growing importance of sustainability reporting; Environmental, Social, and Governance (ESG) frameworks; and corporate social responsibility (CSR) certifications. While the program's interdisciplinary approach effectively addresses sustainability challenges, incorporating more practical, hands-on training in these areas would better meet labor market demands.

## Effectiveness

The program's interdisciplinary design has been a significant strength, integrating business management, environmental science, and governance. This approach has equipped students with the theoretical knowledge and practical skills needed to address sustainability issues in various sectors. To date, the program has successfully enrolled 47 students, with many securing employment in fields such as environmental management, renewable energy, and CSR after graduation.

The program's curriculum includes a dual-degree structure, allowing students to earn both an MBA from UGM and an MSc from UiA, which adds prestige to the program. Internships have been a central component, providing students with valuable real-world experience. However, challenges in aligning internships with academic goals, particularly for the second cohort, were identified. Some students struggled to secure placements that matched their thesis topics, leading to a disconnect between practical and academic components. Additionally, some feedback suggested the need for better institutional support in securing internships.

## Efficiency

The program's financial management has generally been efficient, particularly during the COVID-19 pandemic, when travel costs were reduced. However, some challenges were noted, including delays in stipend disbursement and difficulties in managing currency exchanges. Despite these issues, the program reallocated funds effectively to support student mobility and ensure continuity during the pandemic. Efforts to ensure cost-efficiency were evident, with reduced travel expenditures being redirected to enhance student experiences. Nevertheless, securing sufficient funding for internships, particularly international placements, remains a challenge, which may affect the overall financial sustainability of the program.

## Impact and sustainability

The program has had a notable impact on sustainability efforts in the ASEAN region, with graduates playing key roles in government agencies, NGOs, and corporations. Alumni have contributed to policies and practices in areas such as renewable energy, waste management, and climate change adaptation, demonstrating the program's broader influence.

Educational innovations, such as the dual-degree structure and interdisciplinary curriculum, have strengthened the program's impact on both academic and professional landscapes. However, the long-term impact could be further enhanced by increasing the focus on industry-relevant skills and certifications.

The program's long-term sustainability is contingent on its ability to diversify funding sources and strengthen partnerships. While Norwegian funding has been instrumental, stakeholders emphasized the need to explore local government and industry partnerships to reduce reliance on external donors. Industry collaborations, while valuable, require further formalization to ensure more consistent internship opportunities and financial support.

Additionally, formalizing the alumni network would enhance the program's sustainability by enhancing ongoing engagement, mentorship, and collaboration. Alumni have expressed a willingness to contribute to the program through internships and financial support, but structured platforms for collaboration are needed.

## Recommendations

- **Enhancing practical skills and certifications:** The program should incorporate industry-recognized certifications in sustainability reporting, ESG frameworks, and CSR to better meet labor market demands. Offering more hands-on projects with industry partners will also improve student readiness for real-world challenges.
- **Strengthening industry partnerships:** Formalizing and expanding industry collaborations is necessary to provide structured internships and secure financial support. Long-term commitments from companies can be achieved through Memoranda of Understanding (MOUs), enhancing both student opportunities and program sustainability.

- **Improving internship coordination:** The program should implement dedicated internship coordination mechanisms to assist students in securing relevant placements that align with their academic goals, addressing the challenges faced by the second cohort.
- **Diversifying financial support:** To ensure financial sustainability, the program should seek additional funding sources, including private sector sponsorships, reducing reliance on Norwegian support.
- **Enhancing administrative processes:** Improvements in financial disbursement mechanisms are needed to ensure timely stipend payments. Adopting standardized financial procedures will strengthen transparency and accountability.
- **Formalizing the Alumni Network:** Creating a formal platform for alumni engagement will strengthen the network's role in providing mentorship, internships, and job placements, enhancing the program's long-term sustainability.

In conclusion, the ASEAN Master in Sustainability Management program has been successful in achieving its objectives, preparing graduates to tackle sustainability challenges in the region. To ensure continued relevance and impact, the program could focus on enhancing practical skills, diversifying funding sources, and strengthening industry partnerships. With these adjustments, the program is well-positioned to continue shaping future sustainability leaders in the ASEAN region.

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## Acronyms

<b>ASEAN</b>	Association of Southeast Asian Nations
<b>MBA</b>	Master of Business Administration
<b>UGM</b>	Universitas Gadjah Mada
<b>UiA</b>	University of Agder
<b>AUN</b>	ASEAN University Network
<b>MFA</b>	Ministry of Foreign Affairs (Norway)
<b>NOK</b>	Norwegian Krone (currency)
<b>PSC</b>	Program Steering Committee
<b>OECD-DAC</b>	Organization for Economic Cooperation and Development - Development Assistance Committee
<b>GRI</b>	Global Reporting Initiative
<b>CSR</b>	Corporate Social Responsibility
<b>ESG</b>	Environmental, Social, and Governance
<b>ECTS</b>	European Credit Transfer and Accumulation System

# Foreword

The ASEAN Master in Sustainability Management program, launched in 2019, represents a collaborative initiative between Universitas Gadjah Mada, the University of Agder, and the ASEAN University Network. Supported by a grant from the Norwegian Ministry of Foreign Affairs, the program is designed to equip students with interdisciplinary skills to address sustainability challenges across Southeast Asia.

This report presents an end-term evaluation of the program, focusing on the period from 2019 to 2024. It examines the program's relevance, effectiveness, efficiency, impact, and sustainability, employing a mixed-methods approach that includes interviews, document reviews, and financial analysis. The findings provide a comprehensive assessment of the program's outcomes and offer recommendations to guide its future development.

We would like to extend our sincere thanks to the students and faculty who contributed their time and insights to this review process. Their perspectives were invaluable in shaping the evaluation. We also acknowledge the program coordinators at UGM, UiA, and AUN for facilitating access to relevant information and documents, which were essential for conducting a comprehensive review.

While this report draws on the thoughtful input and data provided by many individuals, any errors or omissions are entirely our own responsibility.

Oslo, September 2024

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# 1 Introduction

The ASEAN Master in Sustainability Management is an interdisciplinary MBA program designed to tackle the growing sustainability challenges within the ASEAN region. Established in 2019, the program is the result of a strategic partnership between Universitas Gadjah Mada (UGM) in Indonesia, the University of Agder (UiA) in Norway, and the ASEAN University Network (AUN) Secretariat based in Bangkok, Thailand. The program is supported by a NOK 12,200,000 grant from the Norwegian Ministry of Foreign Affairs (MFA), administered by the Royal Norwegian Embassy in Jakarta, covering the period from 2019 to 2024.

The program's overarching goal is to produce technically and managerially competent, socially responsible leaders who will contribute to sustainable development in ASEAN countries. These candidates are expected to take on key positions in businesses, government institutions, and NGOs, helping to guide the region toward more sustainable economic and social development models.

This report presents the findings as of the end of the ASEAN program's 2019-2024 term. The primary purpose of this end-term review is to assess the overall performance of the ASEAN Master in Sustainability Management program, focusing on its efficiency, effectiveness, and relevance.

In particular, the review aims to:

- Assess how efficiently resources, including funding and time, have been utilized to achieve program goals.
- Evaluate the effectiveness of the program in delivering key outcomes, such as the development of managerial and technical competencies in sustainability.
- Examine the relevance of the program's curriculum and activities in addressing the sustainability challenges faced by the ASEAN region.
- Analyse the organization and management of the project, including the roles of the participating institutions, administrative processes, and coordination between stakeholders.
- Provide strategic recommendations to guide potential future phases of the project, with a focus on improving performance, addressing challenges, and ensuring continued alignment with regional needs.

The review addresses the following key questions:

1. How cost-efficient is the program, particularly concerning intercontinental travel and overall financial management?
2. How effective are the communication channels and links between students, academics, and practitioners within the program, especially concerning the integration of practical perspectives into teaching and students' internships?

3. How effectively has the program handled interdisciplinary challenges, and what are the benefits of the interdisciplinary approach, especially considering its relevance for environmentally sustainable economic development in the ASEAN region?
4. To what extent is the program aligned with the strategic priorities of AUN, UGM, and UiA, and what can be done to secure its sustainability beyond the current funding period?
5. Is the grant project administered effectively in accordance with the grant agreement, and is the study program managed satisfactorily in line with the tripartite agreement between AUN, UGM, and UiA?

The report is organized into six main chapters. **Chapter 2** outlines the methodology, including the analytical framework and data collection methods like interviews and document reviews. **Chapter 3** describes the program's objectives, structure, partnerships, and key outputs, including details on curriculum, internships, and student enrollment. **Chapter 4** presents the findings of the review, evaluating the program's relevance, effectiveness, efficiency, impact, and sustainability. **Chapter 5** provides conclusions summarizing the program's overall performance and success in meeting its goals. Finally, **Chapter 6** offers recommendations for improving curriculum design, strengthening partnerships, enhancing financial sustainability, and expanding practical learning opportunities.

## 2 Methodology

### 2.1 Analytical framework

For this end-term review, a logic model was developed to structure the evaluation of the ASEAN Master in Sustainability Management program. The model outlines how inputs, activities, and outputs are designed to lead to desired outcomes and impacts, with the goal of supporting sustainable economic growth and environmental practices in the ASEAN region.

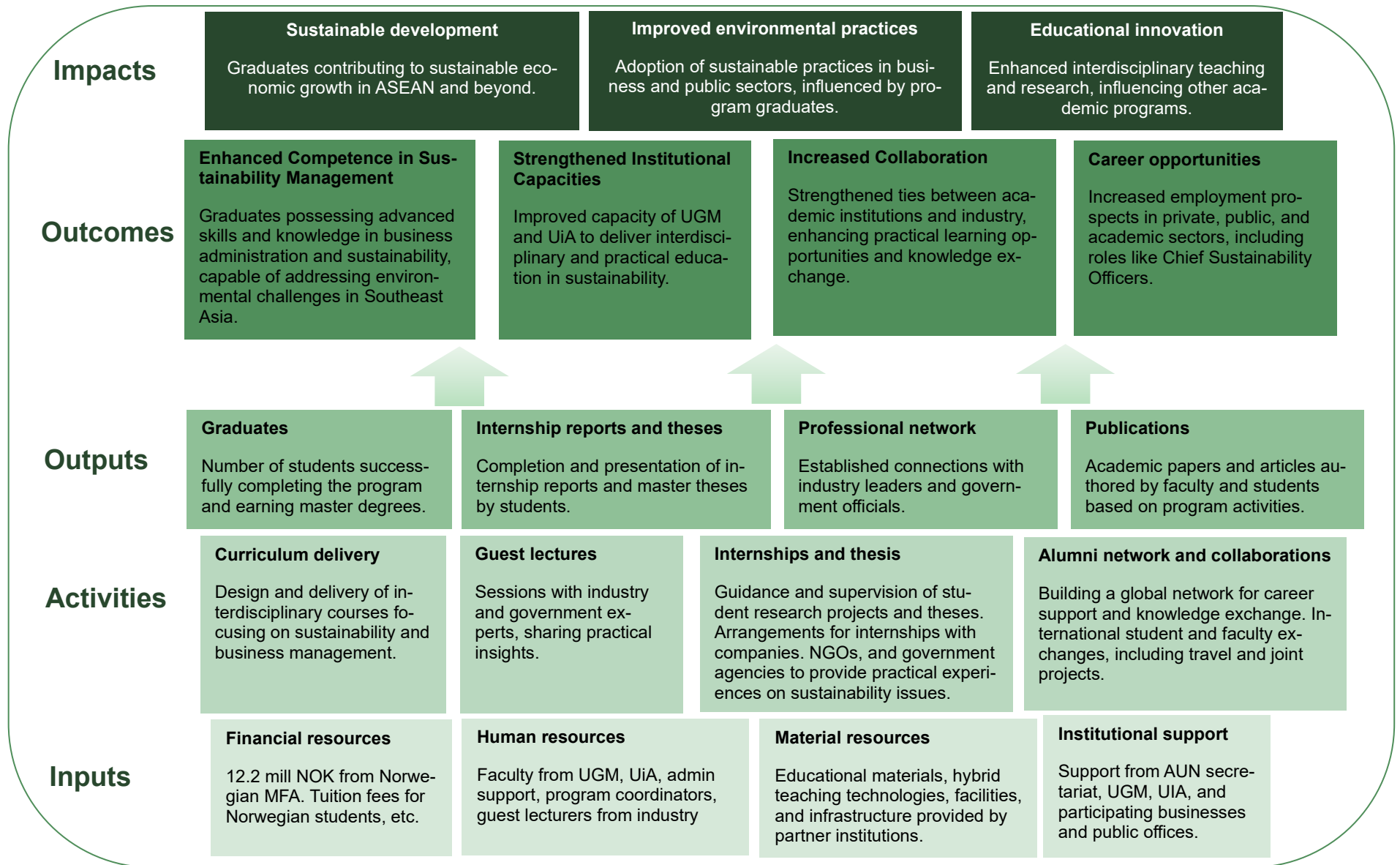
The framework maps out relationships between key program components, starting with inputs such as financial support from the Norwegian MFA, contributions from UGM and UiA faculty, and institutional backing from partner organizations. Key activities include interdisciplinary course delivery, guest lectures, internships, thesis supervision, and alumni network development.

Outputs include the number of graduates, internship reports, theses, professional networks, and research publications. These outputs are intended to lead to outcomes such as enhanced competencies in sustainability management, strengthened institutional capacities, increased collaboration between academia and industry, and expanded career opportunities for graduates in sustainability-related roles.

In the long term, the program aims to make a significant impact on sustainable development in the ASEAN region, promote better environmental practices, and contribute to educational innovation. To guide this evaluation, the review utilizes the OECD-DAC criteria:

- **Relevance:** This criterion assesses whether the program is addressing the right sustainability challenges and educational needs in the ASEAN region. The review evaluates whether the program's design, curriculum, and activities are well-aligned with both regional and global sustainability priorities.
- **Effectiveness:** This criterion evaluates whether the program has achieved its intended objectives, such as producing competent graduates capable of tackling sustainability challenges. It also assesses the effectiveness of the program's interdisciplinary and practical approaches, including internships and thesis supervision.
- **Efficiency:** The review focuses on the use of resources, particularly financial and human resources, assessing whether these have been used in a cost-effective manner. The evaluation examines if expenditures, such as those for intercontinental travel and internships, have generated proportional benefits.
- **Impact:** The review considers the broader and long-term effects of the program. It analyzes how the program has contributed to sustainable development, improved environmental practices, and influenced educational innovation. This includes the impact of graduates on sustainability efforts in both the public and private sectors.

- Sustainability: The review examines the program's potential for lasting benefits. It looks at how well the program is positioned for long-term viability beyond the current funding period, including the likelihood of securing ongoing support from industry and institutional stakeholders.



## 2.2 Data Collection Methods

### Interviews

In-depth interviews were a central component of the review, providing qualitative data on the program's implementation and outcomes. The interviews were conducted both in person and online with a diverse group of stakeholders, including students, alumni, faculty members, program administrators, and external partners. The interviews were designed to address the core evaluation criteria and covered key topics such as curriculum relevance, internship opportunities, interdisciplinary learning, and financial management.

In-person interviews were conducted in the following locations:

- **Bangkok:** Interviews with the ASEAN University Network (AUN) Secretariat and students
- **Jakarta:** Discussions with industry stakeholders and students
- **Yogyakarta:** Interviews with faculty members and students from Universitas Gadjah Mada (UGM)
- **Kristiansand:** Interviews with faculty and administrators from the University of Agder (UiA)
- **Oslo:** Meetings with Norwegian stakeholders and students

Online interviews were conducted with additional participants, particularly those based in ASEAN countries and Europe, who could not participate in person. The platforms used included Zoom and Microsoft Teams.

The complete list of interviewees can be found in Annex 2.

### Document Review

A comprehensive review of key documents provided both quantitative and qualitative data. These documents offered valuable insights into various aspects of the program, including financial management, curriculum development, and student performance.

Key documents reviewed include:

- **Programmatic reports:** These documents, including annual reports and progress updates, provided detailed information on student enrollment, academic delivery, and curriculum development. They were instrumental in assessing how well the program aligned with its strategic objectives, including its relevance, effectiveness, and coherence with institutional priorities.
- **Financial reports:** These documents, including financial statements and audit reports, were utilized for assessing the program's cost-efficiency. The financial reports were used to track resource allocation and spending, particularly in relation to intercontinental travel, stipends, and administrative costs.
- **Grant agreement:** The review of the grant agreement between the Norwegian Ministry of Foreign Affairs (MFA) and the ASEAN University Network (AUN) ensured compliance with funding stipulations and alignment with program priorities. This was

important for understanding the parameters within which the program operated, as well as the responsibilities of the different parties involved.

- Curriculum materials: Course syllabi, program descriptions, and other academic materials were analyzed to assess the relevance and quality of the curriculum. These documents helped in evaluating how well the program addressed sustainability challenges in the ASEAN context and integrated interdisciplinary approaches.

The full list of reviewed documents is included in Annex 1.

## **3 The ASEAN Master Program**

### **3.1 Program objectives and expected results**

The program's overarching goal is to produce technically and managerially competent, socially responsible leaders who will contribute to sustainable development in ASEAN countries. These candidates are expected to take on key positions in businesses, government institutions, and NGOs, helping to guide the region toward more sustainable economic and social development models.

Based on the results framework of the program, the specific expected results of the program are:

1. **Graduates with interdisciplinary master's degrees:** The program plans to graduate at least 50-60 candidates by 2024. The funding from the Norwegian support enables the program to enroll 40 students. These graduates will have completed interdisciplinary master's degrees in Sustainability Management, enhancing the regional talent pool in both the public and private sectors.
2. **Competence in addressing sustainability challenges:** Graduates will be equipped with enhanced theoretical and practical competence, allowing them to work on complex sustainability challenges related to environmental management, business solutions, and regional development. By 2024, 50-60 candidates are expected to be competent in working with environmental challenges, with most expected to be employed in relevant sectors shortly after graduation.
3. **Academic and professional networks:** The program aims to build strong networks among students and potential employers across different nations, sectors, and disciplines. These networks will promote long-term professional relationships that advance sustainability initiatives across the region. Networks will be established through student evaluations, internships, and alumni connections supported by UGM's alumni network system.
4. **Practical skills development:** Candidates will spend part of their study time engaging with real-world challenges. Internships and exposure to industry practices will provide them with practical skills needed to tackle sustainability issues in fields such as energy, forestry, urban management, and environmental governance.

### **3.2 Expected outcomes and impact**

The program is expected to have a long-term impact by developing leaders who can balance economic growth with environmental stewardship. The program is expected to reinforce the management competence of future leaders in ASEAN for the sustainable economic and social development of the region. These graduates will play a role in driving sustainability initiatives in businesses, government agencies, and NGOs, contributing to the sustainable development goals (SDGs) in the region.

The expected outcome of the program is to produce graduates who are socially responsible and equipped to take on key roles in leading economic development toward



environmental sustainability. Graduates will apply their knowledge to address regional environmental challenges in energy, waste management, climate change, and resource management.

### 3.3 Program structure

A key feature of the program is its dual-degree structure, which allows students to earn a Master of Science in Sustainability Management from UiA and MBA from UGM. The program design includes:

- **Coursework:** Students undertake a diverse curriculum covering areas such as business ethics, strategic leadership, sustainable development, environmental management, and regional sustainability. The coursework reflects the need for a multidisciplinary approach to sustainability, integrating topics across environmental science, business management, and governance.
- **Internships:** A key feature of the program is the inclusion of internships, where students work with industry or government bodies to gain hands-on experience. These internships expose students to the practical realities of managing sustainability challenges, providing insights into real-world applications of classroom knowledge.
- **Thesis:** Students are required to write a master's thesis, typically in collaboration with businesses or government institutions. The thesis allows students to apply their knowledge to a specific sustainability problem, thus contributing to both their academic development and real-world problem solving.

### 3.4 Program partnerships and collaboration

The program is a joint effort, with Universitas Gadjah Mada (UGM) and the University of Agder (UiA) both contributing to the program's administration and delivery. The ASEAN University Network (AUN) oversees strategic coordination, ensuring the program remains aligned with the region's needs and challenges.

Roles of partner institutions:

- **AUN:** The AUN Secretariat facilitates communication and coordination between the universities, ensuring the program meets its broader regional goals. It is the contracting party with the Norwegian MFA.
- **UGM:** As the lead university in ASEAN, UGM is responsible for hosting students from ASEAN countries and delivering the coursework in the first two semesters.
- **UiA:** UiA contributes faculty expertise, particularly in delivering lectures and thesis supervision. It is primarily responsible for the management of the thesis work of the students in the final semester.

### 3.5 Key results of the program

#### Program design

The program has developed a full-time interdisciplinary MBA program designed to be completed in 18 months, though it equates to 120 ECTS (European Credit Transfer and Accumulation System), typically a two-year program. The program is divided into three

semesters, each designed to build a solid foundation in both business and sustainability management, with increasing specialization as the program progresses.

### First Semester: Core Courses (45 ECTS)

The first semester focuses on establishing foundational knowledge in business management, particularly within the context of sustainability. Additionally, **Pre-MBA Courses** such as Business and Management, Accounting and Finance, Managerial Economics, and Statistics are offered to ensure students have a solid understanding of key business concepts before they are fully admitted.

### Second semester: Focus and concentration courses (45 ECTS) + Harvard online

The second semester of the program is structured to deepen students' focus on sustainability and practical application. It begins with three core focus courses, including *Sustainable Business Strategy*, *General Business Environment*, and *Research Methods*. Notably, the *Sustainable Business Strategy* course is supplemented by an additional course in collaboration with Harvard Business School Online, providing students with a prestigious certification upon completion, which is a unique feature of the program.

### Third Semester: Internship and Master's Thesis (30 ECTS)

The final semester is dedicated to **internships** and the **master's thesis**, where students gain hands-on experience by working with businesses, NGOs, or government agencies. The internship provides students with practical exposure to real-world sustainability challenges, while the master's thesis requires them to conduct rigorous research on a topic related to sustainability management.

**Table 1 Course structure**

Course Code	Course Name	Semester	Course Type	Track
<b>Core Courses (First Semester)-45 ECTS</b>				
MAN 5522	Business Ethics	1	Core	
MAN 6524	Leadership Communication	1	Core	
MAN 5121	Financial Management	1	Core	
MAN 5221	Marketing Management	1	Core	
MAN 5322	Technology and Operations Management	1	Core	
MAN 5423	Leadership and Organizational Behavior	1	Core	
<b>Focus Courses (Second Semester, Part 1) 22.5 ECTS</b>				
MAN 5422	Strategic Management	2	Focus	
MAN 6521	General Business Environment	2	Focus	
MAN 6525	Research Methods	2	Focus	
<b>Concentration Courses (Second Semester, Part 2)-22.5 ECTS (Three courses based on Track)</b>				
EBMY221201	Marine Resources and Coastal Management	2	Concentration	B
EBMY221202	Energy Resources Management	2	Concentration	A
EBMY221203	Urban Planning and Management	2	Concentration	A

EBMY221204	Food Security and Sustainable Agriculture	2	Concentration	B
EBMY221205	Climate Change Laws and Greenhouse Gas Reduction	2	Concentration	A/B
EBMY221206	Forest and Conservation Management	2	Concentration	B
<b>Third Semester-30 ECTS</b>				
Internship	Internship	3	Practical	
Master's Thesis	Master's Thesis	3	Research	

## Enrolled students

The program, which ran from 2019 to 2024, successfully enrolled a total of 47 students in two cohorts with diverse nationalities from both ASEAN and Europe. The program provided funding for 40 students from the ASEAN region, while 7 students enrolled through exchange program at UiA.

**Table 2 Cohorts and number of enrolled students**

Nationality	All cohorts			First cohort			Second cohort		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Brunei	-	1	1				1	1	1
Cambodia	-	1	1	-	1	1			
Hungary	-	1	1				-	1	1
Indonesia	7	5	12	3	3	6	4	2	6
Laos	-	1	1	-	1	1			
Malaysia	4	1	5	3	-	3	1	1	2
Myanmar	3	5	8	2	3	5	1	2	3
Norway	2	3	5				2	3	5
Philippines	4	2	6	2	1	3	2	1	3
Spain	-	1	1				-	1	1
Thailand	1	1	2	-	1	1	1	-	1
Vietnam	2	2	4	1	2	3	1	-	1
<b>Total</b>	<b>23</b>	<b>24</b>	<b>47</b>	<b>11</b>	<b>12</b>	<b>23</b>	<b>12</b>	<b>12</b>	<b>24</b>

**First cohort (2021 intake)**

The first cohort of 23 students came from 8 ASEAN countries, with a nearly even gender balance of 11 females and 12 males. Indonesia had the highest representation, contributing 6 students, followed by Myanmar with 5 students, and Malaysia with 3 students. Other countries, such as Cambodia, Laos, the Philippines, Thailand, and Vietnam, were also represented. The gender balance in the first cohort, with almost the same number of women as men, also reflects the program's commitment to ensuring inclusivity.

**Second cohort (2022 intake)**

The second cohort expanded slightly, with 24 students enrolled, achieving a perfect gender balance: 12 females and 12 males. While Indonesia remained the most represented nation, again with 6 students, Norway also emerged as a key participant, contributing 5 students. Other countries represented in this cohort included Brunei, Hungary, Malaysia, Myanmar, the Philippines, Spain, Thailand, and Vietnam.

## 4 Findings

### 4.1 Relevance

The ASEAN Master in Sustainability Management program aligns well with the pressing sustainability challenges the ASEAN region faces and contributes to the broader global agenda for sustainable development. Through extensive interviews and document analysis, the program demonstrates clear alignment with regional, institutional, and global goals, but also presents areas for further improvement.

#### **Strategic alignment with institutional goals**

Interviews with stakeholders from UGM and UiA consistently highlight that the program aligns with both institutions' strategic objectives. UGM's Strategic Plan (2023–2027) emphasizes sustainability as a core part of its educational mission. The plan identifies interdisciplinary education and global collaboration as central to achieving this goal. The integration of sustainability within a multidisciplinary framework directly supports UGM's vision, as one interviewee from the institution noted, "We are evolving our strategies to focus on sustainability, and this program is a key element in that shift".

Similarly, the University of Agder's International Strategy highlights sustainability and interdisciplinary collaboration as priorities. UiA's mission emphasizes responsible, innovative, and international education, which resonates with the program's interdisciplinary and sustainability-oriented approach. As one interviewee stated, "We deliberately chose 'responsible' instead of 'sustainable' because it encompasses a broader scope, which fits perfectly with this program".

The regional relevance of the program is underscored by its ability to address the pressing sustainability challenges faced by the ASEAN region. According to an interview with a key respondent from AUN, the program was deliberately designed to target the specific needs of ASEAN countries, with the intent to lift it up to a regional level. The respondent mentioned, "*The program is relevant because it deals with real sustainability problems in the region. It prepares us to tackle issues that affect our countries directly, like energy resource management and urban planning*". This demonstrates that the program is not just a theoretical exercise, but is highly focused on practical issues such as resource management and climate change adaptation, which are key to sustainable development in the region.

Furthermore, the respondent highlighted that the program provides an avenue for students across ASEAN to share their diverse experiences, thus enriching the classroom with multiple perspectives on sustainability issues that are common yet contextually distinct across the region. This integration of ASEAN-wide issues into the curriculum ensures that the program maintains its relevance to regional challenges.

## **Labor market relevance**

The ASEAN region is currently experiencing significant environmental and socio-economic challenges, including climate change, rapid urbanization, resource depletion, and increasing inequality. The program's curriculum is designed to directly address these issues through interdisciplinary coursework that combines environmental science, business management, and governance.

As noted in interviews, the program's focus on issues such as energy resource management, urban planning, and climate change laws makes it highly relevant to the region's sustainability challenges. One interviewee stated, "*The program is relevant because it deals with real sustainability problems in the region. It prepares us to tackle issues that affect our countries directly, like energy resource management and urban planning.*" This feedback indicates that the program effectively equips students with the skills and knowledge to contribute to solving sustainability issues in the region.

The program has demonstrated notable relevance to the labor markets, particularly in sectors that are prioritizing sustainability practices across ASEAN. With sustainability becoming a key focus for industries, the program is well-positioned to meet labor market demands. However, there are areas for improvement, particularly in enhancing the curriculum to include more practical components such as sustainability reporting and hands-on industry skills. We will return to this aspect in the next section.

## **4.2 Effectiveness**

### **Curriculum design and delivery**

The development of the ASEAN Master in Sustainability Management program's curriculum involved a pragmatic approach to secure accreditation within a short timeframe. According to the interview with the program coordinator from UiA, the program faced bureaucratic challenges, as creating a new interdisciplinary master program at UGM could have taken up to three years due to the need for approvals from multiple faculties, including Economics, Social Sciences, and Geography, and ultimately the Director of Higher Education at the Ministry. To manage these delays, the program was built on the existing accredited MBA program at the UGM Faculty of Economics and Business, which allowed the Master in Sustainability Management to launch more quickly.

The core structure of the MBA program remained intact, but sustainability themes were incorporated into the content of existing courses. The faculty responsible for the courses were asked to embed sustainability throughout, which it has gradually done. As the program coordinator mentioned, this approach required a "mind-changing" process, and while not yet 100% completed, the goal was to integrate sustainability into all courses within two or three more student cohorts.

Securing accreditation for the dual-degree structure through UiA was another significant achievement. Initially, the program included the dual-degree option as an experiment, but it quickly became a core feature due to its importance for the students. The accreditation process, normally time-consuming, was expedited within the first semester of the program's operation. This feature is important as it allows students to

graduate with both an MBA from UGM and a Master of Science from UiA, adding prestige and enhancing the program's appeal.

The curriculum integrates various disciplines, including business management, environmental science, and social sciences, to provide a holistic education on sustainability. According to feedback from both faculty and students, the program's interdisciplinary design has been a key factor in its success. One student remarked, *"The curriculum allowed me to see sustainability from different angles—economic, environmental, and social. This helped me develop a more comprehensive understanding of the challenges we face in the region."* This sentiment reflects the broader value of the program's interdisciplinary approach, which is a cornerstone of its educational philosophy.

A recurrent theme in interviews is the growing demand for graduates who are proficient in sustainability reporting, corporate social responsibility (CSR), and environmental, social, and governance (ESG) frameworks. As one faculty member noted, *"The integration of business ethics, financial management, and sustainability themes is not just theoretical—it responds directly to market needs, particularly with companies in Indonesia and the region increasingly focusing on ESG and sustainability practices."* This sentiment was echoed by industry representatives, who highlighted the practical relevance of the program, particularly in areas such as sustainability reporting. One student remarked, *"The program would be even more relevant if it incorporated certifications in ESG reporting, which are becoming mandatory in many industries."*

Employers and industry stakeholders have highlighted these skills as being in high demand, particularly as companies in the region face increasing pressure to meet international sustainability standards. A faculty member noted that *"Sustainability reporting is becoming essential for businesses, and while the program does a good job with theory, adding more hands-on training in this area could increase employability for graduates."*

### **Interdisciplinary approach**

The interdisciplinary nature of the program is widely regarded as one of its most effective components. By integrating knowledge from business, environmental science, and governance, the program allows students to tackle complex sustainability issues that require multifaceted solutions. This interdisciplinary structure is particularly relevant given the broad range of sustainability challenges in the ASEAN region, from environmental degradation to resource management. One dean explained the importance of this approach, stating, *"The interdisciplinary nature of the program is key. Students need to be able to see the bigger picture, understand the interconnectedness of environmental, social, and economic issues, and develop solutions that address all three aspects."*

The curriculum includes a diverse range of courses covering topics such as resource management, climate change, and urban planning, which align well with both industry needs and sustainability challenges in the region. Students have highlighted how these courses provide them with the theoretical foundation necessary to address sustainability issues in business. For example, one student noted, *"The curriculum allowed me to see sustainability from different angles—economic, environmental, and social. This*

*helped me develop a more comprehensive understanding of the challenges we face in the region.*" This sentiment reflects the broader value of the interdisciplinary design, which enables students to analyse sustainability issues from multiple perspectives and develop well-rounded solutions.

However, despite these strengths, feedback from interviews with students and faculty suggests that there is room for improvement in balancing theoretical knowledge with practical, industry-focused skills. Many respondents expressed a desire for more emphasis on hands-on learning, particularly in sustainability reporting and other areas that are increasingly in demand in the job market. One respondent shared, *"We need to teach students not just the theory but also the hands-on tools for sustainability reporting, double materiality, and risk management."* This aligns with the growing regulatory requirements for sustainability reporting in countries like Indonesia, where companies are now required to provide sustainability reports alongside their financial disclosures. The gap between theoretical knowledge and practical skills is something that many students and employers believe could be addressed through the inclusion of more practice-oriented modules.

The inclusion of the Harvard Online Course on Sustainable Business Strategy within the program has been met with mixed reviews. One student explained, *"The Harvard course was insightful, but it focused more on global frameworks and strategies that didn't fully align with the regional context we are preparing for in ASEAN."* While the course provides a valuable global perspective, the consensus is that it should be supplemented with more region-specific content that reflects the sustainability challenges of the ASEAN region. This would make the program even more relevant to the labor markets in Southeast Asia and better prepare students for local and regional employment opportunities.

In addition to strengthening the practical components of the curriculum, there has been a strong push from students and faculty alike to include certifications in industry standards, such as the Global Reporting Initiative (GRI) and other sustainability reporting frameworks. Several respondents mentioned that while the program introduced them to these frameworks, it did not provide enough opportunities to practice applying them in real-world settings. One interviewee remarked, *"We learned about the different sustainability reporting frameworks, but we didn't get enough practice in applying them. It would have been helpful to work directly with businesses on their sustainability reports."* This sentiment was echoed by industry stakeholders, who noted that the program could benefit from offering more hands-on projects with businesses, particularly in areas such as sustainability reporting and corporate social responsibility (CSR).

This call for more practical, industry-relevant training is reinforced by feedback from employers who have hosted students for internships. While they praised the program for its strong academic foundation, they also noted that graduates would benefit from more direct experience with sustainability-related tasks. One employer stated, *"The students we hosted were highly capable and brought valuable insights to our sustainability strategies, but more hands-on experience with sustainability reporting and project management would help bridge the gap between theory and practice."* This feedback



suggests that while the interdisciplinary approach is a clear strength, there is a need for more practical learning opportunities to enhance the job readiness of graduates.

The program's focus on preparing students for the labor market is further emphasized by the increasing demand for sustainability certifications, both within the ASEAN region and globally. As sustainability reporting becomes more commonplace and mandatory across industries, the need for graduates who are proficient in Environmental, Social, and Governance (ESG) frameworks is growing. One faculty member noted, *"Sustainability reporting is becoming essential for businesses, and while the program does a good job with theory, adding more hands-on training in this area could increase employability for graduates."* A respondent from the corporate sector echoed this sentiment, stating, *"The program would be even more relevant to the job market if it included more practical training, such as sustainability reporting, which is in high demand among companies today."*

The interdisciplinary approach of the program also extends beyond traditional academic disciplines, encouraging collaboration between students from various professional and academic backgrounds. This diversity of experience enriches the learning environment and helps students develop a well-rounded understanding of sustainability challenges. However, some students, particularly those from non-technical backgrounds, have found the technical aspects of the program more challenging. One respondent observed, *"The program needs to include more technical skills, especially for students from non-engineering backgrounds, who sometimes struggle with the more science-focused courses."* This suggests that while the interdisciplinary approach is beneficial, the curriculum could be adjusted to ensure that students from all backgrounds can fully engage with the material.

### **Collaboration with industry and internship opportunities**

Collaboration with industry has been one of the key elements contributing to the program's effectiveness. Through partnerships with companies such as Yara Indonesia and Telenor, students have been able to gain practical experience that complements their academic learning. Internships play a central role in this, offering students a chance to apply their knowledge to real-world problems and develop skills that are directly applicable in the workplace.

An industry partner emphasized the value of these collaborations, stating, *"The students we hosted were highly capable and brought fresh ideas to our sustainability initiatives. Their academic background, combined with the practical knowledge gained during the internship, made them valuable contributors to our projects."* This feedback highlights the effectiveness of the program in preparing students for the demands of the labor market.

However, the interview data also reveal several areas for improvement. Some students reported challenges in finding suitable internships, particularly those from the second cohort, with many feeling stressed about securing placements on their own. One student noted, *"While the internship was a great experience, the process of finding one was quite stressful. More institutional support in connecting students with companies*

*would make this smoother.*" This sentiment underscores the need for clearer institutional guidance and stronger support mechanisms to ensure all students have access to relevant internship opportunities.

The interview data also raised the potential benefit of decoupling internships from the master's thesis, allowing students more flexibility in exploring broader industry exposure without the pressure of aligning internships directly with thesis research. As one respondent from a key stakeholder institution suggested, *"Internships are very good but don't force them to be linked with the master's thesis. Maybe sometimes you have an internship and a different thesis; it can also be okay."* This flexibility would allow students to pursue broader industry exposure through internships without the added pressure of aligning the experience directly with their thesis research. It would enable them to explore various professional roles in sustainability while still maintaining the academic rigor of their thesis projects.

Additionally, several respondents expressed a desire for more robust industry partnerships, with a stronger focus on providing structured, meaningful experiences for students. One industry partner commented, *"The program is excellent in theory, but more practical, hands-on projects with businesses would enhance its impact."* Enhancing collaboration with industry partners to offer more structured and integrated internships would further improve the program's effectiveness in preparing graduates for the evolving demands of the sustainability job market.

### **Thesis supervision and research outcomes**

Thesis supervision is another element in determining the program's effectiveness. The program adopts a multi-advisor approach, allowing students to benefit from the expertise of both UGM and UiA faculty. This model has been praised for offering diverse perspectives and deepening students' research capabilities. One student noted, *"Having supervisors from different fields really enriched my thesis. I was able to approach my research from multiple angles and develop a more comprehensive analysis."*

The allocation of hours for thesis supervision, currently set at 40 hours per student, is raised by the UiA program coordinator as an area for further strengthening to ensure sufficient support, particularly given the integration of internships into the thesis process. In earlier cohorts, 60 hours were allocated, acknowledging the added complexity of supervising students who balance practical internship experiences with academic thesis work. Expanding the allocated hours would ensure that faculty can provide comprehensive guidance, helping students navigate both the academic and practical aspects of their research effectively.

### **Student mobility**

Student mobility, particularly the opportunity for students to study in Norway during the third semester, has been another area contributing to the program's effectiveness. However, this component has been marked by differing experiences between the first and second cohorts. From the interviews, it became evident that while the mobility opportunity greatly enhanced the learning experience of the first cohort, it also created some

disparity in expectations for the second cohort, which did not have the same opportunity.

For the first cohort, mobility to Norway during the third semester was not originally part of the program's design. This opportunity was made possible in part by industry sponsorship from Norwegian companies, amounting to 500,000 NOK, and in part by utilizing unused funds from the COVID-19 pandemic. These opportunities allowed students to travel to Norway, where they benefited from research supervision, internships, and exposure to European sustainability practices. One first-cohort student remarked, *"Being able to study in Norway gave me a much broader perspective on sustainability management. It was invaluable to compare ASEAN and European approaches."*

The exposure to Norway's sustainability initiatives, particularly through internships, was highly valued by the first cohort. The hands-on experience with European businesses and institutions helped students gain insights into advanced sustainability practices, enriching their academic knowledge. For many, this experience provided a significant advantage in their professional development, making them more marketable in both ASEAN and global job markets.

In contrast, the second cohort did not have the opportunity to study in Norway. As the program returned to its original structure, these students completed their third semester locally or regionally, focusing on thesis work and internships within their home countries or the ASEAN region. While this approach provided valuable localized experiences, some students expressed disappointment in missing the opportunity to study abroad. As one second-cohort student put it, *"We were hoping for the same experience as the first cohort, especially since Norway has such a strong reputation in sustainability."*

Despite this, the second cohort found that their local internships and thesis work were highly relevant to their future careers. These experiences allowed students to engage deeply with the specific sustainability challenges facing their home countries, providing them with contextually rich learning. *"While we didn't go to Norway, the internship I did in my country helped me understand the sustainability challenges here in a much deeper way,"* said one student from the second cohort. This demonstrates that while mobility is a valuable addition, the program remains effective in delivering regionally focused education.

The differing experiences between the two cohorts highlight the importance of clear communication and consistent expectations within the program. While the first cohort benefitted from an exceptional circumstance of mobility to Norway, this was not a core part of the program's design. Interviews with the program coordinators clarified that mobility was made possible due to unused COVID-19 funds and was never a guaranteed feature of the program. The additional funds were reallocated with the approval of the embassy, enabling the students to spend time at UiA for internships and supervision during their third semester. As one program coordinator explained, *"Student mobility was a bonus for the first cohort because of the surplus funds. It wasn't designed as a core component."*

For the second cohort, the lack of mobility was in line with the original program structure, which focuses on local and regional sustainability challenges. Although this approach is highly relevant to the students' professional development within ASEAN, it is important to acknowledge the disparity in student expectations. As one student noted, *"We understand that studying in Norway wasn't part of the design, but knowing the first cohort went made us hope for the same experience."*

### **Student outcomes and employability**

The ultimate measure of the program's effectiveness lies in the success of its graduates. Interviews with students and alumni indicate that the program has been effective in preparing them for roles in both the public and private sectors. Graduates have gone on to work in sustainability-related fields, including corporate social responsibility, environmental management, and policy development.

One alumna shared, *"The program equipped me with the skills and knowledge I needed to transition into a role focused on sustainability. The interdisciplinary approach and practical learning experiences were particularly valuable in helping me stand out in the job market."*

Moreover, employers have expressed satisfaction with the skillset of the graduates, noting that they bring a valuable blend of technical knowledge, managerial competencies, and practical experience. One employer commented, *"The graduates from this program are well-prepared for the challenges we face in the sustainability sector. They understand the technical aspects but also have the managerial skills needed to lead projects and drive change."* This feedback underscores the effectiveness of the program in meeting the needs of the labour market.

### **Program management and administration**

The program's launch was delayed due to the COVID-19 pandemic, which affected recruitment, student selection, and the commencement of courses. According to the 2020–2021 Annual Report, the program's first cohort experienced delays, with official kick-off activities beginning in May 2021, conducted entirely online due to the pandemic restrictions. Despite these challenges, the program managed to recruit a strong and diverse group of students, ensuring continuity through innovative online learning approaches. As stated in the report: *"All teaching was conducted online via Zoom, and the students joined classes from their home countries."* This adaptation to online learning demonstrates the resilience and flexibility of the program during a global crisis, while ensuring that learning objectives were still met.

The effectiveness of the ASEAN Master in Sustainability Management program also depends on the quality of its administration. Interviews with students, faculty, and administrative staff indicate that while the program is generally well-managed, there have been challenges, particularly in the areas of stipend disbursement and internship coordination.

Several students reported delays in receiving their stipends, which caused financial strain, particularly for those relocating for their studies. One student noted, *“The delays in stipend payments were stressful, especially during the first semester. It made it difficult to focus on my studies when I was worried about covering basic expenses.”* Addressing these administrative challenges is essential for ensuring the program runs smoothly and that students can fully engage with their studies.

On the positive side, the program coordinators’ openness for communication have been praised for their effectiveness. Regular updates and meetings have helped maintain a clear line of communication, ensuring that issues are addressed promptly and that students feel supported throughout their academic journey.

### **4.3 Efficiency**

This section assesses how efficiently resources—such as intercontinental travel, internships, and teaching staff—have been used throughout the program and whether these expenditures have yielded proportional benefits. Key areas analysed include budget realization, cost management, and resource allocation across two cohorts.

The financial resources were primarily allocated for scholarships, stipends, intercontinental travel, internships, and collaborations between partner universities. Progress reports show that, while financial resources were generally well-managed, some inefficiencies required strategic reallocation of funds.

#### **Budget realization**

Overall, the program's budget was effectively aligned with the initial projections for core activities, including student stipends, travel costs, and academic infrastructure. For example, during 2021-2022, reduced travel costs due to pandemic restrictions allowed the reallocation of unused funds to support students traveling to Norway for the dual-degree phase. Additionally, creative approaches were taken to address financial access issues, such as collaborating with embassies to distribute stipends in countries like Myanmar, where banking services were limited.

However, disbursements occasionally faced delays due to fluctuating exchange rates and international banking regulations. Some transactions incurred losses from multiple currency conversions, leading to adjustments in fund transfers. To address these inefficiencies, the program switched to direct transfers from the Norwegian Ministry of Foreign Affairs to UGM, minimizing future exchange rate issues.

#### **Stipends and scholarships**

Stipends covered living expenses, travel, and academic resources. Adjustments were made based on student needs, such as reducing living allowances when students remained in their home countries during the pandemic, resulting in significant cost savings. Stipends for intercontinental travel, particularly to Norway, were managed efficiently, with allocations for visas, accommodation, and living costs closely matching actual expenditures.

Despite efficient management, challenges arose in disbursing stipends across different currencies. Regions like Laos and Myanmar encountered higher transfer fees due to banking difficulties, leading to minor budget overruns. These issues were later resolved with the introduction of cost-effective money transfer services like Wise.

### **Internship funding challenges**

One significant challenge was securing sufficient sponsorship for student travel to Norway for internships. While the first cohort saw 19 students travel for six-week internships, securing similar sponsorships for subsequent cohorts proved difficult. As a result, fewer students from later cohorts participated, creating an imbalance in internship experiences. To address this, program coordinators explored alternative funding options, including partnerships with the Norwegian Embassy and local companies.

### **Travel costs**

During the program's early stages, both faculty and student travel was curtailed due to the COVID-19 pandemic, resulting in substantial cost savings. Virtual teaching and hybrid learning replaced in-person sessions, allowing the program to continue without incurring high travel expenses. As restrictions eased, intercontinental exchanges resumed, but virtual options were still explored when appropriate, balancing costs with educational outcomes.

While the cost of sending the first cohort of students to Norway, including airfare, accommodation, and living expenses, was substantial, the benefits outweighed the costs. Students reported high satisfaction with their international experiences, and the skills gained were directly applicable to their careers.

### **Financial efficiency**

The financial reports from 2020-2024 provide a detailed overview of the program's receipts and expenditures, demonstrating that the budget management team consistently adhered to financial guidelines, maximizing resource use. Currency exchange losses, incurred during the conversion of Norwegian Kroner to local ASEAN currencies, were minimized using online platforms like Wise, which offered lower fees and faster transfers compared to traditional banks.

During the 2020-2021 financial period, the program received NOK 860,666 from the ASEAN University Network (AUN), which was effectively used for operations, student stipends, and developmental activities. Unused travel funds from the pandemic were strategically reallocated to provide increased stipends for students during their stay in Norway. This ensured that students benefited from the available resources despite restrictions on international mobility.

The financial report also details expenditures related to program operations and administrative functions. Tuition fees for students across ASEAN countries, including Indonesia, Laos, and Myanmar, amounted to NOK 332,009, supporting the educational costs of 23 students from eight ASEAN countries. Program development costs, including honoraria for guest lecturers and the purchase of academic materials, totalled NOK 46,955,

ensuring the delivery of high-quality content. Furthermore, administrative expenses of NOK 89,480 covered coordination efforts between Universitas Gadjah Mada (UGM) and the University of Agder (UiA).

The decision to run the program online during the pandemic resulted in significant savings in areas such as faculty travel and on-site program management. These savings were redirected to other areas, such as student stipends and enhanced online learning resources.

### **Disbursement challenges**

In late 2022, UGM's financial platform encountered operational challenges, leading to the suspension of the virtual account payment mechanisms at the University, e-Wallet. To avoid disruptions, the program coordinator at UGM used their own personal account to ensure that students received their stipends without delay.

This solution effectively addressed immediate needs and highlights the coordinator's commitment and pragmatic approach. However, implementing a more formal oversight mechanism would enhance accountability and reduce potential financial risks.

As the program continues to expand, ensuring operational efficiency will be essential. While the use of personal accounts provided short-term flexibility, use of formal financial procedures anchored in standardized systems will help ensure smooth, transparent operations that comply with standard financial management practices.

## **4.4 Impact**

The program has had a significant impact across various sectors, contributing to sustainable development, educational innovation, and the professional advancement of its graduates.

### **Sustainable development contributions**

The research produced by students has been well received, with several theses contributing to ongoing discussions on sustainability in the ASEAN region. Many students have focused on topics that are directly relevant to the region's sustainability challenges, including energy management, food security, and climate change adaptation. These research outputs not only demonstrate the program's academic rigor, but also contribute to its broader impact on regional sustainability efforts.

One of its notable impacts has been the integration of sustainability principles into academic curricula. At UGM, for instance, the faculty of business and economics has revised its mission to emphasize sustainability as a core focus. The program has also introduced sustainability-oriented courses at UGM, reflecting the university's broader commitment to these principles. This shift has influenced not only the academic environment, but also operational practices on campus, such as the increased use of solar energy and efforts to reduce plastic consumption.

Graduates of the program have been influential in shaping sustainability policies in the region. In Indonesia, they have contributed to regulatory frameworks that promote

renewable energy and reduce plastic use in retail, demonstrating the program's role in public sector sustainability initiatives. Beyond government, some graduates have taken part in community-level projects, particularly in sustainable agriculture and renewable energy, further extending the program's impact on local development efforts.

### **Educational innovation**

The program has introduced significant educational innovations, reshaping the approach to sustainability in higher education. Its dual-degree structure, in partnership with the University of Agder (UiA) in Norway, has enhanced valuable academic exchanges and collaborative research. These international partnerships have expanded the program's reach and enriched both the student experience and faculty engagement.

Moreover, the program played a role in UGM's successful reaccreditation by the Association to Advance Collegiate Schools of Business (AACSB). During the accreditation process, the program was recognized as a key demonstration of UGM's commitment to integrating sustainability into its educational framework and advancing innovative teaching methods. This not only underscored the program's academic value but also highlighted its broader impact on institutional growth and quality.

### **Graduate impact in the public and private sectors**

Graduates of the program have made significant contributions in both the public and private sectors, using their expertise to advance sustainability initiatives across various industries. In the public sector, many have assumed leadership positions in government agencies, where they influence environmental policies, particularly in areas such as renewable energy and waste management.

In the private sector, graduates are leading sustainability efforts within industries like energy, agriculture, and finance. Their roles include managing corporate sustainability strategies, overseeing environmental certification programs, and directing renewable energy projects.

These achievements highlight the program's effectiveness in preparing graduates for leadership roles in sustainability.

### **Alumni Network and Collaboration**

The program has cultivated a robust alumni network that actively supports sustainability initiatives across the region. Alumni have taken on roles as ambassadors for the program, advocating for its values and expanding its reach. Many are eager to mentor future students and facilitate internships, creating pathways for the next generation of sustainability leaders. As one graduate noted, *"I want to give back by helping students get the practical experience they need to make a real impact."*

However, there is room to further formalize the alumni network. Several graduates have expressed interest in establishing more structured platforms for collaboration, suggesting that regular alumni meet-ups and professional networks could strengthen



connections and continued engagement. As one alumnus remarked, *“A more formal network would help us continue to share best practices and collaborate on regional projects.”* This points to the potential for enhancing the network's capacity to drive collective sustainability efforts.

## **4.5 Sustainability**

The long-term sustainability of the program hinges on its ability to secure ongoing financial, institutional, and industry support while maintaining relevance in the evolving landscape of sustainability education. Based on interviews with faculty, alumni, and industry partners, this analysis explores key factors that influence the program's sustainability, emphasizing financial diversification, institutional backing, and alumni engagement.

### **Financial diversification and long-term viability**

A primary challenge for the program is its reliance on external funding, particularly from Norwegian sources. While this support has been instrumental, stakeholders have emphasized the need to diversify financial sources to ensure the program's long-term stability. As a faculty member at UGM noted, *“Norwegian funding has been crucial, but relying solely on one source is not sustainable in the long run. We need to explore partnerships with local governments and industries”*.

Graduates and industry professionals also highlighted the potential for strengthening industry partnerships. A graduate working in renewable energy remarked, *“The demand for sustainability professionals is growing, and aligning the program with companies in need of this talent could offer long-term financial support while providing practical experience for students”*. Building partnerships with industries, especially those invested in sustainability, may help reduce reliance on external donors and provide a more diversified financial foundation.

### **Institutional commitment and integration**

The program is well aligned with UGM's broader sustainability goals. UGM has embedded sustainability into its institutional mission, reinforcing the program's position within the university. A senior faculty member explained, *“The program is now embedded in UGM's long-term strategy. It's a part of our identity as a university committed to sustainability”*.

This integration is further demonstrated through UGM's successful reaccreditation by the Association to Advance Collegiate Schools of Business (AACSB), where the program was highlighted as a key element of the university's commitment to sustainability. By embedding the program into UGM's long-term academic strategy, the institution provides a stable foundation that supports the program's sustainability, regardless of changes in external funding.

### **Diversifying program implementation**

A recurring theme in the interviews was the need to reduce reliance on individual leadership, particularly figures like the program coordinator at UiA, who has been

instrumental in the program's success. As one faculty member explained, the program coordinator *"... has been the driving force behind the program, but we need to ensure it is not dependent on one person. The challenge is to institutionalize the program in a way that it becomes self-sustaining, regardless of personnel changes"*.

To address this, UGM and its partners are working to diversify leadership roles and distribute responsibilities across multiple departments and faculty members. By broadening faculty involvement in teaching, supervision, and decision-making, the program becomes less vulnerable to individual transitions. This also facilitates interdisciplinary collaboration, tapping into the expertise of faculty across various fields, such as development economics and environmental management.

### **Expanding internationalization and online learning**

International collaboration, particularly with the University of Agder (UiA) in Norway, has been a cornerstone of the program. However, the logistical challenges and costs associated with physical exchanges highlight the need for more flexible models of collaboration, such as online learning.

A UiA faculty member suggested, *"We need to explore more sustainable ways of delivering the program that don't rely so heavily on travel. Collaborative online international learning (COIL) platforms can be a way to maintain international engagement while reducing costs and environmental impacts"*. Developing a robust online learning framework could allow the program to maintain its international dimension without the financial and logistical burdens of in-person exchanges.

### **Capitalizing on regional networking**

The AUN network presents a valuable opportunity to strengthen the program's sustainability through regional cooperation. Thematic groups within AUN, such as those focused on business education, provide a platform for collaboration with other ASEAN universities. The director of AUN noted, *"This program's regional relevance can be expanded through greater collaboration with other ASEAN institutions, particularly within our thematic networks"*.

By engaging more actively with AUN, the program can access additional funding sources, academic resources, and regional platforms for knowledge sharing. This would not only enhance the program's regional impact, but also diversify its student intake and establish partnerships that extend its influence beyond the ASEAN region. *"The AUN's thematic groups offer a strategic opportunity to enhance the program's regional impact and ensure its long-term sustainability by tapping into existing networks"*.

### **Alumni engagement**

The program's alumni network is a significant asset that can be further leveraged to support the program's sustainability. Alumni have expressed a strong willingness to stay involved, offering mentorship, internships, and financial contributions. One graduate emphasized, *"We're keen to mentor students, but we need more formal structures for alumni collaboration"*.

Formalizing alumni engagement through structured events, regional conferences, or an official alumni fund would enhance the program's sustainability and create a lasting network of professionals committed to sustainability in the region. A finance-sector alumnus mentioned, *"An alumni network would allow us to share best practices and keep the program relevant by maintaining connections between graduates and the academic community"*.

### **Industry partnerships and support**

The program demonstrated success in establishing industry partnerships during the first cohort, securing sponsorship funding for internships from Norwegian companies amounting to 500,000 NOK. However, these collaborations need to be formalized and expanded to ensure sustained support, addressing the funding gaps observed in the internship component for the second cohort. Graduates working in sustainability-related sectors have emphasized the increasing demand for professionals with expertise in sustainability management. An industry partner noted, *"Companies like ours need professionals who understand sustainability, and the program provides that talent. We're eager to continue partnering with the program to strengthen our sustainability initiatives"*.

By formalizing and expanding these partnerships, the program can secure internships, employment opportunities, and potential financial support. Such collaborations would not only enhance the program's relevance but also contribute to its financial sustainability and alignment with industry needs.

## 4.6 Review questions and summary of findings

Review Question	Key Findings	Supporting Evidence
1. How cost-efficient is the program, particularly concerning intercontinental travel and overall financial management?	Budget management was generally effective, with strategic reallocation of unused funds during the pandemic. Some inefficiencies, particularly with international banking, remain.	Financial reports show efficient use of funds, especially during the pandemic when travel savings were reallocated. However, delays in stipend disbursement and currency conversion losses caused some challenges.
	Budget was aligned with core activities, but international banking issues caused delays in stipend disbursement.	The reduction in travel costs during the pandemic allowed for reallocation of funds to support student activities. Switching to direct transfers from the Royal Norwegian Embassy in Jakarta to UGM minimized currency exchange losses.
	Internship funding challenges emerged after the first cohort, affecting cost-efficiency for subsequent cohorts.	Securing sponsorships for internships in Norway proved difficult after the first cohort.
2. How effective are the communication channels and links between students, academics, and practitioners within the program?	The program is effective in establishing industry partnerships that offer practical experience, but students need more institutional support for securing internships.	Internships with companies like Yara and Telenor provide valuable experience, but students from later cohorts faced challenges in securing placements, indicating the need for better institutional support.
	Practical industry perspectives are incorporated into the curriculum, but there is a need for more practical training in areas like sustainability reporting and ESG frameworks.	Interviews with faculty, students, and employers emphasize the importance of practical skills in sustainability reporting, which are currently insufficiently addressed in the curriculum.
	The student mobility experience differed between cohorts, highlighting a need for better communication regarding expectations.	First-cohort students benefitted from studying in Norway, while the second cohort faced disappointment over missed mobility opportunities, stressing the need for consistent communication of program expectations.

Review Question	Key Findings	Supporting Evidence
3. How effectively has the program handled interdisciplinary challenges, and what are the benefits of the interdisciplinary approach?	The interdisciplinary design is highly effective, enabling students to tackle complex sustainability issues, but there is room to enhance the balance between theoretical and practical skills.	Students and faculty praise the interdisciplinary approach but emphasize the need for more practical, industry-focused skills, particularly in sustainability reporting and ESG frameworks.
	The integration of disciplines such as business, environmental science, and social sciences provides students with a well-rounded understanding of sustainability issues.	The program's interdisciplinary structure is seen as a key strength, helping students develop a holistic view of sustainability challenges, though more technical skills are needed for non-technical students.
4. To what extent is the program aligned with the strategic priorities of AUN, UGM, and UiA, and what can be done to secure its sustainability?	The program aligns with the strategic goals of UGM, UiA, and AUN, with strong institutional backing, but needs to diversify its funding sources for long-term sustainability.	UGM's Strategic Plan (2023–2027) and UiA's International Strategy prioritize sustainability and interdisciplinary collaboration. However, stakeholders emphasize the need for local government and industry partnerships to reduce reliance on Norwegian funding.
	Institutional commitment to sustainability at UGM is strong, and the program is integrated into its long-term strategy.	UGM's successful reaccreditation by the AACSB highlights the program's integration into the university's sustainability mission. The program is seen as a key part of UGM's broader academic strategy.
	Industry partnerships could be expanded and formalized to secure ongoing support, enhancing the program's sustainability.	Alumni and industry representatives express a willingness to contribute to the program through mentorship and internships, but formal structures for these collaborations need to be established.
5. Is the grant project administered effectively in accordance with the grant agreement, and is the study program managed satisfactorily?	The program faced administrative challenges, especially with stipend disbursement, but overall management has ensured continuity despite the COVID-19 pandemic.	Delays in stipend payments caused financial strain on students. The program adapted well to pandemic-related challenges by shifting to online learning and ensuring quality education through virtual channels.
	The program's administration, particularly in managing stipends and internships, faced issues but was handled pragmatically.	UGM used personal accounts to ensure students received stipends during a financial platform outage, showing flexibility in managing challenges. However, a more formal financial oversight mechanism is recommended.

## 5 Conclusions

The ASEAN Master in Sustainability Management program, launched in 2019, represents a pioneering effort to address the sustainability challenges faced by Southeast Asia. Backed by a NOK 12.2 million grant from the Norwegian Ministry of Foreign Affairs, the program integrates an interdisciplinary curriculum with practical industry engagement. Over its five-year run, it has made significant strides in cultivating future leaders who are equipped to navigate both public and private sectors towards sustainable development.

### 5.1 Relevance

The program successfully enrolled 47 students across two cohorts between 2019 and 2024, drawing participants from 12 countries, including both ASEAN and European nations. Of these, 50 percent of the first and second cohorts were women, emphasizing the program's commitment to gender inclusivity. The diversity of the student body, with students from Indonesia, Myanmar, the Philippines, and even European countries like Norway and Hungary, reflects the program's broad appeal and relevance to regional and global sustainability challenges.

The program aligns closely with regional sustainability goals, addressing issues such as climate change, urbanization, and resource management. Stakeholders from Universitas Gadjah Mada (UGM) and the University of Agder (UiA) consistently emphasized the program's relevance to their institutional strategies, while ASEAN stakeholders praised its regional focus.

The program has demonstrated strong alignment with institutional and regional sustainability objectives. The program's ability to attract a diverse and inclusive cohort highlights its relevance to addressing the complex sustainability needs of the ASEAN region. Continued efforts to incorporate practical skills like sustainability reporting will further enhance its relevance to evolving labor market demands.

### 5.2 Effectiveness

The program aims to graduate 50–60 students by 2024 with interdisciplinary Master's degrees in Sustainability Management. Norwegian support has enabled the financing of 40 students from the ASEAN region. To date, 47 students have enrolled, including seven from Europe. Many graduates have secured employment shortly after completing the program, working in sectors such as environmental management, renewable energy, and corporate social responsibility. This reflects the program's success in preparing students for diverse sustainability-related careers. Graduates have also gained valuable practical experience through internships, with a focus on areas like energy resource management, climate change laws, and urban planning.

The curriculum's interdisciplinary design has been a major strength, combining business management, environmental science, and governance. The integration of practical

internships and thesis work has provided students with valuable hands-on experience, although there were challenges in aligning internships with academic objectives.

The program's interdisciplinary approach has been highly effective in equipping students with a broad skill set to address sustainability challenges. However, enhancing the focus on industry-relevant skills such as ESG (Environmental, Social, and Governance) frameworks and sustainability certifications would further boost the employability of graduates. Improved alignment between internships and thesis work will enhance the program's overall effectiveness.

### **5.3 Program management and structure**

The program's structure includes three semesters, with 120 ECTS credits (European Credit Transfer and Accumulation System). The final semester focuses on internships and a master's thesis, providing students with real-world exposure to sustainability challenges. However, some students from the second cohort reported difficulties in securing internships that aligned with their thesis topics, leading to a disconnect between practical and academic components.

The hybrid learning model adopted during the COVID-19 pandemic enabled the program to maintain continuity, with a shift towards online and hybrid instruction. However, challenges related to stipend disbursement and internship coordination were highlighted by students, particularly during the program's early stages.

The program's structure is solid, offering a balanced blend of theoretical knowledge and practical experience. However, improvements in administrative processes, particularly related to financial support and internship coordination, will be essential to ensuring a smooth experience for students. Providing more institutional support for securing internships aligned with academic goals would improve the coherence between practical and academic components.

### **5.4 Partnerships and collaboration**

The program's partnerships with UGM, UiA, and the ASEAN University Network (AUN) have facilitated cross-regional learning and contributed to the program's success. The inclusion of a dual-degree option with UiA, allowing students to earn both an MBA from UGM and an MSc from UiA, has been a unique feature, attracting students from diverse countries, including Norway and Spain.

Partnerships between academic institutions have provided the program with strong academic and financial support. The dual-degree structure has added prestige to the program, while industry partnerships, though valuable, require further formalization to ensure more structured internship opportunities.

The program's academic partnerships have been a key factor in its success, particularly in ensuring academic rigor and global relevance. Expanding and formalizing partnerships with industry will provide more practical opportunities for students and strengthen the program's long-term sustainability.

## 5.5 Student outcomes and employability

Graduates of the program have gone on to secure roles in government agencies, NGOs, and corporations across the ASEAN region. Their expertise in sustainability management has made them valuable assets in sectors such as energy management, corporate social responsibility, and environmental governance. Interviews with graduates revealed high levels of satisfaction, with many citing the program's interdisciplinary approach as key to their career success.

The program's focus on interdisciplinary learning has successfully prepared students for roles in sustainability-related fields. However, employers and students have highlighted the need for more practical training in areas such as sustainability reporting and project management to further improve employability.

The program has achieved its goal of preparing graduates for leadership roles in sustainability, with many successfully securing positions in relevant fields. To further enhance employability, the program should incorporate more industry-relevant training and certifications, particularly in high-demand areas like ESG reporting.

## 5.6 Efficiency

The program's budget management has generally been efficient, particularly during the COVID-19 pandemic, when travel costs were reduced. However, challenges with currency exchange and delays in stipend disbursement caused some financial stress for students. The program was able to use cost savings from travel to support students' mobility to Norway for internships.

The program managed its financial resources efficiently, reallocating funds where necessary to ensure continuity. However, delays in stipend disbursement and difficulties in securing sufficient funding for internships, particularly for international placements, caused some challenges.

The program has demonstrated financial efficiency, particularly in managing pandemic-related challenges. Addressing disbursement delays and ensuring consistent financial support for internships, especially international placements, will be essential to maintaining operational efficiency.

## 5.7 Impact and sustainability

The program has contributed significantly to regional sustainability efforts, with graduates influencing policy and practice across ASEAN countries. In Indonesia, for example, alumni have contributed to renewable energy policies and waste management strategies.

The program has had a meaningful impact on the sustainability landscape in ASEAN, with graduates actively contributing to government and private sector initiatives. However, the program's long-term sustainability depends on diversifying its financial base and strengthening its industry partnerships.



The ASEAN Master in Sustainability Management program has made a lasting impact on sustainability efforts in the region. To ensure its long-term sustainability, the program must diversify its financial support, moving beyond reliance on Norwegian funding. Expanding industry partnerships and formalizing the alumni network will be key to ensuring the program's continued success in shaping future sustainability leaders.

In conclusion, the ASEAN Master in Sustainability Management program has been highly successful in achieving its objectives. It has prepared graduates to tackle regional sustainability issues, built a strong interdisciplinary foundation, and forged valuable partnerships. As the program evolves, focusing on enhancing practical skills, diversifying funding, and strengthening industry collaborations will ensure it remains relevant and impactful. With these adjustments, the program is well-positioned to continue its vital role in advancing sustainable development across the ASEAN region.

# 6 Recommendations

Based on the findings and conclusions of the ASEAN Master in Sustainability Management program, several recommendations can be made to enhance its future effectiveness, sustainability, and relevance. These recommendations are geared toward strengthening the program's operational efficiency, ensuring it remains aligned with regional sustainability challenges, and bolstering its impact on the professional trajectories of its graduates. The following recommendations focus on improving curriculum design, strengthening partnerships, addressing financial sustainability, and expanding practical learning opportunities.

## 1. Enhancing the curriculum with practical skills and certifications

While the interdisciplinary approach of the program has been effective in providing students with a solid academic foundation in sustainability, there is a need to further underscore practical skills that align with current labour market demands. Graduates and industry stakeholders highlighted the growing importance of practical certifications in areas like sustainability reporting, Environmental, Social, and Governance (ESG) frameworks, and corporate social responsibility (CSR).

The curriculum should incorporate industry-recognized certifications in sustainability reporting and ESG frameworks. This could include partnerships with organizations like the Global Reporting Initiative (GRI) or offering courses that lead to certifications in these areas. These certifications are becoming increasingly important as industries and governments adopt more stringent sustainability reporting requirements. By offering such credentials, the program can enhance the employability of its graduates and ensure they are equipped with the practical skills needed in the job market.

The program should offer more opportunities for students to engage in practical, hands-on projects with businesses, NGOs, or government agencies. This could involve collaborating with industry partners to provide real-world sustainability challenges that students can work on as part of their coursework. Such projects would allow students to apply the theoretical knowledge gained in class to practical situations, better preparing them for the demands of the workforce.

## 2. Strengthening Industry partnerships

Industry engagement has been a valuable aspect of the program, providing students with exposure to real-world sustainability challenges. However, stakeholders have indicated that these partnerships need to be further formalized and expanded to provide more consistent opportunities for students. Strengthening ties with industry will also enhance the program's financial sustainability by creating pathways for funding and sponsorship.

To ensure more structured and consistent opportunities for students, the program should formalize its partnerships with industry stakeholders. These formalized partnerships could involve long-term commitments from companies to provide internships,

sponsor student projects, or offer guest lectures on topics such as sustainability reporting, renewable energy, and CSR. Establishing Memoranda of Understanding (MOUs) with companies across the ASEAN region and Europe would provide a more stable foundation for industry collaboration.

To alleviate the financial challenges associated with international internships and projects, the program should explore industry sponsorship opportunities. Companies with a vested interest in sustainability could be invited to sponsor student projects, particularly those related to their business interests, such as renewable energy development or sustainable supply chain management. In return, these companies would gain access to fresh talent and innovative solutions to sustainability challenges, while students benefit from real-world experience and potential job opportunities.

### **3. Improving internship arrangement processes**

The findings indicate that there have been challenges related to the coordination of internships particularly for the second cohort of students. To alleviate the challenge students face in securing internships, the program should enhance its coordination efforts by developing a dedicated internship arrangement mechanism. This would assist students in finding placements that align with their academic goals and provide a more seamless experience. By taking a more proactive role in securing partnerships with companies and governmental organizations, the program can ensure that all students have access to relevant and high-quality internships.

### **4. Improving financial sustainability**

The program has relied heavily on Norwegian funding, particularly through the Norwegian Ministry of Foreign Affairs, to support its operations. However, this model poses long-term risks, as dependence on a single source of funding may not be sustainable. Diversifying the program's financial base by exploring new funding sources and partnerships will be essential to ensure its continued viability.

The program should explore additional funding sources beyond Norwegian support, including local government funding, ASEAN-based private sector investment, and other mobility programs such as the Norwegian Partnership Programme for Global Academic Cooperation (NORPART). Collaborating with local industries in ASEAN countries could provide an avenue for funding, particularly from companies with sustainability mandates or Corporate Social Responsibility (CSR) commitments.

### **5. Improving disbursement mechanisms**

The findings highlighted some challenges in financial management, such as delays in stipend disbursements and the temporary reliance on the program coordinator's personal account for stipend transfers at UGM. While these solutions addressed immediate needs, there is room for improvement to enhance financial efficiency.

To strengthen transparency and accountability, the program should use UGM's official financial systems for stipend disbursements. This will ensure proper oversight and compliance with international funding standards, minimizing any potential risks.

## **6. Formalizing alumni networks**

The alumni network of the ASEAN Master in Sustainability Management program has emerged as an asset, with graduates playing important roles in sustainability efforts across the region. However, there is a need to formalize and expand the alumni network to strengthen its impact and ensure sustained engagement.

The program should formalize its alumni network by creating a dedicated platform on which alumni can connect, share best practices, and collaborate on sustainability projects. Regular alumni meet-ups, both virtual and in-person, would strengthen the sense of community and provide ongoing professional development opportunities. A formalized network would also create pathways for alumni to mentor current students and provide internships or job placements.

## Annex 1 List of reviewed documents

- Adiguna, R., & Kristiansen, S. *Progress Report - ASEAN MBA - Dec 2021*. 2021.
- Adiguna, R., & Kristiansen, S. *Progress Report - ASEAN MBA - Jun 2022*. 2022.
- Adiguna, R., & Kristiansen, S. *Progress Report - ASEAN MBA - Mar 2023*. 2023.
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- Adiguna, R., & Kristiansen, S. *Progress Report - ASEAN MBA - Oct 2023*. 2023.
- ASEAN University Network & Norwegian Ministry of Foreign Affairs. *Grant Agreement - AUN and MFA*. December 2019.
- ASEAN University Network, University of Agder, Universitas Gadjah Mada. *Tripartite Agreement between AUN, UiA, and UGM regarding Cooperation on ASEAN Master in Sustainability Management*. March 2021.
- Faculty of Economics and Business, Universitas Gadjah Mada. *FEB UGM Strategic Plan 2023-2027*. 2023.
- School of Business and Law, University of Agder. *Strategic Framework School of Business and Law 2021-2024*. 2021.
- Universitas Gadjah Mada & University of Agder. *ASEAN MBA Annual Report 2020-2021*. 2021.
- Universitas Gadjah Mada & University of Agder. *Consortium Agreement MM UGM and SBL UiA*. May 2021.
- Universitas Gadjah Mada. *Audit Report 2020-2021*. 2021.
- University of Agder, School of Business and Law. *International Strategy for Teaching, Research, and Outreach 2023-2027*. March 2023.

## Annex 2 List of interviews with students

Name	Gender	Country	Cohort	Mode
Muhammad Amin Musa	Male	Thailand	First	In person
So Pyay	Male	Myanmar	First	In person
Arliya K. Hang	Female	Thailand	Second	In person
Sari Fitriani	Female	Indonesia	Second	In person
Zulfadila Hira Permana	Female	Indonesia	Second	In person
Farah Nabila Luthfiyya	Female	Indonesia	Second	In person
Irdina Batrisyia	Female	Malaysia	Second	Online
Diwangkara Bagus Nugroho	Male	Indonesia	First	Online
Alifiya Ikhsani	Female	Indonesia	Second	In person
Thant Thura	Male	Myanmar	Second	In person
Tran Thi Phuong Ngan	Female	Vietnam	Second	Online
Ian Benedict Mia	Male	Philippines	First	Online
Reynamy C. Doria	Female	Philippines	First	In-person
Chanbora Sek	Male	Cambodia	First	Online
Mohamad Arif Syazwan bin Bujang	Male	Brunei	Second	Online

## Annex 3 List of interviews with program level stakeholders

Name	Institution	Role in the program	Mode
Prof. Stein Oluf Kristiansen	University of Agder	Program coordinator-UiA	In person
Dr. Rocky Adiguna	University of Gadjah Mada	Program Coordinator-UGM	Online
Dr. Choltis Dhirathiti	ASEAN University Network	Signatory to agreement with Norwegian MFA	Online
Ms. Achavadee Wiroonpetch	Office of the AUN Secretariat	Staff of Secretariat	In person
Mr. Rayner Laurence Adriaansz	Tinfos Indonesia	Provision of internship	In person
Mr. Irhamsyah	Yara Indonesia	Provision of internship	In person
Mr. Tesha Arrahman	Yara Indonesia	Provision of internship	Online
Mr. Muhammad Aslam Syahrudin	Yara Indonesia	Provision of internship	In person
Dr. Muh Aris Marfai	Geospatial Information Agency	Lecturer Marine Resources and Coastal Management	In person
Dr. Bayu Sutikno	University of Gadjah Mada	Lecturer for Marketing Management course	In person
Prof. Eduardus Tandellin	University of Gadjah Mada	Early initiator with Prof. Stein Kristiansen	Online
Prof. Didi Achjari	University of Gadjah Mada	Lecturer for General Business Environment course	In person
Dr. Luluk Lusiantoro	University of Gadjah Mada	Lecturer for Operations and Technology Management course	In person
Prof. Nurul Indarti	University of Gadjah Mada	Lecturer for Research Methods in Concentration course	In person
Prof. Amin Wibowo	University of Gadjah Mada	Lecturer for Strategic Management course	In person
Dr. Sari Sitalaksmi	University of Gadjah Mada	Lecturer for Leadership and Organizational Behaviour course	Online
Dr. Tur Nastiti	University of Gadjah Mada	Lecturer for Leadership and Organizational Behaviour course	Online
Ms. Yuliana	University of Gadjah Mada	Program support	In person
Ms. Sheila Andriana Pratista	University of Gadjah Mada	Program support	In person

Name	Institution	Role in the program	Mode
Ms. Erna Rahayu	The Peat and Mangrove Restoration Agency (BRGM-Badan Restorasi Gambut dan Mangrove)	Provision of internship	Online
Prof. Naima Saeed	University of Agder	Lecturer	In person
Prof. Jouni Kimmo Alajoutsijärvi	University of Agder	Lecturer and Thesis advisor	In person
Mr. Lars Levinstein Thortveit	University of Agder	Financial controller	In person
Ms. Johanna Flå Sanne	University of Agder	Advisor for external projects	In person
Dr. Kristin Wallevik	University of Agder	Program oversight	In person
Dr. Kristian Jørgensen	University of Agder	Program oversight	In person
Prof. Steen Koekebakker	University of Agder	Lecturer and Thesis advisor	Online
DR. Bjørn-Tore Flåten	University of Agder	Lecturer and Thesis advisor	Online
Dr. Bob Aubrey	Bob Aubrey Associates	Guest Lecturer on Business Ethics	Online
Dr. Indra Øverland	Norwegian Institute of International Affairs -NUPI	Thesis supervisor	In person
Ms. Silje Hammerstad Grimslı	University of Agder	Student advisor	Online
Ambassador Kjell Tormod Petersen	Royal Norwegian Embassy in Jakarta, Indonesia	Program funding	Online
Hanif Falah	Royal Norwegian Embassy in Jakarta, Indonesia	Program funding	Online



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