

Acicis Course Outline

Development Studies Immersion
Program

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Acicis 2025 Development Studies Immersion Program: Course Outline

Program Details

Title	Acicis Development Studies Immersion Program		
Dates	Semester One: January - June Semester Two: July - December	Credit Points	Recommended equivalency: 100% of a full semester load (0.5 EFTSL). Actual subject weighting and academic credit awarded to be determined by a student's home university.
Location	Yogyakarta, Indonesia	Mode	Off-Campus

Contact Details

Program Facilitator	Acicis
Website	http://www.acicis.edu.au
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Acicis Resident Director	Dr Adrian Budiman
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Phone Number	+62 274 225 3471
Contact hours	<p>Total semester time commitment: Approximately 588-648 hours</p> <p>Approximately 72 hours of Indonesian language classes</p> <p>Approximately 24 hours of seminars and Case Study Visits (CSV)</p> <p>Approximately 192 hours of independent study and assignments</p> <p>Approximately 360 hours of student community service</p> <p>OR</p> <p>Approximately 72 hours of Indonesian language classes</p> <p>Approximately 24 hours of seminars</p> <p>Approximately 192 hours of independent study and assignments</p> <p>Approximately 300 hours of development placement</p>
Online program description	www.acicis.edu.au/programs/semester/development-studies-immersion-dsip

Description

Acicis' Development Studies Immersion Program (DSIP) is a semester-long community development study program hosted by Gadjah Mada University (UGM) in Yogyakarta, Indonesia. This program allows participants to gain valuable 'hands on' experience in the field of international development through frontline community development projects. The DSIP offers students the opportunity to undertake either an eight-week community development fieldwork module known as 'Student Community Service (SCS)', or an eight-week professional development placement with a local community-based organisation, as part of their semester in Yogyakarta.

Student Community Service (SCS) is a two-month module designed and managed in partnership with UGM's Directorate of Community Service (DPKM) which sees students living and working in rural locations around the Yogyakarta area while designing and working on grassroots, community development projects.

The DSIP Development Placement is a two-month professional placement in partnership with local NGOs, community-based organisations and government agencies in Yogyakarta. The Development Placement offers students the chance to apply theoretical development knowledge in real life professional contexts while fostering important practical skills in advocacy, public relations, administration, research and monitoring and evaluation.

The DSIP has been designed for students with no existing Indonesian language skills; however, students with existing language skills are welcome to participate.

Supervision

Acicis' programs in Indonesia operate under the direction and supervision of the Acicis Resident Director, Dr Adrian Budiman.

Students undertaking the Student Community Services SCS will also be supervised by an UGM academic appointed to oversee the program.

Students undertaking the Development Placement will work under the supervision of a workplace mentor. The workplace mentor will supervise and guide a student's work within the Professional Placement organisation for the duration of the student's placement, as well as provide feedback to supervising Acicis staff regarding a student's conduct and performance within the workplace.

Structure and Schedule of Learning Activities

The DSIP runs in two intakes each year: from July to December, and from January to June. The structure of the semester-long program is as follows:

- Eight weeks of Indonesian language classes and coursework at Gadjah Mada University (UGM). Classes are scheduled from Monday-Thursday, from 9am to 4pm.

Concurrent with;

- A seminars and Case Study Visit (CSV) on contemporary development issues in Indonesia facilitated by local practitioners and experts in the field of development studies;

Followed by;

- Eight weeks of either a Student Community Service (SCS) project OR the DSIP Development Placement.

Student Community Service Module

The Student Community Service (SCS), or as it is better known in Indonesia by the acronym 'KKN' (Kuliah Kerja Nyata), offers students the chance to participate in community development projects with fellow UGM students. For Indonesian students, this is a compulsory, fully credited, practicum program which must be completed prior to graduation. Programs are designed so that the knowledge and technical skills of recent graduates may be applied to real life situations. In most cases, students are expected to design their projects on location following an initial one-week survey period. Collaboration with local communities is viewed as an essential ingredient of all projects. SCS is managed by UGM's Directorate of Community Service (DPKM), and UGM lecturers are assigned to oversee and assess individual community development projects, but they do not devise projects themselves. This is the responsibility of student groups.

SCS programs have a deliberate rural bias. Projects target low-income or marginalised segments of the community. Examples of previous SCS projects are as follows:

- Environmental conservation through sustainable agricultural practice;
- The socialisation and development of natural disaster early warning systems in villages exposed to a high risk of landslides or tsunami;
- Improving Human Development Index (HDI) via literacy campaigns in Java and Madura;
- Housing reconstruction and the development of SME livelihoods in earthquake-damaged areas;
- Improving access to education through compulsory education programs.

SCS projects are designed in accordance with a primary theme, e.g. Disaster Response Training for Village A; however, students are expected to complete a diverse range of activities. Students are encouraged to design simple and achievable projects, and to not go into the program with a strict 'outcome focus'. The program is designed as much for the experiential learning gains as it is for the creation of tangible outcomes. Students do not require a specific skillset to participate in the program. Social science students are generally in high demand on account of their critical thinking and strong observational skills.

Students in the SCS stream will depart for the field at the start of week eight (of the 15-week semester). The SCS placement is full-time, with students allocated a total five days' leave for the eight-week period.

DSIP Development Placement

The DSIP Development Placement provides an opportunity for students to gain valuable experience working in community-based development organisations. The Development Placement offers students the chance to apply theoretical development knowledge in a professional context while fostering important practical skills in advocacy, public relations, administration, research, and monitoring and evaluation.

Throughout the eight-week Development Placement, students undertake a supervised professional placement at a participating Professional Placement Organisation. Professional Placement Organisations for the DSIP Development Placement include community-based organisations, government agencies, and Non-Government Organisations (NGOs), working on a range of development issues, including but not limited to: gender, environmental conservation, corruption and governance, health and sanitation, and education.

Required tasks will vary depending on a student's Professional Placement Organisation. Without good reason and the permission of their workplace mentor, students must attend their placement during all contracted working hours for the eight-week placement period. Students must satisfy both their Professional Placement Organisation and

Acicis staff that they have performed all assigned tasks to a satisfactory standard. On completion of the Development Placement, the workplace mentor will be asked to evaluate the student's performance.

The mentor will be asked to comment on criteria related to both generic skills (e.g. interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. This feedback will inform each student's end-of-semester student outcome evaluation report prepared by Acicis' Resident Director.

Applicants should be aware that, in applying for the DSIP, they are applying for the program, not a specific placement. Participants are advised that it may not be possible for Acicis to accommodate a student's stated preferences with respect to their Development Placement Organisation. Additionally, all Acicis placements within development organisations depend entirely on the goodwill and preparedness of

such organisations to host participants. As such, Placement Organisations retain the right to withdraw from the program or vary the number of participants they host at any stage. Therefore, while acting in good faith in preparing students for placements, Acicis cannot guarantee any specific Development Placement site and participants must accept this need for flexibility as a condition of participation in the DSIP.

Selecting a DSIP stream

By orientation, students are required to have chosen either the SCS stream or the Development Placement stream, so that enrolments can be finalised, and work placements arranged.

Before placements in rural areas around Yogyakarta commence, students who select the SCS stream are required to attend a number of preparatory sessions with the Directorate of Community Service (DPKM) at UGM. These sessions include: a briefing seminar on the SCS, a general pre-departure test for the SCS, a health check at Gadjah Mada University, and consolidation meetings with the appointed UGM academic supervisor and fellow SCS students. Acicis will not place Acicis students outside of the Special Region of Yogyakarta due to immigration and police restrictions.

Students selecting the DSIP Development Placement stream will be given the option to nominate their preferred development area (e.g. gender, education, environment, etc.) and their preferred Placement Organisation. Acicis will organise pre-placement administration, and arrange introductory visits to Placement Organisations for each student.

Educational Principles and Graduate Attributes

Through participation in the DSIP, students are encouraged and assisted to:

- Develop understanding and academic knowledge of Indonesia's development sector and prevailing community development practices;
- Apply academic knowledge and theory in a community development setting in Indonesia;
- Make a valued contribution to the rural community or Placement Organisation;
- Enhance employability by honing work skills, performance and conduct;
- Gain an understanding of Indonesian organisational culture, as well as first-hand experience of the challenges of intercultural management and communication; and
- Establish networks and contacts with Indonesian peers and professionals working within Indonesia's development sector.

Learning Outcomes

Students who complete the DSIP successfully should be able to:

- Apply their academic knowledge and skills within a community development setting in Indonesia;
- Critically reflect and report on their experience in the rural community or Placement Organisation workplace and relate this to development theory;
- Understand the activities and processes of their SCS development project(s) or Placement Organisation, and contextualise their project(s) or Placement Organisation within Indonesia's development sector;
- Perform tasks set by their SCS academic supervisor or Placement Organisation mentor to a satisfactory standard, and make a positive contribution to achieving the goals of their SCS development project(s) or Placement Organisation;
- Demonstrate sound cross-cultural communication skills, flexibility, resourcefulness, ability to work as part of a team, and time management skills; and
- Respect diversity in a range of academic, professional and community environments.

Teaching and Learning Strategies

Students undertake a frontline community development project in a development setting in Indonesia under the academic supervision of staff from Gadjah Mada's DPKM or the professional supervision of a Placement Organisation mentor. In both cases, a student's program of study on the DSIP is ultimately overseen and supervised by Acicis' Resident Director. A student's SCS or Development Placement experience is augmented by an eight-week academic program conducted at Gadjah Mada University – prior to students' placements – consisting of compulsory Indonesian language classes as well as a seminar series designed to equip students with an understanding of the development sector in Indonesia.

Evaluation

Throughout the program, Acicis staff will conduct monitoring visits to each student's SCS rural community site or Placement Organisation. Upon completion of the program, students are invited to provide specific feedback to Acicis through a final 'exit interview' and also through an anonymous online survey, which assists Acicis in improving the quality of placements for subsequent iterations of the program.

Attendance

Students must attend a minimum of 80% of all language classes, seminars and case study visits, as well as complete the SCS or Development Placement, in order to satisfactorily complete the program. Without good reason and the written permission of their LPPM

supervisor or Placement Organisation mentor AND the Acicis Resident Director, students must attend their placement during all contracted working hours.

Assessment

Upon completion of the program, the Acicis Resident Director provides a student's home university with a two-page 'Student Outcome Evaluation' report detailing the student's academic performance on the program. Student performance will be assessed only as 'Satisfactory' or 'Unsatisfactory' (equivalent to an 'ungraded pass/fail').

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in their SCS development project(s) or Development Placement, to a satisfactory standard, and also to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80% of scheduled language classes, seminars and Case Study Visits (CSV), as well as achieve a grade of at least 60% in the Indonesian language component of the program.

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

Assessment Components

Acicis' DSIP program is composed of four key components, as outlined below. Students are required to satisfactorily complete all components in order to achieve an overall grade of 'Satisfactory' for the program:

#	Component	Weighting	Notes
1	Indonesian language classes	30%	Undertaken at Gadjah Mada University (UGM) - assessment administered by UGM's Indonesian Language and Culture Learning Service (INCULS).
2	Seminars and Case Study Visits (CSV)	30%	Attendance at, and participation in, <u>all</u> seminars and case study visits (CSV) organised by Acicis is required. Evidence of familiarity with

			set readings will be assessed through seminar participation.
3	Research Essay	20%	Student to submit a 2,000-word research essay on a contemporary community development issue within the Indonesian context to be assessed by the Acicis Resident Director.
4	Student Community Service (SCS) or DSIP Development Placement	30%	<p>For SCS students: Students will be assigned to a number of different development projects at their community field site, monitored and supervised by academic staff from UGM.</p> <p>For Development Placement students: Placement Organisation mentors and Acicis staff will monitor and supervise student progress and performance.</p>
5	Final Presentation	10%	A brief (20 minute) presentation contextualising students' SCS or Development Placement experience within the Indonesian development sector.

Assessment Component Details

The DSIP is designed to meet the equivalency requirements of a full-time semester load (0.5 EFTSL) at Acicis member universities, and includes the following assessable components:

1. Indonesian language classes (72 hours)

All participants undertake six weeks of full-time language study at UGM prior to commencement of either their SCS or Development Placement. This intensive Indonesian language study is offered at three levels of language instruction: beginner, intermediate, and advanced. Students enrol in five subjects - a total of 12 'SKS' or credit points. A credit point is assumed to entail the following approximate time commitment from a student during the first six weeks of the program:

- 1 hour of class contact time per week;
- 1 hour of structured academic work (assignments and homework); and
- 2 hours of independent study (independent reading and conversation practice).

The intensive language program consists of the following subjects:

Subjects	Credit Points (CP)
Writing (menulis)	2 CP
Reading (membaca)	2 CP
Speaking (percakapan)	2 CP
Grammar (tata bahasa)	2 CP
Vocabulary (kosa kata)	2 CP
Listening (menyimak)	2 CP
Total	12 CP

2. Seminar and Case Study Visits (24 hours)

The seminar series consists of six seminars and/or case study visits. These seminars will focus on key issues in the Indonesian development sector and are designed to prepare students for their SCS or Development Placement experience.

Examples of seminar themes include:

- Disaster Risk Reduction & Management
- Gender & Development in Indonesia
- Human Rights Vulnerable Groups in Indonesia
- Introduction to the Indonesian Development Sector & Community Development
- Sustainable Development and Environment
- Urban Development in Indonesia

Acicis may also arrange case study visits to development and community-based organisations so that students can gain first-hand knowledge of the development sector in Yogyakarta. Students must demonstrate adequate preparation for each seminar and case study visit through informed contributions to discussions and activities in order to pass this component. A sample list of seminars and accompanying readings is provided in [Appendix I](#).

3. Research Essay: 2,000 words

Before students depart for their SCS or Development Placement, they are required to complete a 2,000- word research essay on a contemporary theme in Indonesian development. The aim of the essay is to encourage students to think critically about contemporary development issues in Indonesia, drawing from a range of secondary sources (academic journal articles, research papers, books and online articles) prior to participating in development initiatives first-hand through their SCS projects or Development Placements. A fuller description of the research essay is provided in [Appendix II](#).

4. Student Community Service (SCS) or DSIP Development Placement (300-360 hours)

4.1 Student Community Service (SCS) stream

SCS commences in week 8 of the 15-week semester. At orientation, students will be provided with a detailed handbook that outlines the structure of SCS activities and assessment.

Students will be assigned to a number of different projects at their SCS field site. A sample breakdown of projects and the time allocated to them is outlined below:

SCS Program (minimum 360 hours)

- Main Program 70% (252 hours)
- Auxiliary Program 30% (108 hours)

The minimum amount of time for SCS is 360 hours. 70% of the total hours are allocated for the Main Program and 30% for the Auxiliary Program. This time is logged via activity attendance cards submitted to a student's UGM supervisor.

An academic from a relevant UGM faculty is assigned to serve as the supervisor of each SCS unit. This supervisor visits the site on a weekly basis and is responsible for all assessment. Acicis staff also routinely visit SCS students in the field to assess student progress.

SCS Assessment

Students are assessed as follows:

- Project Proposal 10%
- Final Report 10%
- Field Evaluation 10%
- Participation 70%*

* Student participation and performance is assessed on four criteria: discipline, cooperation, comprehension, and implementation. LPPM places the heaviest weighting

(60%) on implementation. LPPM will assess students' problem-solving skills, project success, and skills in evaluating the strengths and weaknesses of the project(s).

4.2 DSIP Development Placement stream

The DSIP Development Placement stream also commences in week 8 of the 15-week semester. Students are required to attend their Development Placement from Monday to Friday from 9am to 5pm (approximately 37.5 hours per week) depending on the Placement Organisation. The Development Placement entails an approximate total time commitment of 300 hours from the student during the last eight weeks of the 15-week semester.

Throughout the eight-week Development Placement, students undertake a supervised placement at a participating Placement Organisation. Required tasks will vary depending on a student's Placement Organisation, but generally may include: report writing, content editing, website editing, translation, data entry, advocacy, monitoring and evaluation, and other tasks as required by individual Placement Organisations.

DSIP Development Placement Assessment

Students are assessed as follows:

- Work plan design 10%
- Reflective journal 20%
- Participation 70%**

** Student participation and performance will be assessed by the student's Placement Organisation mentor and Acicis's Resident Director. On completion of the Development Placement, the Placement Organisation mentor will be asked to comment on criteria related to both generic skills (e.g. interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. This feedback will inform each student's end-of-semester Student Outcome Evaluation (SOE) report prepared by Acicis' Resident Director.

5. Final Presentation

At the end of the program, students will give a brief (20 minute) presentation regarding their SCS or Development Placement experience to their fellow DSIP students and Acicis staff, followed by a brief question and answer session.

Award of Grade for the unit

Both the student and the student's home university will receive a copy of the Acicis Resident Director's Student Outcome Evaluation report as well as an official academic transcript from Gadjah Mada University. These assessment documents will be sent electronically from the Acicis Secretariat in Perth within three months of a student's completion of the program. The home university may choose to award a grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements for the program.

Reading List

Disaster Risk Reduction & Management

Hadi, S. (2019). Learning from the legacy of post-disaster recovery in Indonesia for the acceleration of post-disaster recovery in Lombok. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 3(1), 14-31.

Partelow, S. (2021). Social capital and community disaster resilience: post-earthquake tourism recovery on Gili Trawangan, Indonesia. *Sustainability science*, 16(1), 203-220.

Perwaiz, A., Parviainen, J., Somboon, P., & McDonald, A. (2020). *Disaster Risk Reduction in Indonesia: Status Report 2020*. Asian Disaster Preparedness Center (ADPC) on behalf of the United Nations Office for Disaster Risk Reduction (UNDRR).

Available from: https://www.adpc.net/igo/category/ID1668/doc/2021-fja4Dp-ADPC-Disaster_Risk_Reduction_in_Indonesia_Status_Report_2020.pdf [05 May 2025]

Gender & Development in Indonesia

Jakimow, T. (2018). Beyond 'state ibuisim': Empowerment effects in state-led development in Indonesia. *Development and Change*, 49(5), 1143-1165.

Available from: <https://researchportalplus.anu.edu.au/en/publications/beyond-state-ibuisim-empowerment-effects-in-state-led-development-> [05 May 2025]

Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & development*, 13(1), 13-24.

Mohanty, C. T. (1984). Under Western eyes: Feminist scholarship and colonial discourses. *Boundary 2*, 333-358.

Human Rights Vulnerable Groups in Indonesia

Asplund, K. D. (2009). Resistance to human rights in Indonesia: Asian values and beyond. *Asia-Pac. J. on Hum. Rts. & L.*, 10, 27.

Hadiprayitno, I. I. (2010). Defensive enforcement: Human rights in Indonesia. *Human rights review*, 11, 373-399.

Hirsch, A. L., & Doig, C. (2018). Outsourcing control: The international organization for migration in Indonesia. *The International Journal of Human Rights*, 22(5), 681-708.

Introduction to the Indonesian Development Sector & Community Development

Hadiz, V. (2010). *Localising power in post-authoritarian Indonesia: A Southeast Asia perspective*. Stanford University Press.

Lassa, J., & Li, D. (2015). NGO Networks and the Future of NGO Sustainability in Indonesia. NSSC Publication Research Series, (4).

Von Luebke, C. (2009). The political economy of local governance: findings from an Indonesian field study. *Bulletin of Indonesian Economic Studies*, 45(2), 201-230.

Available from: <https://www.tandfonline.com/doi/abs/10.1080/00074910903040310> [05 May 2025]

Warburton, E. (2018). A new developmentalism in Indonesia?. *Journal of Southeast Asian Economies*, 35(3), 355-368.

Sustainable Development and Environment

Anderson, Z. R., Kusters, K., McCarthy, J., & Obidzinski, K. (2016). Green growth rhetoric versus reality: Insights from Indonesia. *Global Environmental Change*, 38, 30-40.

Forest Governance & Policy. (2024, February). *Indonesia*. Forest Policy Risk Tool.

Available from: <https://forestpolicy.org/risk-tool/country/indonesia> [05 May 2025]

Jong, H. N. (2020). Deregulation in Indonesia: economy first, environment later. Maybe. *Mongabay*.

Available from: <https://news.mongabay.com/2020/02/indonesia-omnibus-law-deregulation-environment-economy/> [05 May 2025]

Prastiyo, S. E., Irham, Hardyastuti, S., & Jamhari, F. (2020). How agriculture, manufacture, and urbanization induced carbon emission? The case of Indonesia. *Environmental Science and Pollution Research*, 27(33), 42092-42103.

Urban Development in Indonesia

Adris, A. M., & Worosuprojo, S. SLUM, SQUATTER, AND QUASI-SQUATTER HOUSING DEPRIVITY IN YOGYAKARTA. *Jurnal Teknosains*, 4(1).

Bunnell, T., Miller, M. A., Phelps, N. A., & Taylor, J. (2013). Urban development in a decentralized Indonesia: Two success stories?. *Pacific Affairs*, 86(4), 857-876.

Raharjo, W. (2010). Neighbourhood association and tenure stabilisation in informal settlements: The case of Lengkong. *RIMA: Review of Indonesian and Malaysian Affairs*, 44(2), 49-67.

Setiawan, B. B. (2002). Integrating environmental goals into urban redevelopment schemes: lessons from the Code River, Yogyakarta, Indonesia. *Water science and technology*, 45(1), 71-76.

Appendix I: Seminar and Case Study Visits (CSV)

Week #	Topic
1	<p>Disaster Risk Reduction & Management</p> <p>Readings</p> <p>Hadi, S. (2019). Learning from the legacy of post-disaster recovery in Indonesia for the acceleration of post-disaster recovery in Lombok. <i>Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning</i>, 3(1), 14-31.</p> <p>Partelow, S. (2021). Social capital and community disaster resilience: post-earthquake tourism recovery on Gili Trawangan, Indonesia. <i>Sustainability science</i>, 16(1), 203-220.</p> <p>Perwaiz, A., Parviainen, J., Somboon, P., & McDonald, A. (2020). Disaster Risk Reduction in Indonesia: Status Report 2020. Asian Disaster Preparedness Center (ADPC) on behalf of the United Nations Office for Disaster Risk Reduction (UNDRR).</p> <p>Available from: https://www.adpc.net/igo/category/ID1668/doc/2021-fja4Dp-ADPC-Disaster Risk Reduction in Indonesia Status Report 2020.pdf [05 May 2025]</p>
2	<p>Gender & Development in Indonesia</p> <p>Readings</p> <p>Jakimow, T. (2018). Beyond 'state ibuism': Empowerment effects in state-led development in Indonesia. <i>Development and Change</i>, 49(5), 1143-1165.</p> <p>Available from: https://researchportalplus.anu.edu.au/en/publications/beyond-state-ibuism-empowerment-effects-in-state-led-development- [05 May 2025]</p> <p>Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. <i>Gender & development</i>, 13(1), 13-24.</p> <p>Mohanty, C. T. (1984). Under Western eyes: Feminist scholarship and colonial discourses. <i>Boundary 2</i>, 333-358.</p>
3	<p>Human Rights Vulnerable Groups in Indonesia</p>

	<p>Readings</p> <p>Asplund, K. D. (2009). Resistance to human rights in Indonesia: Asian values and beyond. <i>Asia-Pac. J. on Hum. Rts. & L.</i>, 10, 27.</p> <p>Hadiprayitno, I. I. (2010). Defensive enforcement: Human rights in Indonesia. <i>Human rights review</i>, 11, 373-399.</p> <p>Hirsch, A. L., & Doig, C. (2018). Outsourcing control: The international organization for migration in Indonesia. <i>The International Journal of Human Rights</i>, 22(5), 681-708.</p>
4	<p>Introduction to the Indonesian Development Sector & Community Development</p> <p>Readings</p> <p>Hadiz, V. (2010). <i>Localising power in post-authoritarian Indonesia: A Southeast Asia perspective</i>. Stanford University Press.</p> <p>Lassa, J., & Li, D. (2015). <i>NGO Networks and the Future of NGO Sustainability in Indonesia</i>. NSSC Publication Research Series, (4).</p> <p>Von Luebke, C. (2009). The political economy of local governance: findings from an Indonesian field study. <i>Bulletin of Indonesian Economic Studies</i>, 45(2), 201-230.</p> <p>Available from: https://www.tandfonline.com/doi/abs/10.1080/00074910903040310 [05 May 2025]</p> <p>Warburton, E. (2018). A new developmentalism in Indonesia?. <i>Journal of Southeast Asian Economies</i>, 35(3), 355-368.</p>
5	<p>Sustainable Development and Environment</p> <p>Readings</p> <p>Anderson, Z. R., Kusters, K., McCarthy, J., & Obidzinski, K. (2016). Green growth rhetoric versus reality: Insights from Indonesia. <i>Global Environmental Change</i>, 38, 30-40.</p> <p>Forest Governance & Policy. (2024, February). Indonesia. Forest Policy Risk Tool.</p> <p>Available from: https://forestpolicy.org/risk-tool/country/indonesia [05 May 2025]</p>

	<p>Jong, H. N. (2020). Deregulation in Indonesia: economy first, environment later. Maybe. Mongabay.</p> <p>Available from: https://news.mongabay.com/2020/02/indonesia-omnibus-law-deregulation-environment-economy/ [05 May 2025]</p> <p>Prastiyo, S. E., Irham, Hardyastuti, S., & Jamhari, F. (2020). How agriculture, manufacture, and urbanization induced carbon emission? The case of Indonesia. Environmental Science and Pollution Research, 27(33), 42092-42103.</p>
6	Urban Development in Indonesia
	<p>Readings</p> <p>Adris, A. M., & Worosuprojo, S. SLUM, SQUATTER, AND QUASI-SQUATTER HOUSING DEPRIVITY IN YOGYAKARTA. Jurnal Teknosains, 4(1).</p> <p>Bunnell, T., Miller, M. A., Phelps, N. A., & Taylor, J. (2013). Urban development in a decentralized Indonesia: Two success stories?. Pacific Affairs, 86(4), 857-876.</p> <p>Raharjo, W. (2010). Neighbourhood association and tenure stabilisation in informal settlements: The case of Lengkong. RIMA: Review of Indonesian and Malaysian Affairs, 44(2), 49-67.</p> <p>Setiawan, B. B. (2002). Integrating environmental goals into urban redevelopment schemes: lessons from the Code River, Yogyakarta, Indonesia. Water science and technology, 45(11), 71-76.</p>

Appendix II: DSIP Research Essay

Assessment

Before students depart for their SCS or Development Placement, they are required to complete a 2,000- word research essay on a contemporary theme in Indonesian development. The aim of the essay is to encourage students to think critically about contemporary development issues in Indonesia, drawing from a range of secondary sources (academic journal articles, research papers, books and online articles) prior to participating in development initiatives first-hand through their SCS or Development Placements.

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

- Environment (e.g. deforestation, oceans and reefs, mining and resource management, waste management, consumption);
- Health & Sanitation (e.g. malnutrition, maternal and infant mortality, water availability and accessibility);
- Infrastructure (e.g. road access, bridges, water systems, schools, hospitals and health clinics);
- Education (e.g. curriculum development, access to free education, number of children in school vs. drop-outs, support for educational services K – PhD);
- Governance and Corruption (e.g. graft and extortion, Indonesia's Corruption Eradication Commission);
- Gender issues (e.g. gender-based violence, homophobia, transphobia, underage marriage, female circumcision);
- Human rights (e.g. refugee and asylum seeker rights, ethnic and religious minority rights, labour rights and freedom of association); or
- Economic justice and access to livelihoods (e.g. micro-finance and community co-ops, participatory banking and loans systems, communal creative projects).

After selecting their main theme, students will design a research question and then critically analyse the issue(s) based on contemporary development literature and a range of secondary sources.

Learning Outcomes

- Following the completion of the research essay, students should be able to:
- Identify a contemporary development issue in Indonesia, and its related sub-issues;

- Analyse the history, context and underlying causes behind the development issue;
- Situate the issue in a local context, and identify the key stakeholders involved; and
- Critically reflect on the relationship between theory and practice by drawing from a range of secondary sources (academic journal articles, research papers, books and online articles).

Weighting & Grading

The research essay is worth 20% of a student's overall assessment for the DSIP. In accordance with Acicis' final mark of 'Satisfactory' or 'Unsatisfactory', the essay will be assessed on an 'Ungraded Pass/Fail' basis with feedback provided by the Acicis Resident Director on a student's topic selection, analysis, case studies and references used.

Students are advised to consult with the Acicis Resident Director by the end of Week 4 of the program regarding topic selection.

Formatting & Referencing

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

Appendix III: Marking Rubrics

Seminars & Case Study Visits

Student Name:		
Date:		
Assessor:		
Final Mark for component:	/50	Represents 10% of total program assessment

1. Attendance: Student consistently attended seminars and case study visits.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Contribution of Ideas: Student demonstrates understanding of relevant topics by contributing to discussions with ideas.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Evidence of Preparation and Critical Thinking: Student demonstrates familiarity with set seminar readings and evidence of critical engagement with texts.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Level of Communication: Student can describe clearly the key elements of the issues being discussed and can communicate these clearly to others within a seminar context.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Integration of Experiences and Learning: Student demonstrates an ability to apply seminar readings to experiences and observations drawn from the program as a whole.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DSIP Research Essay

Student Name:		
Date:		
Assessor:		
Final Mark for component:	/40	Represents 20% of total program assessment

- 1. Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue examined within the Indonesian development context.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2. Research:** Quality academic sources used, supporting evidence to back up claims, correct and consistent referencing of all source materials.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3. Writing:** Well written, clear, concise, with spelling and grammar checked, usage of appropriate headings and structure, and adherence to correct word limit.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4. Presentation of research:** Depth and quality of exploration of development theory and practice. Overall engaging and relevant to the topic selected.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Development Placement

Student Name:		
Date:		
Assessor:		
Final Mark for component:	/50	Represents 30% of total program assessment

- 1. Professional Placement Organisation's expectations met:** Overall satisfaction with student's performance.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2. Work initiative:** Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Professional Placement Organisation.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3. Social and intercultural skills:** Student demonstrated sound cross-cultural communication skills and cross-cultural teamwork behaviours in the workplace.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4. Application of discipline-specific knowledge:** Student showed ability to draw on previous experiences, skills, and academic studies and apply these to their Professional Placement Organisation's workplace setting.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5. Critical reflection on workplace performance and practice:** Student demonstrated ability to identify and evaluate issues and problems encountered within their placement Professional Placement Organisation; and to reflect and analyse their own experience in the workplace and its relationship to development theory.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final Presentation

Student Name:		
Date:		
Assessor:		
Final Mark for component:	/40	Represents 10% of total program assessment

- 1. Reflexive Practice:** Student demonstrated ability to critically analyse and describe their SCS or Development Placement experience and its impact on their own learning and development.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2. Integration of experiences and learning:** Student demonstrated familiarity with set course readings, evidence of critical engagement with texts and ability to apply these readings to their own experiences during the program.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3. Organisation of presentation:** Student demonstrated appropriate use of media, smooth transitions, and a logical flow within their presentation.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4. Presentation delivery:** Student demonstrated confident and clear presentation delivery, appropriate pacing, engagement with the audience, and an ability to respond appropriately to audience questions.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Acicis Development Study Immersion Program Indonesian Partner University



Universitas Gadjah Mada (UGM)

Founded in 1949, Universitas Gadjah Mada (UGM) is a comprehensive research university and is one of the top four universities in Indonesia. UGM has 18 faculties, a graduate school and 28 research centres. UGM has around 54,000 students, including over 13,000 postgraduate students and over 700 international students. UGM is located in Yogyakarta in central Java, 443km east of Jakarta. Yogyakarta, with a population of a little over 500,000, is regarded as a centre of Javanese culture as well as a centre of learning.

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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 professional experiences in the region. For more information on the New Colombo Plan, please visit: www.dfat.gov.au/new-colombo-plan

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