



Annual Report 2022



Providing a well-rounded
Indonesian study experience.



Annual Report

2022

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01

Message from the
Consortium Director



A Message from the Consortium Director

It is with a sense of renewed optimism that I introduce the ACICIS Annual Report for 2022.

Like it was for many internationally oriented organisations, 2022 was a year of tentative reset and restart for ACICIS. After a two-and-a-half year hiatus following the cancellation and evacuation of students from the consortium's in-country programs in March 2020, ACICIS students finally began returning to Indonesia from August 2022. The cohort of students who completed ACICIS semester programs in Indonesia between August and December 2022 were the first to do so since 2019.

While 2021 saw the consortium deliver a suite of Indonesia-focused short format programs—entirely virtually—to a total annual cohort of 321 students, 2022 was characterised by a continuation of virtual program delivery in the first half of the year, followed by a gradual return to in-country program delivery in Indonesia from August onwards. In terms of impact on overall student numbers, 2022 represented the most compromised year of the pandemic for ACICIS, with the scale of the consortium's operations set back to roughly the level prevailing in 2017.

In total, ACICIS assisted 288 Australian (and international) students to undertake study in Indonesia in 2022—a 10% decrease in the size of ACICIS' annual student cohort after a 3% increase in 2021. This modest result for 2022 reflects, on the one hand, student fatigue with online and virtual programs in a third pandemic affected academic year, while on the other, considerable uncertainty and increased costs faced by Australian students seeking to study abroad in the second half of the year.

The second half of 2022 saw the consortium working at speed to rebuild its infrastructure and staffing profile in Indonesia, while ironing out the remaining impediments to a full resumption of in-country study at scale over Summer 2022/23. I am happy to report that ACICIS delivered ten short format programs over the 2022/23 summer period—of durations ranging from two to six weeks—to a total national cohort of 325 students.

Now in its twenty-ninth year, ACICIS remains one of the key achievements of Indonesian studies in Australia. Since the consortium's establishment in 1994, more than 4,800 Australian university students have undertaken study in Indonesia through ACICIS. The organisation's significance within the broader bilateral relationship continues to be recognised by the governments of both Indonesia and Australia. We were delighted to receive a mention from the podium during the newly elected Australian Prime Minister's visit to Jakarta in June 2022. Standing next to the Indonesian President, Prime Minister Albanese pledged to *"rebuild Australia's Indonesian language skills, through support to the Australian Consortium for 'In-Country' Indonesian Studies program"*, remarking that *"[m]ore Australians speaking Bahasa Indonesia will be vital to deepening our relationship."*

ACICIS has been pivotal to the success of the Australian Government's New Colombo Plan in Indonesia, facilitating programs for nearly 2,000 Australian undergraduates since the NCP's inception in 2014. ACICIS has been the single largest recipient of NCP funding, securing almost \$19 million for the consortium's Australian member universities since 2014—including \$3.9 million in new funding in 2022 under the NCP's most recent (2023) funding round.

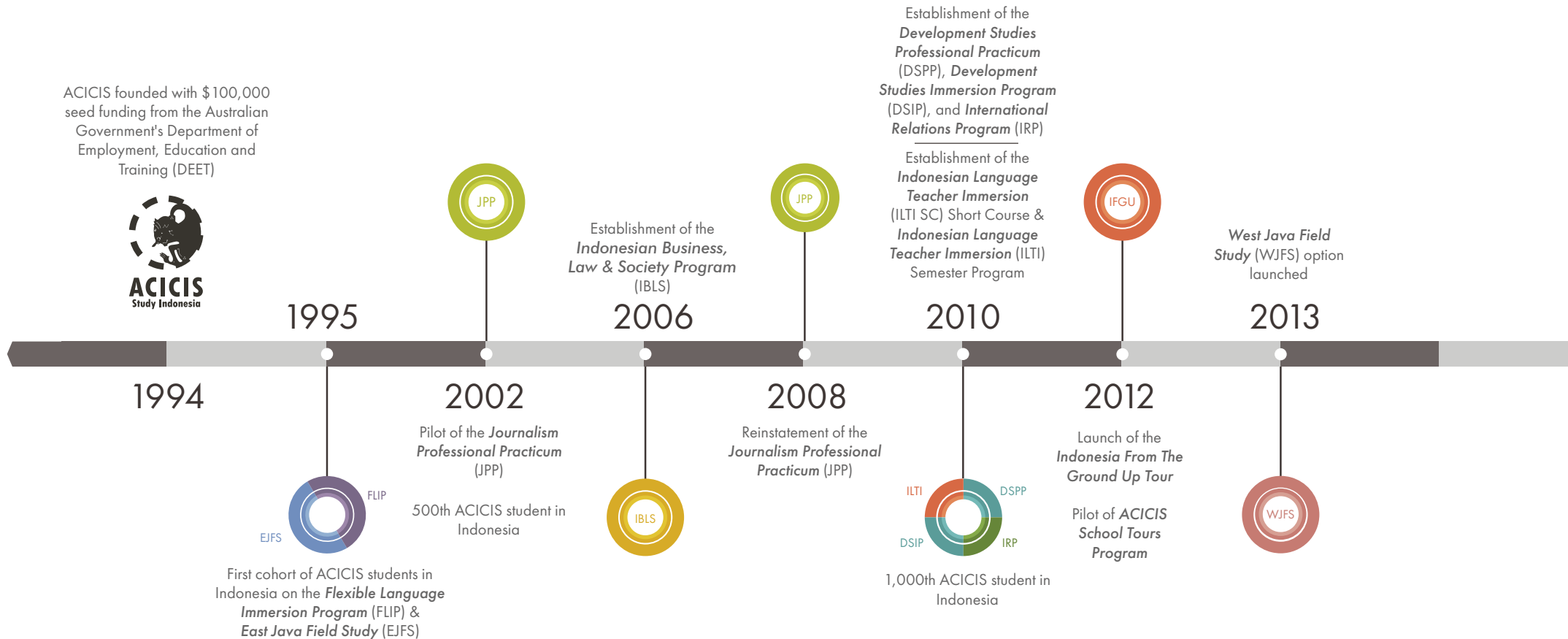
The following report outlines recent historical trends in Australian outbound student mobility to Indonesia, and contextualises the contribution made by ACICIS within this broader national picture. Among other things, it shows the degree to which the consortium was responsible for keeping Australian student engagement with Indonesia alive during the pandemic. What little student engagement there was with Indonesia—in particular in 2021—was largely due to the efforts of ACICIS.

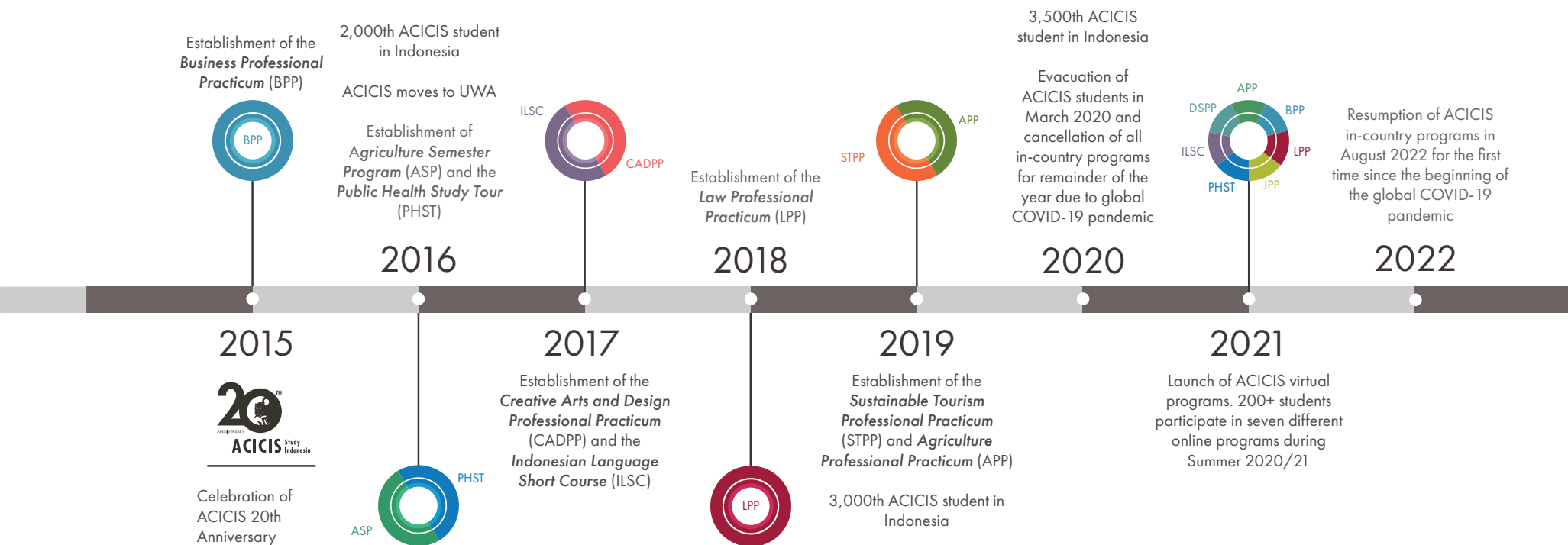
With the continued support of the consortium's member and partner universities, and of government, I believe ACICIS will continue to play a vital role in building practical relations between Australia and Indonesia for many years to come.

Liam Prince
Consortium Director

June 2023, Perth, Western Australia

ACICIS milestones: 1994-2022





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 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.



Australian Government



NEW COLOMBO PLAN

Connect to Australia's future - study in the region

The New Colombo Plan is a signature initiative of the Australian Government which aims to lift knowledge of the Indo-Pacific in Australia by supporting Australian undergraduates to study and undertake internships in the region.

The New Colombo Plan Mobility Program provides funding to Australian universities to support Australian undergraduate students' participation in study, internships, mentorships, practicums and research in 40 host locations across the Indo-Pacific region.

ACICIS has been successful in securing New Colombo Plan Mobility Program funding for students on behalf of ACICIS member universities in every New Colombo Plan funding round to date (2014-2023).

In total, the consortium has received nearly \$19 million dollars in NCP Mobility Program funding to support over 4,000 Australian undergraduate students to participate in ACICIS short format and semester-long study programs in Indonesia, in a wide range of fields including law, agriculture, journalism, public health, international relations, and creative arts.

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	TOTAL (2014-2023)
Total New Colombo Plan Mobility Program Funding Available	4,000,000	8,000,000	20,000,000	22,300,000	36,000,000	28,700,000	28,700,000	28,700,000	22,111,558	15,058,285	\$ 213,569,843
ACICIS New Colombo Plan Mobility Program Funding Received	284,000	608,900	1,531,200	1,900,800	3,226,300	1,997,050	1,158,300	511,500	1,969,00	3,906,100	\$ 17,093,150
ACICIS Subsequent Term NCP MP Multi-Year Funding Received	-	-	-	272,800	727,100	627,000	214,500				\$ 1,841,400
Total ACICIS New Colombo Plan Mobility Program Funding Received	284,000	608,900	1,531,200	2,173,600	3,953,400	2,624,050	1,372,800	511,500	1,969,000	3,906,100	\$ 18,934,550
ACICIS Funding as % of Total NCP MP Funding Available	7.10%	7.61%	7.66%	9.75%	10.98%	9.14%	4.78%	1.78%	8.90%	25.94%	8.87%
<i>Students Funded: First Funding Term</i>	69	111	303	371	609	389	351	155	460	787	3,605
<i>Students Funded: Subsequent Terms of Multi-Year Funding Received</i>	-	-	-	65	197	190	65				517
Total Students Funded 2014-2023	69	111	303	436	806	579	416	155	460	787	4,122





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
Secretariat Coordinator



Matthew Satchwell
Student Administration Coordinator



Daisy Aldam
Marketing and Student Recruitment
Coordinator

Indonesia-based personnel:



Dr Adrian Budiman
Resident Director



Sherly Senja
Projects Development Manager



Sinta Padmi
Program Manager



Wilia Paramitasari
Program Manager



Dani Prakasa Karuniawan
Program Coordinator



Bernadetta Handayani
Program Coordinator



Helmi Wattimury
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 Gender,
Media & Culture



Dr Elisabeth Kramer
NSW Representative
Senior Lecturer and Scientia fellow
and ARC DECRA Fellow



Prof Caitlin Byrne
QLD Representative
Pro Vice Chancellor (Business)



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



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
Professor in International Studies
and Education



Ms Sarah Argles
VIC Representative
Manager, Manager, Risk, Safety
and Global Campus



Assoc. Prof David Reeve
Member by invitation
Former ACICIS Resident
Director (1997-1999)



Prof David T. Hill AM

Member by invitation

Founder and Immediate Past
Consortium Director



Dr Kirrilee Hughes

Member by invitation

Founder and Principal,
Bestari Consulting



Lydia Santoso

Member by invitation

Lawyer at Nicholas George
Lawyers



Louise McGrath

Member by invitation

Head of Industry Development
& Policy at the Ai Group





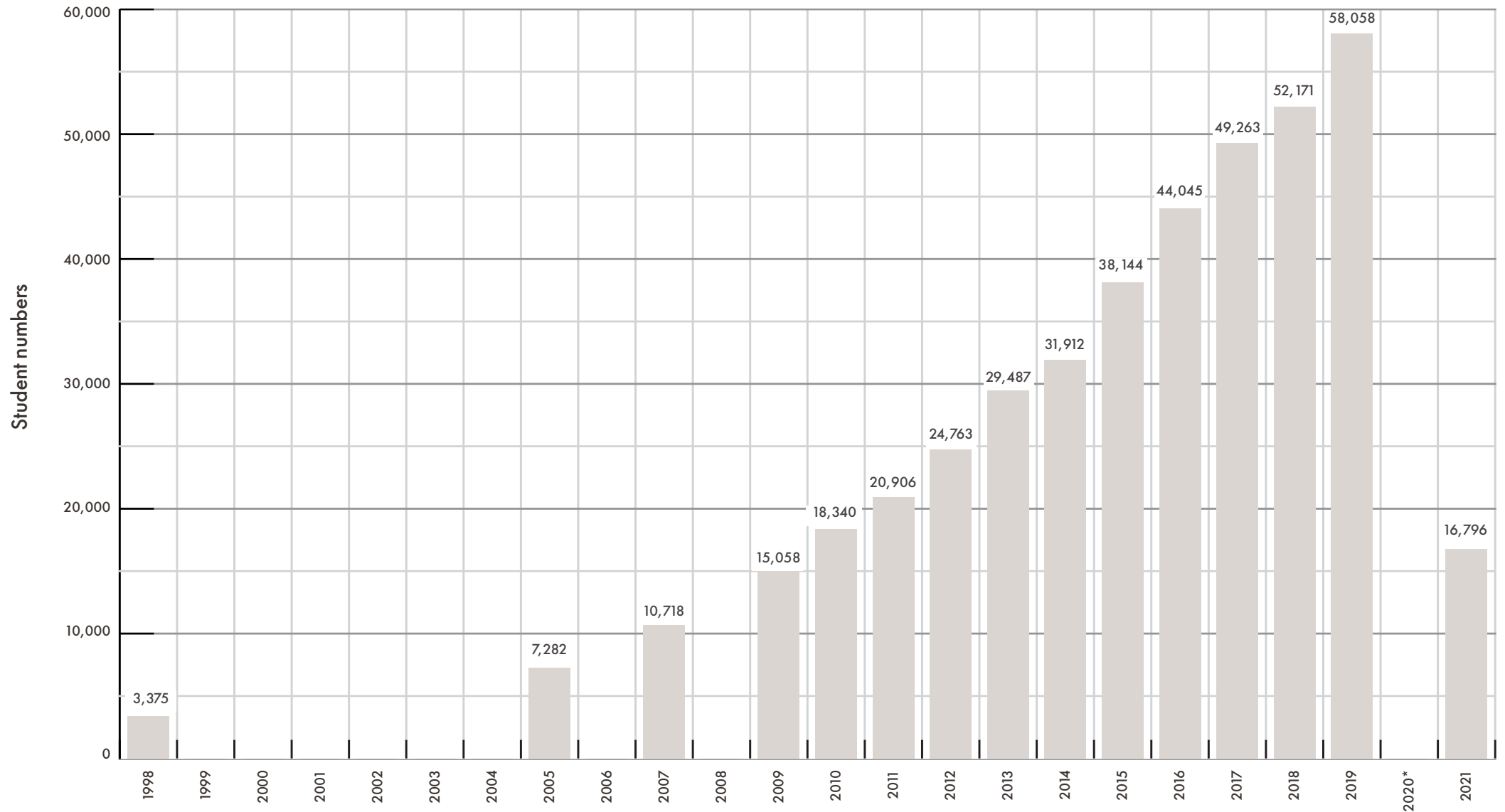
03

Trends in Outbound Australian Student Mobility to Indonesia



Participation by Students from Australian Universities

in Learning Abroad Programs: 1998–2021



*No data collected for 2020

Participation by Students from Australian Universities

in Learning Abroad Programs: 1998–2021

Impacts of COVID-19 on learning abroad

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 the time of writing is for the calendar year 2021. Regrettably, due to the COVID-19 pandemic and constrained resources, the AUIDF was unable to collect and compile data for 2020. For this reason, the most recent point of comparison against which to measure the data for 2021 is the national outbound mobility data for the 2019 calendar year—the year prior to the onset of the pandemic.

Between 2019 and 2021 the number of reported learning abroad experiences undertaken by Australian university students declined by more than 71%—from 58,058 students in 2019 to 16,796 students in 2021. This decline reflects not only a real drop in student participation in learning abroad during the pandemic but also a significant reduction in the reporting of these experiences by an Australian higher education sector that was distracted and under considerable pressure during the pandemic. Only 23 Australian universities reported their learning abroad data for 2021 to the AUIDF, compared to 34 Australian universities for 2019. Significant also, to making sense of the data for 2021, is the AUIDF's inclusion of virtual learning abroad experiences for the first time in its national data.

According to the AUIDF, 67% (or 11,253) of the 16,796 Australian university students who undertook a learning abroad experience in 2021 were undergraduate students. The remaining 33% (or 5,543) were postgraduate students. Meanwhile, 40.3% (or 6,769) were domestic Australian students, and 59.7% (or 10,027) were international students enrolled at Australian universities.

As the 2021 data shows, the pandemic brought to a hard stop more than a decade of rapid growth in the number of students from Australian universities participating in learning abroad programs and in improvement in the reporting of these experiences by Australian universities through the mechanism of the AUIDF.

Sources:

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

AUIDF, *Outgoing international mobility of Australian university students 2021 (in 2022)*. (AUIDF, February 2023), 11, 13, 17-22.



Learning Abroad Trends 2019-2021

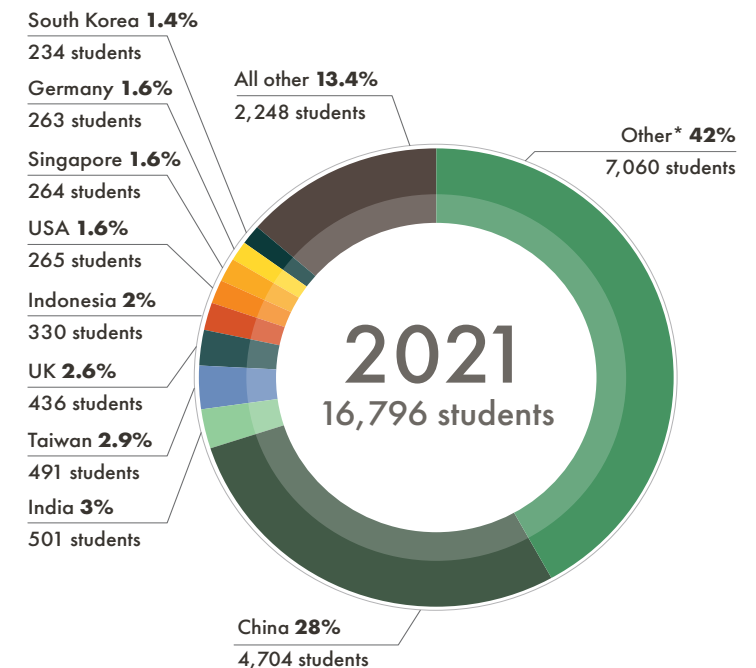
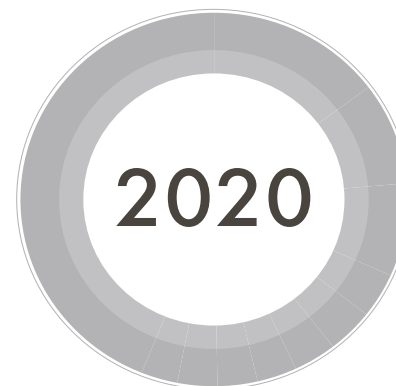
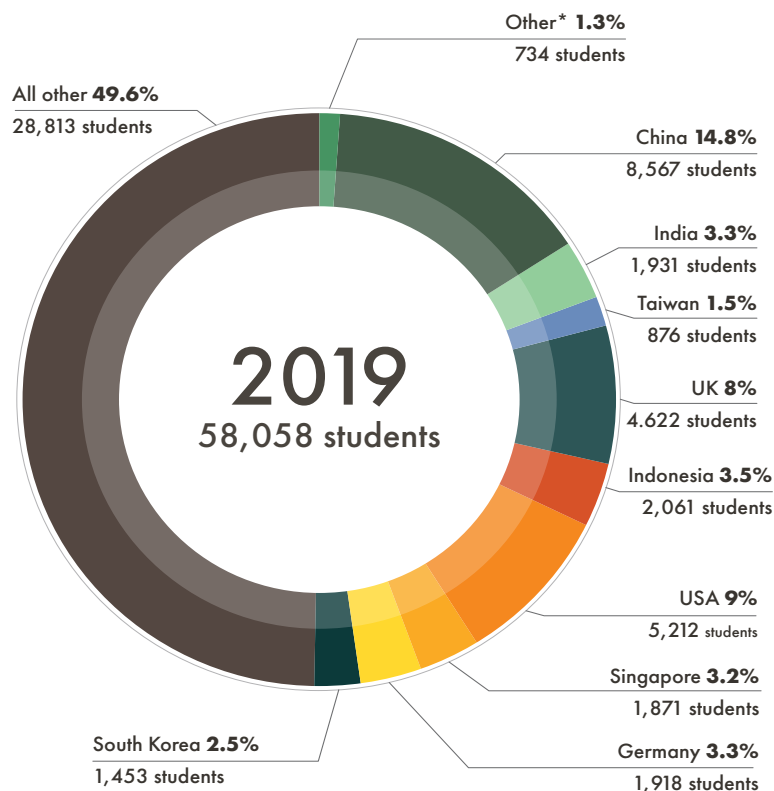
Top 10 destination countries for Australian university students

Patterns of learning abroad by Australian university students in 2021 were significantly different to past years—understandably given the extraordinary circumstances of the pandemic. In addition to the overall 71% drop in the number of students pursuing learning abroad, more than two-fifths (42%) of reported experiences took place in a destination identified as “Other”. According to the AUIDF, “Other” is likely to have served as a proxy destination for virtual learning abroad experiences in 2021, with many universities choosing not to identify a specific offshore location for these virtual experiences.

Though reported Indonesia-based learning abroad experiences declined by 84%—from 2,061 experiences in 2019 to 330 experiences in 2021, Indonesia remained the 6th most popular study

abroad destination for Australian university students (as it was in 2019). The 330 students who undertook a learning abroad experience in Indonesia constituted 2% of all recorded learning abroad experiences undertaken by Australian university students in 2021, down from 3.5% in 2019.

This placed Indonesia behind “Other” (7,060 students), China (4,704 students), India (501 students), Taiwan (491 students), and the UK (436 students), and ahead of the USA (265 students), Singapore (264 students), Germany (263), and South Korea (234).



Learning Abroad Trends 2019-2021

Top 10 destination countries for Australian university students

2021 (16,796 students)				2020* *				2019 (58,058 students)			
Top Destinations	Rank 2021	Student numbers	% of Student Cohort	Rank 2020	Student numbers	% of Student Cohort	Rank 2019	Student numbers	% of Student Cohort		
Other*	1	7,060	42.0%	-			-	734	1.3%		
		Growth yoy	861.85%					Growth yoy	-1.61%		
China	2	4,704	28.0%	-			1	8,567	14.8%		
		Growth yoy	-45.09%					Growth yoy	16.75%		
India	3	501	3.0%	-			7	1,931	3.3%		
		Growth yoy	-74.05%					Growth yoy	-2.92%		
Taiwan	4	491	2.9%	-			-	876	1.5%		
		Growth yoy	-43.95%					Growth yoy	156.14%		
UK	5	436	2.6%	-			3	4,622	8.0%		
		Growth yoy	-90.57%					Growth yoy	16.75%		
Indonesia	6	330	2.0%	-			6	2,061	3.5%		
		Growth yoy	-83.99%					Growth yoy	9.34%		
USA	7	265	1.6%	-			2	5,212	9.0%		
		Growth yoy	-94.92%					Growth yoy	-1.06%		
Singapore	8	264	1.6%	-			9	1,871	3.2%		
		Growth yoy	-85.89%					Growth yoy	37.27%		
Germany	9	263	1.6%	-			8	1,918	3.3%		
		Growth yoy	-86.29%					Growth yoy	18.25%		
South Korea	10	234	1.4%	-			-	1,453	2.5%		
		Growth yoy	-83.90%					Growth yoy	49.33%		
All other	-	2,248	13.4%	-			-	28,813	49.6%		
		Growth yoy	-92.20%					Growth yoy	8.12%		
Total		16,796	100%					58,058	100%		
		Growth yoy	-71.07%					Growth yoy	11.28%		

Sources:

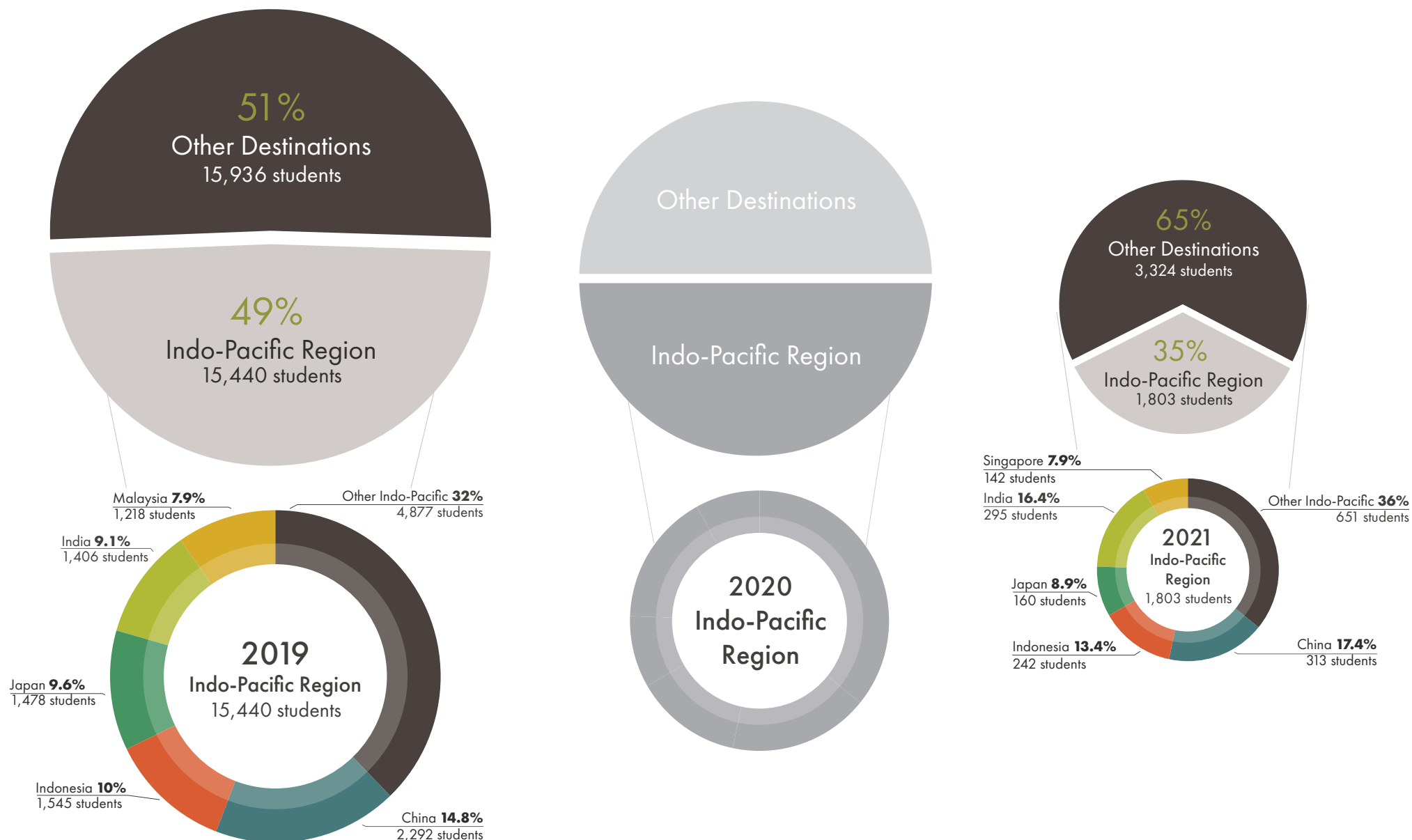
AUIDF, Outgoing international mobility of Australian university students 2019 (in 2020). (AUIDF, February 2021), 14
AUIDF, Outgoing international mobility of Australian university students 2021 (in 2022). (AUIDF, February 2023), 17.

* Likely a proxy for virtual experiences—a result of the inclusion of virtual experiences in the AUIDF's study of the 2021 calendar year. More than two-fifths (42%) of reported experiences for 2021 took place in a destination identified as "Other", with many universities choosing not to identify a specific offshore location for these virtual experiences.

** No data collected for 2020

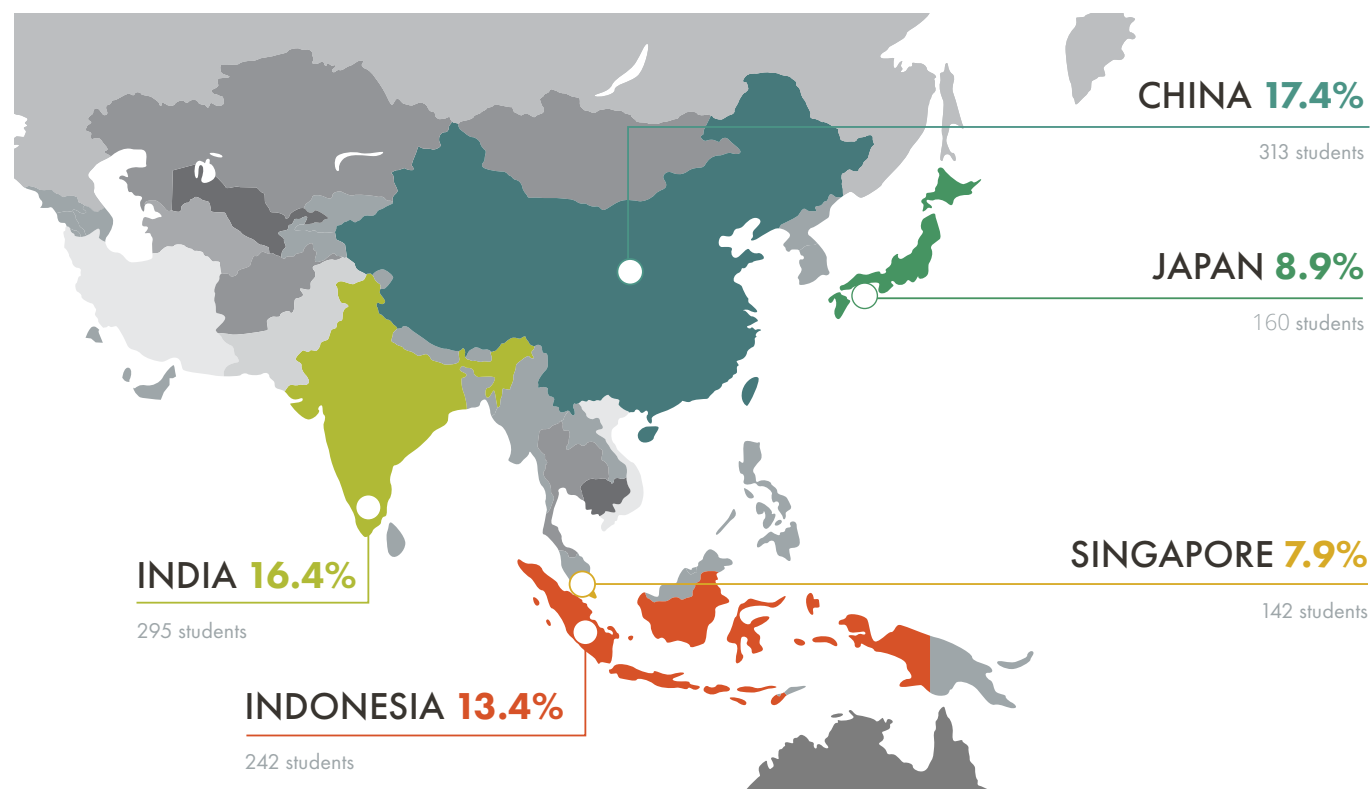
Outbound Mobility to the Indo-Pacific: 2019-2021

as a proportion of total Australian domestic undergraduate students studying abroad



Top 5 Indo-Pacific Destinations: 2021

for Australian domestic undergraduate students studying abroad



Indonesia in third place

Between 2019 and 2021 the number of Australian domestic undergraduates reported as engaging with the Indo-Pacific through learning abroad fell by 88.3%—from 15,440 reported experiences in 2019 to 1,803 experiences in 2021. This comes after a five-year period from 2014 to 2019 during which Australian undergraduate engagement with the Indo-Pacific grew by an average of 12.85% annually—from 8,437 reported experiences in 2014 to 15,440 Indo-Pacific learning abroad experiences in 2019. This rapid growth has been largely fuelled by the Australian Government's investment of \$175 million between 2014 and 2019 in incentivising undergraduate study in the Indo-Pacific through the New Colombo Plan.

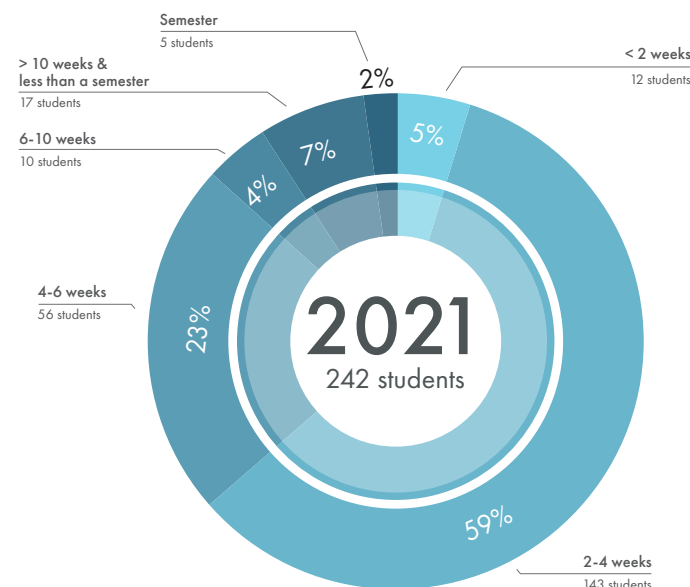
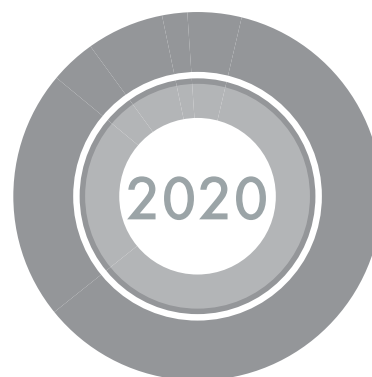
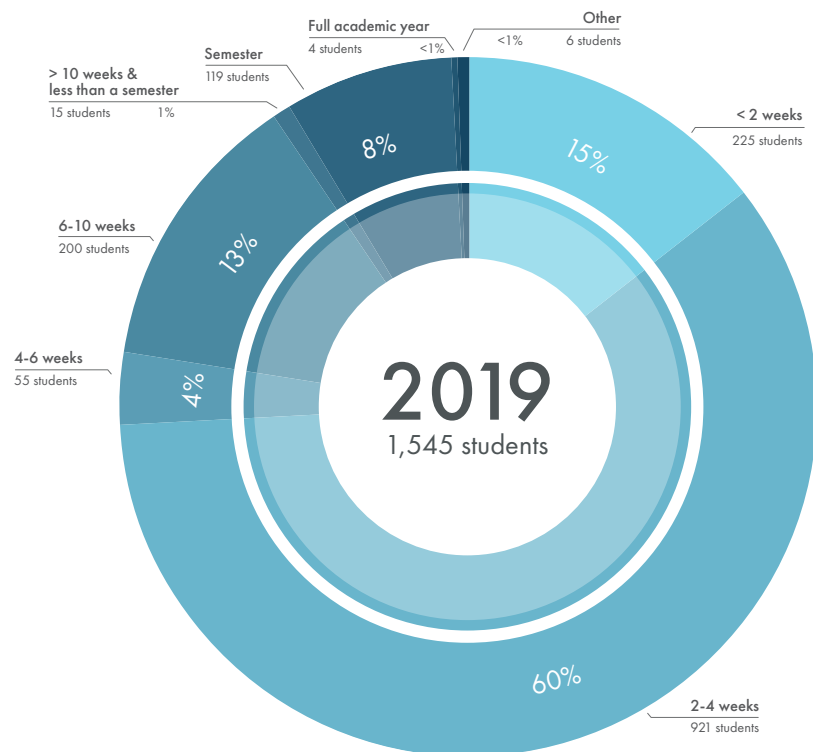
Of the 1,803 Australian domestic undergraduate students who undertook learning abroad experiences in the Indo-Pacific—the region of focus for the New Colombo Plan—in 2021, 13.4% (or 242 students) did so in Indonesia. Indonesia ranked as the third most popular Indo-Pacific destination for Australian domestic undergraduate students in 2021—behind China (313 students) and India (295 students), and ahead of Japan (160 students), and Singapore (142 students).

Duration of study in Indonesia: 2019-2021

by Australian domestic undergraduate students

The number of Australian domestic undergraduate students reported as undertaking learning abroad experiences in Indonesia fell by 84.3% between 2019 and 2021—from 1,545 students in 2019 to 242 students in 2021. The decline was particularly pronounced with respect to longer duration experiences. The number of Australian domestic undergraduates undertaking semester-length experiences in Indonesia fell by 96% in 2021—from 119 students in 2019 to five students in 2021. Similarly, the number of students undertaking a full academic year of study in Indonesia fell from five students in 2019 to zero students in 2021. Similar declines were observed in short duration experiences of 2-4 weeks (down 84% on 2019) and less than two weeks (down 95% on 2019).

By contrast, medium duration experiences of 4-6 weeks (up 1% on 2019) and 10 weeks+ (up 13% on 2019) actually held level or increased in 2021. The 2021 data suggests that it was these medium duration experiences—longer than four weeks but less than a semester—which proved most amenable to conversion from in-country to virtual modes of delivery during the pandemic.



Sources:

Australian Universities Directors' Forum (AUIDF). *Learning Abroad 2019 (in 2020)*. AUIDF, December 2020, 61
Australian Universities Directors' Forum (AUIDF). *Learning Abroad 2021 (in 2022)*. AUIDF, February 2023, 66

Duration of study in Indonesia: 2019-2021

by Australian domestic undergraduate students

2021 (242 students)			2020*		2019 (1,545 students)	
Study length	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort
< 2 weeks	12 students	5%			225 students	15%
Growth yoy	-95%	-			-11%	-
2-4 weeks	143 students	59%			921 students	60%
Growth yoy	-84%	-			19%	-
> 4-6 weeks	56 students	23%			55 students	4%
Growth yoy	1%	-			-35%	-
> 6-10 weeks	10 students	4%			200 students	13%
Growth yoy	-95%	-			59%	-
> 10 weeks	17 students	7%			15 students	1%
Growth yoy	13%	-			-47%	-
Semester	5 students	2%			119 students	8%
Growth yoy	-96%	-			-6%	-
Full academic year	-	0			4 students	<1%
Growth yoy	-100%	-			-71%	-
Other	-	0			6 students	<1%
Growth yoy	-100	-			n/a	-
Total	242 students	100%			1,545 students	100%
Growth yoy	-84%				10%	

*No data collected for 2020.

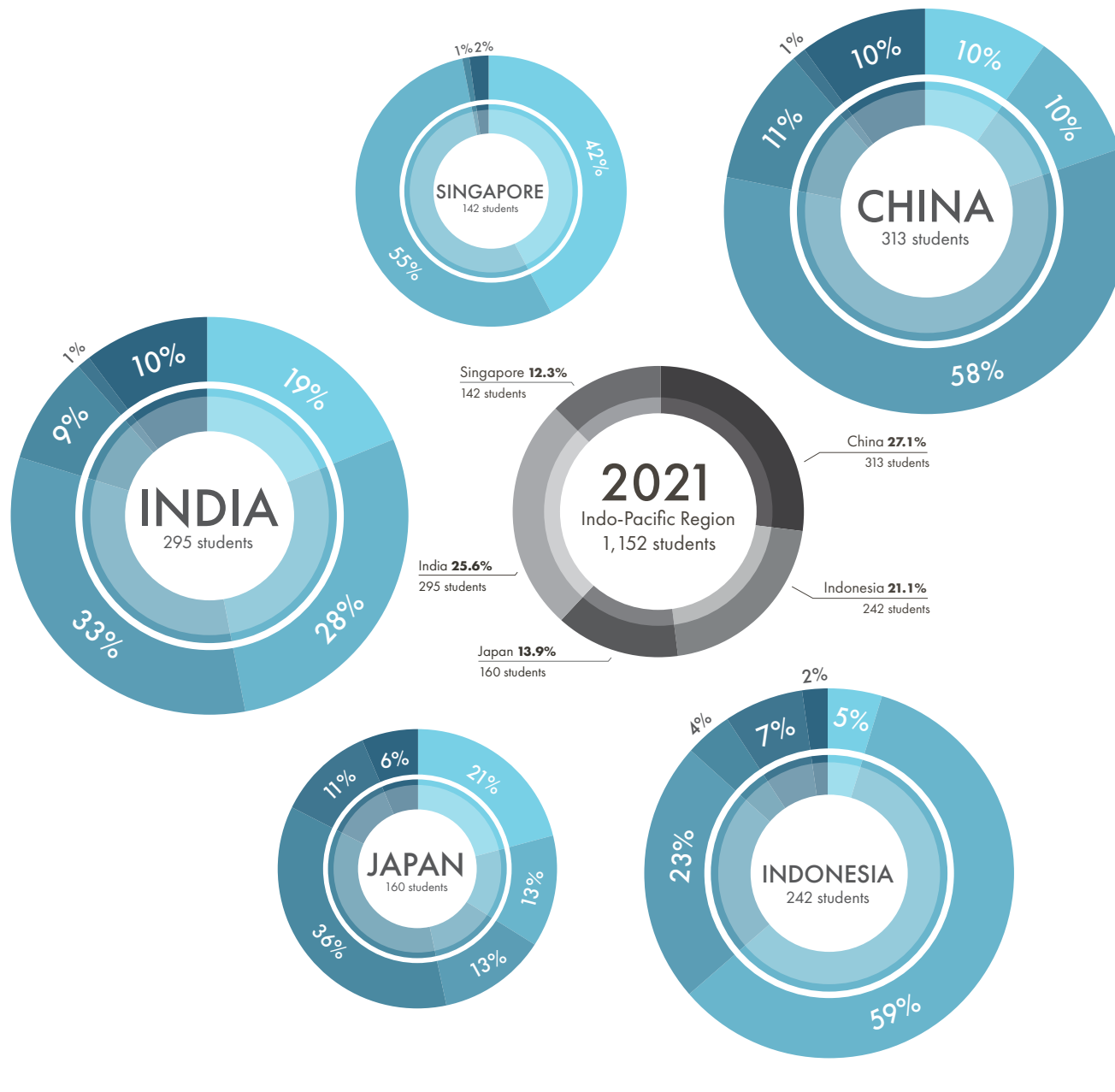
Duration of study in Indo-Pacific in 2021

By Australian domestic undergraduate students

If we compare the duration of learning abroad experiences undertaken in Indonesia by Australian domestic undergraduate students in 2021 to the duration of experiences undertaken in the other top-five Indo-Pacific destinations for 2021—China, Japan, India, and Singapore—we observe the following. In the context of the pandemic, semester-length learning abroad experiences by Australian domestic undergraduates held up most strongly in China (31 students in 2021, down 87% from 254 students in 2019) and India (30 students in 2021, down 23% from 39 students in 2019). For the other top-five Indo-Pacific destinations—Japan, Indonesia and Singapore—semester-length learning abroad in 2021 was almost non-existent.

Medium duration experiences of between 4 to 10 weeks' duration accounted for 70% of total experiences undertaken by Australian domestic students in China in 2021, 60% of those undertaken in Japan, 43% of those undertaken in India, and 34% of those undertaken in Indonesia.

Again, the 2021 data suggests that—for many Indo-Pacific destinations—it was these medium duration experiences of longer than four weeks but less than a semester which proved most amenable to transition from in-country to virtual modes of delivery during the pandemic.



Duration of study in the Indo-Pacific region in 2021

by Australian domestic undergraduate students

	China (313 students)		Indonesia (142 students)		Japan (160 students)		India (295 students)		Singapore (142 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	31 students	10%	12 students	5%	34 students	21%	56 students	19%	60 students	42%
2-4 weeks	31 students	10%	143 students	59%	21 students	13%	83 students	28%	78 students	55%
> 4-6 weeks	182 students	58%	56 students	23%	21 students	13%	97 students	33%	-	0%
> 6-10 weeks	34 students	11%	10 students	4%	58 students	36%	27 students	9%	1 student	1%
> 10 weeks	3 students	1%	17 students	7%	18 students	11%	3 students	1%	-	0%
Semester	31 students	10%	5 students	2%	10 students	6%	30 students	10%	3 students	2%
Full academic year	-	0%	-	0%	-	0%	-	0%	-	0%
Other	-	0%	-	0%	-	0%	-	0%	-	0%
Total	313 students	100%	242 students	100%	160 students	100%	295 students	100%	142 students	100%

Sources:
Australian Universities Directors' Forum (AUIDF). *Learning Abroad 2021 (in 2022)*. AUIDF, February 2023, 66.



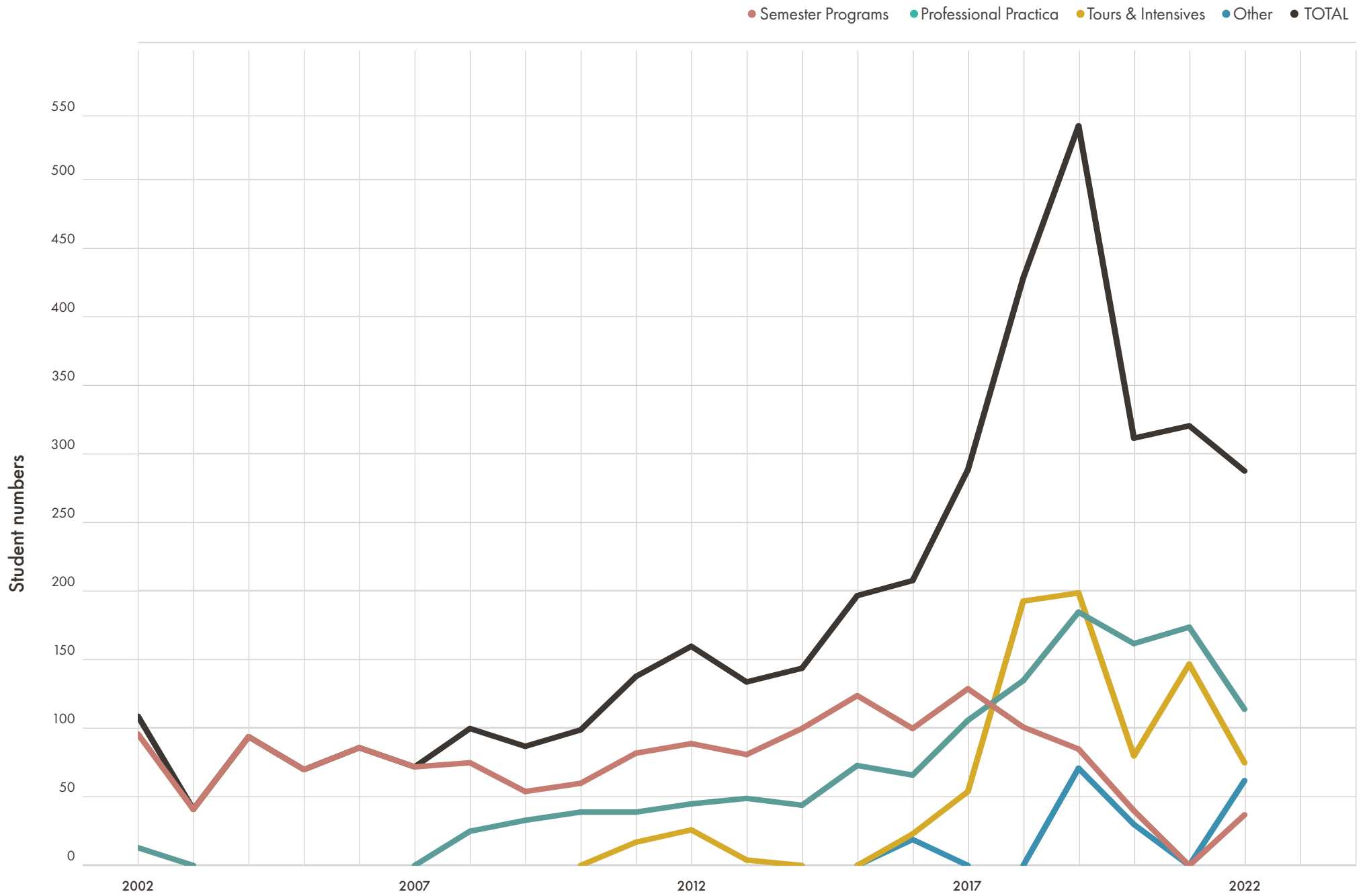
04

ACICIS Student numbers
2002-2022



**Batik
Workshop**

JOGJAKARTA



ACICIS Student Numbers: 2002-2022

Following a historical low point of 41 students for the 2003 academic year, 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—properly 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 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

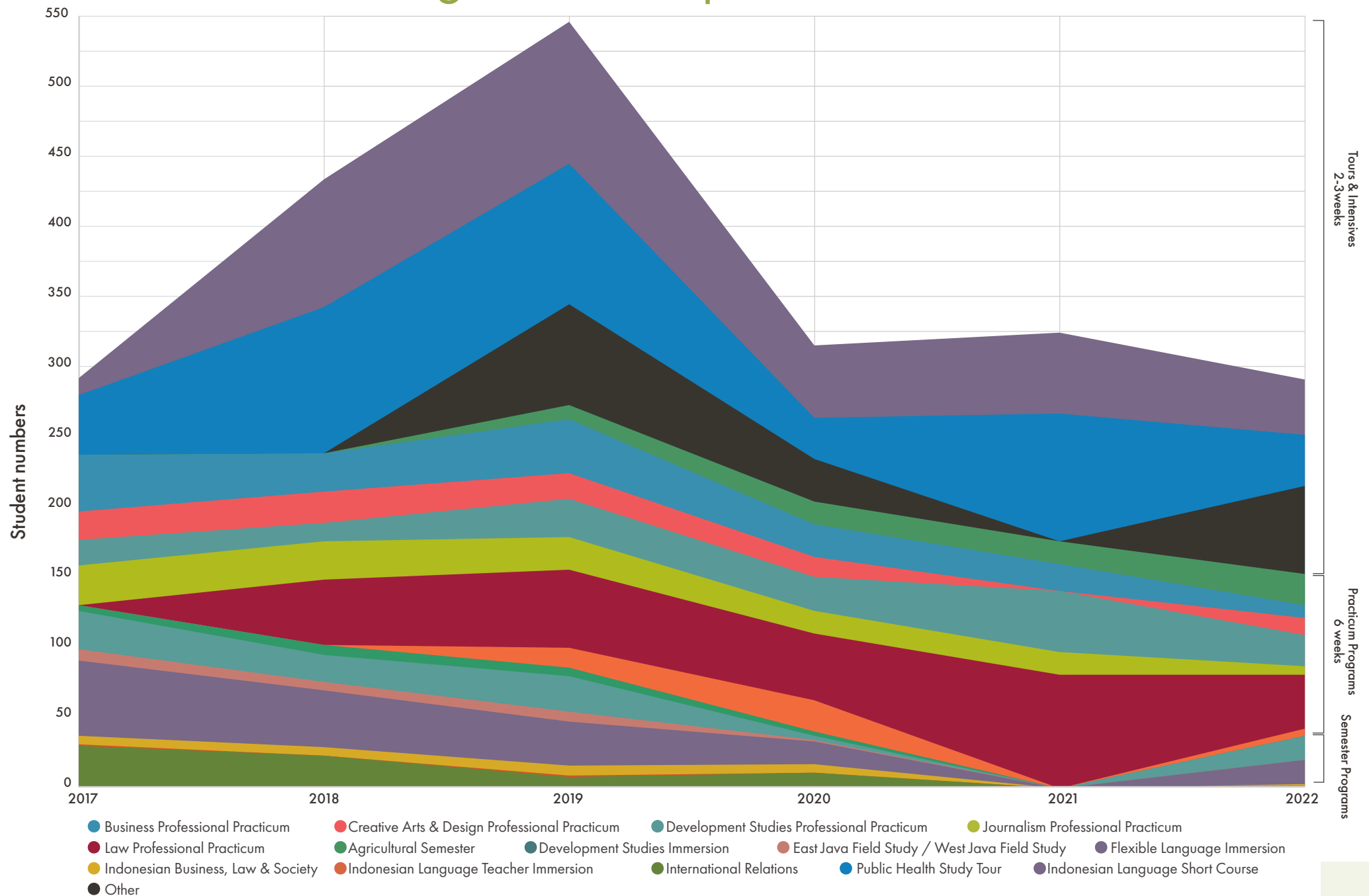
practicum programs increased by approximately 33% each year. Student enrolments in ACICIS tours and intensives, meanwhile, exploded—growing by an average 105% annually (from an admittedly low base of 23 students in 2016) during the same period.

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. The onset of the COVID-19 pandemic in March 2020 necessitated cancellation of all in-country programs for the remainder of the academic year, resulting in a 42% decrease in ACICIS student numbers in 2020. 2021 saw the consortium deliver a suite of Indonesia-focused short format programs—entirely virtually—to a total annual cohort of 321 students. 2022 was characterised by a continuation of virtual program delivery in the first half of the year, followed by a return to in-country program delivery in Indonesia from August 2022. In terms of impact on overall student numbers, 2022 represented the most compromised year of the pandemic for ACICIS, with the scale of the consortium's operations set back to roughly the level prevailing in 2017.

However, even taking into account the reversals in student enrolments in 2020 and 2022, on average, the size of ACICIS' annual student cohort has increased by 5% per year over the 20-year period between 2002 and 2022.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Total Avg. Growth yoy
Semester Programs	96	41	94	70	86	72	75	54	60	82	89	81	100	124	100	129	101	85	40	0	37	1,616
Growth yoy	26%	-57%	129%	-26%	23%	-16%	4%	-28%	11%	37%	9%	-9%	23%	24%	-19%	29%	-22%	-16%	-53%	-100%		-5%
Professional Practica	13	-	-	-	-	-	25	33	39	39	45	49	44	73	66	106	135	185	162	174	114	1,302
Growth yoy	-	-	-	-	-	-	-	32%	18%	0%	15%	9%	-10%	66%	-10%	61%	27%	37%	-12%	7%	-34%	11%
Tours & Intensives	-	-	-	-	-	-	-	-	-	17	26	4	0	0	23	54	193	199	80	147	75	818
Growth yoy	-	-	-	-	-	-	-	-	-	-	53%	-85%	-100%	-	-	135%	257%	3%	-60%	84%	-49%	14%
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	-	-	71	30	0	62	182
Growth yoy																			-58%	-100%		
TOTAL	109	41	94	70	86	72	100	87	99	138	160	134	144	197	208	289	429	540	312	321	288	3,918
Growth yoy	43%	-62%	129%	-26%	23%	-16%	39%	-13%	14%	39%	16%	-16%	7%	37%	6%	39%	48%	26%	-42%	3%	-10%	5%

Visualisation of Program Participation 2017-2022



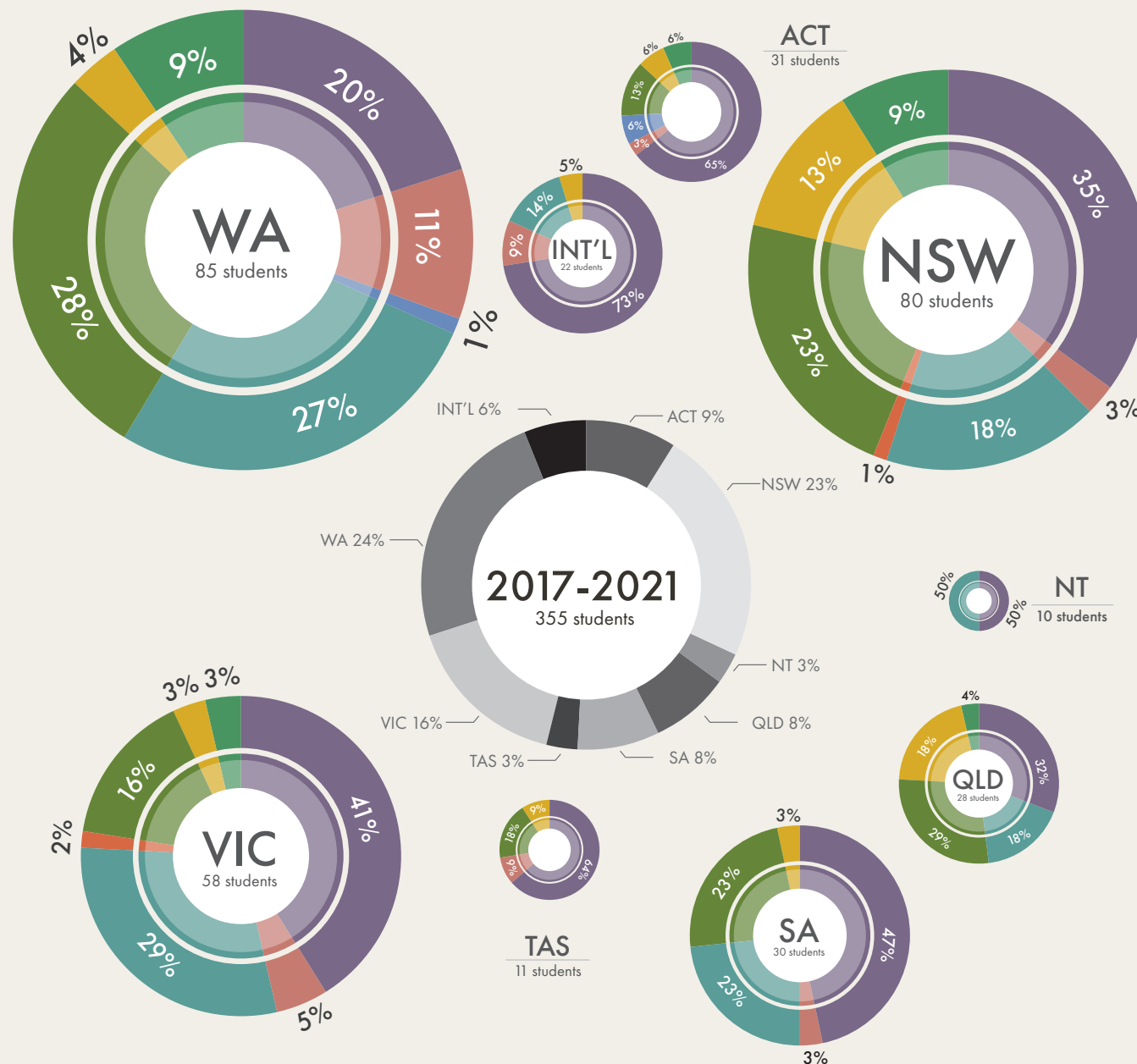
		2017		2018		2019		2020		2021		2022		Total	
		Program	#	%	#	%	#	%	#	%	#	%	Avg. Growth yoy		
Tours & Intensives	2-3 weeks	LANGUAGE	12	4%	90	21%	100	19%	51	16%	57	18%	39	14%	349
		Growth yoy	n/a		650%		11%		-49%		12%		-32%		27%
		PUBLIC HEALTH	42	15%	103	24%	99	18%	29	9%	90	28%	36	13%	399
		Growth yoy	83%		145%		-4%		-71%		210%		-60%		-3%
		OTHER	0	0%	0	0%	71	13%	30	10%	0	0%	62	22%	163
		Growth yoy	-100%		n/a		n/a		-58%		n/a		-4%		
Practicum Programs	6 weeks	AGRICULTURE					10	2%	16	5%	16	5%	22	8%	64
		Growth yoy					n/a		60%		n/a		38%		30%
		BUSINESS	40	14%	27	6%	38	7%	23	7%	19	6%	9	3%	156
		Growth yoy	122%		-33%		41%		-39%		-17%		-53%		-26%
		CREATIVE ARTS	20	7%	22	5%	18	3%	14	4%	0	0%	12	4%	86
		Growth yoy	n/a		10%		-18%		-22%		n/a				-10%
		DVLPMNT STUDIES	18	6%	13	3%	27	5%	24	8%	43	13%	22	8%	147
		Growth yoy	-28%		-28%		108%		-11%		79%		-49%		4%
		JOURNALISM	28	10%	27	6%	23	4%	16	5%	16	5%	6	2%	116
		Growth yoy	22%		-4%		-15%		-30%		n/a		-63%		-27%
		LAW			46	11%	55	10%	47	15%	80	25%	38	13%	266
		Growth yoy			n/a		20%		-15%		70%		-53%		-5%
		TOURISM					14	3%	22	7%	0	0%	5	2%	41
		Growth yoy					n/a		57%		n/a				-29%
Semester Programs		AGRICULTURE	4	1%	7	2%	6	1%	3	1%	0	0%	0	0%	20
		Growth yoy	33%		75%		-14%		-50%		n/a		n/a		-100%
		DVLPMNT STUDIES	27	9%	19	4%	25	5%	3	1%	0	0%	17	6%	91
		Growth yoy	59%		-30%		32%		-88%		n/a				-9%
		FIELD STUDY	8	3%	6	1%	7	1%	1	0%	0	0%	0	0%	22
		Growth yoy	60%		-25%		17%		-86%		n/a		n/a		-100%
		LANGUAGE	53	18%	40	9%	31	6%	16	5%	0	0%	17	6%	157
		Growth yoy	26%		-25%		-23%		-48%		n/a				-20%
		BUSINESS & LAW	6	2%	6	1%	7	1%	6	2%	0	0%	2	1%	27
		Growth yoy	-54%		0%		17%		-14%		n/a				-20%
		EDUCATION	1	<1%	0	0%	1	<1%	-	0%	0	0%	0	0%	2
		Growth yoy	n/a		-100%		n/a		-100%		n/a		n/a		-100%
		INT'L. RELATIONS	30	10%	23	5%	8	1%	11	4%	0	0%	1	0%	73
		Growth yoy	50%		-23%		-65%		38%		n/a				-10%
		Total	289		429		540		312		321		288		2,179
		Growth yoy	39%		48%		26%		-42%		3%		-10%		0%

In 2017, ACICIS sent 289 students to Indonesia on 13 different semester and short format programs. In 2022, 288 students undertook study through ACICIS on 14 distinct study programs. Semester program enrolments have declined by an average 22% each year from 2017 to 2022, while professional practica enrolments have increased by an average of 1% each year for the same period. Student enrolments in tours and intensives—after exploding between 2017 and 2019—declined significantly in 2020 and again in 2022. Even taking into account the impact of the pandemic, student enrolments in ACICIS tours and intensives have grown by an average annual rate of 7% over the past five years (2017-2022). 2022 saw a modest return of the consortium's semester programs, with 37 students participating across four programs in the second half of the year. In 2017, approximately 45% of ACICIS' annual student cohort was made up of students undertaking semester programs. In 2022, semester program enrolments made up just 13% of the consortium's annual student numbers. The three largest programs by student volume in 2022 were the consortium's two-week Public Health Study Tour, three-week Indonesian Language Short Course, and six-week Law Professional Practicum. These three programs together accounted for 40% of the consortium's total student numbers for 2022. This pattern of enrolments reflects the ongoing effects of the pandemic deep into 2022, and its unevenly disruptive impact on different categories of ACICIS programs—i.e. relatively minimal impact on practicum programs, tours and intensives, and relatively high impact on semester programs.

2017-2021

Semester Programs

Participation by state



	% of total student numbers 2017 -2021	Student numbers 2017 -2021	Student numbers 2020
WA	24%	85 students	8 students
NSW	23%	80 students	5 students
VIC	16%	58 students	6 students
SA	8%	30 students	6 students
QLD	8%	28 students	5 students
INT'L	6%	22 students	2 students
ACT	9%	31 students	7 students
TAS	3%	11 students	1 students
NT	3%	10 students	-
Total	100%	355 students	40 students

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

2022

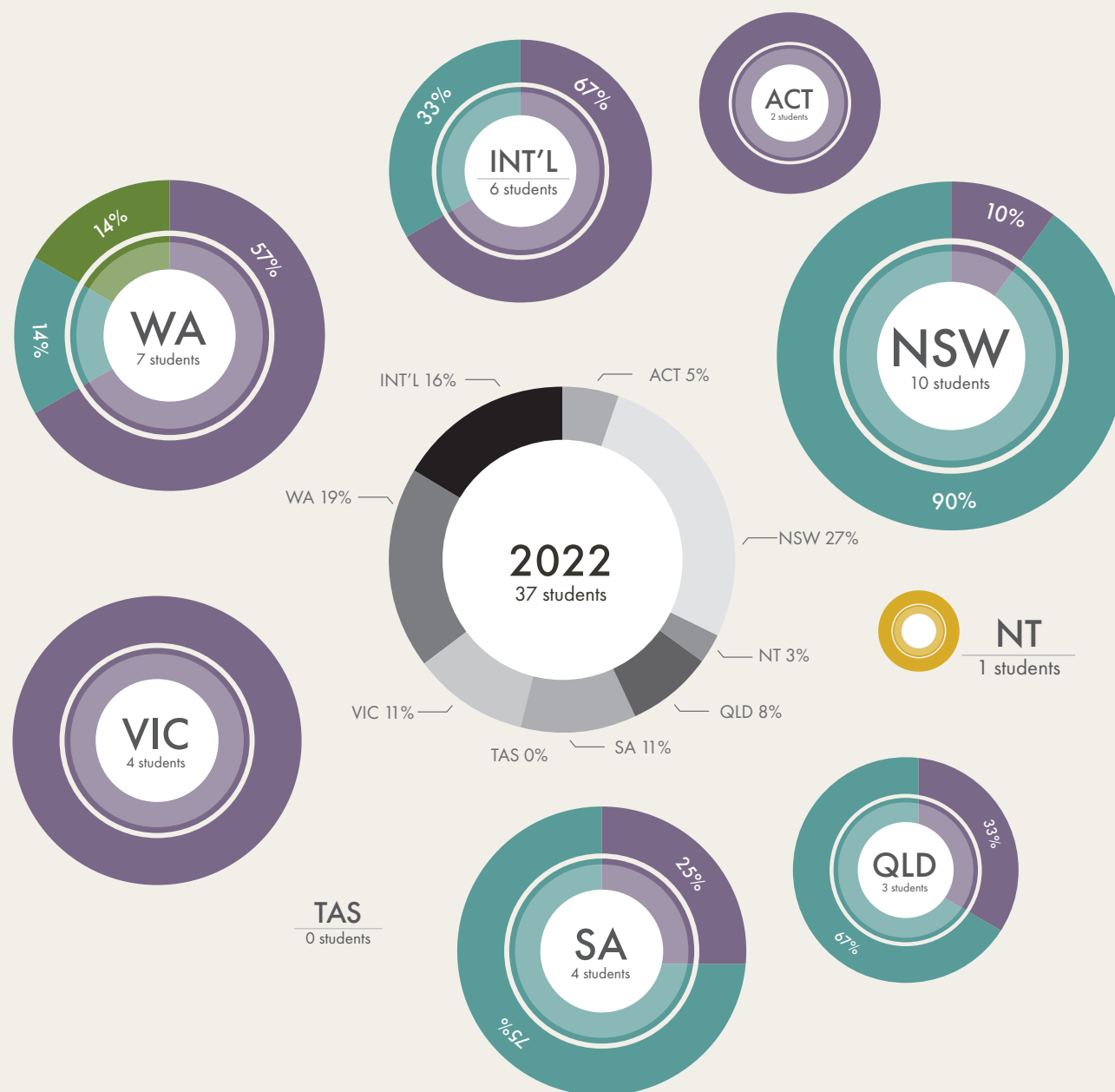
Semester Programs

Participation by state

	% of total student numbers 2022	Student numbers 2022	% Change on 2020*
WA	19%	7 students	-13%
ACT	5%	2 students	-71%
SA	11%	4 students	-33%
VIC	11%	4 students	-33%
NSW	27%	10 students	100%
QLD	8%	3 students	-40%
INT'L	16%	6 students	200%
TAS	0%	-	-100%
NT	3%	1 students	100%
Total	100%	37 students	-8%

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

*No ACICIS semester programs were delivered in 2021 due to the pandemic, so 2020 is the most recent point of comparison.



2017-2021 Semester Programs

Participation by member university

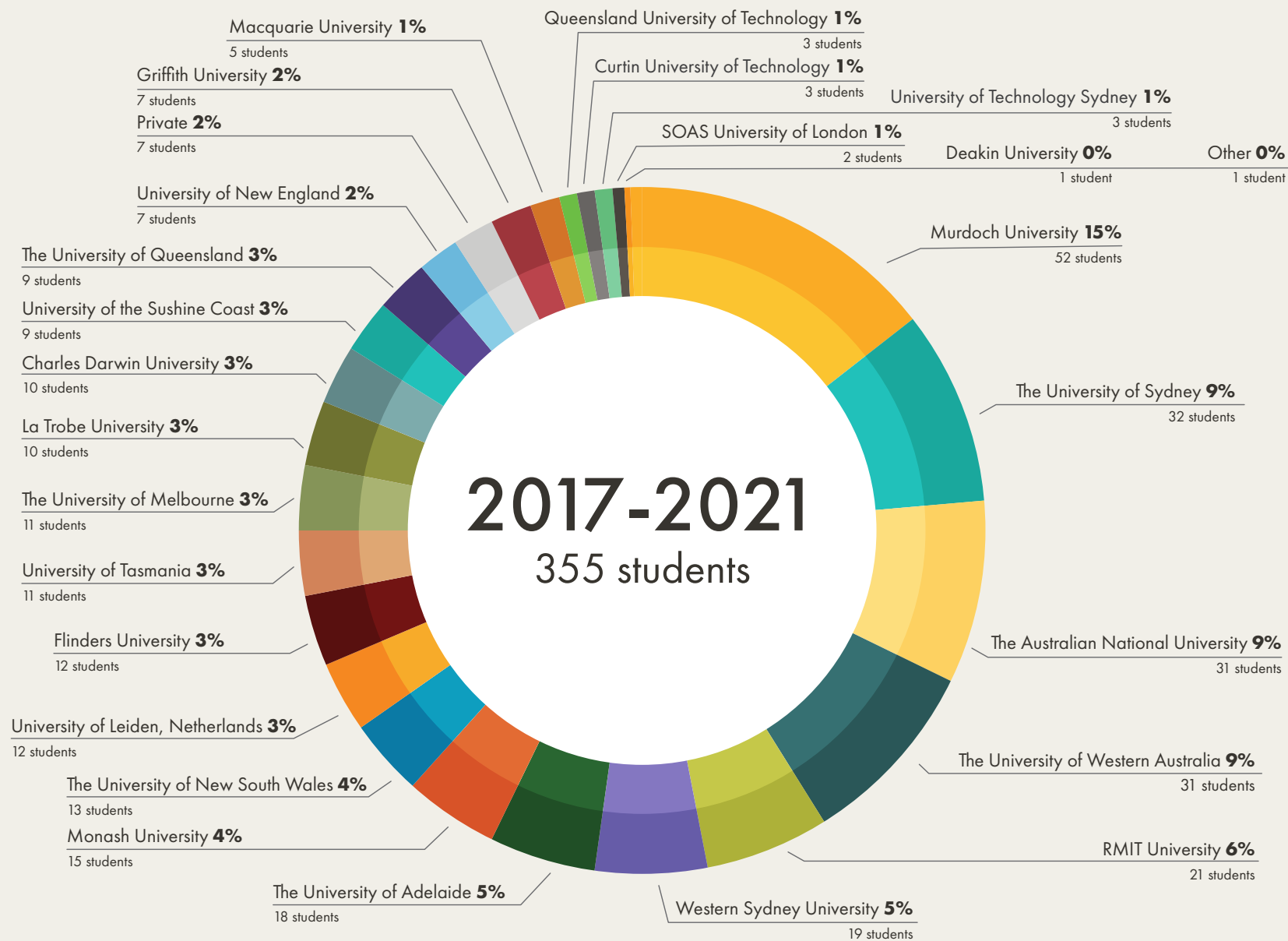
	% of total student numbers 2017 - 2021	Student numbers 2017 - 2021
Murdoch University	15%	52 students
The University of Sydney	9%	32 students
The Australian National University	9%	31 students
The University of Western Australia	9%	31 students
RMIT University	6%	21 students
Western Sydney University	5%	19 students
The University of Adelaide	5%	18 students
Monash University	4%	15 students
The University of New South Wales	4%	13 students
University of Leiden, Netherlands	3%	12 students
Flinders University	3%	12 students
University of Tasmania	3%	11 students
The University of Melbourne	3%	11 students
La Trobe University	3%	10 students
Charles Darwin University	3%	10 students
University of the Sunshine Coast	3%	9 students
The University of Queensland	3%	9 students
University of New England	2%	7 students
Private	2%	7 students

	% of total student numbers 2017 - 2021	Student numbers 2017 - 2021
Griffith University	2%	7 students
Macquarie University	1%	5 students
Queensland University of Technology	1%	3 students
Curtin University of Technology	1%	3 students
University of Technology Sydney	1%	3 students
SOAS University of London	1%	2 students
Deakin University	0%	1 student
Other	0%	1 student
Total	100%	355 students

For the five years prior to 2022, the primary source university for ACICIS semester program students has been Murdoch University by a significant margin.

Between 2017 and 2021, Murdoch University accounted for almost one sixth (15%) of students participating in ACICIS semester programs, followed by a second tier of four member universities including The University of Sydney, The Australian National University, The University of Western Australia, and RMIT University 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.



2022 Semester Programs

Participation by member university

	% of total student numbers 2022	Student numbers 2022	Student numbers 2020	% Change on 2020*
Western Sydney University	24%	9 students	2 students	350%
Murdoch University	11%	4 students	2 students	100%
The University of Western Australia	8%	3 students	5 students	-40%
Leiden University	8%	3 students	-	
SOAS University of London, UK	8%	3 students	1 student	200%
The Australian National University	5%	2 students	7 students	-71%
Flinders University	5%	2 students	4 students	-50%
The University of Adelaide	5%	2 students	2 students	0%
Australian Catholic University	3%	1 student	-	
Charles Darwin University	3%	1 student	-	
Deakin University	3%	1 student	-	
Griffith University	3%	1 student	2 students	-50%
Monash University	3%	1 student	1 student	0%
The University of Sydney	3%	1 student	1 student	0%
The University of Queensland	3%	1 student	2 students	-50%
University of Tasmania	3%	1 student	1 student	0%
University of The Sunshine Coast	3%	1 student	-	
Curtin University of Technology	0%	-	1 student	-100%
La Trobe University	0%	-	1 student	-100%
Macquarie University	0%	-	1 student	-100%
Private	0%	-	1 student	-100%

	% of total student numbers 2022	Student numbers 2022	Student numbers 2020	% Change on 2020*
Queensland University of Technology	0%	-	1 student	-100%
RMIT University	0%	-	3 students	-100%
The University of Melbourne	0%	-	1 student	-100%
The University of New South Wales	0%	-	1 student	-100%
University of Technology Sydney	0%	-	-	
Total	100%	37 students	40 students	-8%

2022 saw the resumption of ACICIS semester programs after a two-year hiatus during the pandemic. While the consortium's short format (2-6 week) programs proved amenable to re-invention as virtual offerings, full semester programs in Indonesia—conducted entirely online—were deemed not to be a saleable proposition for Australian students.

A total of 37 students undertook ACICIS semester programs in Indonesia in the second half of 2022—down 8% on the first half of 2020 when 40 students participated in the consortium's semester programs, and 24% on the second half of 2019 when 46 students were in Indonesia undertaking ACICIS semester programs.

The modest and patchy restart to Australian universities sending their students to Indonesia for semester experiences is reflected in the relatively low overall student numbers, the unexpected pockets of new student demand from non-traditional sources of ACICIS semester students—most notably from Western Sydney University—and the relative overrepresentation of students from the consortium's European members (SOAS and Leiden University) among the 2022 semester program cohort.

*No ACICIS semester programs were delivered in 2021 due to the pandemic, so 2020 is the most recent point of comparison.

University of The Sushine Coast **3%**

1 student

University of Tasmania **3%**

1 student

The University of Queensland **3%**

1 student

The University of Sydney **3%**

1 student

Monash University **3%**

1 student

Griffith University **3%**

1 student

Deakin University **3%**

1 student

Charles Darwin University **3%**

1 student

Australian Catholic University **3%**

1 student

The University of Adelaide **5%**

2 students

Flinders University **5%**

2 students

The Australian National University **5%**

2 students

SOAS **8%**

3 students

Western Sydney University **24%**

9 students

Murdoch University **11%**

4 students

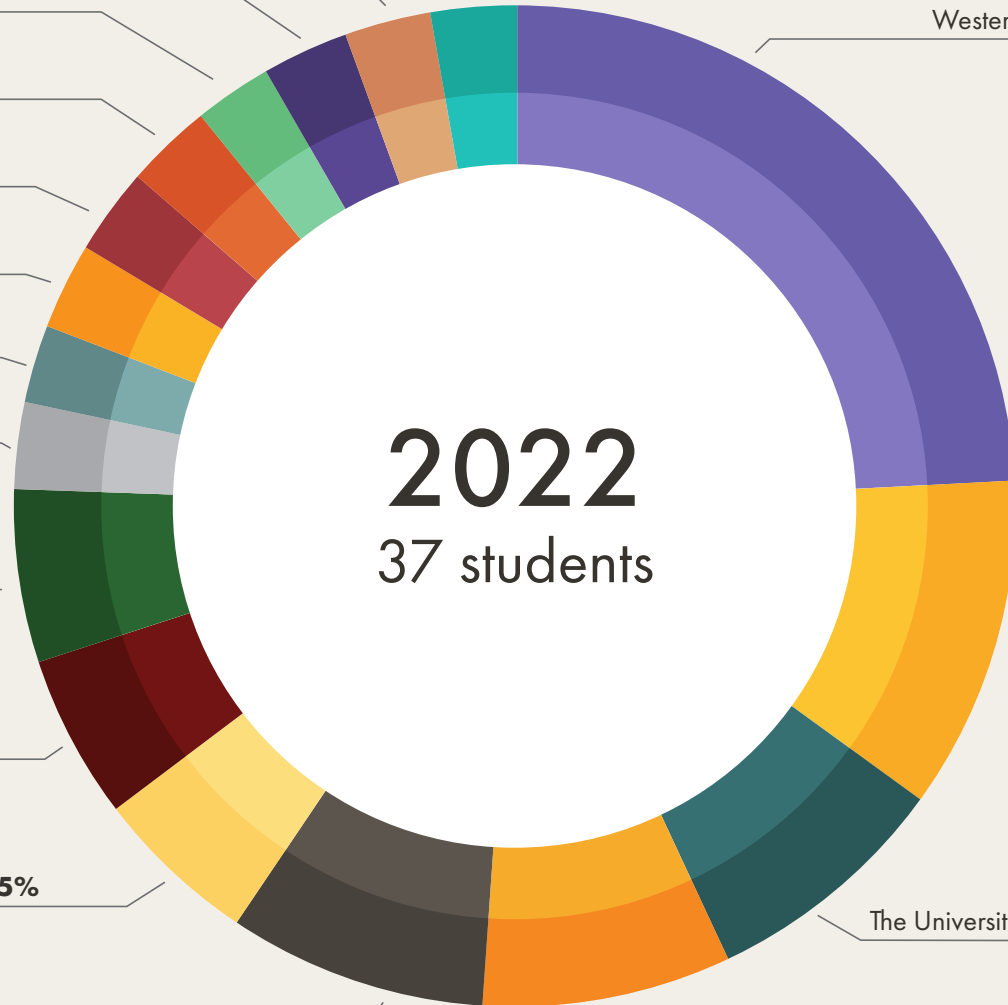
The University of Western Australia **8%**

3 students

Leiden University **8%**

3 students

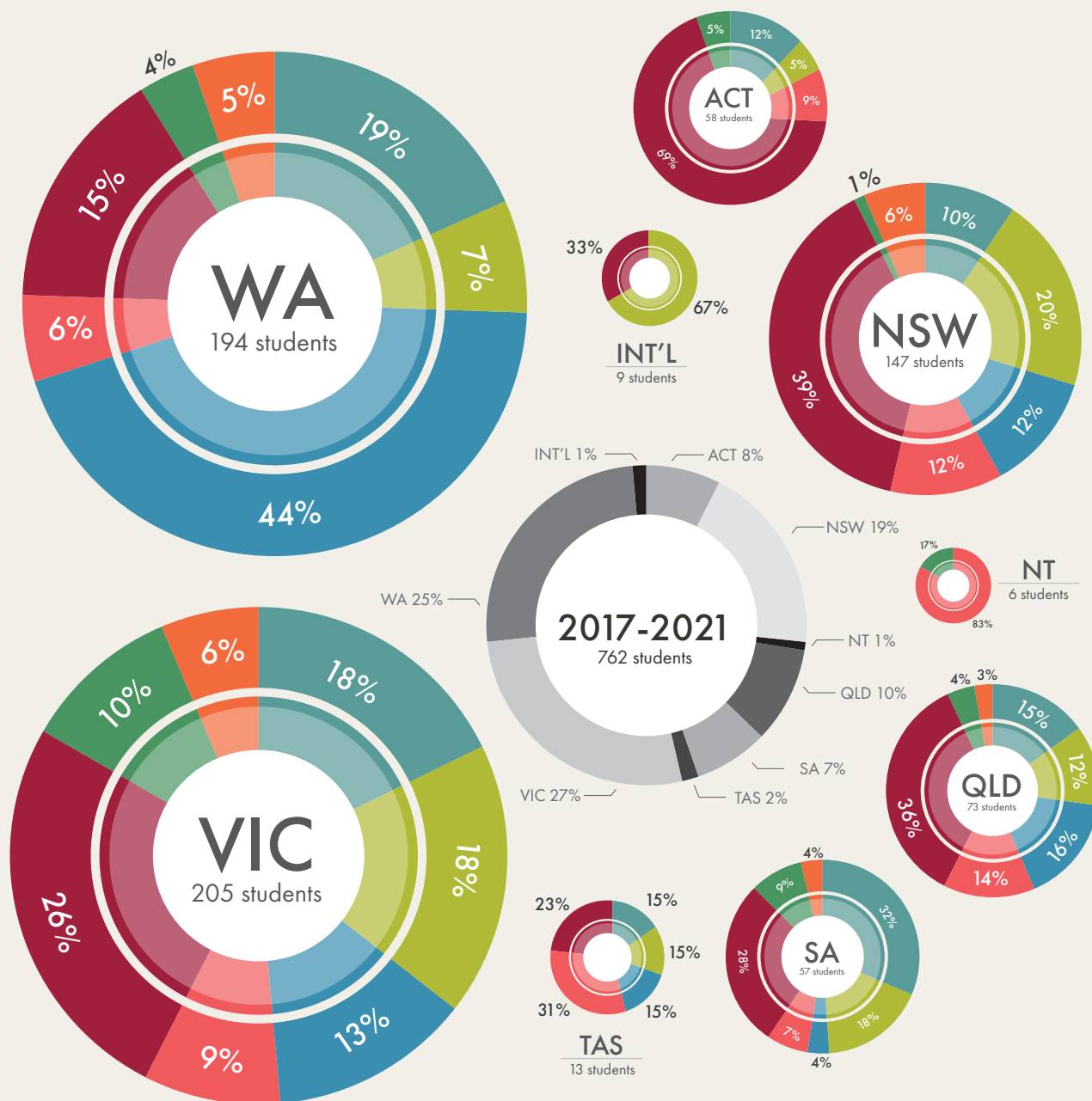
2022
37 students



2017-2021

Professional Practica

Participation by state



	% of total student numbers 2017-2021	Student numbers 2017-2021	Student numbers 2021
VIC	27%	205 students	67 students
WA	25%	194 students	36 students
NSW	19%	147 students	36 students
QLD	10%	73 students	11 students
ACT	8%	58 students	17 students
SA	7%	57 students	7 students
TAS	2%	13 students	-
INT'L	1%	9 students	-
NT	1%	6 students	-
Total	100%	762 students	174 students

● Agriculture
 ● Business
 ● Creative Arts & Design
 ● Development Studies
 ● Journalism
 ● Law
 ● Sustainable Tourism

2022

Professional Practica

Participation by state

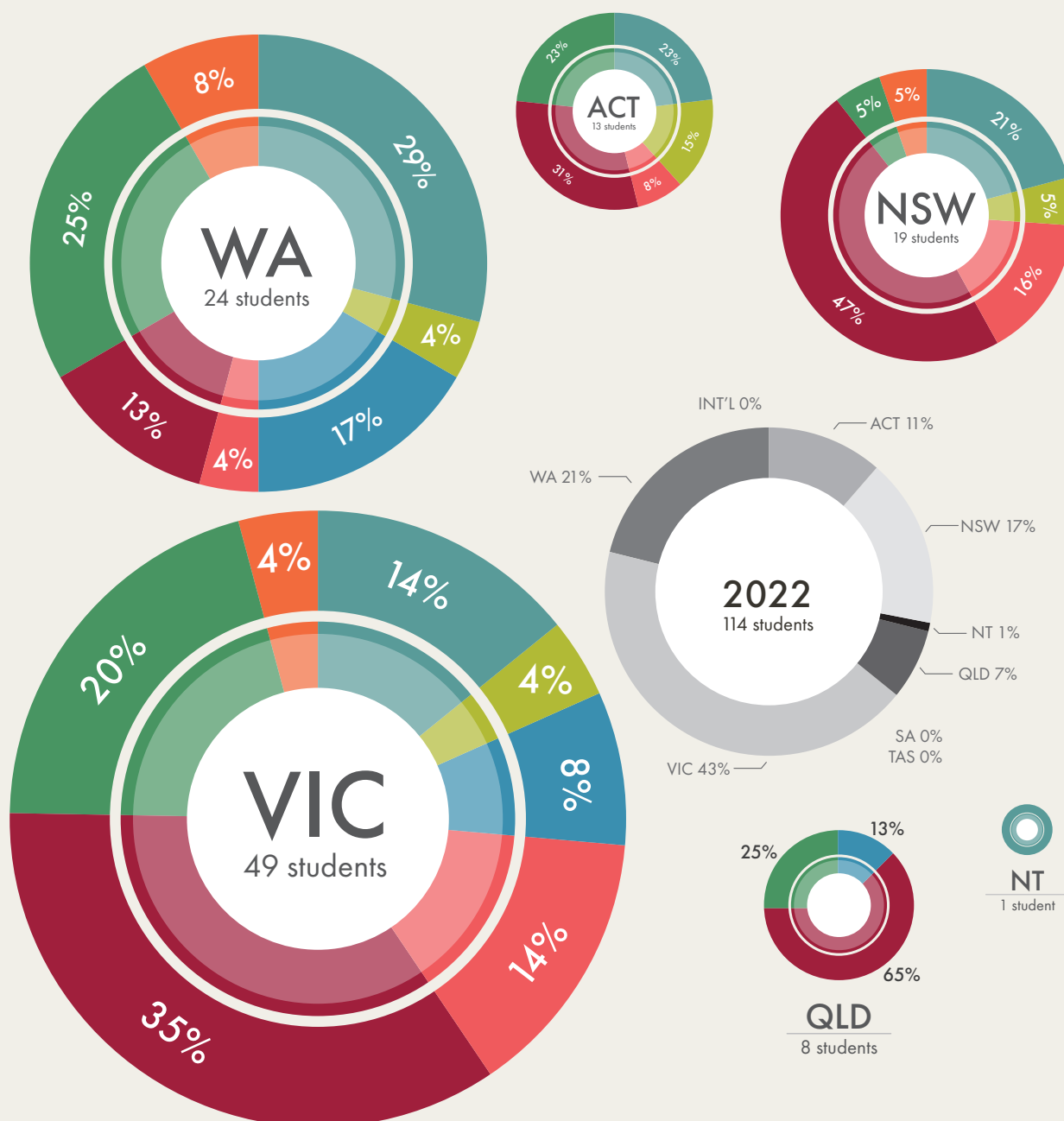
	% of total student numbers 2022	Student numbers 2022	% Change on 2021
VIC	43%	49 students	-27%
WA	21%	24 students	-33%
NSW	17%	19 students	-47%
ACT	11%	13 students	-24%
QLD	7%	8 students	-27%
NT	1%	1 student	
SA	0%	-	-100%
TAS	0%	-	
INT'L	0%	-	
Total	100%	114 students	-34%

* 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



2017-2021 Practicum Programs

Participation by member university

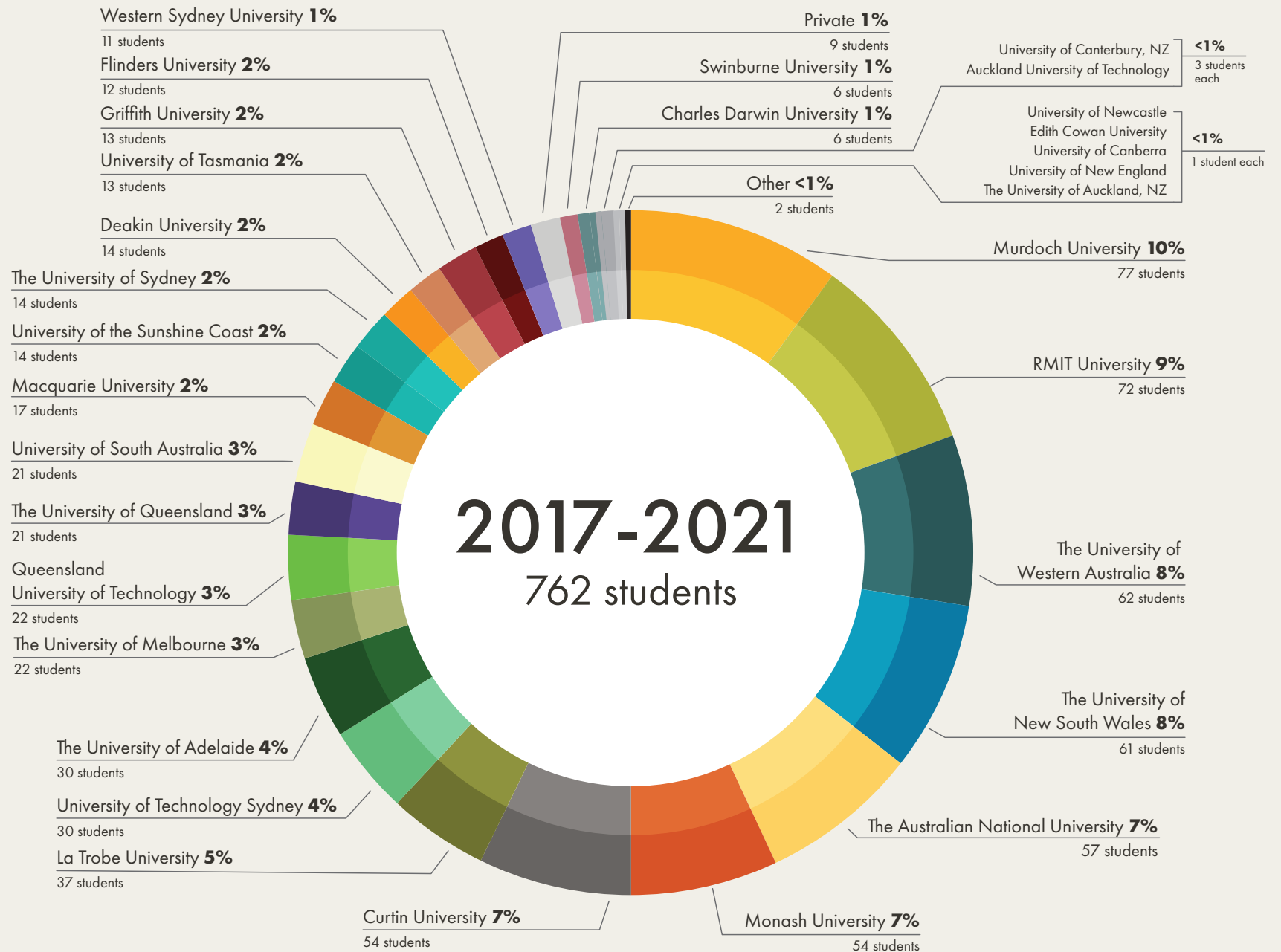
	% of total student numbers 2017 - 2021	Student numbers 2017 - 2021
Murdoch University	10%	77 students
RMIT University	9%	72 students
The University of Western Australia	8%	62 students
The University of New South Wales	8%	61 students
The Australian National University	7%	57 students
Monash University	7%	54 students
Curtin University	7%	54 students
La Trobe University	5%	37 students
University of Technology Sydney	4%	30 students
The University of Adelaide	4%	30 students
The University of Melbourne	3%	22 students
Queensland University of Technology	3%	22 students
The University of Queensland	3%	21 students
University of South Australia	3%	21 students
Macquarie University	2%	17 students
University of the Sunshine Coast	2%	14 students
The University of Sydney	2%	14 students
Deakin University	2%	14 students
University of Tasmania	2%	13 students
Griffith University	2%	13 students
Flinders University	2%	12 students
Western Sydney University	1%	11 students

	% of total student numbers 2017 - 2021	Student numbers 2017 - 2021
Private	1%	9 students
Swinburne University	1%	6 students
Charles Darwin University	1%	6 students
University of Canterbury, NZ	0%	3 students
Auckland University of Technology	0%	3 students
University of Newcastle	0%	1 student
Edith Cowan University	0%	1 student
University of Canberra	0%	1 student
University of New England	0%	1 student
The University of Auckland, NZ	0%	1 student
Other	<1%	2 students
Total	100%	762 students

Since 2017, four new discipline streams have been added to the consortium's suite of six-week professional practicum programs. These new practicum offerings include 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 had 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 percentage grew to 52% and 54% of total ACICIS student numbers in 2020 and 2021 respectively, reflecting the relative ease of redesigning these six-week internship-based programs for online delivery during the pandemic.

There has been comparatively strong utilisation of ACICIS practicum programs by the consortium's Victorian and Western Australian universities over the past five years—notably Murdoch University, RMIT University, The University of Western Australia, Monash University, and Curtin University.



2022 Professional Practica

Participation by member university

	% of total student numbers 2022	Student numbers 2022	Student numbers 2021	% Change on 2021
RMIT University	12%	14 students	14 students	0%
Murdoch University	11%	13 students	19 students	-32%
Monash University	11%	13 students	21 students	-38%
The Australian National University	11%	13 students	17 students	-24%
The University of New South Wales	8%	9 students	19 students	-53%
The University of Melbourne	8%	9 students	5 students	80%
The University of Western Australia	7%	8 students	9 students	-11%
La Trobe University	6%	7 students	14 students	-50%
Deakin University	5%	6 students	13 students	-54%
University of South Australia	4%	4 students	7 students	-43%
Macquarie University	4%	5 students	2 students	150%
Curtin University	3%	3 students	10 students	-70%
Western Sydney University	3%	3 students	3 students	0%
University of Technology Sydney	2%	2 students	1 student	100%
The University of Queensland	2%	2 students	7 students	-71%
The University of Sydney	1%	1 student	3 students	-67%
Griffith University	1%	1 student	-	
Charles Darwin University	1%	1 student	-	
The University of Adelaide	0%	-	4 students	-100%
Flinders University	0%	-	2 students	-100%
Queensland University of Technology	0%	-	2 students	-100%
University of the Sunshine Coast	0%	-	-	

	% of total student numbers 2022	Student numbers 2022	Student numbers 2021	% Change on 2021
University of Tasmania	0%	-	-	
University of Canterbury, NZ	0%	-	2 students	-100%
Private	0%	-	-	-100%
Swinburne University	0%	-	-	
	100%	114 students	174 students	-34%

Total student enrolments in ACICIS' professional practicum programs decreased by 34% year-on-year in 2022 with 114 students participating—down from 174 students in 2021.

Following the Australian Government's decision in August 2020 to permit virtual delivery of New Colombo Plan projects, ACICIS successfully delivered an initial pilot iteration of the consortium's professional practica redesigned for online delivery in January 2021. In total, between January 2021 and September 2022 the consortium delivered four iterations of its virtual practicum programs to a total combined student cohort of 288 students.

The overall decrease in the size of the practicum program student cohort in 2022 was due to significant year-on-year decreases in practicum enrolments from Curtin University, The University of Queensland, The University of New South Wales, and Monash University. These decreases were slightly offset by significant increases in enrolments from Macquarie University and The University of Melbourne.

The University of Queensland **2%**
2 students

University of Technology Sydney **2%**
2 students

Western Sydney University **3%**
3 students

Curtin University **3%**
3 students

Macquarie University **4%**
5 students

University of South Australia **4%**
4 students

Deakin University **5%**
6 students

La Trobe University **6%**
7 students

The University of Western Australia **7%**
8 students

The University of Melbourne **8%**
9 students

The University of Sydney **1%**
1 student

Griffith University **1%**
1 student

Charles Darwin University **1%**
1 student

RMIT University **12%**
14 students

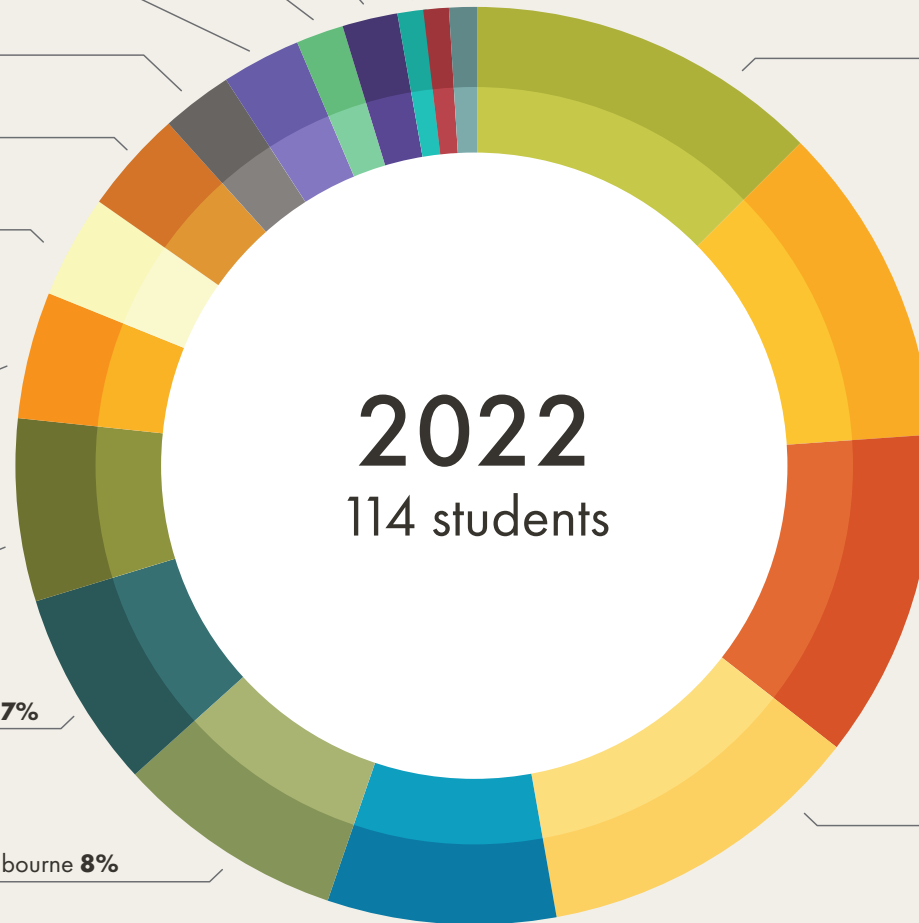
Murdoch University **11%**
13 students

Monash University **11%**
13 students

The Australian
National University **11%**
13 students

The University of
New South Wales **8%**
9 students

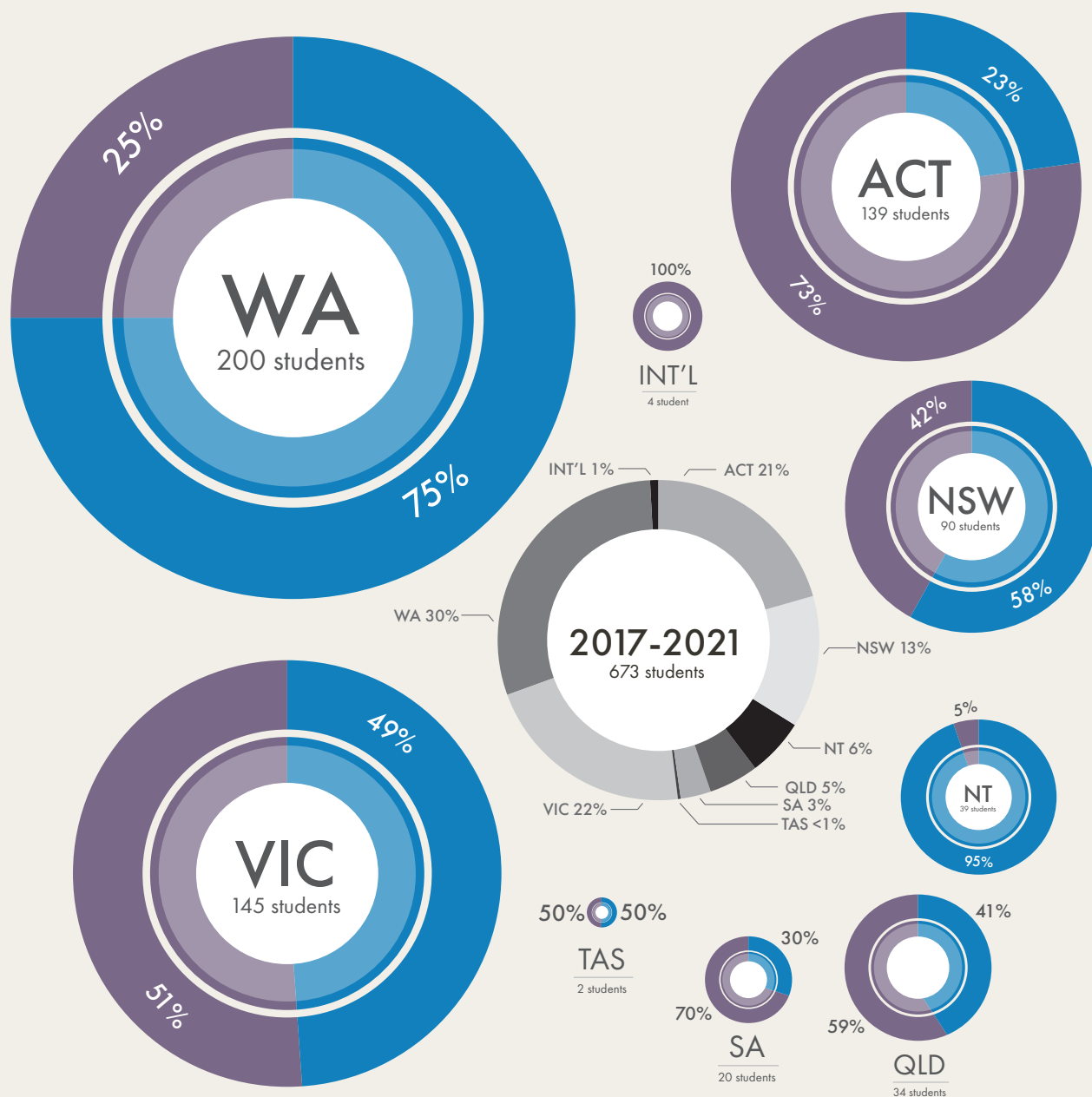
2022
114 students



2017-2021

Tours & Intensives

Participation by state



	% of total student numbers 2017-2021	Student numbers 2017-2021	Student numbers 2021
WA	30%	200 students	52 students
VIC	22%	145 students	27 students
ACT	21%	139 students	28 students
NSW	13%	90 students	22 students
NT	6%	39 students	2 students
QLD	5%	34 students	14 students
SA	3%	20 students	2 students
INT'L	1%	4 students	-
TAS	0%	2 students	-
Total	100%	673 students	147 students

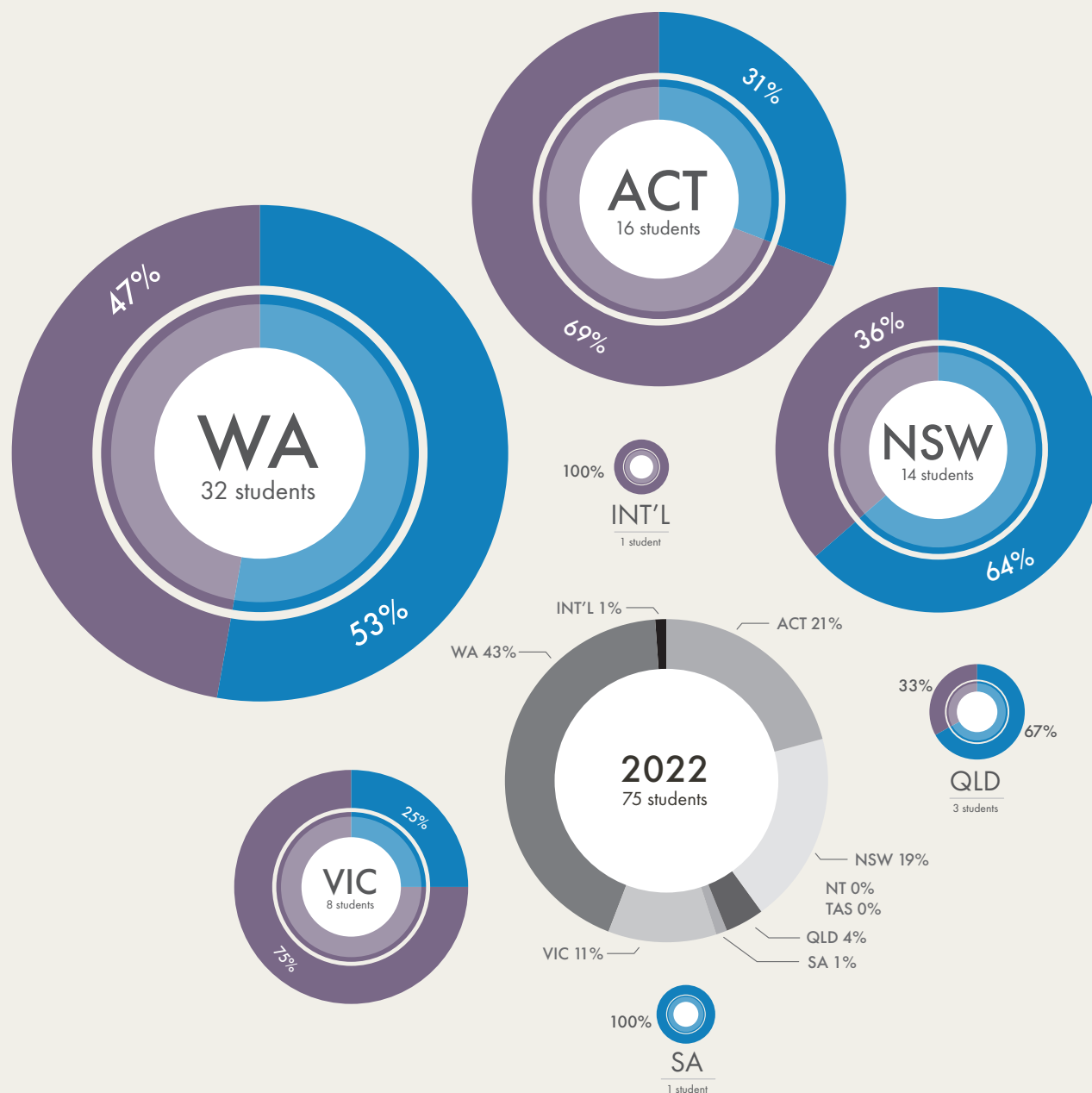
- Public Health Study Tour
- Indonesian Language Short Course

2022

Tour & Intensives

Participation by state

	% of total student numbers 2022	Student numbers 2022	% Change on 2021
WA	43%	32 students	-38%
ACT	21%	16 students	-43%
NSW	19%	14 students	-36%
VIC	11%	8 students	-70%
QLD	4%	3 students	-79%
SA	1%	1 student	-50%
INT'L	1%	1 student	
NT	0%	-	-100%
TAS	0%	-	
Total	100%	75 students	-49%



* Indonesian Language Short Course established in 2017

2017-2021 Tours & Intensives

Participation by member university

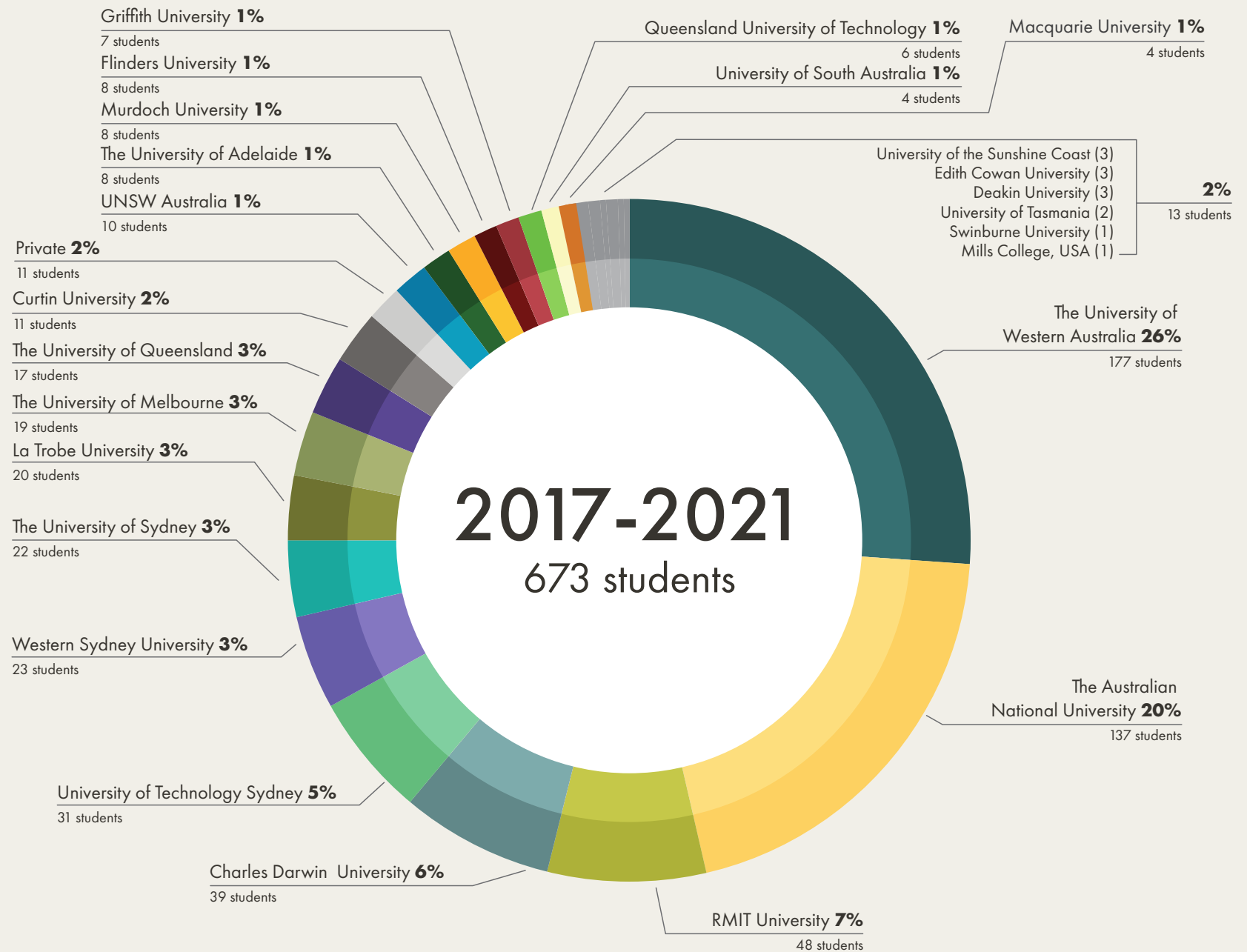
	% of total student numbers 2017-2021	Student numbers 2017-2021
The University of Western Australia	26%	177 students
The Australian National University	20%	137 students
Monash University	7%	50 students
RMIT University	7%	48 students
Charles Darwin University	6%	39 students
University of Technology Sydney	5%	31 students
Western Sydney University	3%	23 students
The University of Sydney	3%	22 students
La Trobe University	3%	20 students
The University of Melbourne	3%	19 students
The University of Queensland	3%	17 students
Curtin University	2%	11 students
Private	2%	11 students
UNSW Australia	1%	10 students
The University of Adelaide	1%	8 students
Murdoch University	1%	8 students
Flinders University	1%	8 students
Griffith University	1%	7 students
Queensland University of Technology	1%	6 students
University of South Australia	1%	4 students
Macquarie University	1%	4 students

	% of total student numbers 2017-2021	Student numbers 2017-2021
University of the Sunshine Coast	0%	3 students
Edith Cowan University	0%	3 students
Deakin University	0%	3 students
University of Tasmania	0%	2 students
Swinburne University	0%	1 student
Mills College, USA	0%	1 student
Leiden University	0%	-
Total	100%	673 students

Starting in 2016, the consortium began expanding into study tours and intensives—defined for the purposes of this report as an in-country program of three weeks or less in duration. Over the five-year period 2017-2021, 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 54 students in 2017 to a peak of 199 students in 2019.

The key source universities for ACICIS tours and intensives during the 2017-2021 period have been those member universities quickest to embrace and make use of the Public Health Study Tour (UWA and RMIT) and the Indonesian Language Short Course (ANU).



2022 Tours & Intensives

Participation by member university

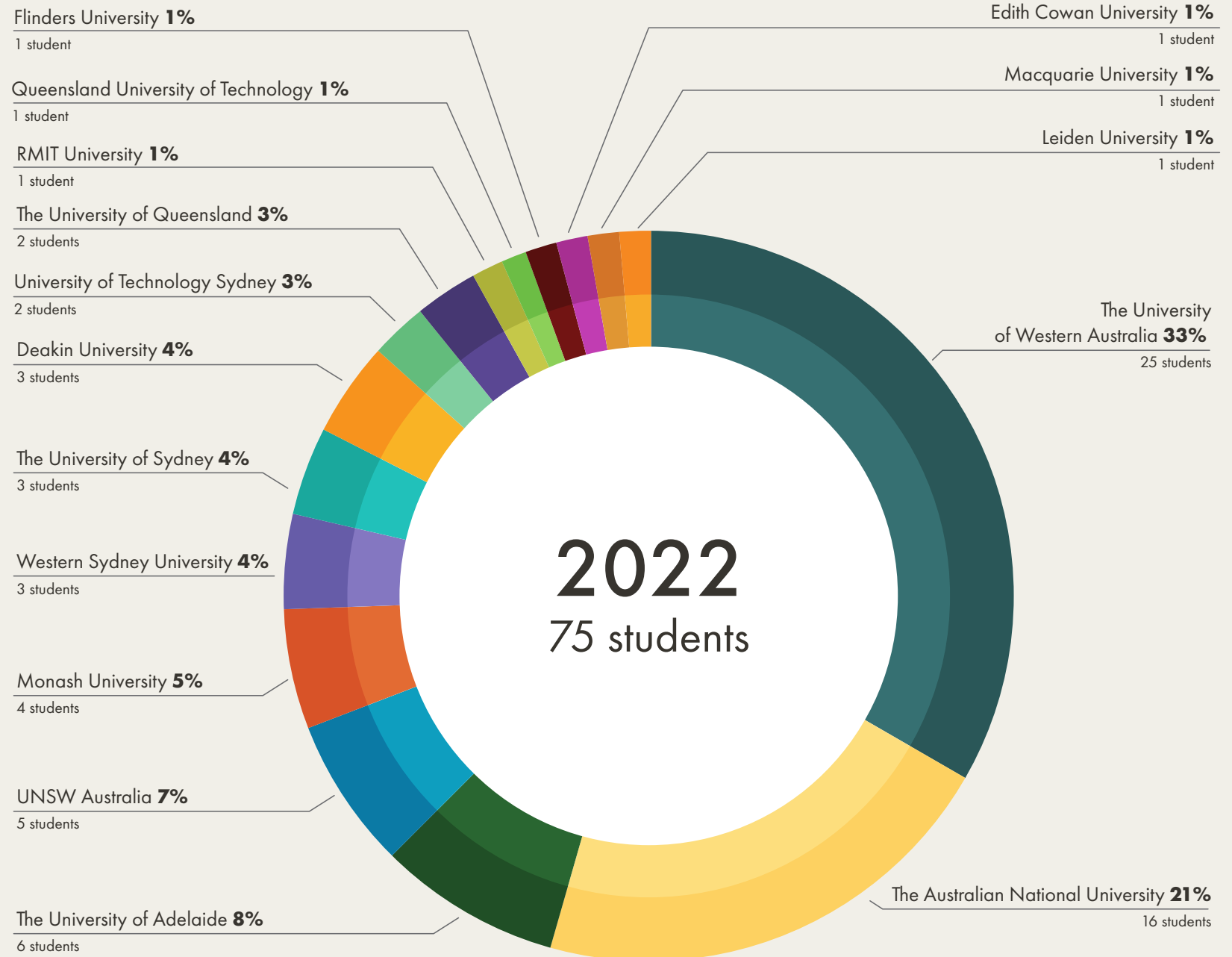
Total student enrolments in ACICIS tours and intensives—defined for the purposes of this report as programs of three weeks or less in duration—decreased by 49% year-on-year in 2022 with 75 students participating in these short format programs—down from 147 students in 2021.

Following the Australian Government's decision in August 2020 to permit virtual delivery of New Colombo Plan projects, ACICIS successfully delivered an initial pilot iteration of the consortium's Public Health Study Tour (PHST) redesigned for online delivery in December 2020, and of the consortium's Indonesian Language Short Course (ILSC) in January 2021. In total, between January 2021 and July 2022 the consortium delivered five iterations of the virtual PHST and four iterations of the virtual ILSC to a total combined student cohort of 251 students.

The overall decrease in the size of the tours and intensive student cohort in 2022 was due to significant year-on-year decreases in enrolments from across the consortium's membership—particularly from The University of Western Australia, The Australian National University, La Trobe University, RMIT University and The University of Queensland. This decline suggests a degree of student fatigue with the virtual format of these programs in 2022.

In-country delivery of the Public Health Study Tour resumed in November 2022—with 18 students from seven ACICIS member universities travelling to Indonesia to participate. In-country delivery of the Indonesian Language Short Course resumed in January 2023—with 38 students from twelve ACICIS member universities travelling to Indonesia to participate.

	% of total student numbers 2022	Student numbers 2022	Student numbers 2021	% Change on 2021
The University of Western Australia	33%	25 students	50 students	-50%
The Australian National University	21%	16 students	28 students	-43%
The University of Adelaide	8%	6 students	-	
UNSW Australia	7%	5 students	5 students	0%
Monash University	5%	4 students	8 students	-50%
Western Sydney University	4%	3 students	5 students	-40%
The University of Sydney	4%	3 students	3 students	0%
Deakin University	4%	3 students	3 students	0%
University of Technology Sydney	3%	2 students	7 students	-71%
The University of Queensland	3%	2 students	10 students	-80%
RMIT University	1%	1 student	7 students	-86%
Queensland University of Technology	1%	1 student	-	
Flinders University	1%	1 student	2 students	-50%
Edith Cowan University	1%	1 student	-	
Macquarie University	1%	1 student	2 students	-50%
Leiden University	1%	1 student	-	
Charles Darwin University	0%	-	2 students	-100%
Curtin University	0%	-	1 student	-100%
University of South Australia	0%	-	-	
La Trobe University	0%	-	7 students	-100%
Murdoch University	0%	-	2 students	-100%
Griffith University	0%	-	3 students	-100%
The University of Melbourne	0%	-	2 students	-100%
	100%	75 students	147 students	-49%







1

Alumni Tracer Study Results

2

Alumni Profiles

3

Alumni Publications

05

Alumni Outcomes & Achievements

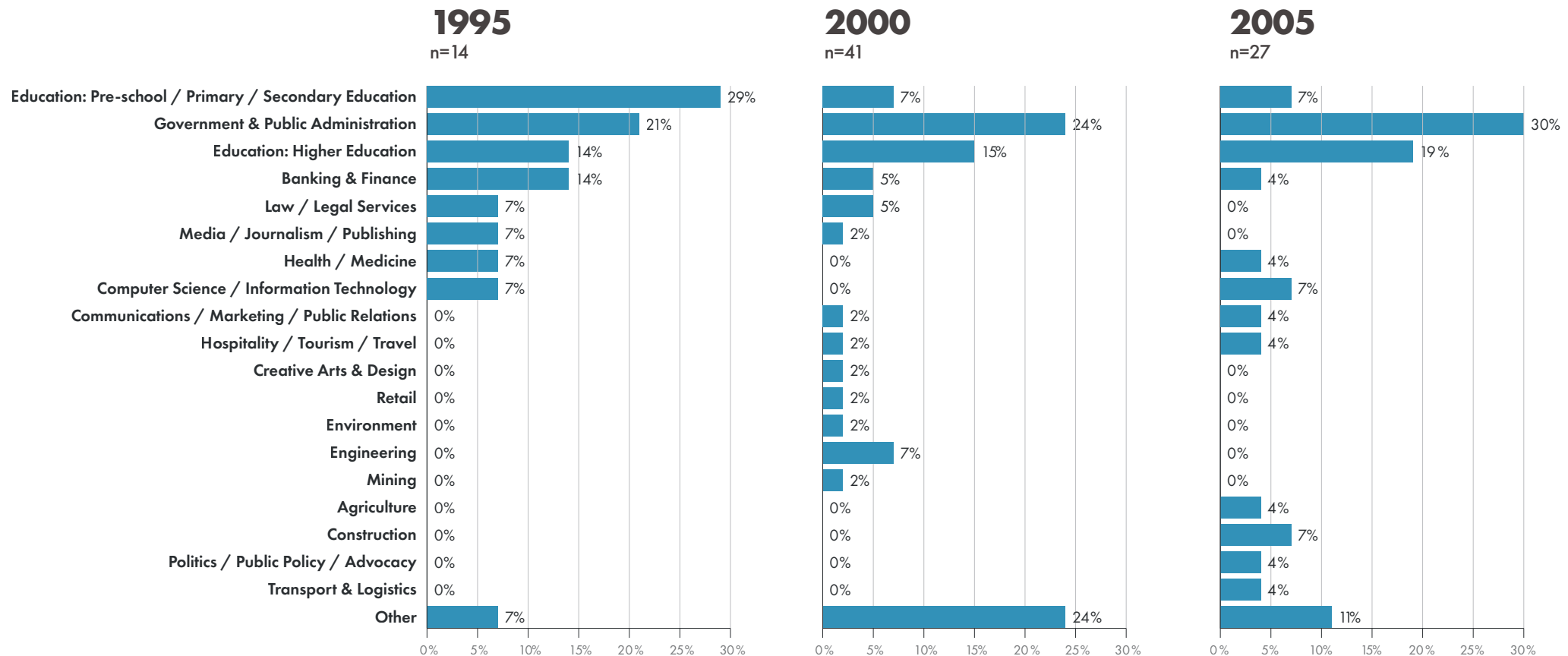
ACICIS Alumni Tracer Study Results

Alumni Tracer Study

In late 2021, under the auspices of the The University of Western Australia's School of Social Sciences, ACICIS launched an alumni tracer study designed to collect qualitative and quantitative data regarding the long-term impact of ACICIS program participation on the academic, personal, and career development of its alumni, as well as on bilateral ties between Australia and Indonesia. The tracer study survey was deployed for the first time between October 2021 and March 2022. Response rates from the first three cohorts surveyed (1995, 2000, 2005) were all above 50%. Specifically, 16 of the 29 students (55%) from the 1995 cohort, 47 of the 73 students (64%)

from the 2000 cohort, and 28 of the 43 students (57%) from the 2005 cohort participated in the study. While acknowledging the selection bias arising from the study's reliance on respondents' affirmative response to an invitation to participate in the study sent to the entire cohort study population, nevertheless the data collected does provide meaningful insight into the long-term impact of ACICIS program participation. A more comprehensive account of the data collected from these first three surveyed cohorts will be provided in a future publication. For now, excerpts of the study's findings are provided in the following pages.

In which industry are you employed?

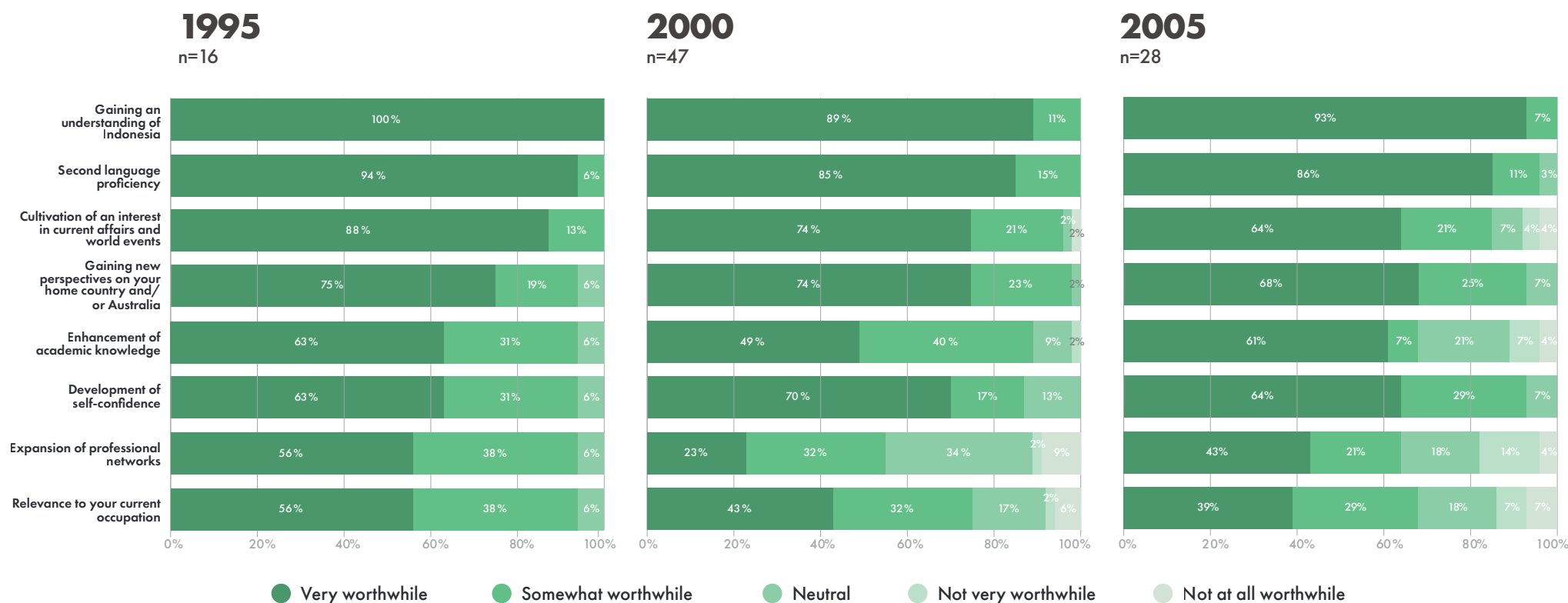


Total percentages exceed 100% as respondents could cite multiple industries.
Question only asked to respondents who were employed at the time of study participation.

Respondents were asked to rate the value they felt they had derived from their study in Indonesia with ACICIS on a five-point scale across eight indices—including their proficiency in a second language, their understanding of Indonesia, and the relevance of their time studying in Indonesia to their current occupation. Across all three cohorts surveyed, 100% of respondents rated their experience studying in Indonesia with ACICIS as being somewhat or very worthwhile with respect to gaining an understanding of Indonesia. Meanwhile, 100% of respondents from the 1995 and 2000 cohorts and 97% of respondents from the 2005 cohort rated their experience as being somewhat or very worthwhile in terms of cultivating second language proficiency. Most

significantly, 56% of respondents from the 1995 cohort, 43% from the 2000 cohort, and 39% from the 2005 cohort assessed their study experience with ACICIS to have been somewhat or very worthwhile in terms of relevance to their current occupation. It is reasonable to conclude that, for a significant number of alumni, the experience of studying in Indonesia is formative and delivering of lasting impact on participants' professional development and career trajectories.

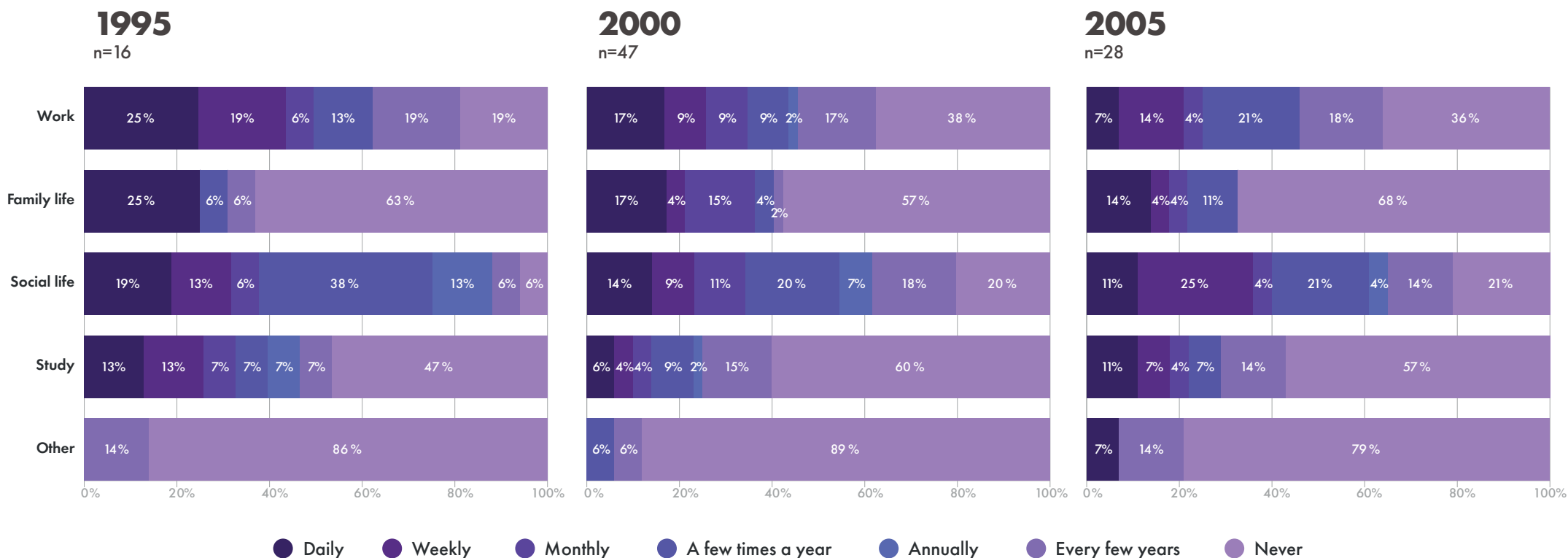
To what extent do you consider your experience in Indonesia with ACICIS worthwhile with regard to the following:



Participants were asked to indicate how often they currently use Indonesian language in several areas of their lives—including work, family life, social life and study. 50% of respondents from the 1995 cohort, 35% from the 2000 cohort, and 25% from the 2005 cohort indicated that they currently use Indonesian on at least a monthly basis for work—with 25% of respondents from the 1995 cohort reporting doing so on a daily basis (compared with 17% of respondents from the 2000 cohort, and 14% of respondents from the 2005 cohort). It is reasonable to conclude that for a significant number of ACICIS alumni, connection to Indonesia through ongoing use of the Indonesian language sustains years—even decades—after program completion.

of respondents from the 1995 cohort reporting doing so on a daily basis (compared with 17% of respondents from the 2000 cohort, and 14% of respondents from the 2005 cohort). It is reasonable to conclude that for a significant number of ACICIS alumni, connection to Indonesia through ongoing use of the Indonesian language sustains years—even decades—after program completion.

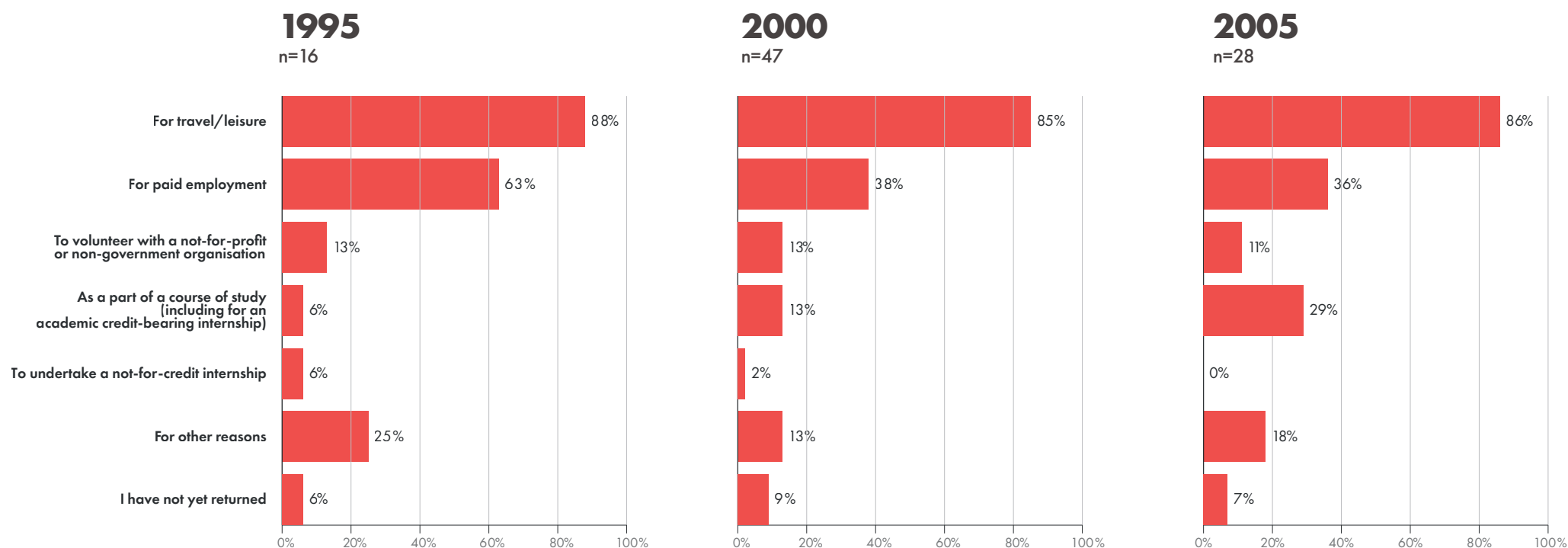
How often do you currently use Indonesian language in the following areas of life?



Participants were asked if they had returned to Indonesia since studying in-country with ACICIS and, if so, their reason for doing so. Overwhelmingly, the most commonly reported reason for returning to Indonesia post ACICIS study is for travel or leisure—with 88% of respondents from the 1995 cohort, 85% from the 2000 cohort, and 86% from the 2005 cohort indicating they have returned to Indonesia for travel or leisure. Given the popularity of Indonesia—and Bali in particular—as a holiday destination among the general Australian population, this finding is,

perhaps, unremarkable. More remarkable is the 63% of respondents from the 1995 cohort, 38% from the 2000 cohort, and 36% from the 2005 cohort who reported having returned to Indonesia for paid employment subsequent to completing their ACICIS studies. It is clear that significant number of ACICIS participants go on to work in Indonesia and to contribute to the bilateral relationship through stints of employment in Indonesia subsequent to their experience as ACICIS students.

Since studying in Indonesia with ACICIS, have you returned to Indonesia for any of the following?

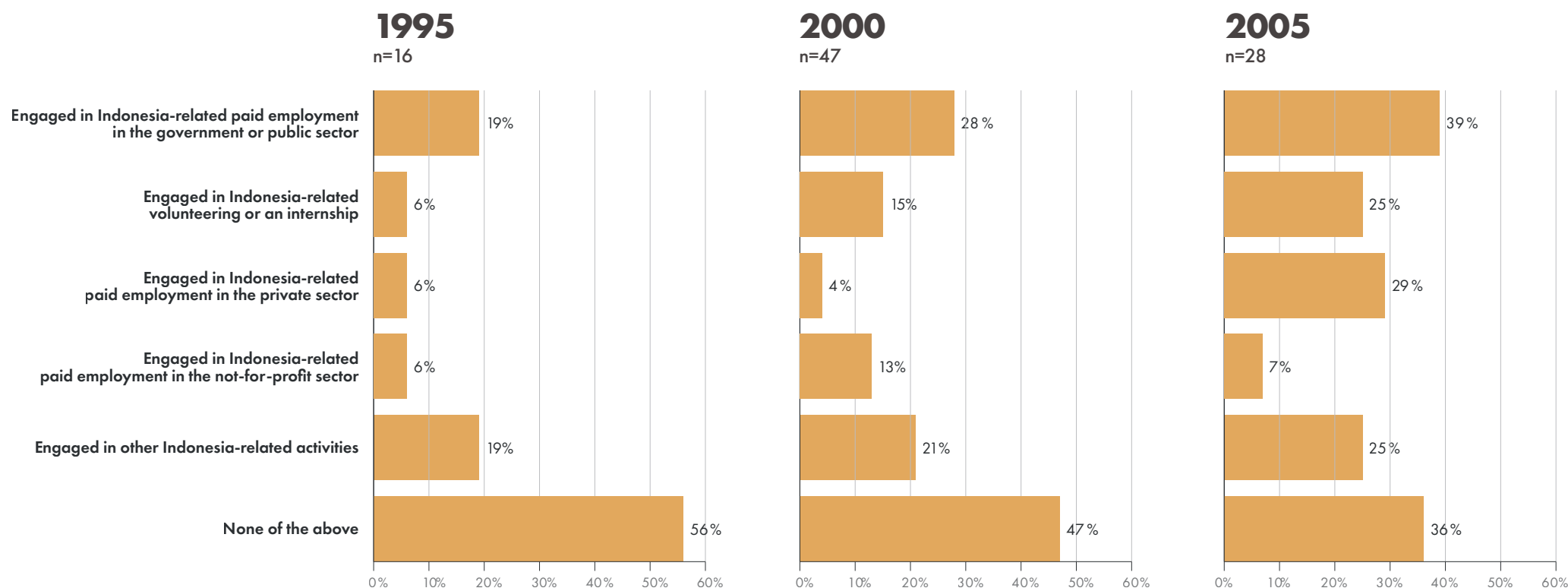


Total percentages exceed 100% as respondents could cite multiple reasons

Participants were asked if they had engaged in any Indonesia-related activities since studying in-country with ACICIS, while residing in a country other than Indonesia (e.g. Australia). 19% of respondents from the 1995 cohort, 28% from the 2000 cohort, and 39% from the 2005 cohort reported having engaged in Indonesia-related paid employment in the government or public sector since their ACICIS studies. 6% of respondents from the 1995 cohort, 4% from the 2000 cohort, and 29% from the 2005 cohort reported having engaged in Indonesia-related paid employment

in the private sector. Evidently, a significant number of ACICIS participants go on to pursue careers and contribute to the bilateral relationship through Indonesia-related employment in Australia or internationally subsequent to their experience as ACICIS students.

Since studying in Indonesia with ACICIS, have you done any of the following while residing in a country other than Indonesia?

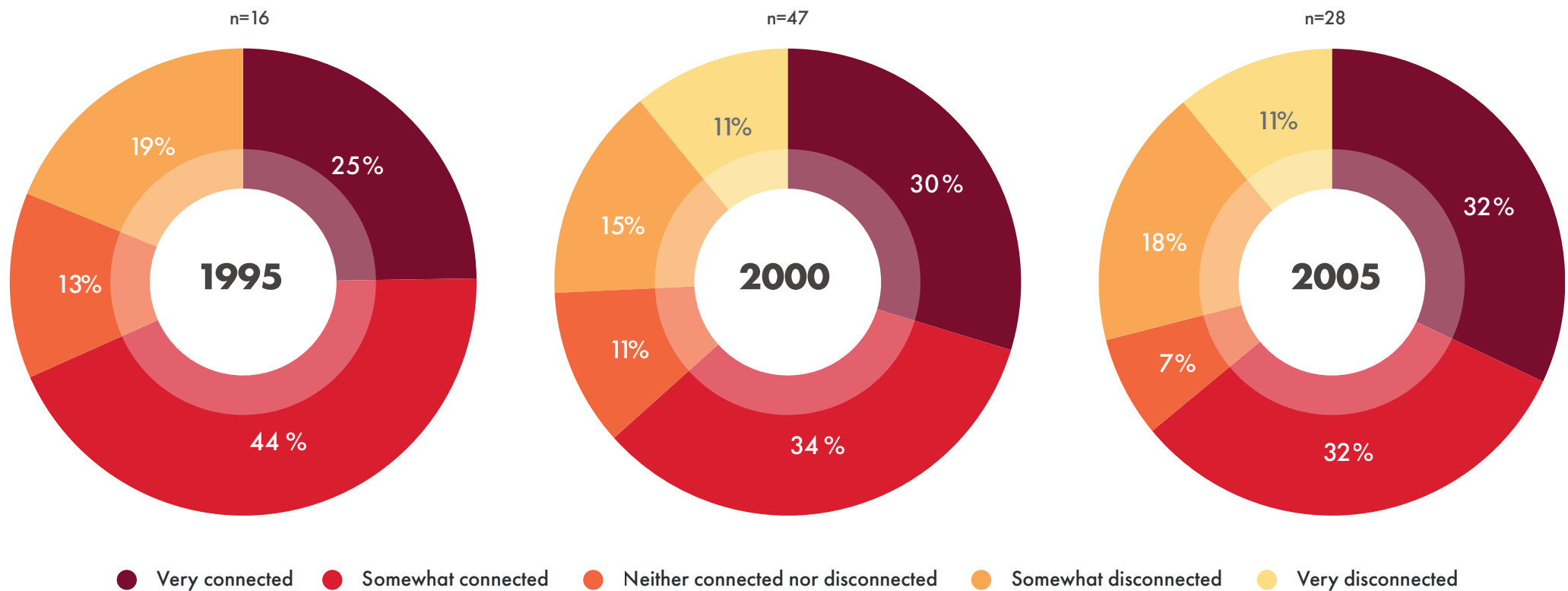


Total percentages exceed 100% as respondents could cite multiple activities

Respondents were asked to rate the level of connection they currently feel to Indonesia on a five-point scale. 69% of respondents from the 1995 cohort, and 64% from the 2000 and 2005 cohorts indicated that they currently feel somewhat or very connected to Indonesia—with 32% of respondents from the 2005 cohort reporting feeling very connected (compared with 25% of

respondents from the 1995 cohort, and 30% of respondents from the 2000 cohort). The survey results indicate that for a significant number of ACICIS alumni, felt connection to Indonesia sustains years—even decades—after program completion.

Currently, how connected do you feel to Indonesia?







Home University

The University of Melbourne

Host University

Universitas Gadjah Mada, Yogyakarta

Study Period

January – June 2000

ACICIS Study Option

Flexible Language Immersion Program (FLIP)

Degree

BA/LLB (Hons)

"I thoroughly encourage anyone thinking about doing ACICIS to take the plunge and do it. While it will no doubt benefit your career, this will be an added bonus. Far more valuable will be the friendships, experiences, wisdom and resilience you will gain."

(His Excellency) Luke Arnold

Australian High Commissioner to Brunei
Department of Foreign Affairs and Trade

Once upon a time, there were two neighbouring countries with very different histories, languages, cultures and political systems. Few places on earth were as different in these ways. Not many people ventured between the countries to explore, make contacts and build an understanding of the other. This was particularly the case for the smaller of the two countries, whose population generally possessed only a superficial understanding of their larger neighbour—despite this neighbour having ten times more people and a growing role in shaping the smaller country's peace and prosperity. But a band of visionaries called ACICIS had long been set on changing this by sending intrepid students on adventures of unparalleled significance. Most of these adventurers returned with hidden treasure—for both themselves and their country—in the form of lifelong friendships, inspiring memories and rare insights from paths less travelled...

This story is as pertinent today as when I embarked on my ACICIS experience 23 years ago.

I undertook my ACICIS semester at UGM in Yogyakarta in the second year of my undergraduate studies. Like many ACICIS students at the time, I'd started learning Indonesian in high school and then decided to continue it at university—a pathway that Australia needs to urgently re-establish, particularly if we consider the data convincingly presented by Consortium Director (and good friend of mine from our ACICIS days!) Liam Prince. After studying Indonesian for six years at high school and a year at university, the natural next step seemed to be to live in Indonesia and take some classes that used Indonesian as the medium for instruction.

With ACICIS' help, I enrolled in some philosophy and law subjects at UGM, together with a few hours per week of advanced Indonesian classes. Apparently I was the only the second international student to ever study at UGM's Faculty of

Philosophy. Philosophy is of course a very language-heavy discipline, so I struggled at the beginning and was convinced that my lecturers were going easy on me—my marks seemed always to be a B for Bule (Caucasian) or a C for Coba Aja (because I "gave it a shot").

I found plenty of time between classes to make and hang out with some amazing friends—both from Indonesia and beyond. Together we discovered places of incredible beauty—from tubing along the Green Canyon of Pangadaran to climbing to the summit of the legendary Mount Merapi volcano. Between trips out of Yogya, we hung out at some of the student city's groovy hangouts, like the open-air Dewata Café (with its tropical snake collection) and Warung Lurung (an unassuming but very cool roadside café).

My ACICIS semester took place during *Reformasi*, and I learnt a lot about this by volunteering at the Legal Aid Foundation (LBH) for a day a week. I worked with inspiring individuals, like Munir Thalib (who was later assassinated), and developed an interest in efforts to strengthen human rights and the rule of law. This put me on a career path which involved working for the International Labour Organization in Jakarta and Dili, then on capacity building programs with AusAID and then ultimately leading the Australian Embassy's anti-corruption, justice sector and democratic governance cooperation in Indonesia.

I have continued my strong interest in Southeast Asia through a posting as Australian Deputy Ambassador to Cambodia and my current role as High Commissioner to Brunei. The Bahasa Indonesia that I developed during ACICIS continues to open doors for me—such as when my introductory video in Malay was circulated to the Bruneian Cabinet.

I thoroughly encourage anyone thinking about doing ACICIS to take the plunge and do it. While it will no doubt benefit your career, this will be an added bonus. Far more valuable will be the friendships, experiences, wisdom and resilience you will gain. What could be more exciting? Throw yourself in and have fun!





Home University

The University of New South Wales

Host University

Atma Jaya University, Jakarta

Study Period

January - February 2013

ACICIS Study Option

Development Studies Professional Practicum (DSPP)
Program

Degree

Bachelor of Arts (Hons), UNSW

"Studying with ACICIS allows you to gain firsthand experience living and working in a developing country in a way that also provides you with language training, cultural teaching, housing, and a team of supportive and friendly staff. It is a genuinely immersive experience that is focused on ensuring participants leave with a better understanding and appreciation of our closest neighbour."

Ashley Breckenridge

Assistant Director, International Economy Section | Office of the Chief Economist

Department of Foreign Affairs and Trade

Why did you decide to undertake the ACICIS program?

I wanted to build my experience in international development, and the ACICIS Development Studies Professional Practicum was one of the best ways to do it—applied, practical experience working in an international development organisation, and in-country.

What were the benefits of studying with ACICIS?

The ACICIS program is well-established, with great links to prominent organisations in Indonesia, and a fantastic language and culture program that draws on experts from across the country. It was tailored in a convenient way for Australian students looking to build their experience over the summer break and really maximised that time—managing to build in language training, Indonesian lectures, and a placement experience into one package.

What was your most satisfactory /dissatisfactory experience whilst in Indonesia?

I really enjoyed my placement through the program, which was to work with UN Women Indonesia. The opportunity was incredible, and unlike any I could get through an ordinary university program. The team and my supervisors there provided great mentorship and expertise that allowed me to delve into my own projects while contributing to the work of the team.

What did you think of the Indonesian university / academics / fellow students?

I had a great time during the language training and cultural lectures at Atma Jaya University. The language course was accessible, provided a good foundation for our short time in Jakarta, and was a great way to mingle with other participants. The lectures at the University were impressive—bringing together experts from across Indonesia on a range of topics.

Which subjects/study components were the most challenging / interesting at the Indonesian University?

Language training was particularly interesting because it allowed for greater insights into both culture and language in Indonesia.

What were the most useful experiences at university / in daily life when studying in Indonesia?

Having the language and culture classes at the beginning of the program was useful because it meant we could begin applying our learnings right away in everyday life.

Which challenges did you face when studying in Indonesia?

Jakarta has a lot of traffic, and the roads and weather don't always allow for walking places, which can be challenging when trying to engage in everyday errands and tasks. With some planning and adjustments, it's not hard to work around these things.

If you could study again with ACICIS in Indonesia, which program would you choose and why?

I really enjoyed the practicum, and would recommend it to anyone.

If you could study again with ACICIS in Indonesia, what would you do differently?

I lived with my family in Jakarta because they were based there for a long time, but I know that most students stayed in their own accommodation, which would have been a more authentic experience.

How has the ACICIS program influenced your career path and professional pursuits?

Participating in ACICIS reaffirmed my interest in working in public policy and development. My experience at UN Women during my placement also highlighted gaps in my experience and skillset, which in turn led me to pursue a more technical masters degree with a specialisation in economics so I could better

contribute to future roles by providing quantitative and economic analysis as well as the international relations skills I developed during my undergrad studies. My participation in the practicum marked a turning point in my studies, and I am grateful I had the opportunity to gain this insight before working full time.

How has ACICIS prepared you for your professional endeavours?

Participating in the ACICIS program gave me a better understanding of the priorities, interests, and operations of international organisations like the UN, and this insight has been extremely useful in my roles in government.

How was your experience finding your desired professional position after graduating?

I was lucky to find a position in the Department of the Prime Minister and Cabinet upon graduating my master's degree, and I believe my extracurricular experience through programs like ACICIS made my applications more competitive.

Why would you recommend studying with ACICIS?

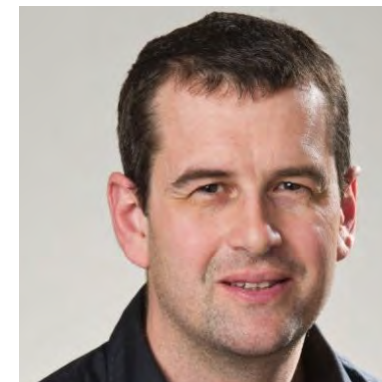
Studying with ACICIS allows you to gain firsthand experience living and working in a developing country in a way that also provides you with language training, cultural teaching, housing, and a team of supportive and friendly staff. It is a genuinely immersive experience that is focused on ensuring participants leave with a better understanding and appreciation of our closest neighbour.

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

Have a look at the different programs and decide which is the best for you in terms of your interests, career aspirations, and studies. Exchange for longer periods is great for many reasons, but shorter programs like the practicum are also excellent ways to get insight into the international development sector before you graduate!

Alumni Publications: 2022

Publications authored by ACICIS alumni during the 2022 calendar year



Assoc. Prof Thomas Barker

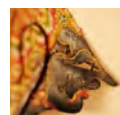
Honorary Associate Professor, Humanities Research Centre, The Australian National University
ACICIS Alumni Semester 15/2002 from Queensland University of Technology, Flexible Language Immersion Program (FLIP)

Dr Elly Kent

Lecturer in Indonesian Studies, UNSW Canberra
ACICIS Alumni Semester 12/2001 from The Australian National University, Flexible Language Immersion Program (FLIP)

Dr Nicholas Herriman

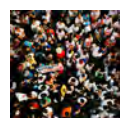
Lecturer in Anthropology, La Trobe University
ACICIS Alumni Semester 4/1997 from Murdoch University, Flexible Language Immersion Program (FLIP)



Barker, Thomas. 2022. *Censorship and its impact on the screen industries in Malaysia*. Malaysia: Freedom Film Network.



Barker, Thomas. 2022. "The Indonesian sex bomb: female sexuality in cinema 1970s-90s." In *Film Stardom in South East Asia*, edited by Jonathan Driskell, 124-148. Edinburgh University Press.



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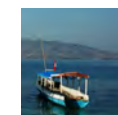
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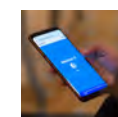
Kent, Elly, Hooker, Virginia, and Turner, Caroline, ed. 2022. *Living Art: Indonesian Artists Engage Politics, Society and History*. Canberra: ANU Press.



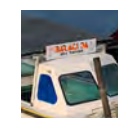
Kent, Elly and Dirgantoro, Wulan. 2022. "Talking Indonesia: Art & Offence." In *Indonesia at Melbourne platform*. Published August 4, 2022. Audio, 39:23.



Herriman, Nicholas. 2022. *The Cocos Malays: Perspectives from Anthropology and History*. Cham: Palgrave Macmillan.



Herriman, Nicholas, Mahy, Petra and Winarnita, Monika. 2022. Influencing the influencers: Regulating the morality of online conduct in Indonesia. *Policy & Internet*, 14(3).



Herriman, Nicholas, Winarnita, Monika and Graham Davies, Sharyn. 2022. Fashion, Thresholds, and Borders: Indonesia's Policewomen and the Matter of Skin and Clothes. *M/C Journal*. 25(4).

Alumni Publications: 2022

Publications authored by ACICIS alumni during the 2022 calendar year



Professor Simon Butt

Professor of Indonesian Law at The University of Sydney
ACICIS Alumni Semester 1/1995 from The University of Sydney,
Flexible Language Immersion Program (FLIP)



Butt, Simon. 2022. "The new Criminal Code: killing off living law?" Indonesia at Melbourne.



Butt, Simon. 2022. "Electoral systems: Indonesia." In *Constitutionalism in Context*, edited by Wen-Chen Chang and David Law, 403-425. United Kingdom: Oxford University Press.



Butt, Simon and Lindsey, Timothy, 2022. "Indonesian Private International Law." Review of Indonesian Private International Law, by Afifah Kusumadara. *Australian Journal of Asian Law* 22, no.1: 119-121.



Kate Lamb

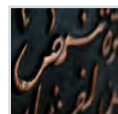
Senior Indonesia Correspondent at Reuters
ACICIS Alumni 2009 from University of Technology Sydney,
Journalism Professional Practicum Program (JPP)



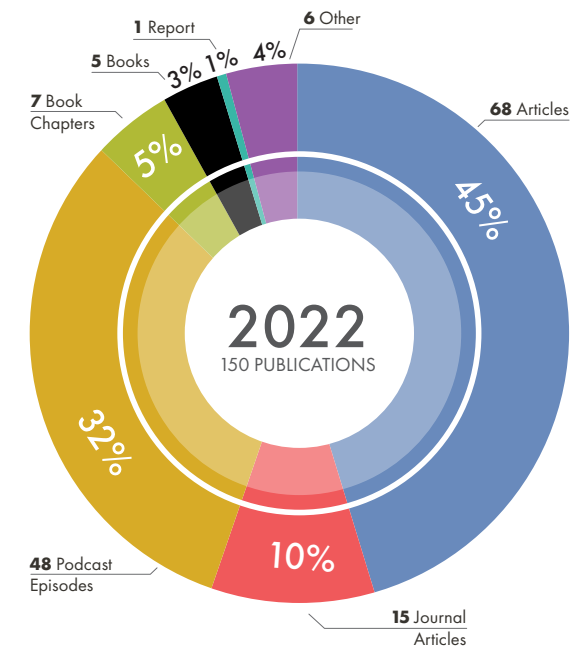
Lamb, Kate, and Agustinus Beo Da Costa. 2022. "Indonesia passes law to relocate capital to Borneo jungle." *Reuters*, January 19, 2022.



Lamb, Kate, and Stanley Widiyanto. 2022. "Indonesian president sacks trade minister after palm oil export uproar." *Reuters*, June 15, 2022.



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

Alumni Publications: 2022

Publications authored by ACICIS alumni during the 2022 calendar year

Semester 1/1995

- Butt, Simon. 2022. "The new Criminal Code: killing off living law?" *Indonesia at Melbourne*. <https://indonesiaatmelbourne.unimelb.edu.au/the-new-criminal-code-killing-off-living-law/>.
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Semester 4/1997

- Herriman, Nicholas. 2022. *The Cocos Malays: Perspectives from Anthropology and History*. Springer International Publishing. <https://doi.org/10.1007/978-3-031-10747-4>.
- Herriman, Nicholas, Monika Winarnita and Sharyn Graham Davies. 2022. "Fashion, Thresholds, and Borders: Indonesia's Policewomen and the Matter of Skin and Clothes." *M/C Journal* 25 (4). <https://doi.org/https://doi.org/10.5204/mcj.2934>.

Semester 6/1998

- McRae, Dave. 2022. "Activist Lawyers." *Talking Indonesia*. Audio podcast. Indonesia at Melbourne. Melbourne: The University of Melbourne. <https://indonesiaatmelbourne.unimelb.edu.au/talking-indonesia-activist-lawyers/>.
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- 1 Endorsements and Awards
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06

Stakeholder Profiles and Endorsements



HIS EXCELLENCY MR. JOKO WIDODO
President of the Republic of Indonesia

"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, 4 September 2020

"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
Former 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,
Former 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

Endorsements & Awards



"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





"My Government also intends to rebuild Australia's Indonesian language skills, through support to the Australian Consortium for 'in-Country' Indonesian Studies program.

More Australians speaking Bahasa Indonesia will be vital to deepening our relationship."

Prime Minister Anthony Albanese,
6 June 2022

"The delivery of programs through ACICIS contributes to the mobility of students as well as fostering strong relationships between higher education providers and key international partners, such as Indonesia."

Denise Spinks,
Deputy Chief of Staff
Office of the Premier of Queensland - Minister for Trade
8 August 2019



"ACICIS's ability to adapt traditional mobility programs for online delivery over the Summer 2020/21 and to provide 200 students with a successful virtual program is commendable.

It is important to continue building relations between Australia and Indonesia, and ACICIS's facilitation of Australian student engagement with Indonesian studies is key to this."

Sue Ellery MLC,
Minister for Education and Training
The Government of Western Australia, 9 August 2021

Innovation in International Education Award

"In response to COVID-19-related restrictions on international travel, ACICIS spearheaded national advocacy to encourage the Australian Government to adapt its New Colombo Plan to pandemic conditions.



Changes to the NCP in August 2020 cleared the way for redesign of seven of the consortium's in-country programs for online delivery, and the participation of 300+ students on Indonesia-focused virtual mobility experiences between November 2020 and July 2021.

ACICIS has maintained student enrolments at roughly 60% of pre-pandemic levels, preserved the consortium's network of 200 internship host organisations in Indonesia, and ensured that Australian student engagement with Indonesia has continued during the pandemic."

International Education Association of Australia (IEAA),
Excellence Awards 2021

Endorsements & Awards



"For a quarter of a century ACICIS has made an important contribution to the relationship between Indonesia and Australia. ACICIS has also been pivotal to the success of the New Colombo Plan in Indonesia, facilitating programs for over 1600 Australian undergraduates to live, study and intern in Indonesia since the programs inception in 2014. Thanks in large part to ACICIS, Indonesia remains the most popular destination for young Australians under the New Colombo Plan.

It was evident to me that this program (ACICIS) creates enduring connections and life-long friendships ensuring that our two countries are stronger and more connected than ever. "

H.E. Penny Williams PSM
Australian Ambassador to Indonesia
2 January 2023



UNIVERSITAS
GADJAH MADA

ACICIS Partner University

Gadjah Mada University, Yogyakarta

Faculty

Indonesian Language and Culture Learning
Service (INCULS)

Spokesperson

Dr Wira Kurniawati

Role

Coordinator of INCULS

"Since students of ACICIS have come all the way from their home countries to learn Indonesian in Indonesia, taking some lessons out of the classroom seems to be a great opportunity and experience for the students. They have been shown to greatly enjoy the field studies we have provided for them, and it lets them comprehend their lessons better because of the on-site nature of the lesson."



Dr Wira Kurniawati

Coordinator of the Indonesian Language and Culture Learning Service (INCULS), Universitas Gadjah Mada

What has been your experience of hosting or teaching ACICIS students at your university?

We have been hosting ACICIS students at our institution for years. Most students are smart and eager to learn more about both Indonesian language and culture. Most are open to the cultural differences between Indonesia and their home country and are excited to learn more about it and immerse themselves in it.

What are the benefits for your university and teaching staff in hosting ACICIS students?

Hosting and teaching ACICIS students is beneficial for the university and the teaching staff because it exposes us to international students and the culture and ideas that they bring with them. If learning Indonesian culture can make ACICIS students more open minded to cultural differences, then hosting and teaching ACICIS students can also make our students and teaching staff similarly open minded to the cultural differences that exist between Indonesia and other countries. In other words, hosting ACICIS students enables our university community to learn more about the world and engage with it in a more multicultural fashion.

What advice would you give to future ACICIS students seeking to gain the most out of their participation in the program?

While you are learning Indonesian in Indonesia, make the most out of the opportunity by trying to engage with the local community. Explore the city, join clubs at the university, participate in cultural events, and try to do things that will allow you to experience more of the language and culture within which you are living. There is only so much that can be taught in a classroom. Try to have a hands-on experience.

What are the benefits for ACICIS students in studying in Indonesia generally and at your university specifically?

Indonesia is one of Australia's nearest neighbours. Learning

Indonesian lets ACICIS students understand their neighbour's language and culture. Not only that, these experiences also ensure better relations between the two countries, opening pathways to more beneficial and warm-hearted exchange between Indonesia and Australia in the future. Located in the heart of Yogyakarta, Universitas Gadjah Mada is one of the oldest and most prestigious universities in Indonesia. Our university has plenty of events, clubs, students and lecturers that are eager to accommodate international students and their curiosity regarding Indonesia. Its location in a city full of culture enables students to immerse themselves in Indonesian culture throughout their time studying in Indonesia.

What advice do you have for academics from other Indonesian universities looking to host ACICIS students in the future? What are some best practices for teaching ACICIS students?

Since ACICIS students have come all the way from their home countries to learn Indonesian in Indonesia, taking some lessons out of the classroom provides great opportunity and experience for the students. ACICIS students have greatly enjoyed the field studies we have provided for them, and it lets them comprehend their lessons better because of the on-site nature of these lessons.

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

In the next decade, ACICIS may have an even bigger role in being the bridge between Australia and Indonesia in terms of student exchange, research projects, and more. We hope that ACICIS will continue to help strengthening the relationship between the two countries, allowing more Australians and Indonesians to engage with one another as neighbours.





UNIVERSITAS
INDONESIA

ACICIS Partner University

Universitas Indonesia, Jakarta

Faculty

Faculty of Public Health

Spokesperson

Dr Dien Anshari

Role

Lecturer in Public Health

"Hosting ACICIS students has brought many benefits for our university and our teaching staff.

We have had the opportunity to engage our students with international students, to showcase our research and academic programs, and most importantly, to expose our public health issues to our future international collaborators."



Dr Dien Anshari

Lecturer at the Faculty of Public Health, Universitas Indonesia

What has been your experience of hosting or teaching ACICIS students at your university?

I have been teaching ACICIS students since 2018 at the Universitas Indonesia (UI). I teach a very specific topic around tobacco control in Indonesia, which has been one of my research areas for more than a decade. Recently, I also had the chance to take the students to a local public health community organisation on a field trip.

What are the benefits for your university and teaching staff in hosting ACICIS students?

Hosting ACICIS students has brought many benefits for our university and our teaching staff. Through hosting ACICIS students, we have had the opportunity to engage our students with international students, to showcase our research and academic programs, and—most importantly—to raise awareness of Indonesia's public health issues among potential future international collaborators.

What advice would you give to future ACICIS students seeking to gain the most out of their participation in the program?

We are very pleased to have ACICIS students studying at our university. They seem interested in our materials and highly engaged during discussion sessions. To get the most out of their time here, I think the students should spend more time in the field. They could also take part in promoting our local organisations through social media.

What are the benefits for ACICIS students in studying in Indonesia generally and at your university specifically?

Indonesia lies between Australia and Asia, making it the gateway for Australians to visit other Asian countries. Other than our strategic location, as the largest archipelago in the world, Indonesia is also rich in cultures, natural resources, as well as geographical landscapes. All of these factors make running

public health programs more challenging than in other countries. Universitas Indonesia is one of the oldest and the best universities in Indonesia. Our students come from all over Indonesia and bring with them their respective local cultural heritages. This makes our university 'a miniature Indonesia'. By studying at UI, ACICIS students get to experience this cultural diversity firsthand.

What advice do you have for academics from other Indonesian universities looking to host ACICIS students in the future? What are some best practices for teaching ACICIS students?

ACICIS students have a rather high degree of enthusiasm—both in and out the classroom. Teachers and organisations need to be prepared to facilitate activities that can accommodate this high degree of engagement from the ACICIS students.

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

ACICIS could look to expand its programs at Universitas Indonesia and offer full semester exchange. An exchange program would improve mutual understanding between the people of Australia and Indonesia. Additionally, an exchange program would promote more in-depth collaboration between the two countries, especially in solving public health issues.





ACICIS Partner University

Atma Jaya University, Jakarta

Faculty

Language Learning Centre

Spokesperson

Dr Katharina Sukamto

Role

Head of Language Learning Centre

"The presence of ACICIS students at our university has helped us embrace a wider perspective on global education. Our Indonesian students benefit greatly from having cross-cultural experiences with Australian students."



Dr Katharina Sukamto

Head of the Language Learning Centre (*Pusat Pengajaran Bahasa*), Atma Jaya Catholic University, Jakarta

What has been your experience of hosting or teaching ACICIS students at your university?

We have been hosting and teaching ACICIS students for over two decades. Having ACICIS students at our university is both challenging and rewarding. We have the pleasure of meeting new students every year and teaching them Indonesian language and culture. We take pride in our commitment to supporting ACICIS students while they're in Indonesia and ensuring their satisfaction with their studies.

What are the benefits for your university and teaching staff in hosting ACICIS students?

The presence of ACICIS students at our university has helped us embrace a wider perspective on global education. Our Indonesian students benefit greatly from having cross-cultural experiences with Australian students.

What advice would you give to future ACICIS students seeking to gain the most out of their participation in the program?

I would counsel any student interested in a challenging and exciting experience—studying among Indonesians—to participate in an ACICIS program.

What are the benefits for ACICIS students in studying in Indonesia generally and at your university specifically?

Indonesia offers enormous linguistic and cultural diversity. Participating in an ACICIS program at Atma Jaya allows students to explore this diversity and to increase their knowledge and understanding of Indonesia.

What advice do you have for academics from other Indonesian universities looking to host ACICIS students in the future? What are some best practices for teaching ACICIS students?

Most ACICIS students have never been to Indonesia before. They have to adapt to a new culture and setting in Indonesia. It is therefore vital that academics are prepared to help students adjust and thrive in their new surroundings. They must also be well-prepared with suitable learning materials, and appropriate teaching techniques and methodologies, so as to ensure the satisfaction of ACICIS students.

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

I believe ACICIS will play a significant and strategic role in strengthening the Australia-Indonesia bilateral relationship. Australia and Indonesia need to see each other not just as close neighbours but as educational partners. ACICIS can function as a bridge to foster these educational partnerships.





Name of organisation

RRI Voice of Indonesia

Spokesperson

Ani Hasanah Mubarak

Area of expertise and field of business

Media

ACICIS Study Option

Journalism Professional Practicum (JPP)

"By hosting ACICIS students we are able to share our knowledge and experience with them, while at the same time learn something new from them—especially in terms of social media."



RRI Voice of Indonesia

Host organisation for the Journalism Professional Practicum (JPP)

Can you tell us a bit about your organisation?

RRI Voice of Indonesia is the only international-facing radio stations in Indonesia. It was broadcasting before Indonesian independence. It is part of Radio Republik Indonesia. Voice of Indonesia has nine distinct language services—English, French, Spanish, Dutch, German, Mandarin, Arabic, Indonesian and Japanese. Voice of Indonesia supports Indonesia's second track diplomacy efforts.

Why were you interested in hosting an ACICIS student?

By hosting ACICIS students we are able to share our knowledge and experience with them, while at the same learn something new from them—especially in terms of social media.

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

The ACICIS students we hosted created vlogs and articles. They learnt about radio broadcasting and radio journalism—the conventions of which are a bit different to those of print or TV media.

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

They were very energetic. Full of ideas. They really wanted to learn something new.

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

It's very interesting running an internship program—especially an internship program for international students. It was a wonderful opportunity for our team to learn about—and from—different cultures.

What advice would you give to Australian students currently considering whether to undertake an internship experience in Indonesian through ACICIS? In what ways could completing an internship with an Indonesian organisation be beneficial for them?

I think undertaking an internship in Indonesia provides Australian students with a marvellous opportunity to learn about the different cultural conventions and norms that prevail in Indonesia and Australia. Something that is usual and normal in Australia may be considered impolite in Indonesia—and vice versa. It's important for students to really mingle with the staff at their placement host organisation. The three ACICIS students we hosted were wonderfully polite and really integrated themselves within our team. They were collaborative and completed the tasks we assigned to them.

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?

I would say to them that hosting ACICIS interns has been very beneficial for our organisation.





Name of organisation

Samudera Indonesia

Spokesperson

Maria Ulfa Arie K

Area of expertise and field of business

Shipping and logistics services

ACICIS Study Option

Business Professional Practicum (BPP)

"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."



Samudera Indonesia

Host organisation for the Business Professional Practicum (BPP)

Can you tell us a bit about your organisation?

Samudera is a pioneer in Indonesia's shipping industry, providing shipping and logistic services with a vast network throughout the archipelago.

Why were you interested in hosting an ACICIS student?

Our initial contact with the ACICIS program was from the previous company I worked for—CORE Indonesia. I was so impressed with the program, I thought why not bring the program to Samudera Indonesia. For shipping and logistics companies in Indonesia—like Samudera Indonesia—partnering with ACICIS and hosting ACICIS students can provide numerous benefits. Firstly, ACICIS programs are designed to help students develop industry-specific skills and knowledge, making them ideal candidates for internships and full-time employment opportunities. Secondly, partnering with ACICIS can facilitate the exchange of knowledge and expertise between Indonesian and Australian companies in the long run, leading to new business collaborations and potential growth opportunities. Overall, ACICIS represents an excellent opportunity for Indonesian shipping and logistic companies to invest in the development of their workforce and establish valuable international partnerships.

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

Students conducted research and collected market intelligence—especially pertaining to the Indonesian market—and attempted to understand what the Indonesian market needs so as to provide ideas about what to offer to the market. Before that, they were briefed about shipping and logistic companies in Indonesia and visited our head office and subsidiary companies (in Jakarta and Semarang) to learn more about our business.

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

The students were outstandingly smart and creative. They had plenty ideas to discuss with us. It was fun, entertaining, and full of good surprises.

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

Hosting young, gen-Z generation, international interns with whom we could share and discuss ideas was a really insightful experience. Their critical thinking has opened our horizons to a better understanding of these globally minded future generations, and the impact they might have on the future of our business. It gives us confidence that the future of our business is in the hands of a new, younger generation—and it looks very promising.

What advice would you give to Australian students currently considering whether to undertake an internship experience in Indonesian through ACICIS? In what ways could completing an internship with an Indonesian organisation be beneficial for them?

We would strongly recommend that they undertake an internship experience in Indonesia through ACICIS, as it is one of the most suitable and promising programs which allow them to explore Indonesian language and culture as well as understand how international level businesses run in Indonesia. Indonesia is also one of the new powerhouses for the maritime industry and so it is interesting to dig deeper in this field to see potential collaborations of business between Indonesia and Australia.

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?

For prospective host organisations in Indonesia, hosting an ACICIS student provides an opportunity to engage with highly motivated and talented students who possess specific skills and knowledge relevant to their industry. ACICIS students are typically immersed in the Indonesian language and culture, making them well-suited to work in local organisations and to navigate complex business environments.

To ensure a successful hosting experience, prospective host organisations should carefully consider the needs and requirements of their organisation and identify suitable areas for the ACICIS student to contribute. They should also provide adequate training and support to help the student integrate into the organisation and understand local business practices.

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 has had a significant impact on Australia-Indonesia relations. ACICIS programs provide a platform for cross-cultural exchange and mutual understanding, helping to build stronger ties between the two countries. ACICIS programs also provide an opportunity for Australian and Indonesian students to learn about each other's language, culture, and history, fostering a sense of cultural empathy and respect.



07

Finances



ACICIS Income and Expenditure

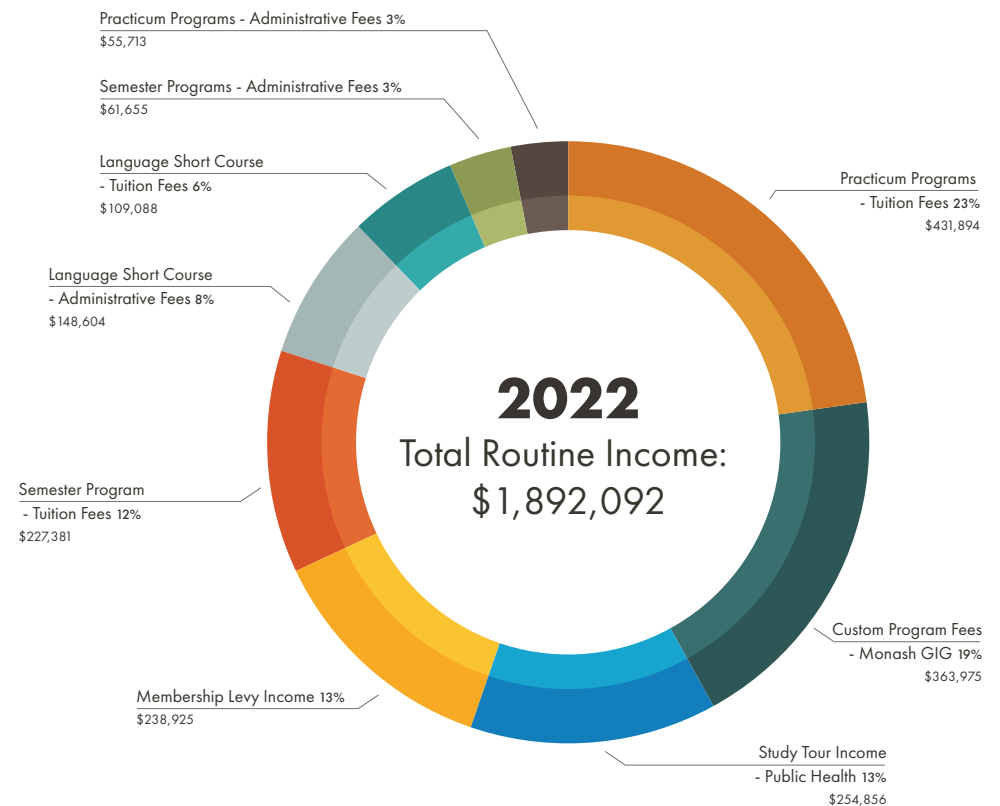
for the year ended 31 December 2022

Consortium Annual Income

The consortium's routine annual income for the 2022 calendar year was ~\$1.9 million—a (134%) increase on the previous year due to the lifting of COVID-19 pandemic-related restrictions on student travel and the resumption of ACICIS in-country programs from August 2022 onwards. The resumption of in-country program delivery led to significant increases in income derived from ACICIS semester programs (up \$288k), and custom study tour programs (up \$363k) compared to the previous year (2021).

Additionally, in 2022, the consortium secured significant external grant funding through the Australian Government's New Colombo Plan (NCP) Mobility Program. ACICIS received approximately \$1.97 million in new Mobility Program funding secured under the 2022 funding round of the NCP. \$1.79 million (or 90%) of this NCP funding is to be paid directly out to consortium member university students undertaking Indonesia-related study through ACICIS in 2022-23 in the form of mobility grants. The remaining 10% (or ~\$179k) 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 \$1.97 million in new NCP funding was significantly offset by the consortium's refund to the Commonwealth in 2022 of ~\$1.5 million in unspent NCP Mobility Program funding secured under the 2017 and 2018 funding rounds of the NCP.



ACTUAL 2022			ACTUAL 2021		yoy +/-	
Income	\$	as % of 2022 total income	\$	% of 2021 total income	\$	%
Routine Operating Income						
Practicum Programs - Tuition Fees	431,894	23%	407,900	51%	23,994	6%
Custom Program Fees - Monash GIG	363,975	19%	0	0%	363,975	
Study Tour Income - Public Health	254,856	13%	177,175	22%	77,681	44%
Membership Levy Income	238,925	13%	81,323	10%	157,602	194%
Semester Programs - Tuition Fees	227,381	12%	0	0%	227,381	
Language Short Course - Administrative Fees	148,604	8%	10,780	1%	137,824	1279%
Language Short Course - Tuition Fees	109,088	6%	81,310	10%	27,778	34%
Semester Programs - Administrative Fees	61,655	3%	0	0%	61,655	
Practicum Programs - Administrative Fees	55,713	3%	48,600	6%	7,113	15%
Total Routine Operating Income	1,892,092	100%	807,088	100%	1,085,004	134%
Special Project Income						
LCNAU National Languages Campaign	14,546					
Total Special Project Income	14,546					
Income from investing activities						
Interest	16,480					
Total Income from investing activities	16,480					
Grant Income						
NCP 2017 Mobility Program Funding: First Funding Term	-176,000					
NCP 2018 Mobility Program Funding: First Funding Term	-1,332,000					
NCP 2022 Mobility Program Funding: First Funding Term	1,969,000					
Total Grant Income	461,000					
TOTAL INCOME	2,384,117					

ACICIS Income and Expenditure

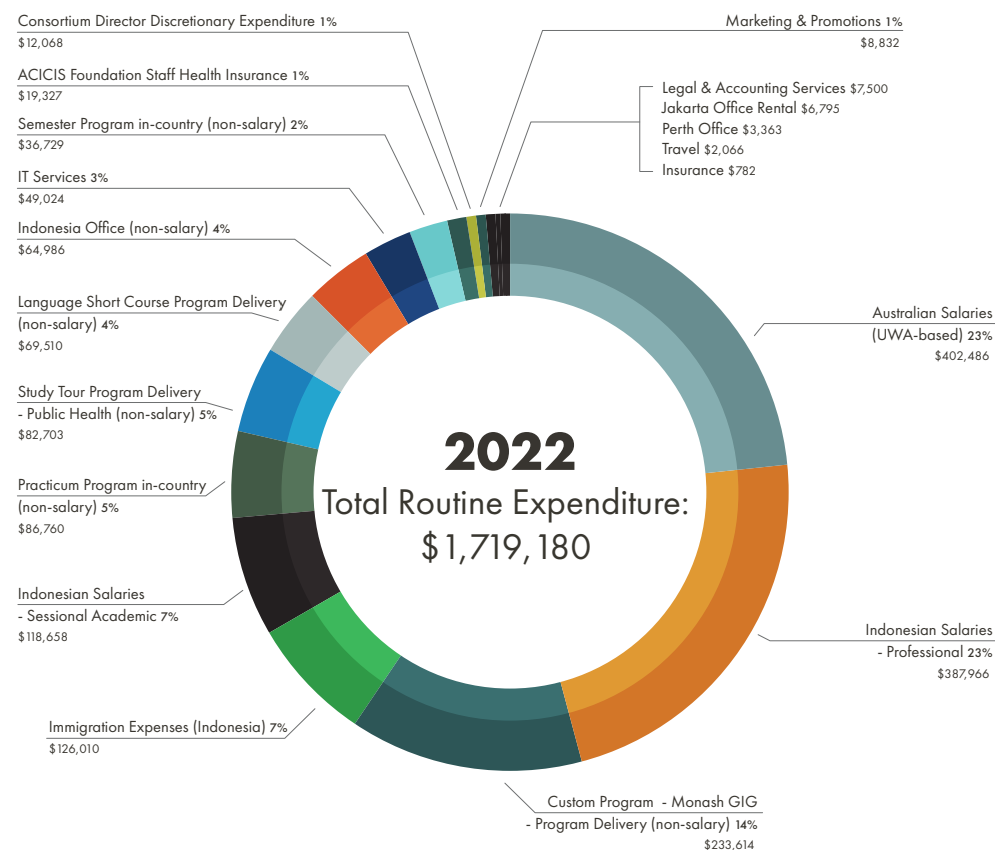
for the year ended 31 December 2022

Consortium Annual Expenditure

The consortium's routine annual expenditure for the 2022 calendar year was ~\$1.7 million. This represents a 20% (or ~\$290k) increase on the previous year due primarily to the lifting of COVID-19 pandemic-related restrictions on student travel and the resumption of ACICIS in-country programs from August 2022 onwards. The resumption of in-country program delivery resulted in significant increases in a broad range of routine expenditure categories including Custom Program (non-salary) program delivery expenditure (up \$233k on 2021), Immigration expenditure (up \$126k), and Indonesian (non-academic) staff salaries (up 13% or ~\$45k).

The 20% increase in the consortium's routine operating expenditure for 2022 was more than adequately offset by the 134% increase in routine operating income for the same period—as outlined in preceding pages of this report.

Non-recurring 'special project' expenditure for 2022 includes ~\$91.5k paid to The Brand Agency for the roll-out of the LCNAU National Languages Campaign in the second half of 2022 and early 2023. This expenditure was offset by ~\$93k collected in Q4 2021 and Q1 2022 from universities and organisations participating in the campaign.



	ACTUAL 2022		ACTUAL 2021		yoy +/-	
Expenditure	\$	as % of 2022 total expenditure	\$	as % of 2021 total expenditure	\$	%
Routine Operating Expenditure						
Australian Salaries (UWA-based)	402,486	23%	401,008	28%	1,478	0%
Indonesian Salaries - Professional	387,966	23%	342,629	24%	45,337	13%
Custom Program - Monash GIG - Program Delivery (non-salary)	233,614	14%	0	0%	233,614	
Immigration Expenses (Indonesia)	126,010	7%	0	0%	126,010	
Indonesian Salaries - Sessional Academic	118,658	7%	231,643	16%	-112,985	-49%
Practicum Program in-country (non-salary)	86,760	5%	86,175	6%	586	1%
Study Tour Program Delivery - Public Health (non-salary)	82,703	5%	83,538	6%	-835	-1%
Language Short Course Program Delivery (non-salary)	69,510	4%	89,232	6%	-19,722	-22%
Indonesia Office (non-salary)	64,986	4%	48,121	3%	16,866	35%
IT Services	49,024	3%	43,682	3%	5,342	12%
Semester Program in-country (non-salary)	36,729	2%	0	0%	36,729	
ACICIS Foundation Staff Health Insurance	19,327	1%	16,232	1%	3,095	19%
Consortium Director Discretionary Expenditure	12,068	1%	13,990	1%	-1,922	-14%
Marketing & Promotions	8,832	1%	10,728	1%	-1,896	-18%
Legal & Accounting Services	7,500	0%	7,500	1%	0	0%
Jakarta Office Rental	6,795	0%	46,133	3%	-39,337	-85%
Perth Office	3,363	0%	4,682	0%	-1,319	-28%
Travel	2,066	0%	208	0%	1,857	891%
Insurance	782	0%	0	0%	782	
Partner Universities - Tuition Expenses - Semester - ASP	0	0%	3,900	0%	-3,900	-100%
Total Routine Operating Expenditure	1,719,180	100%	1,429,401	100%	289,779	20%

	ACTUAL 2022	ACTUAL 2021	yoy +/-
Expenditure	\$	\$ as % of 2021 total expenditure	\$ %
Special Project Expenditure			
LCNAU National Languages Campaign	91,482		
Total Special Project Expenditure	91,482		
Grant Expenditure			
NCP 2016 Outgoing Student Mobility Grant Funds	3,000		
NCP 2017 Outgoing Student Mobility Grant Funds	81,000		
NCP 2018 Outgoing Student Mobility Grant Funds	-75,400		
NCP 2019 Outgoing Student Mobility Grant Funds	363,000		
NCP 2020 Outgoing Student Mobility Grant Funds	276,700		
NCP 2021 Outgoing Student Mobility Grant Funds	114,000		
Total Grant Expenditure	762,300		
TOTAL EXPENDITURE	2,572,962		
Total Surplus/Deficit	-188,845	-517,195	
Surplus/Deficit net of grant funds + special projects	187,457	-539,936	
Surplus/Deficit net of grant funds	112,455	-525,995	



Financial Statements: 2022

The following financial statements have been extracted from the ACICIS Audited Financial Statements for the year ended 31 December 2022.

Statement of comprehensive income for the year ended 31 December 2022

	2022	2021
	\$	\$
Revenue from continuing operations	2,750,343	1,804,999
Expenses from continuous operations	(2,421,481)	(1,949,356)
OPERATING RESULT FOR THE PERIOD	328,862	(144,357)

Statement of financial position as at 31 December 2022

	2022	2021
	\$	\$
Assets		
Current Assets	4,686,861	4,605,540
Non-Current Assets	-	-
Total Assets	4,686,861	4,605,540
Liabilities		
Current Liabilities	4,579,556	4,827,097
Non-Current Liabilities	-	-
Total Liabilities	4,579,556	4,827,097
Net Assets	107,305	(221,557)
Equity		
Retained surplus	107,305	(221,557)
TOTAL EQUITY	107,305	(221,557)

NOTE: Full copies of ACICIS' 2022 Audited Financial Statements are available upon request; please contact the ACICIS Secretariat on (08) 6488 6675 or at enquiries@acicis.edu.au .

AUSTRALIAN AUDIT

INDEPENDENT AUDITOR'S REPORT

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

Opinion

We have audited the special purpose financial statement of the Australian Consortium for In-Country Indonesian Studies (ACICIS), which comprises a statement of financial position as at 31 December 2022 and a statement of comprehensive income and profit or loss for the 12 month period ended 31 December 2022, a statement of changes in equity and a statement of cash flows for the period ended 31 December 2022, notes to the financial statement and the Consortium's signed declaration.

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

Basis for Opinion

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

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

Emphasis of Matter – Basis of Accounting

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

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 PFIIA

Date: 22 June 2023

Perth



08

Consortium Membership

ACICIS Member Universities



Australian
National
University



Curtin University



Flinders
University
Adelaide Australia



LA TROBE
UNIVERSITY



Universiteit
Leiden



MONASH
University



Murdoch
University



RMIT
UNIVERSITY



SOAS
University of London



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



THE UNIVERSITY OF
SYDNEY



THE UNIVERSITY OF
WESTERN
AUSTRALIA



UNSW
SYDNEY



UTS
UNIVERSITY OF TECHNOLOGY SYDNEY

WESTERN SYDNEY
UNIVERSITY





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)

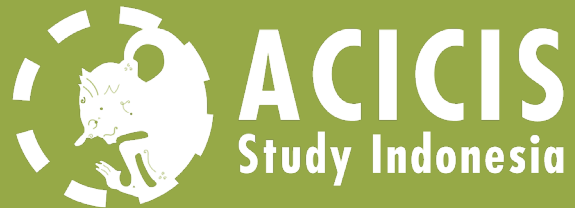


Indonesian Business, Law
& Society Program
(IBLS)

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THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Australian Consortium for 'In-Country' Indonesian Studies

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