Development Studies
Professional Practicum 2016
Curriculum Outline
Program Details
ACICIS Development Studies Professional Practicum
January 2 – February 12, 2016
Jakarta, Indonesia
Credit Points: Recommended equivalency 50%-75% of a full semester load (0.25 EFTSL – 0.375 EFTSL). Actual subject weighting and academic credit awarded to be determined by a student’s home university.
Mode: Off-Campus
Contact hours: 40 hours language / 30 hours lectures and seminars
Approximately 160 hours practicum placement
www.acicis.edu.au/programs/practicum/development-studies-professional-practicum-dspp/

Contact Details
Practicum Facilitator: Australian Country for ‘In-Country’ Indonesian Studies (ACICIS)
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Description

The DSPP is a six-week program in Jakarta that combines a formal academic program with a four-week professional internship. The DSPP provides an opportunity for students or early career professionals to gain valuable experience working in the field of international development. Host organisations cover a wide range of development sector interests and include monitoring bodies, research institutes, funding bodies, managing contractors, and advocacy groups. Key sectoral interests include the environment, governance, transparency, poverty reduction, and gender equity. All industry placements provide an English-language working environment.

The long-term goal of the program is to enhance bilateral understanding through the creation of new partnerships between Australian students and Indonesian counterparts and to serve as a medium for the exchange of ideas and experiences in the field of development studies. The guiding principle of the DSPP is to have Australian students working together with local host organisations as part of a practical learning process.

Supervision

ACICIS’ programs in Indonesia operate under the direction of the ACICIS Resident Director, Ms Elena Williams.

In addition, a professional Program Officer is assigned for the duration of the DSPP to oversee all aspects of the program, including the supervision of its academic content. ACICIS’ DSPP Program Officer for 2016 is Mr Antonius (Anton) Indrianto. Participants will also be allocated a workplace mentor at their respective host organisation who will manage the student’s work within the organisation for the duration of the student’s practicum placement.

Structure and Schedule of Learning Activities

The DSPP will run from 2 January – 12 February, 2016. The structure of the six-week program is as follows:

- Two weeks of intensive Indonesian language classes at Atma Jaya Catholic University (mornings), designed to give participants basic language capacity;
- Two weeks of English-language seminars, workshops and field trips (afternoons) led by experts on Indonesian development issues; and
- A four-week, supervised practicum placement to give participants an English-speaking professional experience, within an Indonesian or international development organisation.

Practicum Placement Options and Selection

In their applications, students are asked to nominate sectoral interests and preferred industry placements. Preferences will be considered alongside academic records, demonstrated skill-sets and Host Organisation requirements, prior to placing students with particular organisations.

The DSPP Program Officer and ACICIS Resident Director manage selection and practicum placement allocation. Host Organisations are encouraged to provide details for preferred or required candidate skillsets in their workplaces.

ACICIS will confer with Host Organisations prior to confirming the placement with students and Host Organisations may nominate to review participant qualifications or to arrange a pre-interview over Skype or email prior to accepting a candidate/s.
Teaching and Learning Strategies

Students undertake an unpaid practicum placement (160 hours) in a real-life work environment in Indonesia under the professional supervision of a workplace mentor as well as the academic supervision of the ACICIS DSPP Program Officer. This experience is augmented by a two-week academic program conducted at Atma Jaya University – prior to students’ practicum placements – consisting of compulsory Indonesian language classes as well as a series of industry seminars designed to equip students with an understanding of the development sector in Indonesia.

Evaluation

Throughout the program, the DSPP Program Officer will conduct two monitoring visits to each student’s workplace, to gauge feedback from both student and Host Organisation mentor. Upon completion of the program, students are invited to provide specific feedback to the Program Officer through a final debriefing session with fellow students. Students are also asked to complete an online anonymous student feedback survey which assists ACICIS in improving the quality of subsequent programs.

Attendance

Students must attend 80% of all language classes, seminars and field trips, as well as the practicum placement to satisfactorily complete the program.

Educational Principles and Graduate Attributes

Throughout the DSPP, students are encouraged and assisted to:

- Develop and apply their academic skills and knowledge in a real-life workplace;
- Make a valued contribution to the Host Organisation;
- Enhance employability by increasing awareness of employer’s expectations of performance and conduct;
- Enhance their understanding of intercultural management and organisational culture; and
- Establish networks and contacts with development professionals.

Learning Outcomes

Students who complete the DSPP successfully should be able to:

- Apply their knowledge and academic skills to a workplace environment;
- Critically reflect and report on the experience in the workplace and its relationship to development theory;
- Understand the activities and processes of their host organisation, and how their organisation is positioned in the development sector;
- Perform tasks set by an employer to a professional industry standard and make a positive contribution to the work of the organisation;
- Demonstrate sound cross-cultural communication skills, flexibility, resourcefulness, ability to work as part of a team, and time management skills; and
- Respect diversity in a range of professional environments.
Assessment

Upon completion of the program, the DSPP Program Officer provides a one-page evaluation report on the performance of each student. In accordance with standard ACICIS practice, student performance in the DSPP Program Officer’s evaluation report will be assessed only as ‘Satisfactory’ or ‘Unsatisfactory’ (equivalent to ‘Ungraded pass/fail’).

Mentors in Host Organisations are also requested to provide a brief report on student activities and performance. This should include criteria relevant to demeanour and conduct, reflective approach to work, and cross-cultural communication skills (both oral and written). Assessment of the academic classwork component of the program will be carried out by Atma Jaya University lecturers.

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in a workplace, at a professional industry standard, and also to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80 per cent of scheduled language classes, all scheduled industry seminars and fieldtrips, as well as achieve a grade of at least 60 per cent in the Indonesian language component.

A student’s home university may retain the right to set and grade other assessment tasks related to the program. While ACICIS makes a recommendation about how much academic credit a student should be awarded for their participation in the program, it is up to individual home universities to determine their own protocols and rules for awarding academic credit to students who undertake and successfully complete the program.

Assessment Mechanisms

The following components are used to inform the Program Officer’s evaluation report. Students are required to satisfactorily complete all components in order to achieve an overall grade of ‘Satisfactory’ for the practicum.

<table>
<thead>
<tr>
<th>#</th>
<th>Component</th>
<th>Dates</th>
<th>Weighting</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language Classes</td>
<td>5-16 January</td>
<td>15%</td>
<td>Undertaken at Atma Jaya University - final assessments administered by Atma Jaya Language Centre (PBB). Performance assessed through weekly assignments and written tests.</td>
</tr>
<tr>
<td>2</td>
<td>Industry Seminar Series and Fieldtrips</td>
<td>5-16 January</td>
<td>10%</td>
<td>Attendance at, and participation in, all fieldtrips and workshops organised by ACICIS is required. Evidence of familiarity with set readings will be assessed through seminar participation.</td>
</tr>
<tr>
<td>3</td>
<td>Practicum Placement</td>
<td>18 January – 12 February</td>
<td>60%</td>
<td>Supervisor to submit an evaluation to the DSPP PO; PO to gauge performance based on two monitoring visits and discussions with host organisation mentor.</td>
</tr>
<tr>
<td>4</td>
<td>Reflective Journal</td>
<td>18 January – 12 February</td>
<td>5%</td>
<td>Weekly submissions to be emailed to DSPP Program Officer by 4pm Friday throughout the practicum period. Evidence of familiarity with set readings will be assessed through reflective journal writing.</td>
</tr>
<tr>
<td>5</td>
<td>Thematic Research Essay</td>
<td>Due 21 February</td>
<td>10%</td>
<td>Student to submit a 2,000 word essay on a contemporary development issue in Indonesia and their Host Organisation’s work in the area.</td>
</tr>
</tbody>
</table>

Assessment Component Details

The DSPP is designed to meet the equivalency requirements of between half and three quarters of a full time semester load (0.25 – 0.375 EFTSL) at ACICIS member universities, and includes the following assessable components:

1. Language Classes (40 hours)

Students are required to attend two weeks of intensive classes in language and culture at Atma Jaya University in order to develop language skills that will help them operate more effectively in their practicum placements and in the wider Indonesian community. Students will sit a placement test on the first day of orientation and be placed in Beginner, Intermediate or Advanced Indonesian language classes at Atma Jaya’s Pusat Pengajaran Bahasa (PBB, Language Teaching Centre) based on their test results. Language classes are four hours in duration each day from Monday to Friday for the first two weeks of the program. Students will be assessed on four macro skills areas: Listening, Speaking, Reading and Writing. Students will sit a final language exam and be given a percentage mark and grade for this assessment. To be awarded an overall ‘Satisfactory’ grade for the DSPP, participants must achieve a mark of at least 60% for this component.

2. Industry Seminar Series and Fieldtrips (30 hours)

The Industry Seminar and Fieldtrip component of the DSPP consists of seven seminars and one fieldtrip. Students must attend and participate actively in a minimum of 80% of all scheduled seminars and fieldtrips. Prior to each seminar, students are required to complete a number of set readings. Students must demonstrate adequate preparation through informed contributions to discussions and activities in order to pass this component. Lively discussion groups and Q&A sessions will be a key aspect of these sessions. Please see Appendix 1 for more detail about this component of the program.

3. Practicum placement (160 hours)

Students undertake a supervised practicum placement at a participating Host Organisation. Required tasks will vary depending on the Host Organisation. Without good reason and the permission of their workplace mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their Host Organisation and the DSPP Program Officer that they have performed all assigned tasks to a professional industry standard. On completion of the practicum, the workplace mentor will be asked to evaluate the student’s performance. The mentor will be asked to comment on criteria related to both generic skills (e.g. interpersonal, communication, professionalism, initiative) and discipline-specific knowledge.

4. Reflective Journal (10 hours) 2,000 words

The purpose of the Reflective Journal is to encourage critical thinking and reflection from students on their theoretical and vocational learning process while on the DSPP. It should serve as a space in which students are able to reflect on the challenges and rewards of working in a cross-cultural professional environment, and guide students’ workplace tasks week-by-week based on input from their DSPP Program Officer and workplace mentor. The reflective journal also demonstrates students’ satisfactory understanding of set course readings.

To complete the Reflective Journal, students are required to:

- Complete a set of required and/or optional readings on cross-cultural learning and self-reflexive learning. The list of readings is provided at Appendix 2.
Keep a daily log of activities and duties performed in the workplace. Include brief lines (no more than a paragraph each day) on observations, challenges, learning experiences, or unexpected outcomes. Students should note down any important meetings they attended or interesting stakeholders with whom they met.

Complete a log at the end of each week (two paragraphs - half a page) reflecting on some of the broader issues that arose in the workplace during the week. Some questions students may like to reflect on at the end of each week might include, but are not limited to:

- How did your daily tasks contribute to your project’s end goals?
- Did you come up against any hurdles this week (and if yes, how did you overcome them)?
- How do you find working in a cross-cultural environment?
- Do you notice different styles of management/teamwork here compared with your home country?
- How does this compare with workplaces you have worked in previously?
- How does your experience in the workplace compare with what you have studied on this topic previously? Are the two experiences similar or quite different?
- Describe your organisation’s location in the broader context of the development sector in Indonesia, regionally, or internationally.
- Reference and reflect on the readings.

Take the space here to elaborate on some of the bigger issues at the end of the week, and feel free to talk these through with your workplace mentor if he/she has the time.

A useful way to complete the Reflective Journal can be to complete this in Microsoft Word or Excel as the documents and any additional home university assessment requirements.

Weekly logs are to be sent through to the DSPP Program Officer, Anton Indrianto, every Friday during the practicum period by 4pm via email to a.indrianto@acicis.edu.au.

A template for the Reflective Journal is attached at Appendix 2.

5. Thematic Research Essay: 2,000 words

Students are required to complete a 2,000-word research essay on a contemporary theme in Indonesian development. The aim of the thematic research essay is to encourage students to think critically about contemporary development issues in Indonesia, from a range of secondary sources (academic journal articles, research papers, books and online articles) as well as the experience of observing and participating in development initiatives first-hand through the DSPP program. A complete outline of the research essay can be found at Appendix 3.

Award of Grade for the unit

Both the student and the student’s home university will receive a copy of the DSPP Program Officer’s evaluation report as well as an official academic transcript from Atma Jaya University. These assessment documents will be sent electronically in the case of the student and by post in the case of a student’s home university from the ACICIS Secretariat in Perth within six weeks of a student’s completion of the program. The home university may choose to award a grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements.

Reading List

Cross-cultural learning and development


Self-reflexive learning


Seminar readings


Pisani, Elizabeth. 2014, Indonesia Etc. Jakarta: Lontar Press. (Chapter One and Two)


http://www.tandfonline.com/doi/abs/10.1080/00074918.2010.522504


http://www.tandfonline.com/doi/abs/10.1080/00074910903040310

Appendices
# Appendix I: Industry Seminar Series and Field Trips

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Title</th>
<th>Speaker/s</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Week One</td>
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<tr>
<td>1</td>
<td>Monday 4</td>
<td>Plenary 1: Indonesia Today: An overview of Indonesia’s History and Culture</td>
<td>1. TBC - Visiting academic or leading Indonesian academic</td>
<td>Required</td>
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<td>January</td>
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<td></td>
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<td>Opening Ceremony at Atma Jaya University and Australian Embassy Briefing</td>
<td>Speaker TBC, may include: 1. Mr Yanuar Nugroho (President’s Office) 2. Ms Desi Anwar (CNN Indonesia)/ Ms Yuli Ismartono (TEMPO) 3. Mr Nico Haryanto (CSIS) 4. Mr Philip Veromonte (CSIS)/ Mr Douglas Ramage (AmCham)</td>
<td>Required</td>
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<tr>
<td>2</td>
<td>Tuesday 5</td>
<td>Plenary 2: President ‘Jokowi’ 18 months on: Achievements to date and challenges moving forward</td>
<td>Speakers TBC, may include: 1. Mr Yanuar Nugroho (President’s Office) 2. Ms Desi Anwar (CNN Indonesia)/ Ms Yuli Ismartono (TEMPO) 3. Mr Nico Haryanto (CSIS) 4. Mr Philip Veromonte (CSIS)/ Mr Douglas Ramage (AmCham)</td>
<td>Required</td>
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<td></td>
<td>January</td>
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<td>3</td>
<td>Wednesday 6</td>
<td>Plenary 3: Corruption in Indonesia: An inevitable part of ‘doing business’?</td>
<td>Speaker TBC, may include: 1. Mr Chandra Hamzah (Former KPK)/ Ms Monica Tuhundarani (Kemitraan NGO) 2. Mr Adnan Topan Husodo / Danang Widjyanto (Indonesia Corruption Watch) 3. Representative from Soemadipradja &amp; Taher Lawyers 4. Ms Sidney Jones (Institute for Policy Analysis of Conflict)</td>
<td>Required</td>
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<td>January</td>
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<td>4</td>
<td>Thursday 7</td>
<td>Plenary 3: Corruption in Indonesia: An inevitable part of ‘doing business’?</td>
<td>Speaker TBC, may include: 1. Mr Chandra Hamzah (Former KPK)/ Ms Monica Tuhundarani (Kemitraan NGO) 2. Mr Adnan Topan Husodo / Danang Widjyanto (Indonesia Corruption Watch) 3. Representative from Soemadipradja &amp; Taher Lawyers 4. Ms Sidney Jones (Institute for Policy Analysis of Conflict)</td>
<td>Required</td>
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</table>

**Readings**

- Pisani, Elizabeth. 2014. *Indonesia Etc*. Jakarta: Lontar Press. (Chapter 1)

**Optional**


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<tr>
<th>#</th>
<th>Date</th>
<th>Title</th>
<th>Speaker/s</th>
<th>Readings</th>
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<tr>
<td>5</td>
<td>Friday 8 January</td>
<td>DSPP Seminar 1: Indonesian civil Society Since Reformasi: Changes to date and challenges ahead?</td>
<td>Speakers TBC, may include:</td>
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<td>Week One</td>
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<td>Optional</td>
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<tr>
<td>6</td>
<td>Monday 11 January</td>
<td>DSPP Seminar 2: Gender in Indonesia</td>
<td>Speakers TBC, may include:</td>
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<td></td>
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<td>1. Ms Sri Wiyanti Eddyono</td>
<td>Required</td>
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<td>Optional</td>
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<td>7</td>
<td>Tuesday 12 January</td>
<td>DSPP Seminar 3: Environmental issues in Indonesia</td>
<td>Speakers TBC, may include:</td>
<td>Required</td>
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<td>#</td>
<td>Date</td>
<td>Title</td>
<td>Speaker/s</td>
<td>Readings</td>
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</table>
| 8  | Wednesday 13 January | Film Screening for all students (optional)      | Jalanan (2013)  
Director: Daniel Ziv  
[www.jalananmovie.com](http://www.jalananmovie.com)  
No readings required.  
About the film:  
*JALANAN* (‘Streetside’) tells the captivating story of Boni, Ho & Titi, three gifted, charismatic street musicians in Jakarta over a tumultuous 5-year period in their own lives and that of Indonesia. The film follows the young marginalized musicians and their never before seen sub-culture, while also painting a striking, moody and intimate portrait of Indonesia’s frenzied capital city. Using the powerful soundtrack of the musicians’ original compositions to drive the film, it traces their elusive quest for identity and love in the day-to-day of a city overrun by the effects of globalization and corruption. *Taken from: [www.jalananmovie.com](http://www.jalananmovie.com)* |
| 9  | Thursday 14 January | DSPP Seminar 4: Getting into the Development Sector: Practitioners’ Panel | 1. Ms Angie Bexley-Barajo (The Asia Foundation)  
2. Mr Murray O’Hanlon (Australia Education programs, DFAT Development, Australian Embassy, Jakarta)  
3. Ms Kate Walton (Gender and Health specialist)  
About this session:  
Today’s session is a panel discussion with several ACICIS alumni/ international development practitioners to discuss how students can carve out a career in development. What’s required? Should you do a Masters in Development Studies? How do you specialise in one particular area? There are no required readings for today but please bring along lots of questions for the panel. |
| 10 | Friday 15 January | DSPP Field Trip: Ciliwung Merdeka Foundation | Representatives from the NGO and the community  
About this field trip:  
The Ciliwung Merdeka Foundation works to reduce structural inequality and poverty in communities around East and South Jakarta. In this field trip students will see some of CMF’s work in action and meet with its staff and volunteers. |
Appendix 2: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the DSPP program, all students are required to read the following readings on the two main thematic areas: cross-cultural learning and development, and self-reflexive learning. These readings will help students understand the purpose of reflective journal writing and the challenges in cross-cultural vocational learning.

1. Cross-cultural learning and development readings

   **Required**

   **Optional**

2. Self-reflexive learning

   **Required**

   **Optional**

Reflective Journal Template

**Work Placement: Week One**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Personal Rewards</th>
<th>Challenges/obstacles</th>
<th>How can I overcome these?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 18 Jan</td>
<td>• E.g Met team, had induction, read through previous evaluation reports</td>
<td>• Found the office, understood my first team meeting on designing indicators for field monitoring visits</td>
<td>• E.g New to the team, feeling shy</td>
<td>• Ask questions, be friendly</td>
</tr>
<tr>
<td>Tues 19 Jan</td>
<td></td>
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<tr>
<td>Wed 20 Jan</td>
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<tr>
<td>Thurs 21 Jan</td>
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<tr>
<td>Fri 22 Jan</td>
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</tbody>
</table>

**Weekly summary**

Two long paragraphs to half a page reflecting on your week:
- Eg. In my first week with Oxfam, I spent most of my time adjusting to...
- Eg. It’s been really different working here compared to when I worked with Amnesty in Australia- this is a very different NGO and I’m looking forward to seeing how it operates in Indonesia in a very different environment.
- Eg. Davies and Dart (2005) argue that the ‘Most Significant Change’ methodology is useful when conducting qualitative fieldwork. I got a sense of that this week when…
- Goals for next week:
  - Eg. Next week I hope to look up more readings/meet with my supervisor and ask her more about different approaches to conducting fieldwork (eg. Comparing focus group discussions with one-on-one interviews).

**Sent to DSPP PO?**

Yes: Friday 22 Jan

**Students will be assessed on:**
- Ability to accept feedback.
- Level of initiative and awareness and acceptance of personal limitations.
- Demonstration/evidence of a willingness to reassess their own work practice in light of feedback.
- Reflection on overall work experience and their expectations.
Overall reflect on:

- The degree to which you were able to draw on your existing skills and experience? What knowledge did you gain during the placement?
- How students feel they related to staff at their host organisation, and the organisation’s other stakeholders. What techniques or strategies did you find useful in building rapport with others?
- How students feel about any differences in culture or communication. How successful do you feel you were at “fitting in?” How did the way you presented yourself affect the way that others related to you?
- How did you develop your professional skills? How successful were you at working autonomously, or within a team? How did you exercise initiative in your position? In what way were you required to be flexible in your role? What might you do differently to be more effective if you had the opportunity again? What advice might you give another student about undertaking the DSPP?
- Most enjoyable elements of the experience/ Least enjoyable elements of the experience.

Appendix 3: Thematic Research Essay Outline

**Assessment**

As part of the overall assessment from the DSPP program, students are required to complete a 2,000-word research essay on a contemporary theme in Indonesian development. The aim of the thematic research essay is to encourage students to think critically about development in Indonesia as they have studied it and reflect on its relationship to their experiences during their placements. Students are asked to draw on a range of secondary sources (academic journal articles, research papers, books and online articles) as well as the experience of observing and participating in development initiatives first-hand through the DSPP program.

Students are to choose one of the following themes (examples of sub-themes are included as well):

1. **Environment** (eg. deforestation, climate change policy, oceans and reefs, mining/resource management, waste management)
2. **Health & Sanitation** (eg. malnutrition, maternal and infant mortality, water availability and accessibility)
3. **Infrastructure** (eg. roads, bridges, water systems, schools, hospitals and health clinics)
4. **Education** (eg. curriculum development, access to free education, higher education and research)
5. **Governance and Corruption** (eg. local governance, elections, civic participation, corruption eradication efforts)
6. **Gender issues** (eg. women’s political participation in politics and government, gender-sensitive policy, gender-based violence, LGBTQI issues, underage marriage, female circumcision)
7. **Human rights** (eg. refugee and asylum seeker rights; ethnic and religious minority rights; labour rights and freedom of association; freedom of expression)
8. **Economic justice and access to livelihoods** (eg. micro-finance/community coops and small industries; participatory banking and loans systems or communal creative projects)

In this essay, students will select their main theme, design a research question, and then through the main theme and a range of sub-themes, critically analyse the issue based on contemporary development theory and your experiences on the DSPP. An example of the structure of the essay is provided.

**Learning Outcomes**

Following the completion of the thematic research essay, students should be able to:

- Identify a contemporary development issue in Indonesia, and its related sub-issues;
- Analyse the history, context and underlying causes behind the development issue;
- Situate the issue in a local context, and identify the key stakeholders involved;
- Critically reflect on the relationship between theory and practice; and
- Identify and analyse how the activities of their organisation contribute to alleviating this development issue, or advocates for greater assistance on this issue; and
- Offer recommendations or suggestions as to how this issue might be overcome in the future, based on the academic literature and students’ own observations on the DSPP.
**Weighting & Grading**
The thematic research essay is worth 10% of your overall participation mark on the DSPP program, along with your Atma Jaya language classes (15%), seminar and field trip attendance (10%), Reflective Journal (5%), and internship placement (60%). In accordance with ACICIS final gradings of ‘Satisfactory’ or ‘Unsatisfactory’, the thematic research essay will be graded as ‘Pass’/’Fail’ with extensive feedback provided by the DSPP Program Officer on your topic selection, analysis, case studies and references used, and observations included from your experiences on the DSPP.

Students are advised to consult with the DSPP PO by the end of the two-week seminar series program regarding topic selection and suitability to individual DSPP placements. Please do this by: **Friday, 15 January, 2016**

**Formatting and Referencing**
Students should format their essays in Calibri or Times New Roman font, 11 or 12 point; double spaced and justified. The essay must be completed to an academic standard. Students should include a bibliography with standard Harvard referencing (including page numbers). Footnotes can be included, if they are relevant to, and support, the argument. Students are advised to consult their home university learning resource pages for more information on academic referencing.

**Deadlines**
- Consult with DSPP PO on topic selection and suitability no later than: **Friday, 15 January, 2016**
- The thematic research essay is due: **6pm, Sunday, 21 February, 2016**; by email to the DSPP PO, Anton Indrianto: a.indrianto@acicis.edu.au

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**Acknowledgements**
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