



Annual Report 2018





Providing a well-rounded
Indonesian study experience.

Annual Report

2018

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A Message from the Consortium Director

It is with great pleasure that I introduce the *ACICIS Annual Report* for 2018.

As the following pages elaborate, 2018 was another year of significant growth, transformation and generational renewal for ACICIS.

The consortium assisted a record 429 Australian (and international) students to undertake study in Indonesia in 2018 – up from 289 students in 2017. This constitutes a 48% year-on-year increase in the size of ACICIS' annual student cohort and the biggest single-year jump in in-country student numbers since the consortium was established in 1994. This achievement was in no small measure thanks to continued generous funding from the Australian Government's New Colombo Plan to support student participation in ACICIS programs in Indonesia.

The following report outlines recent historical trends in Australian outbound student mobility to Indonesia, and contextualises the contribution made by ACICIS within this broader national picture. Additionally, the report details the composition of the consortium's in-country student cohort in 2018 – by discipline, home university, and Australian state or territory of origin.

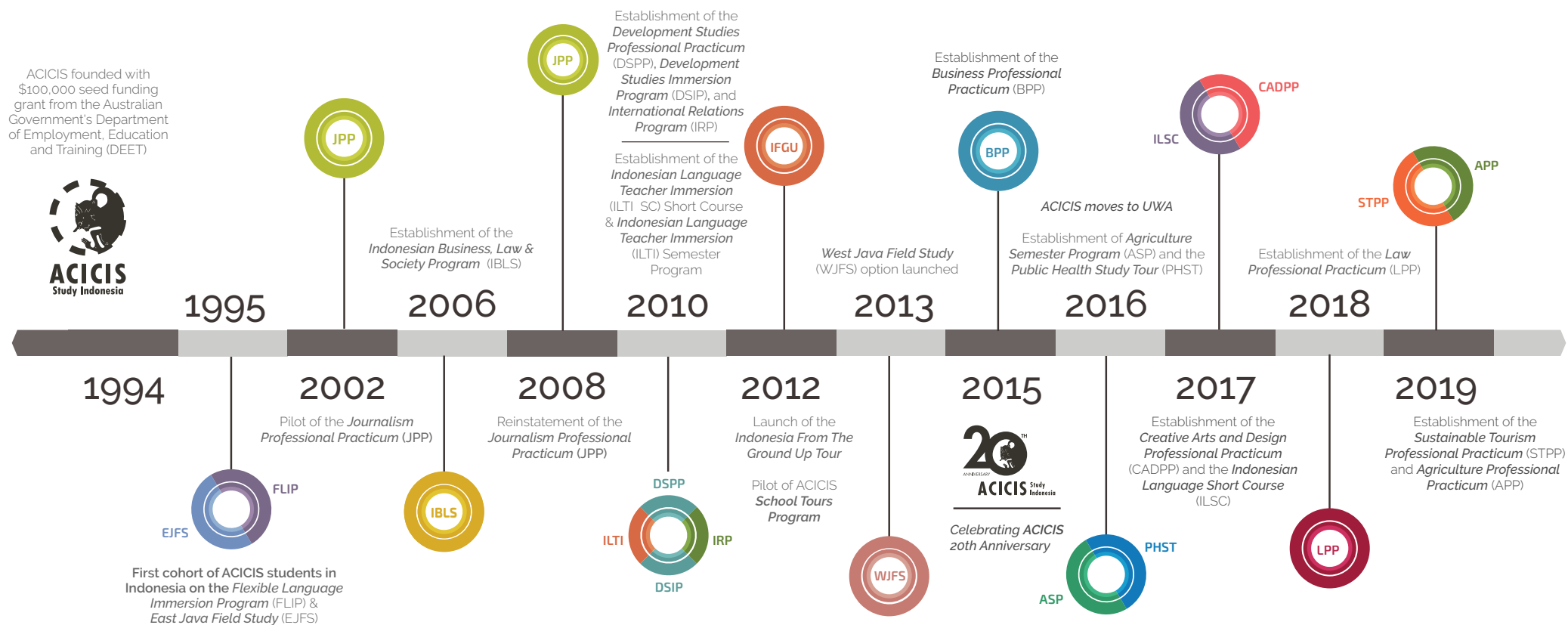
The consortium developed two new programs in 2018, namely the Agriculture Professional Practicum (APP) at Bogor Agricultural University in Bogor, West Java, and the Sustainable Tourism Professional Practicum (STPP) at Udayana University in Bali. These new initiatives also constitute historic milestones for ACICIS. The APP is the consortium's first short-format program catering to students of the natural sciences; while the STPP is the consortium's first program to be based off-Java.

On a more personal note, it was my great honour to be appointed to the directorship of ACICIS following the retirement of Professor David Hill in July 2018. As the consortium's founder and director of twenty-four years, David leaves behind an extraordinary political achievement and legacy of institution building. In establishing and holding the consortium together through its first two-and-a-half decades of existence, David has demonstrated the clear merits of the consortium model for managing Australian student mobility to non-traditional destinations like Indonesia.

As incoming director I have a deep appreciation for the work that has gone into building the intergenerational project that is ACICIS. I am very proud to offer the following account of ACICIS' contribution to international student mobility and to the cultivation of a new generation of Australians with first-hand experience of, and passion for, Indonesia.

Mr Liam Prince,
Consortium Director
May 2019, Perth, Western Australia

ACICIS milestones: 1994-2019



Our mission

To increase the number of Australian university students undertaking study at Indonesian institutions of higher learning.

Our vision

To be Australia's leading trusted facilitator of international student mobility programs to Indonesia.

Our values



Education

Education and in-country study is central to the cultivation of new generations of Australians with the requisite skills and passion for engaging with Indonesia.



Collaboration

By working together Australian universities can build a durable two-way educational exchange between Australia and Indonesia.



Support

High-quality pastoral care and support is key to ensuring a student's experience of Indonesia is positive and long-lasting.



Networks

Relationships established between Australians and Indonesians during their formative years at university will build closer ties between our two nations.





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 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:

- ◆ **Mr Liam Prince**
Consortium Director
- ◆ **Associate Professor David Reeve**
Deputy Consortium Director
- ◆ **Dr Adrian Budiman**
Resident Director, Indonesia
- ◆ **Ms Janelle May**
Deputy Resident Director, Indonesia



Mr Liam Prince
Consortium Director

Liam served as ACICIS Secretariat Manager from 2014 until 2018, succeeding Professor David Hill as Consortium Director in mid-2018. Prior to his work for ACICIS, Liam worked closely with Professor Hill on his 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 and Political Science at The University of Western Australia in 2007 and in 2012 completed his Honours in Indonesian Studies. Liam spent a semester in Yogyakarta as a student with ACICIS in 2000.



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.



Ms Janelle May
Deputy Resident Director

Janelle May was appointed ACICIS Deputy Resident Director (DRD) in July 2018. As the DRD, Janelle works together with the RD in overseeing the delivery and management of ACICIS programs in Indonesia, including provision of academic supervision and pastoral care support services for students undertaking study in Indonesia through ACICIS. Janelle holds a double degree in Indonesian and Secondary Education from Curtin University and worked as an Indonesian teacher at a local high school in Perth for a number of years before pursuing postgraduate studies. She obtained her Master of Arts in Asian Studies from Murdoch University in 2014.



The ACICIS National Reference Group



Mr Liam Prince
Consortium Director



Dr Ross Tapsell
ACT & TAS Representative
Senior Lecturer in Media & Culture



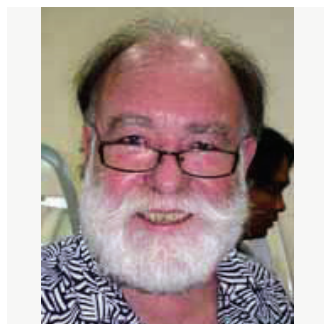
Dr Elisabeth Kramer
NSW Representative
Deputy Director of the Sydney Southeast Asia Centre



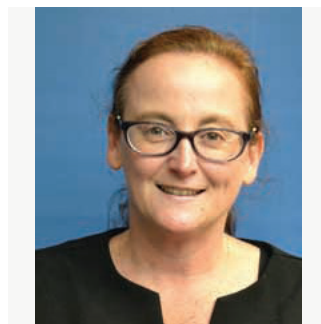
Prof Caitlin Byrne
QLD Representative
Director of the Griffith Asia Institute



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



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



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



Prof Lesley Harbon
NSW Deputy Representative
Head of School of International Studies and Education



Ms Harriot Beazley
QLD Deputy Representative
Senior Lecturer in Human Geography



Prof Stacey Farraway
SA & NT Deputy Representative
Director of International



Prof Caroline Chan
VIC Representative
Head of School of
Business IT and Logistics



Dr Jacqui Baker
WA Representative
Lecturer in Southeast
Asian Studies



A/Prof David Bouchier
Host University Representative
Lecturer in Indonesian



Prof David T. Hill AM
Member by invitation
Founder and Immediate
Past Consortium Director



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



Ms Sarah Argles
VIC Deputy Representative
Manager, Global Programs



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



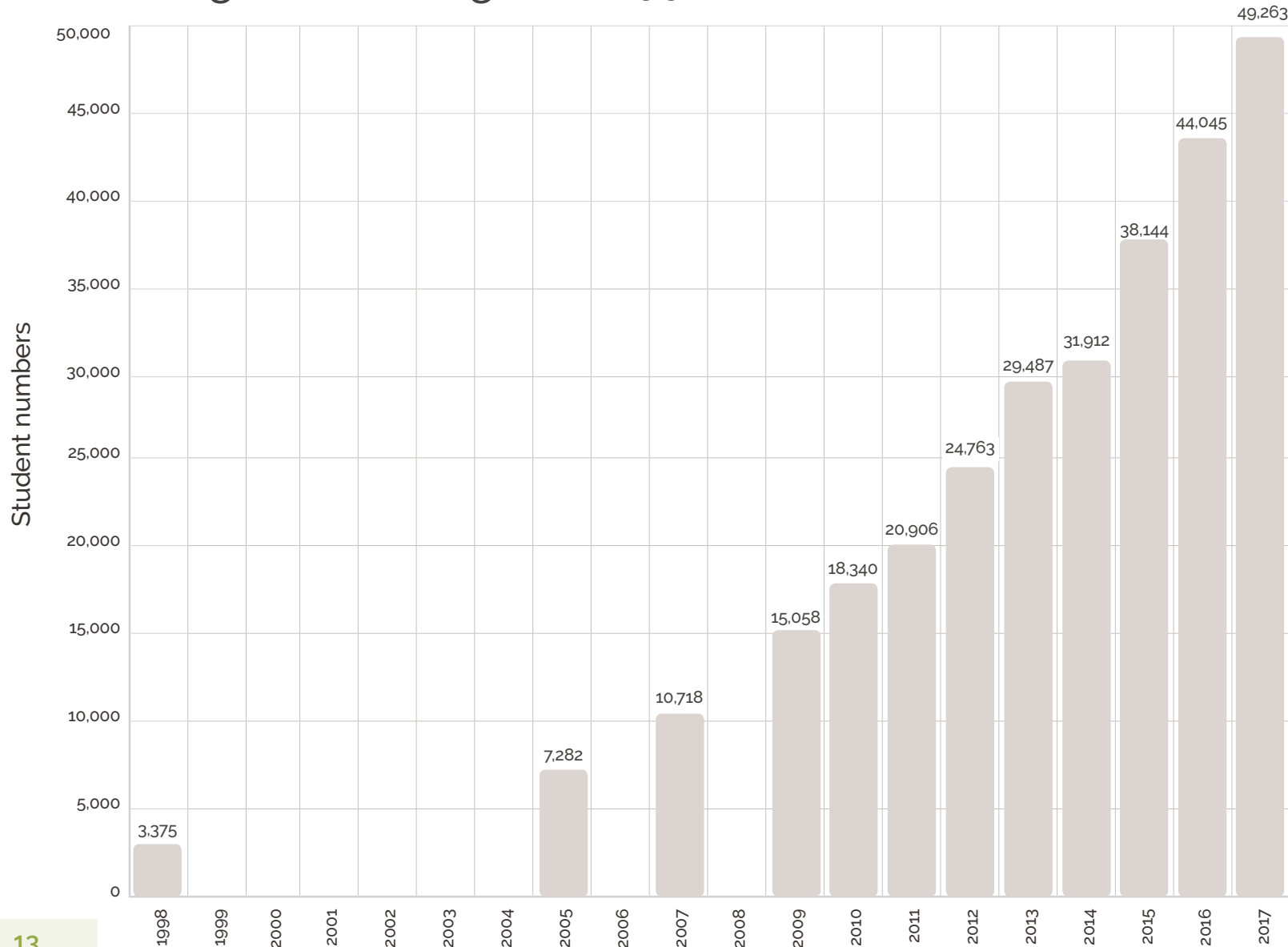
Trends in Australian Student Outbound Mobility to Indonesia

03

Sources: Davina Potts. *Students from Australian Universities in Learning Abroad 2014. Report presented at the Australian Universities International Directors Forum (AUIDF, 2016)*, 3.
AUIDF, *Outgoing international mobility of Australian university students 2017 (in 2018)*. (AUIDF, January 2019), 9.

Participation of Students from Australian Universities

in Learning Abroad Programs: 1998–2017



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 calendar 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 2017.

Total reported outgoing student mobility from Australian universities grew by 11.85% in 2017 from 44,045 at 35 reporting universities in 2016 to 49,263 at 37 reporting universities in 2017. The apparent rapid growth in the size of the annual outbound Australian student cohort between 2007 and 2017 – 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 the mechanism of the AUIDF.

Learning Abroad Trends 2015-2017

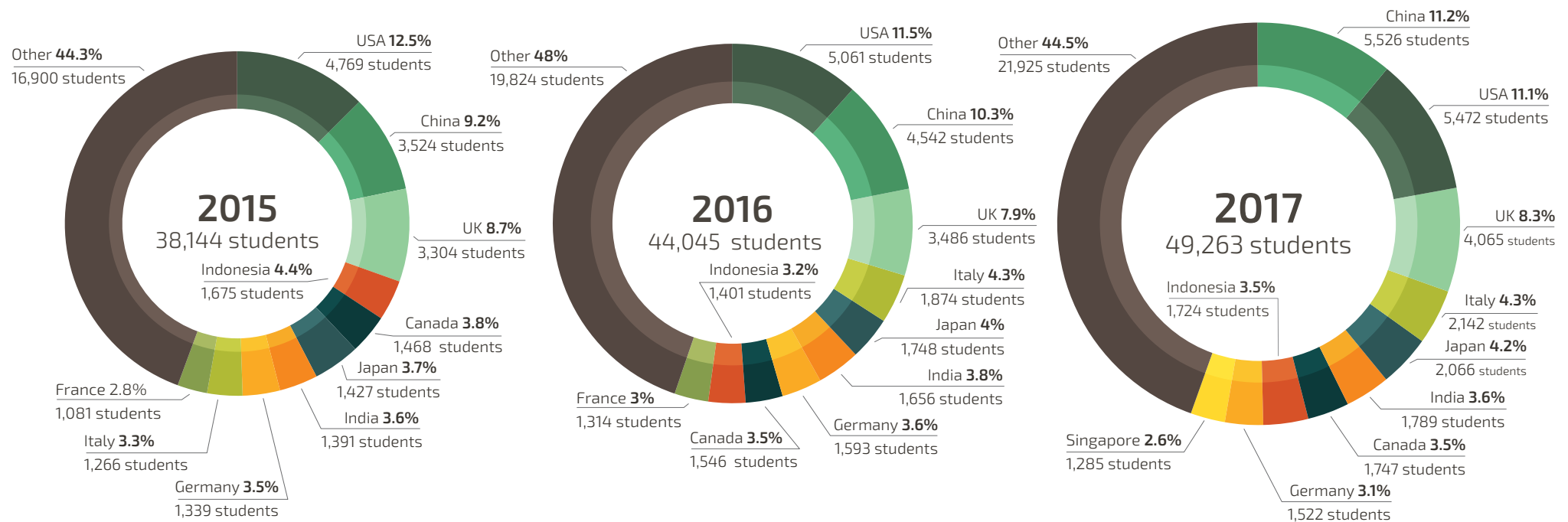
Top 10 destination countries for Australian University students

According to the most recent AUIDF data available, 2017 saw a modest resurgence in the number of Australian university students pursuing learning abroad experiences in Indonesia after the slight downturn observed in 2016. This resurgence was evident in terms of both absolute student numbers and as a percentage of the total annual national outbound cohort.

Indonesia was the 8th most popular study abroad destination for Australian university students in 2017 (up from 9th in 2016). 1,724 students undertook a learning abroad experience in Indonesia in 2017, comprising 3.5% of all learning abroad experiences recorded undertaken by Australian university students for the year.

This placed Indonesia behind China (5,526 students), the USA (5,472 students), the UK (4,065 students), Italy (2,142 students), Japan (2,066 students), India (1,789 students), and Canada (1,747 students) – and just ahead of Germany (1,522 students).

With the size of the overall Australian annual outbound cohort expanding by an average of 16% each year between 2015-2017, Indonesia has been significantly outperforming the sector as a whole – with the annual number of Australian university students pursuing learning abroad experiences in Indonesia increasing by an average of 20% each year during the three-year period in question. More particularly, between 2015 and 2017 Indonesia was the third fastest-growing destination for Australian university students, behind only Italy and China (which grew by an average 30% and 23.5% respectively each year during the same period).



Learning Abroad Trends 2015-2017

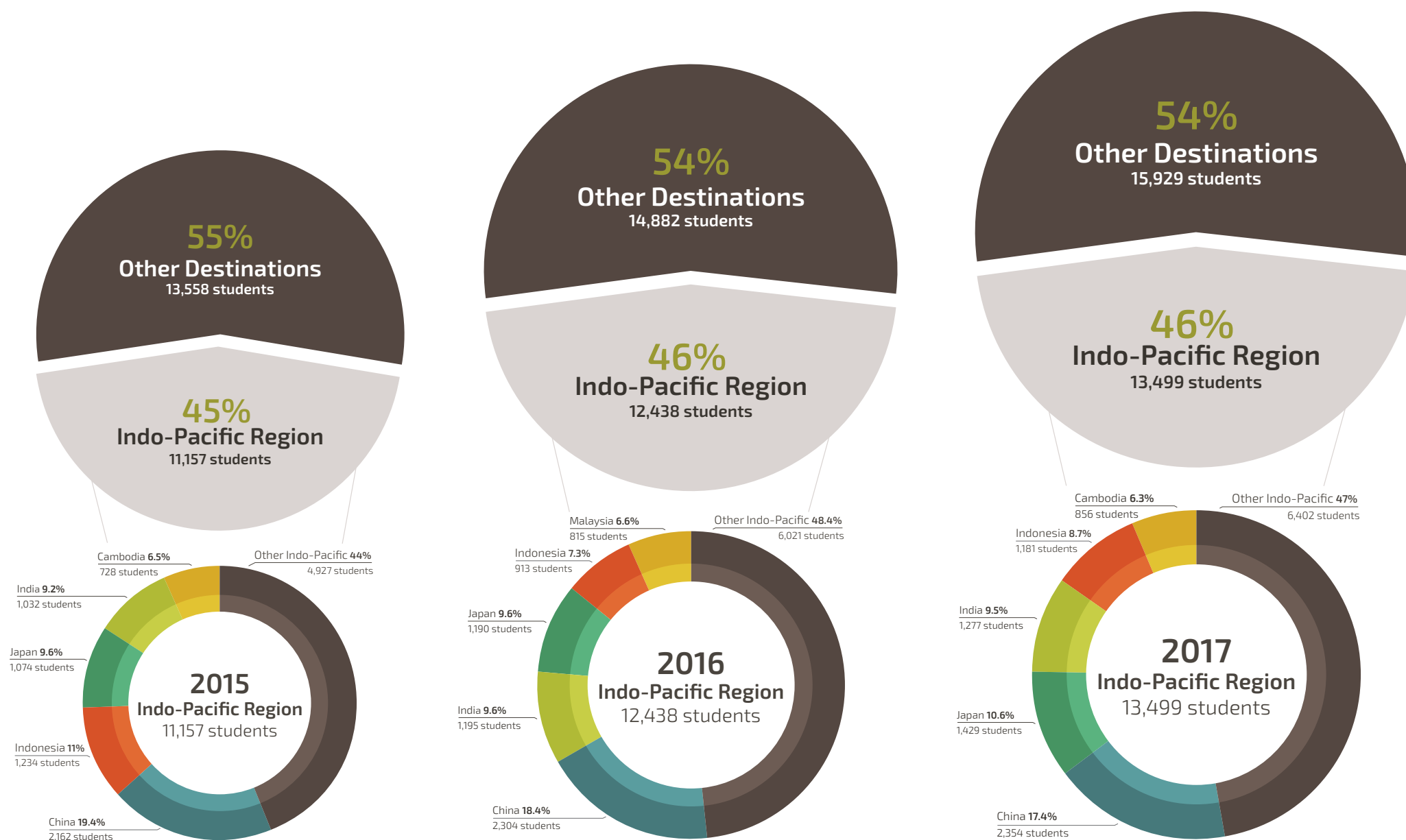
Top 10 destination countries for Australian University students

2017 (49,263 students)				2016 (44,045 students)				2015 (38,144 students)			
Top Destinations	Rank	Student numbers	% of Student Cohort	Rank	Student numbers	% of Student Cohort	Rank	Student numbers	% of Student Cohort		
China	1	5,526	11.2%	2	4,542	10.3%	2	3,524	12.5%		
		Growth yoy	21.66%		Growth yoy	6.12%		Growth yoy	20.03%		
USA	2	5,472	11.1%	1	5,061	11.5%	1	4,769	9.2%		
		Growth yoy	8.12%		Growth yoy	28.89%		Growth yoy	-2.96%		
UK	3	4,065	8.3%	3	3,486	7.9%	3	3,304	8.7%		
		Growth yoy	16.61%		Growth yoy	5.51%		Growth yoy	17.65%		
Italy	4	2,142	4.3%	4	1,874	4.3%	9	1,266	3.3%		
		Growth yoy	14.30%		Growth yoy	48.03%		Growth yoy	27.97%		
Japan	5	2,066	4.2%	5	1,748	4.0%	6	1,427	3.7%		
		Growth yoy	18.19%		Growth yoy	22.49%		Growth yoy	17.68%		
India	6	1,789	3.6%	6	1,656	3.8%	7	1,391	3.6%		
		Growth yoy	8.03%		Growth yoy	19.05%		Growth yoy	32.09%		
Canada	7	1,747	3.5%	8	1,546	3.5%	5	1,468	3.8%		
		Growth yoy	13%		Growth yoy	5.31%		Growth yoy	-4.16%		
Indonesia	8	1,724	3.5%	9	1,401	3.2%	4	1,675	4.4%		
		Growth yoy	23.05%		Growth yoy	-16.36%		Growth yoy	54.38%		
Germany	9	1,522	3.1%	7	1,593	3.6%	8	1,339	3.5%		
		Growth yoy	-4.46%		Growth yoy	18.97%		Growth yoy	27.15%		
Singapore	10	1,285	2.6%	-	-	-	-	-	-		
		Growth yoy	-		Growth yoy	-		Growth yoy	-		
All other	-	21,925	44.5%	-	21,138	48%	-	17,981	47.1%		
		Growth yoy	3.72%		Growth yoy	17.56%		Growth yoy	25.49%		
Total		49,263	100%		44,045	100%		38,144	100%		
		Growth yoy	11.85%		Growth yoy	15.47%		Growth yoy	19.53%		

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.
AUIDF, Outgoing international mobility of Australian university students 2017 (in 2018). AUIDF, January 2019, 14, 32-34.

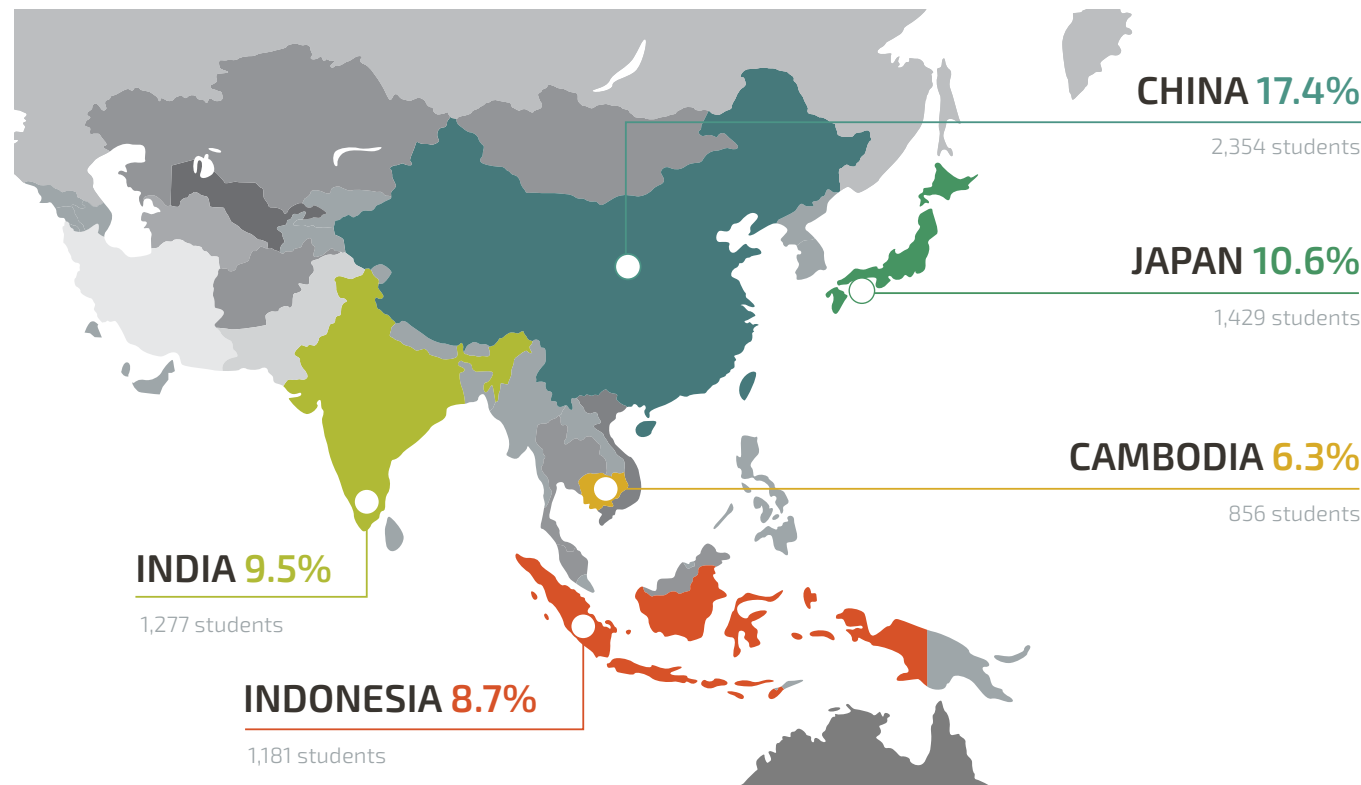
Outbound Mobility to the Indo-Pacific: 2015-2017

as a proportion of total Australian domestic undergraduate students studying abroad



Top 5 Indo-Pacific Destinations: 2017

for Australian domestic undergraduate students studying abroad



Indonesia in fourth place

Of the 13,499 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 2017, 8.7% (or 1,181 students) did so in Indonesia. Indonesia ranked as the fourth most popular destination – behind China (2,354 students), Japan (1,429 students), India (1,277 students) and ahead of Cambodia (856 students).

Between 2015 and 2017 Indonesia was the second fastest-growing destination for Australian domestic undergraduate students, with the annual number of domestic undergraduates pursuing learning abroad experiences in Indonesia increasing by an average of 20% each year during the three-year period in question. Only India grew faster, at an average of 21% each year during the same period.

Overall, the number of Australian domestic undergraduates pursuing learning abroad in the Indo-Pacific increased significantly between 2014 and 2017 – from 8,437 in 2014 to 13,499 in 2017. This constitutes a 60% increase in just three years. However, while student 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.

Sources: Potts, Davina. *Students from Australian Universities in Learning Abroad 2014*. Report presented at the Australian Universities International Directors Forum. AUIDF, 2016, 2.4.10.24, 34-35.
Australian Universities Director's Forum (AUIDF). *Outgoing international mobility of Australian university students 2015 (in 2016)*. AUIDF, December 2016, 17, 29.
Australian Universities Director's Forum (AUIDF). *Outgoing international mobility of Australian university students 2016 (in 2017)*. AUIDF, February 2018, 19, 35.
Australian Universities Director's Forum (AUIDF). *Outgoing international mobility of Australian university students 2017 (in 2018)*. AUIDF, October 2018, 17, 23.

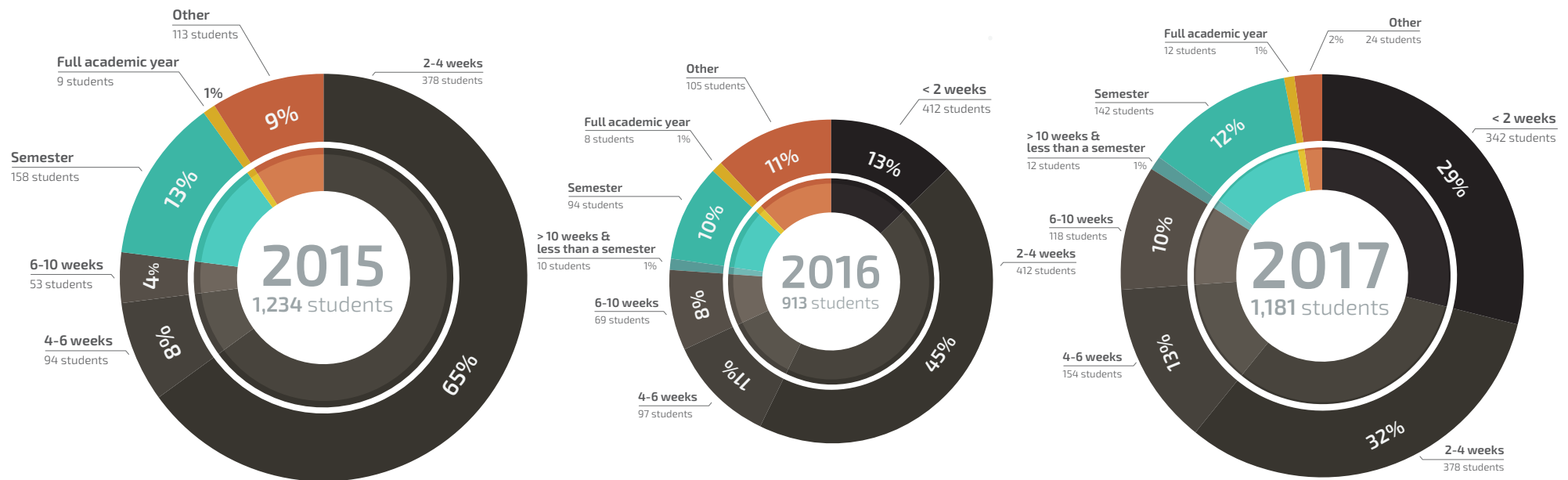
Duration of study in Indonesia in 2015-2017

by Australian domestic undergraduate students

Despite the current policy settings of the Australian Government's New Colombo Plan clearly prioritising the incentivisation of semester-length (or longer) learning abroad experiences, it was still the case that 720 (or 61%) of the 1,181 Australian domestic undergraduate students who studied in Indonesia in 2017 did so on short-term programs of less than four weeks' duration. By contrast, only 154 (or 13%) are reported to have studied in Indonesia for a semester or more during the same period.

A significant year-on-year increase (29%) in the overall number of Australian domestic undergraduate students undertaking learning abroad experiences in Indonesia was recorded in 2017. This increase was most pronounced in the number of short-term

experiences of less than 2 weeks' duration recorded (up 191% on 2016). Significant growth was also seen in the number of experiences of 6-10 weeks in duration recorded (up 70% on 2016), 4-6 weeks in duration (up 59% on 2016), and semester-length experiences (up 51% on 2016). Conversely, 2017 saw a modest year-on-year decrease in the number of students undertaking learning abroad experiences of between 2-4 weeks in length (down 8% on 2016). The number of Australian domestic undergraduate students undertaking a full academic year abroad in Indonesia each year has remained low (between 8 and 12 students annually) during the period 2015-2017.



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). *Learning Abroad 2016 (in 2017)*. (AUIDF, November 2017), 54.
 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). *Outgoing international mobility of Australian university students 2017 (in 2018)*. AUIDF, October 2018, 45.

Duration of study in Indonesia in 2015-2017

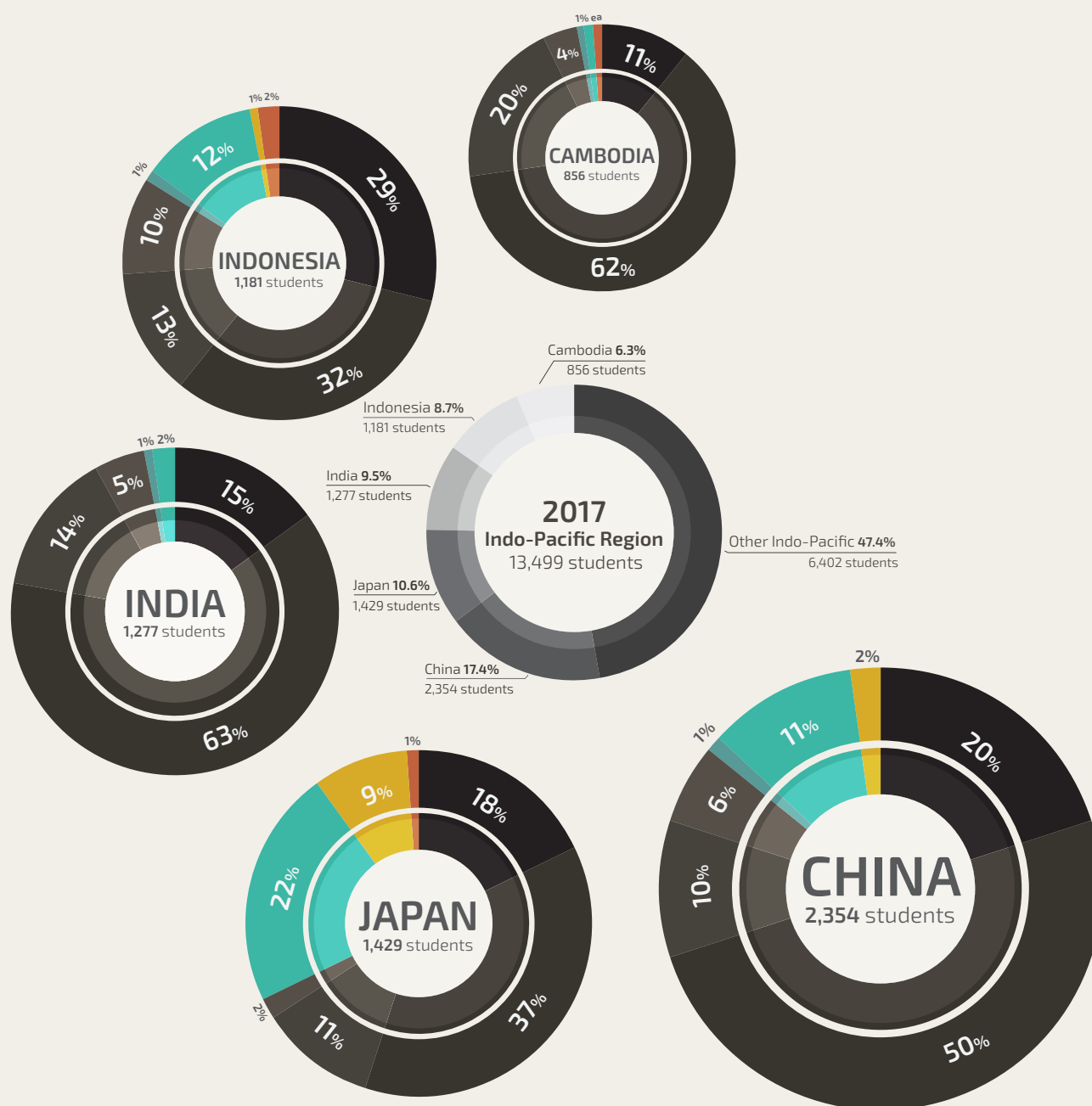
by Australian domestic undergraduate students

	2017 (1,181 students)		2016 (913 students)		2015 (1,234 students)	
Study length	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort
< 2 weeks	342 students	29%	118 students	13%	-	-
Growth yoy	191%	-	-	-	-	-
2-4 weeks	378 students	32%	412 students	45%	807 students	65%
Growth yoy	-8%	-	-49%	-	73%	-
> 4-6 weeks	154 students	13%	97 students	11%	94 students	8%
Growth yoy	59%	-	3%	-	30%	-
> 6-10 weeks	118 students	10%	69 students	8%	53 students	4%
Growth yoy	70%	-	31%	-	179%	-
> 10 weeks	12 students	1%	10 students	1%	2 students	0%
Growth yoy	18%	-	307%	-	-86%	-
Semester	142 students	12%	94 students	10%	158 students	13%
Growth yoy	51%	-	-40%	-	204%	-
Full academic year	12 students	1%	8 students	1%	9 students	1%
Growth yoy	44%	-	-5%	-	8%	-
Other	24 students	2%	105 students	11%	111 students	9%
Growth yoy	-78%	-	-5%	-	41%	-
Total	1,181 students	100%	913 students	100%	1,234 students	100%
Growth yoy	29%		-26%		73%	

Duration of study in the Indo-Pacific region in 2017 by Australian domestic undergraduate students

If we compare the duration of learning abroad experiences undertaken in Indonesia by Australian domestic undergraduate students in 2017 to the duration of experiences undertaken in the other top-five Indo-Pacific destinations for 2017 – China, India, Japan, and Cambodia – 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 2017, of the 1,429 Australian domestic undergraduate students who studied abroad in Japan, 443 (or 31%) did so for a semester or longer. By comparison, only 13% (or 306) of the students who studied abroad in China in 2017, 11% (or 154) of the 1,181 students who studied abroad in Indonesia, and 2% (or 26) of the 1,277 students who studied abroad in India, did so for a semester or longer.



Duration of study in the Indo-Pacific region in 2017

by Australian domestic undergraduate students

	China (2,354 students)		Japan (1,429 students)		India (1,277 students)		Indonesia (1,181 students)		Cambodia (856 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	471 students	20%	257 students	18%	192 students	15%	342 students	29%	94 students	11%
2-4 weeks	1,177 students	50%	529 students	37%	805 students	63%	378 students	32%	531 students	62%
> 4-6 weeks	235 students	10%	157 students	11%	179 students	14%	154 students	13%	171 students	20%
> 6-10 weeks	141 students	6%	29 students	2%	64 students	5%	118 students	10%	34 students	4%
> 10 weeks	24 students	1%	0 students	0%	13 students	1%	12 students	1%	9 students	1%
Semester	259 students	11%	314 students	22%	26 students	2%	142 students	12%	9 students	1%
Full academic year	47 students	2%	129 students	9%	0 students	0%	12 students	1%	0 students	0%
Other	0 students	0%	14 students	1%	0 students	0%	24 students	2%	9 students	1%
Total	2,354 students	100%	1,429 students	100%	1,277 students	100%	1,181 students	100%	856 students	100%

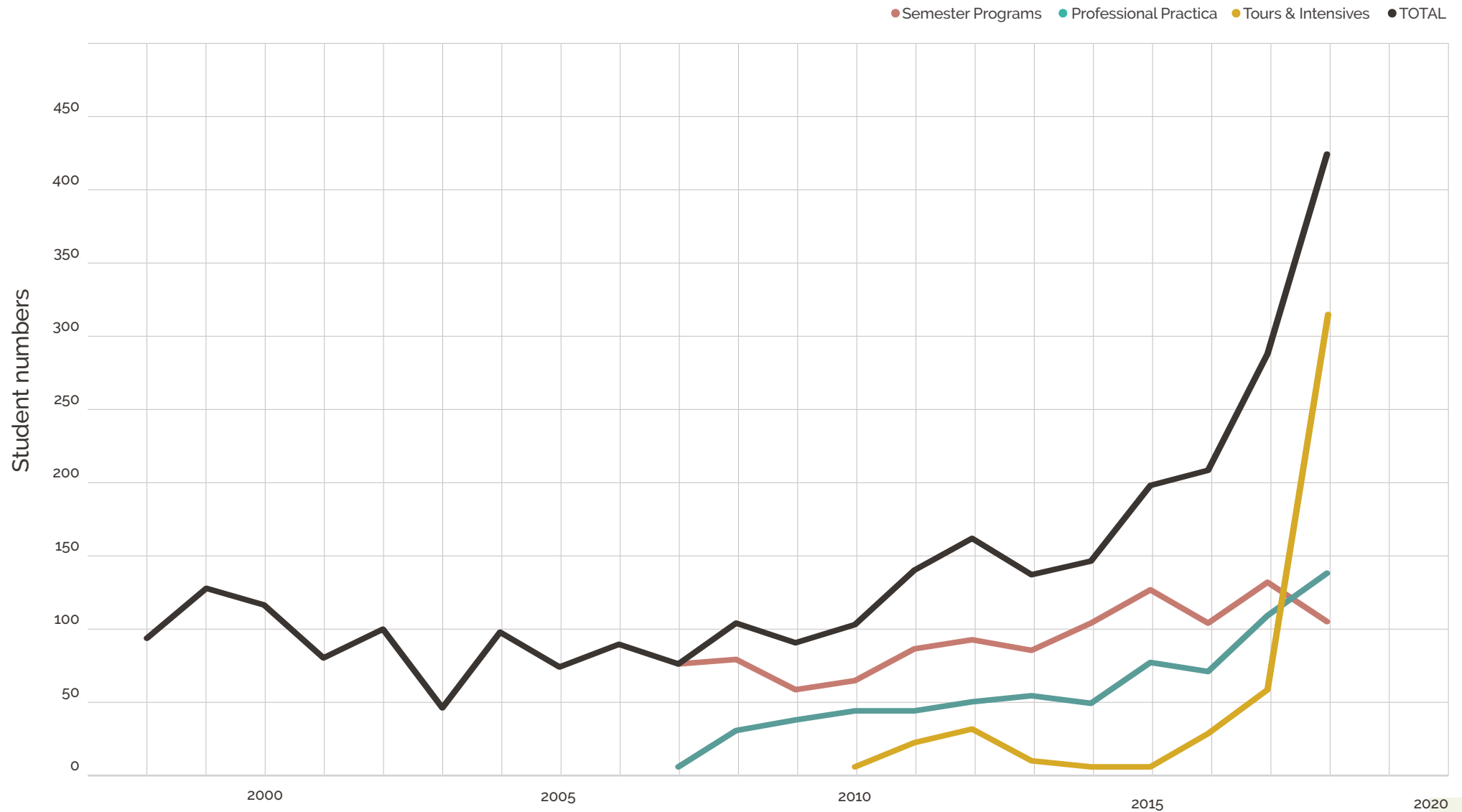


04

ACICIS Student Numbers 1998-2018



ACICIS Student Numbers: 1998-2018



Following an historical low point of 41 students for the academic year 2003, between 2004 and 2010, ACICIS made slow progress towards restoring student numbers to something approaching their pre-2000 high-water mark. This progress was achieved 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. Since 2011, with the exception of a modest year-on-year decline in student numbers in 2013, growth in ACICIS student numbers has been rapid and constant.

Growth in the size of ACICIS' total annual student cohort over the past five years (2014-18) has been particularly rapid due to the bipartisan commitment at the Commonwealth-level to provide Australian Government funding for outbound student mobility to the Indo-Pacific. This investment of Commonwealth funding was firstly channelled via the 'AsiaBound' initiative launched in early 2013, and then – from late 2014 – via the 'New Colombo Plan'. Since 2014 the consortium has experienced significant growth across all of its program formats, however this growth has been most pronounced within ACICIS' six-week professional practica and 2-3-week tours

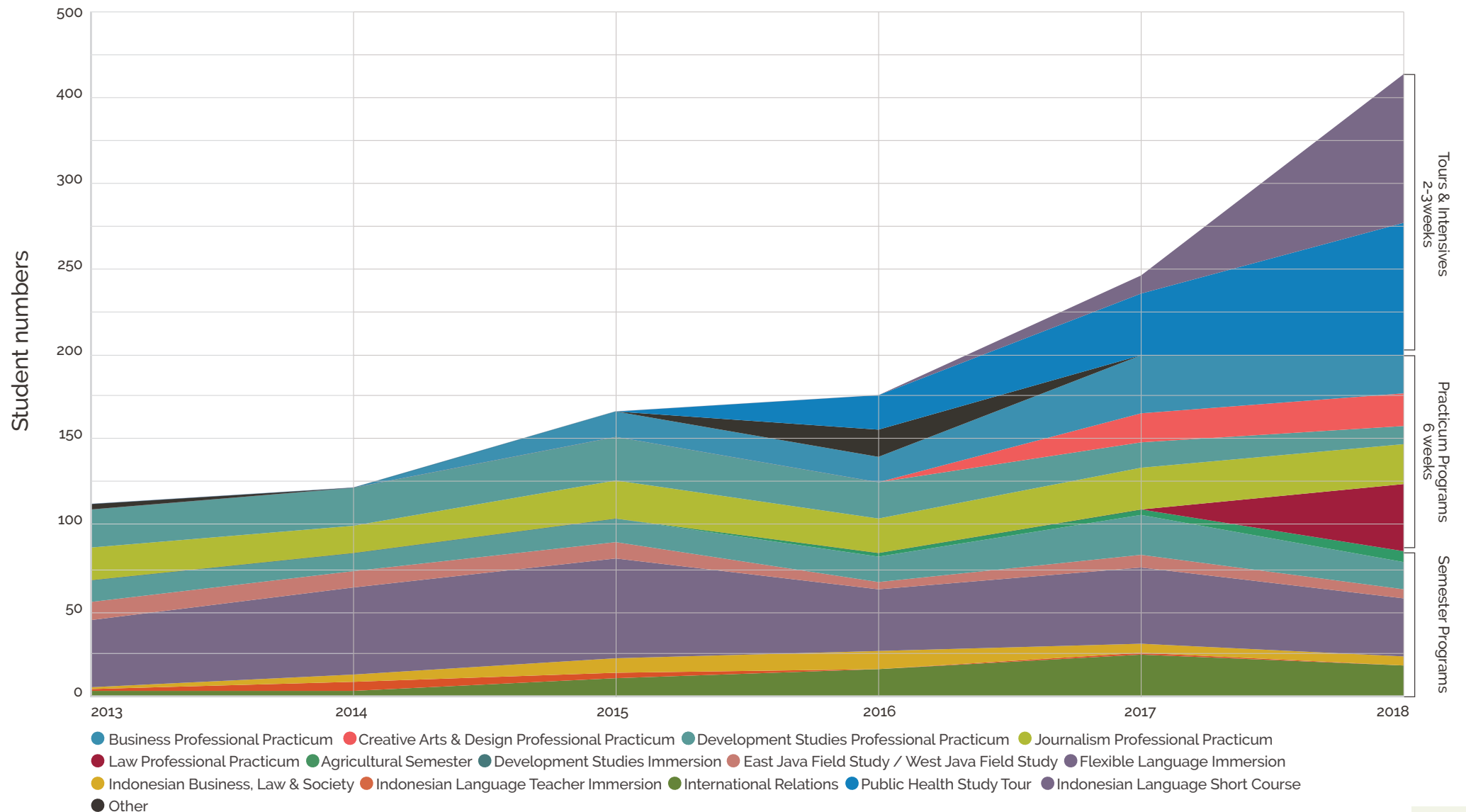
and intensives. During the period 2013-2018, annual semester program enrolments have increased approximately 5% each year. Professional practica enrolments have increased by approximately 22% each year, and student enrolments in ACICIS tours and intensives have exploded – growing at an annual rate of 117% during the same five-year period.

Despite the considerable volatility in ACICIS student numbers experienced over the past two decades, ACICIS semester student numbers have grown by approximately 1% per year during the twenty years from 1998 to 2018. Overall student numbers, meanwhile, have increased by approximately 8% per year. In 2016, for the first time in the consortium's history, ACICIS surpassed the milestone of a total annual in-country cohort of 200 students. In 2018, ACICIS surpassed two further significant milestones in a single year: firstly that of 300 students in-country annually and then 400 students. ACICIS is poised to pass the consortium's next milestone of over 500 students annually in-country from 2019.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total Avg. Growth yoy
Semester Programs	90	125	113	76	96	41	94	70	86	72	75	54	60	82	89	81	100	124	100	129	101	2,028
<i>Growth yoy</i>	-8%	39%	-10%	-33%	26%	-57%	129%	-26%	23%	-16%	4%	-28%	11%	37%	9%	-9%	23%	24%	-19%	29%	-22%	1%
Professional Practica	-	-	-	-	-	-	-	-	-	-	25	33	39	39	45	49	44	73	66	106	135	654
<i>Growth yoy</i>	-	-	-	-	-	-	-	-	-	-	-	32%	18%	6%	15%	9%	-10%	66%	-10%	61%	27%	18%
Tours & Intensives	-	-	-	-	-	-	-	-	-	-	-	-	-	17	26	4	0	0	23	54	193	317
<i>Growth yoy</i>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	53%	-85%	-100%	-	-	29%	257%	41%
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	-	-	19
<i>Growth yoy</i>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	90	125	113	76	96	41	94	70	86	72	100	87	99	138	160	134	144	197	208	289	429	2,848
<i>Growth yoy</i>	-8%	39%	-10%	-33%	26%	-57%	129%	-26%	23%	-16%	39%	-13%	14%	39%	16%	-16%	7%	37%	6%	39%	48%	8%

Visualisation of Program Participation 2013-2018

Year-on-year growth of ACICIS student cohort



		2013		2014		2015		2016		2017		2018		Total	
Program		#	%	#	%	#	%	#	%	#	%	#	%	Avg. Growth yoy	
Tours & Intensives	2-3 weeks	LANGUAGE								12	4%	90	21%	102	
		Growth yoy								n/a		650%		650%	
		PUBLIC HEALTH						23	11%	42	15%	103	24%	168	
		Growth yoy						n/a		83%		145%		112%	
		OTHER	4	3%	0	0	0	0	19	9%					19
Growth yoy	-85%						n/a						n/a		
Practicum Programs	6 weeks	BUSINESS				18	9%	18	9%	40	14%	27	6%	103	
		Growth yoy				n/a		0%		122%		-33%		14%	
		CREATIVE ARTS								20	7%	22	5%	42	
		Growth yoy								n/a		22%		10%	
		DVLPMNT STUDIES	27	20%	25	17%	30	15%	25	12%	18	6%	13	3%	138
		Growth yoy	13%		-7%		20%		-17%		-28%		-28%		-14%
		JOURNALISM	22	16%	19	13%	25	13%	23	11%	28	10%	27	6%	144
		Growth yoy	5%		-14%		32%		-8%		22%		-4%		4%
Semester Programs		LAW										46	11%	46	
		Growth yoy										n/a		n/a	
		AGRICULTURE							3	1%	4	1%	7	2%	14
		Growth yoy							n/a		33%		75%		53%
		DVLPMNT STUDIES	15	11%	13	9%	17	9%	17	8%	27	9%	19	4%	108
		Growth yoy	200%		-13%		31%		0%		65%		-30%		5%
		FIELD STUDY	13	10%	11	8%	11	6%	5	2%	8	3%	6	1%	54
		Growth yoy	-38%		-15%		0%		-55%		59%		-25%		-14%
		LANGUAGE	46	34%	60	42%	69	35%	42	20%	53	18%	40	9%	310
		Growth yoy	-4%		30%		15%		-39%		26%		-25%		3%
		BUSINESS & LAW	1	1%	5	3%	9	5%	13	6%	6	2%	6	1%	40
		Growth yoy	0%		400%		80%		44%		-54%		0%		43%
	EDUCATION	1	1%	6	4%	4	2%	0	0%	1	<1%	0	0%	12	
	Growth yoy	-86%		500%		-33%		-100%		n/a		-100%		-100%	
	INT'L. RELATIONS	5	4%	5	3%	14	7%	20	10%	30	10%	23	5%	97	
	Growth yoy	-29%		0%		180%		43%		50%		-23%		36%	
Total		134		144		197		208		289		429		1,401	
Growth yoy		-16%		7%		37%		6%		39%		48%		26%	

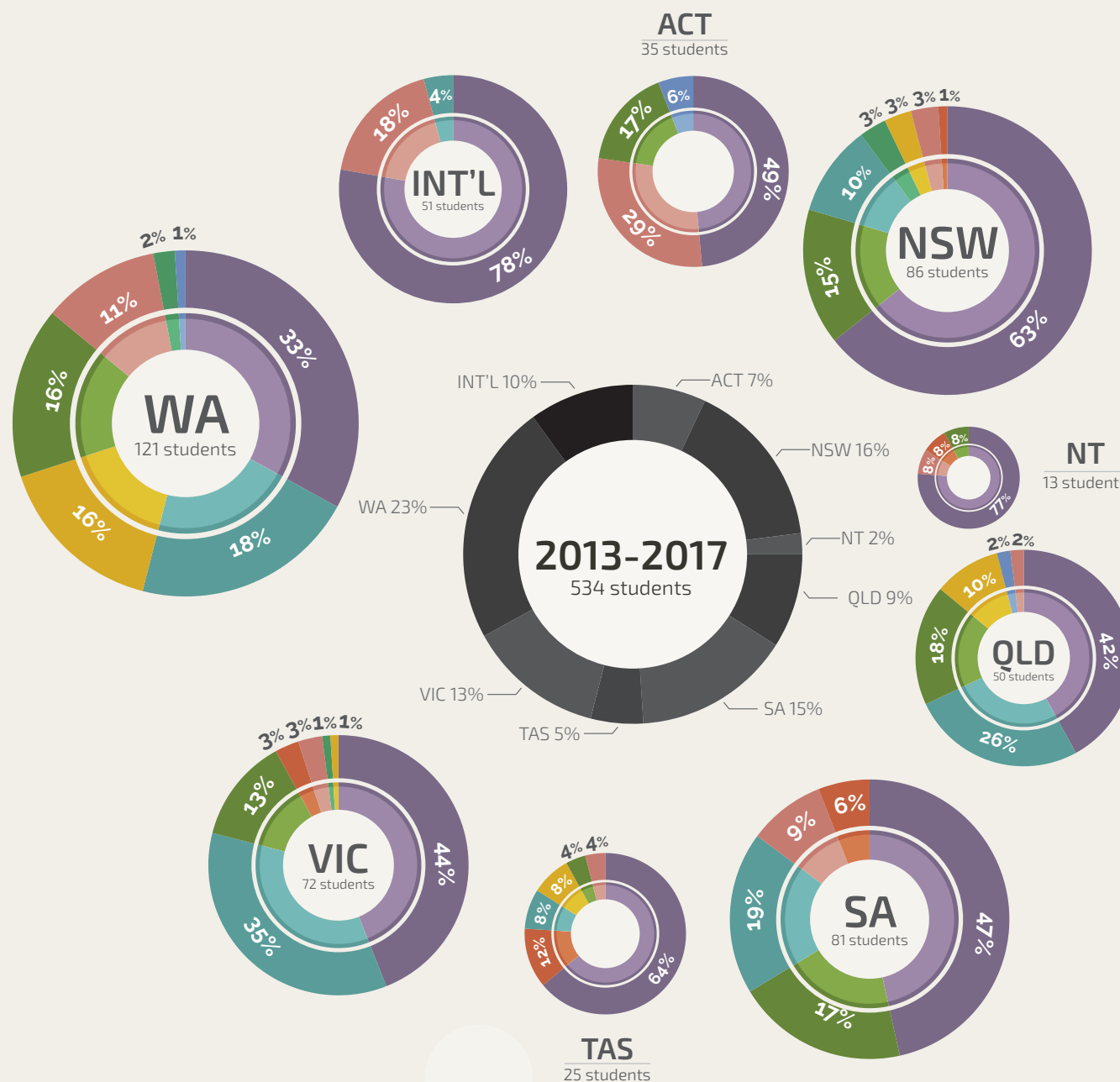
In 2013, ACICIS sent 134 students to Indonesia on nine separate study options. In 2018, 429 students studied in Indonesia on 13 distinct study options. Since 2013, total annual student numbers have increased approximately 26% each year. Semester program enrolments have increased approximately 5% each year, while professional practica enrolments have increased by approximately 22% each year. Student enrolments in tours and intensives have exploded since they were introduced in 2016 – growing at an annual rate of 117% over the past two years.

2018 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 2013, sixty percent of ACICIS' annual student cohort was made up of students undertaking semester programs. In 2018, semester program enrolments made up just 24% of the consortium's annual student numbers. The consortium's two biggest programs by student volume in 2018 were the three-week Indonesian Language Short Course (ILSC) and the two-week Public Health Study Tour (PHST). These two programs together accounted almost half (45%) of the consortium's total student numbers for 2018. Enrolments in the consortium's six-week professional practicum programs, meanwhile, accounted for roughly one-third (31%) of ACICIS' total student numbers in 2018. Practicum program enrolments as a proportion of the consortium's total annual student cohort have been remarkably stable over the five-year period 2014-2018.

2013-2017

Semester Programs

Participation by state



	% of total student numbers 2013-2017	Student numbers 2013-2017	Student numbers 2017
WA	23%	121 students	36 students
NSW	16%	86 students	33 students
SA	15%	81 students	16 students
VIC	13%	72 students	17 students
INT'L	10%	51 students	7 students
QLD	9%	50 students	10 students
ACT	7%	35 students	5 students
TAS	5%	25 students	4 students
NT	2%	13 students	1 students
Total	100%	534 students	129 students

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

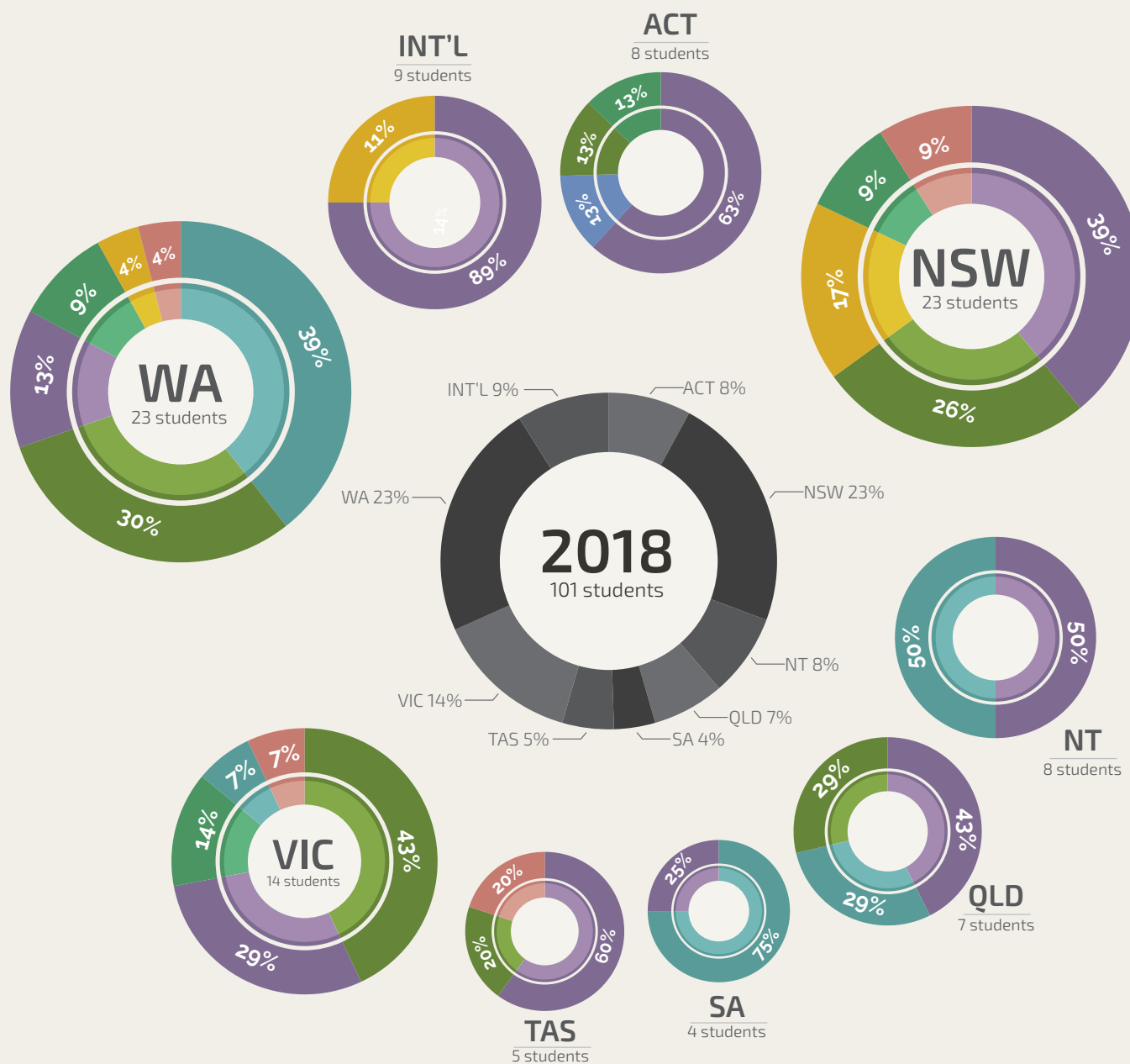
2018

Semester Programs

Participation by state

	% of total student numbers 2018	Student numbers 2018	% Change on 2017
NSW	23%	23 students	-30%
WA	23%	23 students	-36%
VIC	14%	14 students	-18%
INT'L	9%	9 students	29%
ACT	8%	8 students	60%
NT	8%	8 students	700%
QLD	7%	7 students	-30%
TAS	5%	5 students	25%
SA	4%	4 student	-75%
Total	100%	101 students	-22%

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



2013-2017 Semester Programs

Participation by member university

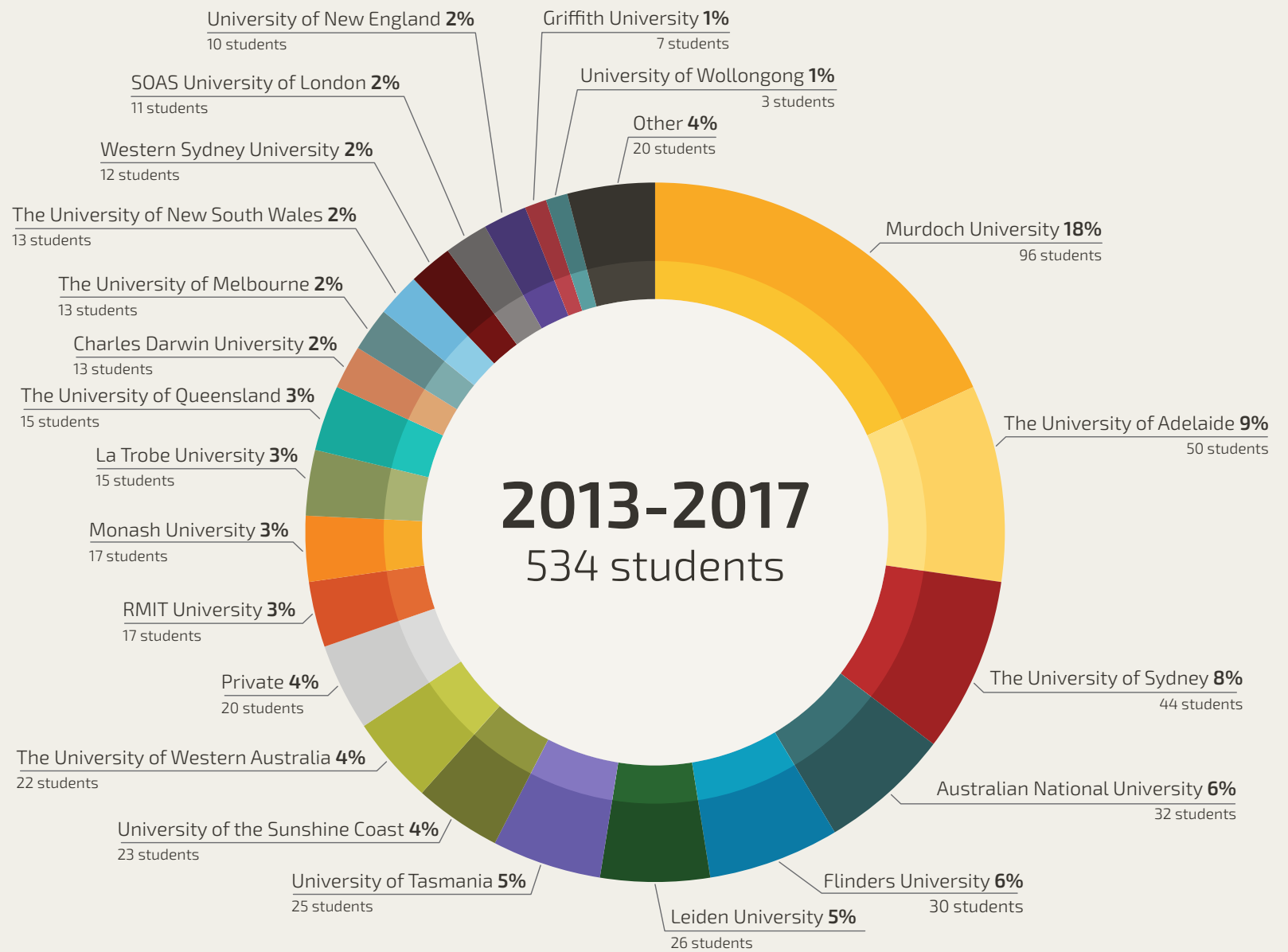
	% of total student numbers 2013-2017	Student numbers 2013-2017
Murdoch University	18%	96 students
The University of Adelaide	9%	50 students
The University of Sydney	8%	44 students
Australian National University	6%	32 students
Flinders University	6%	30 students
Leiden University	5%	26 students
University of Tasmania	5%	25 students
University of the Sunshine Coast	4%	23 students
The University of Western Australia	4%	22 students
Private	4%	20 students
RMIT University	3%	17 students
Monash University	3%	17 students
La Trobe University	3%	15 students
The University of Queensland	3%	15 students
Charles Darwin University	2%	13 students
The University of Melbourne	2%	13 students
The University of New South Wales	2%	13 students
Western Sydney University	2%	12 students
SOAS University of London	2%	11 students

	% of total student numbers 2013-2017	Student numbers 2013-2017
University of New England	2%	10 students
Griffith University	1%	7 students
University of Wollongong	1%	3 students
Other	4%	20 students
Total	100%	534 students

For the five years prior to 2018, the primary source university for ACICIS semester program students has been Murdoch University by a significant margin.

Between 2013 and 2017, 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 University of Adelaide, The University of Sydney, The Australian National University, 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.



2018 Semester Programs

Participation by member university

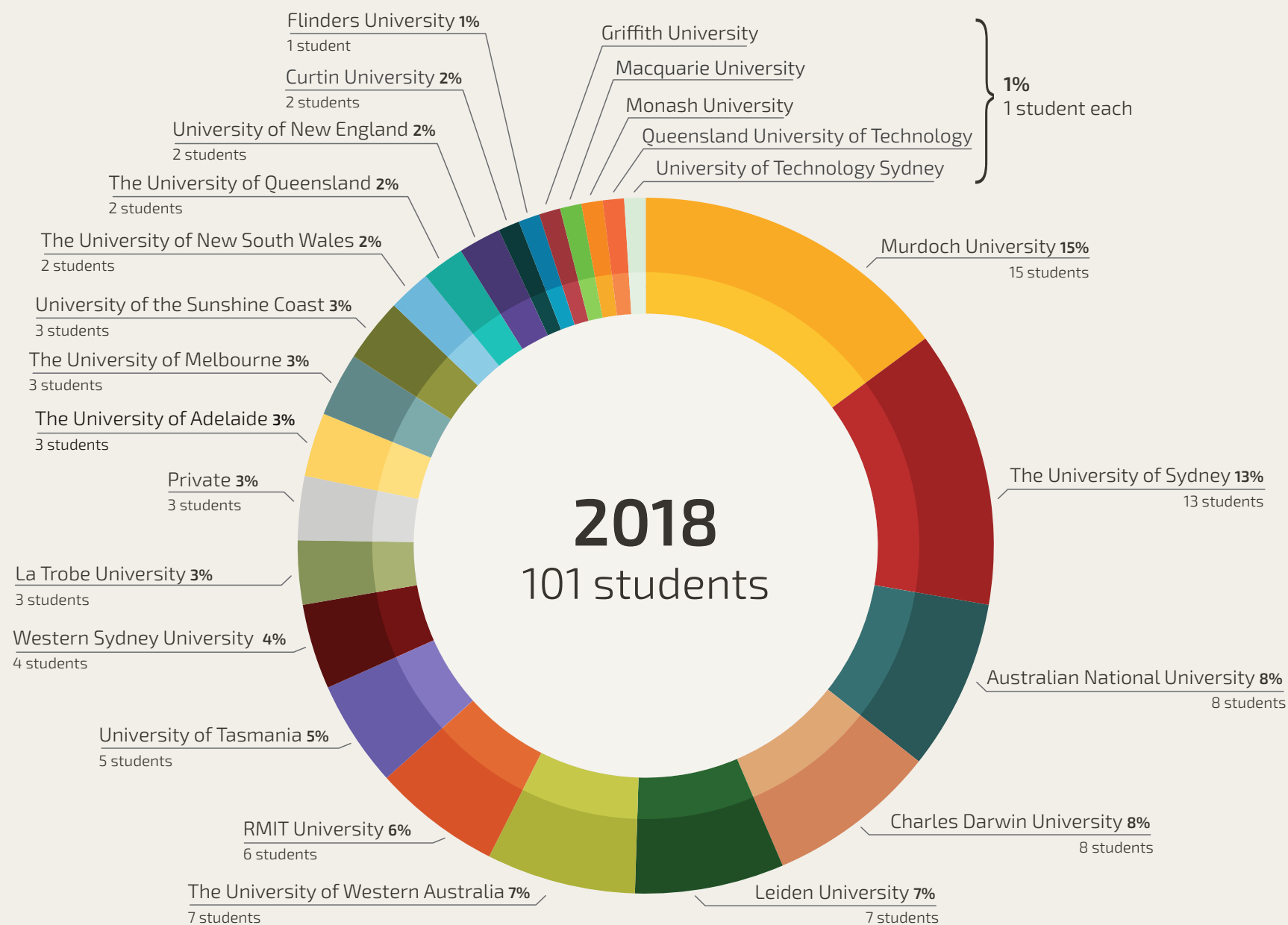
	% of total student numbers 2018	Student numbers 2018	Student numbers 2017	% Change on 2017
Murdoch University	15%	15 students	25 students	-40%
The University of Sydney	13%	13 students	12 students	8%
Australian National University	8%	8 students	5 students	60%
Charles Darwin University	8%	8 students	1 student	700%
Leiden University	7%	7 students	5 students	40%
The University of Western Australia	7%	7 students	11 students	-36%
RMIT University	6%	6 students	5 students	20%
University of Tasmania	5%	5 students	4 students	25%
Western Sydney University	4%	4 students	8 students	-50%
La Trobe University	3%	3 students	5 students	-40%
Private	3%	3 students	0 students	n/a
The University of Adelaide	3%	3 students	11 students	-73%
The University of Melbourne	3%	3 students	1 student	200%
University of the Sunshine Coast	3%	3 students	4 students	-25%
The University of New South Wales	2%	2 students	8 students	-75%
The University of Queensland	2%	2 students	3 students	-33%
University of New England	2%	2 students	3 students	-33%
Curtin University	1%	1 student	0 students	n/a
Flinders University	1%	1 student	5 students	-80%
Griffith University	1%	1 student	2 students	-50%
Macquarie University	1%	1 student	1 student	0%

	% of total student numbers 2018	Student numbers 2018	Student numbers 2017	% Change on 2017
Monash University	1%	1 student	6 students	-83%
Queensland University of Technology	1%	1 student	1 student	0%
University of Technology Sydney	1%	1 student	1 student	0%
Other	0%	0 students	2 students	-100%
Total	100%	101 students	129 Students	-22%

In 2018, total ACICIS semester program enrolments declined by 22% year-on-year. A total of 101 students undertook semester programs in Indonesia through ACICIS in 2018 – down from 129 students in 2017.

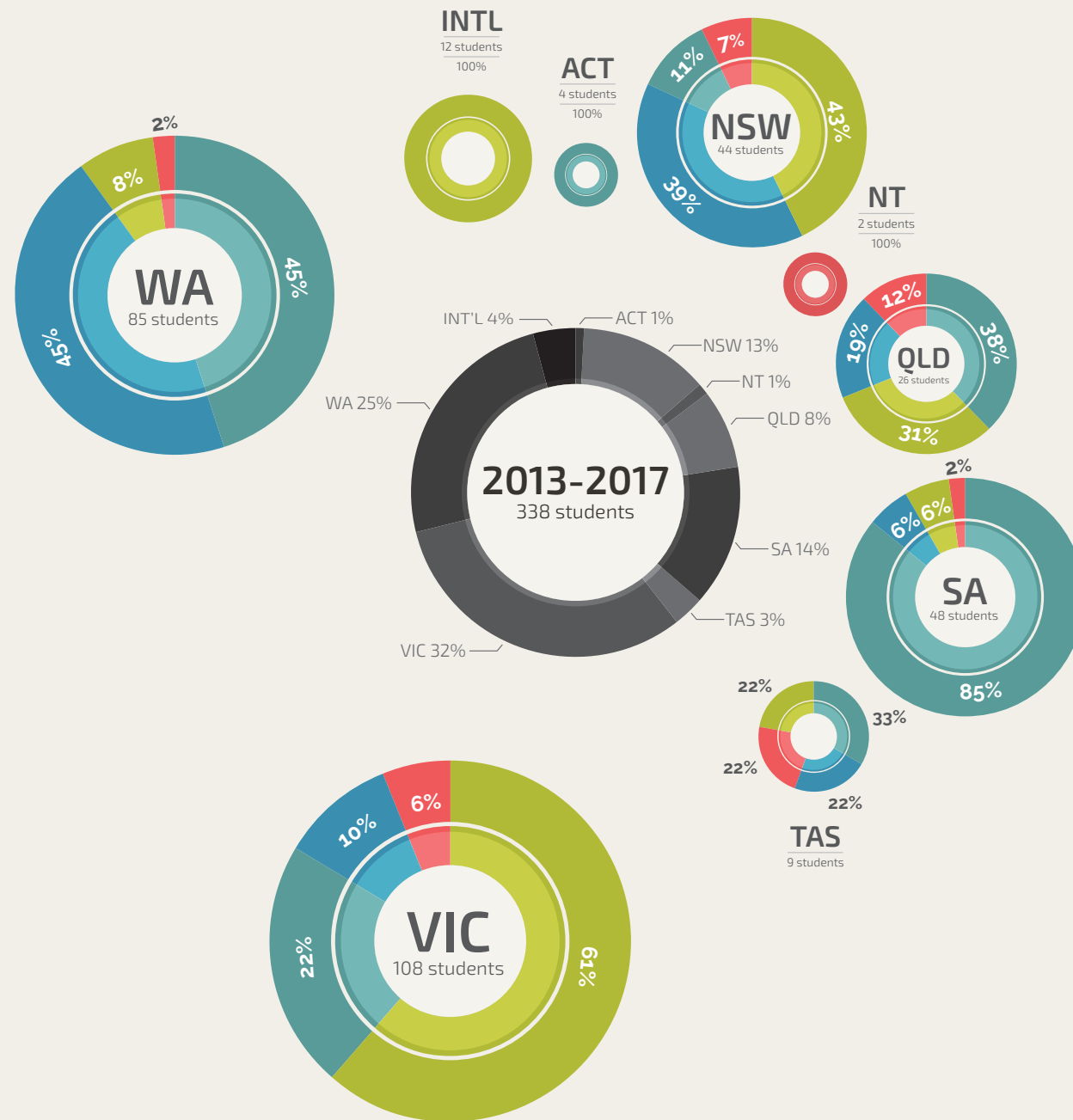
This decline in the size of the annual semester student cohort in 2018 was due to significant year-on-year decreases in student numbers from historical key source universities including Murdoch University (down 40% on 2017), The University of Adelaide (down 73%), The University of New South Wales (down 75%), and Monash University (down 83%).

These decreases were partially offset by significant year-on-year increases in student numbers from Charles Darwin University (up 700% on 2017), The Australian National University (up 60%), The University of Melbourne (up 200%), and Leiden University (up 40%).



2013-2017 Professional Practica

Participation by state



	% of total student numbers 2013-2017	Student numbers 2013-2017	Student numbers 2017
VIC	32%	108 students	20 students
WA	25%	85 students	24 students
SA	14%	48 students	12 students
NSW	13%	44 students	28 students
QLD	8%	26 students	13 students
INT'L	4%	12 students	3 students
TAS	3%	9 students	4 students
ACT	1%	4 students	0 students
NT	1%	2 students	2 students
Total	100%	338 students	106 students

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

2018

Professional Practica

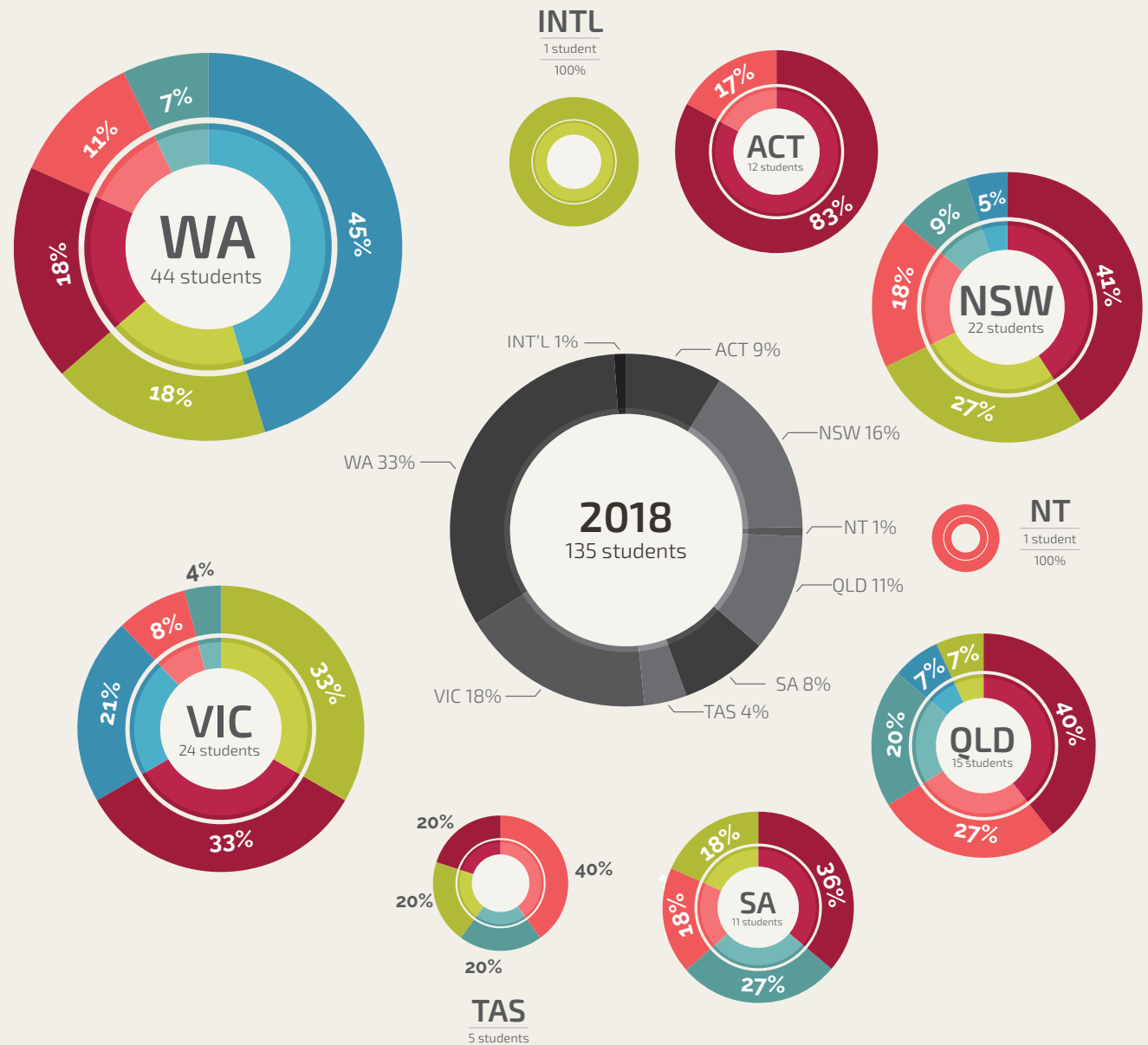
Participation by state

	% of total student numbers 2018	Student numbers 2018	% Change on 2017
WA	33%	44 students	83%
VIC	18%	24 students	20%
NSW	16%	22 students	-21%
QLD	11%	15 students	15%
ACT	9%	12 students	-
SA	8%	11 students	-8%
TAS	4%	5 students	25%
INT'L	1%	1 students	-67%
NT	1%	1 students	-50%
Total	100%	135 students	27%

* Business Professional Practicum established in 2015

* Creative Arts & Design Professional Practicum established in 2017

* Law Professional Practicum established in 2018



2013-2017

Professional Practica

Participation by member university

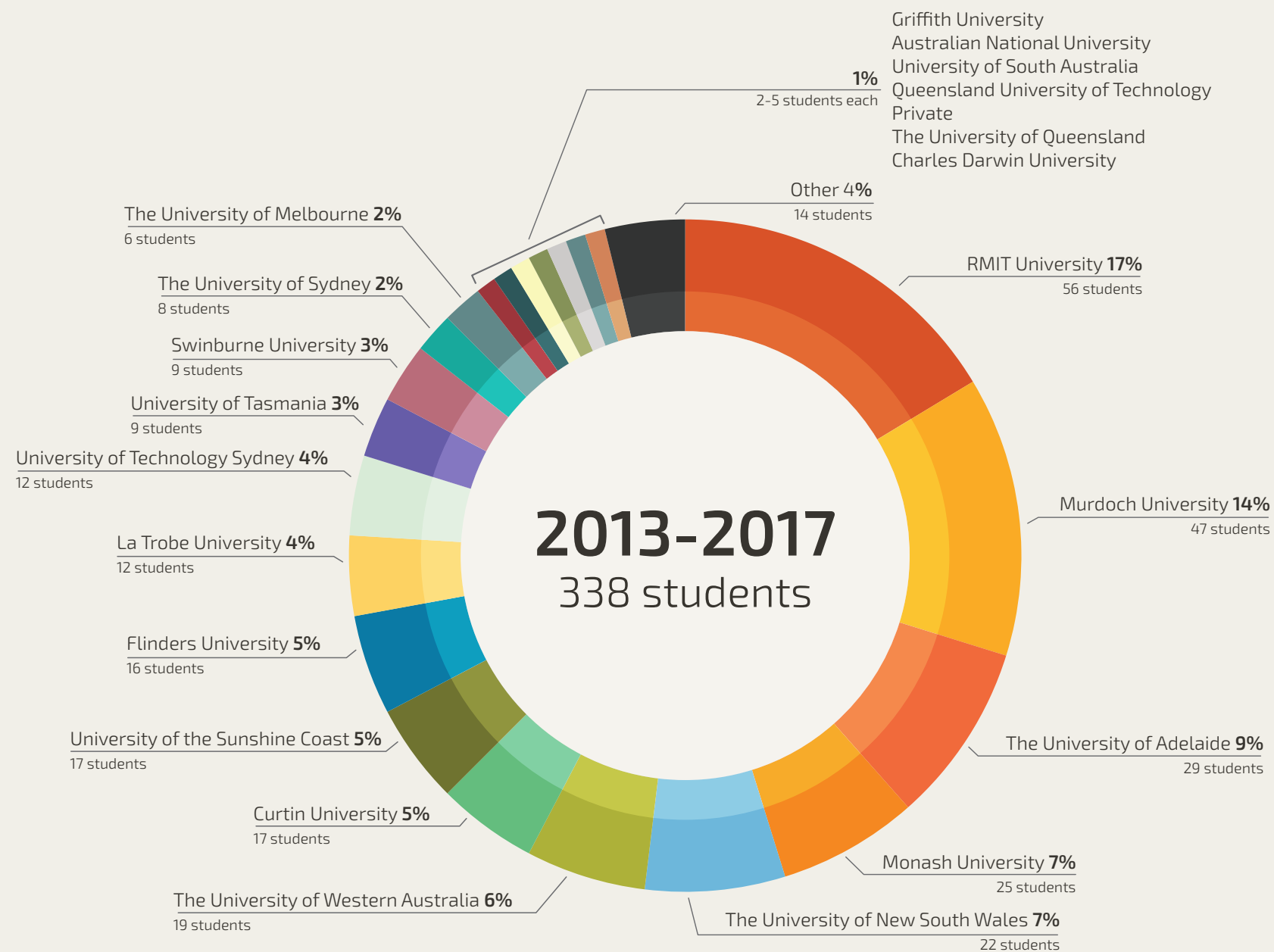
Since 2014, ACICIS has added three new discipline streams to the consortium's suite of six-week professional practicum programs run in Indonesia each year during the Australian university summer vacation period. These new practicum offerings include: the Business Professional Practicum established in 2015; the Creative Arts and Design Professional Practicum established in 2017; and the Law Professional Practicum established in 2018. A further two practicum programs – in sustainable tourism and in agriculture – were piloted in January 2019. Thus, from 2019, ACICIS will be running a total of seven professional practicum programs each year – up from just two of these programs in 2014.

Professional practicum program enrolments as a percentage of the consortium's total annual student cohort have been remarkably constant over the five-year period 2013-2017, accounting for roughly one-third (or between 31% and 37%) of annual student numbers. This constancy is particularly noteworthy given the rapid growth in the annual practicum cohort during this period: from 49 students in 2013 to 106 students in 2017.

Since 2013 there has been a comparatively strong utilisation of ACICIS practicum programs by the consortium's Victorian universities – most notably RMIT University and, to a lesser extent, Monash University. While constituting just 13% of ACICIS semester program enrolments between 2013 and 2017, Victorian students made up 32% of ACICIS professional practicum program enrolments during this same period.

Notable also is the relative absence of students from The University of Sydney and the Australian National University participating in ACICIS professional practicum programs. While these two universities were, respectively, the third and fourth largest sources of ACICIS semester program students during the five years prior to 2018; they provided just 2% and 1% of total practicum enrolments over the same period.

	% of total student numbers 2013-2017	Student numbers 2013-2017
RMIT University	17%	56 students
Murdoch University	14%	47 students
The University of Adelaide	9%	29 students
Monash University	7%	25 students
The University of New South Wales	7%	22 students
The University of Western Australia	6%	19 students
Curtin University	5%	17 students
University of the Sunshine Coast	5%	17 students
Flinders University	5%	16 students
La Trobe University	4%	12 students
University of Technology Sydney	4%	12 students
University of Tasmania	3%	9 students
Swinburne University	3%	9 students
The University of Sydney	2%	8 students
The University of Melbourne	2%	6 students
Griffith University	1%	5 students
Australian National University	1%	4 students
University of South Australia	1%	3 students
Queensland University of Technology	1%	2 students
Private	1%	2 students
The University of Queensland	1%	2 students
Charles Darwin University	1%	2 students
Other	4%	14 students
Total	100%	338 students



2018 Professional Practica

Participation by member university

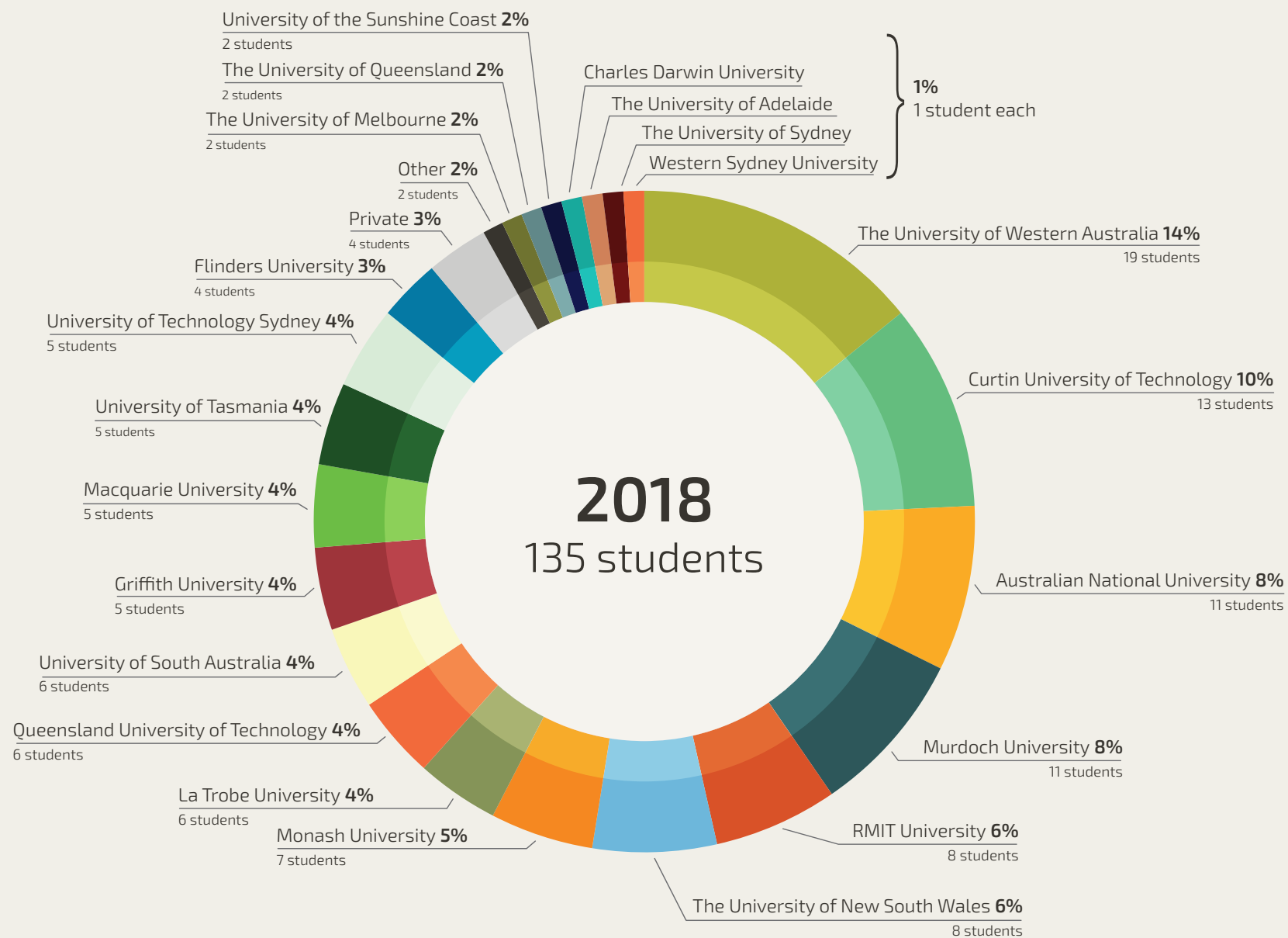
	% of total student numbers 2018	Student numbers 2018	Student numbers 2017	% Change on 2017
The University of Western Australia	14%	19 students	5 students	280%
Curtin University	10%	13 students	9 students	44%
Australian National University	8%	11 students	0 students	n/a
Murdoch University	8%	11 students	10 students	10%
RMIT University	6%	8 students	10 students	-20%
The University of New South Wales	6%	8 students	16 students	-50%
Monash University	5%	7 students	3 students	133%
La Trobe University	4%	6 students	2 students	200%
Queensland University of Technology	4%	6 students	2 students	200%
University of South Australia	4%	6 students	3 students	100%
Griffith University	4%	5 students	3 students	67%
Macquarie University	4%	5 students	0 students	n/a
University of Tasmania	4%	5 students	4 students	25%
University of Technology Sydney	4%	5 students	7 students	-29%
Flinders University	3%	4 students	0 students	n/a
Private	3%	4 students	1 student	300%
Other	1%	2 students	2 students	0%
The University of Melbourne	1%	2 students	1 student	100%
The University of Queensland	1%	2 students	1 student	100%
University of the Sunshine Coast	1%	2 students	7 students	-71%
Charles Darwin University	1%	1 student	2 students	-50%

	% of total student numbers 2018	Student numbers 2018	Student numbers 2017	% Change on 2017
The University of Adelaide	1%	1 student	9 students	-89%
The University of Sydney	1%	1 student	5 students	-80%
Western Sydney University	1%	1 student	0 students	n/a
Swinburne University	0%	0 students	4 students	-100%
	100%	135 students	106 students	27%

In 2018, ACICIS operated five six-week professional practicum programs in Jakarta over the Australian university summer vacation period. These programs included the Journalism Professional Practicum (in its twelfth iteration), the Development Studies Professional Practicum (in its eighth iteration), the Business Professional Practicum (in its third iteration), the Creative Arts and Design Professional Practicum (in its second iteration), and (running in its pilot iteration) the Law Professional Practicum. All five programs were hosted by, and conducted at, Atma Jaya Catholic University in Jakarta.

Total student enrolments in ACICIS' six-week professional practicum programs increased by 27% year-on-year in 2018. With 135 students participating, practicum enrolments for 2018 significantly surpassed the consortium's previous historical high-water mark of 106 professional practicum enrolments in 2017.

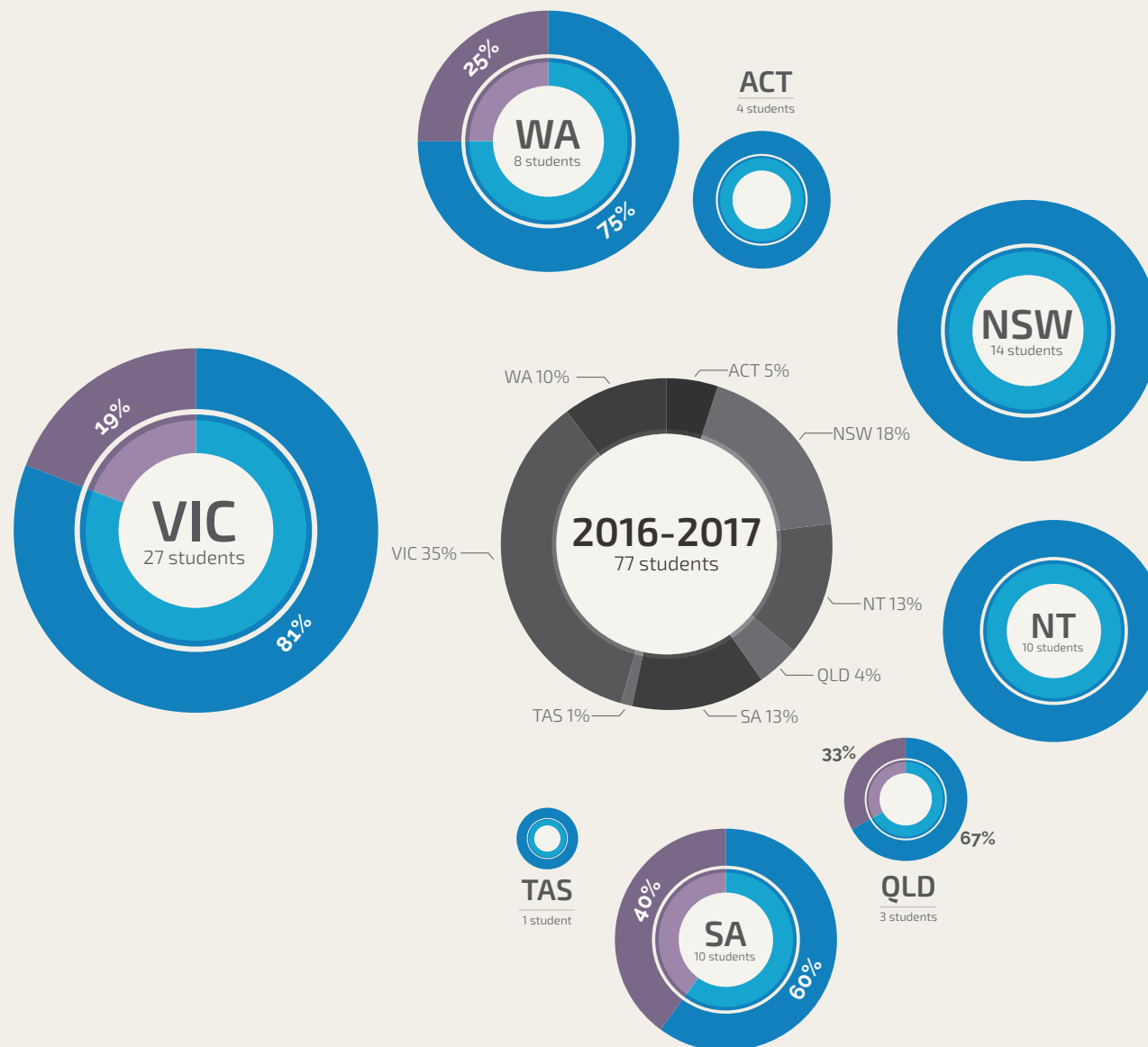
The overall increase in the size of ACICIS' annual practicum program student cohort in 2018 was due to remarkable year-on-year increases in practicum enrolments from The University of Western Australia, the Australian National University, Monash University, La Trobe University, and Queensland University of Technology. These increases more than offset significant year-on-year decreases in 2018 in enrolments from historically key sources of practicum enrolments including RMIT, The University of New South Wales, The University of Adelaide, and University of the Sunshine Coast.



2016-2017

Tours & Intensives

Participation by state



- Public Health Study Tour
- Indonesian Language Short Course

2018

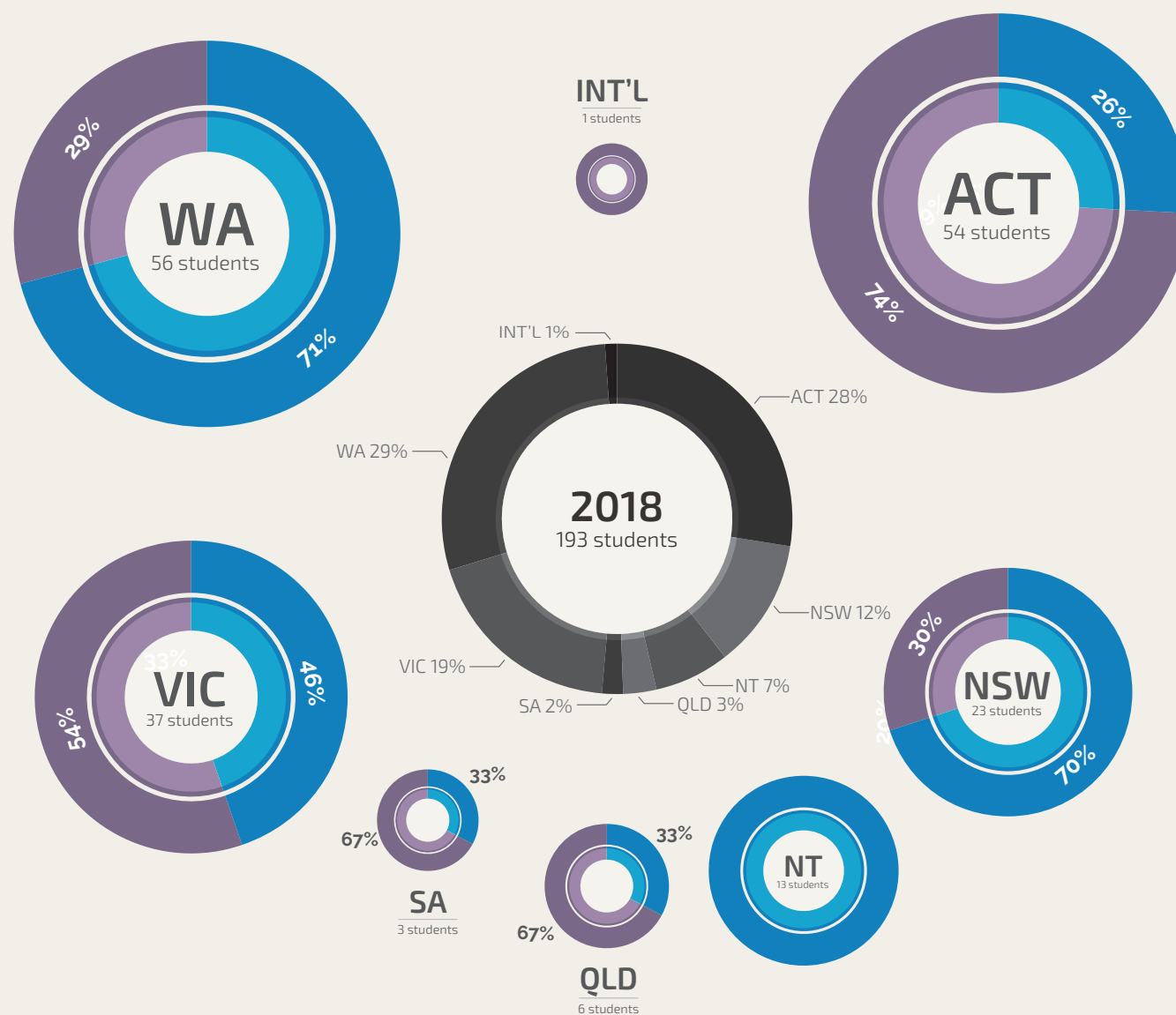
Tours & Intensives

Participation by state

	% of total student numbers 2018	Student numbers 2018	% Change on 2017
WA	29%	56 students	1020%
ACT	28%	54 students	1250%
VIC	19%	37 students	76%
NSW	12%	23 students	156%
NT	7%	13 students	63%
QLD	3%	6 students	500%
SA	2%	3 students	-50%
INT'L	1%	1 student	-
TAS	0%	0 students	-
Total	100%	193 students	257%

* Public Health Study Tour established in 2016

* Indonesian Language Short Course established in 2017



2016-2017 Tours & Intensives

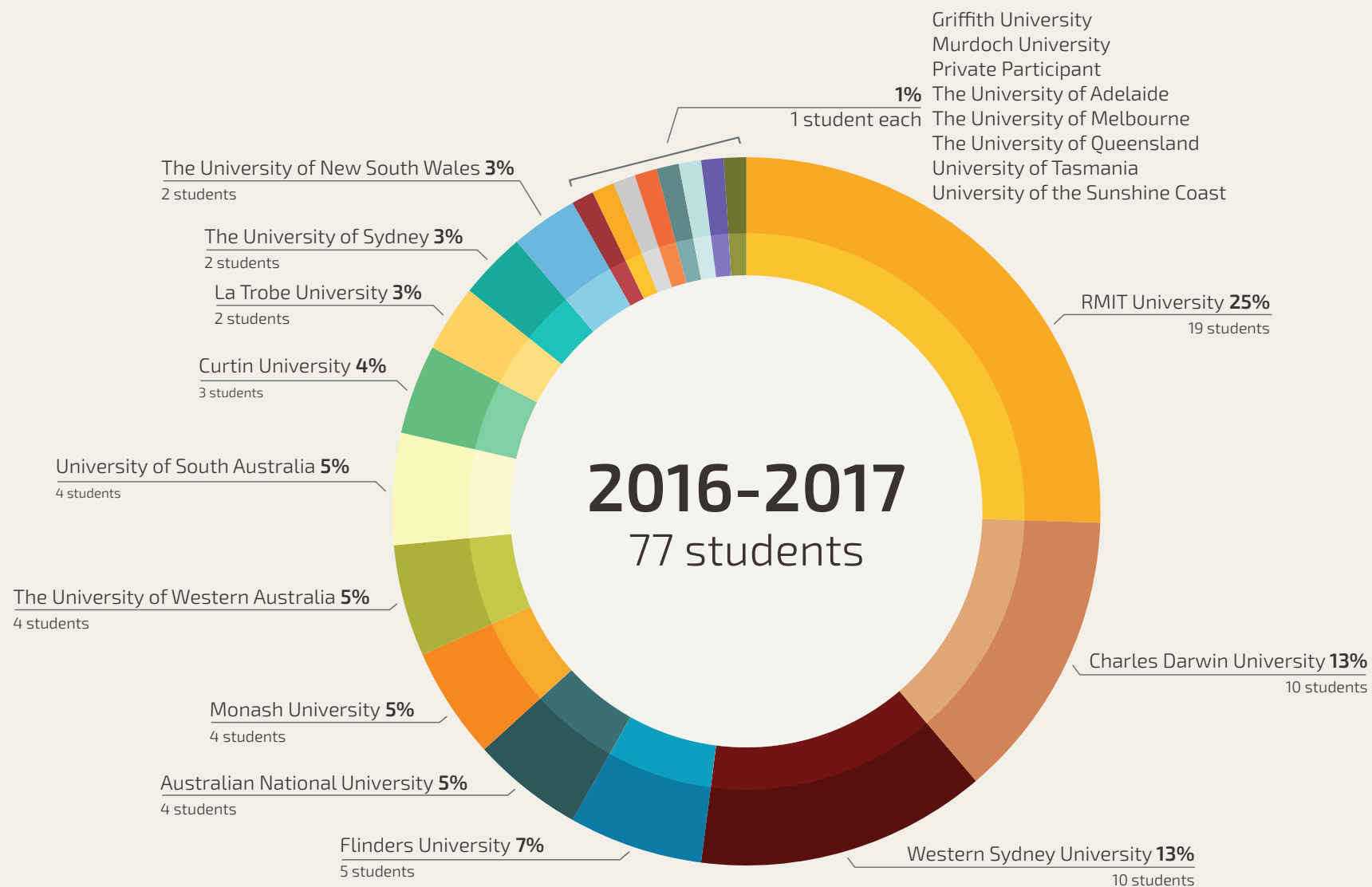
Participation by member university

	% of total student numbers 2016-2017	Student numbers 2016-2017
RMIT University	25%	19 students
Charles Darwin University	13%	10 students
Western Sydney University	13%	10 students
Flinders University	7%	5 students
Australian National University	5%	4 students
Monash University	5%	4 students
The University of Western Australia	5%	4 students
University of South Australia	5%	4 students
Curtin University	4%	3 students
La Trobe University	3%	2 students
The University of Sydney	3%	2 students
The University of New South Wales	3%	2 students
Griffith University	1%	1 student
Murdoch University	1%	1 student
The University of Adelaide	1%	1 student
The University of Melbourne	1%	1 student
The University of Queensland	1%	1 student
University of Tasmania	1%	1 student
University of the Sunshine Coast	1%	1 student
Private Participant	1%	1 student
	100%	77 students

Starting in 2016, the consortium began expanding into study tours and intensives – defined for the purposes of this report as in-country programs **of three weeks or less in duration**. Over the three year period 2016-2018 enrolments in ACICIS tours and intensives have constituted by far the fastest growing segment of the consortium's annual student cohort. With the introduction of the two-week Public Health Study Tour in July 2016, and then the three-week Indonesian Language Short Course in late 2017, enrolments in the consortium's tours and intensives have increased from 23 students in 2016 to 193 students in 2018 – an increase of 739% over three years.

Enrolments in tours and intensives constituted just 11% of the consortium's total annual student cohort in 2016. In 2018, by contrast, tours and intensives accounted for 45% of ACICIS' annual student numbers.

The key source universities for ACICIS tours and intensives during the first two years (2016-17) of consortium's experiment with this type of short format programming have been those universities most quick to embrace and make use of the Public Health Study Tour. This includes RMIT University, Charles Darwin University, and Western Sydney University. Interestingly, with the exception of RMIT, none of these universities have historically been key sources of enrolments in ACICIS programs – either semester or practicum.



2018 Tours & Intensives

Participation by member university

Total student enrolments in ACICIS tours and intensives – defined for the purposes of this report as in-country programs of three weeks or less in duration – increased by 257% year-on-year in 2018 with 193 students participating in these short format programs, up from 54 students in 2017.

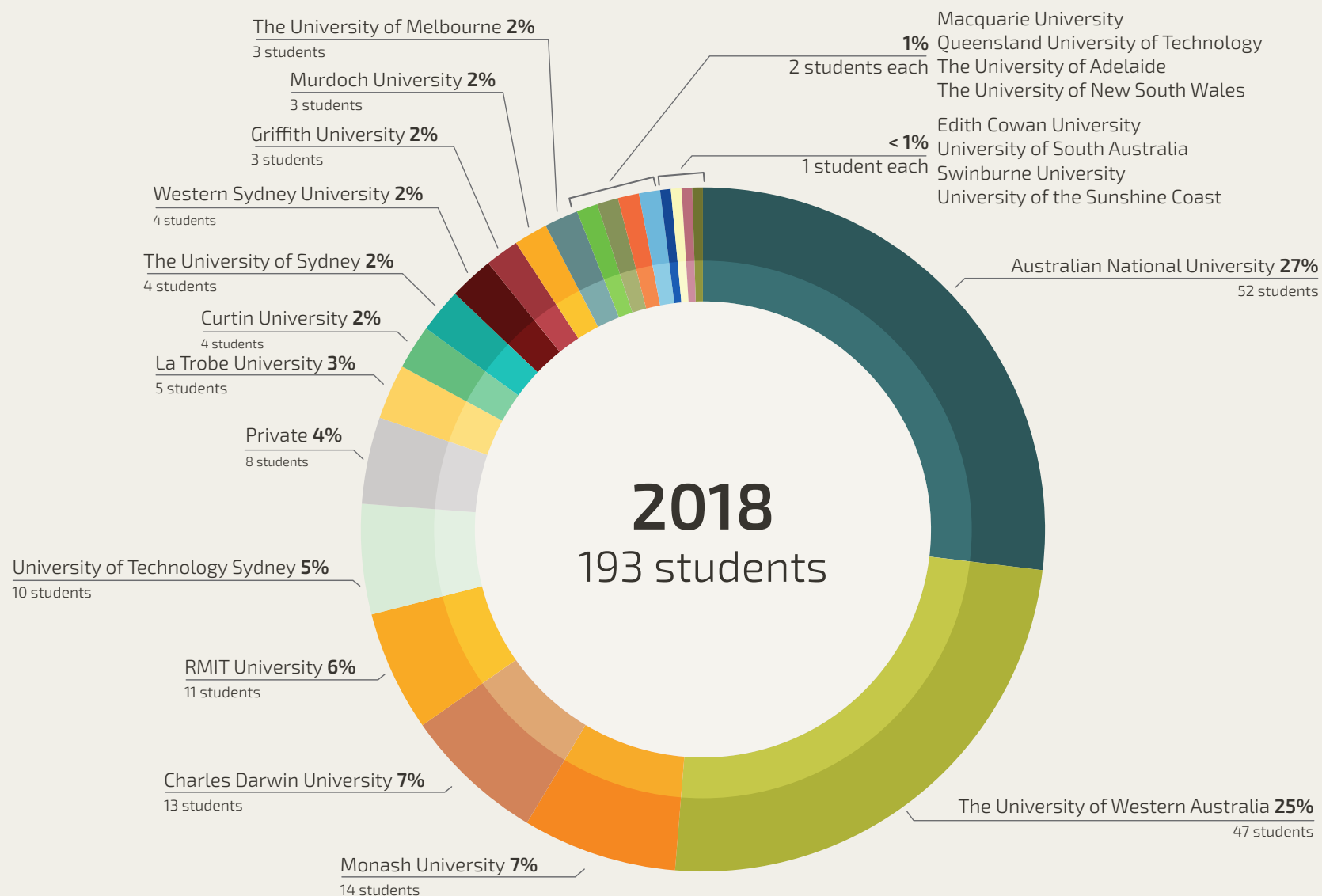
This dramatic increase in student participation in ACICIS study tour and intensive programs was due to the confluence of two factors occurring in 2018: firstly, a doubling of the number of iterations of the Public Health Study Tour (PHST) delivered by the consortium from one tour in 2017 to two in 2018; and secondly, the recording of the first full annual program cycle and student cohort of the Indonesian Language Short Course (ILSC).

ACICIS delivered two iterations of the Public Health Study Tour in 2018. Conducted in partnership with the University of Indonesia, the tours ran during both the winter (July) and summer (November) Australian university vacation periods and involved a total of 103 students from 14 consortium member universities participating across the two intakes.

ACICIS delivered three sessions of the ILSC in 2018. Hosted by Satya Wacana University in Salatiga, these sessions ran during both the summer (January – February) and winter (July) Australian university vacation periods and involved a total of 90 students from 17 consortium member universities participating across the three sessions.

The year-on-year increase in the size of ACICIS' annual intensives and short courses student cohort observed in 2018 was primarily driven by the remarkable uptake of the ILSC (in its first full year of delivery) by students from the Australian National University, and of the PHST (in its third year of delivery) by students from The University of Western Australia.

	% of total student numbers 2018	Student numbers 2018	Student numbers 2017	% Change on 2017
Australian National University	27%	52 students	4 students	1200%
The University of Western Australia	25%	47 students	2 students	2250%
Monash University	7%	14 students	4 students	250%
Charles Darwin University	7%	13 students	8 students	63%
RMIT University	6%	11 students	13 students	-15%
University of Technology Sydney	5%	10 students	0 students	n/a
Private Participant	4%	8 students	1 student	700%
La Trobe University	3%	5 students	2 students	150%
Curtin University	2%	4 students	2 students	100%
The University of Sydney	2%	4 students	1 student	300%
Western Sydney University	2%	4 students	7 students	-43%
Griffith University	2%	3 students	0 students	n/a
Murdoch University	2%	3 students	1 student	200%
The University of Melbourne	2%	3 students	1 student	200%
Macquarie University	1%	2 students	0 student	n/a
Queensland University of Technology	1%	2 students	0 student	n/a
The University of Adelaide	1%	2 students	1 student	100%
The University of New South Wales	1%	2 students	1 student	100%
Edith Cowan University	1%	1 student	0 students	n/a
University of South Australia	< 1%	1 student	1 student	0%
Swinburne University	< 1%	1 student	0 students	n/a
University of the Sunshine Coast	< 1%	1 student	0 students	n/a
Flinders University	0%	0 students	4 students	-100%
The University of Queensland	0%	0 students	1 student	-100%
	100%	193 students	54 students	257%



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Making International Partnerships



05

Stakeholder Profiles and Endorsements

1

Academic & Government Endorsements

2

Partner University Staff Profiles

3

Alumni Profiles

4

Host Organisation 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



"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 were pioneers of student mobility to Indonesia when it was established over twenty years ago and has continued to forge this path for hundreds more young Australians since. These exchanges play a critical role in strengthening people-to-people links between our two countries and supporting the bilateral relationship."

H.E. Gary Quinlan AO Australian Ambassador to Indonesia, 10 August 2018



"ACICIS has made a substantial contribution to the Australia-Indonesia bilateral relationship by facilitating Australian student engagement with Indonesian studies. In this regard, we at the Consulate pledge our further support and look forward to future cooperation with ACICIS."

Ibu Dewi Gustina Tobing, Consul General of the Republic of Indonesia in Perth, 7 September 2018

"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

"[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



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 capacity, vision and mission and leadership of Liam Prince, who as an ACICIS alumnus also possesses a special closeness with Indonesia, will be important assets and capital in the continuing development of the various programs of innovation and cooperation which ACICIS has established with its partners - in particular those in Indonesia - up until the present."

H.E. Y. Kristiarto S. Legowo,
Ambassador of the Republic of Indonesia in Canberra, 10 August 2018

"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
Satya Wacana University, Salatiga

Faculty
Language Training Center

Spokesperson
Johanna Likumahuwa

Role
Director

"As neighbouring countries with different social, cultural, political and economic perspectives, Australia and Indonesia must recognise and respect one another."



Johanna Likumahuwa

Director, Language Training Center

Satya Wacana Christian University (UKSW), Salatiga, Central Java

It has been a great pleasure to host the ACICIS Indonesian Language Short Course (ILSC) at Satya Wacana since November 2017. It is a course designed for students who wish to gain a better understanding of Indonesian language as well as undertake a mix of extra-curricular cultural activities. Designing and delivering an intensive three-week program for ACICIS students has been a big challenge on top of our regular semester programs. A lot is involved in delivering the ILSC, from coordinating student administration with the ACICIS office in Yogyakarta, working with a range of Satya Wacana's administrative and teaching units on program delivery, coordinating the Language Training Center's teachers, arranging guest lecturers from other faculties of the University, through to preparing homestay families, and choosing local industries and schools for the students visit while in Salatiga. Our teachers give their absolute best in preparing their learning materials, and in teaching and sharing their knowledge with ACICIS students.

Hosting ILSC at the Satya Wacana LTC has had a positive impact on our educators in terms of providing motivation to continue to refine our teaching methods so that they remain suitable for international students, and in providing insight into the perspectives of international students towards Indonesian language and culture. Through teaching ACICIS students, our language teachers become more passionate about teaching Indonesian language and imparting to students a deeper understanding of the cultural richness present in Indonesia.

UKSW students also benefit from the experience of interacting with ILSC students during academic interviews, social gatherings or just casual conversation. Through the participation of international students in the program – and their presence on campus – UKSW hopes to steadily improve the quality of the University's services, facilities, teaching methods and curriculum. This is important for the sake of the University's internationalisation efforts – and should have flow-on benefits in terms of stimulating further international collaboration. These outcomes stand to benefit all departments and units within UKSW.

For ACICIS students, participating in an intensive academic Indonesian language program not only requires the mastery of a new set of language skills. It also requires students to have focused perseverance and stamina, a willingness to understand different ways of life, an ability to adjust quickly to a new culture, and, most importantly, not to procrastinate! Coming as they do from a wide range of different home universities with diverse learning styles and curriculum, ACICIS students also need to be prepared to adjust themselves to the unique learning pace, language tools and curriculum offered at Satya Wacana. Students should be ready to make the most of all the local visits, interviews, class activities and assignments and see these as opportunities to practice, produce, and immerse themselves in Indonesian language and culture.

Studying the Indonesian language in-country definitely provides benefits to any student ready to learn – even more so if the student is willing to immerse themselves in the culture. Having qualified teachers with over ten years of teaching experience and a well-established curriculum makes LTC-UKSW a fantastic academic setting in which to learn the Indonesian language. Salatiga is a comfortable, small and progressive city where students can experience small-town Indonesian life – manifest in its traditional markets, street vendors, traditional public transportation and many other aspects of social and cultural life that are less readily found in Indonesia's big cities nowadays. Students can experience all of this in Salatiga while still having access to the conveniences of modern life in nearby contemporary cafés.

As neighbouring countries with different social, cultural, political and economic perspectives, Australia and Indonesia must recognise and respect one another – and not just for political and geographic reasons. Collaboration between universities in both countries – like that facilitated by ACICIS – must continue to grow, be it collaboration in research or collaboration via exchange programs for students, educators, and administrators. This direct interaction between universities can't help but improve people-to-people and institutional links between our two countries.



ACICIS Partner University
University of Indonesia, Jakarta

Faculty
Faculty of Public Health

Spokesperson
Dr. dr. Sabarinah Prasetyo, M.Sc

Role
Vice Dean for Education,
Research and Student Affairs

"ACICIS students' enthusiasm has served as encouragement for our own students at UI to become more engaged with their studies."



Dr. dr. Sabarinah Prasetyo, M.Sc

Vice Dean for Education, Research and Student Affairs
University of Indonesia (UI), Jakarta

It has been a great pleasure and a wonderful experience to host the ACICIS Public Health Study Tour (PHST) at UI's Faculty of Public Health since the program was established in 2016. Most of the ACICIS students involved have been eager to learn more about public health in Indonesia and have been willing to offer their unique perspective on solutions to particular problems. Their enthusiasm has served as encouragement for our own students at UI to become more engaged with their studies.

The benefits for UI that accrue from hosting ACICIS students include wider international networking opportunities for teaching staff and students. There are benefits also for the Faculty in terms of stimulating international collaboration, and in positioning UI as an internationalised institution of higher learning.

For ACICIS students, the Faculty of Public Health at UI is the best place to acquire knowledge of public health in Indonesia. The Faculty is the oldest and the largest public health higher education institution in Indonesia. It boasts qualified professors, great facilities, and a

welcoming study environment for ACICIS students. The Faculty has extensive networks within both central and regional governments, industries, hospitals, NGOs, and other health bodies within Indonesia. This network serves students undertaking the PHST extremely well, ensuring they get the most out of their brief time in Indonesia.

Students on the PHST get to know and experience the beauty of Indonesia, and the hospitable nature of its people. They also gain an awareness of Indonesia's public health challenges, how the Indonesian health system has developed, as well as what the system has achieved and what it still lacks. Through their experience on the PHST, ACICIS students leave the program with a better and broader understanding of Indonesia's public health issues.

I would encourage future ACICIS students to undertake some preliminary study of Indonesia and its health system, health programs, challenges, issues, and achievements before undertaking the PHST. A preliminary understanding of public health in Indonesia

can assist with comparison of the Indonesian and Australian systems and allow students to ask insightful questions in classes and on fieldtrips.

For students of public health, Indonesia is kind of like a giant public health laboratory. The ACICIS PHST is a great opportunity for students to learn, have a closer look at public health issues, and directly observe public health program implementation in Indonesian communities.

Over the next decade, I expect that ACICIS will continue to play a key role in bridging educational collaboration between universities in Australia and Indonesia. I can also see a future role for ACICIS in facilitating research collaboration and community engagement, should it decide to go down this path.



Australian
National
University

Home University

The Australian National University

Host University

Gadjah Mada University, Yogyakarta
Institut Seni Indonesia (ISI), Yogyakarta

Study Period

Semester 12 & 13, 2001

ACICIS Study Option

Flexible Language Immersion Program (FLIP)

Degree

BA Asian Studies (Specialist Indonesia),
BA Visual Arts (Hons)

*"ACICIS set me on a career path
that has been divergent and
always interesting."*



Flexible Language Immersion Program (FLIP)

Dr Ellen Kent

ACICIS Academic Program Officer, Creative Arts & Design Professional Practicum
Project Manager, Australia Indonesia Youth Exchange Program

I had wanted to return to live in Indonesia ever since my childhood, during which I spent two years living in West Timor. So, in fact, I chose to do a BA Asian Studies (Specialist) degree mainly because it meant having the opportunity to spend a year studying in Indonesia with ACICIS.

The main benefit for me at the time was having the opportunity to really cement my Indonesian language skills in written, oral and aural capacities. I came away from the year with a fluency that I have been able to maintain (and a Yogyakarta accent) and turn to professional means as a translator, a teacher, a researcher and practitioner in soft diplomacy between Australia and Indonesia. Having the time living in Jogja and really immersing myself in my neighbourhood, my studies, travel to other places in Indonesia and meeting all kinds of people, really allowed me to understand that I wanted to continue that for the rest of my life.

I couldn't really pinpoint a best or worst experience living in Indonesia – it's become a second home so it has all the good and bad things a home does. One of my greatest joys has been sharing Indonesia with my partner and my family and watching my children enjoy the same kinds of experiences I had as a child – including becoming fluent Indonesian speakers. They are the third generation in my family to live for an extended period in Indonesia – I am always proud of the resilience and adaptability they learned from the experience. Studying in Indonesian universities during the early 2000s was challenging – lecturers were often absent, but work loads were heavy. Fellow students

were a delight and many are still my friends 20 years later. They helped me to understand how much I could learn from those challenges – like how to make screen prints in my bathroom and backyard at home when there was no running water in the printing studios at ISI! This also made me appreciate the well-equipped facilities and dedicated teachers I had at home, but to be honest, in the end I missed (*kangen*) school in Jogja more than I missed ANU.

ACICIS set me on a career path that has been divergent and always interesting. After university I started working in the Australian museum and gallery sector but after a few years I realised I really needed Indonesia in my career. I quit a steady public service job to make that happen by taking up an Asialink residency, getting certified as a translator and starting my PhD in Indonesian Art History. Once I completed my doctorate I was fortunate enough to be selected as the Academic Program Officer for ACICIS' Creative Art and Design Professional Practicum and shortly after that, as the project manager for DFAT's Australia Indonesia Youth Exchange Program (AIYEP), which is about to enter its 38th year. Without having done ACICIS semesters I'm not sure where I would have headed, but it would have been a very different story!

Working now with young (and not so young) people taking their first taste of Indonesia through ACICIS, and also on AIYEP, where many ACICIS alumni head to next, is such a privilege. I can see the same excitement and curiosity I had as an undergraduate coming to Indonesia and share in their adventures as they explore Indonesia

from academic, professional and personal angles. It's a thrill for me to be a part of that!

Studying with ACICIS might not change your whole life purpose (although it might!), but it will change the way you look at the world, help you develop intercultural skills that will be useful for you in any career path and give you a sense of the possibilities that are out there in the world beyond your studies at home. It's fun, but it can also be gruelling, especially when you are developing your language skills – and this helps you to see your true potential, as well as all the things you can still achieve and enjoy when you are outside your comfort zone.

My best advice to students on ACICIS would be to push that comfort zone as far as you can. Stay in a *kos* (boarding house) so you can meet local students or peers. Eat where they eat, ask them about their home, family, customs, religion – it's okay to ask these things in Indonesia and it will enrich your experience immensely. If you're lucky they'll invite you home for an important festival or date, and you will be welcomed into their family. Say yes as often as you can! Oh, and eating chili? – work on it, it's worth it!



Australian
National
University

Home University

Murdoch University

Host University

Gadjah Mada University, Yogyakarta
Muhammadiyah University, Malang

Study Period

Semester 25 2007
Semester 33 2011

ACICIS Study Option

Flexible Language Immersion Program (FLIP)
East Java Field Study (EFJS)

Degree

Bachelor Laws (Hons)
Bachelor Asian and Pacific Studies (Indonesian)
(Hons)

*"It is a big adventure, the likes of
which you are unlikely to get
again in your life."*



East Java Field Study (EJFS)

Mr Arjuna Dibley

Doctoral Candidate, Stanford University

Senior Adviser, Centre for Policy Development

I decided to undertake the ACICIS program because I wanted to have an immersive experience in Indonesia, having studied the language and the country's politics for several years prior. ACICIS helped make an otherwise challenging experience possible, by facilitating the relationships with the Indonesian universities that I attended and helping me get required visas and permits (a nightmare on your own...), find access to accommodation and settle when I first arrived.

The experience was challenging and rewarding in many ways. I think going to live abroad at quite a young age – in any country – is difficult. Indonesia is certainly no exception. I learnt a lot about myself and decision making. I did this mainly by making some silly decisions in Indonesia. For instance, I decided to try and live in the cheapest *kos* (boarding house) I could find; which probably made my experience more challenging than it needed to be!

Attending Indonesian universities made me appreciate the opportunities we have in Australia for education of the highest quality. There were many stand out Indonesian students and academics, but they struggled against a system that was/is riddled with institutional challenges. It made me appreciate the importance of strong effective institutions.

ACICIS did certainly help my career, but not in the ways that I was told it would by my home university, or the ways I expected it would. The unfortunate reality is that there are still few Australian employers that really value Indonesian language alone; and few that really understand Indonesia enough to know the worth of studying and living in the country. Having said that, ACICIS was immensely useful for my career because it helped me to differentiate myself in a competitive labor market straight out of university. Employers were not so interested in the fact that I studied Indonesia, so much as that I had developed unique skills (Indonesian language, independence, problem solving) and had a unique experience by living in country.

ACICIS also motivated me to shape my career so that it had more of an 'Indonesian flavour'. I was able to use some of the contacts and experiences I had on ACICIS to build links between my employers and Indonesian institutions – and this was immensely valuable. It allowed to demonstrate the value of Indonesian language and other skills within my organisation. It is only by demonstrating, not demanding appreciation of, the value of these skills that the narratives will change in Australia.

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Flexible Language Immersion Program (FLIP)



Murdoch
UNIVERSITY

Mr Robert Letchford

Project Director for the Partner Capacity Development Program, Institute of International Education (IIE)

Home University

Murdoch University

Host University

Gadjah Mada University, Yogyakarta
Muhammadiyah University, Malang

Study Period

Semester 5, 1997

Semester 6, 1998

ACICIS Study Option

Flexible Language Immersion Program (FLIP)
East Java Field Study (EJFS)

"The ACICIS program helped me to identify the work I really wanted to do."

I have been working for the last 17 years as a manager, consultant and practitioner in the overseas aid and development sector. I have worked in both conflict and post-conflict environments, primarily in the public sector with a focus on capacity development (individual and organizational).

I currently work at the Institute of International Education (IIE) in Vietnam in as a Chief of Party managing the Partner Capacity Development Program (PCD), which is a USD\$6.7 million-dollar program funded by the United State Agency for International Development (USAID).

I participated in the ACICIS program in 1997/98 because I believed it would provide me with practical experiences in Indonesia that would benefit my studies in Australia at Murdoch University; and, enhance my career prospects i.e. be able to secure work for companies and/or institutions in the Southeast Asian Region.

I participated in the ACICIS program as an undergraduate (double major) to further my Bahasa Indonesia (Asian Studies) and Commerce (Telecommunications Management) studies. At that time, I was keen to link my telecommunications studies with my interest in Indonesia and completed one semester at UGM studying a mixed program incorporating Bahasa Indonesia and immersion program (studied three immersion units). In my second semester I undertook a research project at UMM in Malang, East Java linking my interests in telecommunications with language studies on the topic of "telemedicine".

Studying in Indonesia provided me with great insights into living and working in another culture. I was privileged to have the opportunity to be fully integrated into Indonesian student life, building relationships with students and academics that have stood the test of time.

The ACICIS program helped me to identify the work I really wanted to do (international aid and development). These skills enabled me to successfully apply for my first aid and development position in Dili, East Timor where I worked as a training coordinator and translator for the Timor Leste Revenue Service (TLRS) under the Ministry of Planning and Finance (MOPF) in Dili in 2001.

The ACICIS program has had a significant impact on the direction and trajectory of my career working in the aid and development sector over the last 17 years. I am now working as a Project Director (also known as Chief of Party) and have been based in Vietnam since September 2015 to date.

My advice is to take advantage of the ACICIS program to gain access to practical educational programs that can give you real world experiences that can contribute to your area of studies as well as your potential to start a career in whatever sector you want to work.



Bhuwana Ubud

Inspiring Place For A Better Life

Name of organisation

Bhuwana Ubud Hotel & Wellness Center

Spokesperson

Ibu Ni Putu Candrawati

Area of expertise and field of business

Sustainable Tourism

ACICIS Study Option

Sustainable Tourism Professional Practicum (STPP)

"Partnering with ACICIS plays an important role in our commitment to improving the sustainability of our business."



Bhuwana Ubud Hotel & Wellness Center

Host organisation for the Sustainable Tourism Professional Practicum (STPP)

A brief introduction of Bhuwana Ubud

According to ancient Hindu writings, the word "*Bhuwana*" means Earth and, "*Ubud*" means medicine. "*Bhuwana Ubud*" can thus be translated as "medicines provided by the earth". Located in Ubud, Bali the Bhuwana Ubud Hotel and Wellness Center is a 40-room hotel providing luxurious accommodation, surrounded by tropical gardens. Bhuwana Ubud is committed to the vision of serving as a holistic holiday retreat: a destination that offers comfort and wellbeing to every guest – delivered with warmth and sincerity. Our guiding concept of hospitality is one which promotes a healthy lifestyle through the combining of our hospitality business with farming and food production.

Rooted in the local wisdom of *Tri Hita Karana*, our farming practices yield multiple benefits, providing guests with healthy food and a healthy environment, while also making a positive contribution towards sustainable tourism and agriculture. At its heart, sustainable tourism and agriculture involves the production of food using farming techniques that protect the environment, public health, and animal welfare. Sustainable agriculture integrates three main goals: environmental health, economic profitability, and social and economic equity.

Reasons for partnering with ACICIS and hosting our students

Partnering with ACICIS plays an important role in our commitment to improving the sustainability of Bhuwana Ubud's business. By hosting ACICIS students, we can work together to understand how sustainable tourism is implemented in different parts of the world, as well as communicate our own achievements in

sustainable tourism with a wider audience. Being part of an international sustainable tourism community allows us to maintain a positive spirit and inspires us to do better every day. Bhuwana Ubud's mission started from just a single step, and we hope this inspires others to do the same – as this is a joint mission by the world, for the world.

Reflections on hosting ACICIS students

The ACICIS students we have hosted showed great enthusiasm and effort for all projects they were tasked with over their four-week placement with Bhuwana Ubud. We focused their internship program on sales and marketing. After an introduction to the hotel and our stakeholders, the students produced a SWOT analysis.

Bhuwana Ubud's strength is our commitment to sustainability, which is our founding philosophy. The students' analysis found that our organisational weakness is relying on a traditional model of human resource management to support our vision and mission, and that several of our corporate stakeholders do not support our model of sustainability. The students found, however, that due to the increasing awareness of sustainable tourism, especially within the European market (which is the biggest contributor to tourism in Ubud) there is an opportunity to emphasise Bhuwana Ubud's sustainability credentials as point of differentiation within this segment of the market. The students' placements ran smoothly and we at Bhuwana Ubud hope that the knowledge gained and the experience had during their internships will provide long-term benefits for the students involved.

Advice to future students and potential host organisations

We are always looking to learn more about sustainable tourism and agriculture and to share our knowledge with others, and we hope to continue doing this by welcoming more ACICIS students with experience in various disciplines. There are more fresh ideas and useful tools to be shared.



Name of organisation

Resilience Development Initiative

Spokesperson

Jeeten Kumar, Deputy Program Manager

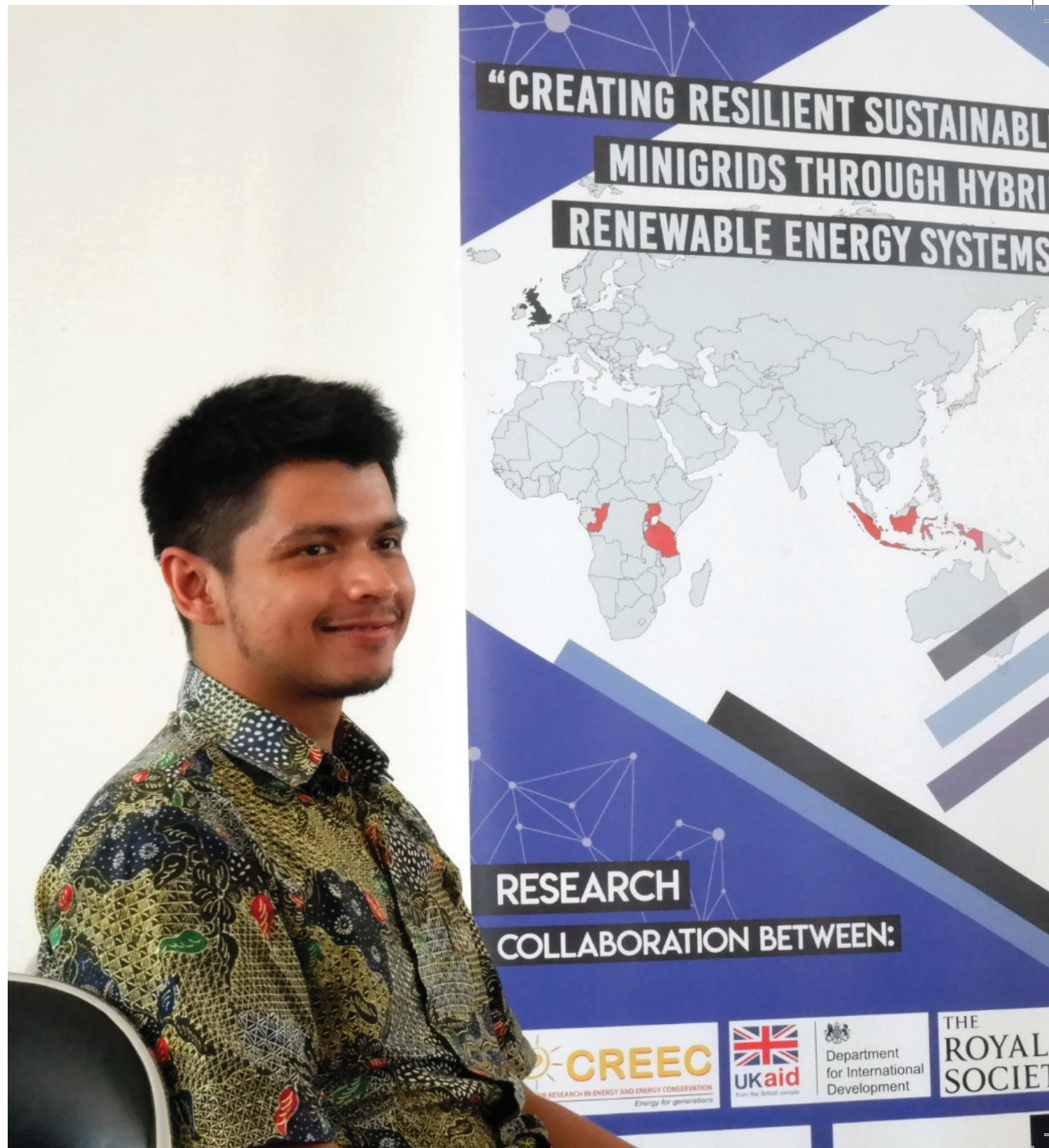
Area of expertise and field of business

Disaster and Transportation Management

ACICIS Study Option

International Relations Program (IRP)

*"Engage your mind and senses.
Listen to your colleagues.
Don't be afraid to have
differing opinions."*



Resilience Development Initiative (RDI)

Host organisation for the International Relations Program (IRP)

Our organisation has an MoU with ACICIS which essentially presents RDI as one of the recommended host organisations at which ACICIS students can do their (sometimes mandatory) internship. ACICIS student mobility programs open up opportunities for Australian and international students to intern at organisations in Indonesia which are aligned with their specific academic and professional interests. For us at RDI, our motivation for hosting is quite simple: ACICIS students are usually highly motivated individuals seeking to better themselves. By accommodating these students' interests and facilitating their learning experience, RDI benefits significantly from the internship hosting experience.

ACICIS students have assisted our organisation by producing high quality working papers and articles. This work has showcased these students' ability to conduct research and their willingness to work independently. I personally feel that their presence within our organisation has indirectly pushed us (RDI staff) to better ourselves, not only as researchers, but as people who are privileged enough to be in an enlightened space surrounded by opportunity. That's the way hosting ACICIS students has made me feel at least!

If we surround ourselves with capable, confident, and independent people, we can't help but be motivated to do better in our own work. Through interaction with ACICIS students, RDI's own researchers have been pushed outside their comfort zone – and, I believe, the inverse applies equally for the ACICIS students. Sometimes we are the transmitter, and sometimes we

are the receiver of learning. It works both ways. Hosting ACICIS students enables us at RDI to challenge conventional ways of working and completing tasks.

ACICIS students are somewhat different in that they know a lot about Indonesia and some have Indonesian heritage themselves. They are aware of the long, storied history between our two countries and some realise the potential of a strategic partnership between Australia and Indonesia. All of this is reflected in the open, friendly and welcoming way the students interact with RDI staff while on their placement with us.

Working alongside an ACICIS student as I began my own internship at RDI was one of my most rewarding experiences. The student in question enrolled in the ACICIS program as a UWA student, majoring in Political Science. I learned a lot from him, most importantly, I honed my own abilities, confidence, and discipline to apply myself to my work at RDI. The ACICIS student's working paper is currently under review for a notable journal and will be published in the not too distant future. We still keep in touch, one year later.

It is clear that ACICIS students are accustomed to writing, speaking, and voicing their ideas or opinions, whatever they may be, in a manner that is free and liberating, yet cautious and deliberate. This trait is both useful and very engaging to an Indonesian public audience. I hope to push ACICIS students in the future to challenge themselves more and to get themselves outside of their particular box in order to engage with people from diverse cultural, religious and socioeconomic backgrounds.

From what I've seen, ACICIS students thrive in such situations.

To future ACICIS students considering interning while in Indonesia, I would say that RDI is a place of opportunity and growth. It is a place where independence is encouraged, earned, and utilised to better enhance ourselves as individuals.

If our current organisational activities interest you – if issues of disasters, energy, social welfare, finance, waste and water, and tourism matter a great deal to you – then by all means, come join us. If your academic or professional interests lie elsewhere, then join us and tell us why these issues should matter to RDI as well.

Keep your head down and your ears and eyes open. Don't be afraid to ask questions or to try something you aren't used to doing. Engage your mind and senses. Listen to your colleagues. Don't be afraid to have differing opinions.

I am confident that we at RDI will continue to learn a lot from the ACICIS students that we host, and that ACICIS students will, in turn, learn a lot from interning with RDI. It is always a great thing when two or more individuals from different walks of life get together to discuss ideas and to engage in activities that bring learning and joy. Do not be afraid of different cultures. Think not of what they could do to you, but think of what you could do for them.



DILARANG
BUNYIKAN
MERCU

takapuki
082

06

Finances



ACICIS Income and Expenditure

for the year ended 31 December 2018

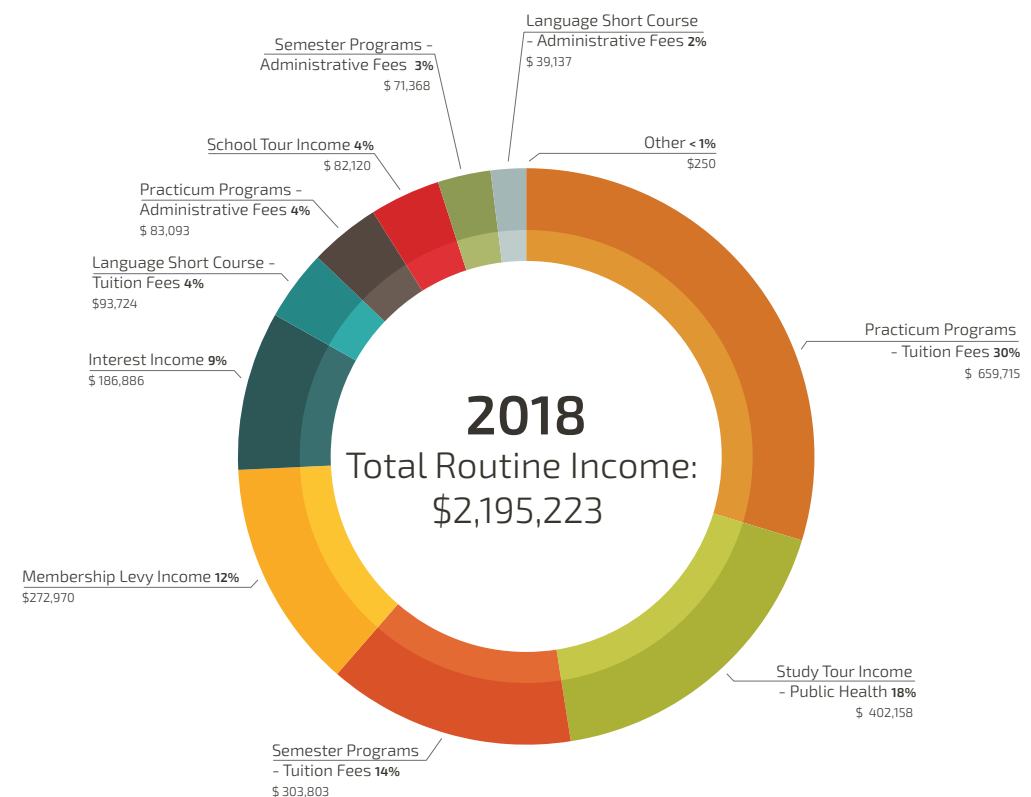
Consortium Annual Income

The consortium's routine annual income for the 2018 calendar year was \$2,195,223 – a significant increase (34%) on the previous year due primarily to large increases in the income derived from ACICIS' short format programs.

The composition of the consortium's routine income for 2018 further accentuated a trend towards ACICIS deriving a greater percentage of its overall routine income from short format practicum, study tour, and intensive programs, rather than from traditional semester programs. In 2018 the consortium derived a greater percentage of routine annual income from both its short format (six-week) practicum programs (34% of annual income) and 2-3-week study tour and intensive programs (24%) than from the consortium's traditional semester programs (17%). The consortium's semester program income declined by 22% year-on-year in 2018 – from \$478k in 2017 to \$375k in 2018. By contrast, practicum program income increased by 36% year-on-year from \$545k in 2017 to \$743k in 2018. Income derived from study tours and intensive programs, meanwhile, increased by 88% year-on-year in 2018 – from \$284k in 2017 to \$535k in 2018.

In addition to income derived from routine programs and activities, in 2018 ACICIS also conducted two custom projects – for Monash University and the Victorian Department of Education and Training respectively – that generated modest additional revenue (\$87k) for the consortium.

Finally, in 2018, the consortium secured significant external grant funding through the Australian Government's New Colombo Plan (NCP) Mobility Program. ACICIS received approximately \$2.6 million in new Mobility Program funding secured under the 2016, 2017 and 2019 funding rounds of the NCP. \$2.36 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 2019-20 – in the form of \$3,000-\$8,000 mobility grants. The remaining 10% (or ~\$240k) 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.



2018			2017		Change (yoy)	
Income	\$	% of income	\$	% of income	\$	%
Routine Income						
Practicum Programs - Tuition Fees	659,715	30%	478,219	29%	181,496	38%
Study Tour Income - Public Health	402,158	18%	153,878	9%	248,280	161%
Semester Programs - Tuition Fees	303,803	14%	393,104	24%	-89,301	-23%
Membership Levy Income	272,970	12%	226,611	14%	46,359	20%
Interest Income	186,886	9%	100,072	6%	86,814	87%
Language Short Course - Tuition Fees	93,724	4%	97,049	6%	-3,325	-3%
Practicum Programs - Administrative Fees	83,093	4%	66,708	4%	16,385	25%
School Tour Income	82,120	4%	4,000	0%	78,120	1953%
Semester Programs - Administrative Fees	71,368	3%	85,323	5%	-13,955	-16%
Language Short Course - Administrative Fees	39,137	2%	32,702	2%	6,435	20%
Other	250	0%	240	0%	10	4%
Total Routine Income	2,195,223	100%	1,637,906	100%	557,317	34%
Special Project Income						
Monash Global Immersion Guarantee	72,816					
Victorian Young Leaders (VYL) Program Design	13,825					
Total Special Project Income	86,641					
Grant Income						
NCP 2015 Mobility Program Funding	-32,500					
NCP 2016 Mobility Program Funding: First Funding Term	-345,000					
NCP 2016 Mobility Program Funding: Third Funding Term	252,000					
NCP 2017 Mobility Program: Second Funding Term	386,100					
NCP 2019 Mobility Program: First Funding Term	1,997,050					
UWA Host Contribution 2018	33,333					
Total Grant Income	2,290,983					
TOTAL INCOME	4,572,847					

ACICIS Income and Expenditure

for the year ended 31 December 2018

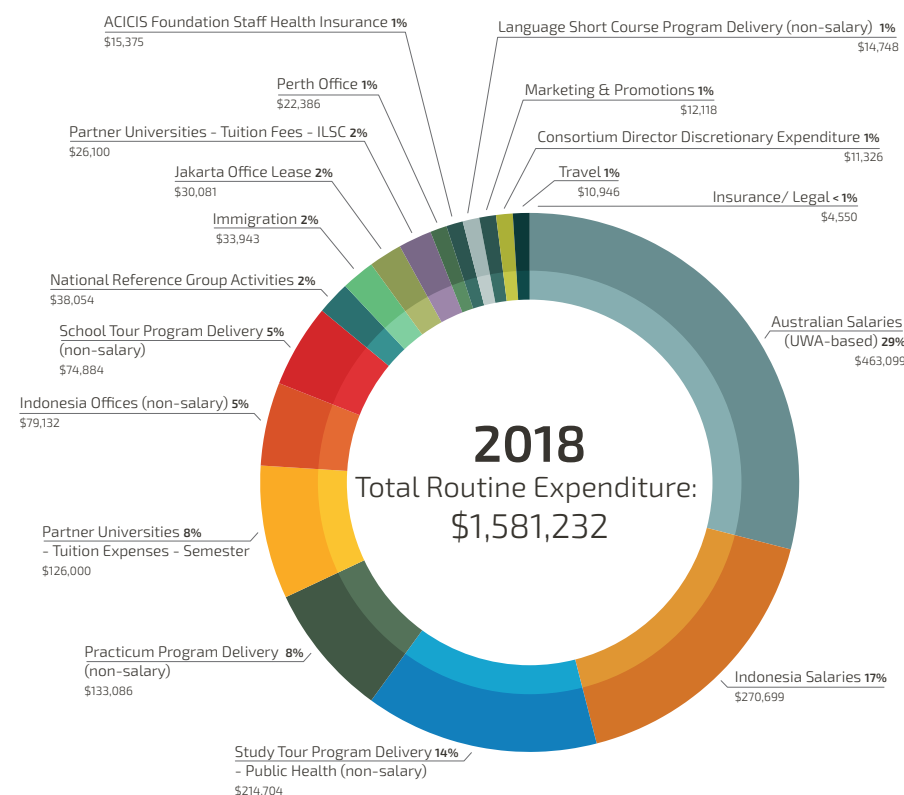
Consortium Annual Expenditure

The consortium's routine annual expenditure for the 2018 calendar year was \$1,581,232. This represents a modest (7%) increase on the previous year, due primarily to substantial increases in in-country program delivery expenditure related to the consortium's Public Health Study Tour (PHST) and six-week professional practicum programs. In-country program delivery expenditure for the PHST increased by 114% (or \$114k) in 2018 – from \$100k in 2017 to \$215k in 2018; while program delivery expenditure for the consortium's practicum programs increased by 50% (or \$45k) – from \$87k in 2017 to \$133k in 2018.

ACICIS' expenditure on Australian salaries in 2018 was almost unchanged on the year previous (up 1% or ~\$4k on 2017) and down as a percentage of the consortium's total routine expenditure from 31% in 2017 to 29% in 2018. The consortium's reported routine Australian salary expenditure includes annual salary expenses pertaining to the employment of the consortium's Indonesia-based Resident Director for the duration of 2018. From 1 January 2019, salary expenditure pertaining to the Resident Director will be reported against the 'Indonesian Salaries' expenditure line item.

The consortium's expenditure on Indonesian salaries in 2018 was up 13% (~\$31k) on expenditure in this category in 2017, and up as a percentage of ACICIS' total routine expenditure from 16% in 2017 to 17% in 2018. This year-on-year increase was primarily due the additional salary expenditure involved in providing sessional academic supervision of the consortium's expanded suite of six-week professional practicum programs – particularly the new Law Professional Practicum.

In 2018, the consortium also invested a significant amount (\$287k) of its cash reserves in the development of New Colombo Plan-supported ACICIS study programs – both existing and new. New ACICIS initiatives developed in 2018 (and piloted in early 2019) included the Agriculture Professional Practicum and Sustainable Tourism Professional Practicum.



Expenditure	2018		2017		Change (yoy)	
	\$	% of expenditure	\$	% of expenditure	\$	%
Routine Expenditure						
Australian Salaries (UWA-based)	463,099	29%	459,232	31%	3,867	1%
Indonesian Salaries	270,699	17%	239,085	16%	31,614	13%
Study Tour Program Delivery - Public Health (non-salary)	214,704	14%	100,314	7%	114,390	114%
Practicum Program Delivery (non-salary)	133,086	8%	88,640	6%	44,446	50%
Partner Universities - Tuition Expenses - Semester	126,000	8%	167,300	11%	-41,300	-25%
Indonesia Offices (non-salary)	79,132	5%	149,281	10%	-70,149	-47%
School Tour Program Delivery (non-salary)	74,884	5%	0	0%	74,884	
National Reference Group Activities	38,054	2%	38,190	3%	-136	0%
Immigration	33,943	2%	25,620	2%	8,323	32%
Jakarta Office Lease	30,081	2%	26,000	2%	4,081	16%
Partner Universities - Tuition Expenses - Language Short Course	26,100	2%	76,010	5%	-49,910	-66%
Perth Office	22,386	1%	31,646	2%	-9,260	-29%
ACICIS Foundation Staff Health Insurance	15,375	1%	13,000	1%	2,375	18%
Language Short Course Program Delivery (non-salary)	14,748	1%	0	0%	14,748	
Marketing & Promotions	12,118	1%	10,563	1%	1,555	15%
Consortium Director Discretionary Expenditure	11,326	1%	32,979	2%	-21,653	-66%
Travel	10,946	1%	19,714	1%	-8,768	-44%
Legal & Accounting Services	4,550	0%	697	0%	3,853	553%
Insurance		0%	3,045	0%	-3,045	-100%
Other		0%		0%	0	
Total Routine Expenditure	1,581,232	100%	1,481,316	100%	99,916	7%
Special Project Expenditure						
Program Development: Agriculture Semester Program	53,028					
Program Development: Creative Arts & Design Professional Practicum	44,937					
New Program Development: Sustainable Tourism Professional Practicum	38,368					
New Program Development: Agriculture Professional Practicum	35,431					
Program Development: Law Professional Practicum	25,005					
Program Development: Public Health Study Tour	19,973					
Program Development: International Relations Program	15,793					
Program Development: Development Studies Immersion Program	15,046					

Expenditure	2018		2017		Change (yoy)	
	\$	% of expenditure	\$	% of expenditure	\$	%
Special Project Expenditure (continued)						
Program Development: Indonesian Business, Law & Society	14,993					
Program Development: Flexible Lang Sem	14,956					
Program Development: Indonesian Language Short Course	9,360					
Victorian Young Leaders (VYL) Program Design	7,943					
Total Special Project Expenditure	294,832					
Grant Expenditure						
NCP 2016 Administration: Third Funding Term	27,871					
NCP 2017 Administration: Second Funding Term	31,468					
NCP 2018 Administration: First Funding Term	258,989					
NCP 2015 Outgoing Student Mobility Grant Funds	5,000					
NCP 2016 Outgoing Student Mobility Grant Funds	-340,000					
NCP 2017 Outgoing Student Mobility Grant Funds	446,000					
NCP 2018 Outgoing Student Mobility Grant Funds	599,841					
John Darling Fellowship	7,100					
UWA Host Contribution 2018 - Expenditure	32,290					
Total Grant Expenditure	1,068,559					
Other Expenditure						
UWA Credit Card Control	1,875					
UWA Control Accounts	-3,510					
Total Other Expenditure	-1,635					
TOTAL EXPENDITURE	2,942,988					
Total Surplus/Deficit	1,629,859		2,378,278			
Surplus/Deficit net of grant funds + special projects	613,991		156,590			
Annual Surplus/Deficit net of grant funds	405,801		-6,294			



Financial Statements: 2018

The following financial statements have been extracted from the ACICIS Audited Financial Statements for the year ended 31 December 2018.

Statement of comprehensive income for the year ended 31 December 2018

	2018	2017
	\$	\$
Revenue from continuing operations	6,055,264	3,813,705
Expenses from continuous operations	(3,839,199)	(2,919,445)
OPERATING RESULT FOR THE PERIOD	2,216,065	894,260

Statement of financial position as at 31 December 2018

	2018	2017
	\$	\$
Assets		
Current Assets	6,636,352	5,072,776
Non-Current Assets	-	-
Total Assets	6,636,352	5,072,776
Liabilities		
Current Liabilities	6,570,201	4,075,691
Non-Current Liabilities	-	-
Total Liabilities	6,570,201	2,568,747
Net Assets	66,151	997,085
Equity		
Retained surplus	66,151	997,085
TOTAL EQUITY	66,151	997,085

NOTE: Full copies of ACICIS' 2018 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 statement of the Australian Consortium for In-Country Indonesian Studies (ACICIS), which comprises a statement of financial position as at 31 December 2018 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 2018, notes to the financial statement and the Consortium's signed declaration.

In our opinion, the accompanying special purpose financial statement presents fairly, in all material respects, the financial position of ACICIS for the year then ended.

Basis for Opinion

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 Statement* 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 statement, which describes the basis of accounting. The financial report is prepared in accordance with the accounting policies as outlined in Note 1 to provide financial information to the parties to the existing ACICIS Joint Venture Agreement. As a result, the financial statement may not be suitable for another purpose.

Emphasis of Matter – Going Concern

We draw attention to the Consortium's cash position as at 31 December 2018 in light of bringing into account, for the first time in the 2017/18 financial statements, an amount of \$5,639,050 of grant liabilities which have been identified as potential unspent grant funds as at 31 December 2018. As a result of this the Consortium's equity position has decreased from \$997,085 (2017) to \$66,151 (2018) causing concern that the Consortium may have a going concern issue in future financial years. An amount of \$914,655.50 relating to tuition fees received in advance was determined to have been fully spent in the 2019 financial year and as such the liability to return these funds, as being unspent, did not eventuate. This matter has been brought to the attention of the Consortium Director. Our opinion has not been modified in respect of this matter.

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

The ACICIS Consortium Director, is responsible for the preparation of the special purpose financial statement

and for establishing such internal control as the Consortium Director, in conjunction with the members of the ACICIS National Reference Group, determine is necessary to enable the preparation of the ACICIS financial statement that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities for the Audit of the Financial Statement

Our objectives are to obtain reasonable assurance about whether the special purpose financial statement, 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 statement.

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 statement, 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 statement 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 statement 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

Date: 29 May 2019

Perth

Consortium Membership

07



ACICIS Member Universities



Australian
National
University



Curtin University



Flinders
UNIVERSITY



LA TROBE
UNIVERSITY • AUSTRALIA



Universiteit
Leiden



MACQUARIE
University
SYDNEY • AUSTRALIA



MONASH
University



Murdoch
UNIVERSITY



Queensland University of Technology
Brisbane Australia



RMIT
UNIVERSITY



SOAS
University of London



THE UNIVERSITY
of ADELAIDE



THE UNIVERSITY OF
SYDNEY



THE UNIVERSITY OF
WESTERN
AUSTRALIA



UNSW
AUSTRALIA



University of
South Australia



UNIVERSITY of
TASMANIA
AUSTRALIA



UTS
UNIVERSITY OF TECHNOLOGY, SYDNEY



USC

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.



*Sustainable Tourism
Professional
Practicum (STPP)*



*Agriculture Semester
Program (ASP)*



VIA VIA JOGJA

*Development Studies
Immersion Program (DSIP)*



*International Relations
Program (IRP)*



*Indonesian Business, Law
& Society Program (IBLS)*

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Acknowledgements

ACICIS gratefully acknowledges the current and historical contributions made to the consortium's growth and development - in the form of both financial and in-kind support - by Murdoch University, The University of Western Australia, the Department of Foreign Affairs and Trade's Australia Indonesia Institute, the Commonwealth Department of Education and Training, the National Asian Languages and Studies in Schools Program, the Myer Foundation, the Australian Learning and Teaching Council, and the Australian Government's New Colombo Plan.

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