



Annual Report 2020



Providing a well-rounded
Indonesian study experience.



Annual Report

2020

03 Trends in Australian Outbound Student Mobility to Indonesia

Analysis of Australian student mobility data for 2017-2019.
pp. 14-25



02 Current Management

Profile of the ACICIS leadership teams in both Australia and Indonesia; Composition and member details of the consortium's governing body - the ACICIS National Reference Group.
pp. 9-13



01 Message from the Consortium Director

An overview of the consortium's activities and achievements for 2020 from Consortium Director, Liam Prince. p. 4-5



05 Alumni Outcomes & Achievements

A list of publications authored by ACICIS alumni during the 2020 calendar year; and detailed profiles of several ACICIS alumni.
pp. 50-63



06 Stakeholder Profiles & Endorsements

First-person accounts of ACICIS' work and the impact it has on the lives and careers of the people involved - and on the broader Australia-Indonesia relationship.
pp. 64-77



07 Finances

A summary of the consortium's routine income and expenditure for 2020; and independent auditor's report verifying ACICIS' financial statements for the 2020 calendar year.
pp. 78-88

08 Consortium Membership

A summary of the consortium's current composition and membership.
pp. 90-91



04 ACICIS Student Numbers 2000-2020

A summary of total student enrolments in ACICIS programs 2000-2020; composition of ACICIS in-country student cohort by study option for previous five years + 2020; breakdown of ACICIS semester program, professional practicum, and tours and intensives participation by

state and territory jurisdiction for previous five years + 2020; and breakdown of ACICIS semester program, professional practicum, and tours and intensives participation by home or sending university for previous five years + 2020.
pp. 26-49

09 ACICIS Partner Universities & Placement Host Organisations

An overview of ACICIS Partner Universities and Professional Placement Host Organisations in Indonesia.
pp. 92-95





01

Message from the
Consortium Director



A Message from the Consortium Director

It is with a mixture of relief and gratitude that I introduce the *ACICIS Annual Report* for 2020.

As it was for so many organisations with an international remit, 2020 was an extraordinarily difficult year for ACICIS. The global COVID-19 pandemic brought six-years of rapid, New Colombo Plan-fuelled growth in the number of Australian students studying in Indonesia through ACICIS each year to a hard stop almost overnight.

Happily, a mixture of good fortune, community support, government intervention, and student enthusiasm has combined to see ACICIS (so far) successfully navigate the pandemic — albeit in a somewhat diminished form.

ACICIS assisted 312 Australian (and international) students to undertake study in Indonesia in 2020 – down from 540 students in 2019. This constitutes a 42% year-on-year decrease in the size of ACICIS' annual student cohort (after a 26% increase in 2018 and 48% increase in 2017). This result for 2020, while obviously regrettable, could have been *much* worse. The timing of the pandemic's onset – falling as it did after the consortium's suite of Summer 2019/20 short format programs had concluded – meant the pandemic had minimal disruptive impact on the consortium's highest volume (by student numbers) period of the 2020 program calendar. This was our good fortune.

A public fundraising campaign in June 2020 raised almost \$50,000 in donations from ACICIS' network of 3,800+ alumni, and helped the consortium through the darkest and most uncertain months of the pandemic. This community support leant considerable weight to appeals to government for emergency financial assistance. In early August 2020, we received this assistance in the form of the Australian Foreign Minister's approval of temporary changes to the New Colombo Plan (NCP). These amendments have made it possible for NCP projects – including the Indonesia-focused programs run by ACICIS – to proceed via virtual or online modes of delivery.

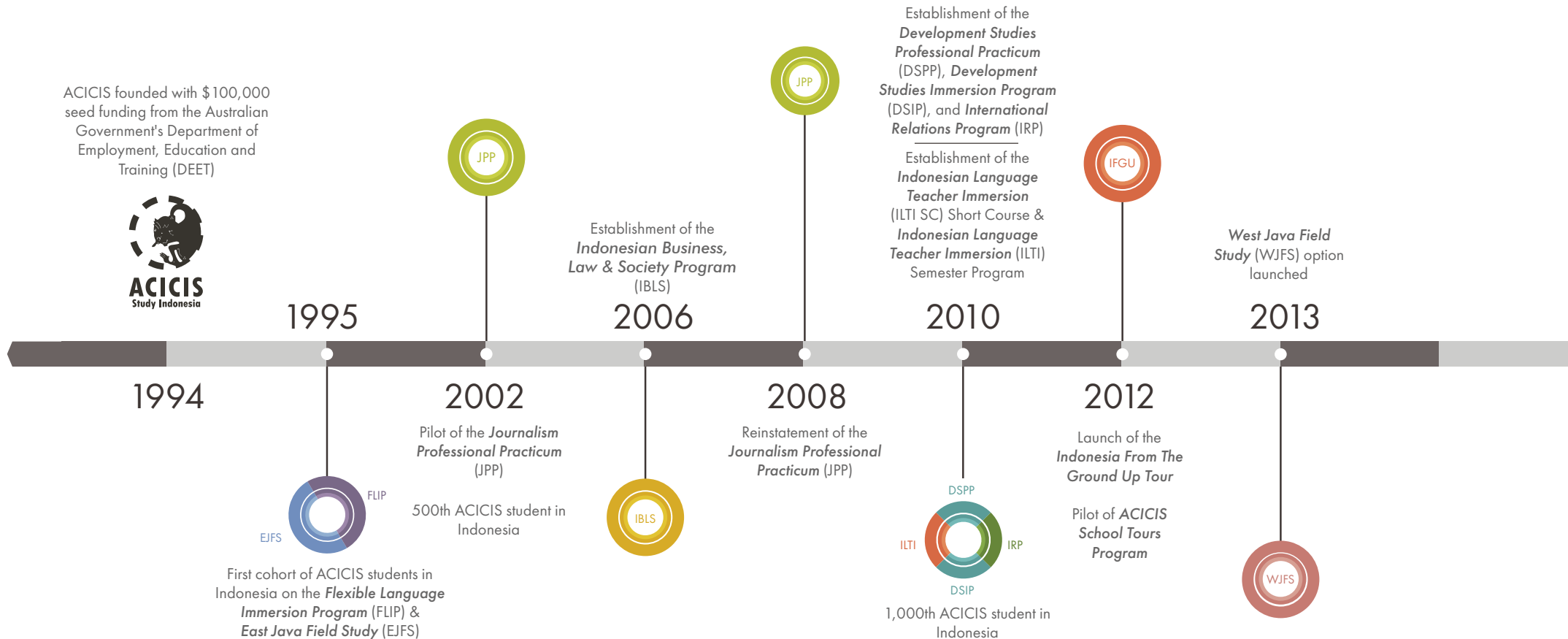
With its pipeline of existing NCP projects, established staffing footprints in both Australia and Indonesia, and extensive network of relationships at universities in both countries, ACICIS was probably better placed to capitalise on the New Colombo Plan's pivot to online delivery – quickly and at scale – than any individual university or student mobility provider in the country.

The final quarter of 2020 saw ACICIS staff working at speed to adapt the consortium's programs for online delivery over Summer 2020/21, and to recruit students to these virtual programs in numbers sufficient to make them viable. I am happy to report that ACICIS delivered seven distinct virtual programs over the 2020/21 summer break – of durations ranging from two to six weeks – to a total national cohort of just over 200 students.

It gives me great pleasure to provide the following account of ACICIS' activities and achievements during a pandemic year. In outlining recent historical trends in Australian outbound student mobility to Indonesia, I hope this report will help to situate the disappointment and reversals of 2020 within a longer-term story of growth in the number of Australian students studying in Indonesia since 2014.

Liam Prince
Consortium Director
June 2021, Perth, Western Australia

ACICIS milestones: 1994-2020



Establishment of the
*Business Professional
Practicum (BPP)*



2,000th ACICIS student in
Indonesia

ACICIS moves to UWA

Establishment of *Agriculture
Semester Program (ASP)* and
the *Public Health Study Tour
(PHST)*

2016

2015



Celebration of
ACICIS 20th
Anniversary



Establishment of the
*Creative Arts and Design
Professional Practicum
(CADPP)* and the
*Indonesian Language
Short Course (ILSC)*

2017

Establishment of the *Law
Professional Practicum (LPP)*

2018



Establishment of the
*Sustainable Tourism
Professional Practicum
(STPP)* and *Agriculture
Professional Practicum (APP)*

2019

3,000th ACICIS student in
Indonesia

3,500th ACICIS
student in Indonesia

Evacuation of
ACICIS students in
March 2020 and
cancellation of all
in-country programs
for remainder of the
year due to global
COVID-19
pandemic.

2020



Launch of ACICIS virtual
programs. 200+ students
participate in seven different
online programs during
Summer 2020/21.

2021

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.



02

Current Management



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.

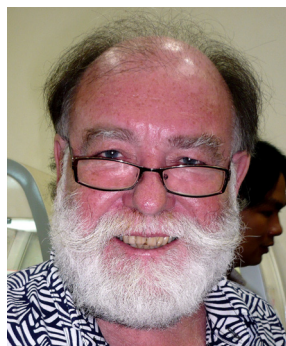
The National Reference Group is responsible for approving and taking the lead in implementing all ACICIS initiatives and activities; monitoring the consortium’s activities and financial position; determining matters of policy relating to ACICIS – including the fees payable by consortium members; and 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:

Australia-based personnel:



Liam Prince
Consortium Director



Assoc. Prof David Reeve
Deputy Consortium Director



Jason Parish
Accountant



Meg McPherson
Marketing and Student Recruitment
Coordinator



Matthew Satchwell
Student Administration Coordinator

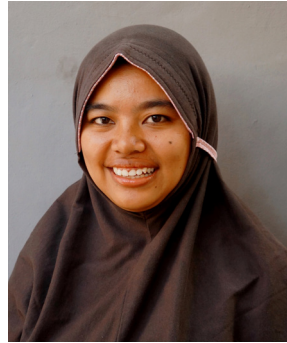
Indonesia-based personnel:



Dr Adrian Budiman
Resident Director



Sherly Senja
Projects Development Manager



Sinta Padmi
Program Manager



Wilia Paramitasari
Program Coordinator



Winny Faramuli
Program Coordinator



Citra Gantiaji
Program Coordinator



Ida Kusuma
Finance and Administration
Coordinator



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



Dr Jacqui Baker
WA Representative
Lecturer in Southeast Asian Studies



Assoc. Prof David Bouchier
Host University Representative
Lecturer in Indonesian



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



Assoc. Prof Harriot Beazley
QLD Deputy Representative
Senior Lecturer in Human Geography



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



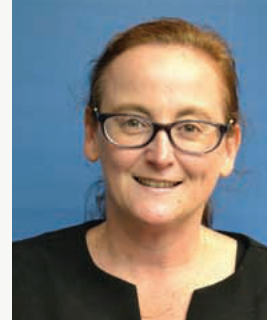
Ms Sarah Argles
VIC Deputy Representative
Manager, Global Programs



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



Assoc. 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 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)





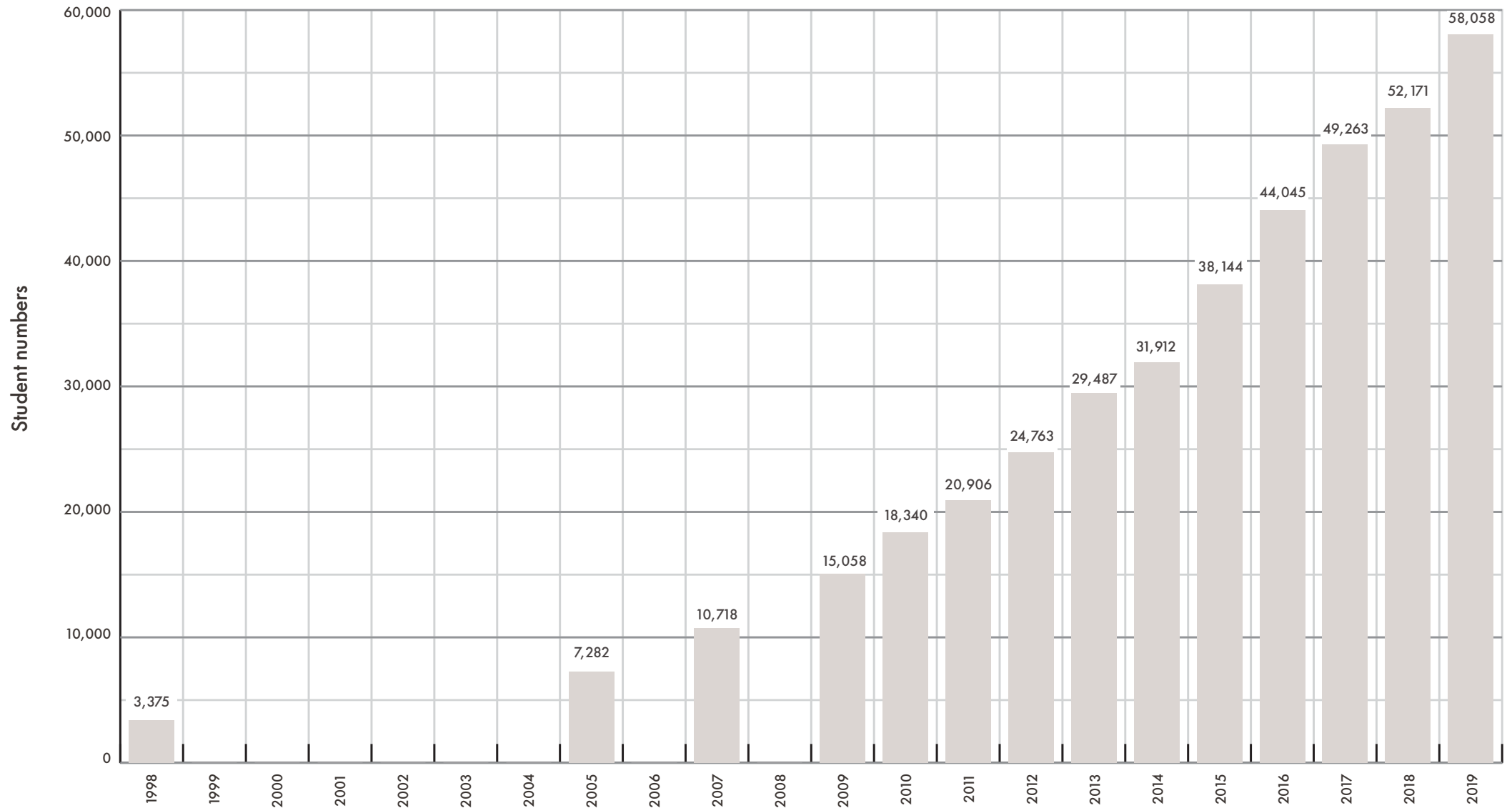
03

Trends in Outbound Australian
Student Mobility to Indonesia



Participation of Students from Australian Universities

in Learning Abroad Programs: 1998–2019



Participation of Students from Australian Universities

in Learning Abroad Programs: 1998–2019

Rapid growth of outbound student cohort

Since 2008, the Australian Universities International Directors' Forum (AUIDF) has compiled an annual report on Australian outbound 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 calendar year. For this reason, the most recent national data available at time of writing is for the calendar year 2019. Total reported outgoing student mobility from Australian universities grew by more than 11% in 2019 – from 52,171 students in 2018 to 58,058 students in 2019.

According to the AUIDF, just over 70% (or 40,927) of the 58,058 Australian university students who undertook a learning abroad experience in 2019 were undergraduate students. The remaining 29.5% (or 17,131) were postgraduate students. Meanwhile, 69% (or 39,994) were domestic Australian students, and 31% (or 18,114) were international students enrolled at Australian universities.

The rapid growth in the size of the recorded annual outbound Australian student cohort between 2007 and 2019 – more than quintupling 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.

Significantly, 2019 represents the second year (since the data has been collected) in which the number of Australian university students who pursued an 'international study experience' as part of their studies exceeded 50,000 students.



Sources:

Davina Potts. *Students from Australian Universities in Learning Abroad 2014*. (AUIDF, 2016), 8.

AUIDF, *Outgoing international mobility of Australian university students 2019 (in 2020)*. (AUIDF, February 2021), 9-10, 15.

Learning Abroad Trends 2017-2019

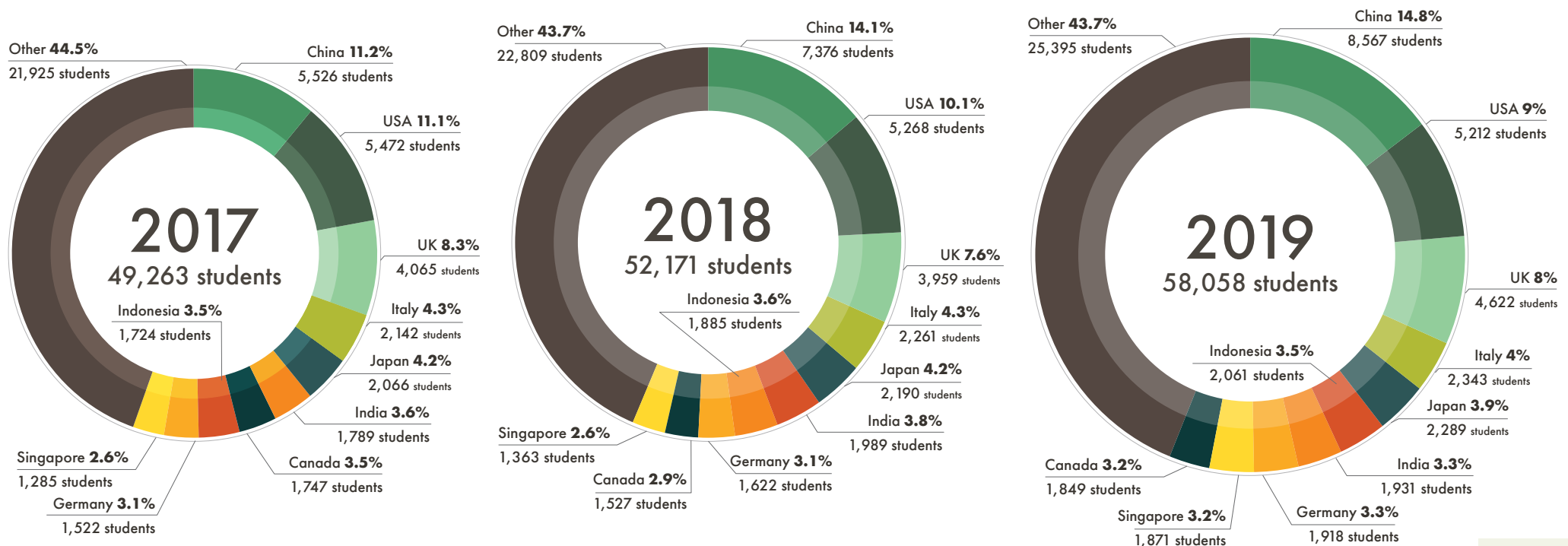
Top 10 destination countries for Australian university students

According to the most recent AUIDF data, 2019 was another year of significant growth in the number of Australian university students pursuing learning abroad experiences in Indonesia – up 9.3% from 1,885 students in 2018 to 2,061 students in 2019. This comes after similarly significant year-on-year growth in 2018 (9.3%) and 2017 (23%).

Indonesia was the 6th most popular study abroad destination for Australian university students in 2019 (up from 7th in 2018). The 2,061 students who undertook a learning abroad experience in Indonesia in 2019 constituted 3.6% of all recorded learning abroad experiences undertaken by Australian university students for the year.

This placed Indonesia behind China (8,567 students), the USA (5,212 students), the UK (4,622 students), Italy (2,343 students), and Japan (2,289 students), and ahead of India (1,931 students), Germany (1,918 students), Singapore (1,871), and Canada (1,849).

With the size of the overall Australian annual outbound cohort increasing by more than 11% in 2019, the slightly lower growth (9.3%) in the number of students going to Indonesia means that Indonesia underperformed the sector as a whole in 2019. However, it remains the case that between 2012 and 2019 Indonesia has been the fastest growing destination for Australian university students – growing at an average annual growth rate (CAGR) of 24.5% over this seven-year period. The only destination countries to experience a similar average annual rate of growth during this period has been China (21.4%), Japan (14.9%) and India (14.6%).



Learning Abroad Trends 2017-2019

Top 10 destination countries for Australian university students

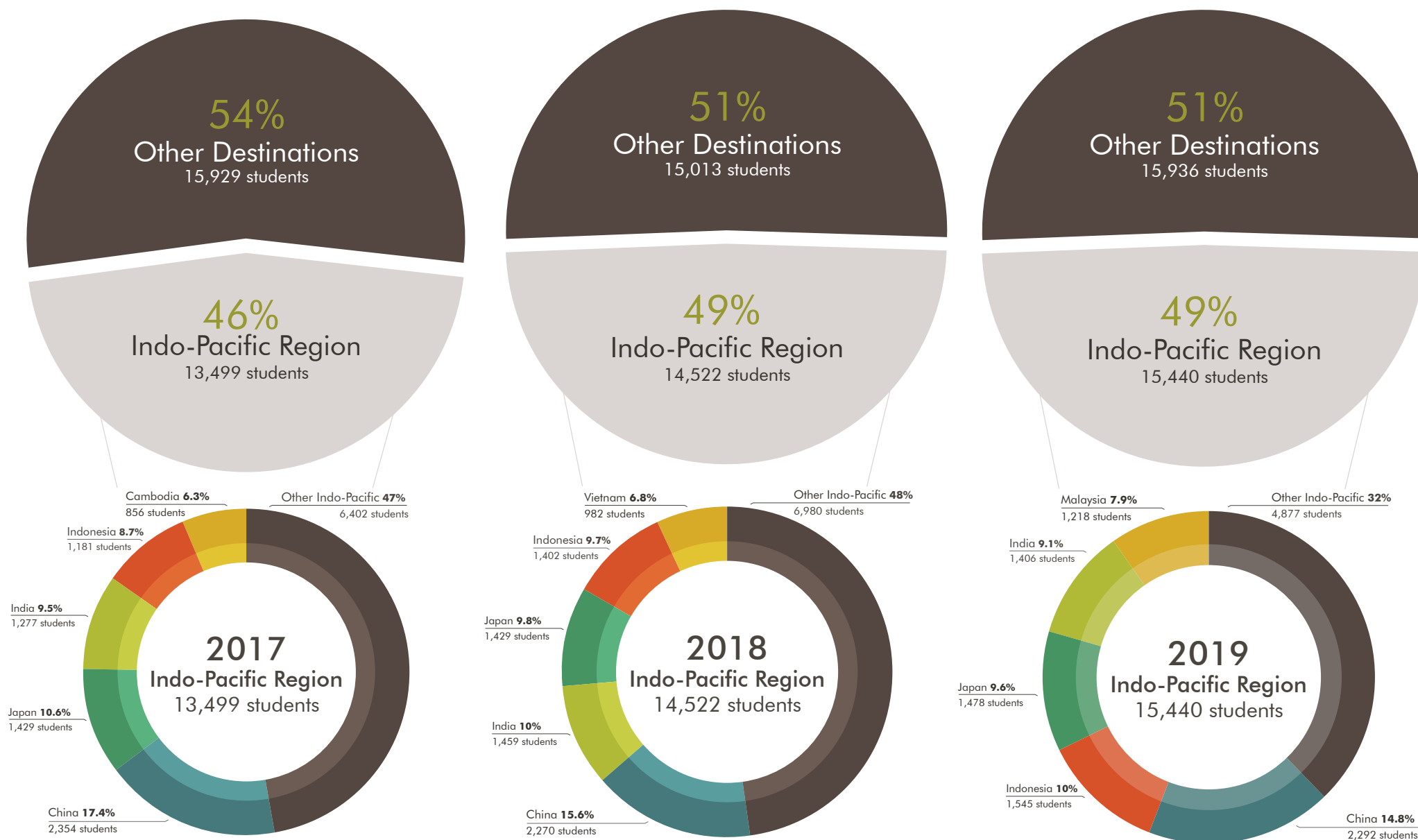
2019 (58,058 students)				2018 (52,171 students)				2017 (49,263 students)			
Top Destinations	Rank	Student numbers	% of Student Cohort	Rank	Student numbers	% of Student Cohort	Rank	Student numbers	% of Student Cohort		
China	1	8,567	14.8%	1	7,376	14.1%	2	5,526	11.2%		
		Growth yoy	16.15%		Growth yoy	33.48%		Growth yoy	21.66%		
USA	2	5,212	9.0%	2	5,268	10.1%	1	5,472	11.1%		
		Growth yoy	-1.06%		Growth yoy	-3.73%		Growth yoy	8.12%		
UK	3	4,622	8.0%	3	3,959	7.6%	3	4,065	8.3%		
		Growth yoy	16.75%		Growth yoy	-2.61%		Growth yoy	16.61%		
Italy	4	2,343	4.0%	4	2,261	4.3%	4	2,142	4.3%		
		Growth yoy	3.63%		Growth yoy	5.56%		Growth yoy	14.30%		
Japan	5	2,289	3.9%	5	2,190	4.2%	5	2,066	4.2%		
		Growth yoy	4.52%		Growth yoy	6%		Growth yoy	18.19%		
Indonesia	6	2,061	3.5%	7	1,885	3.6%	8	1,724	3.5%		
		Growth yoy	9.34%		Growth yoy	9.34%		Growth yoy	23.05%		
India	7	1,931	3.3%	6	1,989	3.8%	6	1,789	3.6%		
		Growth yoy	-2.92%		Growth yoy	11.18%		Growth yoy	8.03%		
Germany	8	1,918	3.3%	8	1,622	3.1%	9	1,522	3.1%		
		Growth yoy	18.25%		Growth yoy	6.57%		Growth yoy	-4.46%		
Singapore	9	1,871	3.2%	-	1,363	2.6%	10	1,285	2.6%		
		Growth yoy	37.27%		Growth yoy	6.07%		Growth yoy	9.92%		
Canada	10	1,849	3.2%	9	1,527	2.9%	7	1,747	3.5%		
		Growth yoy	21.09%		Growth yoy	-12.59%		Growth yoy	13.00%		
All other	-	25,395	43.7%	-	22,731	43.6%	-	21,925	44.5%		
		Growth yoy	11.72%		Growth yoy	3.68%		Growth yoy	9.80%		
Total		58,058	100%		52,171	100%		49,263	100%		
		Growth yoy	11.28%		Growth yoy	5.90%		Growth yoy	11.85%		

Sources:

AUIDF, Outgoing international mobility of Australian university students 2017 (in 2018). (AUIDF, January 2019), 32-34.
AUIDF, Outgoing international mobility of Australian university students 2018 (in 2019). (AUIDF, March 2020), 16.
AUIDF, Outgoing international mobility of Australian university students 2019 (in 2020). (AUIDF, February 2021), 14

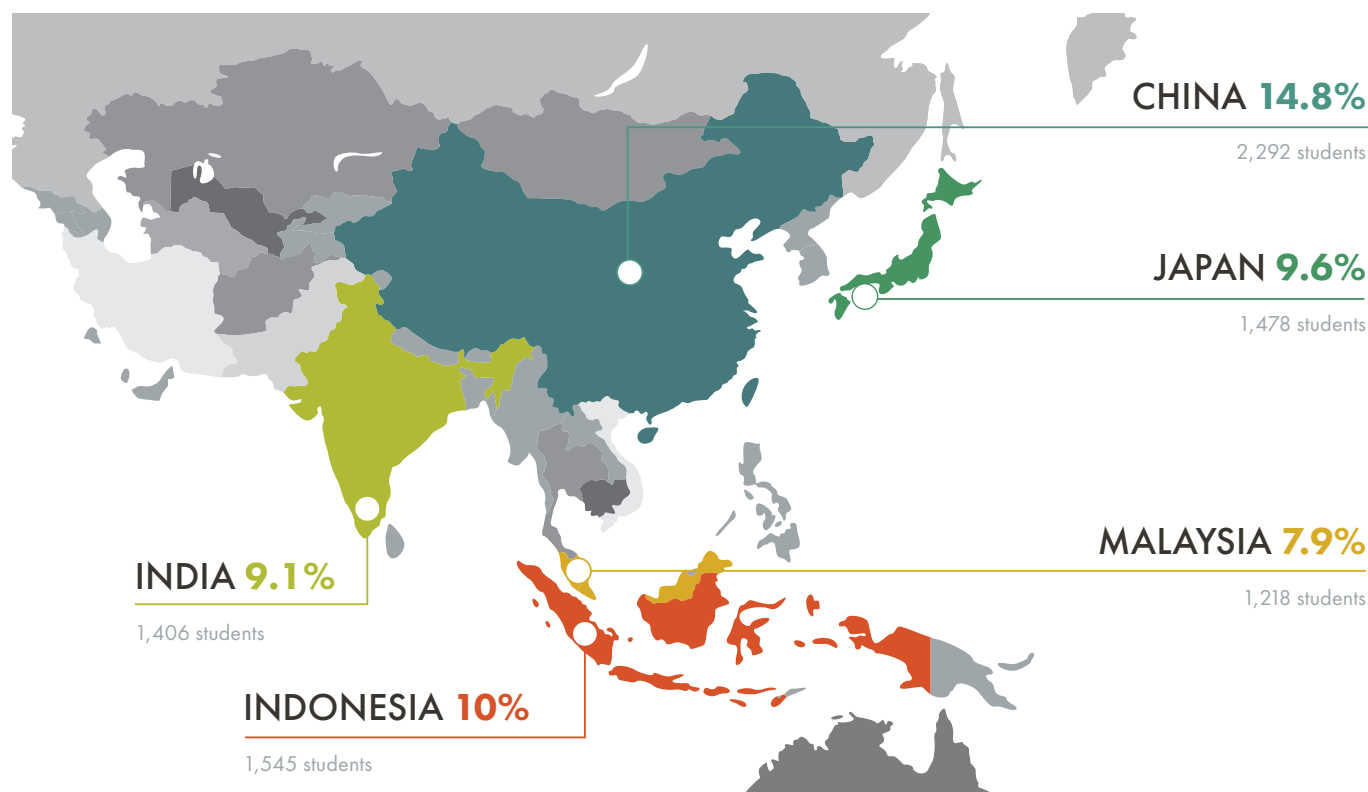
Outbound Mobility to the Indo-Pacific: 2017-2019

as a proportion of total Australian domestic undergraduate students studying abroad



Top 5 Indo-Pacific Destinations: 2019

for Australian domestic undergraduate students studying abroad



Indonesia in second place

Of the 15,440 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 2019, 10% (or 1,545 students) did so in Indonesia. Indonesia ranked as the second most popular Indo-Pacific destination for Australian domestic undergraduate students in 2019 – behind only China (2,292 students), and ahead of Japan (1,478 students), India (1,406 students), and Malaysia (1,218 students).

Between 2014 and 2019 Indonesia has been the fastest growing destination for Australian domestic undergraduate students. The annual number of domestic undergraduates pursuing learning abroad experiences in Indonesia has increased by an average of 14.3% each year over the five-year period in question. The only destination countries to experience a similar average annual growth rate among Australian domestic undergraduates over this five-year period has been India (13.8%), Japan (10.3%) and Singapore (9.9%).

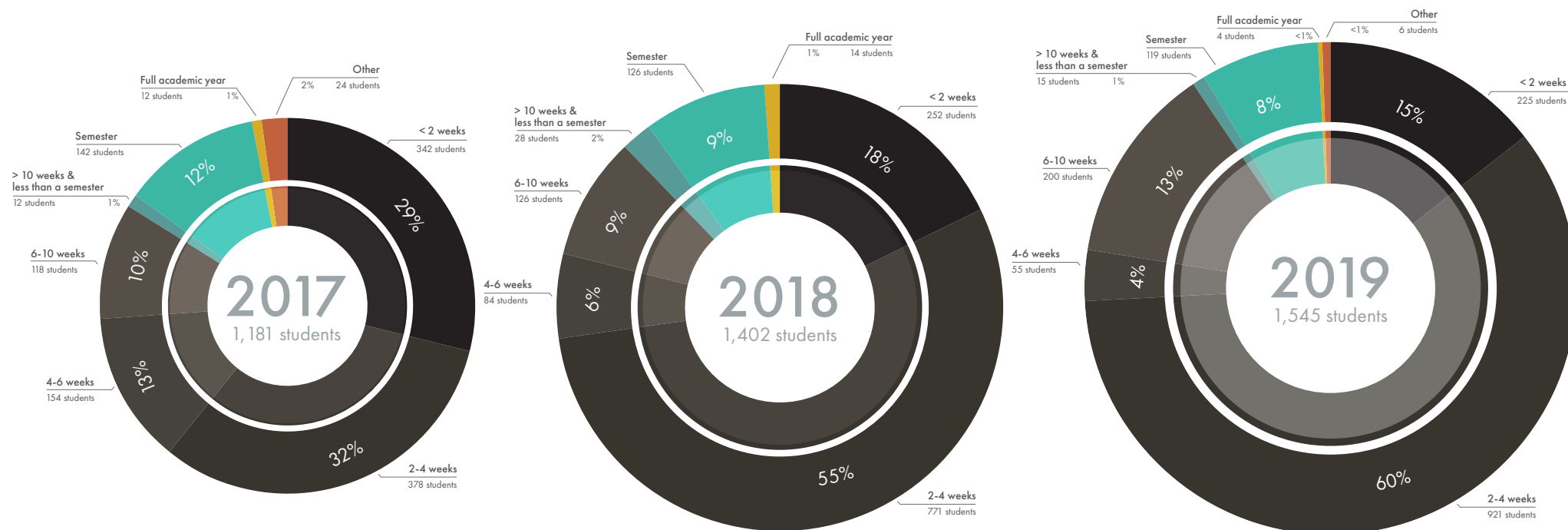
Overall, the number of Australian domestic undergraduates pursuing learning abroad in the Indo-Pacific increased significantly between 2014 and 2019 – from 8,437 in 2014 to 15,440 in 2019. This constitutes an 83% increase in just five years. However, while student numbers have grown in absolute terms over this five-year period, mobility experiences to the Indo-Pacific have remained remarkably constant as a percentage of total learning abroad experiences undertaken by Australian domestic undergraduates (49% in 2019 cf. 45% in 2014).

Duration of study in Indonesia: 2017-2019

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, short-term study abroad experiences remain far more popular among students destined for Indonesia. 1,146 (or 75%) of the 1,545 Australian domestic undergraduate students who studied in Indonesia in 2019 did so on short-term programs of less than four weeks' duration. By contrast, only 123 (or 8%) are reported to have studied in Indonesia for a semester or more during the same period. A significant year-on-year increase (10%) in the overall number of Australian domestic undergraduate students undertaking learning abroad experiences in Indonesia was recorded in 2019. This increase was most pronounced in the number of short-term experiences of between 6 and 10 weeks' duration recorded (up 59% on 2018). Significant growth was also

seen in experiences between 2-4 weeks in duration (up 19%). 2019 also saw significant declines in the number of domestic undergraduate students undertaking studies in Indonesia of less than two weeks in duration (down 11%), of between 4 and 6 weeks in duration (down 35%), and of one semester in duration (down 6%). The number of Australian domestic undergraduate students undertaking a full academic year abroad in Indonesia also fell dramatically (down 71%) – from 14 students in 2018 to just four students in 2019.



Sources:

Australian Universities Directors' Forum (AUIDF). *Outgoing international mobility of Australian university students 2017 (in 2018)*. (AUIDF, October 2018), 24.
 Australian Universities Directors' Forum (AUIDF). *Outgoing international mobility of Australian university students 2018 (in 2019)*. (AUIDF, March 2020), 26.
 Australian Universities Directors' Forum (AUIDF). *Learning Abroad 2019 (in 2020)*. (AUIDF, December 2020), 61.

Duration of study in Indonesia: 2017-2019

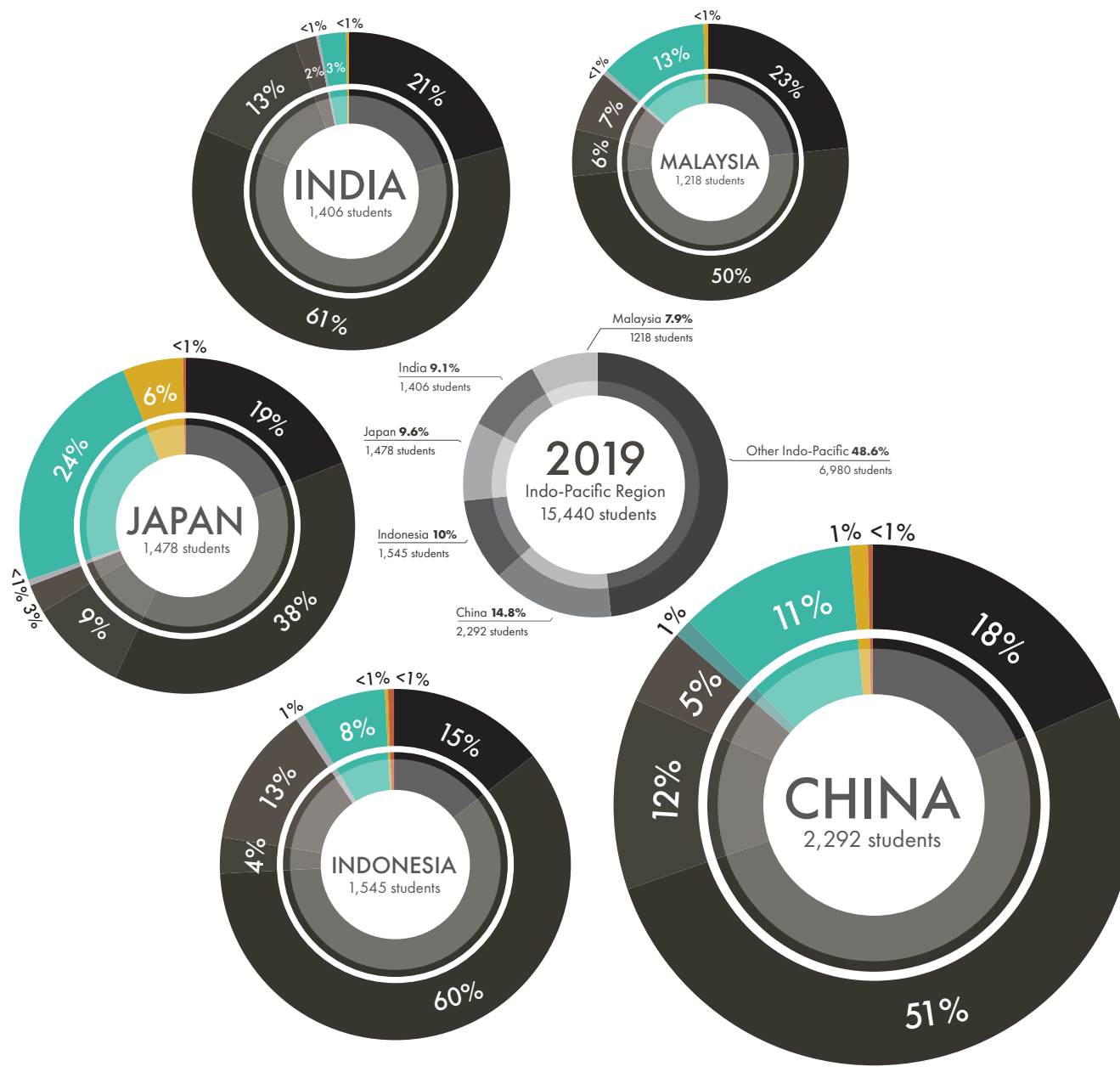
by Australian domestic undergraduate students

2019 (1,545 students)			2018 (1,402 students)		2017 (1,181 students)	
Study length	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort
< 2 weeks	225 students	15%	252 students	18%	342 students	29%
Growth yoy	-11%	-	-26%	-	191%	-
2-4 weeks	921 students	60%	771 students	55%	378 students	32%
Growth yoy	19%	-	104%	-	-8%	-
> 4-6 weeks	55 students	4%	84 students	6%	154 students	13%
Growth yoy	-35%	-	-45%	-	59%	-
> 6-10 weeks	200 students	13%	126 students	9%	118 students	10%
Growth yoy	59%	-	7%	-	70%	-
> 10 weeks	15 students	1%	28 students	2%	12 students	1%
Growth yoy	-47%	-	137%	-	18%	-
Semester	119 students	8%	126 students	9%	142 students	12%
Growth yoy	-6%	-	-11%	-	51%	-
Full academic year	4 students	<1%	14 students	1%	12 students	1%
Growth yoy	-71%	-	19%	-	44%	-
Other	6 students	<1%	-	-	24 students	2%
Growth yoy	n/a	-	-100%	-	-78%	-
Total	1,545 students	100%	1,402 students	100%	1,181 students	100%
Growth yoy	10%		19%		29%	

Duration of study in the Indo-Pacific region in 2019 by Australian domestic undergraduate students

If we compare the duration of learning abroad experiences undertaken in Indonesia by Australian domestic undergraduate students in 2019 to the duration of experiences undertaken in the other top-five Indo-Pacific destinations for 2019 – China, Japan, India, and Malaysia – we observe the following. Japan is, by a considerable margin, the leading Indo-Pacific destination for Australian domestic undergraduate students pursuing learning abroad experiences of a semester or longer in duration – in both absolute and percentage terms.

In 2019, of the 1,478 Australian domestic undergraduate students who studied abroad in Japan, 446 (or 30%) did so for a semester or longer. By comparison, only 12% (or 280) of the 2,292 students who studied abroad in China in 2019, 8% (or 123) of the students who studied abroad in Indonesia, 3% (or 40) of the 1,406 students who studied abroad in India, and 13% (or 162) of the 1,218 students who studied abroad in Malaysia, did so for a semester or longer.



Duration of study in the Indo-Pacific region in 2019

by Australian domestic undergraduate students

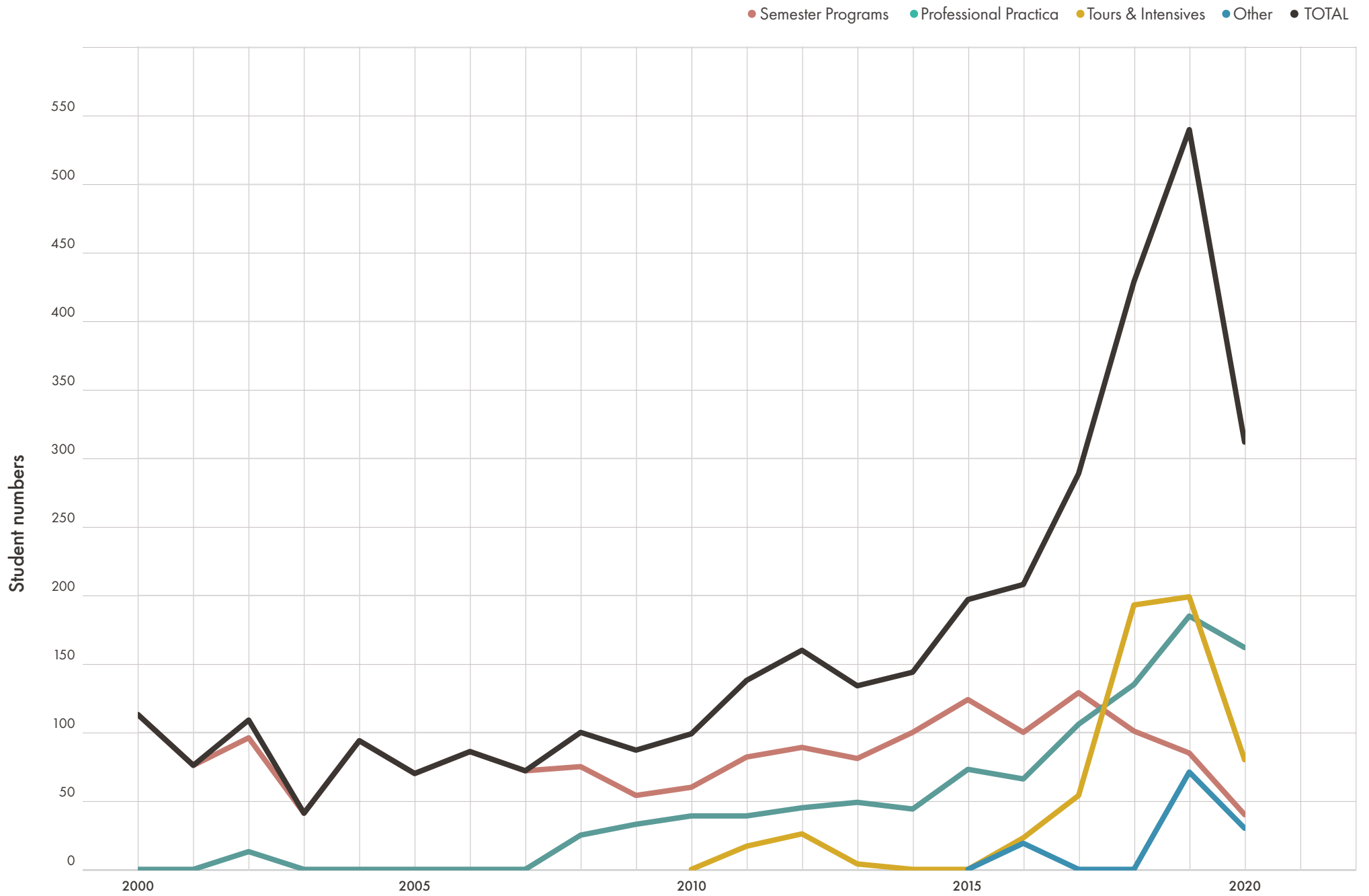
	China (2,292 students)		Indonesia (1,545 students)		Japan (1,478 students)		India (1,406 students)		Malaysia (1,218 students)	
Study length	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort
< 2 weeks	423 students	18%	225 students	15%	280 students	19%	292 students	21%	286 students	23%
2-4 weeks	1,177 students	51%	921 students	60%	562 students	38%	855 students	61%	609 students	50%
> 4-6 weeks	278 students	12%	55 students	4%	140 students	9%	182 students	13%	67 students	6%
> 6-10 weeks	106 students	5%	200 students	13%	43 students	3%	32 students	2%	90 students	7%
> 10 weeks	25 students	1%	15 students	1%	6 students	0%	5 students	0%	4 students	0%
Semester	254 students	11%	119 students	8%	358 students	24%	39 students	3%	157 students	13%
Full academic year	26 students	1%	4 students	0%	88 students	6%	1 student	0%	5 students	0%
Other	3 students	0%	6 students	0%	1 students	0%	-	0%	-	0%
Total	2,292 students	100%	1,545 students	100%	1,478 students	100%	1,406 students	100%	1,218 students	100%



04

ACICIS Student numbers
2000-2020





ACICIS Student Numbers: 2000-2020

Following a 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.

Growth in the size of ACICIS' total annual student cohort over the five-year period from 2014 and 2019 was 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.

Until 2020 and the onset of the global COVID-19 pandemic, the consortium had been experiencing sustained growth across most program formats. This growth had been most pronounced within ACICIS' short format programs. Disappointingly, during the period 2014-2019,

ACICIS' annual semester program enrolments actually declined by an average 3% each year. By contrast, during the same five-year period annual enrolments in the consortium's (six-week) professional practicum programs increased by approximately 33% each year. Student enrolments in ACICIS tours and intensives, meanwhile, exploded – growing by an average 105% annually (from an admittedly low base of 23 students in 2016) during the same period.

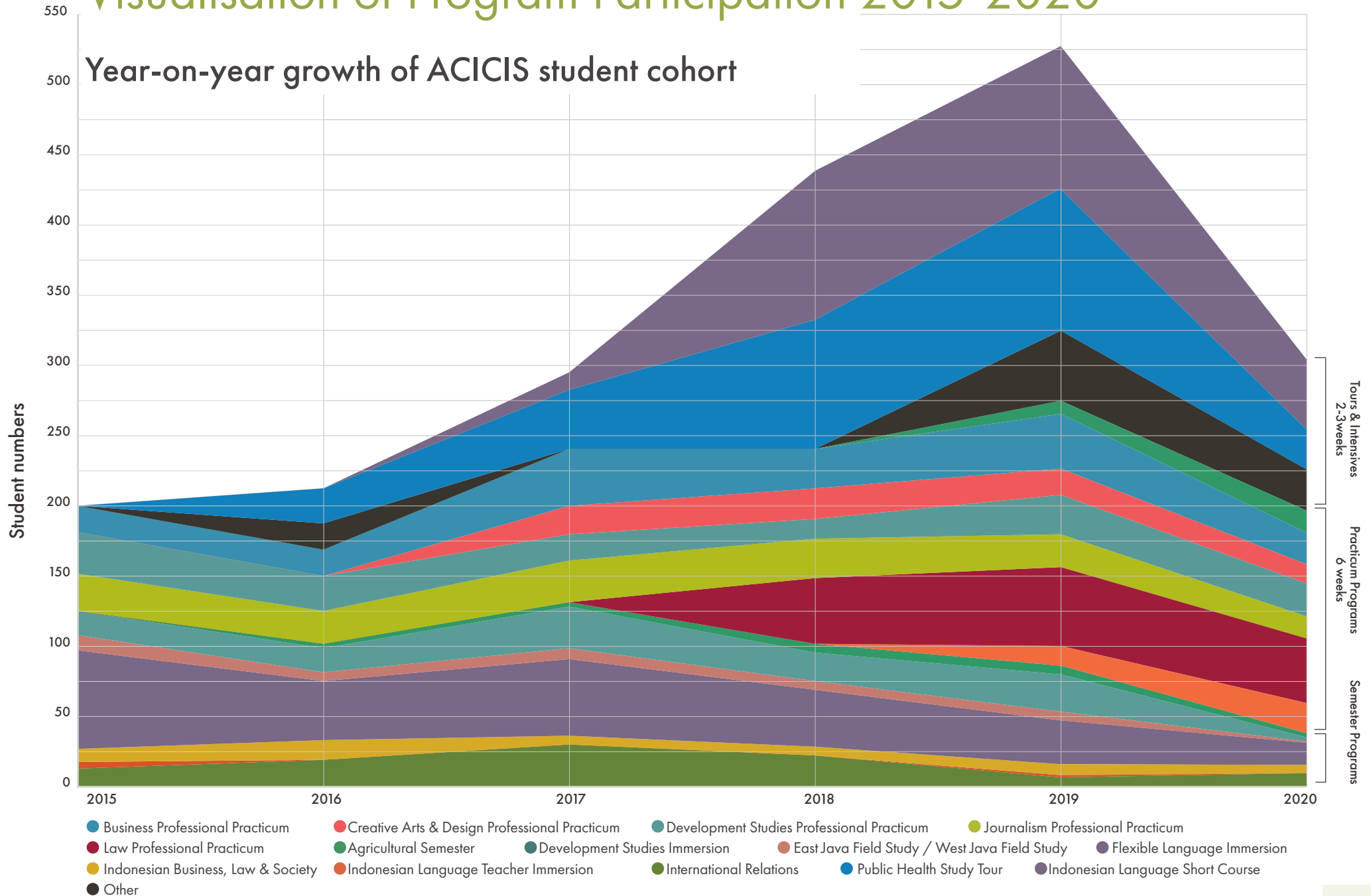
In 2016, the consortium reached and surpassed the milestone of a total annual in-country cohort of 200 students; of 400 students in 2018; and, in 2019, of 500 students. In forcing the cancellation of multiple ACICIS programs during 2020, the COVID-19 pandemic has set the scale of the consortium's operations back to roughly the level prevailing in 2017.

However, even taking into account the 42% contraction in the size of ACICIS' annual student cohort for 2020 caused by the pandemic, on average, ACICIS student numbers have increased by 5% each year over the 20-year period between 2000 and 2020.

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total Avg. Growth yoy
Semester Programs	113	76	96	41	94	70	86	72	75	54	60	82	89	81	100	124	100	129	101	85	40	1,728
Growth yoy	-10%	-33%	26%	-57%	129%	-26%	23%	-16%	4%	-28%	11%	37%	9%	-9%	23%	24%	-19%	29%	-22%	-16%	-53%	-5%
Professional Practica	-	-	13	-	-	-	-	-	25	33	39	39	45	49	44	73	66	106	135	185	162	1014
Growth yoy	-	-	-	-	-	-	-	-	-	32%	18%	0%	15%	9%	-10%	66%	-10%	61%	27%	37%	-12%	17%
Tours & Intensives	-	-	-	-	-	-	-	-	-	-	-	17	26	4	0	0	23	54	193	199	80	596
Growth yoy	-	-	-	-	-	-	-	-	-	-	-	-	53%	-85%	-100%	-	-	135%	257%	3%	-60%	19%
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	-	-	71	30	120
Growth yoy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-58%	-
TOTAL	113	76	109	41	94	70	86	72	100	87	99	138	160	134	144	197	208	289	429	540	312	3,498
Growth yoy	-10%	-33%	43%	-62%	129%	-26%	23%	-16%	39%	-13%	14%	39%	16%	-16%	7%	37%	6%	39%	48%	26%	-42%	5%

Visualisation of Program Participation 2015-2020

Year-on-year growth of ACICIS student cohort



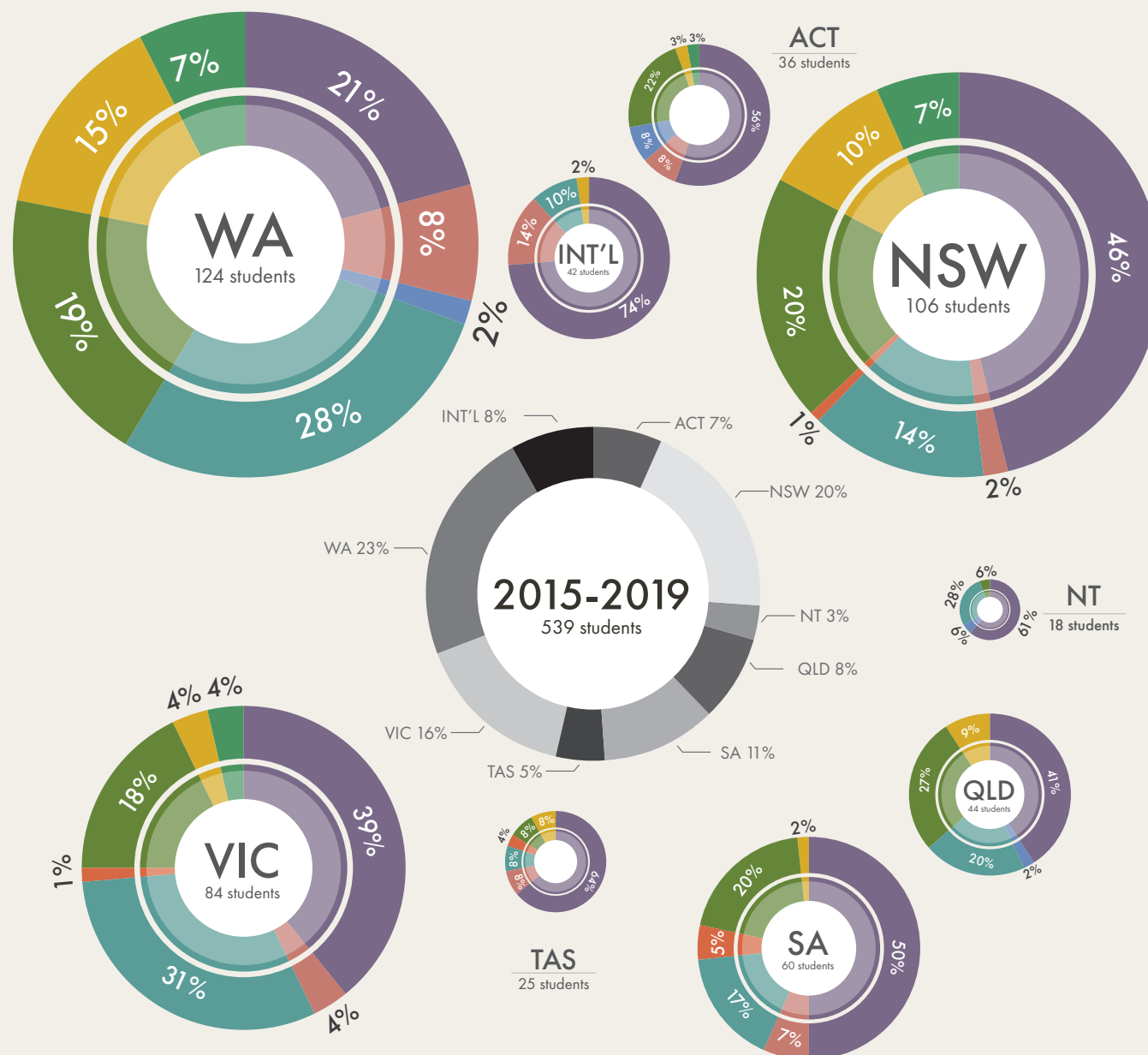
		2015		2016		2017		2018		2019		2020		Total	
		Program	#	%	#	%	#	%	#	%	#	%	Avg. Growth yoy		
Tours & Intensives	2-3 weeks	LANGUAGE				12	4%	90	21%	100	19%	51	16%	253	
		Growth yoy				n/a		650%		11%		-49%		204%	
		PUBLIC HEALTH			23	11%	42	15%	103	24%	99	18%	29	9%	296
	Growth yoy			n/a		83%		145%		-4%		-71%		38%	
	OTHER	-	-	19	9%	0	0%	0	0%	71	13%	30	10%	120	
	Growth yoy			n/a		-100%		n/a		n/a		-58%		-79%	
Practicum Programs	6 weeks	AGRICULTURE								10	2%	16	5%	26	
		Growth yoy								n/a		60%		60%	
		BUSINESS	18	9%	18	9%	40	14%	27	6%	38	7%	23	7%	164
		Growth yoy	n/a		0%		122%		-33%		41%		-39%		18%
		CREATIVE ARTS				20	7%	22	5%	18	3%	14	4%	74	
		Growth yoy				n/a		10%		-18%		-22%		-10%	
	6 weeks	DVLPMNT STUDIES	30	15%	25	12%	18	6%	13	3%	27	5%	24	8%	137
		Growth yoy	20%		-17%		-28%		-28%		108%		-11%		5%
		JOURNALISM	25	13%	23	11%	28	10%	27	6%	23	4%	16	5%	142
		Growth yoy	32%		-8%		22%		-4%		-15%		-30%		-7%
		LAW						46	11%	55	10%	47	15%	148	
		Growth yoy						n/a		20%		-15%		3%	
Semester Programs	6 weeks	TOURISM								14	3%	22	7%	36	
		Growth yoy								n/a		57%		57%	
	6 weeks	AGRICULTURE			3	1%	4	1%	7	2%	6	1%	3	1%	23
		Growth yoy			n/a		33%		75%		-14%		-50%		11%
		DVLPMNT STUDIES	17	9%	17	8%	27	9%	19	4%	25	5%	3	1%	108
	6 weeks	Growth yoy	31%		0%		59%		-30%		32%		-88%		-5%
		FIELD STUDY	11	6%	5	2%	8	3%	6	1%	7	1%	1	0%	38
		Growth yoy	0%		-55%		60%		-25%		17%		-86%		-18%
	6 weeks	LANGUAGE	69	35%	42	20%	53	18%	40	9%	31	6%	16	5%	251
		Growth yoy	15%		-39%		26%		-25%		-23%		-48%		-22%
		BUSINESS & LAW	9	5%	13	6%	6	2%	6	1%	7	1%	6	2%	47
	6 weeks	Growth yoy	80%		44%		-54%		0%		17%		-14%		-1%
		EDUCATION	4	2%	0	0%	1	<1%	0	0%	1	<1%	-	0%	6
		Growth yoy	-33%		-100%		n/a		-100%		n/a		-100%		-100%
	6 weeks	INT'L. RELATIONS	14	7%	20	10%	30	10%	23	5%	8	1%	11	4%	106
		Growth yoy	180%		43%		50%		-23%		-65%		38%		8%
Total		197		208		289		429		540		312		1,975	
Growth yoy		37%		6%		39%		48%		26%		-42%		15%	

In 2015, ACICIS sent 197 students to Indonesia on eight different semester and short format programs. In 2020, 312 students studied in Indonesia on 16 distinct ACICIS study programs. Since 2015, total annual ACICIS student numbers have increased by approximately 15% each year. Semester program enrolments have declined by an average 6% each year over same five-year period, while professional practica enrolments have increased by an average of 21% each year. Student enrolments in tours and intensives have exploded since they were introduced in 2016 – growing at an average annual rate of 84% over the past four years (2016-2020) – even taking into account the 60% drop in student numbers for these programs in 2020 due to the pandemic. 2020 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 2015, approximately 63% of ACICIS' annual student cohort was made up of students undertaking semester programs. In 2020, semester program enrolments made up just 13% of the consortium's annual student numbers. The two largest programs by student volume in 2020 were the consortium's six-week Law Professional Practicum and three-week Indonesian Language Short Course. These two programs together accounted for 31% of the consortium's total student numbers for 2020. Enrolments in the consortium's six-week professional practicum programs accounted for just over half (52%) of total student numbers in 2020. Practicum program enrolments as a proportion of the consortium's total annual student cohort have never previously exceeded 37%. The pattern of enrolments for 2020 reflect the timing of the pandemic's onset (mid-March) and unevenly disruptive impact on ACICIS' different categories of programs – i.e. relatively minimal impact on practicum programs, and relatively high impact on tours, intensives and semester programs.

2015-2019

Semester Programs

Participation by state



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

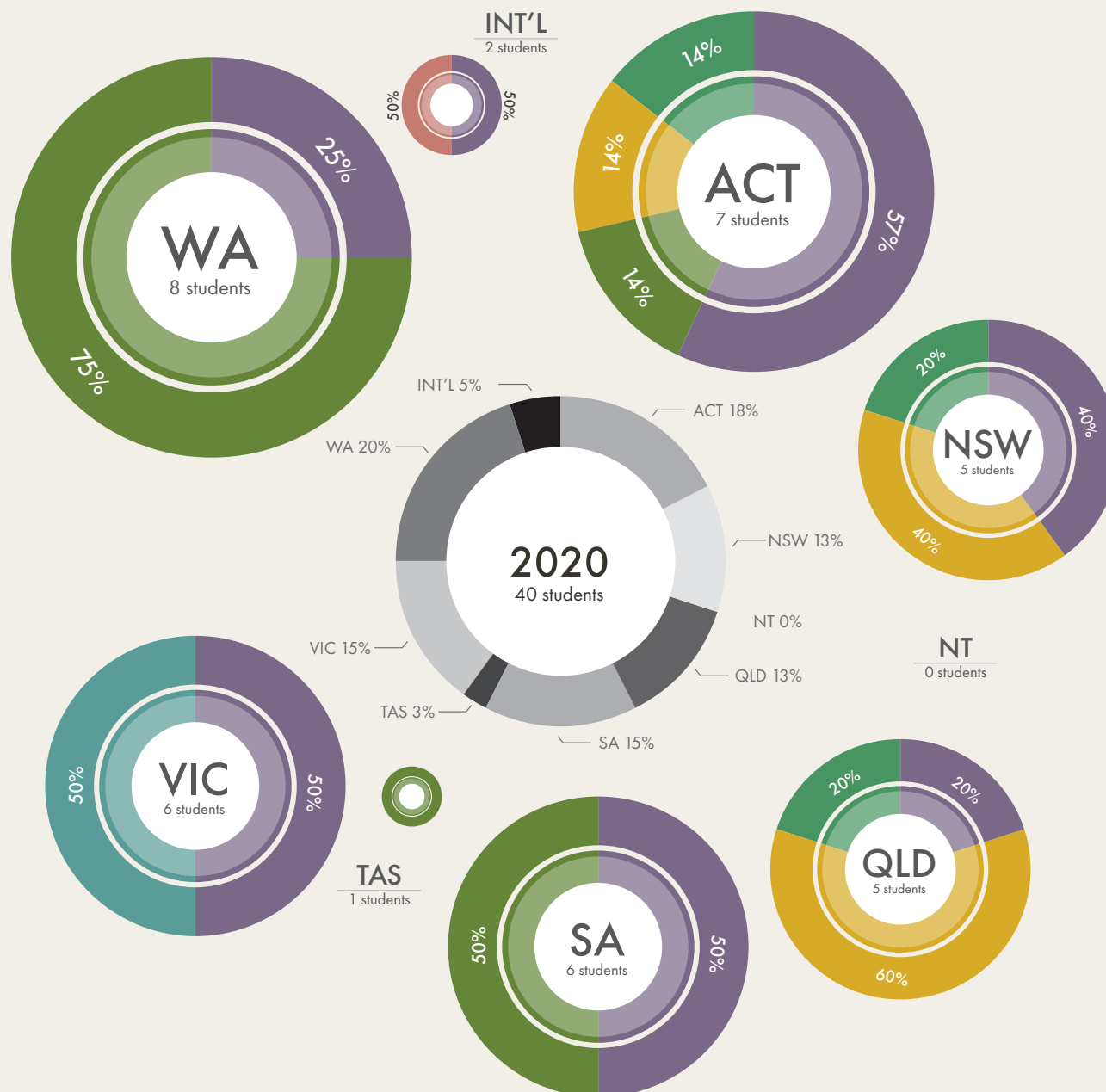
2020

Semester Programs

Participation by state

	% of total student numbers 2020	Student numbers 2020	% Change on 2019
WA	20%	8 students	-56%
ACT	18%	7 students	-36%
SA	15%	6 students	50%
VIC	15%	6 students	-71%
NSW	13%	5 students	-74%
QLD	13%	5 students	-17%
INT'L	5%	2 students	-50%
TAS	3%	1 students	0%
NT	0%	0 students	-100%
Total	100%	40 students	-53%

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



2015-2019 Semester Programs

Participation by member university

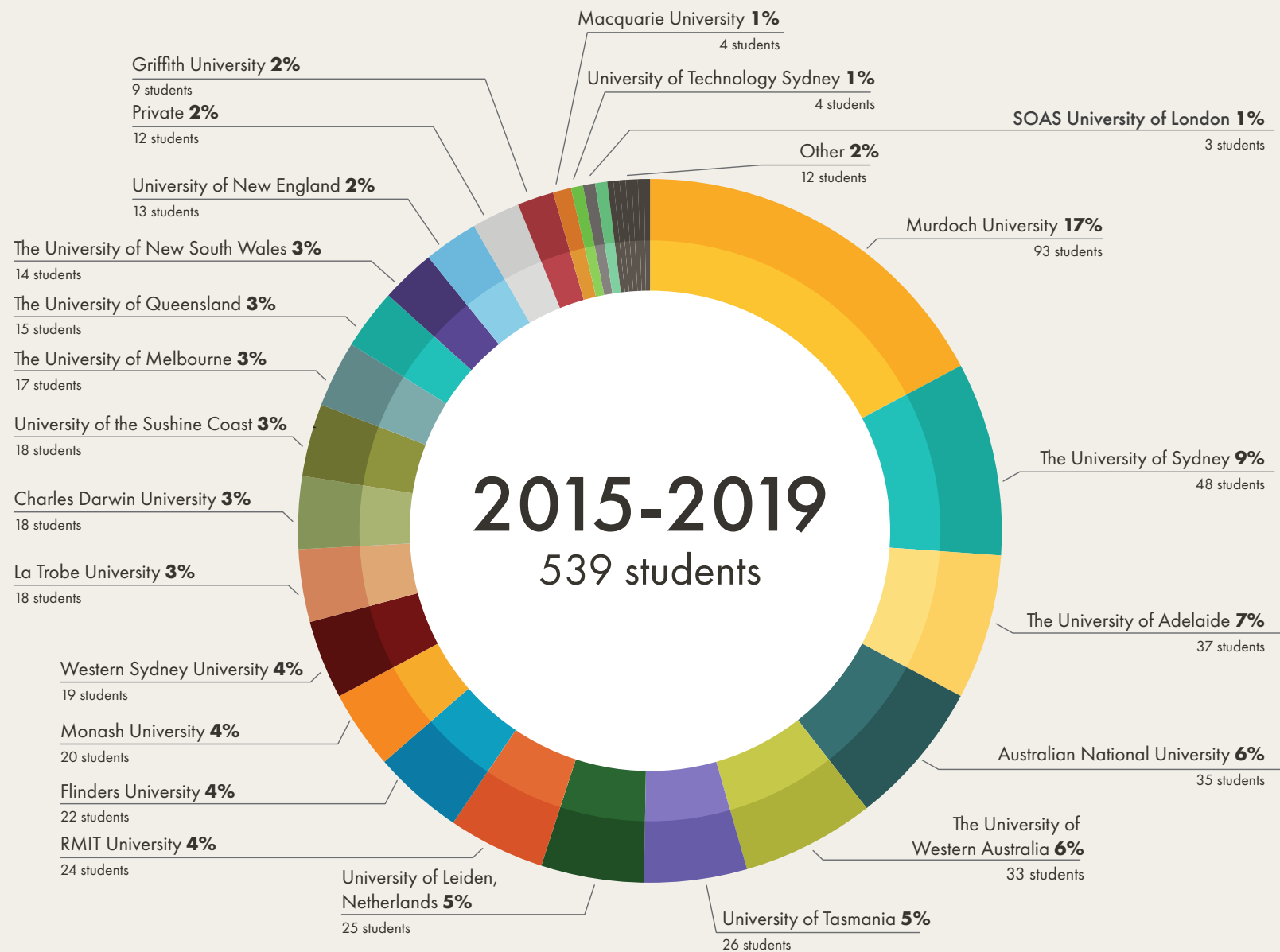
	% of total student numbers 2015 - 2019	Student numbers 2015 - 2019
Murdoch University	17%	93 students
The University of Sydney	9%	48 students
The University of Adelaide	7%	37 students
Australian National University	6%	35 students
The University of Western Australia	6%	33 students
University of Tasmania	5%	26 students
University of Leiden, Netherlands	5%	25 students
RMIT University	4%	24 students
Flinders University	4%	22 students
Monash University	4%	20 students
Western Sydney University	4%	19 students
La Trobe University	3%	18 students
Charles Darwin University	3%	18 students
University of the Sunshine Coast	3%	18 students
The University of Melbourne	3%	17 students
The University of Queensland	3%	15 students
The University of New South Wales	3%	14 students
University of New England	2%	13 students
Private	2%	12 students

	% of total student numbers 2015 - 2019	Student numbers 2015 - 2019
Griffith University	2%	9 students
Macquarie University	1%	4 students
University of Technology Sydney	1%	4 students
SOAS University of London	1%	3 students
Other	2%	12 students
Total	100%	539 students

For the five years prior to 2020, the primary source university for ACICIS semester program students has been Murdoch University by a significant margin.

Between 2015 and 2019, Murdoch University accounted for nearly one fifth (or 17%) of students participating in ACICIS semester programs, followed by a second tier of four member universities including The University of Sydney, The University of Adelaide, The Australian National University, and The University of Western Australia, that each provided between 6-9% of ACICIS' total semester program enrolments during the same period.

Below this is a third, larger tier of 12 member universities that each accounted for 3-5% of ACICIS' total semester program enrolments during the same period.



2020 Semester Programs

Participation by member university

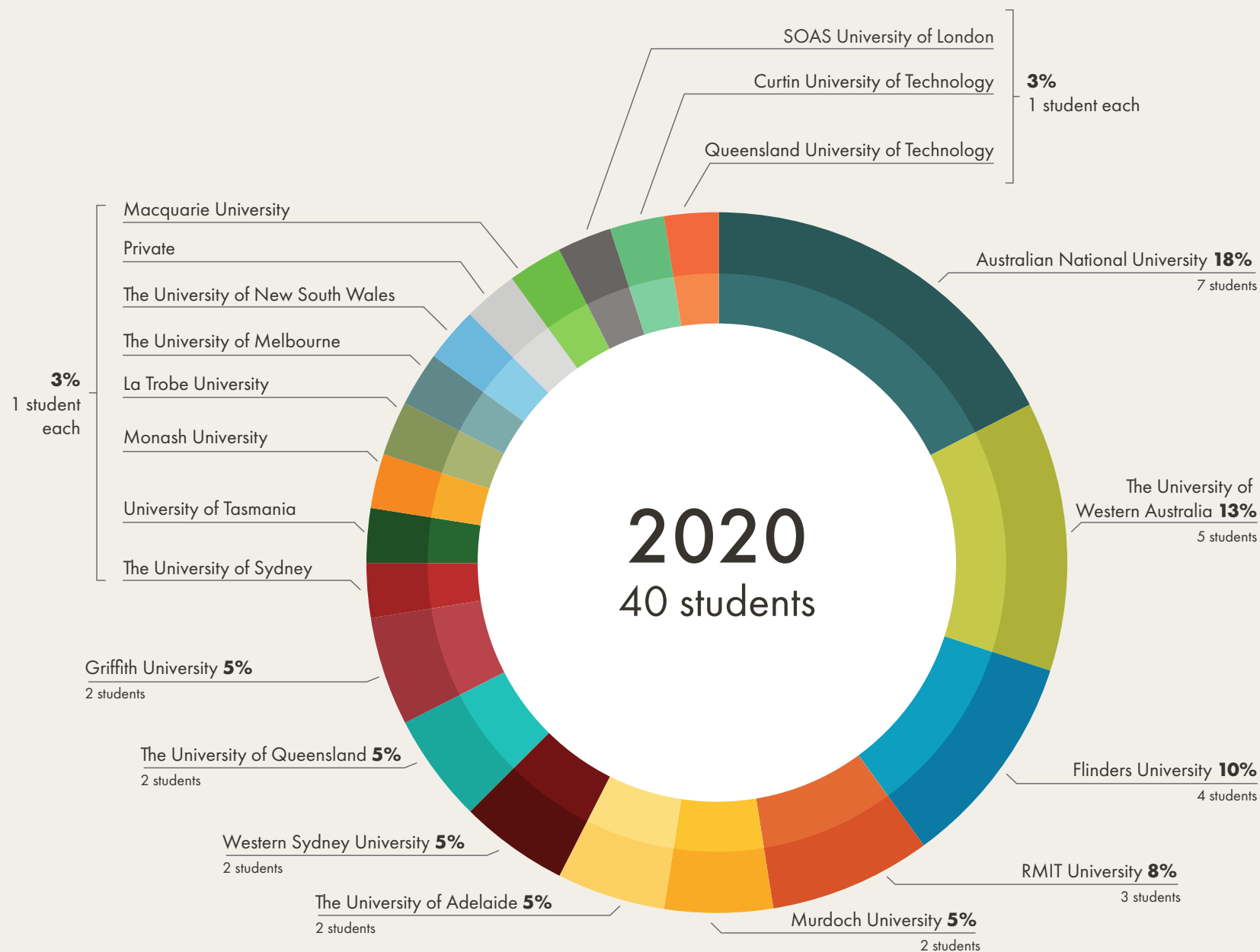
	% of total student numbers 2020	Student numbers 2020	Student numbers 2019	% Change on 2019
Australian National University	18%	7 students	11 students	-36%
The University of Western Australia	13%	5 students	8 students	-38%
Flinders University	10%	4 students	2 students	100%
RMIT University	8%	3 students	7 students	-57%
Murdoch University	5%	2 students	10 students	-80%
The University of Adelaide	5%	2 students	2 students	0%
The University of Queensland	5%	2 students	2 students	0%
Western Sydney University	5%	2 students	5 students	-60%
Griffith University	5%	2 students	2 students	0%
The University of Sydney	3%	1 student	6 students	-83%
The University of New South Wales	3%	1 student	2 students	-50%
Private	3%	1 student	3 students	-67%
Curtin University of Technology	3%	1 student	1 student	0%
The University of Melbourne	3%	1 student	6 students	-83%
Monash University	3%	1 student	7 students	-86%
University of Tasmania	3%	1 student	1 student	0%
La Trobe University	3%	1 student	1 student	0%
SOAS University of London	3%	1 student	1 student	0%
Macquarie University	3%	1 student	2 students	-50%
Queensland University of Technology	3%	1 student	0 students	100%
University of Technology Sydney	0%	-	1 student	-100%

	% of total student numbers 2020	Student numbers 2020	Student numbers 2019	% Change on 2019
Charles Darwin University	0%	0 students	1 student	-100%
University of New England	0%	0 students	2 students	-100%
University of the Sunshine Coast	0%	0 students	2 students	-100%
Total	100%	40 students	85 students	-53%

In 2020, total ACICIS semester program enrolments declined by 53% year-on-year. A total of 40 students commenced ACICIS semester programs in Indonesia in the first half of 2020 – up slightly (2.6%) on the first half of 2019 when 39 students were in Indonesia undertaking ACICIS semester programs.

On 16 March 2020, in response to the outbreak of the global COVID-19 pandemic, the ACICIS National Reference Group took the extraordinary step of cancelling all semester programs running in the first half of 2020 and instructing all in-country students to depart Indonesia immediately. On 29 April 2020, in light of continuing uncertainty regarding how long the pandemic and associated government travel restrictions would continue to impact on both the practicality and safety of international travel, the National Reference Group took the further step of cancelling all semester programs scheduled to run in the second half of 2020.

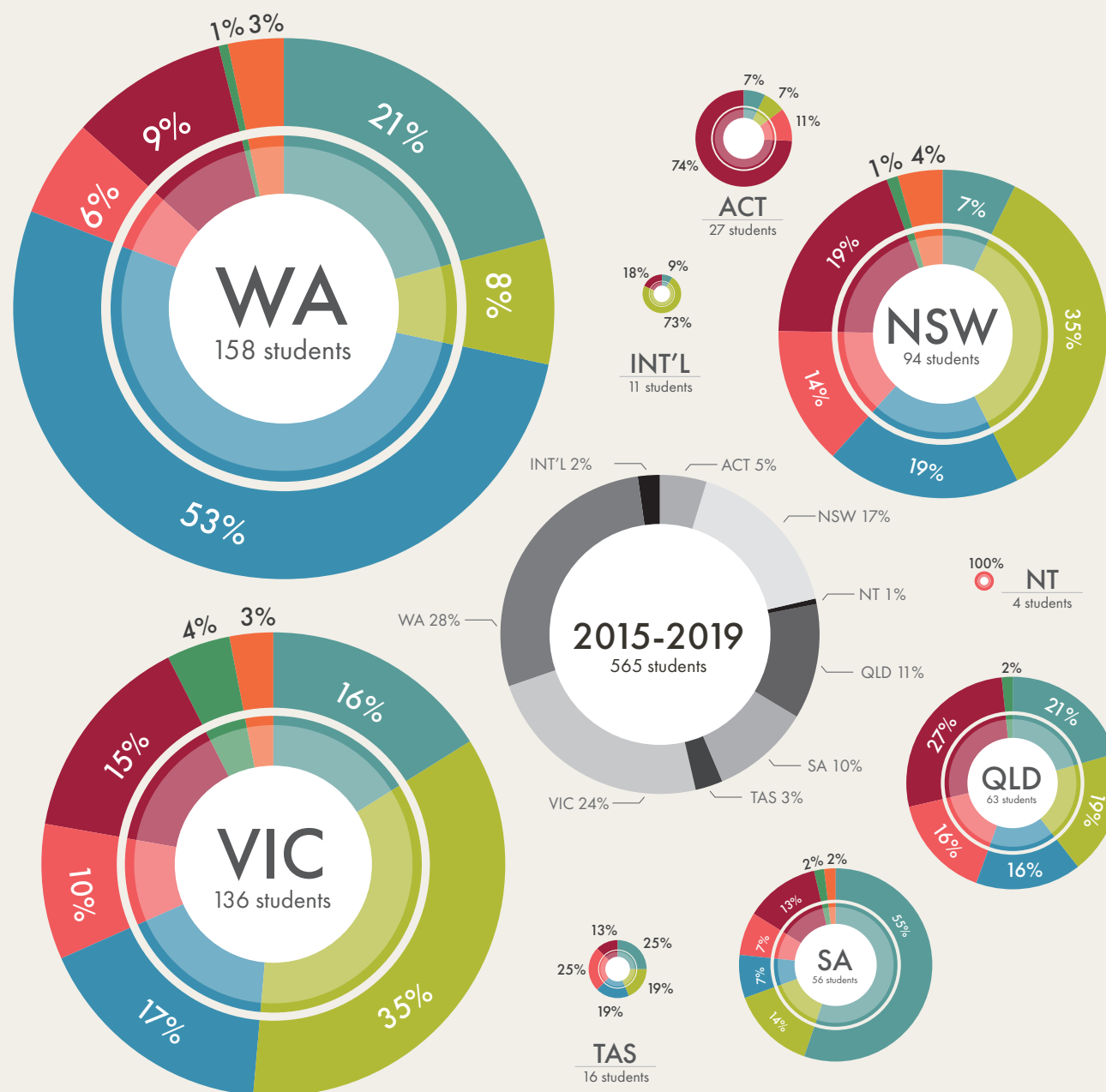
These pandemic-induced program cancellations are the primary explanatory factor behind the 53% year-on-year decline in the size of the consortium's annual semester student cohort in 2020.



2015-2019

Professional Practica

Participation by state



	% of total student numbers 2015-2019	Student numbers 2015-2019	Student numbers 2019
WA	28%	158 students	52 students
VIC	24%	136 students	44 students
NSW	17%	94 students	33 students
QLD	11%	63 students	24 students
SA	10%	56 students	13 students
ACT	5%	27 students	15 students
TAS	3%	16 students	2 students
INT'L	2%	11 students	1 students
NT	1%	4 students	1 students
Total	100%	565 students	185 students

2020

Professional Practica

Participation by state

	% of total student numbers 2020	Student numbers 2020	% Change on 2019
VIC	31%	50 students	14%
WA	23%	38 students	-27%
NSW	17%	28 students	-15%
ACT	9%	15 students	0%
SA	9%	14 students	8%
QLD	6%	10 students	-58%
INT'L	2%	3 students	200%
NT	1%	2 students	100%
TAS	1%	2 students	0%
Total	100%	162 students	-12%

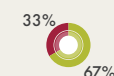
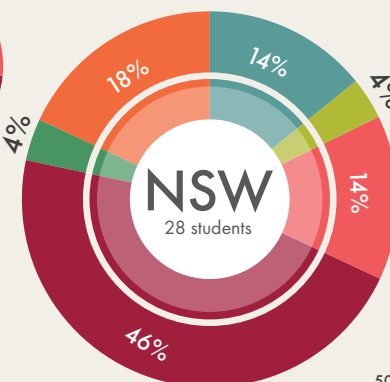
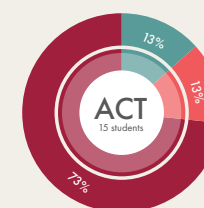
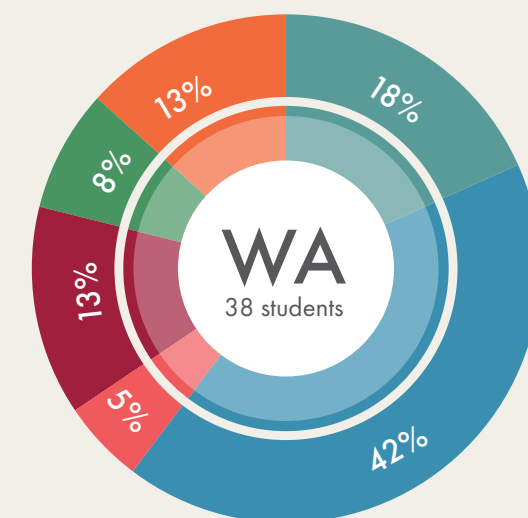
* Business Professional Practicum established in 2015

* Creative Arts & Design Professional Practicum established in 2017

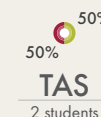
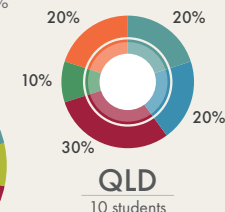
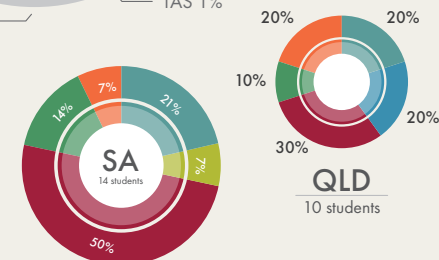
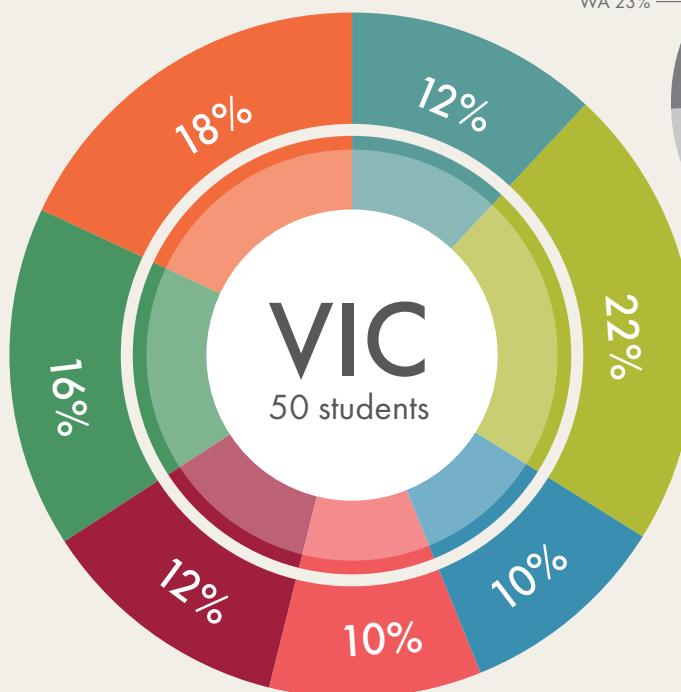
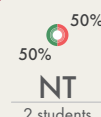
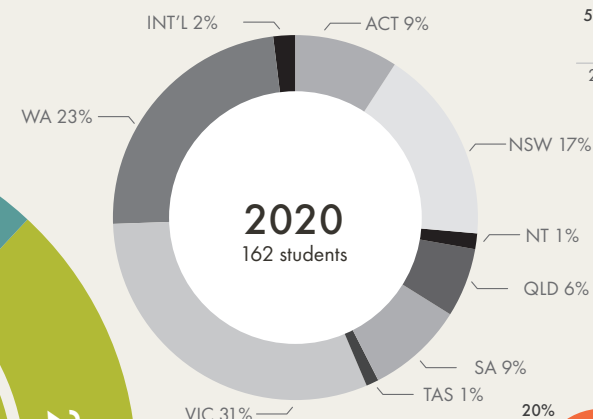
* Law Professional Practicum established in 2018

* Agriculture Professional Practicum established in 2019

* Sustainable Tourism Professional Practicum established in 2019



INT'L
3 students



2015-2019 Practicum Programs

Participation by member university

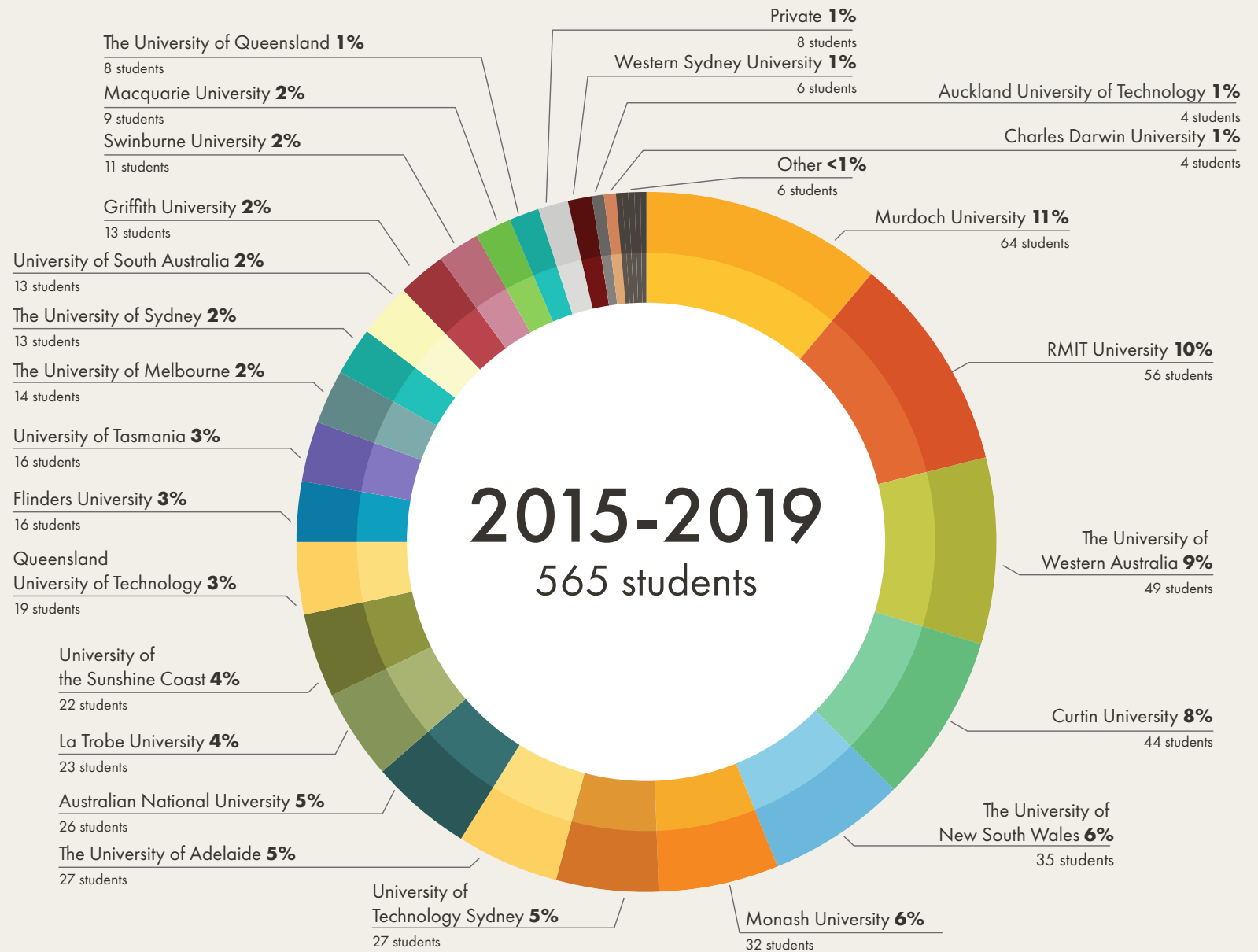
	% of total student numbers 2015 - 2019	Student numbers 2015 - 2019
Murdoch University	11%	64 students
RMIT University	10%	56 students
The University of Western Australia	9%	49 students
Curtin University	8%	44 students
The University of New South Wales	6%	35 students
Monash University	6%	32 students
The University of Adelaide	5%	27 students
University of Technology Sydney	5%	27 students
Australian National University	5%	26 students
La Trobe University	4%	23 students
University of the Sunshine Coast	4%	22 students
Queensland University of Technology	3%	19 students
Flinders University	3%	16 students
University of Tasmania	3%	16 students
The University of Melbourne	2%	14 students
Griffith University	2%	13 students
The University of Sydney	2%	13 students
University of South Australia	2%	13 students
Swinburne University	2%	11 students
Macquarie University	2%	9 students
The University of Queensland	1%	8 students

	% of total student numbers 2015 - 2019	Student numbers 2015 - 2019
Private	1%	8 students
Western Sydney University	1%	6 students
Charles Darwin University	1%	4 students
Auckland University of Technology, NZ	1%	4 students
Other	<1%	6 students
Total	100%	565 students

Since 2015, ACICIS has added five new discipline streams to the suite of six-week professional practicum programs that the consortium runs 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; the Law Professional Practicum established in 2018; and the Agriculture Professional Practicum and Sustainable Tourism Professional Practicum programs established in 2019.

Professional practicum enrolments as a percentage of the consortium's total annual student cohort have been remarkably constant over the five-year period between 2015 and 2019, 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 absolute numbers of students undertaking these practicum programs during this period: from 73 students in 2015 to 185 students in 2019.

Since 2015, 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 16% of ACICIS semester program enrolments between 2015 and 2019, Victorian students made up 24% of ACICIS professional practicum program enrolments during this same period.



2020 Professional Practica

Participation by member university

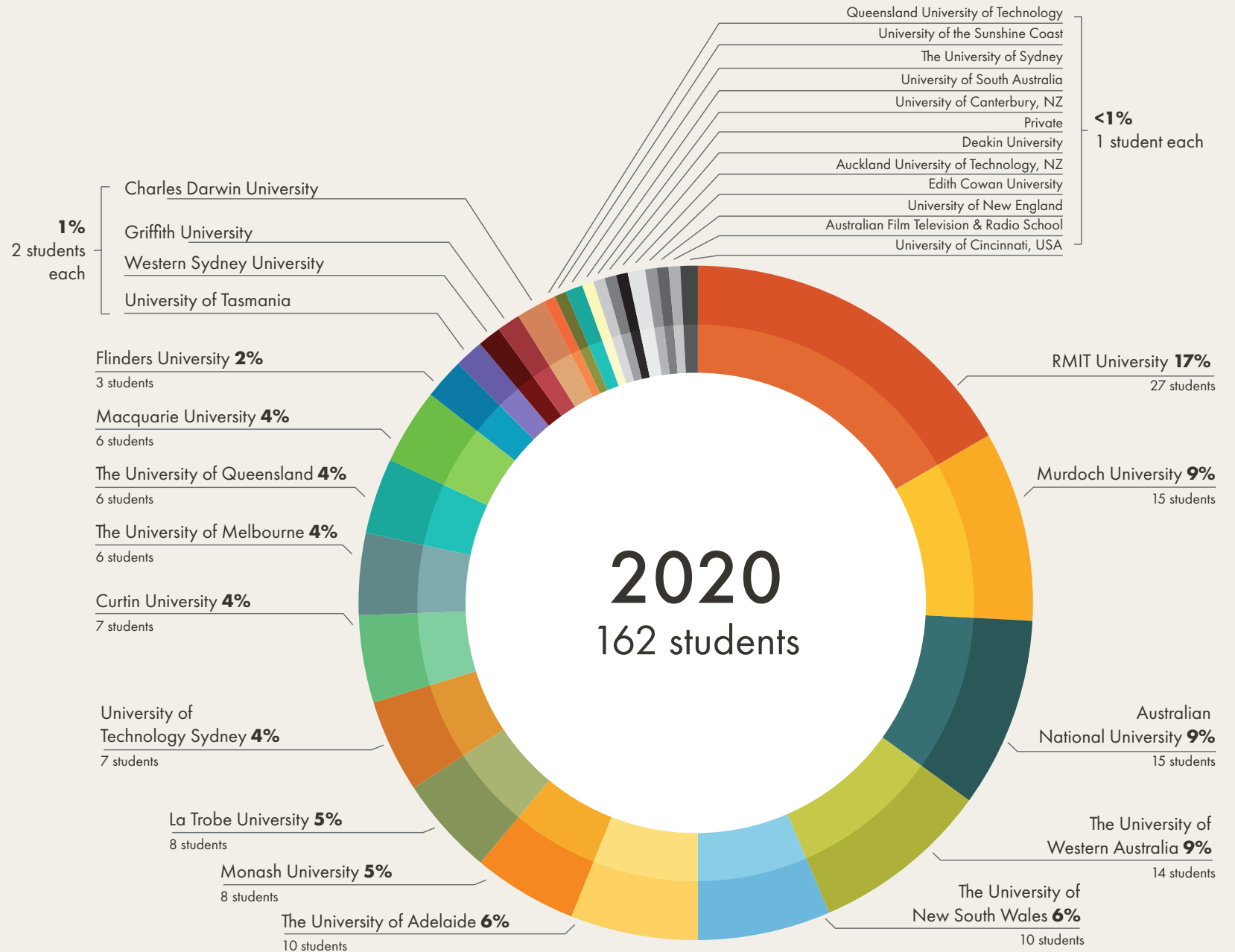
	% of total student numbers 2020	Student numbers 2020	Student numbers 2019	% Change on 2019
RMIT University	17%	27 students	13 students	108%
Murdoch University	9%	15 students	22 students	-32%
Australian National University	9%	15 students	14 students	7%
The University of Western Australia	9%	14 students	15 students	-7%
The University of New South Wales	6%	10 students	8 students	25%
The University of Adelaide	6%	10 students	6 students	67%
Monash University	5%	8 students	15 students	-47%
La Trobe University	5%	8 students	7 students	14%
University of Technology Sydney	4%	7 students	10 students	-30%
Curtin University	4%	7 students	15 students	-53%
The University of Melbourne	4%	6 students	8 students	-25%
The University of Queensland	4%	6 students	5 students	20%
Macquarie University	4%	6 students	4 students	50%
Flinders University	2%	3 students	3 students	0%
University of Tasmania	1%	2 students	2 students	0%
Western Sydney University	1%	2 students	5 students	-60%
Griffith University	1%	2 students	3 students	-33%
Charles Darwin University	1%	2 students	1 student	100%
Queensland University of Technology	<1%	1 students	11 students	-91%
University of the Sunshine Coast	<1%	1 students	4 students	-75%
The University of Sydney	<1%	1 students	4 students	-75%
University of South Australia	<1%	1 students	4 students	-75%

	% of total student numbers 2020	Student numbers 2020	Student numbers 2019	% Change on 2019
University of Canterbury, NZ	<1%	1 student	-	100%
Private	<1%	1 student	2 students	-50%
Deakin University	<1%	1 student	-	100%
Auckland University of Technology, NZ	<1%	1 student	-	100%
Edith Cowan University	<1%	1 student	-	100%
University of New England	<1%	1 student	-	100%
Australian Film Television & Radio School	<1%	1 student	-	100%
University of Cincinnati, USA	<1%	1 student	-	
Swinburne University	0%	-	2 students	-100%
University of Canberra	0%	-	1 student	-100%
The University of Auckland, NZ	0%	-	1 student	-100%
	100%	162 students	185 students	-12%

Total student enrolments in ACICIS' six-week professional practicum programs decreased by 12% year-on-year in 2020 with 162 students participating – down from 185 students in 2019.

The timing of the COVID-19 pandemic's onset – fortuitously falling as it did after the consortium's suite of Summer 2020 practicum programs had concluded – meant the pandemic had minimal disruptive impact on ACICIS' 2020 practicum programs.

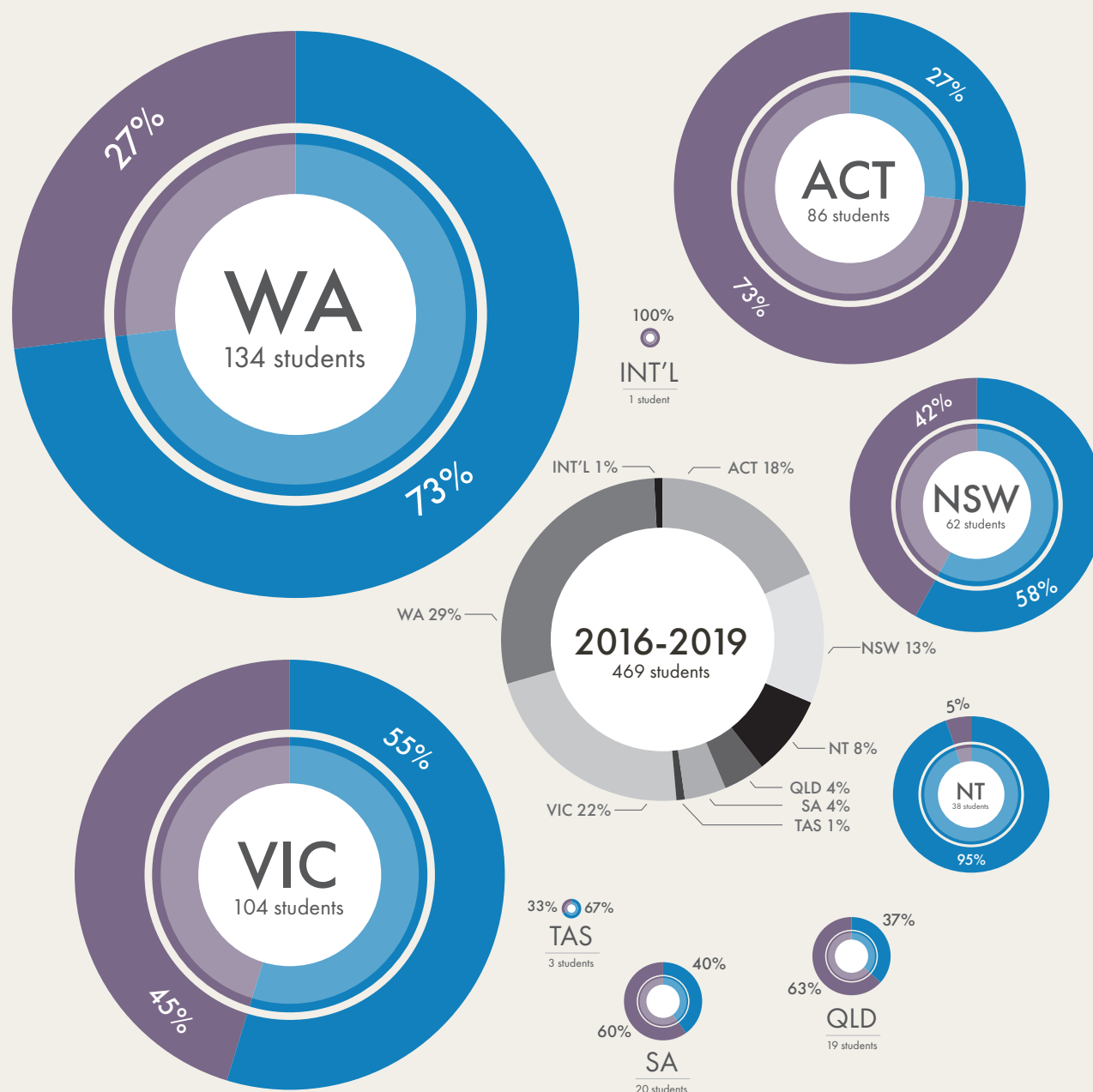
The overall decrease in the size of ACICIS' annual practicum program student cohort in 2020 was due to significant year-on-year decreases in practicum enrolments from Murdoch University, Monash University, Curtin University, and Queensland University of Technology. These decreases were partially offset by significant increases in enrolments from RMIT University and – to a lesser extent – The University of Adelaide, The University of New South Wales, and Macquarie University.



2016-2019

Tours & Intensives

Participation by state



	% of total student numbers 2016-2019	Student numbers 2016-2019	Student numbers 2019
WA	29%	134 students	70 students
VIC	22%	104 students	39 students
ACT	18%	86 students	28 students
NSW	13%	62 students	25 students
NT	8%	38 students	15 students
SA	4%	20 students	8 students
QLD	4%	19 students	10 students
TAS	1%	3 students	2 students
INT'L	1%	3 students	2 students
Total	100%	469 students	199 students

● Public Health Study Tour
● Indonesian Language Short Course

2020

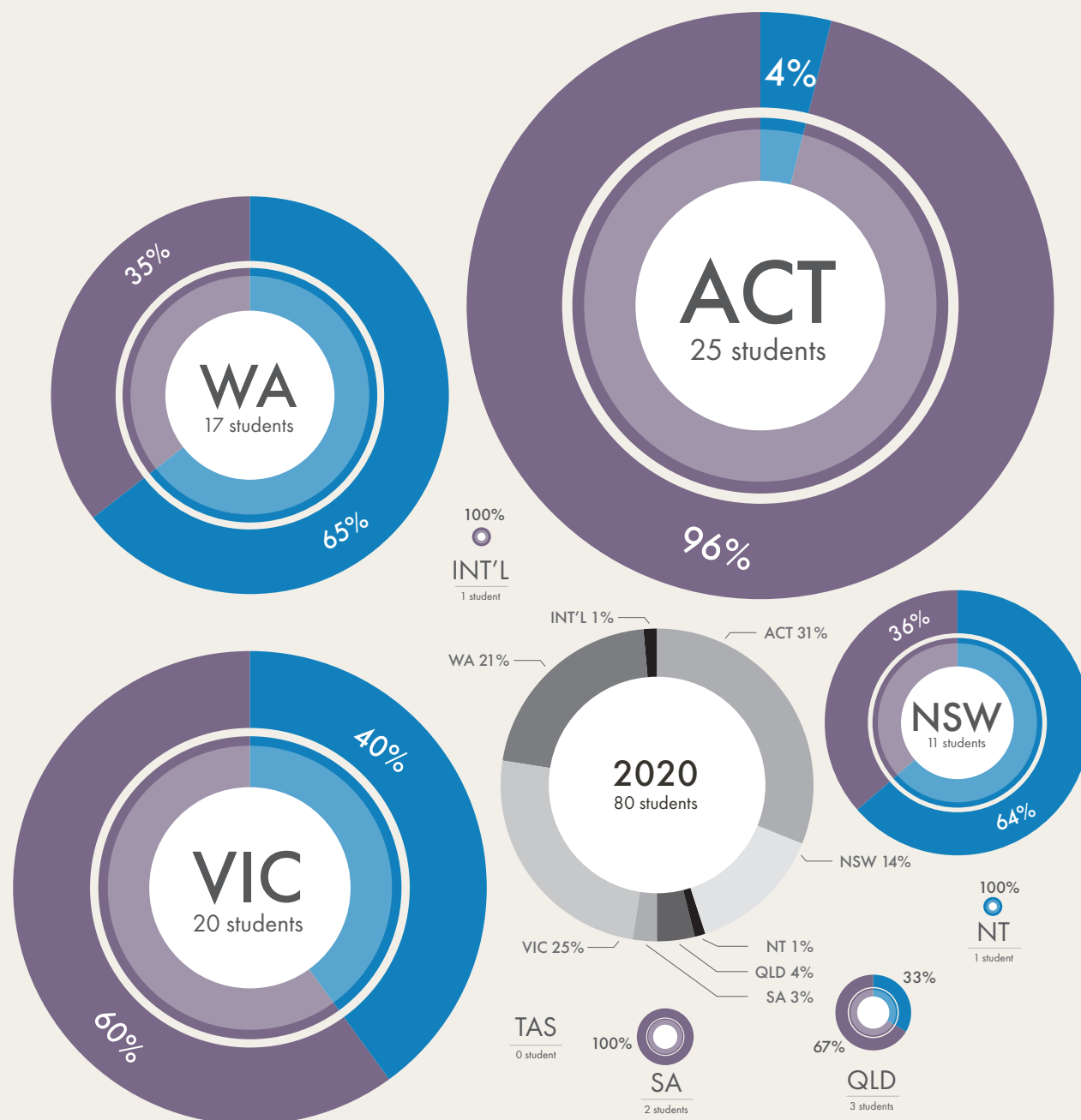
Tours & Intensives

Participation by state

	% of total student numbers 2020	Student numbers 2020	% Change on 2019
ACT	31%	25 students	-11%
VIC	25%	20 students	-49%
WA	21%	17 students	-76%
NSW	14%	11 students	-56%
QLD	4%	3 students	-70%
SA	3%	2 students	-75%
NT	1%	1 student	-93%
INT'L	1%	1 student	-50%
TAS	0%	-	-100%
Total	100%	80 students	-60%

* Public Health Study Tour established in 2016

* Indonesian Language Short Course established in 2017



2016-2019 Tours & Intensives

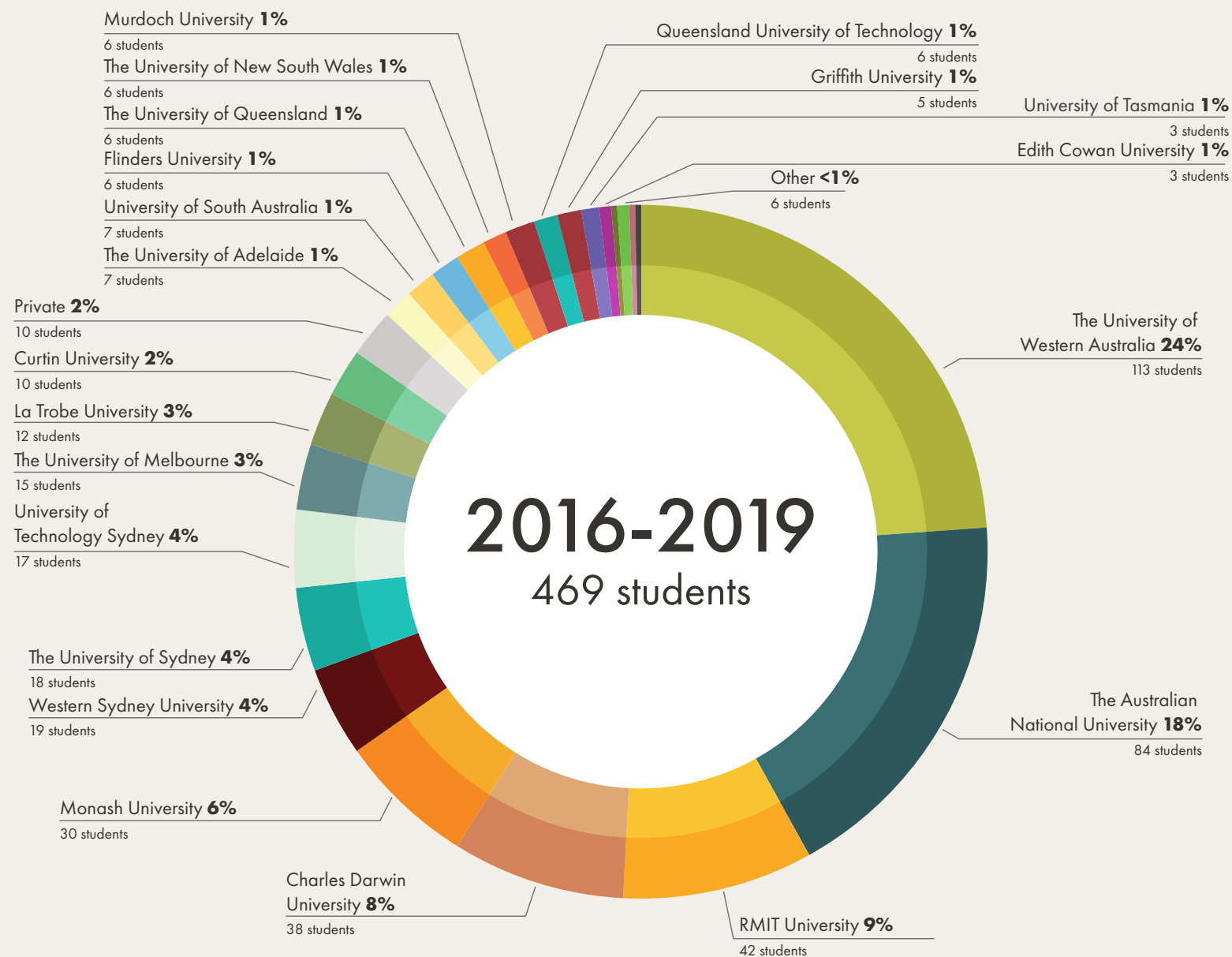
Participation by member university

	% of total student numbers 2016-2019	Student numbers 2016-2019
The University of Western Australia	24%	113 students
The Australian National University	18%	84 students
RMIT University	9%	42 students
Charles Darwin University	8%	38 students
Monash University	6%	30 students
Western Sydney University	4%	19 students
The University of Sydney	4%	18 students
University of Technology Sydney	4%	17 students
The University of Melbourne	3%	15 students
La Trobe University	3%	12 students
Curtin University	2%	10 students
Private	2%	10 students
The University of Adelaide	1%	7 students
University of South Australia	1%	7 students
Flinders University	1%	6 students
The University of Queensland	1%	6 students
The University of New South Wales	1%	6 students
Murdoch University	1%	6 students
Queensland University of Technology	1%	6 students
Griffith University	1%	5 students

	% of total student numbers 2016 - 2019	Student numbers 2016 - 2019
University of Tasmania	1%	3 students
Edith Cowan University	1%	3 students
Other	<1%	6 students
Total	100%	469 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 four-year period 2016-2019 enrolments in ACICIS tours and intensives 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 2016, and then the three-week Indonesian Language Short Course in 2017, enrolments in the consortium's tours and intensives increased from 23 students in 2016 to 199 students in 2019 – a more than eightfold increase over four years.

The key source universities for ACICIS tours and intensives during the first four years (2016-19) of the consortium's experiment with this type of short format programming have been those member universities quickest to embrace and make use of the Public Health Study Tour (UWA, RMIT and CDU) and the Indonesian Language Short Course (ANU).



2020 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** – decreased by 60% year-on-year in 2020 with 80 students participating in these short format programs, down from 199 students in 2019.

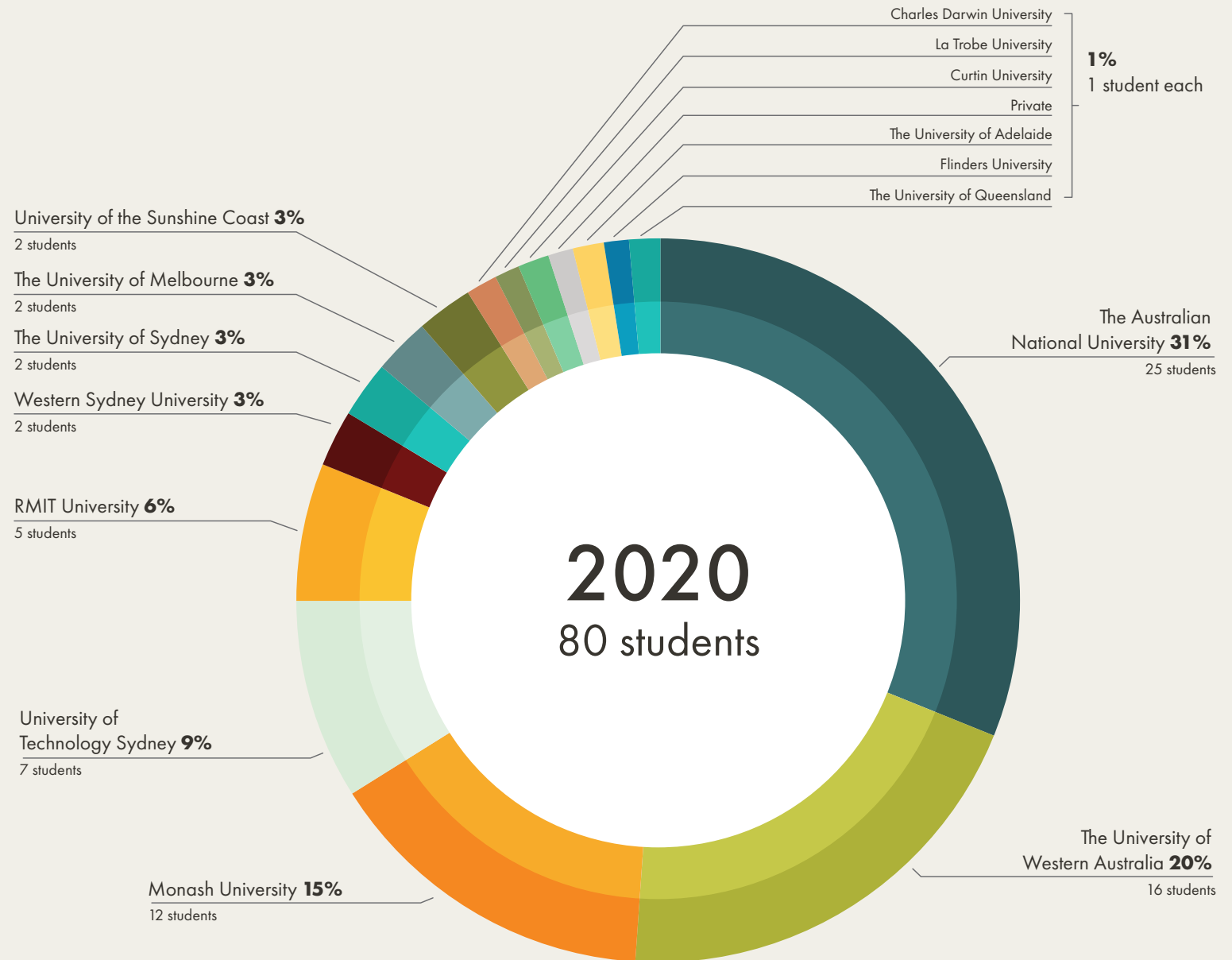
The timing of the COVID-19 pandemic's onset – falling as it did after Summer 2020 sessions of the of the consortium's Indonesian Language Short Course (ILSC) had concluded – fortuitously meant the pandemic had no disruptive impact on the Summer 2020 intakes of the ILSC. ACICIS delivered two three-week sessions of the ILSC over Summer 2020. Hosted by Satya Wacana University in Salatiga, these sessions ran during January and February 2020 and involved a total of 51 participating students from 15 consortium member universities.

The pandemic, and the timing of the Australian Government's decision to amend the settings of the New Colombo Plan (NCP) to permit virtual program delivery (in August 2020), did, however, necessitate the cancellation of the Winter (July) 2020 intakes of the consortium's Public Health Study Tour (PHST) and ILSC.

Following the Australian Government's decision in August to amend the NCP guidelines to permit virtual program delivery, ACICIS successfully delivered a pilot iteration of the consortium's Public Health Study Tour (PHST) reconfigured for online delivery. Conducted in partnership with the University of Indonesia, the virtual tour ran for two weeks in early December 2020 and involved a total of 29 participating students drawn from eight consortium member universities.

The dramatic year-on-year decline in the size of ACICIS' annual tours and intensives student cohort observed in 2020 was overwhelming due to the disruptive impact of the pandemic, the time taken for DFAT to adapt the New Colombo Plan to these new conditions, and the consequent cancellation of the consortium's Winter 2020 tours and intensives.

	% of total student numbers 2020	Student numbers 2020	Student numbers 2019	% Change on 2019
The Australian National University	31%	25 students	28 students	-11%
The University of Western Australia	20%	16 students	62 students	-74%
Monash University	15%	12 students	11 students	9%
University of Technology Sydney	9%	7 students	6 students	17%
RMIT University	6%	5 students	12 students	-58%
Western Sydney University	3%	2 students	5 students	-60%
The University of Sydney	3%	2 students	12 students	-83%
The University of Melbourne	3%	2 students	10 students	-80%
University of the Sunshine Coast	3%	2 students	-	100%
Charles Darwin University	1%	1 student	15 students	-93%
Curtin University	1%	1 student	3 students	-67%
La Trobe University	1%	1 student	5 students	-80%
The University of Adelaide	1%	1 student	4 students	-75%
Private	1%	1 student	5 students	-80%
Flinders University	1%	1 student	1 student	0%
The University of Queensland	0%	1 student	5 students	-80%
University of South Australia	0%	-	2 students	-100%
The University of New South Wales	0%	-	2 students	-100%
Murdoch University	0%	-	2 students	-100%
Queensland University of Technology	0%	-	4 students	-100%
Griffith University	0%	-	1 student	-100%
University of Tasmania	0%	-	2 students	-100%
Edith Cowan University	0%	-	2 students	-100%
	100%	80 students	199 students	-60%







- 1 Alumni Publications
- 2 Alumni Profiles

05

Alumni Outcomes & Achievements

Alumni Publications: 2020

Publications authored by ACICIS alumni during the 2020 calendar year



Dr Ian Wilson

Lecturer in Politics and International Studies and Security Studies, Murdoch University

ACICIS Alumni Semester 1/1995 from Murdoch University, Flexible Language Immersion Program (FLIP)



Wilson, Ian. 2020. *Politik Tenaga Dalam-Praktik Pencak Silat di Jawa Barat*. Yayasan Pustaka Obor Indonesia.



Wilson, Ian. 2020. "Covid-19, inequality and Jakarta's urban poor: resilient, but at great risk." *Indonesia at Melbourne*. 11 April 2020.



Wilson, Ian, and Tim Lindsey, "Episode 80: Why the outrage over Indonesia's new job creation law?," 19 November 2020, 2020, in *Ear to Asia*, Podcast, 48 minutes 27 seconds.



Dr Wayne Palmer

Research Fellow on the ARC Discovery Project, Monash University

ACICIS Alumni Semester 18/2004 from Monash University, Flexible Language Immersion Program (FLIP)



Wayne Palmer. 2020. *Prosecuting corporate crime in Indonesia: Recruitment agencies that traffic migrant workers*. *Asian Journal of Comparative Law*. 15(1): 23-44.



Antje Missbach and Wayne Palmer. In press. *Legal brokers and the search for justice across borders: Seeking compensation for wrongfully imprisoned Indonesian underage people smugglers*. Indonesia.



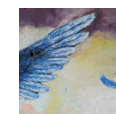
Antje Missbach and Wayne Palmer. 2020. *People smuggling by a different name: Australia's 'turnbacks' of asylum seekers to Indonesia*. *Australian Journal of International Affairs*. 74(2): 185-206.



Dr Annie Pohlman

Senior Lecturer in Indonesian Studies, School of Languages and Cultures, The University of Queensland

ACICIS Alumni Semester 15/2002 from The University of Queensland, Flexible Language Immersion Program (FLIP)



Pohlman, Annie Elizabeth. 2020. "The Inefficacy of Naming Genocide in Contemporary South-east Asia." *Humaniora* 32 (2): 110-123.



Pohlman, Annie. 2020. 'No, Really, It's the Military.' Review of *The army and the Indonesian genocide: Mechanics of mass murder*, Jess Melvin. *Bijdragen tot de Taal-, Land- en Volkenkunde* 176 (2/3): 379-382.



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Alumni Publications: 2020

Publications authored by ACICIS alumni during the 2020 calendar year



Dr Eve Warburton

Postdoctoral Fellow at the Asia Research Institute,
National University of Singapore

ACICIS Alumni Semester 19/2004 from The University of Sydney
Flexible Language Immersion Program (FLIP)



Warburton, Eve, and Thomas Power (eds). 2020. *Democracy in Indonesia: From Stagnation to Regression?:* ISEAS-Yusof Ishak Institute.



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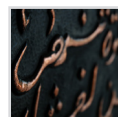
Kate Lamb

Senior Indonesia Correspondent at Reuters

ACICIS Alumni 2009 from University of Technology Sydney,
Journalism Professional Practicum Program (JPP)



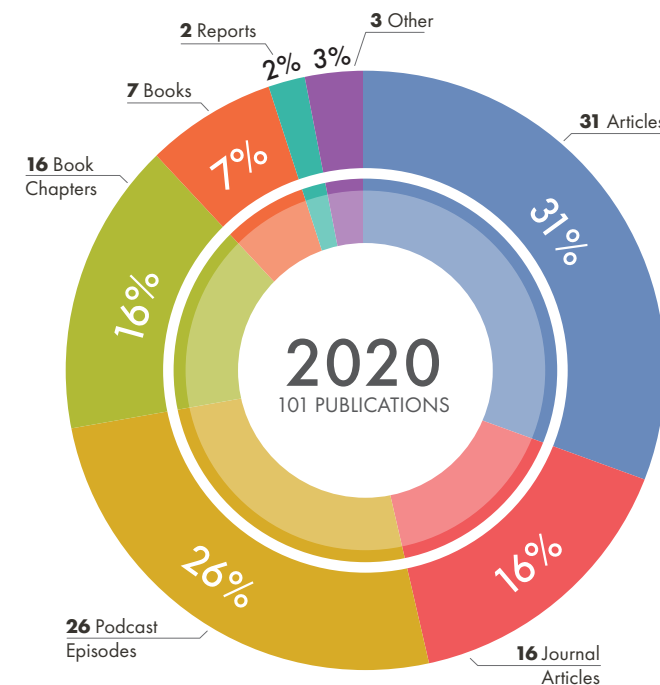
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- Articles
- Journal Articles
- Podcast Episodes
- Book Chapters
- Books
- Reports
- Other

Alumni Publications: 2020

Publications authored by ACICIS alumni during the 2020 calendar year

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- Hutchison, Jane, and Ian D. Wilson. 2020. "Poor People's Politics in Urban Southeast Asia." In *The Political Economy of Southeast Asia: Politics and Uneven Development under Hyperglobalisation*, edited by Toby Carroll, Shahar Hameiri and Lee Jones, 271-291. Cham: Springer International Publishing.
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- Wilson, Ian. 2020. "Covid-19, inequality and Jakarta's urban poor: resilient, but at great risk." *Indonesia at Melbourne*. 11 April 2020. <https://indonesiaatmelbourne.unimelb.edu.au/covid-19-inequality-and-jakartas-urban-poor-resilient-but-at-great-risk/>
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Semester 18 and 19/2004

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Semester 21/2005

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Home University

La Trobe University

Host University

Atma Jaya University, Jakarta

Study Period

January – February 2021

ACICIS Study Option

Virtual Law Professional Practicum (LPP) Program

Degree

Bachelor of Laws/Bachelor of Psychological Science

"ACICIS allowed me to venture further into the Asia-Pacific region by seeking out a credit-based internship that I would not have sought out otherwise until I graduated university. The combined knowledge of Bahasa Indonesia and the internship experience broadened my engagement with Indonesia."

Tiana Iskra

Why did you decide to undertake the ACICIS virtual internship program?

The ACICIS Law Professional Practicum has been on my radar for the past two years. I will graduate with a Bachelor of Laws/ Bachelor of Psychological Science double degree this year and the COVID-19 pandemic meant that I could only complete a virtual program. Indonesia is a beautiful country with a rich history and I have wanted to learn Bahasa Indonesia for a while.

Did you receive a New Colombo Plan Mobility Grant? Do you think the NCP is an important initiative?

Yes, I received a New Colombo Plan Mobility Grant. I am incredibly passionate about the NCP program and its aim to engage Australian undergraduate students with the Asia-Pacific region through study, internship and language opportunities. In 2019, I applied for the NCP Scholarship Program and got to the final stage interview in Canberra. I then received an NCP Mobility Grant for the Reimagining India Program by Indogenius, which lead to me being selected to be in the Australian Government's Department of Foreign Affairs and Trade NCP Shared Visions Podcast. The new Virtual NCP Mobility Grant was an opportunity that I couldn't pass up and it has supported me to participate in the ACICIS Virtual Law Professional Practicum.

What organisation did you intern with? Can you explain your role and responsibilities while interning?

I interned with the Center for Human Rights at the Universitas Islam Indonesia (PUSHAM UII). My host organisation gave me the freedom to do a research project on any topic of my choice. I chose to research the different human rights projects currently being conducted by PUSHAM UII. The second half of my report focused on the 'barriers faced by people with disabilities in Indonesia's legal system and how Indonesia can overcome these barriers'. The project involved interviewing some of the PUSHAM UII staff members and researching the current laws and issues for

people with disabilities in the Indonesian legal system.

How did you find the work culture (albeit online) of your host organisation? How was it different to your work experience in Australia?

The virtual setting still allowed me to engage with the staff at PUSHAM UII. I was not able to participate in the staff meetings because they were in Bahasa Indonesia. However, the staff were incredibly welcoming and provided me with in-depth information about their research projects. It is difficult to compare the work culture to Australia because each work setting is different. The culture at PUSHAM UII was very relaxed, welcoming and supportive.

What are the main skills you learnt during your virtual internship?

The research project required me to complete research independently, adapt my communication skills due to the language barrier, build trust and develop a rapport with the staff over Zoom.

What did you find to be the most rewarding part of your virtual ACICIS experience?

The most rewarding part of the virtual program was being able to engage with Indonesia's legal system on a multi-dimensional level during the COVID-19 pandemic. The language classes assisted with the internship and the seminars and tutorials provided a well-rounded view of Indonesia's legal and political culture. These skills will help me with future engagement with Indonesia – both in-person and online.

Were you able to learn about Indonesian culture from your virtual ACICIS program?

The level of engagement with the staff and other students was incomparable. It was great to learn about the daily life of the

ACICIS staff and the staff at PUSHAM UII. We could openly ask questions about Indonesian culture throughout the program. One question that was regularly asked was 'Apakah Anda sudah makan? (Have you eaten yet?)', which demonstrated the level of hospitality and care in Indonesian culture.

How do you think your virtual internship will benefit or influence your future career?

The internship provided me with the opportunity to engage with Indonesia's human rights sector in a virtual setting. ACICIS allowed me to venture further into the Asia-Pacific region by seeking out a credit-based internship that I would not have sought out otherwise until I graduated university. The combined knowledge of Bahasa Indonesia and the internship experience broadened my engagement with Indonesia. I would like to continue studying Bahasa Indonesia and to engage with the Asia-Pacific region after I graduate.

Would you recommend a virtual ACICIS program to your friends?

Absolutely! The program was a great way to combine Indonesian language classes, law seminars and tutorials and an internship at a relevant host organisation in Indonesia. The staff made the classes very engaging and I thoroughly enjoyed my time during the program.



Home University

The University of Sydney

Host University

Atma Jaya University, Jakarta

Study Period

January – February 2021

ACICIS Study Option

Virtual Business Professional Practicum (BPP) Program

Degree

Bachelor of Arts (Economics and Indonesian Studies)

"As an Australian, I have always been interested in Bahasa Indonesia and Indonesia's projected trajectory to become the world's fourth largest economy. I strongly believe in the importance of Indonesian language, and in cultural and workplace immersion as tools to better connect Australians with Indonesia so as to ensure Australia's relevance within the archipelago."

Minh Bui

Why did you decide to undertake an ACICIS virtual internship program?

My interest in joining the ACICIS Business Professional Practicum (BPP) stemmed from the opportunity to learn from experienced business professionals with extensive knowledge of the Indonesian business and regulatory environment. I believe the BPP helps students to put business theory and analysis into practice in an Indonesian workplace environment while enhancing their understanding of Indonesian business culture. More specifically, I was able to gain first-hand experience in a prominent Indonesian think tank called the Institute for the Development of Economics and Finance (INDEF), which focuses on conducting research and reviewing public policies, especially in the fields of economics and finance. INDEF also engages in policy debate, increasing public participation and sensitivity in the public policy making process as a means of finding solutions to Indonesia's economic and social problems. I also had the opportunity to expand my professional network to include Indonesian researchers and policy advisors – long-term professional connections which may prove valuable for my career in the future.

How did you find the academic components of this virtual program – i.e. the language classes and seminars?

I found the language component of the BPP program to be my favourite part of the entire program. My teacher, Ibu Kasih Elisabet from Atma Jaya University, was very enthusiastic in teaching my classmates and I. She brought a lot of energy to every class. My fluency in Bahasa Indonesia improved considerably, and I was able to expand my vocabulary and become more proficient in listening, speaking, grammar, and writing. The other academic components such as the seminars, field trips, and tutorials very informative and enabled me to develop a stronger understanding of Indonesia's business and regulatory environment, and to learn about a broad range of topics – like Indonesia's economic response to the COVID-19

pandemic, Indonesia's digital and creative sectors, and corporate social responsibility in the Indonesian context.

What organisation did you intern with? Can you explain your role and responsibilities while interning?

I interned at the Institute for Development of Economics and Finance (INDEF) as a research assistant. One of the main tasks for my internship was to research Indonesia's new sovereign wealth fund and the role it can play in financing infrastructure investment outside of Java. More specifically, I wrote a report which analysed the proposed model for the Indonesian sovereign wealth fund and discussed case studies of successful sovereign wealth funds in Australia and Norway. Another task of mine was to research Australia's economic response to the COVID-19 pandemic. I wrote a journal article detailing how policymakers have implemented fiscal and monetary policy to mitigate the economic fallout of border closures and lockdowns.

How did you find the work culture (albeit online) of your host organisation? How was it different to your work experience in Australia?

My team meetings at INDEF were very relaxed and had a lot of light-hearted banter. My supervisors and other interns treated me like an equal and listened to my perspectives. By interning at INDEF I was able to gain a better insight into the advocacy and research that is conducted on daily basis at a policy institute. I was given a great deal of leeway and time to complete my research tasks, and this may not have been the case if the internship was completed at an Australian think tank.

What are the main skills you have learnt during your virtual internship?

One of the main skills that I developed was my proficiency in the academic usage of Bahasa Indonesia. Having lived in Jakarta for several months, I had already become fluent in the colloquial

form of Bahasa Indonesia and was able to converse with local Indonesians quite comfortably. However, I was barely proficient in formal academic vocabulary and grammar, or in a writing style suited for research. Indeed, I encountered considerable difficulty when writing my research articles in Bahasa Indonesia to an acceptable academic standard. I had to rely heavily on Google Translate and a native speaker friend. But in the process, I mastered enough formal Bahasa Indonesia to produce detailed research articles.

How do you think your virtual internship will benefit or influence your future career?

As an Australian, I have always been interested in Bahasa Indonesia and Indonesia's projected trajectory to become the world's fourth largest economy. I strongly believe in the importance of Indonesian language, and in cultural and workplace immersion as tools to better connect Australians with Indonesia so as to ensure Australia's relevance within the archipelago. Upon graduation, I am committed to pursuing a career at the Australian Department of Foreign Affairs & Trade in Jakarta, and have an interest in advising policymakers on foreign trade policy with regards to Indonesia. It is my goal to use my language ability, cultural and professional experience in Indonesia to strengthen the two-way trade ties between our countries, and to play a role in negotiating free trade agreements like the newly ratified Indonesia–Australia Comprehensive Economic Partnership Agreement (IA-CEPA). I am also interested in connecting Australian businesses with Indonesian-speaking populations back home in Australia and overseas in the Southeast Asian region.



Home University

Monash University

Host University

Atma Jaya University, Jakarta

Study Period

January – February 2021

ACICIS Study Option

Virtual Journalism Professional Practicum (JPP) Program

Degree

Bachelor of Arts (Journalism) & Diploma of Languages (Japanese Studies)

"The language classes and seminars were absolutely incredible. I learnt more Bahasa Indonesia in five weeks than I ever thought possible. The seminars opened my eyes to the media industry in Indonesia, the challenges they can face reporting on certain political and social issues there, and their advice on getting an entry-level journalist position in the region. This is advice that I will continue to carry with me throughout my career and studies."

Xenia Sanut

Why did you decide to undertake an ACICIS virtual internship program?

As I have progressed in my university studies, I started to notice my interests were leaning very strongly towards media and communications in the Asia-Pacific. I then heard about the ACICIS JPP program – not only from a friend, but then also through the Australia-Indonesia Youth Association, and again via my university faculty. So it seemed like destiny was pointing me towards the JPP!

Did you receive a New Colombo Plan Mobility Grant? Do you think the NCP is an important initiative?

Being a recipient of the New Colombo Plan Mobility Grant made me realise what an incredibly important initiative it is. I know quite a few people my age in Australia who are a bit hesitant to learn more about the countries and cultures in the Indo-Pacific because the region seems too different to what they know or they feel it is too difficult to learn about the region because of the language barrier. However, the NCP helps make those cross-cultural learning experiences more accessible and encourages Australian undergraduate students to learn about our neighbours in Asia, and to foster closer personal and business connections with them.

How did you find the academic components of this virtual program – i.e. the language classes and seminars?

The language classes and seminars were absolutely incredible. I learnt more Bahasa Indonesia in five weeks than I ever thought possible. The seminars opened my eyes to the media industry in Indonesia, the challenges they can face reporting on certain political and social issues there, and their advice on getting an entry-level journalist position in the region. This is advice that I will continue to carry with me throughout my career and studies.

What organisation did you intern with? Can you explain your role and responsibilities while interning?

I was an intern at a bi-monthly travel and lifestyle magazine called *InClover*. As their upcoming issue was about travel and wellness, I pitched article ideas to the editor-in-chief that related to that theme, researched content, sourced images, attended virtual events, and wrote articles about the latest hotels and resorts, upcoming social events and wellness products for their website and the next magazine issue. Despite the COVID-19 pandemic putting restrictions on travel, there was plenty to do.

I worked independently most of the time because of the distance between myself in Melbourne and the *InClover* office in Jakarta but they were still incredibly welcoming and always wanted to keep me occupied. We mainly communicated via WhatsApp and emails, particularly about any articles, pitches and feedback. It has been interesting practicing my Bahasa Indonesia in a digital context and learning how the work environment in Indonesia has changed because of COVID.

What are the main skills you have learnt during your virtual internship?

At *InClover*, I learnt how to rewrite press releases to make them more engaging for publication and how to work efficiently and independently as I tried to complete assigned tasks within 24 hours. I also learnt how to take initiative when proposing article ideas and to not be afraid about diversifying my placement experience, like asking if there were any virtual events I could attend or seeing if I could interview a person of interest to an article that I had pitched.

What did you find to be the most rewarding part of your virtual ACICIS experience?

The most rewarding part of this virtual experience were the ways that ACICIS tried to make the JPP as engaging as possible, despite its remote and online nature. Doing a virtual tour of *Kepulauan Seribu* (Thousand Islands) and the *CNBC Indonesia*

studio was an incredible insight into conservation and business news in Indonesia which – alongside my placement and the many presentations and Q&A discussions with industry professionals – really opened my eyes to life in Indonesia and the opportunities there.

Were you able to learn about Indonesian culture from this virtual program?

Surprisingly, I was able to learn a lot about Indonesian culture from the program! The JPP Academic Program Officer and Program Assistant did an awesome job of playing Indonesian songs and organising sing-alongs during our tutorials and seminars, sharing pictures and videos of Bali and Jakarta, explaining Bahasa Indonesia phrases to us, and telling us some interesting facts about Indonesia. So it felt like I was there! The film screenings and Q&As also helped me see different sides to Indonesia that I would never have thought to look for.

How do you think your virtual internship will benefit or influence your future career?

I think the knowledge I have gained about Indonesian current affairs, the cross-cultural language skills and the Indonesian contacts I have developed because of the ACICIS JPP will definitely help me enter the Indonesian and Southeast Asian media landscape once I graduate. But even if I do not end up working abroad, I think the transferable skills I acquired – working in a diverse work environment, reporting remotely and independently – will be useful in any media and communications role, anywhere in the world.

Would you recommend a virtual ACICIS program to your friends?

Most definitely! ACICIS' JPP is incredibly beneficial for anyone interested in working in Indonesia and/or Southeast Asia's media industry.



- 1 Academic & Government Endorsements
- 2 Staff Profiles
- 3 Host Organisation Profiles

06

Stakeholder Profiles and Endorsements



"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



"Based in Western Australia, ACICIS has been a highlight of the State's bilateral relations with Indonesia, and has facilitated strong people-to-people links between our respective communities...With an established track record in facilitating Australian student mobility to Indonesia, including many students from Western Australia, it is important that ACICIS continues to play a key role in building relations between Australia and Indonesia."

The Hon Peter Tinley AM MLA,
Minister for Asian Engagement,
The Government of Western Australia

"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

"Many of the ACICIS participants have gone on to fantastic roles in New Zealand newsrooms, and we tend to find that they maintain an interest in Indonesia throughout their careers."



Rebecca Inoue - Palmer, Asia New Zealand Foundation
8 August 2019

"I am often encouraged by the number of ACICIS alumni that I encounter, going about the work of our Council. Without exception, these young professionals speak glowingly of ACICIS and its impact on their lives. That ACICIS, which is of national significance, is housed here in Perth is also something for us Western Australians to be proud."

Phil Turtle, National President,
Australia Indonesia Business Council, 15 May 2020

Academic & Government Endorsements



"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

"ACICIS' programs are an icon of the Australia-Indonesia education and people-to-people relationships. ACICIS' expertise and infrastructure have contributed to Indonesia becoming the most popular destination for Australian students under the New Colombo Plan – establishing direct links between young graduates, of immense long-term strategic benefit to Australia and Indonesia and providing ballast and depth to the bilateral relationship."

Professor Simon Evans
Provost, La Trobe University, 20 May 2020

"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

"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

"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



INDEF

Dr Ari Rakatama is an Environmental and Resource Economist with more than 20 years of experience working in the field of agriculture, forestry, environment, renewable energy, clean-tech, SMEs, and sustainable development. Ari currently works at the Indonesian Ministry of Environment and Forestry. He is also a Researcher, Consultant, and Officer at the Institute for Development of Economics and Finance (INDEF); E.Co. Ltd Group (a consultancy firm based in the United Kingdom); and the Indonesian Forestry Certification Cooperation (IFCC).

Ari holds a PhD in Resource Economics from The University of Western Australia, a MSc in Environmental and Energy Management from the University of Twente (Netherlands), and a BSc in Agricultural Social Economics from the University of Lampung (Indonesia). He is also a graduate of the Forestry Vocational School of Pekanbaru (Indonesia).

"As we are entering the Asian Century, Australian students with an understanding of the issues faced by Australia's Asian neighbours will surely have a competitive advantage in the job market."



Ari Rakatama

Academic Program Officer for the ACICIS Agriculture Professional Practicum

Why were you interested in serving as the supervising academic for ACICIS' Agriculture Professional Practicum (APP)?

As an Australian alumnus, I feel very connected to Australia. I lived in Perth for about four years with my wife and children during my PhD program. So when I heard that ACICIS needed an academic supervisor for the APP program, I sent off my application without hesitation. I felt (and feel) a strong need to contribute to strengthening the relationship between our two countries – Australia and Indonesia. ACICIS' APP program also aligned nicely with my background in the field of agriculture and my professional experience working in the natural resources sector. I believed that I could contribute to ACICIS' stated mission of "providing a well-rounded Indonesian study experience" for Australian students.

What was the experience of serving as the supervising academic for the APP like – particularly given that 2021 was the first year that this program has been delivered virtually rather than in-country?

It was certainly a valuable experience for me! The COVID-19 pandemic, of course, significantly impacted the implementation of this year's APP program. In 2021, for the first time ever, the APP program was conducted virtually. Students, mentors, speakers, myself as the supervising academic, as well as ACICIS administrative support staff all worked on the program remotely from our respective homes in Australia and Indonesia. This was a first for everyone involved, and we were all learning as we went along. Despite the lack of direct in-country experience, the 2021 virtual APP program received extraordinarily positive feedback from participating students. In their post-program survey responses, a full 100% of the students who participated in the Summer 2021 virtual APP said that they would recommend the virtual program to other students at their home universities. We certainly learnt a number of useful lessons from the first virtual program that will serve us well for future iterations of the program.

One key advantage of the virtual format is, of course, the cost and time savings for both students and the supervising academic. Since everything is done from home, there's no travelling time or costs involved.

What were your impressions of the participating ACICIS students whom you supervised?

The students who participated in the Summer 2021 virtual APP were excellent. They were highly motivated and extremely curious to know more about Indonesia. Most of them were actively involved in the seminars and discussion sessions. I was able to learn so much from the students during our tutorials and sharing sessions. The students came from universities across Australia, and were placed in host organisations all across Indonesia – ranging from government institutions, to private sector firms, to non-governmental organisations. The students not only gained professional experience from their placements, but also contributed their talents and skills in meaningful ways to their respective host organisations in Indonesia.

What did you take away from your experience serving as the supervising academic for ACICIS' APP program?

I broadened my networks significantly. I met so many new people – my ACICIS colleagues, the seminar speakers, the placement host organisation mentors, and, of course, the students. The discussions with seminar speakers and host organisation mentors were always interesting and inspiring. I came away with so much new knowledge. And the students' contributions within our tutorials and sharing sessions provided me with such a rich variety of perspectives on Indonesia.

What advice would you give to prospective ACICIS students currently considering whether or not to apply for a future intake of ACICIS' virtual practicum programs? In what ways would enrolling in an ACICIS program be beneficial for them?

Indonesia is Australia's biggest and closest neighbour. Understanding Indonesia would be beneficial to any Australian student looking to enrich their experience, hone their skills, and advance their careers. I would highly recommend enrolling in an ACICIS program – particularly for Australian students with an interest in international issues. As we are entering the Asian Century, Australian students with an understanding of the issues faced by Australia's Asian neighbours will surely have a competitive advantage in the job market. All the more so in this "new normal" of working remotely and borderless work. I think it will become more common in the future to see people in Australia and Indonesia working together from their respective homes via online technology. In this new world, understanding the work culture and professional norms of one another's countries will be crucially important.

More broadly, what impact do you think ACICIS, ACICIS programs, and ACICIS students have on Australia-Indonesia relations? What kind of difference (if any) do you think these types of programs can make to the nature of relations between Australia and Indonesia – over the longer term and particularly now during a time of global pandemic?

ACICIS plays a crucial role in strengthening Australia-Indonesia relations – particularly people-to-people relationships between Australians and Indonesians. There are thousands of Indonesians who study in Australia each year, but far fewer Australian students who do so in Indonesia. ACICIS plays a crucial role in trying to rectify this imbalance in educational exchange between our two countries. Australia and Indonesia are two major players in the Indo-Pacific region. A strong relationship between Australia and Indonesia is crucial to securing peace and economic growth not only for our two nations but also for the region as a whole. This is more true than ever in the context of the global pandemic. A strong relationship and close cooperation between our two countries is essential in combating the spread of the pandemic.



UNIVERSITAS GADJAH MADA

Dr Maharani Hapsari is lecturer at the Department of International Relations at Gadjah Mada University. She obtained her master's degree in 2010, and her doctoral degree in 2012 from Nagoya University, Japan. Maharani's areas of expertise include environmental governance, trade and environment issues, environmental movements, the politics of international cooperation, development politics, environmental citizenship, and ecological modernisation. She has extensive experience in knowledge co-production – connecting academia with various government agencies and civil society sectors in Indonesia. Mahrani's current research focuses on transformative knowledge and the politics of sustainability in the Global South.

"Through both the in-country and current virtual format, ACICIS practicum programs offer a wide range of benefits that no other programs can in terms of personal and professional development, and the cultivation of social skills."



Maharani Hapsari

Academic Program Officer for the ACICIS Development Studies Professional Practicum

Why were you interested in serving as the supervising academic for ACICIS' Development Studies Professional Practicum (DSPP)?

The field of international development has been part of my academic journey for more than eleven years. Given the nature of the DSPP program, I was confident that my academic background was relevant, and that I could contribute to the quality and success of the program. Being part of various international development communities – including academia, as well as professional and grassroots activist communities – I felt I could connect ACICIS students to a diversity of knowledge and experiences pertaining to the realities development practices in Indonesia. I was also keen to see myself learning with – and through – ACICIS, given its status as a very reputable institution with decades of experience in strengthening the educational dimension of the Indonesia-Australia bilateral relationship.

What was the experience of serving as the supervising academic for the DSPP like – particularly given that 2021 was the first year that this program has been delivered virtually rather than in-country?

I have served three times now as the supervising academic for the DSPP – the first time being in 2019. Each cohort has involved a unique combination of students with a diversity of backgrounds and expertise. As with so many aspects of our lives, the pandemic necessitated fundamental readjustment of the program this year. One unique advantage arising from the virtual mode of delivery was the strong cross-program collaboration it afforded. The capacity for this year's DSPP cohort to participate in joint seminar sessions with peers participating in ACICIS' other practicum programs in business, law, journalism, and agriculture was fantastic. It meant that DSPP students had the opportunity to explore topics such as environmental sustainability, corporate social responsibility, and Indonesia's new omnibus law on job creation from a far more diverse range of angles and

perspectives than has traditionally been possible within the geographic limitations of an in-country program.

What were your impressions of the participating ACICIS students whom you supervised?

The DSPP is intense and academically challenging. I was fascinated to watch how students managed the extensive screen time, juggled the sometimes overlapping demands of the program's academic and work placement components, and navigated the time difference between their home location and that of their placement mentor. I appreciated students' physical endurance and their willingness to go beyond the technological limitations in order to fulfil program objectives. I enjoyed watching students' affection for Indonesia and empathy for Indonesian development practitioners grow through their interactions on the program. I also enjoyed observing students challenging their preconceptions about what constitutes the ideal version of "development" in a different cultural context.

What did you take away from your experience serving as the supervising academic for ACICIS' DSPP program?

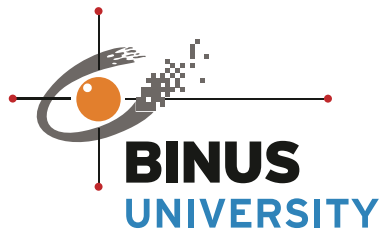
The DSPP has encouraged me to think holistically and critically when trying to understand how current development initiatives work within the Indonesian-Australian bilateral relationship. As the supervising academic for the program, my role requires an ability to navigate through – and to accommodate – some very diverse positions held by participants so as to create a learning environment characterised by shared understanding and teamwork. In my time supervising the DSPP, I have been privileged to work with innovative and creative individuals who are extremely dedicated to making the program meaningful and impactful. Serving as a guide and companion for students exploring their sense of purpose in the world and their place in a professional field via the DSPP is immensely rewarding.

What advice would you give to prospective ACICIS students currently considering whether or not to apply for a future intake of ACICIS' virtual practicum programs? In what ways would enrolling in an ACICIS program be beneficial for them?

In both in-country and virtual formats, the DSPP offers benefits that no other program can in terms of personal and professional development. The leadership capabilities gained through undertaking an international practicum will serve students' career advancement very well. The cross-cultural immersion aspect of the program is also extremely valuable, as is the high-quality Indonesian language instruction. These are integral parts of the DSPP's program design. Completion of an ACICIS program also situates students within ACICIS' extensive network of alumni, stakeholders, and supporters in both Indonesia and Australia. This is a network likely to be yielding of further professional and career opportunities far into the future.

More broadly, what impact do you think ACICIS, ACICIS programs, and ACICIS students have on Australia-Indonesia relations? What kind of difference (if any) do you think these types of programs can make to the nature of relations between Australia and Indonesia – over the longer term and particularly now during a time of global pandemic?

ACICIS' biggest contribution is probably in nurturing future leaders with a strong social affection for Indonesia. Despite the considerable changes brought about by the pandemic, ACICIS has demonstrated its ability to continue to serve as node of knowledge production and a facilitator of knowledge exchange between the Indonesian and Australian academic communities. The sense of collective endeavour and possibilities for change that are nurtured within students through their involvement in an ACICIS program, I believe, holds enormous potential for strengthened ties between Indonesia and Australia – all the more so as both countries grapple with the long-term impacts of the pandemic.



Dr Ella Prihatini is a lecturer in International Relations at Bina Nusantara (BINUS) University in Jakarta. Ella received her PhD in Political Science and International Relations from The University of Western Australia in 2019. Her doctoral thesis examined women's parliamentary representation in Indonesia. Ella also holds a BA in International Relations from Gadjah Mada University, and a Master's of Development Practice from The University of Queensland. Her research interests include women's political participation, gender studies of Asia, young voters, and social media usage in Indonesia. Ella also has more than 10 years of experience in journalism (2004-2015) working for Indonesia's state-owned news agency, ANTARA.

"ACICIS programs serve a pivotal function in filling the knowledge gaps about one another that exist in Australian and Indonesian societies."



Ella Prihatini

Academic Program Officer for the ACICIS Journalism Professional Practicum

Why were you interested in serving as the supervising academic for ACICIS' Journalism Professional Practicum (JPP)?

I was interested in supervising the JPP because I have always been passionate about improving the bilateral relationships between Indonesia and Australia through educational exchange. Serving as the JPP academic supervisor meant that I could share with ACICIS students my experience and thoughts about various aspects of Indonesia's media, and in exchange, I get to hear ACICIS students voice their opinions about the similarities and differences between the Indonesian and Australian media.

What was the experience of serving as the supervising academic for the JPP like – particularly given that 2021 was the first year that this program has been delivered virtually rather than in-country?

It was very unfortunate that the JPP could not be held in-country this year (2021). However, the virtual JPP continues to deliver on the program's objectives by providing an opportunity for Australian journalism, media and communications students to gain valuable experience working in the field of media in Indonesia. As a first-time supervising academic with ACICIS, I found the virtual JPP to be a very exciting experience. I learned quickly how to support students' academic journeys through unconventional approaches. Thankfully, we had reliable, excellent internet connection throughout the program!

What were your impressions of the participating ACICIS students whom you supervised?

The students were avid learners and were very keen to know about Australia's closest neighbour, Indonesia. Their eagerness to listen to the various seminar speakers during the JPP program was key to their learning process – as was their five weeks of placement at various Indonesian media companies, research organisations, and NGOs. Most students were keen to go the extra mile and, as a consequence, they ended up publishing far

more articles than I had expected.

What did you take away from your experience serving as the supervising academic for ACICIS' JPP program?

It has been a great experience for me. I've learnt more about ways to improve people-to-people diplomacy, and about how to share knowledge and skills related to the craft of journalism. I would love to see more young Australians participating in ACICIS programs as I think they are a great way of increasing understanding between our two countries.

What advice would you give to prospective ACICIS students currently considering whether or not to apply for a future intake of ACICIS' virtual practicum programs? In what ways would enrolling in an ACICIS program be beneficial for them?

ACICIS programs serve a pivotal function in filling the knowledge gaps about one another that exist in Australian and Indonesian societies. These programs offer students not only academic enrichment but also improved prospects for future employment. ACICIS programs provide participants with both immersive cultural content and huge professional networking opportunities. The current virtual format does afford an added level of flexibility for students considering undertaking an ACICIS practicum programs – while still delivering a high-quality educational experience.

More broadly, what impact do you think ACICIS, ACICIS programs, and ACICIS students have on Australia-Indonesia relations? What kind of difference (if any) do you think these types of programs can make to the nature of relations between Australia and Indonesia – over the longer term and particularly now during a time of global pandemic?

I believe ACICIS will continue to be instrumental in improving bilateral relations between Australia and Indonesia. Through ACICIS' JPP program, for example, young Australians gain first-

hand experience of Indonesia's media, they work alongside Indonesians, within Indonesian companies. These students leave the program with Indonesian language skills and professional networks in Indonesia that will serve them well as they move off into their careers.



Name of organisation:

Divers Clean Action (DCA)

Spokesperson(s):

Kristi Tanjung, Communication Manager
Agung Ramos, Research Specialist

Area of expertise and field of business:

Marine conservation

"Completing an international internship will certainly expand your knowledge and range of professional experience. Although an in-person internship might be preferable, in the middle of a global pandemic an online internship is a surprisingly good substitute. Take a chance and do it!"



Divers Clean Action (DCA)

Host organisation for the Agriculture Professional Practicum

Can you tell us a bit about your organisation?

Divers Clean Action (DCA) was founded back in 2015 by an environmental engineering student and diver who grew up on a small Indonesian island, and who realised that small islands are the most impacted by marine debris. We believe waste management systems on these islands play a big role in combating the issue of marine debris. DCA is a youth-led foundation with thousands of volunteers across Indonesia and Southeast Asia who focus their energies on making the ocean free of trash. DCA runs initiatives aimed at addressing the shortcomings with prevailing waste management practices in Indonesia – including a citizen science research program, public awareness-raising campaigns and workshops, community development programs, as well as collaborative initiatives driven by private sector corporate social responsibility (CSR) and extended producer responsibility (EPR) programs. DCA's achievements been documented by a range of media outlets and programs including Metro TV, Kompas, Hitam Putih, Kick Andy, Channel News Asia. DCA's co-founder and Executive Director Swietenia Puspa Lestari was included in the BBC's '100 Women 2019' list and Forbes' '30 Under 30' list in 2020.

Why were you interested in hosting an ACICIS student?

We have been looking for sometime to expand our networks beyond Indonesian young people. We were keen to get insights into our organisation's activities from people in different countries. We also liked the idea of giving international university students the opportunity to undertake an online internship with DCA during the pandemic.

Can you describe the duties and activities undertaken by the ACICIS student(s) during their internship with your organisation?

For the ACICIS Agriculture Professional Practicum (APP) student who we hosted, the project leant towards ecotourism and

community development. The student helped us with some event planning and with some monitoring and evaluation work pertaining to the measurement of the impact of DCA's activities. For the ACICIS Journalism Professional Practicum (JPP) student who we hosted, the work leant more towards helping DCA publicise its programs through the crafting of simple messages that could be conveyed to the public in articles and social media posts. Our ACICIS JPP student also provided useful analysis and feedback on the current state of DCA's online presence.

What was your experience like of hosting and mentoring ACICIS students this year – particularly given students conducted their internships virtually rather than in-person this year due to the pandemic?

It was certainly a learning process for us. Not meeting in-person meant we had to engage with the ACICIS students exclusively online. This is a tricky thing to navigate – particularly given the absence of any in-person interaction at all. But, these limitations aside, it was a great experience for DCA to be able to involve students from another country in our organisation's operations.

What were your impressions of the participating ACICIS students whom you supervised?

The ACICIS students we hosted were creative, determined, expert in their respective fields, and very easy to communicate with.

What did you take away from your experience of hosting and mentoring (an) ACICIS student(s)?

It was good to learn how to create a clear, manageable work timeline for interns; as well as how to trust interns with a task or project.

What advice would you give to Australian students currently considering whether or not to undertake a virtual internship experience in Indonesian through ACICIS? In what ways could

completing a virtual internship with an Indonesian organisation be beneficial for them?

Completing an international internship will certainly expand your knowledge and range of professional experience. Although an in-person internship might be preferable, in the middle of a global pandemic an online internship is a surprisingly good substitute. Take a chance and do it!

And what advice would you give to prospective host organisations in Indonesia currently thinking about hosting an ACICIS student? In what ways could hosting an ACICIS be beneficial to their organisation?

ACICIS will provide you with very capable interns. Hosting an ACICIS student gives you an opportunity to view your organisation's operations through a new lens via the perspectives of people living in other countries.

More broadly, what impact do you think ACICIS, ACICIS programs, and ACICIS students have on Australia-Indonesia relations? What kind of difference (if any) do you think these types of programs can make to the nature of relations between Australia and Indonesia – over the longer term and particularly now during a time of global pandemic?

During the pandemic this kind of program provides opportunities and spaces for relationships to develop between our two countries – not between politicians and high-level leaders – but between the respective youths of both countries. The relational networks that these sorts of programs create will surely be beneficial to the futures of young people in both Indonesia and Australia.

Name of organisation:

Fischer & Partners Indonesia

Spokesperson(s):

Gail Soplanit, Country Director

"ACICIS provides wonderful opportunities for Australian students and Indonesian host organisation staff to gain a better understanding of one another's professional cultures and environments. In addition to exposing students and staff to perspectives they might not have otherwise encountered, these programs open doors to future collaboration and partnerships between Indonesians and Australians that will be of long-term benefit to both countries."



Fischer & Partners Indonesia

Host organisation for the Business Professional Practicum

Can you tell us a bit about your organisation?

Fischer and Partners is an executive search and recruitment agency and outsourcing company with a focus on Southeast Asia. We partner with organisations across industries including manufacturing, not-for-profit, oil and gas, retail, information technology, financial services, lifestyle and entertainment, education, infrastructure, and biotechnology. Our team works closely with our clients to support their growth in Southeast Asia.

Why were you interested in hosting an ACICIS student?

Hosting ACICIS students gives us the opportunity to show recent or soon-to-be Australian graduates our industry in a direct first-hand manner. It also provides an opportunity to introduce Australian students' to F&P's particular working culture and to the Indonesian working environment and culture more generally. We believe that in sharing our knowledge and experience, we will also learn new things from the ACICIS students we host as they explore our organisation and provide us with feedback on what they see and experience.

Can you describe the duties and activities undertaken by the ACICIS student(s) during their internship with your organisations?

The ACICIS students we hosted had the opportunity to explore different aspects of our business – including our efforts to expand our presence in the region, exploration of the executive talent pool in Southeast Asia, and HR support provision to clients across a wide range of industries.

What was your experience like of hosting and mentoring ACICIS students this year – particularly given students conducted their internships virtually rather than in-person this year due to the pandemic?

The pandemic's limitations certainly posed some challenges. We couldn't have the in-person interaction with the ACICIS students

that we ideally would have under normal circumstances. Instead, we relied on digital platforms for our hosting and mentoring of these students. However, so long as the students involved are proactive, I think there is still ample opportunity for knowledge and skills acquisition from the program.

What were your impressions of the participating ACICIS students whom you supervised?

The ACICIS students we hosted were bright and driven, and so keen to explore Indonesian culture and the Indonesian professional environment. They were motivated to learn first-hand about F&P's industry, and asked lots of questions during their time with us. I think this a characteristic or quality that is essential to students' professional growth.

What did you take away from your experience of hosting and mentoring (an) ACICIS student(s)?

Of the two ACICIS students who F&P recently hosted, one was an Australian national and the other was Korean. Both students were able to share much of their own respective professional and cultural backgrounds with our team. I think exposure to multinational colleagues – with different cultural backgrounds – is very good for our team's growth and development.

What advice would you give to Australian students currently considering whether or not to undertake a virtual internship experience in Indonesian through ACICIS? In what ways could completing a virtual internship with an Indonesian organisation be beneficial for them?

Apply now! Having internship experiences – especially internationally within a different cultural setting – is a great addition to any student's body of experience. It doesn't matter if the internship is conducted online or in-person. If you come to an ACICIS internship experience with an open mind, a positive attitude, and high level of commitment – and you're not afraid

to ask questions – you will learn a lot in short space of time. You'll also leave your ACICIS program with a hugely expanded network of friends and colleagues in Indonesia.

And what advice would you give to prospective host organisations in Indonesia currently thinking about hosting an ACICIS student? In what ways could hosting an ACICIS be beneficial to their organisation?

Your organisation will benefit from hosting ACICIS students. Your team will gain from exposure to the new perspectives and different cultural sensibilities that ACICIS students bring with them. In exchange, your team will have the opportunity to share your organisation's culture and experience with the ACICIS students who you host – giving back and contributing to these students' personal and professional development.

More broadly, what impact do you think ACICIS, ACICIS programs, and ACICIS students have on Australia-Indonesia relations? What kind of difference (if any) do you think these types of programs can make to the nature of relations between Australia and Indonesia – over the longer term and particularly now during a time of global pandemic?

ACICIS provides wonderful opportunities for Australian students and Indonesian host organisation staff to gain a better understanding of one another's professional cultures and environments. In addition to exposing students and staff to perspectives they might not have otherwise encountered, these programs open doors to future collaboration and partnerships between Indonesians and Australians that will be of long-term benefit to both countries.



07

Finances



ACICIS Income and Expenditure

for the year ended 31 December 2020

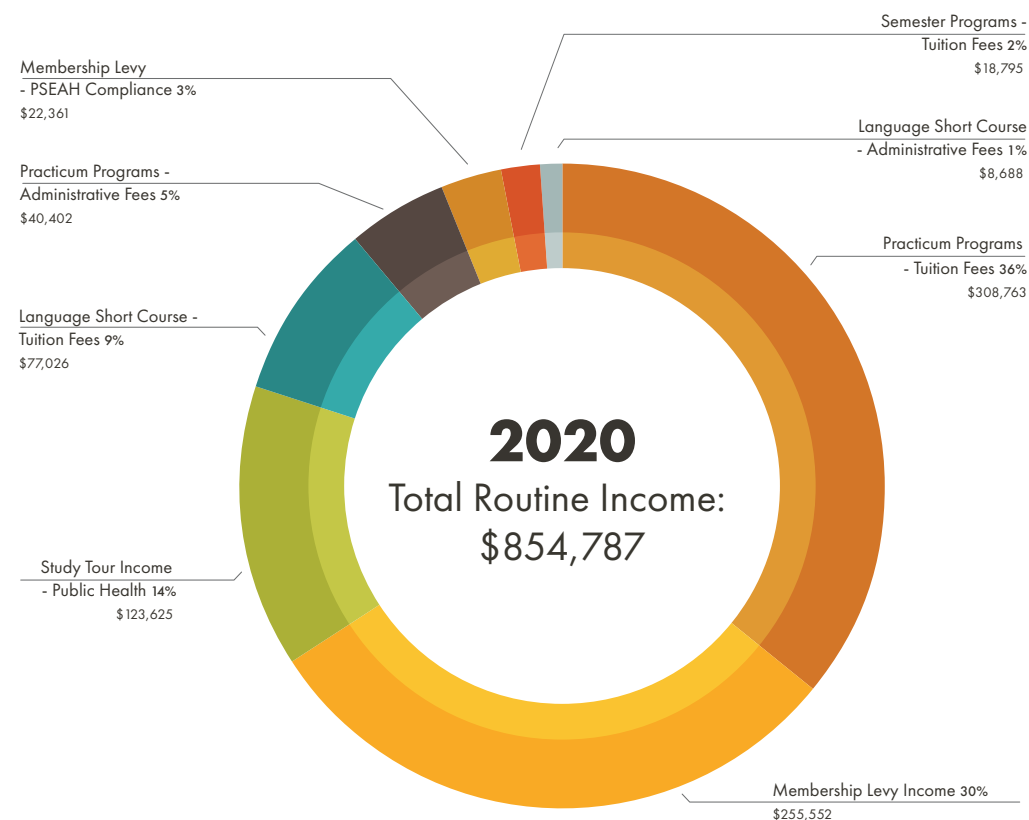
Consortium Annual Income

The consortium's routine annual income for the 2020 calendar year was \$854,787 – a severe (58%) decline on the previous year due to the impact of the global COVID-19 pandemic and the resultant inability of ACICIS to deliver its in-country programs from March 2020 onwards. Pandemic-related program cancellations led to significant decreases in income derived from ACICIS semester programs (down 96% or \$460k); study tour programs (down 69% or \$271k); and short format practicum programs (down 45% or ~\$282k) on 2019.

The pandemic turbocharged the pre-existing 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 2020 the consortium derived a greater percentage of routine annual income from both its short format (six-week) practicum programs (41% of annual income) and 2-3-week study tour and intensive programs (24%) than from the consortium's traditional semester programs (2%). This was due both to the COVID-19 pandemic and the decision taken by the consortium's management not to attempt to conduct ACICIS semester programs via an online mode of delivery in the second half of 2020 and first half of 2021.

In addition to income derived from routine programs and activities, in 2020 ACICIS once again derived a small amount of its income (\$28k) from facilitating the delivery of a custom in-country program for the Victorian Department of Education and Training – the Victorian Young Leaders to Indonesia pilot program – conducted in the fourth quarter of 2019. ACICIS also raised ~\$50k in donations to support the consortium's operations during the pandemic from ACICIS alumni and supporters through a public fundraising campaign conducted in June 2020. The campaign raised these funds from more than 260 individual donors.

Finally, in 2020, the consortium secured significant external grant funding through the Australian Government's New Colombo Plan (NCP) Mobility Program. ACICIS received approximately \$362k in new Mobility Program funding secured under the 2017 and 2018 funding rounds of the NCP. \$324k (or 90%) of this NCP funding is to be paid directly out to consortium member university students undertaking Indonesia-related study through ACICIS in 2020-21 in the form of mobility grants. The remaining 10% (or ~\$37k) 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 student mobility experiences they are intended to support.



This \$326k in new NCP funding was significantly offset by the consortium's refund to the Commonwealth in 2020 of ~\$114k in unspent NCP Mobility Program funding secured under the 2016, 2017 and 2018 funding rounds of the NCP.

ACTUAL 2020			ACTUAL 2019		yoy +/-	
Income	\$	as % of 2020 total income	\$	% of 2019 total income	\$	%
Routine Operating Income						
Practicum Programs - Tuition Fees	308,763	36%	555,986	27%	-247,223	-44%
Membership Levy Income	255,552	30%	251,421	12%	4,132	2%
Study Tour Income - Public Health	123,625	14%	394,914	19%	-271,289	-69%
Language Short Course - Tuition Fees	77,026	9%	130,252	6%	-53,226	-41%
Practicum Programs - Administrative Fees	40,402	5%	75,251	4%	-34,849	-46%
Membership Levy - PSEAH Compliance	22,361	3%	0	0%	22,361	
Semester Programs - Tuition Fees	18,795	2%	362,497	18%	-343,702	-95%
Language Short Course - Administrative Fees	8,688	1%	49,530	2%	-40,842	-82%
Custom Program Fees - Monash GIG	0	0%	135,945	7%	-135,945	-100%
School Tour Income	0	0%	27,588	1%	-27,588	-100%
Semester Programs - Administrative Fees	-425	0%	75,507	4%	-75,932	-101%
Total Routine Operating Income	854,787	100%	2,058,891	100%	-1,204,104	-58%
Special Project Income						
Victorian Young Leaders (VYL) Program Delivery	28,217					
COVID-19 Fundraising Appeal Donations	49,690					
Total Special Project Income	77,907					
Income from investing activities						
Total Income from investing activities	183,964					
Grant Income						
NCP 2016 Mobility Program Funding: Third Funding Term	-102,000					
NCP 2017 Mobility Program Funding: First Funding Term	-6,000					
NCP 2017 Mobility Program Funding: Third Funding Term	301,500					
NCP 2018 Mobility Program Funding: First Funding Term	-6,000					
NCP 2018 Mobility Program Funding: Second Funding Term	60,000					
2018 Endeavour Mobility Grant Funding	-18,000					
Total Grant Income	229,500					
TOTAL INCOME	1,346,157					

ACICIS Income and Expenditure

for the year ended 31 December 2020

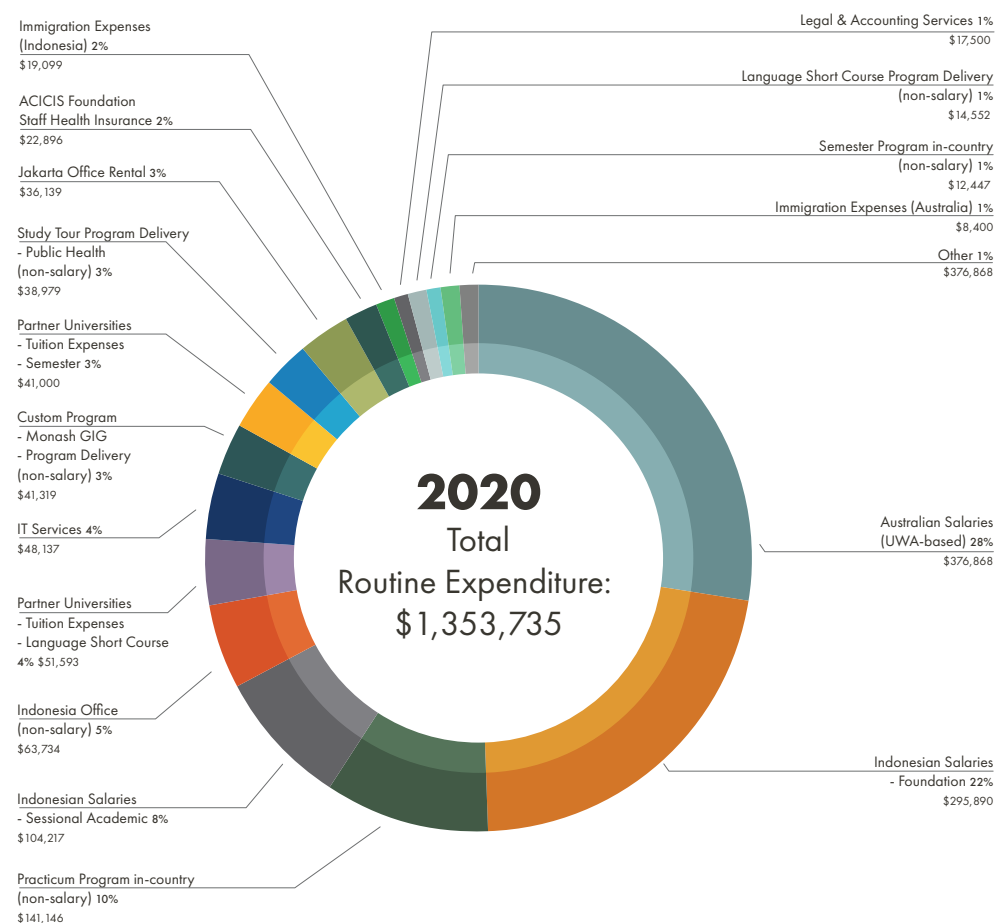
Consortium Annual Expenditure

The consortium's routine annual expenditure for the 2020 calendar year was \$1.35 million. This represents a significant 35% (or ~\$742k) decrease on the previous year due primarily to pandemic-related savings on program delivery expenditure, and the suite of cost mitigation measures implemented by the ACICIS National Reference Group in April and June 2020. These aggregate expenditure savings went some way to offsetting the 58% (or \$1.2 million) year-on-year decline in the consortium's total routine income for the 2020 calendar year.

Savings were realised across broad range of routine expenditure categories including: including 'Study Tour Program Delivery - Public Health (non-salary)' expenditure down 82% (or ~\$179k); 'Indonesia Offices (non-salary)' expenditure down 54% (or \$76k); 'Partner Universities - Tuition Expenses - Semester' expenditure down 59% (or \$60k); and 'National Reference Group Activities' down 100% (or \$40k).

In 2020, the consortium also invested a significant amount (\$81k) of its cash reserves in the development of New Colombo Plan-supported ACICIS study programs. NCP-supported programs in which the consortium invested internal development funding in 2020 included: the Agriculture, Creative Arts and Design, Development Studies, Sustainable Tourism, and Law Professional Practicum programs; the Indonesian Language Short Course; and the Public Health Study Tour.

Other non-recurring 'special project' expenditure for 2020 included \$26k spent on implementing the recommendations of a 2019 review of the consortium's prevention of sexual exploitation, assault and harassment (PSEAH) policies and practices; and \$3.7k spent on the delivery of the Victorian state government's Victorian Young Leaders to Indonesia program.



	ACTUAL 2020		ACTUAL 2019		yoy +/-	
Expenditure	\$	as % of 2020 total expenditure	\$	as % of 2019 total expenditure	\$	%
Routine Operating Expenditure						
Australian Salaries (UWA-based)	376,868	28%	398,856	19%	-21,988	-6%
Indonesian Salaries - Foundation	295,890	22%	504,111	24%	-208,222	-41%
Practicum Program in-country (non-salary)	141,146	10%	168,119	8%	-26,973	-16%
Indonesian Salaries - Sessional Academic	104,217	8%	0	0%	104,217	
Indonesia Offices (non-salary)	63,734	5%	139,353	7%	-75,619	-54%
Partner Universities - Tuition Expenses - Language Short Course	51,593	4%	88,906	4%	-37,313	-42%
IT Services	48,137	4%	87,693	4%	-39,556	-45%
Custom Program - Monash GIG - Program Delivery (non-salary)	41,319	3%	67,647	3%	-26,328	-39%
Partner Universities - Tuition Expenses - Semester	41,000	3%	101,100	5%	-60,100	-59%
Study Tour Program Delivery - Public Health (non-salary)	38,979	3%	217,992	10%	-179,013	-82%
Jakarta Office Rental	36,139	3%	38,036	2%	-1,897	-5%
ACICIS Foundation Staff Health Insurance	22,896	2%	20,792	1%	2,104	10%
Immigration Expenses (Indonesia)	19,099	1%	32,535	2%	-13,436	-41%
Legal & Accounting Services	17,500	1%	6,860	0%	10,640	155%
Language Short Course Program Delivery (non-salary)	14,552	1%	21,354	1%	-6,802	-32%
Semester Program in-country (non-salary)	12,447	1%	24,837	1%	-12,390	-50%
Immigration Expenses (Australia)	8,400	1%	35,049	2%	-26,649	-76%
Consortium Director Discretionary Expenditure	6,160	0%	35,635	2%	-29,475	-83%
Marketing & Promotions	5,826	0%	19,025	1%	-13,199	-69%
Travel	3,953	0%	20,936	1%	-16,983	-81%
Perth Office	2,980	0%	7,135	0%	-4,154	-58%
Insurance	760	0%	0	0%	760	
National Reference Group Activities	142	0%	39,756	2%	-39,615	-100%
School Tour Program Delivery (non-salary)	0	0%	20,108	1%	-20,108	-100%
Risk Management	0	0%	0	0%	0	
Partner Universities - Tuition Expenses - Semester - ASP	0	0%	0	0%	0	
Total Routine Operating Expenditure	1,353,735	100%	2,095,835	100%	-742,100	-35%

Expenditure	ACTUAL 2020		ACTUAL 2019		yoy +/-	
	\$	as % of 2020 total expenditure	\$	as % of 2019 total expenditure	\$	%
Special Project Expenditure						
Consortium Financial Contributions to 2018-2020 NCP Mobility Projects	80,986					
PSEAH Compliance	25,817					
Victorian Young Leaders (VYL) Program Delivery	3,750					
Total Special Project Expenditure	110,553					
Grant Expenditure						
2018 NCP Admin Allocation: Third Funding Term	20,226					
2020 NCP Admin Allocation: First Funding Term	105,333					
NCP 2017 Outgoing Student Mobility Grant Funds	39,000					
NCP 2018 Outgoing Student Mobility Grant Funds	136,000					
NCP 2019 Outgoing Student Mobility Grant Funds	165,000					
NCP 2020 Outgoing Student Mobility Grant Funds	131,600					
Total Grant Expenditure	597,159					
TOTAL EXPENDITURE	2,061,448					
Total Surplus/Deficit	-715,290		-1,109,945			
Surplus/Deficit net of grant funds + special projects	-498,949		132,096			
Surplus/Deficit net of grant funds	-347,631		27,280			



Financial Statements: 2020

The following financial statements have been extracted from the ACICIS Audited Financial Statements for the year ended 31 December 2020.

Statement of comprehensive income for the year ended 31 December 2020

	2020	2019
	\$	\$
Revenue from continuing operations	1,956,769	4,784,101
Expenses from continuous operations	(2,711,305)	(4,184,628)
OPERATING RESULT FOR THE PERIOD	(754,536)	599,473

Statement of financial position as at 31 December 2020

	2020	2019
	\$	\$
Assets		
Current Assets	4,987,820	5,097,968
Non-Current Assets	-	-
Total Assets	4,987,820	5,097,968
Liabilities		
Current Liabilities	5,076,732	4,432,344
Non-Current Liabilities	-	-
Total Liabilities	5,076,732	4,432,344
Net Assets	(88,912)	665,624
Equity		
Retained surplus	(88,912)	665,624
TOTAL EQUITY	(88,912)	665,624

NOTE: Full copies of ACICIS' 2020 Audited Financial Statements are available upon request; please contact the ACICIS Secretariat on (08) 6488 6675 or at enquiries@acicis.edu.au .



AUDIT & ASSURANCE SERVICES

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INDEPENDENT AUDITOR'S REPORT

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

Qualified 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 2020 and a statement of comprehensive income and profit or loss for the 12 month period ended 31 December 2020, a statement of changes in equity and a statement of cash flows for the period ended 31 December 2020, notes to the financial statement and the Consortium's signed declaration.

In our opinion, except for the effects of our qualification as detailed in our basis for qualified opinion below, the accompanying special purpose financial statement presents fairly, in all material respects, the financial position of ACICIS for the year then ended.

Basis for Qualified Opinion

We have qualified the financial report due to the impact COVID 19 pandemic international travel restrictions has had on the Consortium's financial position as at 31 December 2020 (operating loss of \$754,536 and negative equity of \$88,912) and the potential impact this will also have on the 2021 financial position of the Consortium due to the Consortium not been able to deliver its programs in light of ongoing international travel restrictions. As such, in our opinion, there exists, as at 31 December 2020, a material uncertainty as to ACICIS's ability to continue as a going concern.

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 – Negative Equity Position

We draw attention to the Consortium's negative equity position as at 31 December 2020 which shows a negative balance of \$88,912. We note that an amount of \$520,474 relating to tuition fees received in advance in the 2020 financial year which has contributed to the negative equity position, has been fully expended in February 2021 thereby eliminating the possible liability of returning such funds and thereby improving the Consortium's equity position in February 2021.

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 any other purpose. Our opinion has not been modified as a result 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.

Electronic Publication of the Audited Financial Statement

It is our understanding that the ACICIS intends to electronically present the audited financial statement and auditor's report on its internet website. Responsibility for the electronic presentation of the financial statement on the ACICIS website is that of those charged with governance of the ACICIS. The security and controls over information on the website should be addressed by the ACICIS to maintain the integrity of the data presented. The examination of the controls over the electronic presentation of the audited financial statement on the ACICIS website is beyond the scope of the audit of the financial statement.

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: 24 June 2021

Perth, Western Australia





08

Consortium Membership

ACICIS Member Universities



Australian
National
University



Curtin University



Flinders
UNIVERSITY



LA TROBE
UNIVERSITY • AUSTRALIA



Universiteit
Leiden



MONASH
University



Queensland University of Technology
Brisbane Australia



RMIT
UNIVERSITY



SOAS
University of London



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



THE UNIVERSITY OF
SYDNEY



THE UNIVERSITY OF
WESTERN
AUSTRALIA



UNSW
AUSTRALIA



UTS
UNIVERSITY OF TECHNOLOGY, SYDNEY



MACQUARIE
University
SYDNEY • AUSTRALIA



THE UNIVERSITY
of ADELAIDE



UNIVERSITY of
TASMANIA
AUSTRALIA





09

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)



Development Studies
Immersion Program
(DSIP)



International Relations
Program (IRP)



Indonesian Business, Law
& Society Program
(IBLS)

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THE UNIVERSITY OF
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