

ACICIS Annual Report 2017



A person with dark hair tied in a ponytail, wearing a dark grey sleeveless top and a teal skirt, stands with their back to the camera on a muddy, wet path. They are looking out over a vast landscape of terraced rice fields that cascade down a steep, green hillside. In the distance, more hills and mountains are visible, some partially shrouded in mist or low clouds. A small, multi-story building is perched on a hill to the right. The overall scene is lush and scenic, typical of a rural Indonesian landscape.

Providing a well-rounded
Indonesian study experience.

Annual Report

2017

03 Trends in Australian Outbound Student Mobility to Indonesia

Analysis of Australian student mobility data for 2014-2016. pp. 10-20



02 Current Management

Profile of ACICIS' senior leadership and management teams in both Australia and Indonesia; Composition and member details of the ACICIS National Reference Group, the consortium's governing body. pp. 6-9



01 Message from the Consortium Director

An overview of the consortium's activities and achievements for 2017 from ACICIS Consortium Director, Professor David Hill AM. p. 4



04 ACICIS Student Numbers 1997-2017

A summary of total student enrolments in ACICIS programs 1997-2017; composition of ACICIS in-country student cohort by study option for previous five years + 2017; breakdown of ACICIS semester and professional practicum program participation by state and territory jurisdiction for previous five years + 2017; and breakdown of ACICIS semester and professional practicum program participation by home or sending university for previous five years + 2017. pp. 21-38



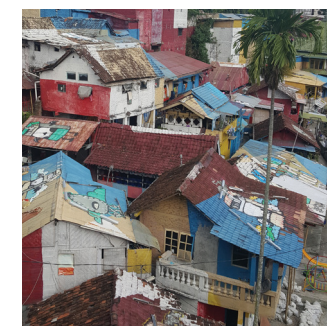
05 Stakeholder Profiles and Endorsements

First-person accounts of ACICIS' work and the impact it has on the lives and careers of the people involved - and on the broader Australia-Indonesia relationship. pp. 39-53



07 Consortium Membership

A summary of the consortium's current composition and membership. pp. 64-65

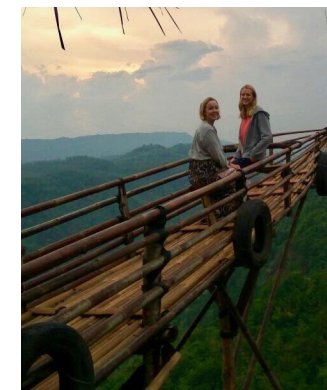


06 Finances

A summary of the consortium's routine income and expenditure for 2017; and independent auditor's report verifying ACICIS' financial statements for the 2017 calendar year. pp. 55-63

08 Partner Universities & Placement Host Organisations

An overview of ACICIS Partner Universities and Professional Placement Host Organisations in Indonesia. pp. 67-71





THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

A Message from the Consortium Director

It is with great pleasure that I introduce the *ACICIS Annual Report for 2017*.

As the following pages elaborate, 2017 was another year of very significant growth and transformation for ACICIS.

ACICIS assisted a record 289 Australian (and international) students to undertake study in Indonesia in 2017, for durations ranging from two-weeks to a full academic year. This result – achieved in no small measure thanks to generous funding support from the Australian Government's New Colombo Plan – sees ACICIS poised to pass the consortium's next milestone of over 400 students annually in-country from 2018.

Of significance also in 2017 was ACICIS recording its largest number of annual semester program enrolments in the consortium's 23-year history – with 129 students undertaking ACICIS semester programs in Indonesia in 2017. This figure surpasses the consortium's previous largest annual cohort of 125 semester students in 1999.

The consortium developed two new programs in 2017: the Law Professional Practicum (LPP) at Atma Jaya University in Jakarta, and the Indonesian Language Short Course (ILSC) at Satya Wacana University in Salatiga, Central Java. Both were extremely well subscribed with 46 students undertaking the pilot iteration of the law practicum, and 70 students participating in the language short course over summer 2017/18.

The consortium's self-generated (non-grant) income exceeded \$1.6 million in 2017, compared to \$1.3 million in 2016, representing a 25% increase in the consortium's annual (self-generated) revenue. Besides its self-generated income, ACICIS managed Commonwealth grant funding totaling \$4.3 million in 2017, compared to \$2.1 million in 2016, more than doubling the Commonwealth grant funding under the consortium's management. In mid-2017, ACICIS secured a further \$3.2 million of Commonwealth New Colombo Plan mobility grant funding to support students in ACICIS programs in 2018-19. In this latest (2018 round) of New Colombo Plan funding, ACICIS gained support for the development of two new programs, specifically the Sustainable Tourism Professional Practicum (STPP) and the Agriculture Professional Practicum (APP) which will both launch in early 2019.

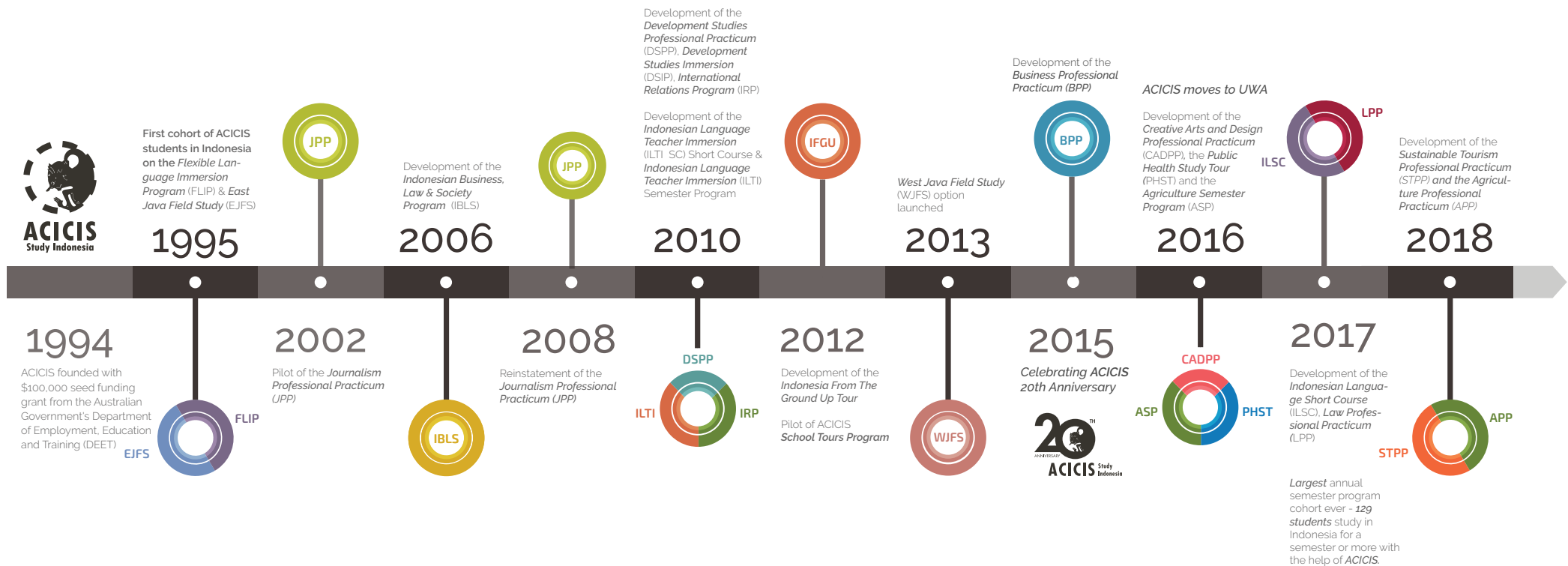
On a personal note, in November 2017 I informed the ACICIS National Reference Group that I would step down as Consortium Director in mid-2018, 24 years after I founded ACICIS, to provide an opportunity for new blood at the helm. I am honoured to have been given this opportunity to play my part in what is a truly collaborative venture, and what was, for me, the most rewarding aspect of my professional career.

I am proud to offer the following glimpse of ACICIS' contribution to international student mobility and Australia's educational engagement with Indonesia.

David Hill.

Professor David T. Hill AM
Consortium Director
May 2018, Perth, Western Australia

ACICIS milestones: 1994-2017





Current Management

ACICIS programs and activities are governed by a National Reference Group consisting of senior academic Indonesia-specialists and international student mobility professionals representing all Australian states and territories, as well as several "members by invitation" appointed to the Reference Group by virtue of, and for, their particular specialist knowledge, expertise, or professional experience.

The National Reference Group is responsible for approving and taking the lead in implementing all ACICIS initiatives and activities; monitoring the consortium's activities and financial position; determining matters of policy relating to ACICIS – including the fees payable by consortium members; and ratifying the decisions of the Consortium Director to the extent required by the ACICIS Joint Venture Agreement to which all consortium member universities are party.

Executive leadership of the consortium and management of its day-to-day operations – in Australia and Indonesia – are currently overseen by the following key personnel:

- ◆ **Professor David Hill AM**
Consortium Director
- ◆ **Associate Professor David Reeve**
Deputy Consortium Director
- ◆ **Dr Adrian Budiman**
Resident Director, Indonesia
- ◆ **Mr Liam Prince**
Secretariat Manager, Perth, Australia



Professor David Hill AM
Consortium Director

David Hill is Emeritus Professor of Southeast Asian Studies at Murdoch University and both the founder and serving Director of ACICIS. David has an extensive record of research and publication on Indonesian media, literature, biography, and cultural politics. David has served as a Board Member of DFAT's Australia-Indonesia Institute (2011-14) and previously chaired the Board of Management of Murdoch University's Asia Research Centre. In 2015, Professor Hill was inducted as a Member of the Order of Australia for his "*significant service to international relations as an advocate of Australia-Indonesia cross-cultural understanding*".



Assoc. Prof David Reeve
Deputy Consortium Director

David Reeve has been visiting Indonesia for over 40 years, as a diplomat, researcher, academic, and historian. He has lived in Indonesia for eleven years and worked at four Indonesian universities – including a three-year stint as ACICIS Resident Director in Yogyakarta in the late 1990s (1997-1999). David has a wealth of experience in the development of Indonesian language tertiary teaching materials and curriculum design, and has published extensively on Indonesian politics, Indonesian language, and Australian-Indonesian relations.



Dr Adrian Budiman
Resident Director

Adrian Budiman joined ACICIS in 2016 as the consortium's Deputy Resident Director in Indonesia. Adrian received his PhD in Media Arts and Studies from Ohio University in 2008, and an MA in International Affairs from the same institution in 2003. Adrian obtained his undergraduate degree in Management from Gadjah Mada University in Yogyakarta. Prior to his position at ACICIS, Adrian served as a faculty member at the School of Multimedia Technology and Communication and as Deputy Director for the Centre of International Affairs and Cooperation at Universiti Utara Malaysia (UUM). He was appointed ACICIS Resident Director in January 2018.



Mr Liam Prince
Secretariat Manager

Liam Prince joined ACICIS' Perth team as a Secretariat Officer in 2011. Prior to taking up the role within the Secretariat he worked closely with ACICIS Consortium Director, David Hill, on an ALTC National Teaching Fellowship focused on developing a national plan for the future of Indonesian language studies in Australian universities. Liam completed his undergraduate studies in International Business Economics at The University of Western Australia in 2007 and in 2012 completed his Honours in Indonesian Studies. Liam spent a semester in Yogyakarta with ACICIS in 2000.



The ACICIS National Reference Group



Professor David Hill AM
Consortium Director



Dr Timothy Hassall
ACT & TAS Representative
Senior Lecturer in
Indonesian



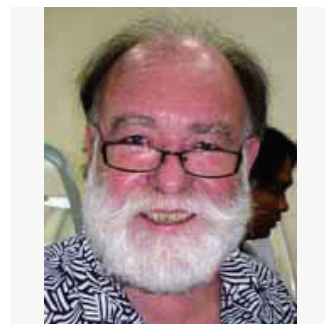
Dr Dwi Noverini Djenar
NSW Representative
Senior Lecturer and Chair of
Indonesian Studies



Dr Annie Pohlman
QLD Representative
Senior Lecturer in
Indonesian Studies



Dr Priyambudi Sulistiyanto
SA & NT Representative
Senior Lecturer in
Indonesian Studies



A/Prof David Reeve
Member by invitation
Former ACICIS Resident
Director (1997-1999)



Ms Marnie Slaghuys
ACT & TAS Deputy
Representative
Study Abroad and Exchange
Coordinator



Dr Davina Potts
Member by invitation
Associate Director
Global Leadership and
Employability



Ms Harriot Beazley
QLD Deputy Representative
Senior Lecturer in Human
Geography



Mr Christopher Hoffmann
SA & NT Deputy Representative
International Education
Specialist



Dr Michael Ewing
VIC Representative
Senior Lecturer in
Indonesian



Dr Jacqui Baker
WA Representative
Lecturer in Southeast
Asian Studies



A/Prof David Bouchier
Host University Representative
Lecturer in Indonesian



Professor Colin Brown
Member by invitation
Adjunct Professor



Dr Philip King
Member by invitation
Former ACICIS Resident
Director (2005-2013)



Dr Paul Thomas
VIC Deputy Representative
Coordinator of Indonesian
Studies



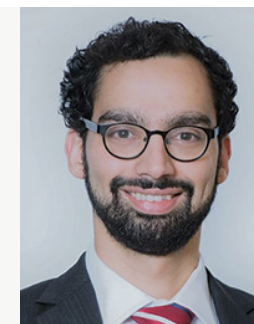
A/Prof Simon Leunig
WA Deputy Representative
Associate Deputy Vice-
Chancellor, International



Prof Lyn Parker
Host University Deputy
Representative
Professor of Asian Studies



Dr Sara Beavis
Member by invitation
Senior Lecturer, Fenner
School of Environment



Mr Arjuna Dibley
Member by invitation
Past president of the
Australia-Indonesia Youth
Association; Lawyer and
public policy analyst



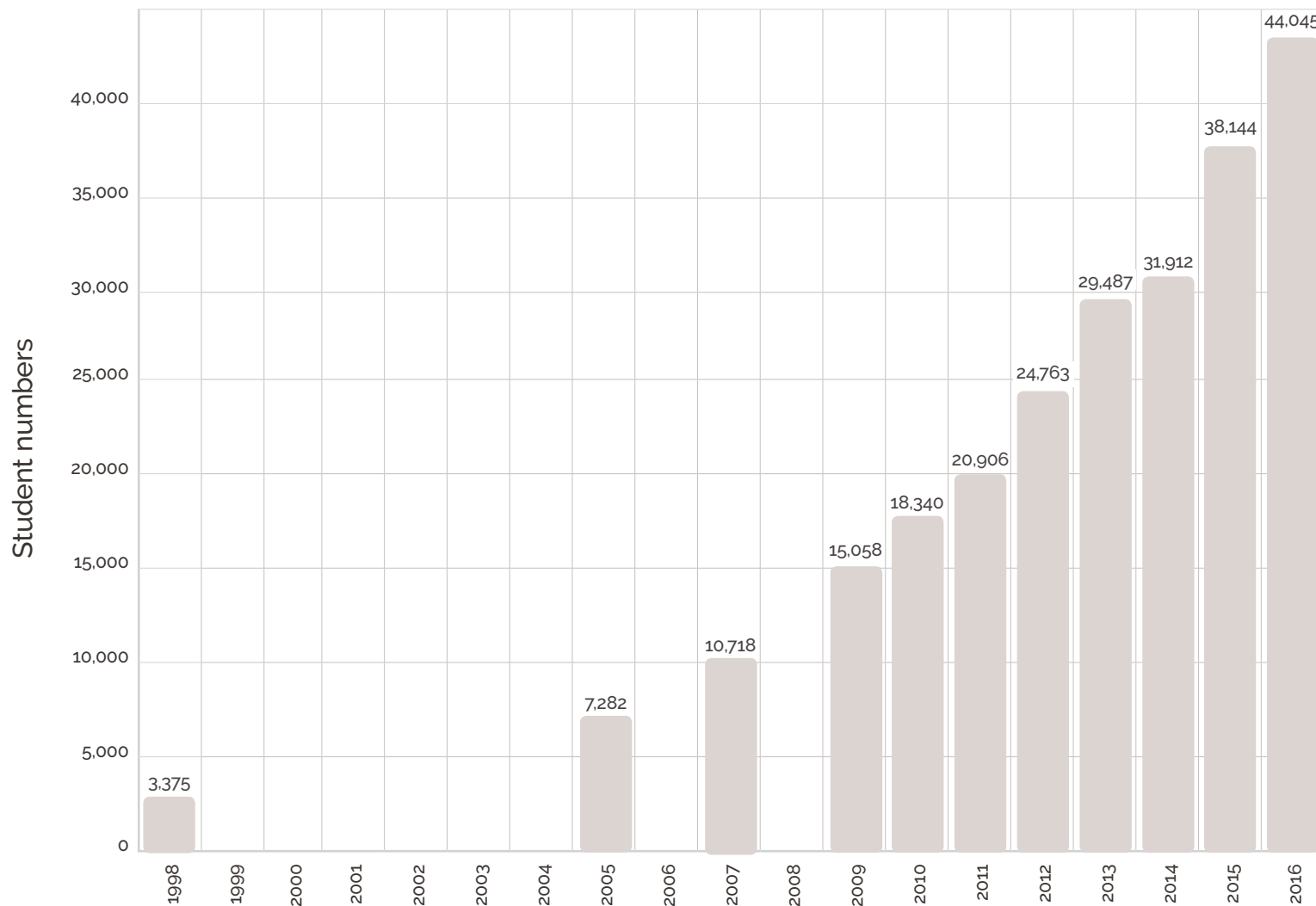
Trends in Australian Outbound Student Mobility to Indonesia

03



Participation of Students from Australian Universities

In Learning Abroad Programs, 1998–2016



Rapid growth of out-bound student cohort

Since 2008, the Australian Universities International Directors' Forum (AUIDF) has compiled an annual report on Australian outgoing student mobility detailing the number of Australian university students pursuing an 'international study experience' as part of their studies. Australian universities submit their data annually to the AUIDF in the second quarter of each year. The AUIDF compiles and publishes the national statistics for the previous year in the final quarter of each year. For this reason, the most recent national data available is for the calendar year 2016.

Total reported outgoing student mobility from Australian universities grew by 15.5% in 2016 from 38,144 at 36 reporting universities in 2015 to 44,045 at 35 reporting universities in 2016. The apparent rapid growth in the size of the annual outbound Australian student cohort between 2007 and 2016 – more than a quadrupling in size since 2007 – reflects not only substantial growth in the number of students from Australian universities pursuing 'learning abroad' programs as part of their studies, but also significantly improved reporting of outgoing student numbers on the part of Australian universities – through mechanisms such as the AUIDF.

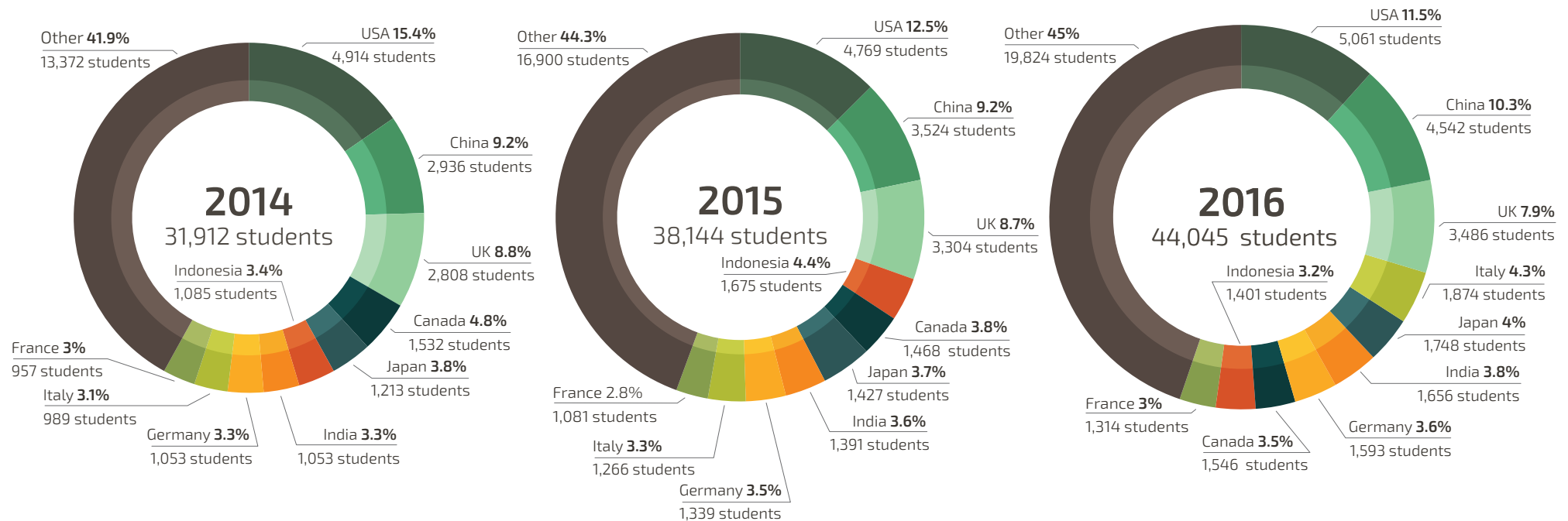
Learning Abroad Trends 2014-2016

Top 10 destination countries for Australian University students

The most recent AUIDF data shows that while Indonesia ranked as one of the top five study abroad destinations for Australian university students in 2015, it dropped off as a destination for Australian students in 2016.

Specifically, in 2016, Indonesia was the 9th most popular study abroad destination for Australian university students (down from 4th in 2015 and 6th in 2014) with 1,401 students undertaking a 'learning abroad' experience in Indonesia. This placed Indonesia behind the USA (5,061 students), China (4,542 students), the UK (3,486 students), Italy (1,874 students), Japan (1,748 students), India (1,656 students), Germany (1,593 students), and Canada (1,546 students) – and just ahead of France (1,314 students).

With the size of the overall Australian annual outbound cohort expanding by an average of 14% each year during the period 2014-2016, Indonesia had been significantly outperforming the sector as a whole in the three years preceding 2016 – with the annual number of Australian university students pursuing learning abroad experiences in Indonesia expanding by an average of 56% each year. More particularly, between 2013 and 2015, Indonesia was the fastest-growing destination for Australian university students – by a significant margin – followed, in a distant second place, by India where outgoing student numbers grew by an average of 24% annually during the same period. The slight downturn, in 2016, in the number of Australian students heading to Indonesia is perhaps best characterised as a modest correction after a period of rapid growth during the preceding three years.



Sources: Davina Potts. *Students from Australian Universities in Learning Abroad 2014*. (AUIDF, 2016), 8.
AUIDF, *Outgoing international mobility of Australian university students 2015 (in 2016)*. (AUIDF, December 2016), 13.
AUIDF, *Outgoing international mobility of Australian university students 2016 (in 2017)*. (AUIDF, February 2018), 15.

Learning Abroad Trends 2014-2016

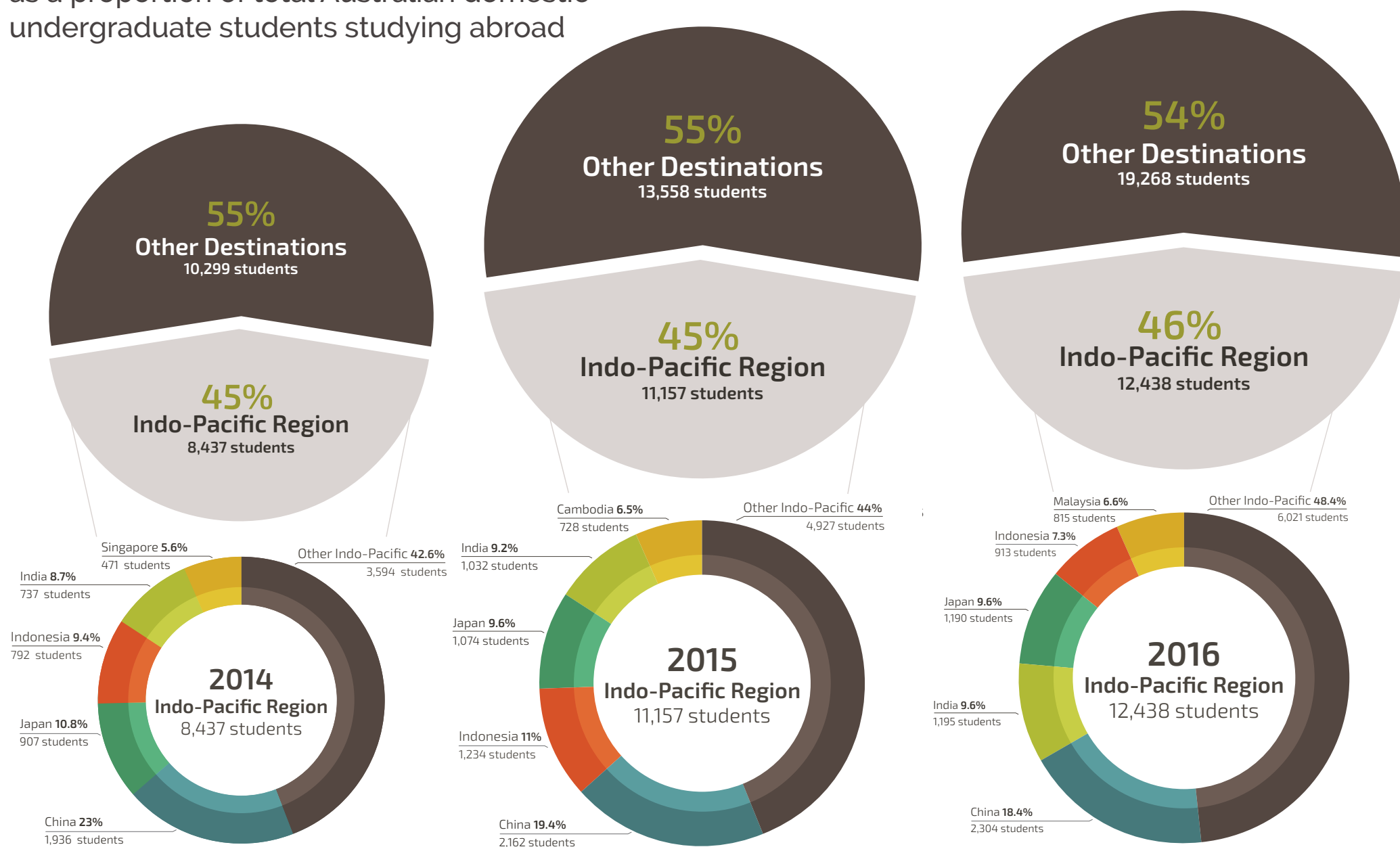
Top 10 destination countries for Australian University students

2016 (44,045 students)				2015 (38,144 students)				2014 (31,912 students)			
Top Destinations	Rank	Student numbers	% of Student Cohort	Rank	Student numbers	% of Student Cohort	Rank	Student numbers	% of Student Cohort		
USA	1	5,061	11.5%	1	4,769	12.5%	1	4,914	15.4%		
		Growth yoy	6.12%		Growth yoy	-2.96%		Growth yoy	7.53%		
China	2	4,542	10.3%	2	3,524	9.2%	2	2,936	9.2%		
		Growth yoy	28.89%		Growth yoy	20.03%		Growth yoy	9.41%		
UK	3	3,486	7.9%	3	3,304	8.7%	3	2,808	8.8%		
		Growth yoy	5.51%		Growth yoy	17.65%		Growth yoy	7.01%		
Italy	4	1,874	4.3%	9	1,266	3.3%	9	989	3.1%		
		Growth yoy	48.03%		Growth yoy	27.97%		Growth yoy	-20.12%		
Japan	5	1,748	4.0%	6	1,427	3.7%	5	1,213	3.8%		
		Growth yoy	22.49%		Growth yoy	17.68%		Growth yoy	20.96%		
India	6	1,656	3.8%	7	1,391	3.6%	7	1,053	3.3%		
		Growth yoy	19.05%		Growth yoy	32.09%		Growth yoy	37.36%		
Germany	7	1,593	3.6%	8	1,339	3.5%	8	1,053	3.3%		
		Growth yoy	18.97%		Growth yoy	27.15%		Growth yoy	-8.43%		
Canada	8	1,546	3.5%	5	1,468	3.8%	4	1,532	4.8%		
		Growth yoy	5.31%		Growth yoy	-4.16%		Growth yoy	-3.8%		
Indonesia	9	1,401	3.2%	4	1,675	4.4%	6	1,085	3.4%		
		Growth yoy	-16.36%		Growth yoy	54.38%		Growth yoy	59.98%		
France	10	1,314	3.0%	10	1,081	2.8%	10	957	3.0%		
		Growth yoy	21.55%		Growth yoy	12.91%		Growth yoy	-20.81%		
All other	-	19,824	45%	-	16,900	44.3%	-	13,371	41.9%		
		Growth yoy	17.3%		Growth yoy	26.39%		Growth yoy	11.69%		
Total		44,045	100%		38,144	100%		31,912	100%		
		Growth yoy	15.47%		Growth yoy	19.53%		Growth yoy	8.22%		

Sources: Davina Potts. Students from Australian Universities in Learning Abroad 2014. (AUIDF, 2016), 8.
AUIDF, Outgoing international mobility of Australian university students 2015 (in 2016). (AUIDF, December 2016), 13.
AUIDF, Outgoing international mobility of Australian university students 2016 (in 2017). (AUIDF, February 2018), 15.

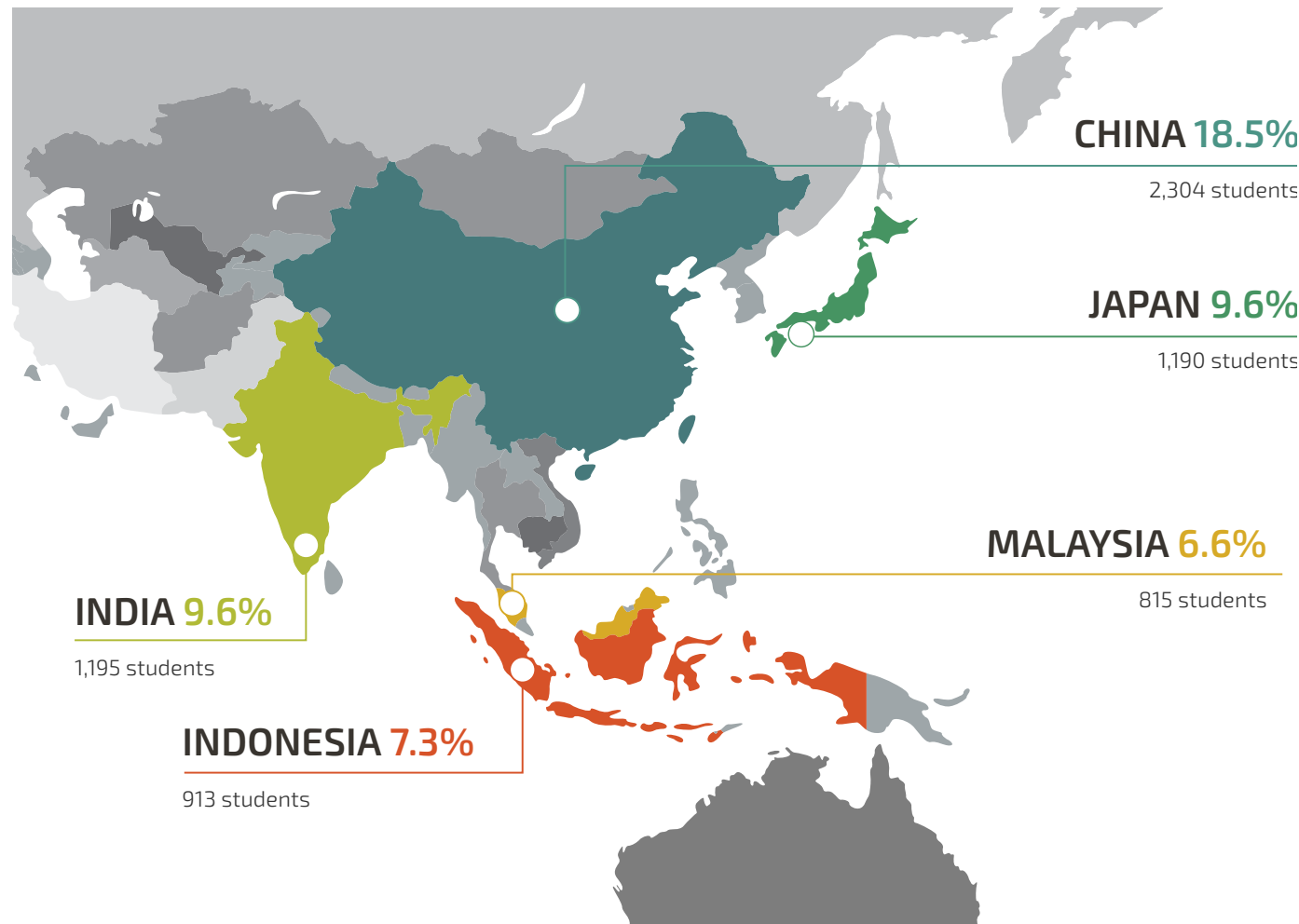
Outbound Mobility to the Indo-Pacific: 2014-2016

as a proportion of total Australian domestic undergraduate students studying abroad



Top 5 Indo-Pacific Destinations: 2016

for Australian domestic undergraduate students studying abroad



Indonesia in fourth place

Of the 12,438 Australian domestic undergraduate students who undertook study abroad in the Indo-Pacific – the region of focus for the Australian Government's New Colombo Plan – in 2016, 7.3% (or 913 students) did so in Indonesia. Among the Indo-Pacific destinations for Australian domestic undergraduate students, Indonesia ranked as the fourth most popular destination – behind China (2,304 students), India (1,195 students), and Japan (1,190 students) and just ahead of Malaysia (815 students).

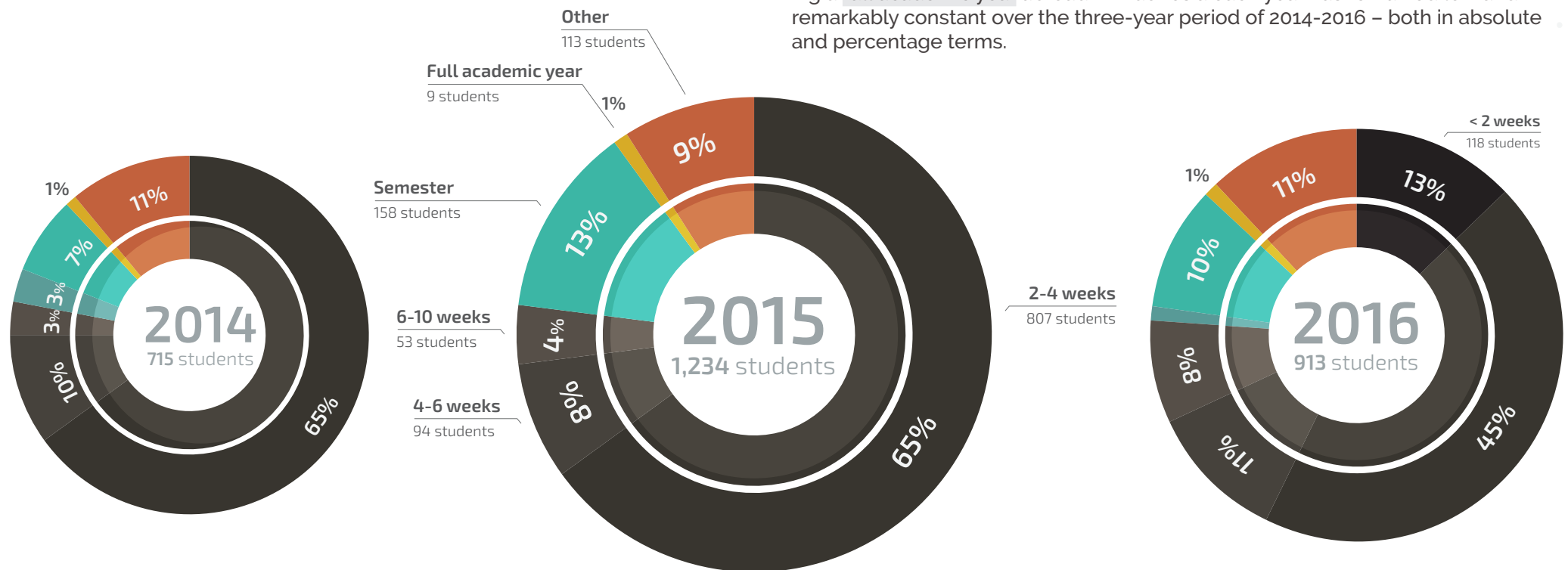
Overall, the number of Australian domestic undergraduates pursuing learning abroad in the Indo-Pacific increased significantly between 2014 and 2016 – from 8,437 students in 2014 to 12,438 students in 2016. This constitutes a 47% increase in just two years. However, while the numbers have grown in absolute terms, Australian domestic undergraduate student mobility to the Indo-Pacific during this period has remained remarkably constant as a percentage of total learning abroad experiences undertaken by Australian domestic undergraduates.

Duration of study in Indonesia in 2014-2016

by Australian domestic undergraduate students

Despite the current policy settings of the Australian Government's New Colombo Plan (NCP) clearly prioritising the incentivisation of semester-length (or longer) learning abroad experiences, it was still the case that 530 (or 58%) of the 913 Australian domestic undergraduate students who studied in Indonesia in 2016 did so on short-term programs of less than four weeks' duration. By contrast, only 102 students (or 11%) are reported to have studied in Indonesia for a semester or more during the same period.

A significant year-on-year decline (26%) in the overall number of Australian domestic undergraduate students undertaking learning abroad experiences in Indonesia was reported in 2016. This decline was most pronounced in the number of semester-length experiences recorded (down 40% on 2015), as well as the number of experiences of 2-4 weeks in duration recorded (down 34% on 2015). Conversely, 2016 saw a modest year-on-year increase (31%) in the number of students undertaking learning abroad experiences in Indonesia of 6-10 weeks' duration. The number of Australian domestic undergraduate students undertaking a full academic year abroad in Indonesia each year has remained low and remarkably constant over the three-year period of 2014-2016 – both in absolute and percentage terms.



Sources: Davina Potts. *Students from Australian Universities in Learning Abroad 2014*. (AUIDF, 2016), 37-38.
 Australian Universities Director's Forum (AUIDF). *Learning Abroad 2015 (in 2016)*. (AUIDF November 2016), 41.
 Australian Universities Director's Forum (AUIDF). *Outgoing international mobility of Australian university students 2016 (in 2017)*. (AUIDF, February 2018), 26.
 Australian Universities Director's Forum (AUIDF). *Learning Abroad 2016 (in 2017)*. (AUIDF, November 2017), 54.

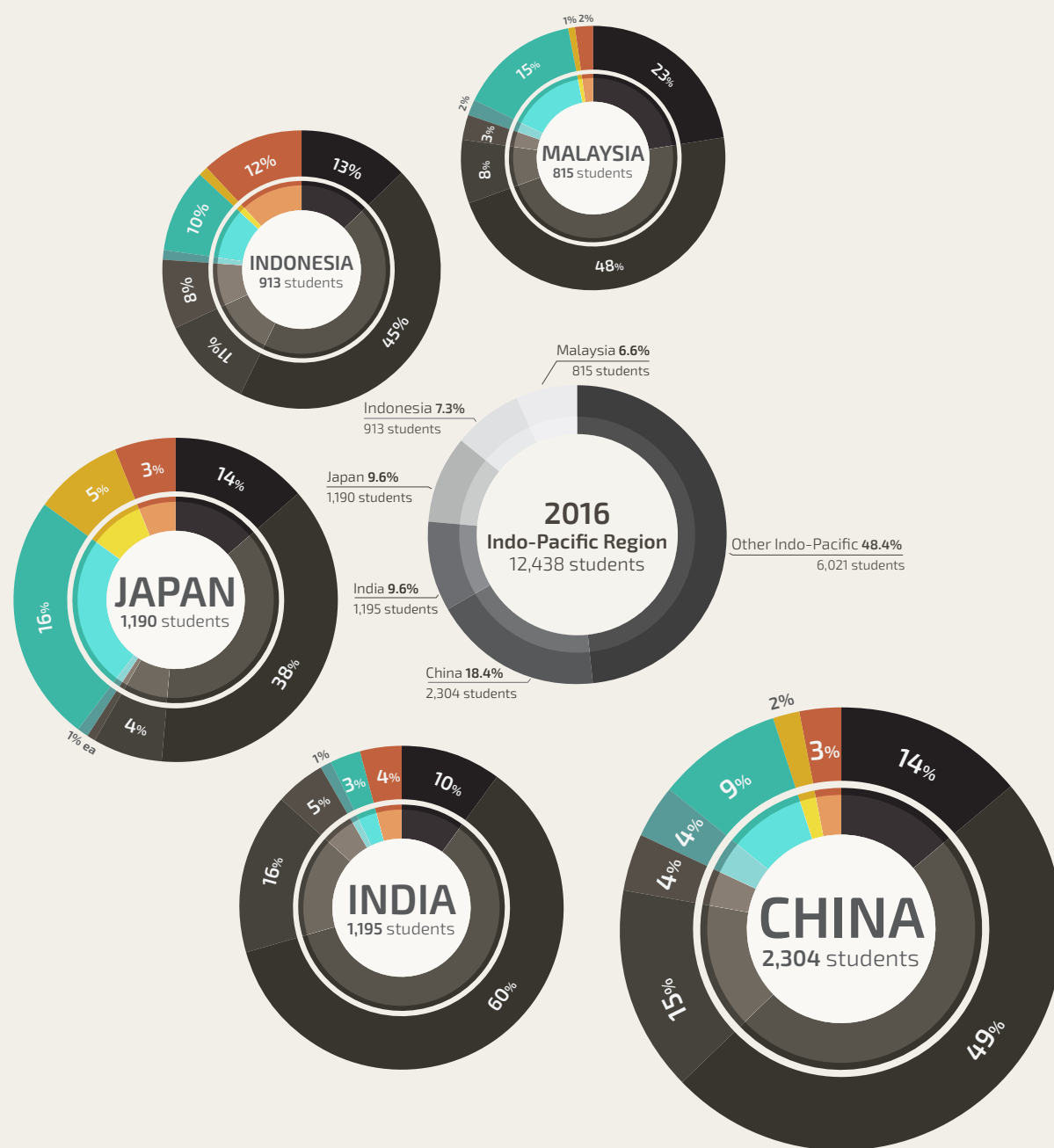
Duration of study in Indonesia in 2014-2016

by Australian domestic undergraduate students

	2016 (913 students)		2015 (1,234 students)		2014 (715 students)	
Study length	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort
< 2 weeks	118 students	13%	-	-	-	-
Growth yoy	-	-	-	-	-	-
2-4 weeks	412 students	45%	807 students	65%	467 students	65%
Growth yoy	-49%	-	73%	-	-	-
> 4-6 weeks	97 students	11%	94 students	8%	72 students	10%
Growth yoy	3%	-	30%	-	-	-
> 6-10 weeks	69 students	8%	53 students	4%	19 students	3%
Growth yoy	31%	-	179%	-	-	-
> 10 weeks	10 students	1%	2 students	0%	18 students	3%
Growth yoy	307%	-	-86%	-	-	-
Semester	94 students	10%	158 students	13%	52 students	7%
Growth yoy	-40%	-	204%	-	-	-
Full academic year	8 students	1%	9 students	1%	8 students	1%
Growth yoy	-5%	-	8%	-	-	-
Other	105 students	11%	111 students	9%	79 students	11%
Growth yoy	-5%	-	41%	-	-	-
Total	913 students	100%	1,234 students	100%	715 students	100%
Growth yoy	-26%		73%		-	

Duration of study in the Indo-Pacific region in 2016 by Australian domestic undergraduate students

If we compare the duration of learning abroad experiences undertaken in Indonesia by Australian domestic undergraduate students in 2016, to the duration of experiences undertaken in the other top-five Indo-Pacific destinations for 2016 – China, India, Japan, and Malaysia – we observe the following. Japan is, by a considerable margin, the leading Indo-Pacific destination for Australian domestic undergraduate students pursuing learning abroad experiences of a semester or longer – in both absolute and percentage terms. In 2016, of the 1,190 Australian domestic undergraduate students who studied abroad in Japan, 410 (or 34%) did so for a semester or longer. By comparison only 11% (or 259) of the 2,304 Australian domestic undergraduate students who studied abroad in China in 2016, 16% (or 124) of the 815 students who studied abroad in Malaysia, and 11% (or 102) of the 913 students who studied abroad in Indonesia, did so for a semester or longer. For India, the percentage of learning abroad experiences of a semester or longer was only 3% (or 36) of the total 1,195 reported India-based learning abroad experiences undertaken by Australian domestic undergraduate students in 2016.



Duration of study in the Indo-Pacific region in 2016

by Australian domestic undergraduate students

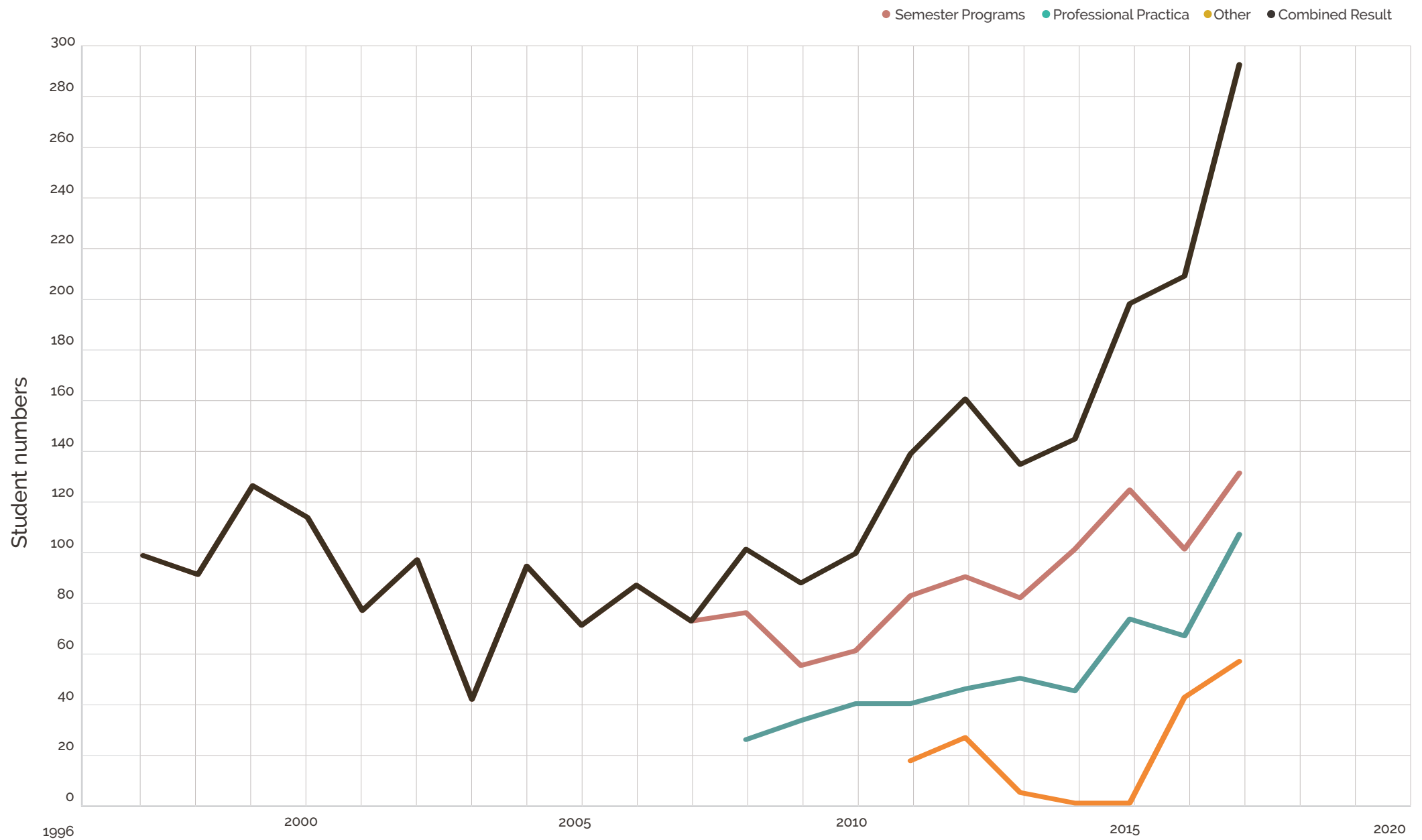
	China (2,304 students)		India (1,195 students)		Japan (1,190 students)		Indonesia (913 students)		Malaysia (815 students)	
Study length	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort
< 2 weeks	325 students	14%	114 students	10%	162 students	14%	118 students	13%	184 students	23%
2-4 weeks	1,122 students	49%	721 students	60%	451 students	38%	412 students	45%	387 students	48%
> 4-6 weeks	341 students	15%	190 students	16%	79 students	7%	97 students	11%	63 students	8%
> 6-10 weeks	83 students	4%	65 students	5%	12 students	1%	69 students	8%	27 students	3%
> 10 weeks	101 students	4%	17 students	1%	8 students	1%	10 students	1%	12 students	2%
Semester	206 students	9%	36 students	3%	302 students	25%	94 students	10%	119 students	15%
Full academic year	53 students	2%	0 students	0%	108 students	9%	8 students	1%	5 students	1%
Other	73 students	3%	53 students	4%	68 students	6%	105 students	12%	18 students	2%
Total	2,304 students	100%	1,195 students	100%	1,190 students	100%	913 students	100%	815 students	100%



04

ACICIS Student Numbers 1997-2017





ACICIS Student Numbers: 1997-2017

Year-on-year growth in ACICIS student numbers: 1997-2017

ACICIS annual student numbers for the past twenty years (1997-2017) tell an interesting tale that neatly tracks the mercurial character of the broader Australia-Indonesia bilateral relationship and wider global security concerns. A period of rapid early growth in (then only semester program) student numbers during the period 1997-1999 was followed by a period of decline starting in 2000 – largely precipitated by the Asian Financial Crisis. A modest recovery of student numbers in 2002 was followed by another steep drop-off in 2003 following the 2002 Bali bombing. After an historical low point of 41 students for the academic year 2003, from 2004 onwards, ACICIS has made slow, intermittent progress towards restoring student numbers to something approaching their pre-2000 high-water mark, partly through the natural recovery of semester program enrolments, and

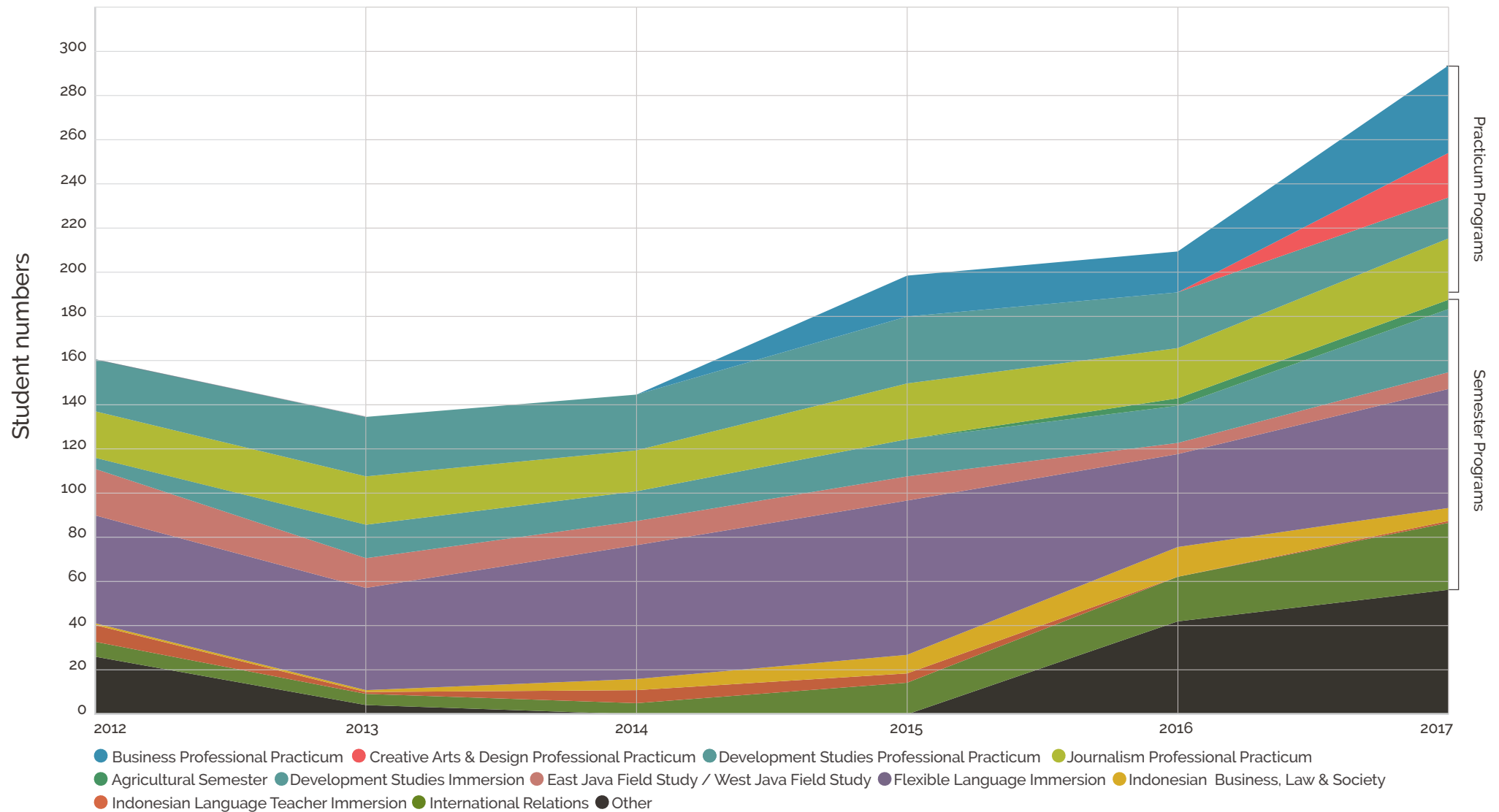
partly through the consortium's expansion - from 2008 - into six-week professional practicum programs run in Jakarta during the Australian university summer vacation period. From 2010, with the exception of a modest decline in student numbers in 2013, growth in ACICIS student numbers has been rapid and constant. Steady growth in student numbers has been experienced in recent years for both semester programs and professional practica. During the period 2010-2017, annual semester program enrolments increased year-on-year by an average of 12.5%. Professional practica enrolments, meanwhile, increased during the same period by an average of 19% each year. Despite the considerable volatility in ACICIS student numbers experienced over the past two decades, ACICIS semester student numbers have grown – on average – by 9% per year during the

twenty years from 1997 to 2017, while overall student numbers have increased by an average of 13% per year. In 2016, for the first time in the consortium's history, ACICIS surpassed the milestone of an annual in-country cohort of 200 students. In 2017, in the space of a single year, ACICIS bettered this milestone with an additional 81 students studying in Indonesia through the consortium in 2017. This represents a 39% year-on-year increase in student numbers that sees ACICIS poised to pass the consortium's next milestone of over 400 students annually in-country from 2018. Notably, in 2017, ACICIS recorded the largest number of annual semester program enrolments in the consortium's history with 129 students undertaking semester programs in Indonesia.

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total Avg. Growth yoy
Semester Programs	98	90	125	113	76	96	41	94	70	86	72	75	54	60	82	89	81	100	124	100	129	1,855
<i>Growth yoy</i>	36%	-8%	39%	-10%	-33%	26%	-57%	129%	-26%	23%	-16%	4%	-28%	11%	37%	9%	-9%	23%	24%	-19%	29%	9%
Professional Practica	-	-	-	-	-	-	-	-	-	-	-	25	33	39	39	45	49	44	73	66	106	519
<i>Growth yoy</i>	-	-	-	-	-	-	-	-	-	-	-	-	32%	18%	6%	15%	9%	-10%	66%	-10%	61%	20%
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	26	4	0	0	42	54	143
<i>Growth yoy</i>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	53%	-85%	-100%	-	-	29%	-26%
Combined	98	90	125	113	76	96	41	94	70	86	72	100	87	99	138	160	134	144	197	208	289	2,517
<i>Growth yoy</i>	36%	-8%	39%	-10%	-33%	26%	-57%	129%	-26%	23%	-16%	39%	-13%	14%	39%	16%	-16%	7%	37%	6%	39%	13%

Visualisation of Program Participation 2012-2017

Year-on-year growth of ACICIS student cohort



		2012		2013		2014		2015		2016		2017		Total
Program		#	%	#	%	#	%	#	%	#	%	#	%Avg. Growth yoy	
Practicum Programs	BUSINESS							18	9%	18	9%	40	14%	76
	Growth yoy							n/a		0%		122%		61%
	CREATIVE ARTS											20	7%	20
	Growth yoy											n/a		n/a
	DVLPMT STUDIES	24	15%	27	20%	25	17%	30	15%	25	12%	18	6%	149
	Growth yoy	41%		13%		-7%		20%		-17%		-28%		4%
Semester Programs	JOURNALISM	21	13%	22	16%	19	13%	25	13%	23	11%	28	10%	138
	Growth yoy	-5%		5%		-14%		32%		-8%		22%		5%
	AGRICULTURE									3	1%	4	1%	7
	Growth yoy									n/a		33%		33%
	DVLPMT STUDIES	5	3%	15	11%	13	9%	17	9%	17	8%	27	9%	94
	Growth yoy	-69%		200%		-13%		31%		0%		65%		56%
	FIELD STUDY	21	13%	13	10%	11	8%	11	6%	5	2%	8	3%	69
	Growth yoy	62%		-38%		-15%		0%		-55%		59%		2%
	LANGUAGE	48	30%	46	34%	60	42%	69	35%	42	20%	53	18%	318
	Growth yoy	7%		-4%		30%		15%		-39%		26%		7%
	BUSINESS & LAW	1	1%	1	1%	5	3%	9	5%	13	6%	6	2%	35
	Growth yoy	n/a		0%		400%		80%		44%		-54%		94%
	EDUCATION	7	4%	1	1%	6	4%	4	2%	0	0%	1	<1%	19
	Growth yoy	17%		-86%		500%		-33%		-100%		n/a		60%
	INT'L. RELATIONS	7	4%	5	4%	5	3%	14	7%	20	10%	30	10%	81
	Growth yoy	250%		-29%		0%		180%		43%		50%		82%
	OTHER	26	16%	4	3%	0	0%	0	0%	42	20%	54	19%	126
	Growth yoy	53%		-85%		-100%		n/a		n/a		29%		-26%
	Total	160		134		144		197		208		289		1132
	Growth yoy	16%		-16%		7%		37%		6%		39%		15%

In 2012, ACICIS sent 160 students to Indonesia on nine separate study options. In 2017, 289 students studied in Indonesia through ACICIS on thirteen distinct study options – including four six-week practicum options, one two-week study tour, one three-week short course, and seven semester program options. Where Flexible Language Immersion Program (FLIP) semester students constituted roughly one-third of the annual ACICIS student cohort in 2012, in 2017, FLIP students constituted less than one fifth (18%) of the consortium's annual cohort.

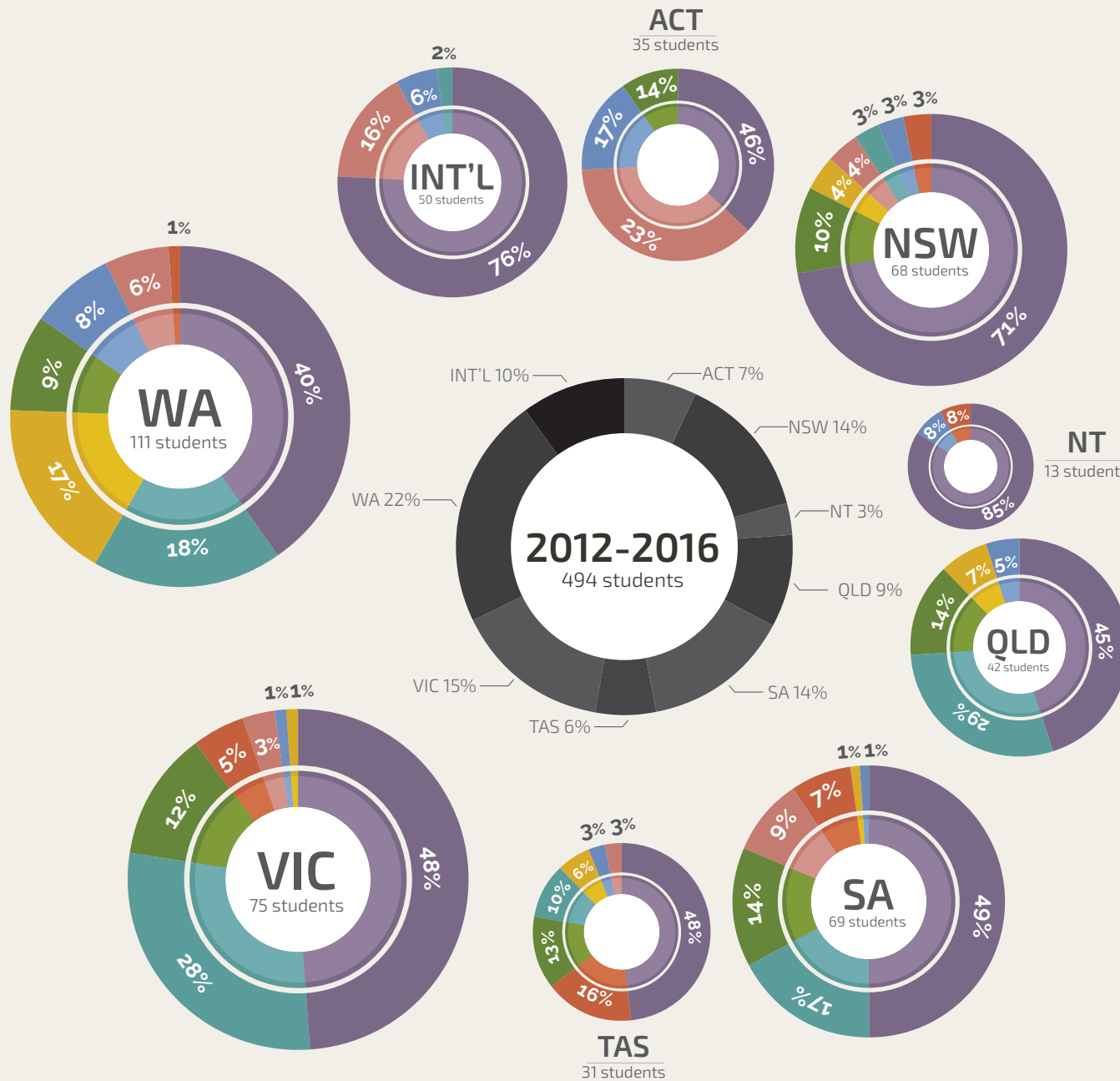
2017 saw a continuation of the consortium's trend toward a preponderance of enrolments in short format programs (defined as programs of less than a semester in duration) over semester programs. In 2017, 56% of ACICIS student enrolments were in six-week professional practicum programs, a two-week study tour, and a three-week short course. By way of comparison, in 2016 short format program enrolments accounted for 52% of ACICIS total annual student enrolments. It is worth noting that in 2012 short format program enrolments accounted for just 34% of total annual enrolments.

In the space of five years, ACICIS has transitioned from an organisation primarily focused on facilitating semester-length study programs in Indonesia with a significant secondary focus on short format programs, to the reverse arrangement.

2012-2016

Semester Programs

Participation by jurisdiction



	% of total student numbers 2012-2016	Student numbers 2012-2016	Student numbers 2016
WA	22%	111 students	20 students
VIC	15%	75 students	14 students
NSW	14%	68 students	18 students
SA	14%	69 students	12 students
INT'L	10%	50 students	10 students
QLD	9%	42 students	10 students
ACT	7%	35 students	3 students
TAS	6%	31 students	11 students
NT	3%	13 students	2 students
Total	100%	494 students	100 students

● Agriculture Semester Program
 ● Development Studies Immersion
 ● East Java Field Study
 ● Flexible Language Immersion
 ● Indonesian Business, Law & Society

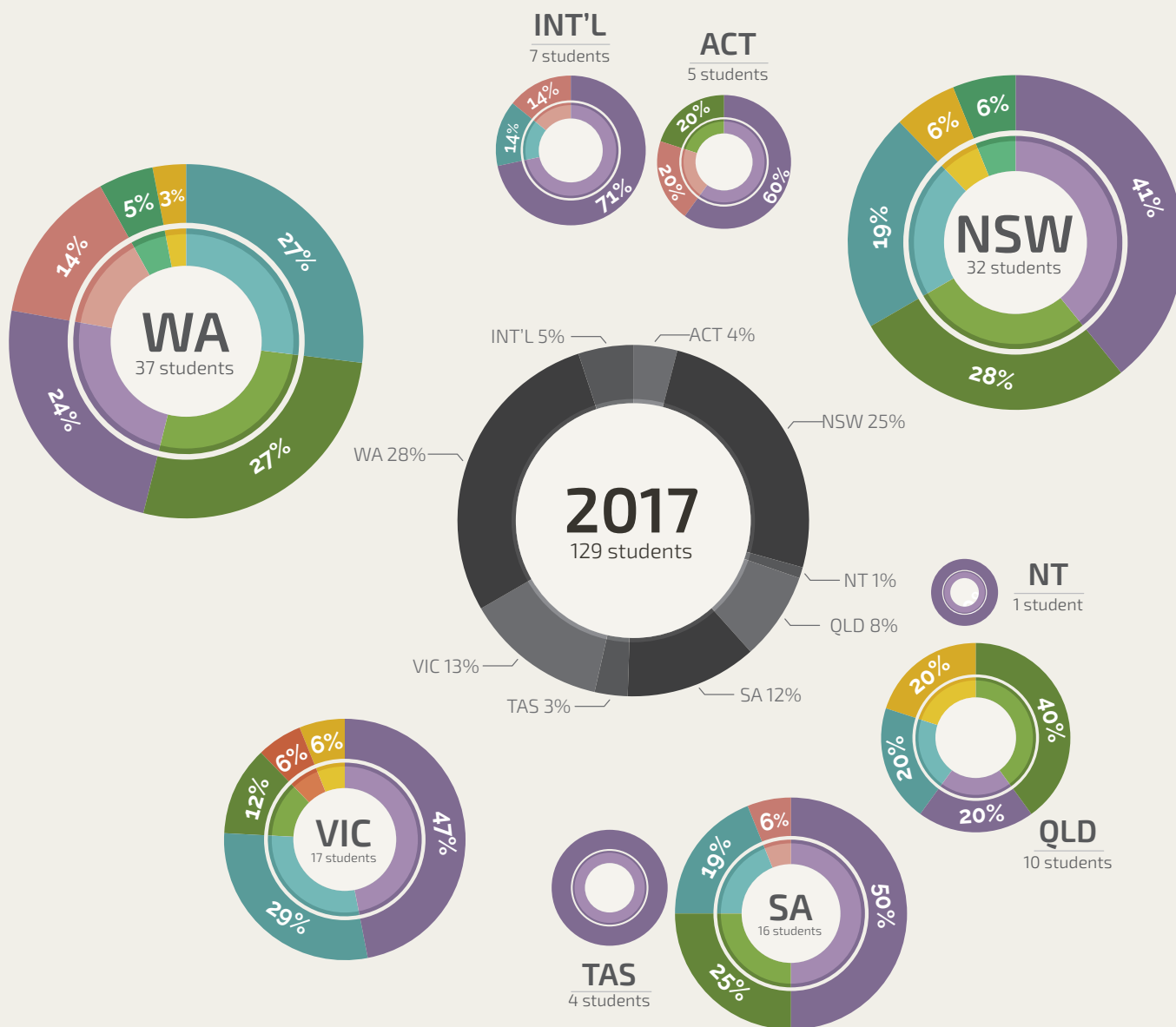
2017

Semester Programs

Participation by jurisdiction

	% of total student numbers 2017	Student numbers 2017	% Change on 2016
WA	28%	36 students	80%
NSW	26%	33 students	83%
VIC	13%	17 students	21%
SA	12%	16 students	33%
QLD	8%	10 students	0%
INT'L	5%	7 students	-30%
ACT	4%	5 students	67%
TAS	3%	4 students	-64%
NT	1%	1 student	-50%
Total	100%	129 students	29%

- Indonesian Language Teacher Immersion
- International Relations
- West Java Field Study



2012-2016 Semester Programs

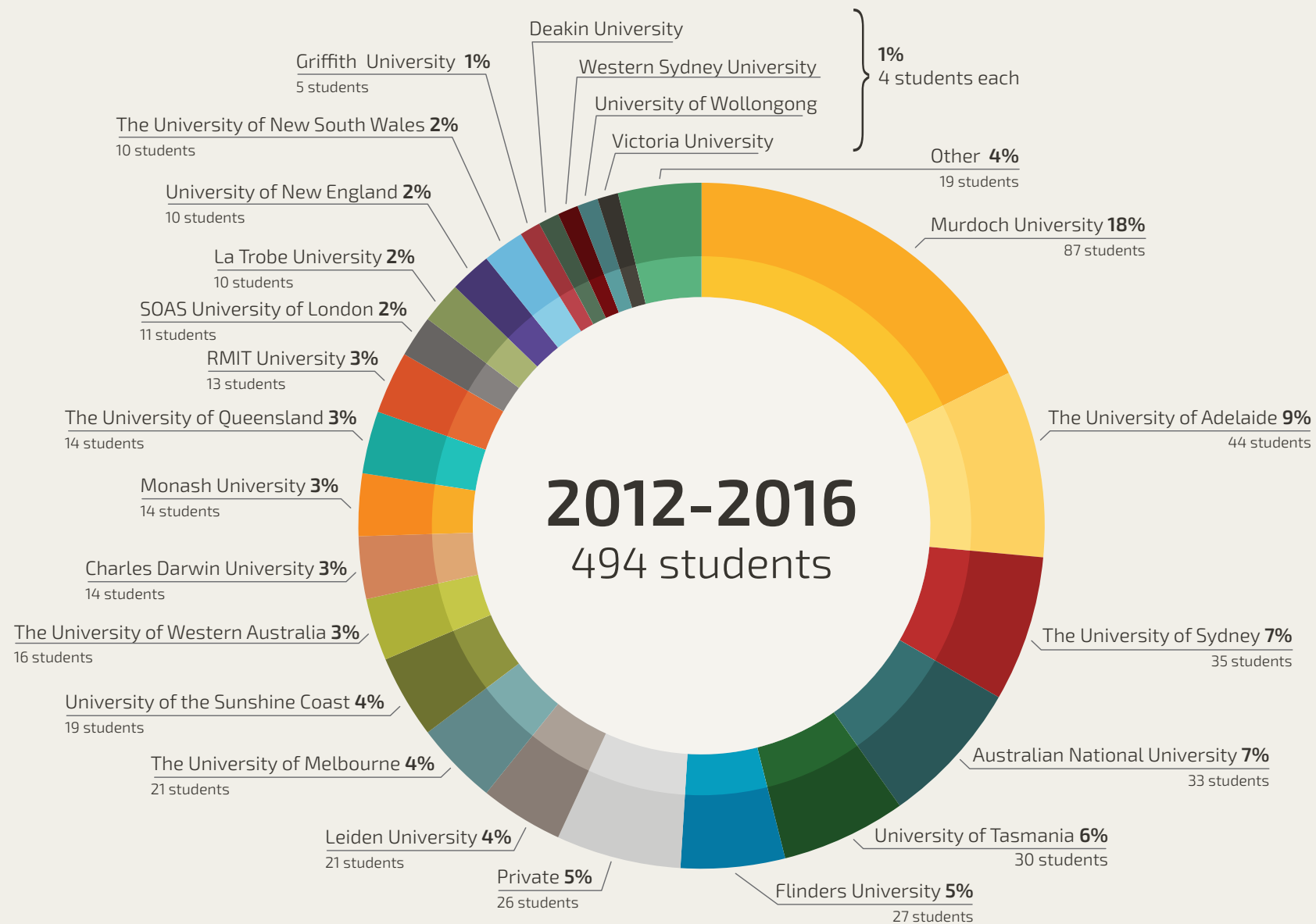
Participation by member university

	% of total student numbers 2012-2016	Student numbers 2012-2016
Murdoch University	18%	87 students
The University of Adelaide	9%	44 students
The University of Sydney	7%	35 students
Australian National University	7%	33 students
University of Tasmania	6%	30 students
Flinders University	5%	27 students
Private	5%	26 students
Leiden University, Netherlands	4%	21 students
The University of Melbourne	4%	21 students
University of the Sunshine Coast	4%	19 students
The University of Western Australia	3%	16 students
Charles Darwin University	3%	14 students
Monash University	3%	14 students
The University of Queensland	3%	14 students
RMIT University	3%	13 students
SOAS, University of London	2%	11 students

	% of total student numbers 2012-2016	Student numbers 2012-2016
La Trobe University	2%	10 students
University of New England	2%	10 students
The University of New South Wales	2%	9 students
Griffith University	1%	5 students
Deakin University	1%	4 students
Western Sydney University	1%	4 students
University of Wollongong	1%	4 students
Victoria University	1%	4 students
Other	4%	19 students
Total	100%	494 students

For the five years prior to 2017, the primary source university for ACICIS semester program students has been Murdoch University by a significant margin. Between 2012-2016, Murdoch University accounted for nearly one fifth (or 18%) of students participating in ACICIS semester programs, followed by a second tier of five member universities including The Australian National University, The University of Adelaide, The University of Sydney,

the University of Tasmania, and Flinders University that each provided between 5-9% of ACICIS' total semester program enrolments during the same period. Below this is a third, larger tier comprised of 12 member universities that each accounted for 2-4% of ACICIS' total semester program enrolments during the same period.



2017 Semester Programs

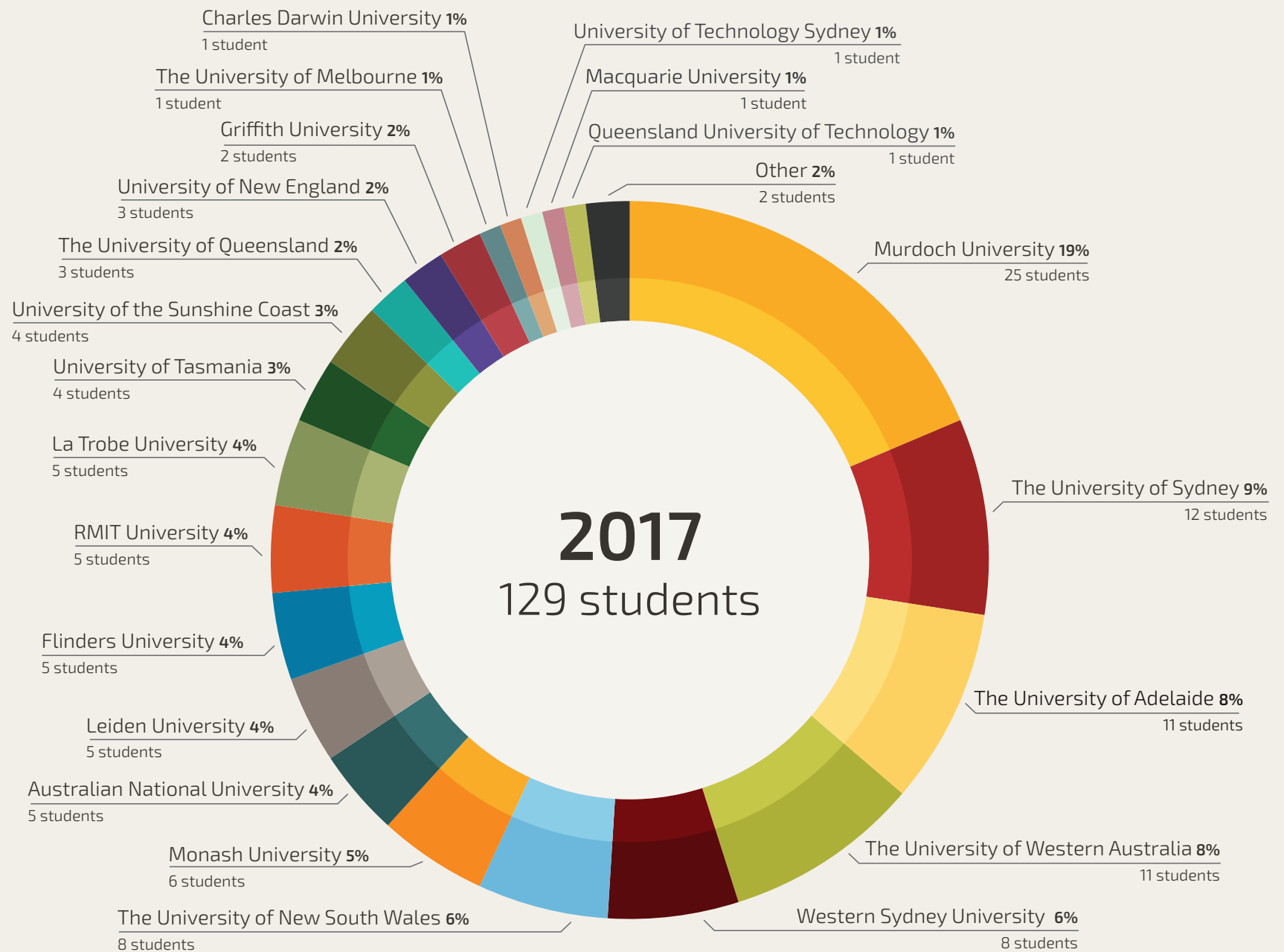
Participation by member university

	% of total student numbers 2017	Student numbers 2017	Student numbers 2016	% Change on 2016
Murdoch University	19%	25 students	19 students	32%
The University of Sydney	9%	12 students	10 students	20%
The University of Adelaide	9%	11 students	7 students	57%
The University of Western Australia	9%	11 students	4 students	175%
Western Sydney University	6%	8 students	2 students	300%
The University of New South Wales	6%	8 students	0 students	n/a
Monash University	5%	6 students	2 students	200%
Australian National University	4%	5 students	3 students	67%
Leiden University, Netherlands	4%	5 students	6 students	-17%
Flinders University	4%	5 students	5 students	0%
RMIT University	4%	5 students	5 students	0%
La Trobe University	4%	5 students	3 students	67%
University of Tasmania	3%	4 students	11 students	-64%
University of the Sunshine Coast	3%	4 students	3 students	33%
The University of Queensland	2%	3 students	4 students	-25%
University of New England	2%	3 students	4 students	-25%
Griffith University	2%	2 students	3 students	-33%
The University of Melbourne	1%	1 student	4 students	-75%
Charles Darwin University	1%	1 student	2 students	-50%
University of Technology Sydney	1%	1 student	1 student	0%
Macquarie University	1%	1 student	0 students	n/a
Queensland University of Technology	1%	1 student	0 students	n/a
Other	2%	2 students	2 students	0%
Total	100%	129 students	100 students	29%

In 2017, total ACICIS semester program enrolments increased by 29% year-on year. A total of 129 students undertook semester programs in Indonesia through ACICIS in 2017 – up from 100 students in 2016. This constituted the largest ever annual semester program cohort in the consortium's 23-year history.

This growth in the size of the annual semester student cohort in 2017 was due to significant year-on-year increases in student numbers from historically key source universities including Murdoch University (up 32% on 2016), The University of Adelaide (up 57% on 2016), and The University of Sydney (up 20% on 2016).

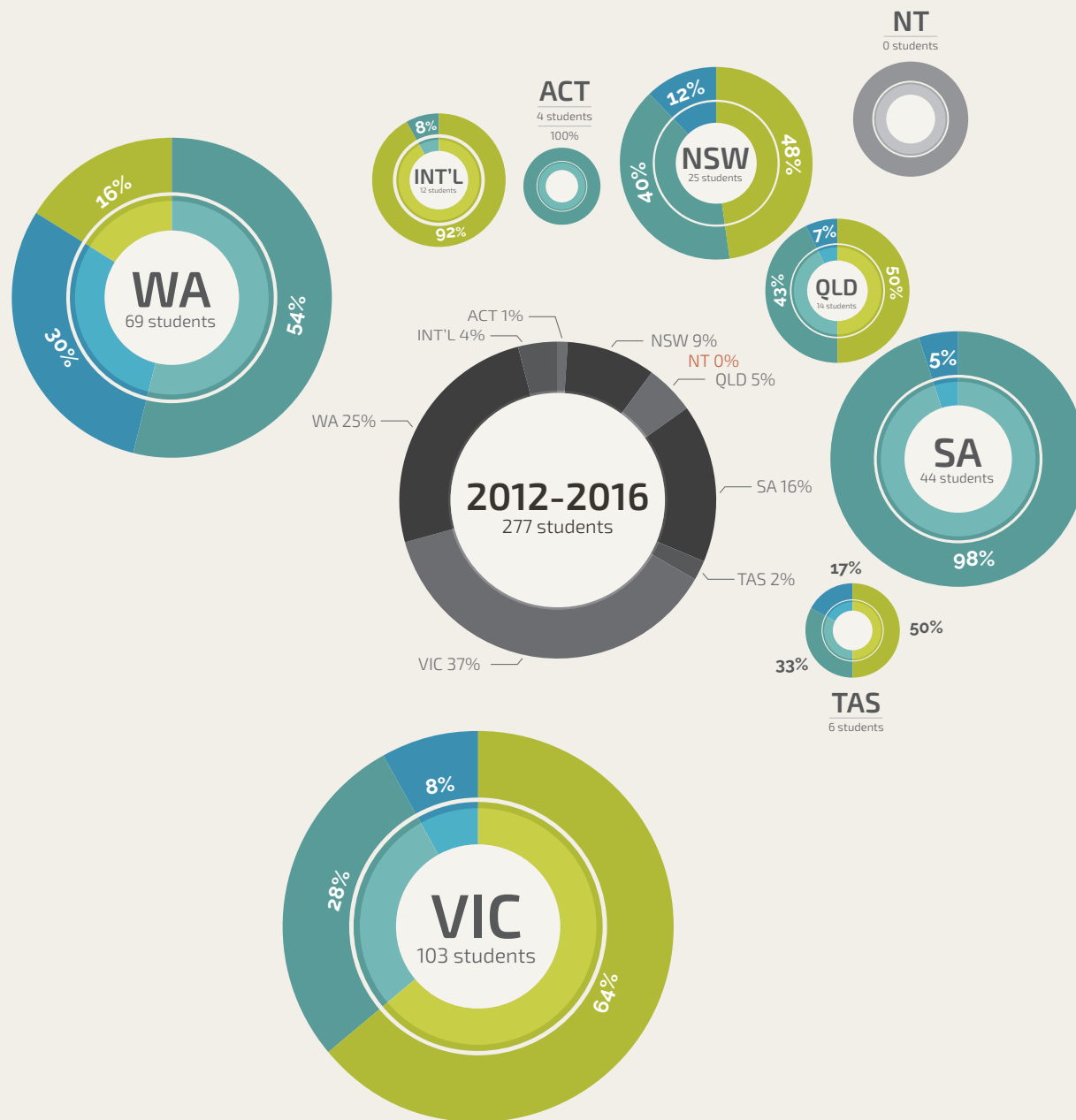
While the three universities mentioned above retained their status as the top three source universities for ACICIS semester program enrolments, interestingly, in 2017, The University of Western Australia, Western Sydney University, and The University of New South Wales all surpassed historically key sources of ACICIS semester program enrolments such as ANU and Flinders, accounting for 9%, 6%, and 6% respectively of ACICIS' total semester program enrolments in 2017.



2012-2016

Professional Practica

Participation by jurisdiction



	% of total student numbers 2012-2016	Student numbers 2012-2016	Student numbers 2016
VIC	37%	103 students	23 students
WA	25%	69 students	23 students
SA	16%	44 students	8 students
NSW	9%	25 students	3 students
QLD	5%	14 students	4 students
INT'L	4%	12 students	2 students
TAS	2%	6 students	3 students
ACT	1%	4 students	0 students
NT	0%	0 students	0 students
Total	100%	277 students	66 students

● Business ● Creative Arts & Design ● Development Studies
● Journalism

2017

Professional Practica

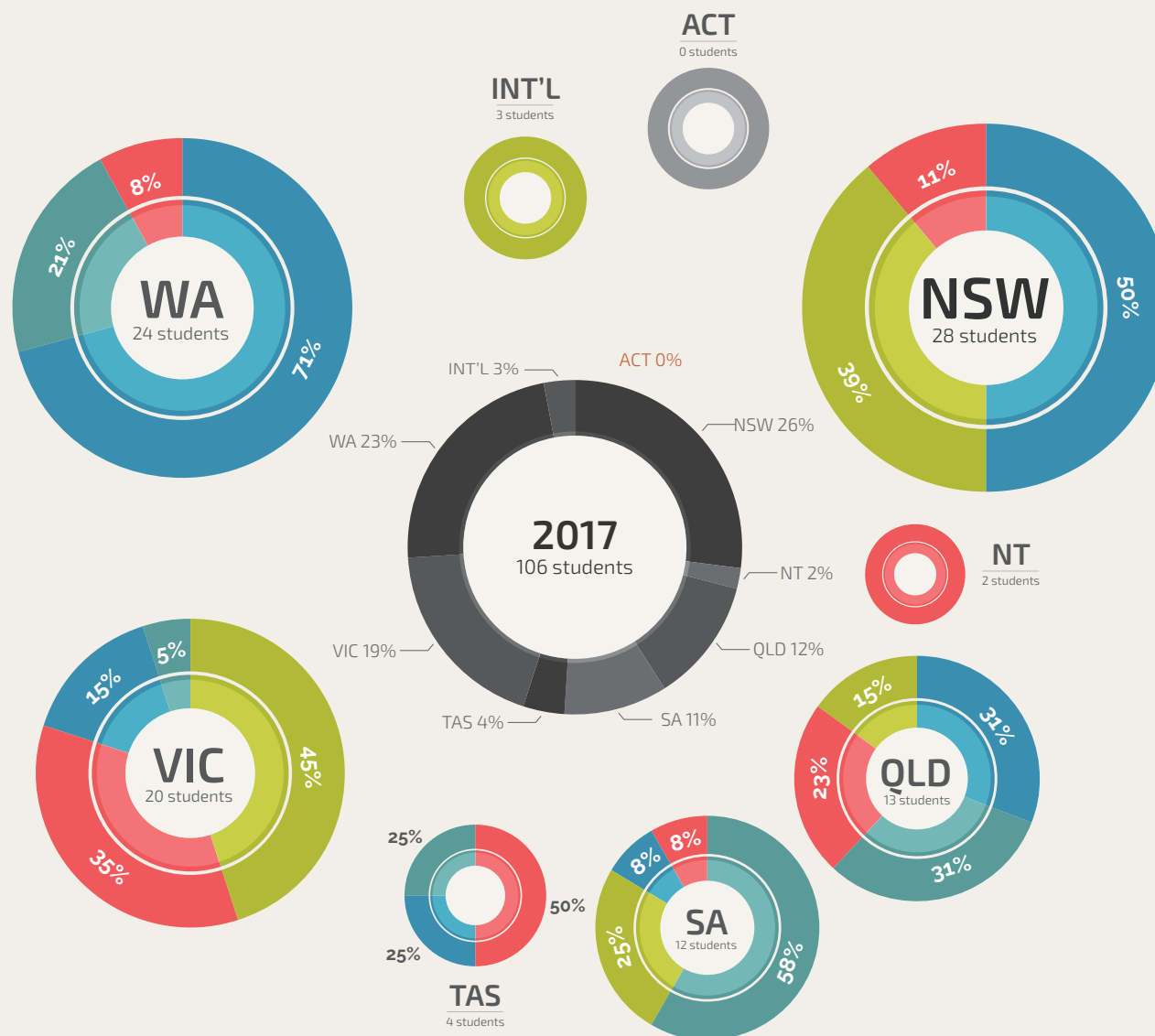
Participation by jurisdiction

	% of total student numbers 2017	Student numbers 2017	% Change on 2016
NSW	26%	28 students	833%
WA	23%	24 students	4%
VIC	19%	20 students	-13%
QLD	12%	13 students	225%
SA	11%	12 students	11%
TAS	4%	4 students	33%
INT'L	3%	3 students	50%
NT	2%	2 students	n/a
ACT	0%	0 students	n/a
Total	100%	106 students	61%

* Business Professional Practicum commenced in 2015

* Creative Arts & Design Professional Practicum commenced in 2017

* Development Studies Professional Practicum commenced in 2010



2012-2016 Professional Practica

Participation by member university

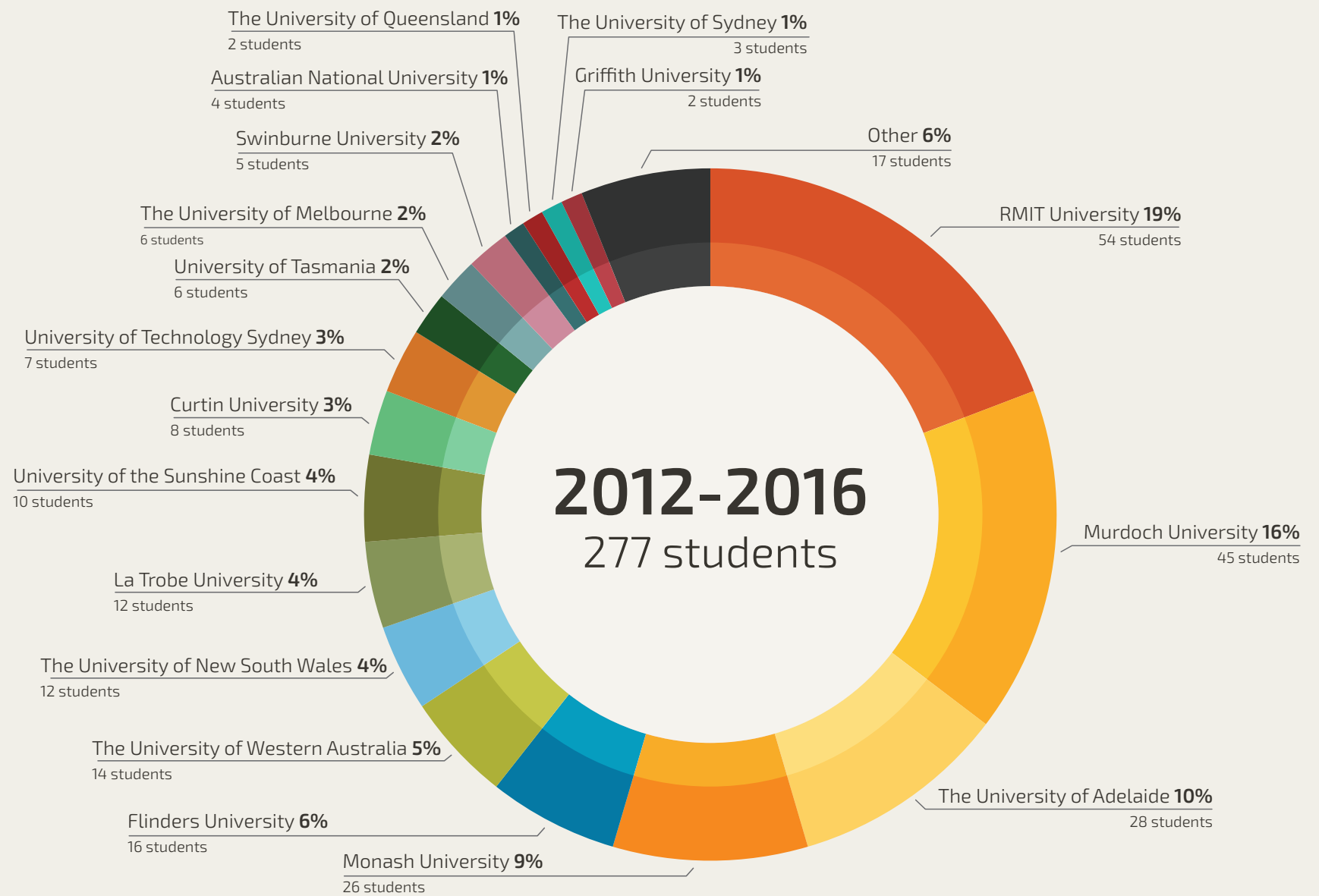
	% of total student numbers 2012-2016	Student numbers 2012-2016
RMIT University	19%	54 students
Murdoch University	16%	45 students
The University of Adelaide	10%	28 students
Monash University	9%	26 students
Flinders University	6%	16 students
The University of Western Australia	5%	14 students
The University of New South Wales	4%	12 students
La Trobe University	4%	12 students
University of the Sunshine Coast	4%	10 students
Curtin University	3%	8 students
University of Technology Sydney	3%	7 students
University of Tasmania	2%	6 students
The University of Melbourne	2%	6 students
Swinburne University	2%	5 students
Australian National University	1%	4 students
The University of Sydney	1%	3 students
The University of Queensland	1%	2 students
Griffith University	1%	2 students
Other	6%	17 students
Total	100%	277 students

Since 2014, with the support of the Australian Government's New Colombo Plan, ACICIS has added two further discipline streams to the consortium's suite of six-week professional practicum programs – the Business Professional Practicum (BPP) in 2015 and the Creative Arts and Design Professional Practicum (CADPP) in 2017. A fifth ACICIS professional practicum program – the Law Professional Practicum (LPP) – piloted in January 2018. A further two practicum programs are scheduled for development over the course of 2018 for piloting in January 2019 – the Sustainable Tourism Professional Practicum (STPP) and the Agriculture Professional Practicum (APP). Thus ACICIS will be running a total of seven professional practicum programs by 2019 – up from just two of these programs in 2014.

Professional practicum program enrolments as a percentage of the total annual student cohort grew steadily during the five years prior to 2017. Practicum students constituted just over a quarter (28%) of total annual student numbers in 2012. In 2016, by comparison, practicum student enrolments accounted for almost one-third (32%) of ACICIS' total annual student numbers.

The key source universities for ACICIS professional practicum programs differ somewhat from that of ACICIS semester programs in several notable ways. Most significant is the strong utilisation of ACICIS practicum programs by the consortium's Victorian universities – most notably RMIT University and, to a lesser extent, Monash University. Whereas students from Victorian universities constituted just 15% of ACICIS semester program enrolments between 2012 and 2016, Victorian students made up 37% of ACICIS professional practicum program enrolments during this same period.

Notable also is the near absence of students from The University of Sydney and the Australian National University participating in ACICIS professional practicum programs. During the five-year period 2012-2016, ACICIS saw only four enrolments by ANU students and three enrolments by USYD students in the consortium's practicum programs. This is particularly significant given The University of Sydney and ANU's status as – respectively – the consortium's third and fourth most important source universities nationally of semester program enrolments during the same period (35 and 33 enrolments respectively over the five years prior to 2017).



2017 Professional Practica

Participation by member university

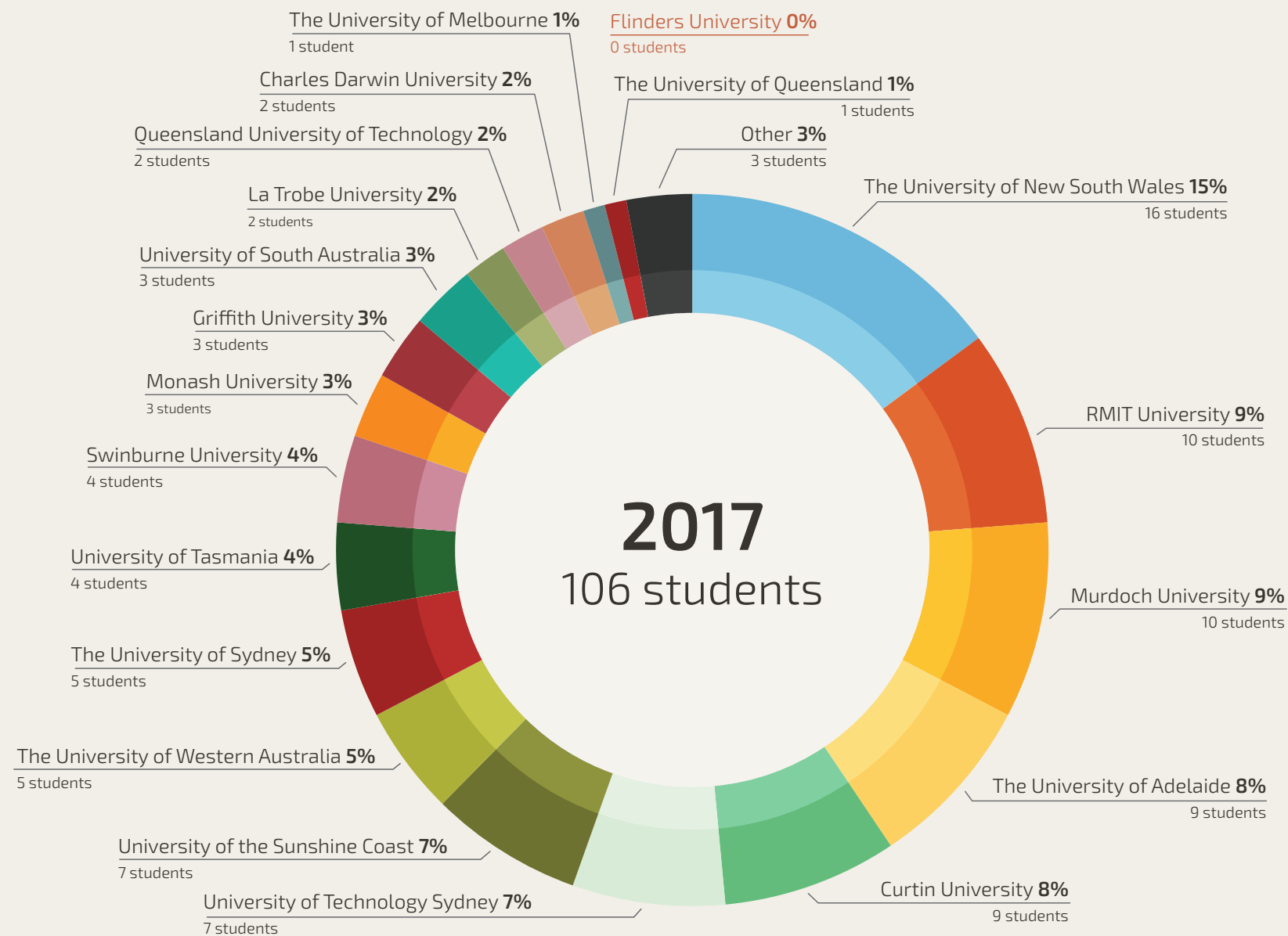
	% of total student numbers 2017	Student numbers 2017	Student numbers 2016	% Change on 2016
UNSW Australia	15%	16 students	1 student	1500%
RMIT University	9%	10 students	9 students	11%
Murdoch University	9%	10 students	14 students	-29%
The University of Adelaide	8%	9 students	4 students	125%
Curtin University	8%	9 students	3 students	200%
University of Technology Sydney	7%	7 students	0 students	n/a
University of the Sunshine Coast	7%	7 students	3 students	133%
The University of Western Australia	5%	5 students	5 students	0%
The University of Sydney	5%	5 students	2 students	150%
University of Tasmania	4%	4 students	3 students	33%
Swinburne University	4%	4 students	4 students	0%
Monash University	3%	3 students	5 students	-40%
Griffith University	3%	3 students	1 student	200%
University of South Australia	3%	3 students	0 students	n/a
La Trobe University	2%	2 students	2 students	0%
Queensland University of Technology	2%	2 students	0 students	n/a
Charles Darwin University	2%	2 students	0 students	n/a
The University of Melbourne	1%	1 students	3 students	-67%
The University of Queensland	1%	1 students	0 students	n/a
Flinders University	0%	0 students	4 students	-100%
Other	3%	3 students	3 students	0%
	100%	106 students	66 students	61%

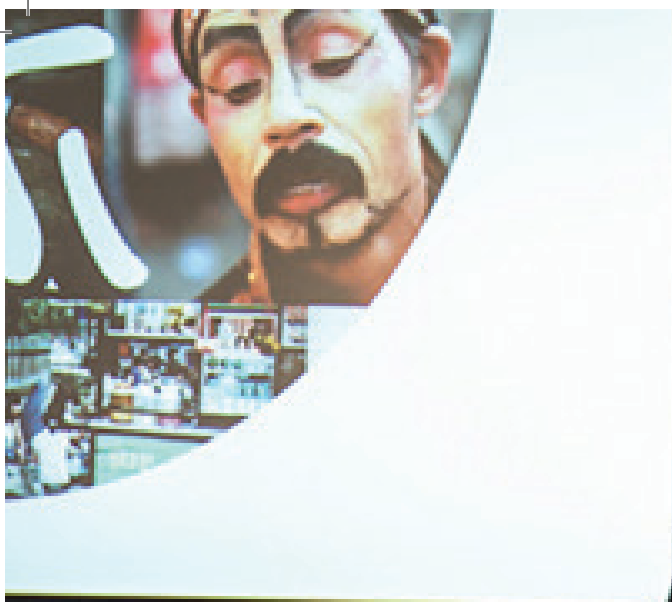
In 2017, ACICIS ran four six-week professional practicum programs in Jakarta over the Australian university summer vacation period. These programs were the Journalism Professional Practicum (in its 11th iteration), the Development Studies Professional Practicum (in its eighth iteration), the Business Professional Practicum (in its third iteration), and (running in its pilot iteration) the Creative Arts and Design Professional Practicum.

All four programs were hosted by, and conducted at, Atma Jaya Catholic University in Semanggi, Central Jakarta.

Total student enrolments in ACICIS' six-week professional practicum programs increased by 61% in 2017 year-on-year. With 106 students participating, practicum enrolments for 2017 significantly surpassed the consortium's previous historical high-water mark of 73 professional practicum enrolments in 2015.

The overall increase in the size of ACICIS' annual practicum program student cohort in 2017 was due largely to a remarkable year-on-year increase in practicum enrolments from The University of New South Wales, and substantial year-on-year increases from Curtin University, the University of the Sunshine Coast, The University of Adelaide, and the University of Technology Sydney.





Australian Government



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ANNIVERSARY

—1995-2015—

ACICIS

Study Indonesia

05

Stakeholder Profiles and Endorsements

1

Academic & Government Endorsements

2

Partner University Staff Profiles

3

Alumni Profiles

"Curtin Business School's long term affiliation with the ACICIS Consortium, and more specifically the Business Professional Practicum, continues to be regarded as one of our premier mobility initiatives for undergraduate students."



Curtin University

Ms Roannah Wade, Student Exchange & Mobility Coordinator, Curtin Business School, 10 March 2016

"ACICIS has made a substantial contribution to the Australia-Indonesia bilateral relationship by facilitating Australian student engagement with Indonesian studies."



Professor Glyn Davis AC, Vice-Chancellor, The University of Melbourne, 25 June 2015

"Thanks to everyone at ACICIS for taking such good care of my student and providing such a wonderful program. Swinburne is an ACICIS convert. "



Dr Andrew Dodd, Program Director, Journalism, Swinburne University, 27 March 2015



"I'm proud to have been given the opportunities by ACICIS to oversee the *Bahasa Indonesia Bagi Penutur Asing (BIPA)*/Indonesian Language for Foreign Speakers program at UII and to introduce Indonesian culture to Australian students. Thank you for the ever impressive performance by the ACICIS team and I hope the relationship [between UII and ACICIS] will continue to grow stronger."

Dr Fitri Nugraheni, Director of CILACS Universitas Islam Indonesia, 9 March 2018

"ACICIS is a program that I strongly encourage the students to do."



Dr Alexandra Wake, School of Media and Communication, RMIT University, 18 August 2015

"[Professor David Hill's]... significant contribution to the development and ongoing management of this pioneering program has enriched the education of many Australian students, as well as provided a significant contribution to our broader international relations and cross-cultural understanding of Indonesia."



"The success of the consortium is a testament to [Professor Hill's] leadership over the past twenty-four years and reflects [his] commitment to the values of the program."

Professor Monique Skidmore, Deputy Vice-Chancellor Global University of Tasmania, 25 January 2018

"UTS has long been associated with ACICIS. It was the first university to join Murdoch in establishing the consortium and has maintained its membership ever since because of the value that the partnership brings. Participation in the consortium has enabled UTS to offer a well-run Indonesia-based option for its International Studies degree without having to have UTS staff on the ground in the country. Without this facility it would not have been possible for UTS students to spend an academic year in Indonesia as part of the BA in International Studies."



Professor David S. Goodman, Professor Emeritus at the University of Technology Sydney and The University of Sydney, 25 June 2008



(L-R) The Hon. Peter Tinley AM (Minister for Youth, Western Australian Government), Mr Dylan Lipinski (ACICIS alumnus and General Manager of Strategic Projects, WA Dept. of Jobs, Tourism, Science and Innovation), Mr Ade Padmo Sarwono (Consul General of the Republic of Indonesia in Perth), Professor David Hill AM (Consortium Director, ACICIS)

Academic & Government Endorsements

"I congratulate ACICIS for having the vision to see that this is really a very important foundation stone in the sort of relationship we are building between our two countries; that is, a relationship I think that is increasingly one of understanding. That's where the ACICIS students really come into this, coming to understand Indonesia yourselves, but then conveying that understanding to an Australian audience."

Mr Bill Farmer, Former Australian Ambassador to Indonesia, 5 January 2009

"As Consortium Director, [Professor David Hill] has led ACICIS to support thousands of young Australians to expand their world view by learning about our nearest and most important neighbour. A generation of Australians have established unrivalled connections with Indonesia, to the benefit of both our nations. There are a number of ACICIS alumni among the Australian Embassy's staff in Jakarta, which speaks volumes about the quality and calibre of ACICIS and its programs."

Mr Allaster Cox
Chargé d'Affaires, Australian Embassy Jakarta,
30 January 2018

"The fact that the Department of Foreign Affairs and Trade, the pivotal department for international engagement and the custodian of the Indonesia-Australia relationship, is heaving with ACICIS graduates speaks volumes of how the Department recognises the merits of an ACICIS experience and this is yet another piece of evidence of why ACICIS matters to Indonesia and Australia. ACICIS and its alumni are not just an important component of the education bilateral relations, but are an important part of the overall bilateral relationship."

Dr Bradley Armstrong, Minister Counsellor (Political and Economic),
Department of Foreign Affairs & Trade (DFAT), 29 August 2015

"Over the years I have found my interactions with ACICIS to be incredibly rewarding. So many ACICIS alumni have been great colleagues in many of the roles I have had. The depth of their understanding of Indonesia is a great asset for Australia."

Mr Greg Moriarty, Former Australian Ambassador to Indonesia, Counter-Terrorism Coordinator
Department of the Prime Minister and Cabinet
3 August 2015

"The Department of Defence has a number of ACICIS alumni working in the department, bringing with them a strong understanding of cultural intricacies and well-developed language skills. They make a valuable contribution to the Australia-Indonesia defence relationship."

The Hon Stuart Robert MP
Assistant Minister for Defence
Department of Defence
25 June 2015

"I note the good work ACICIS has done over several years in providing Australian students opportunities to study in Indonesia, and recognise the importance of in-country study programs like ACICIS in encouraging young Australians to continue their studies of Indonesia and the Indonesian language."

The Hon Stephen Smith MP, Former Minister for Defence and Minister of Foreign Affairs, 9 June 2009



ACICIS Partner University
Parahyangan Catholic University, Bandung

Faculty
Faculty of Social and Political Sciences

Spokesperson
Ms Ratih Indraswari SIP MA

Role
Head, Division of Cooperation, International Office;
Lecturer

*"Living in a global world means
that no one can afford the luxury of
ignorance."*



Ms Ratih Indraswari SIP MA

Head, Division of Cooperation, International Office

Parahyangan Catholic University (UNPAR), Bandung

Please reflect on your time teaching ACICIS/ international students at UNPAR

My first experience teaching an international class has been teaching a course on "International Relations in Southeast Asia". The subject has always been popular among ACICIS students as it provides different perspectives on how scholars understand regional issues. The class is exactly what I think an academic discussion should be like - challenging but informative. Having a significant number of international students in the class provides a strong foundation for fruitful academic discussions between students. Opposing arguments are essential in a good academic environment as exposure to alternative views pushes students to re-think and re-analyse their understanding of a subject. I, personally, find it truly enjoyable to see both Australian and Indonesian students engage in debates, advancing their arguments but at the same time internalising the contrasting opinions.

Describe the impact of having ACICIS students in your class - and, more broadly, at your university - for your students and your university.

Pursuing a strategy of "internationalisation at home" directly influences our [UNPAR's] students, lecturers, and the university in a positive way. By having international students in our classes, Indonesian students are forced to be out of their comfort zone. This allows them to be more proactive in their search for knowledge, to develop their competencies, and to upgrade their language skills. Likewise, our international stu-

dents are exposed to a variety of perspectives that no doubt challenges their pre-existing assumptions. The richness of the discussions between students and lecturers strengthens the quality of knowledge exchange. [The presence of ACICIS students means] lecturers are expected to improve the quality of their international curriculum, leading to better international collaboration with other international partners - in terms not only of teaching but also research. The benefit spills over to whole departments and, from there, to the whole university, providing incentive for UNPAR's efforts towards internationalisation.

What is your advice for prospective ACICIS students? Why would studying at UNPAR - and, more broadly, in Indonesia be beneficial for them?

Living in a globalised world means that no one can afford the luxury of ignorance. For scholars interested in international relations, awareness of other countries acts as a solid foundation for future academic and professional engagement. The International Relations Department at UNPAR is one of the best such departments in Indonesia and has been offering the IRP (International Relations Program) with ACICIS for more than 10 years now. Our lecturers have taken their postgraduate studies abroad, bringing back with them a global perspective to Bandung while still being able to provide ACICIS students with an Indonesian perspective on international studies. UNPAR is located in the centre of Bandung, yet the campus is secluded enough to avoid the busyness of downtown. Our urban campus is easily accessible

from Bandung's international and domestic airports and is only three-and-a-half hours train journey from Jakarta. Located at higher altitude [than Jakarta] and surrounded by hills, Bandung's climate is mild with an average temperature of 26° Celsius year-round. UNPAR provides a supportive academic environment and comfortable living conditions for ACICIS students.

In the next decade, what role will ACICIS play in the Australia-Indonesia bilateral relationship?

Australia and Indonesia are neighbouring countries, close in terms of distance but relatively far in terms of socio-cultural, political and economic outlook. These discrepancies contribute to the challenges and hurdles of relations between the two countries. The need for us to know and understand each other is not just a nice rhetorical statement. I believe mutual understanding comes from interaction between citizens of both countries. People-to-people contact by students serves as a seed for better engagement. A meaningful exchange of values will be realised out of the direct interaction of the two different cultures. In the future, these young students will become the leaders of our nations, and will decide and lead the trajectory of Indonesian-Australian cooperation. ACICIS certainly will play a primary role in facilitating and ensuring an integrative model of student engagement between Indonesia and Australia, and contribute to the fostering of a better relationship between our neighbouring countries.



ACICIS Partner University
Gadjah Mada University, Yogyakarta

Faculty
Faculty of Arts and Humanities,
Indonesian Language and Culture Learning
Service (INCULS)

Spokesperson
Drs. Rudi Ekasiswanto M.Hum.

Role
INCULS Lecturer, Indonesian for Research and
Writing (Advanced)

*"Studying at UGM is all about
learning about Indonesia as a
whole."*



Drs. Rudi Ekasiswanto M.Hum.

Gadjah Mada University (UGM), Yogyakarta

INCULS Lecturer, Indonesian for Research and Writing

Please reflect on your time teaching ACICIS students at UGM

ACICIS students generally have deep interests in learning various fields and are very excited to conduct small independent research to obtain information about those fields. They are keen to peel back the veil and look behind every event that occurs as a source of knowledge and information that may be useful in their respective areas of study. ACICIS students are great at verbally expressing their ideas, but they are often weak at grammar. They commonly have extensive vocabulary; although sometimes they mix formal and non-formal Indonesian words and expressions in class both verbally and in writing.

Describe the impact of having ACICIS students in your class - and, more broadly, at your university - for your students and your university.

Sometimes [ACICIS] students experience culture shock as they enter their new environment [in Indonesia], but this usually does not last very long, and before long they can mingle [with Indonesian students]. The acquisition of language and cultural knowledge through an international class creates positive challenges for teachers, ACICIS students, as well as for Indonesian students. ACICIS students will often keep their distance at first, because they don't immediately feel a sense of community with their Indonesian peers, and exclusivity based on nationality is sometimes still apparent in class. We lecturers at Gadjah Mada need to be proactive in ensuring that the groups [Indonesian and ACICIS students] mix and interact with one another. Similarly, [when ACICIS students take] regular undergraduate classes taught in Indonesian, local students can feel challenged to a certain extent by having international students as their classmates. It raises the stakes a little.

What is your advice for prospective ACICIS students? Why would studying at UGM - and, more broadly, in Indonesia - be beneficial for them?

Studying at UGM is all about learning about Indonesia as a whole. Students must be proactive in learning all aspects of the country, as much as they can. At UGM, lecturers are experts in their respective fields. Tutors are usually final-year students who have competence in fostering and accelerating the acquisition of Indonesian language and culture outside of the classroom. UGM staff are always there for students if they need assistance. UGM, through INCULS, is a learning laboratory for Indonesian language and culture, which is equipped with top facilities that keep on improving.



Flexible Language Immersion Program (FLIP)



Australian
National
University

Home University

The Australian National University

Host University

Gadjah Mada University, Yogyakarta

Study Period

Semester 10, 2000

ACICIS Study Option

Flexible Language Immersion Program (FLIP)

Degree

BA Asian Studies

*"Studying with ACICIS will broaden
your horizons professionally
and personally."*

Dr Angie Bexley

Advisor with The Australia-Indonesia Partnership for Gender Equality and Women's Empowerment (MAMPU)

I enrolled in the ACICIS program as part of my Year-in-Asia in 2000. It was offered as part of my Bachelor of Asian Studies degree. I loved learning the language in high school and had travelled around the archipelago during every summer uni break. ACICIS seemed the perfect pathway to deepen my knowledge about post-Suharto Indonesia.

In my year-long study, I became immersed in art and youth culture in the aftermath of Suharto and spent a semester documenting art collectives from Malang to Bandung. This set me up for a two-decade long interest in Indonesian youth cultures, art, and societal change in academia and international development. I was lucky to have a fabulous cohort in 2000, and I am proud to be part of a new generation of Indonesianists and change-makers. They have provided me with a wonderfully rich and enduring network that have variously provided friendship, collaborators, and a couch to crash no matter where I am in the world!

ACICIS formed me professionally and personally. I have used my language skills in a variety of settings, from translator to ethnographer. I have designed, managed, and evaluated projects for major donors and small NGOs including the UN, Komnas Perempuan, Oxfam and Plan International. Having in-depth knowledge of Indonesian cultures gave me the contacts and foundations to manage large-scale DFAT-funded social inclusion programs.

I worked closely with Indonesian CSOs and government on sensitive issues such as LGBTQI, 1965 survivors and religious minorities, made short films, developed community advocacy approaches. My work also took me to Timor-Leste where I undertook a doctorate thesis on the relationships between Indonesia and Timor-Leste as experienced by young people. I continue to be fascinated by the archipelago's diversity and have a long-term inter-disciplinary action research project on art and food cultures.

I also regularly collaborate with a number of other female academics- we have loads of fun writing books, conducting research, and making films. I am also grateful to ACICIS as I ended up with a brilliant husband, who I met on the program (as did many others!). We have two bi-lingual children who love both their vegemite and *sate ayam*.

My advice to anybody thinking about ACICIS is, do it! Six weeks, a semester or a year will have a positive impact and broaden your horizons professionally and personally. There is now such a wide range of courses and options to choose from. Your life will transform, literally!

Dr Angie Bexley is currently an Advisor with The Australia-Indonesia Partnership for Gender Equality and Women's Empowerment (MAMPU).



MONASH
University

Home University

Monash University

Host University

Gadjah Mada University, Yogyakarta

Study Period

Semester 15, 2002

ACICIS Study Option

Flexible Language Immersion Program (FLIP)

"A long-term immersion study experience in Indonesia will be a life-changing, career-enhancing move that you will look back on with fondness."



Flexible Language Immersion Program (FLIP)

Joel Backwell

Executive Director, International Education Division
Victorian Department of Education and Training

Why did you decide to undertake the ACICIS program?

I studied Indonesian all through high school and university, as part of an Arts/Law degree at Monash University. When I decided to do some in-country study, I decided to go through ACICIS because I wanted an immersion study option, rather than just a short course. And I'd heard from friends who had studied with ACICIS that they'd had a wonderful time in Yogyakarta, '*Kota Pelajar*'. I studied a range of subjects, including Javanese, Islamic Law, Indonesian Customary Law and International Relations, and had an amazing time, making friends, living in a *kos* (student boarding house) and playing basketball with the local representative side, Yogya Utama. I was very lucky during that time to have Lestari as part of the ACICIS team. She took very good care of us all, particularly as we were in Indonesia during the Bali Bombings. Despite the concerns of my family and friends back home, I always felt safe in Yogyakarta and never once considered coming home during that time.

Reflect on your time studying in Indonesia

It was one of the best times I ever had in Indonesia. In addition to learning a lot and improving my Bahasa, I also made some terrific friends, particularly my *teman kos* (boarding house friends). I still remember them waking me up in the middle of the night to watch English Premier League matches, or heading down to Parangtritis on the back of their motorbikes and stopping for some *pecel lele* or *tempe penyet* along the way.

How has the ACICIS program influenced your future career path?

Learning Indonesian has been instrumental in every job I've ever had throughout my professional career. When I began as a corporate lawyer I applied only to those firms with an office in Jakarta, and ended up working with Freehills, which included secondments to their partner firm, Soemadipradja & Taher, as well as Santos, the Australian oil and gas company. I also worked pro bono as one of the legal team representing the Bali 9, including Myuran Sukumaran and Andrew Chan, two of the most beautiful and inspiring young men I've ever met. Again, I never would have got that opportunity, as a young lawyer, had I not been a fluent Indonesian speaker. I then went on to become the Australian Trade Commissioner to Malaysia and Brunei, partly due to my Bahasa skills and familiarity with the region, and am now the Executive Director of the International Education Division in the Victorian Department of Education and Training, which has a strong focus on Indonesia as an important bilateral partner for our state. I can say with confidence that none of these opportunities would have arisen if I hadn't studied Indonesian in a deep and sustained way through my one year with ACICIS in Yogyakarta back in 2002-03.

What advice do you have for a student interested in studying with ACICIS?

Just do it. A long-term immersion study experience in Indonesia will be a life-changing, career-enhancing move that you will look back on with fondness. Once

you're there, take the opportunity with both hands and involve yourself in the local community. Don't just hang out with the other *bule* (Westerners), but make friends with local students and use the time to really learn about Indonesian culture and some of the challenges facing the young generation in Indonesia. Also use the experience to think about how you can leverage your understanding of the Indonesian language and culture for future career options. Indonesia will soon become a top ten global economy, so the opportunities for you in a career and a personal sense are only going to grow.

Over the next decade, what role should ACICIS play?

The future fate of the Australia-Indonesia relationship rests with the next generation. My advice would be for ACICIS to get more heavily involved in the schools space, rather than just focussing on tertiary study experiences. I also think we need more fluent and inspiring teachers of Bahasa Indonesia, so it would be great to see ACICIS delivering tailored programs for more and more Indonesian teachers as well. There is also an amazing alumni group, with multiple decades of students having studied through ACICIS, so it's important that ACICIS plays a role in bringing those alumni together, not just for networking opportunities, but to drive a common cause to increase the mutual understanding between Indonesia and Australia.



Home University

University of Technology Sydney

Host University

Gadjah Mada University, Yogyakarta

Study Period

Semester 14, 2002

ACICIS Study Option

Flexible Language Immersion Program (FLIP)

"My advice particularly for journalism students is to look for opportunities outside Australia."



Flexible Language Immersion Program (FLIP)

Rebecca Henschke

Editor, BBC Indonesia Bureau

I did the ACICIS in-country year-long program in Yogyakarta as part of my combined Communications and International Studies degree at the University of Technology Sydney (UTS). I had studied basic Indonesian at high school and travelled there with my family a few times. On those visits I became very interested in the performing arts scene and I did my drama HSC final work on Putu Wijaya, the Balinese playwright. So when it came to having to select a country for my in-country year abroad I put down on the form that I wanted to go to Indonesia or Italy and someone at UTS decided for me!

My year studying in Yogyakarta was brilliant; an absolute highlight of my university degree and it's no exaggeration to say that it was life-changing, as I write this from Indonesia. I did six months at Gadjah Mada University mainly learning the language and the rest of the year at ISI (the Indonesian Institute of the Arts, Yogyakarta) studying dance and drama which was quite an experience. Through the ACICIS program I got in touch

with people setting up a community radio station for street children and got heavily involved with that project through hosting a weekly radio program. Another highlight was doing a project documenting the local hip hop scene which introduced me to many lifelong friends.

I got my first job at SBS Australia in the final year of my degree largely based - I think - on the work experience and language skills that I had gained from my year in Indonesia with ACICIS. A few years later it was also the reason I got a job with the Indonesian national radio network KBR, as the editor of a regional current affairs program called *Asia Calling* based at the Utan Kayu community in Jakarta. This started a fascinating and rewarding media career in South East Asia. For ten years I reported and worked closely with journalists at the frontline of press freedom across the region. Now I work for the BBC as the Indonesian editor and correspondent, a job that takes me all over this diverse and fascinating archipelago.

My advice - particularly for journalism students - is to look for opportunities outside Australia, as the media market in Australia is very small. ACICIS does a great professional placement course in Jakarta for media students that is brilliant but my advice would be to take a year if you can, slow down and really enjoy your time as student in Indonesia. So much of what makes people a good journalist is their life experiences, so it's good to do things other than media work while you can.





Home University

The University of Melbourne

Host University

Gadjah Mada University, Yogyakarta

Study Period

Semester 6, 1998

ACICIS Study Option

Flexible Language Immersion Program (FLIP)

"ACICIS has become literally a production line for a core cadre of expertise on Indonesia in Australia, and I hope in its own modest way it enriches the student environment in the Indonesian universities where it operates as well."



Flexible Language Immersion Program (FLIP)

Dr Dave McRae

Senior Research Fellow at the The University of Melbourne's Asia Institute

Reflect on your time studying in Indonesia

I could best describe my ACICIS year in 1998 as a once-in-a-lifetime experience, witnessing Suharto's authoritarian regime topple and seeing firsthand the first moments of Indonesia's transition to democracy. I spent one semester studying political science at UGM, and a second travelling around the country interviewing student activists for my first in-depth piece of research as part of ACICIS' field study program. In between semesters, I volunteered in Jakarta at the Alliance of Independent Journalists (AJI), a group I'd heard of while studying Indonesian through their dispatches on SBS's Bahasa Indonesia radio program. Looking back, the year defined my subsequent career path as a researcher in think tanks, the World Bank, and now an academic, as I gained my first glimpse into the world of political activism in action and realised how much I enjoyed observing and interpreting history as it happened. It was a lot of fun too.

How has the ACICIS program influenced your future career path?

First, I think Gadjah Mada University is a big part of it. Going to university there, you're studying with Indonesia's best and brightest. It makes for a very stimulating student environment - an environment to form great friendships. I'm still in regular touch with friends I made back in 1998.

Second, looking back, the year brought me into contact with any number of people who gently nudged

me in the right direction. The field study semester I spent researching the student movement was a real highlight - I spent months travelling around sleeping on the floors of NGO offices and student dormitories, while listening to and sometimes participating in political discussions into the early hours of the morning. The experience led to my first academic publication and gave me the confidence I could do a PhD involving fieldwork in difficult circumstances. Ironically, I wouldn't have even thought to do it but for the ACICIS resident director at the time suggesting I'd get more out of field study than another semester of lectures at UGM.

The same is true of volunteering at AJI. Again, it was a PhD student I met on campus who suggested I go to Jakarta and volunteer rather than just go travelling between semesters. It was one of the people I met through that volunteer stint who suggested my PhD topic to me, which in turn set me on the path to working for the International Crisis Group and the World Bank.

Third, I think the long immersion was a key to my positive experience. Don't get me wrong, I think the shorter options that are now available are great, and introduce a much broader range of people to Indonesia but as someone who had been to Indonesia even before my ACICIS year there was no substitute to spending a whole year there. I gained a much better understanding of Indonesian society, became so much more fluent in speaking the language, and had time to make what I hope will be lifelong friends.

What advice do you have for a student interested in studying with ACICIS?

So in sum I'd recommend the ACICIS experience to anyone, and encourage people to go the extra mile during your time on ACICIS to seek out opportunities to volunteer or gain extra experiences. ACICIS has become literally a production line for a core cadre of expertise on Indonesia in Australia, and I hope in its own modest way it enriches the student environment in the Indonesian universities where it operates as well. I hope ACICIS will continue to play this role over the next decade.



06

Finances



ACICIS Income and Expenditure

for the year ended 31 December 2017

Consortium Annual Income

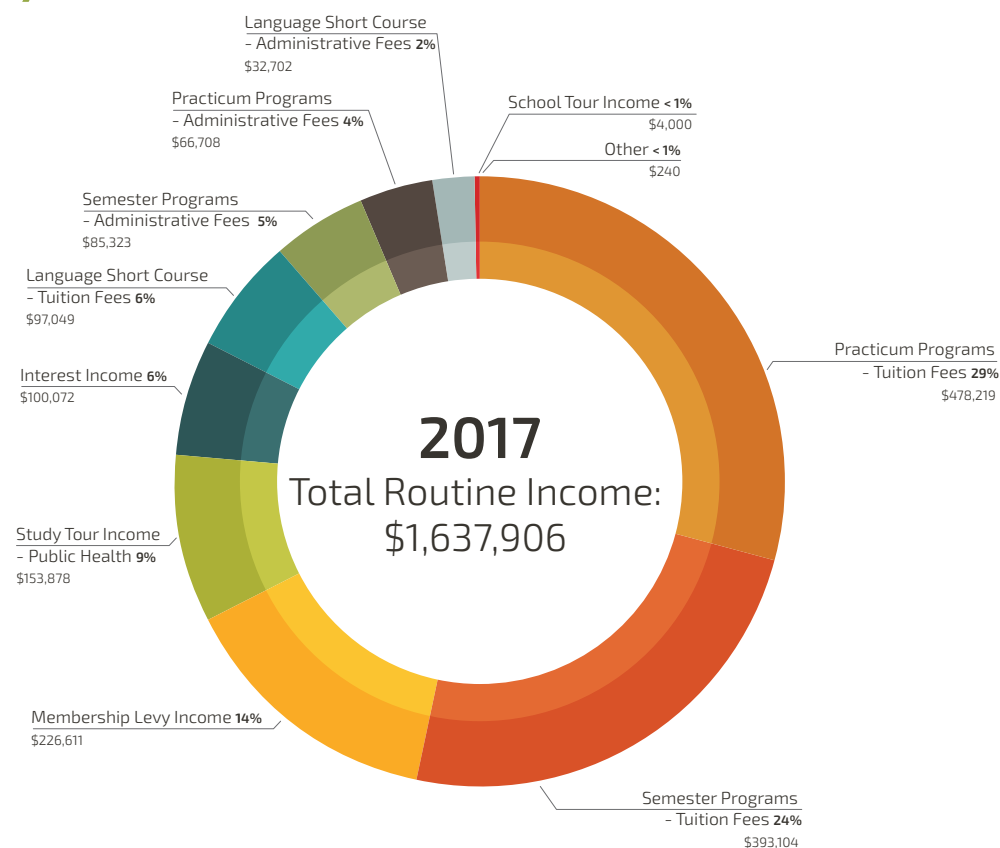
The consortium's routine annual income for the 2017 calendar year was \$1,637,907 – a significant increase (30%) on the previous year (2016) due primarily to large increases in the income derived from ACICIS short format programs and study tours.

The composition of the consortium's routine income for 2017 remained similar to the previous year, although further accentuated a trend towards ACICIS deriving a greater percentage of its overall routine income from short format practicum and study tour programs, rather than from traditional semester programs. In fact, 2017 represents the first time in ACICIS' 23-year history in which the consortium derived a greater percentage (33%) of routine annual income from short format (six-week) practicum programs than from the consortium's semester programs (29%). The consortium's semester program income declined by 1% year-on-year in 2017 – from \$483k in 2016 to \$478k in 2017. By contrast, practicum program income increased by 22% year-on-year from \$447k in 2016 to \$545k in 2017. Income derived from study tours and (non-practicum) short format programs, meanwhile, constituted a significantly higher percentage of the consortium's overall routine income in 2017 (17% or \$284k) than it did in 2016 (7% or \$85k).

Consortium membership levy income increased by 27% year-on-year in 2017 – from \$179k in 2016 to \$227k in 2017 – as a result, in part, of Edith Cowan University joining the consortium in July 2017. Despite this increase, membership levy income remained roughly unchanged on the year previous as a percentage (14%) of the consortium's overall routine annual income.

In addition to income derived from routine programs and activities, in 2017 ACICIS also conducted a custom five-day "Indonesian Cultural Connections" tour for the Asia New Zealand Foundation in Yogyakarta in October 2017, which generated some modest revenue (\$14k) for the consortium.

Finally, in 2017, the consortium secured significant external grant funding through the Australian Government's New Colombo Plan (NCP) Mobility Program. ACICIS



received approximately \$3.4 million in new Mobility Program funding secured under the 2016 and 2018 funding rounds of the NCP. \$3.1 million (or 90%) of this NCP funding is to be paid directly out to consortium member university students undertaking study in Indonesia through ACICIS in 2018-19 – in the form of \$3,000-\$8,000 mobility and internship grants. The remaining 10% (or \$300k) of the funding is to be retained by the consortium to offset the salary and other expenses involved in administering these student mobility grants and the in-country study experiences they are intended to support.

2017			2016		Change (yoy)	
Income	\$	% of income	\$	% of income	\$	%
Routine Income						
Practicum Programs - Tuition Fees	478,219	29%	397,508	32%	80,711	20%
Semester Programs - Tuition Fees	393,104	24%	404,225	32%	-11,121	-3%
Membership Levy Income	226,611	14%	178,875	14%	47,736	27%
Study Tour Income - Public Health	153,878	9%	84,562	7%	69,316	82%
Interest Income	100,072	6%	27,257	2%	72,815	267%
Language Short Course - Tuition Fees	97,049	6%	0	0%	97,049	
Semester Programs - Administrative Fees	85,323	5%	78,975	6%	6,348	8%
Practicum Programs - Administrative Fees	66,708	4%	49,012	4%	17,696	36%
Language Short Course - Administrative Fees	32,702	2%	0	0%	32,702	
School Tour Income	4,000	0%	34,690	3%	-30,690	-88%
Other	240	0%	50	0%	190	380%
Total Routine Income	1,637,906	100%	1,255,154	100%	382,752	30%
Special Project Income						
Asia New Zealand Foundation IFGU Study Tour	14,391					
Total Special Project Income	14,391		66,176		-51,785	-78%
Grant Income						
Sponsorship Income - HFF John Darling Fellowship	21,350					
UWA Host Contribution 2017	33,333					
2018 Endeavour Mobility Grant Funding	25,500					
NCP 2018 Mobility Program Grant Funding	3,176,800					
NCP 2016 Mobility Grant Funding: Second Funding Term	198,800					
Total Grant Income	3,455,783		1,934,133		1,521,650	79%
TOTAL INCOME	5,108,080		3,255,463		1,852,617	57%

ACICIS Income and Expenditure for the year ended 31 December 2017

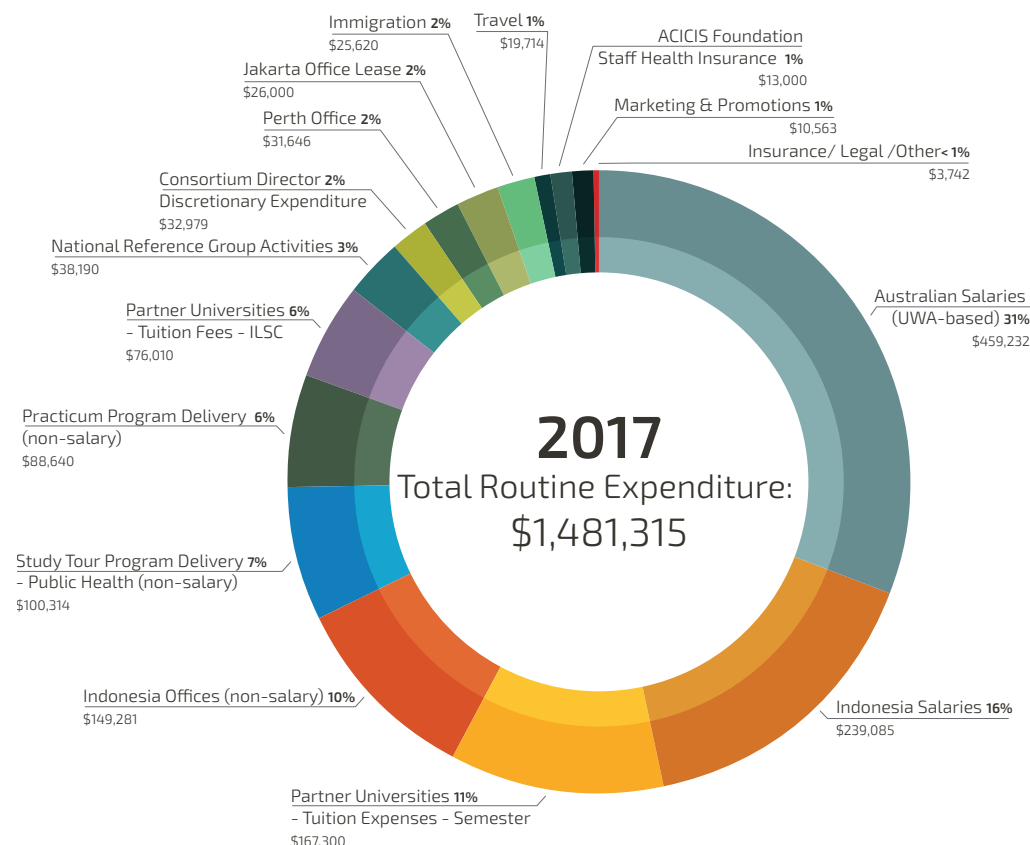
Consortium Annual Expenditure

The consortium's routine annual expenditure for the 2017 calendar year was \$1,481,315 – a significant increase (40%) on the previous year (2016) due primarily to substantial increases in-country program delivery costs pertaining to the running of ACICIS' expanded suite of short format programs in 2017 – including practicums, study tours, and short courses. In-country program delivery costs for ACICIS short format programs rose 190% in 2017 year-on-year – from \$89k in 2016 to \$265k in 2017.

ACICIS' Australian salary expenditure for 2017 was up 26% (~\$95k) on expenditure in this category in 2016, but down as a percentage of the consortium's total routine expenditure from 35% in 2016 to 31% in 2017. The consortium's reported routine Australian salary expenditure for 2017 is somewhat artificially inflated by ~\$33k in back paid salary payments to the Consortium Director for the period March 2016 – February 2017.

ACICIS' Indonesian salary expenditure for 2016 was up 57% (~\$87k) on expenditure in this category in 2017, and up as a percentage of the consortium's total routine expenditure from 14% in 2016 to 16% in 2017. This increase was due primarily to the additional salary costs involved in providing in-country academic supervision of the consortium's expanding suite of six-week summer practicum programs.

Tuition payments made to Indonesian partner universities in 2017 for ACICIS semester programs included \$58k in arrears payments to Gadjah Mada University related to Semester 1 (January) 2016 and Semester 2 (August) 2016. For this reason the 46% year-on-year increase recorded in this category of expenditure for 2017 is somewhat overstated.



In 2017, the consortium also invested a significant amount of its cash reserves (over \$168k) in the development of New Colombo Plan supported ACICIS study programs – both existing and new. ACICIS initiatives developed in 2017 (and piloted either in the second half of the year or in early 2018) included the Indonesian Language Short Course and the Law Professional Practicum.

Expenditure	2017		2016		Change (yoy)	
	\$	% of expenditure	\$	% of expenditure	\$	%
Routine Expenditure						
Australian Salaries (UWA-based)	459,232	31%	364,225	35%	95,006	26%
Indonesian Salaries	239,085	16%	151,900	14%	87,185	57%
Partner Universities - Tuition Expenses - Semester	167,300	11%	114,900	11%	52,400	46%
Indonesia Offices (non-salary)	149,281	10%	151,825	14%	-2,544	-2%
Study Tour Program Delivery - Public Health (non-salary)	100,314	7%	44,223	4%	56,091	127%
Practicum Program Delivery (non-salary)	88,640	6%	44,424	4%	44,216	100%
Partner Universities - Tuition Fees - ILSC	76,010	5%	0	0%	76,010	
National Reference Group Activities	38,190	3%	35,000	3%	3,190	
Consortium Director Discretionary Expenditure	32,979	2%	36,130	3%	-3,151	-9%
Perth Office	31,646	2%	21,032	2%	10,614	50%
Jakarta Office Lease	26,000	2%	26,000	2%	0	0%
Immigration	25,620	2%	20,207	2%	5,413	27%
Travel	19,714	1%	5,546	1%	14,168	255%
ACICIS Foundation Staff Health Insurance	13,000	1%	12,000	1%	1,000	8%
Marketing & Promotions	10,563	1%	10,546	1%	16	0%
Insurance	3,045	0%	4,353	0%	-1,308	-30%
Legal	697	0%	0	0%	697	
Other	0	0%	13,379	1%	-13,379	-100%
Total Routine Expenditure	1,481,315	100%	1,055,691	100%	425,625	40%
Special Project Expenditure						
New Program Development: Law Professional Practicum	35,511					
New Program Development: Indonesian Language Short Course	34,720					
Program Development: Creative Arts & Design Professional Practicum	15,416					
Program Development: Public Health Study Tour	15,502					
Program Development: International Relations Program	14,891					
Program Development: Development Studies Immersion Program	15,004					
Program Development: Agriculture Semester Program	14,801					

Expenditure	2017		2016		Change (yoy)	
	\$	% of expenditure	\$	% of expenditure	\$	%
Special Project Expenditure (continued)						
Program Development: Indonesian Business, Law & Society	14,629					
Program Development: Agriculture Professional Practicum	3,810					
Program Development: Sustainable Tourism Professional Practicum	3,810					
Asia New Zealand Foundation IFGU Study Tour	9,180					
Total Special Project Expenditure	177,275		280,702		-103,428	-37%
Grant Expenditure						
NCP 2016 Administration	24,740					
NCP 2017 Administration	164,801					
NCP 2015 Outgoing Student Mobilty Grant Funds	-99,000					
NCP 2016 Outgoing Student Mobilty Grant Funds	279,000					
NCP 2017 Outgoing Student Mobilty Grant Funds	437,000					
NCP 2018 Outgoing Student Mobilty Grant Funds	212,000					
Sponsorship Expenditure - John Darling Fellowship	6,800					
UWA Host Contribution 2017 - Expenditure	35,226					
Total Grant Expenditure	1,060,567		1,245,542		-184,975	-15%
Other Expenditure						
UWA Credit Card Control	8,115		4,239			
UWA Control Accounts	2,529		6,435			
Total Other Expenditure	10,644		10,674		-30	0%
TOTAL EXPENDITURE	2,729,802		2,592,610			
Total Surplus/Deficit	2,378,278		662,852		1,715,425	259%
Surplus/Deficit net of grant funds + special projects	156,590		246,463		-89,872	-36%
Annual Surplus/Deficit net of grant funds	-6,294		-15,064		8,770	-58%



Financial Statements: 2017

The following financial statements have been extracted from the ACICIS Audited Financial Statements for the year ended 31 December 2017.

Statement of comprehensive income for the year ended 31 December 2017

	2017	2016
	\$	\$
Revenue from continuing operations	3,813,705	3,408,335
Expenses from continuous operations	(2,919,445)	(1,774,311)
OPERATING RESULT FOR THE PERIOD	894,260	1,634,024

Statement of financial position as at 31 December 2017

	2017	2016
	\$	\$
Assets		
Current Assets	5,072,776	2,671,572
Non-Current Assets	-	-
Total Assets	5,072,776	2,671,572
Liabilities		
Current Liabilities	4,075,691	2,568,747
Non-Current Liabilities	-	-
Total Liabilities	4,075,691	2,568,747
Net Assets	997,085	102,825
Equity		
Retained surplus	997,085	102,825
TOTAL EQUITY	997,085	102,825

NOTE: Full copies of ACICIS' 2017 Audited Financial Statements are available upon request; please contact the ACICIS Secretariat on (08) 6488 6675 or at enquiries@acicis.edu.au.

INDEPENDENT AUDITOR'S REPORT

The Parties to the Australian Consortium for In-Country Indonesian Studies (ACICIS) Joint Venture Agreement

Opinion

We have audited the special purpose financial report of the Australian Consortium for In-Country Indonesian Studies (ACICIS), which comprises a statement of financial position as at 31 December 2017 and a statement of comprehensive income and profit or loss and a statement of changes in equity for the 12 month period ended 31 December 2017, notes to the financial statement and the Consortium's signed certification.

In our opinion, except for the effects of the matter described in the basis for qualified opinion section in our report, the accompanying special purpose financial report presents fairly, in all material respects, the financial position of ACICIS for the year then ended.

Basis for Qualified Opinion

We have provided a qualified audit opinion only in relation to the 2016 reported figures as the previously audited 2016 figures were based on cash and not on an accrual basis of accounting. As the 2016 comparative figures included in the 2017 financial statements have been reported on an accrual basis we were not able to provide an opinion on its accuracy and completeness without undertaking an additional audit of the 2016 figures and also prior year figures. No qualification has been provided in regards to the 2017 reported figures.

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the ACICIS operations in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of financial reports in Australia, and we have fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the special purpose financial report, which describes the basis of accounting. The financial report is prepared to provide financial information to the parties to the existing ACICIS Joint Venture Agreement. As a result, the financial report may not be suitable for another purpose.

Responsibilities of Management and Those Charged with Governance for the Financial Report

The ACICIS Secretariat Manager, is responsible for the preparation of the special purpose financial report and for establishing such internal control as the Secretariat Manager in conjunction with the members of the ACICIS National Reference Group determine is necessary to enable the preparation of the ACICIS financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities for the Audit of the Financial Report.

Our objectives are to obtain reasonable assurance about whether the special purpose financial report, as a whole, is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users, if any, taken on the basis of this financial report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the ACICIS's internal control.
- Evaluate the appropriateness of accounting policies used as described in Note 1 to the financial report and the reasonableness of accounting estimates and related disclosures made by the ACICIS management, if any.
- Conclude on the appropriateness of the ACICIS management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the ACICIS's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the ACICIS to cease to continue as a going concern.

We have communicated with ACICIS management regarding, among other matters, the planned scope and timing of the audit and, via our management letter, significant audit findings, including any significant deficiencies in internal control that we may have identified during our audit.



Santo Casilli FCPA

Consortium Membership

07



ACICIS Member Universities



Australian
National
University



Queensland University of Technology
Brisbane Australia



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



WESTERN SYDNEY
UNIVERSITY





08

ACICIS Partner Universities & Placement Host Organisations





ACICIS Indonesian Partner Universities



ACICIS Professional Placement

Host Organisations*

Business Professional Practicum (BPP)



Creative Arts & Design Professional Practicum (CADPP)



Development Studies Professional Practicum (DSPP)



Journalism Professional Practicum (JPP)



Law Professional Practicum (LPP)



* The organisations detailed above constitute only a selection of ACICIS' professional placement host organisations. For a full list of ACICIS placement host organisations, please visit www.acicis.edu.au.



Agriculture Semester Program (ASP)



VIAMIA JOGJA

Development Studies Immersion Program (DSIP)



International Relations Program (IRP)



Indonesian Business, Law & Society Program (IBLS)

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ACICIS is hosted by The University of Western Australia, one of Australia's leading teaching, learning and research universities. From its heritage riverside campus in Perth, UWA is consistently ranked in the top 100 universities in the world and is a national leader in student demand, graduate starting salaries, research grants and more.

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THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Australian Consortium for 'In-Country' Indonesian Studies

ACICIS Secretariat, The University of Western Australia (M363), 35 Stirling Highway, Perth WA 6009

(61-8) 6488 6675 enquiries@acicis.edu.au www.acicis.edu.au