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Annual Report 2025



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Annual Report 2025.

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Liam Prince offers insight into the success of sending Acicis' largest cohort of students in Acicis' history in 2025. pp. 4-9



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04 Acicis Student Numbers 2005-2025

In 2025, 817 students undertook a learning abroad experience in Indonesia with Acicis, a 22% increase on 2024 (667 students). The three largest programs by student volume were the consortium's Public Health Study Tour, Indonesian Language Short Course and Law Professional Practicum. pp. 30-52



05 Alumni Outcomes & Achievements

A summary of the outcomes of the 1995-2005 Acicis Alumni Tracer Study shows long-term impacts on professional development, career pathways & bilateral relations. 152 publications related to Indonesia and Southeast Asia were authored by Acicis alumni in 2025. pp. 53-71





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7 partner universities & over 200 professional placement organisations across Indonesia. pp. 100-103



01 Message from the Consortium Director





A Message from the Consortium Director

With an air of uncertainty and trepidation prevailing—in Indonesia, in Australia, and globally—it gives me some measure of hope for the future to be putting out Acicis' Annual Report for 2025.

Last year the consortium continued to solidify its post-pandemic recovery. Acicis' overall student volume grew by 22% in 2025, with the consortium assisting a record 817 Australian and international students to study in Indonesia for durations ranging from two-weeks to a full academic year. This result—achieved with the help of continued funding support from the Australian Government's New Colombo Plan—saw Acicis surpassing the consortium's previous record of 667 students in-country in 2024.

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.

Beyond the recovery in Australian university students choosing to study in Indonesia, 2025 provided other signs and signals of optimism for Australia's engagement with its regional neighbourhood. In late 2025, Acicis was delighted to make a written submission to, and appear before, the current Australian Parliamentary Inquiry into *Building Asia Capability in Australia through the education system and beyond*. With the Inquiry's report now out we look forward to playing our part to realise the ambition of the Inquiry's recommendations.

Now in our 31st year of operations, Acicis remains one of the key achievements of Indonesian studies in Australia. Since the consortium's establishment in 1994, more than 5,000 Australian university students have undertaken study in Indonesia through Acicis. Later this year, the consortium will mark this milestone with the publication of the edited volume *Experiencing Indonesia: 30 Years of ACICIS* via ANU Press.

With the continued support of the consortium's member and partner universities, and of the Australian 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 2026, Perth, Western Australia

Acicis milestones: 1994-2025

1994

Acicis founded with $100,000 seed funding from the Australian Government's Department of Employment, Education and Training (DEET)

1995

First cohort of Acicis students in Indonesia on **the Flexible Language Immersion Program (FLIP)** & **East Java Field Study (EJFS)**

2002

Pilot of the **Journalism Professional Practicum (JPP)**

500th Acicis student in Indonesia

2006

Establishment of the **Indonesian Business, Law & Society Program (IBLS)**

2008

Reinstatement of the **Journalism Professional Practicum (JPP)**

2010

1,000th Acicis student in Indonesia

Establishment of the **Development Studies Professional Practicum (DSPP), Development Studies Immersion Program (DSIP), and International Relations Program (IRP)**

Establishment of the Indonesian **Language Teacher Immersion (ILTI) Short Course & Indonesian Language Teacher Immersion (ILTI) Semester Program**

2012

Launch of the **Indonesia From The Ground Up Tour**

Pilot of **Acicis School Tours Program**

2013

West Java Field Study (WJFS) option launched

2015

Celebration of **Acicis 20th Anniversary**

Establishment of the **Business Professional Practicum (BPP)**

2016

2,000th Acicis student in Indonesia

Acicis moves to UWA

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

2017

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

2018

Establishment of the **Law Professional Practicum (LPP)**

2019

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

3,000th Acicis student in Indonesia

2020

3,500th Acicis student in Indonesia

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

2021

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

2022

Resumption of Acicis in-country programs in August 2022 for the first time since the beginning of the global COVID-19 pandemic

2023

First insights from the **Acicis Alumni Tracer Study** reported

4,000th Acicis student in Indonesia

2024

Launch of the new **Acicis logo and website.**

2025

Celebration of **Acicis 30th Anniversary**

Our purpose.

Our purpose is to provide immersive and fully-supported experiences in Indonesia so that people can discover new ways to connect with themselves, the world, and those around them. We do so by providing a wide range of incredible study abroad opportunities with a variety of programs across multiple fields of study!

We hope that our study abroad experiences will leave participants with a newfound and lifelong connection to themselves and their surroundings.

Our vision.

At Acicis, our vision is clear: to create a world where studying abroad in Indonesia is a seamless process, and considered a rite of passage for all walks of life. We play our part in this vision by striving to be the most accessible study abroad program in Indonesia.

We recognise the value and importance of studying in beautiful countries like Indonesia, and we want to share this beauty with students and knowledge seekers alike.

Our values.



Curiosity

We approach everything with curiosity—a yearning to learn more, experience more, and discover new ways of doing things. We also encourage this curiosity in our participants.



Connection

We're committed to building genuine and strong connections with the world, our participants, our members, and our team.Support



Growth

We believe in seeking constant growth—both personal and professional—and facilitate this through everything we do and every experience we create



Support

You're never alone. We genuinely care about your experiences, and are always there to make sure you feel confident, connected, and safe.

Australian Government

NEW COLOMBO PLAN

Connect to Australia's future - study in the region

The New Colombo Plan (NCP) is an Australian Government initiative that provides opportunities for Australian undergraduate university students to develop their Indo-Pacific capability and Asia literacy through immersive, structured learning and internships in the Indo-Pacific region.

The NCP program provides funding to Australian universities to support Australian undergraduate students' participation in study, internships, mentorships, practicums and research in 37 host locations across the Indo-Pacific region.

Acicis has been successful in securing NCP funding for students on behalf of Acicis member universities in every NCP funding round to date (2014-2026).

In total, the consortium has received more than $23 million dollars in NCP funding to support over 4,500 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	2024	2025	2026	TOTAL (2014-2026)
Total New Colombo Plan 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	26,753,700	25,644,880	31,924,784	**$ 297,893,207**
Acicis New Colombo Plan 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	676,500	1,595,000	1,853,200	**$ 21,217,850**
Acicis Subsequent Term NCP Multi-Year Funding Received	-	-	-	272,800	727,100	627,000	214,500	-	-	-	-	-	-	**$ 1,841,400**
Total Acicis New Colombo Plan 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**	**676,500**	**1,595,000**	**1,853,200**	**$ 23,059,250**
Acicis Funding as % of Total NCP Funding Available	**7.10%**	**7.61%**	**7.66%**	**9.75%**	**10.98%**	**9.14%**	**4.78%**	**1.78%**	**8.90%**	**25.94%**	**2.53%**	**6.22%**	**5.80%**	**7.74%**
Students Funded: First Funding Term	**69**	**111**	**303**	**371**	**609**	**389**	**351**	**155**	**460**	**787**	**86**	**228**	**175**	**4,094**
Students Funded: Subsequent Terms of Multi-Year Funding Received	**-**	**-**	**-**	**65**	**197**	**190**	**65**	-	-	-	-	-	-	**517**
Total Students Funded 2014-2026	**69**	**111**	**303**	**436**	**806**	**579**	**416**	**155**	**460**	**787**	**86**	**228**	**175**	**4,661**


PROFESSIONAL PRACTICUM PROGRAMS 2025
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03 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



Tracey Lim
Consortium Operations Manager



Meg McPherson
Marketing and Engagement Manager



Matthew Satchwell
Programs and Projects Manager



Aster Haile
Alumni Engagement Coordinator



Tyler Wilson
Secretariat Officer



Jason Parish
(1969-2026)†
Accountant



In Memoriam
Jason Parish (1969-2026)

Acicis is deeply saddened by the passing of Jason Parish in April 2026 — a valued member of our team.

Jason joined Acicis in 2017 as an accountant in the Perth office. His contributions to our organisation's financial reporting and auditing obligations were meticulous and dependable — the kind of steady, essential work that an organisation like ours relies upon, and that Jason carried out with both skill and good grace.

Jason was a Fellow of the Institute of Public Accountants and the Institute of Financial Accountants, a Professional Member of ARITA, and an Associate of both the Certified Fraud Examiners Association and CPA Australia. He'd been sharpening that expertise since graduating from Edith Cowan University back in 1996, and it showed.

But ask anyone who worked with him and they'll tell you just as quickly about the other Jason — the one who spent time in Indonesia as a young boy, who appreciated a good batik shirt, who followed the cricket with genuine devotion, and who loved music. He gave a lot of himself outside of work too, volunteering with many different organisations, most notably with the UWA Rugby Club, Mosman Park Arts, and the Bicton-Fremantle RSL. That generosity of spirit was just part of who he was.

Jason will be greatly missed by everyone at Acicis. We send our heartfelt condolences to his family, his friends, and all who knew him.

Rest in peace, Jason.



Indonesia-based personnel:



Dr Adrian Budiman
Resident Director



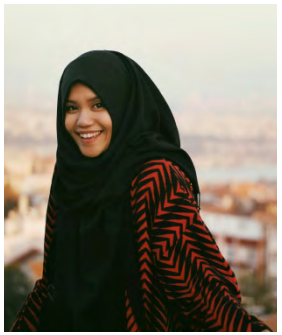
Dani Prakasa Karuniawan
Program Manager



Bernadetta Handayani
Program Manager



Kurniastuti Lestari
Student Recruitment Manager



Syarifah Armilia
Marketing Manager



Ida Kusuma
Finance and Administration Manager



Helmi Wattimury
Program Coordinator



Adila Salma Khansa
Program Coordinator



Arifiana Wardhani
Program Coordinator



Gisella Yurisda Rarassari
Finance and Administration Coordinator



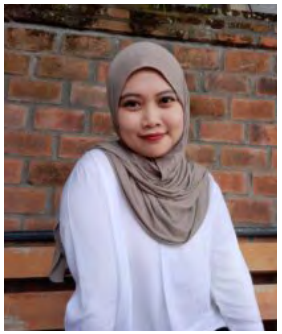
Rentika Sinaga
Human Resource Coordinator



Nayo Salam
Marketing & Student Recruitment Officer



Berlin Pranedia
Marketing & Student Recruitment Officer



Rizky Amalia
Marketing & Student Recruitment Officer



Dhira Rozaandiar
Student Administration Officer



Yensan Theresa
Graphic Design & Digital Media Officer



Alisya Arikha Alfaini
Program Assistant



Sella Wardhani
Program Assistant



Lintang Permata
Program Assistant



Ario Bimo
Program Assistant



Anisya Kusmardianto
Program Assistant



Salsabila
Program Assistant



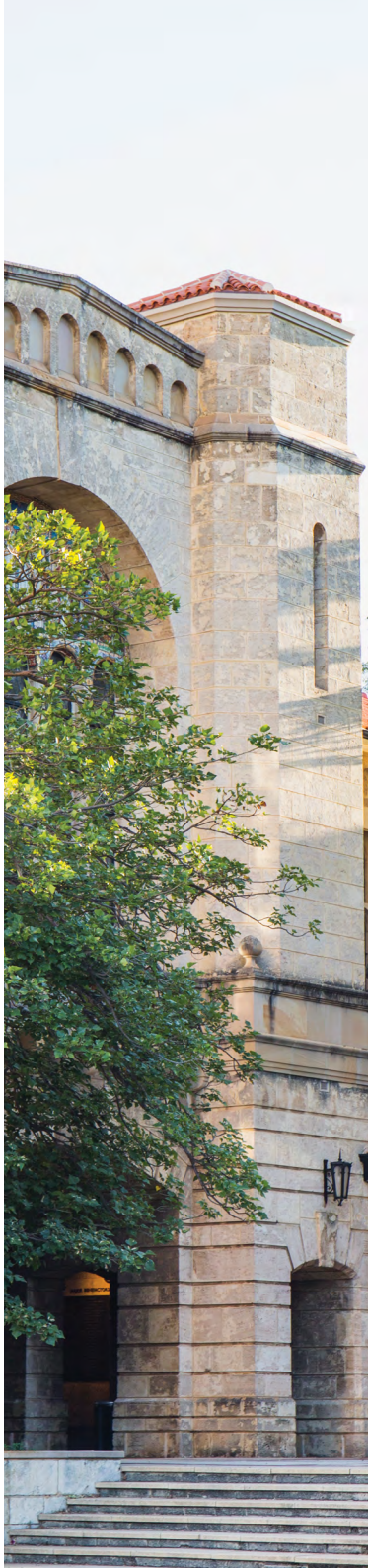
Tristan Noa Araisya
Program Assistant



Lim Angelica Mikhaela Gwen
Program Assistant



Nabila Zulfa Maghfira
Student Administration Assistant



The Acicis National Reference Group



Liam Prince
Consortium Director



David Norman
Host (UWA) Representative
Senior Policy Advisor to the Officer of DVC Research



Dr Elly Kent
ACT & TAS Representative
Lecturer, Indonesian Studies Program



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



Sarah Argles
VIC Representative
Associate Director Travel Risk and Safety at Monash University



Tom Power
SA & NT Representative
Lecturer in Indonesian



Jeanette Geesmann
Deputy Host (UWA) Representative
UWA Global Learning and Sponsored Students Manager



Dr Taufiq Tanasaldy
ACT & TAS Deputy Representative
Senior Lecturer in Indonesian and Asian Studies



Professor Caroline Chan
NSW Deputy Representative
Strategic Leader, Global Future Initiatives



Philippa Scott
VIC Deputy Representative
Coordinator, Global Experiences at RMIT University



Griffith University

Marnie Watson
QLD Representative
Vice President (Global)



Curtin University

Dr Thor Kerr
WA Representative
Dean ASEAN at Curtin University



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



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



The University Of Queensland
AUSTRALIA

Claire Green
QLD Deputy Representative
Associate Director Global Strategy & Partnerships



Murdoch University

David Scholefield
WA Deputy Representative
Engagement Partner for the College of Law, Arts and Social Sciences



Lydia Santoso
Member by invitation
Lawyer at Nicholas George Lawyers



Louise McGrath
Member by invitation
Head of Industry Development & Policy at the Ai Group



Dr Elena Williams
Member by invitation
Public Diplomacy & Partnerships Advisor (Australia Awards Indonesia), and former Acicis Resident Director (2013-2017)



03 Trends in Outbound Australian Student Mobility to Indonesia



2024 Summary

Total Student Numbers

Indonesia was the 6th most popular destination for Australian university students undertaking learning abroad in 2024. Indonesia accounted for 1,829 (or 4.3%) of a total 43,033 learning abroad experiences recorded.

Indonesia was the 2nd most popular Indo-Pacific destination for domestic Australian undergraduate students in 2024, accounting for 1,269 (or 12.7%) of the 9,995 Indo-Pacific experiences recorded.

Out of 1,269 Australian domestic undergraduate students studying in Indonesia:

- **58 students** undertook a semester or year-long program.
- **1,080 students** undertook a short duration program of between 2 and 11 weeks.
- **128 students** undertook a short duration program of less than two weeks.



Participation by Students from Australian Universities

in Learning Abroad Programs: 1998–2024

Learning abroad continues to recover.

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.

More than two years on from the resumption of international travel in mid-2022, the number of Australian university students studying abroad is still yet to recover to its pre-pandemic level. After a 51% year-over-year recovery in student numbers between 2022 and 2023, the 2024 data shows a further 25% increase in the size of the national outbound student cohort. In total, 43,033 Australian university students were reported to have undertaken a learning abroad experience in 2024—up from 34,309 reported experiences in 2023.

The growth observed between 2023 and 2024 sees the national outbound student cohort returning to roughly the level prevailing in 2016--but still only three quarters of the level prevailing in 2019, immediately prior to the pandemic.

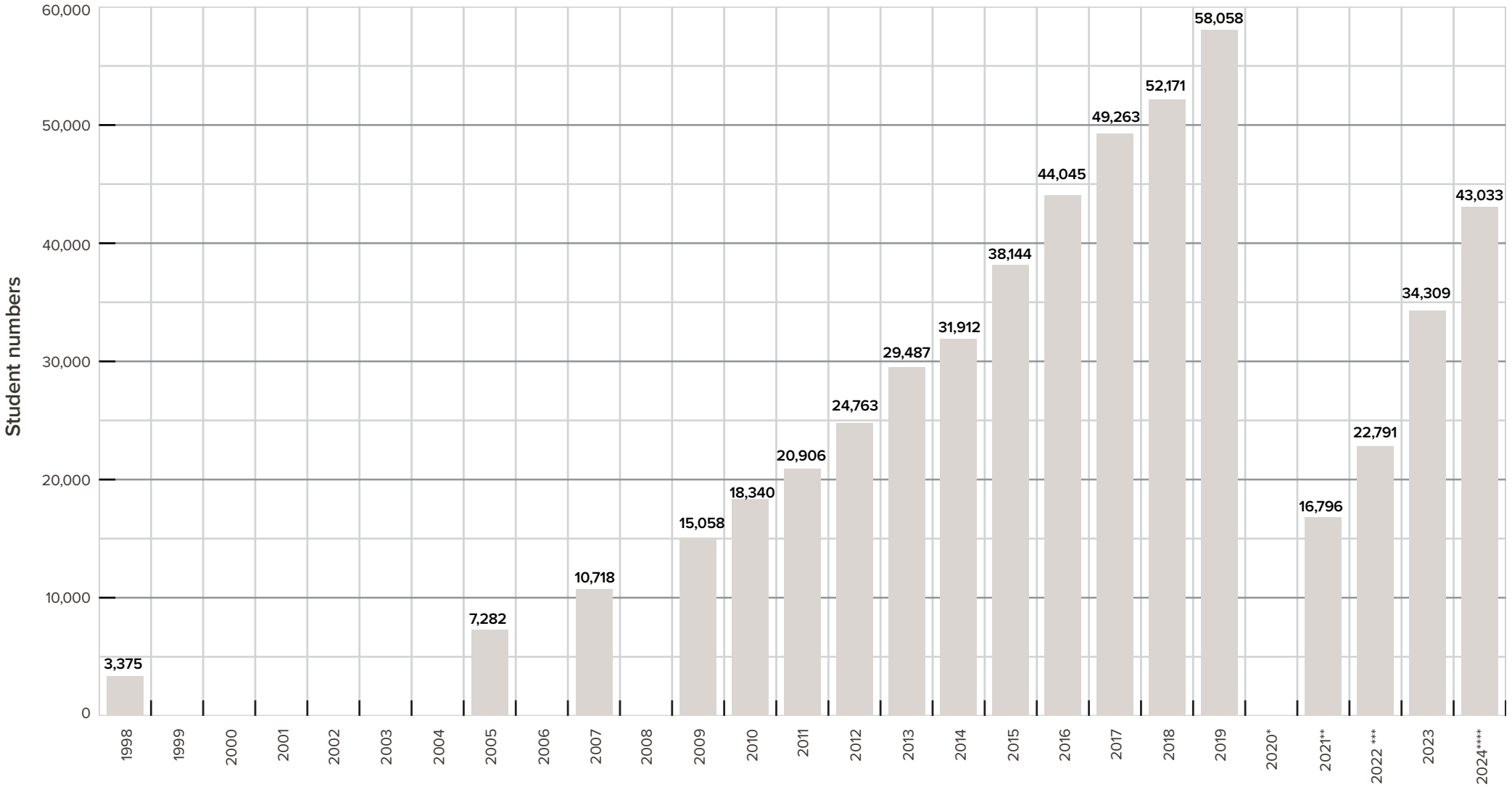
In 2024, 32 Australian universities reported their learning abroad data to the AUIDF, down from 34 universities in 2023.



Sources:
AUIDF, *Benchmarking Learning Abroad (BLA)*, 2024, (AUIDF, September 2025), 11

Participation by Students from Australian Universities

in Learning Abroad Programs: 1998–2024



*No data collected for 2020
**Only 23 universities reported their data for 2021 cf. 34 universities for 2019
***33 universities reported their data for 2022 cf. 34 universities for 2019
****32 universities reported their data in 2024

Learning Abroad Trends 2022-2024

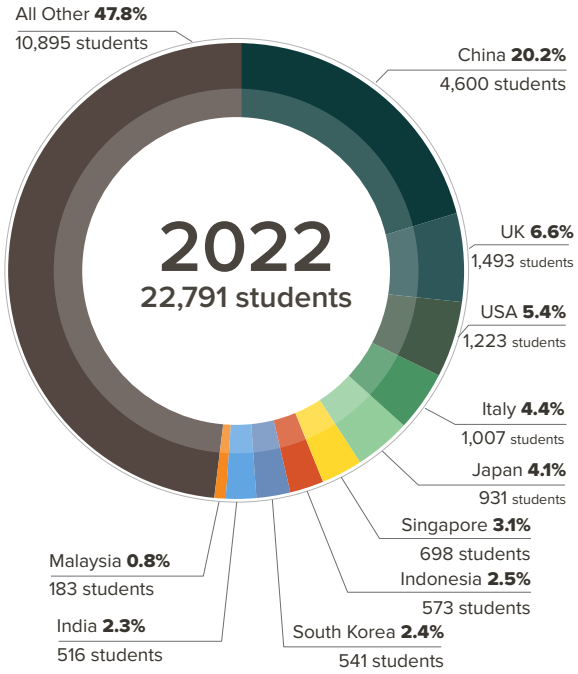
Top 10 destination countries for Australian university students

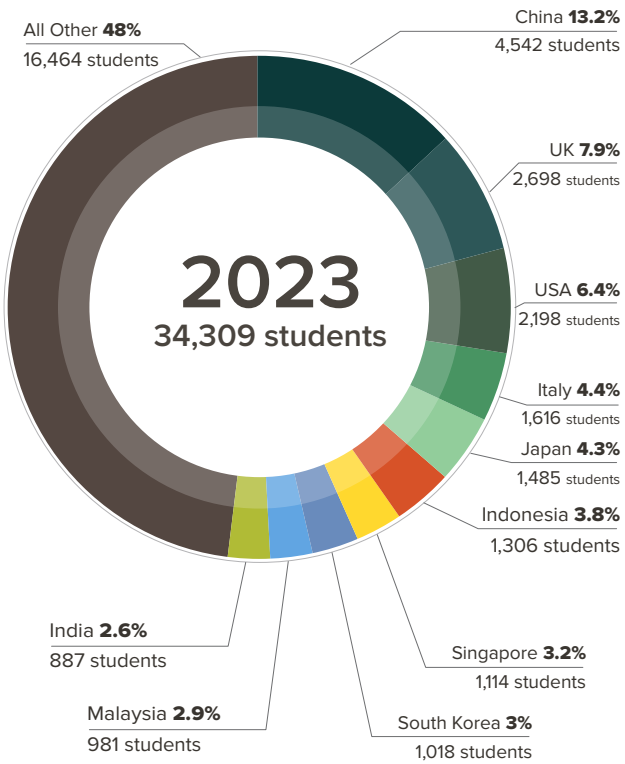
The extraordinary circumstances of the pandemic significantly altered long established patterns of learning abroad by Australian university students. These patterns may continue to change as learning abroad recovers.

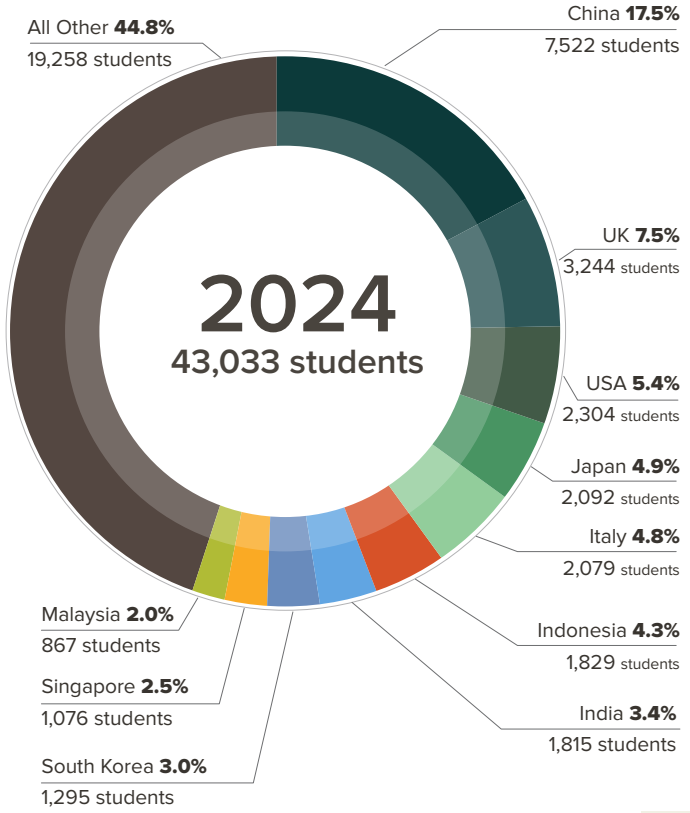
The most recent AUIDF data shows that China remained the top study abroad destination for Australian university students in 2024 , with the UK and US the second- and third-most popular destinations respectively. 2024 also saw India (7th) once again among the top ten study abroad destinations for Australian university students for the first time since the pandemic.

In 2024, Indonesia was the 6th most popular study abroad destination for Australian university students. The 1,829 students who undertook a learning abroad experience in Indonesia in 2024 constituted 4.3% of all recorded learning abroad experiences undertaken by Australian university students. This a year-over-year increase of 40%—up from 1,306 students and 3.8% of the total student cohort in 2023.

In 2024, this placed Indonesia behind China (7,522 students), the UK (3,244), the USA (2,304 students), Japan (2,092 students) and Italy (2,079 students), and ahead of India (1,467 students), South Korea (1,295 students) and Malaysia (867 students).







Learning Abroad Trends 2022-2024

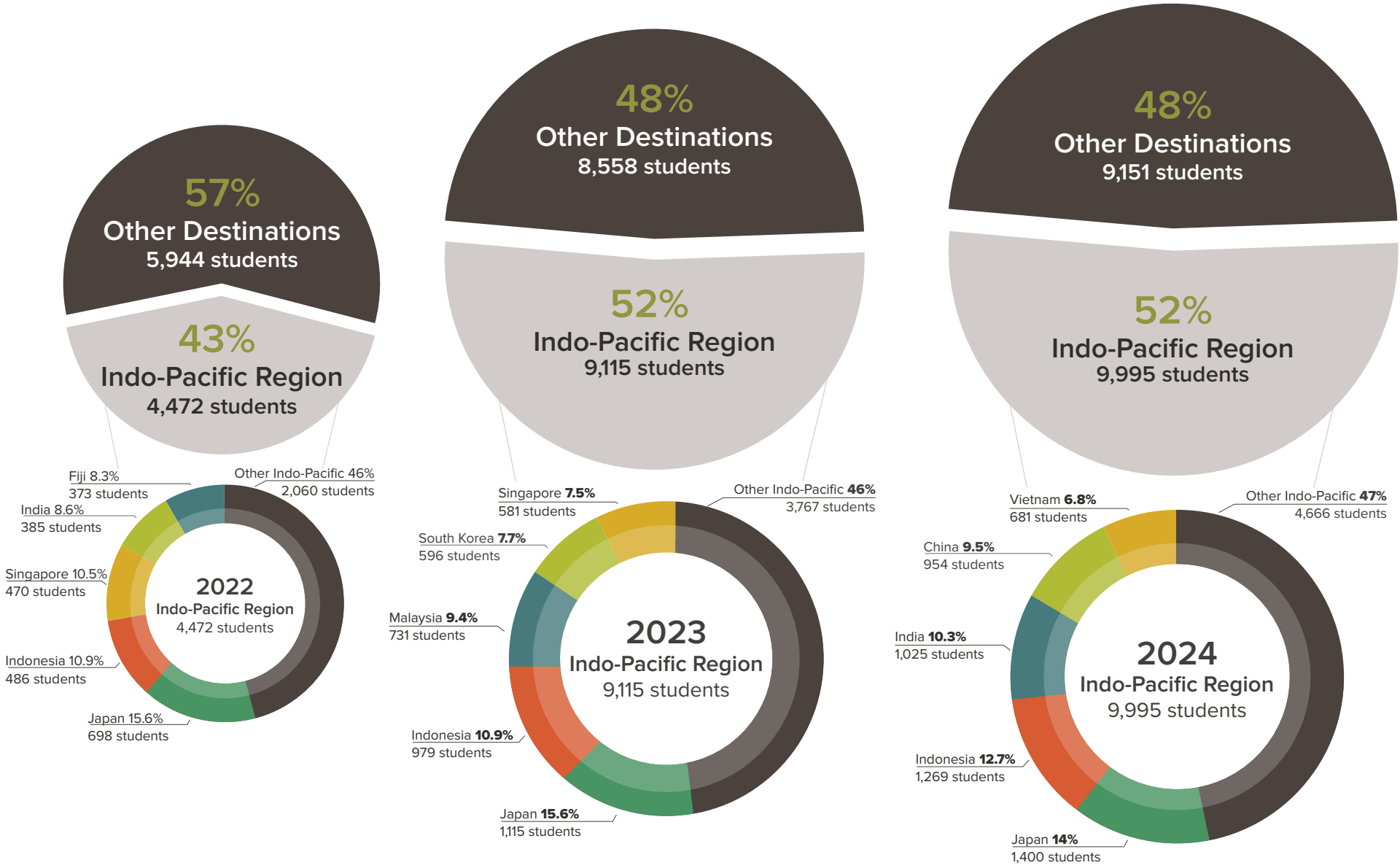
Top 10 destination countries for Australian university students

	2024 (43,033 students)			2023 (34,309 students)			2022 (22,791 students)		
Top Destinations	**Rank 2024**	**Student numbers**	**% of Student Cohort**	**Rank 2023**	**Student numbers**	**% of Student Cohort**	**Rank 2022**	**Student numbers**	**% of Student Cohort**
China	1	7,522	17.5%	1	4,542	13.2%	1	4,600	20.2%
		Growth yoy	*65.6%*		*Growth yoy*	*-1.3%*		*Growth yoy*	*-2.2%*
UK	2	3,244	7.5%	2	2,698	7.9%	2	1,493	6.6%
		Growth yoy	*20.2%*		*Growth yoy*	*80.7%*		*Growth yoy*	*242.4%*
USA	3	2,304	5.4%	3	2,198	6.4%	3	1,223	5.4%
		Growth yoy	*4.8%*		*Growth yoy*	*79.7%*		*Growth yoy*	*361.5%*
Japan	4	2,092	4.9%	5	1,485	4.3%	5	931	4.1%
		Growth yoy	*40.9%*		*Growth yoy*	*59.5%*		*Growth yoy*	*337.1%*
Italy	5	2,079	4.8%	4	1,616	4.7%	4	1,007	4.4%
		Growth yoy	*28.7%*		*Growth yoy*	*60.5%*		*Growth yoy*	*1,380.9%*
Indonesia	**6**	**1,829**	**4.3%**	**7**	**1,306**	**3.8%**	**7**	**573**	**2.5%**
		Growth yoy	*40.0%*		*Growth yoy*	*127.9%*		*Growth yoy*	*73.6%*
India	7	1,467	3.4%	-	887	2.6%	9	516	2.3%
		Growth yoy	*65.4%*		*Growth yoy*	*71.9%*			
South Korea	8	1,295	3.0%	9	1,018	3.0%	8	541	2.4%
		Growth yoy	*27.2%*		*Growth yoy*	*88.2%*		*Growth yoy*	*131.2%*
Singapore	9	1,076	2.5%	8	1,114	3.2%	6	698	3.1%
		Growth yoy	*-3.4%*		*Growth yoy*	*59.6%*		*Growth yoy*	*164.4%*
Malaysia	10	867	2.0%	10	981	2.9%	-	183	0.8%
		Growth yoy	*-11.6%*		*Growth yoy*	*212.4%*		*Growth yoy*	*8.3%*
All other	-	19,258	44.8%	-	16,464	48%	-	10,895	47.8%
		Growth yoy	*11%*		*Growth yoy*	*51.1%*		*Growth yoy*	*7.2%*
Total		**43,033**	**100%**		**34,309**	**100%**		**22,791**	**100%**
		Growth yoy	*25.4%*		*Growth yoy*	*50.5%*		*Growth yoy*	*35.7%*

Sources:
AUIDF, *Benchmarking Learning Abroad (BLA)*, 2022, (AUIDF, November 2023), 16
AUIDF, *Benchmarking Learning Abroad (BLA)*, 2023, (AUIDF, September 2024), 19
AUIDF, *Benchmarking Learning Abroad (BLA)*, 2024, AUIDF, September 2025, 15

Outbound Mobility to the Indo-Pacific: 2022-2024

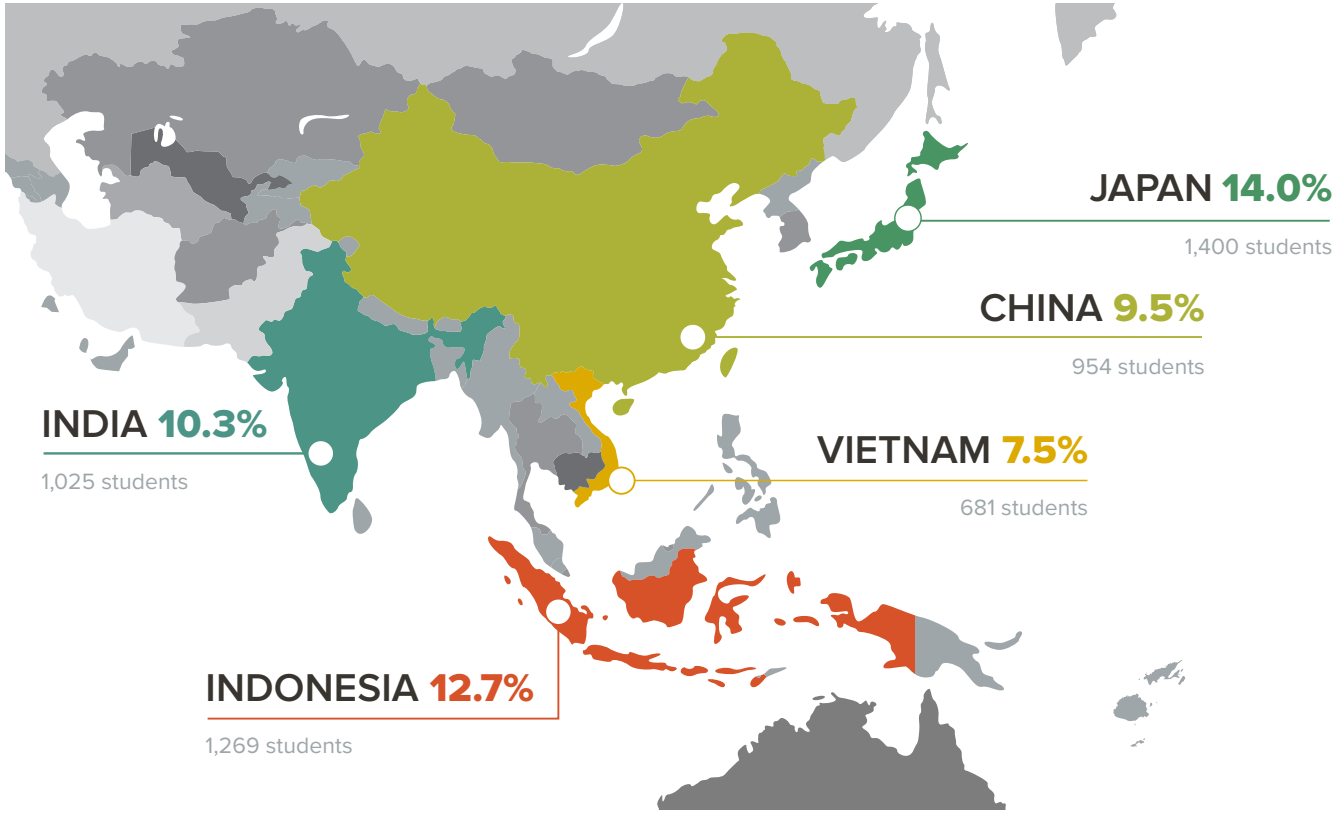
as a proportion of total Australian domestic undergraduate students studying abroad



Note:
Figures for 2022 includes both face-to-face and virtual learning abroad experiences. Figures for 2023 & 2024 include face-to-face experiences only.

Top 5 Indo-Pacific Destinations: 2024

for Australian domestic undergraduate students studying abroad



Indonesia remains in second place

Of the 9,995 Australian domestic undergraduate students who undertook study abroad in the Indo-Pacific - the region of focus for the Australian Government's New Colombo Plan - in 2024, 12.7% (or 1,269 students) did so face-to-face in Indonesia. **Indonesia was the second most popular Indo-Pacific destination for Australian domestic undergraduate students in 2024**, behind Japan (1,400 students) and ahead of India (1,025 students), China (954 students) and Vietnam (681 students).

Between 2022 and 2023, the report shows a large jump in the number of Australian domestic undergraduate students traveling to the Indo-Pacific region on learning abroad experiences post COVID-19. In 2022, 43% (or 4,472) of students studied in the Indo-Pacific, increasing to 52% (or 9,115 students) in 2023. Further to this, in 2024, 52% (or 9,995 students) of all Australian domestic undergraduate students who chose to study abroad did so in Indo-Pacific destinations. This significant growth can be attributed to the Australian Government's continued investment in the New Colombo Plan to incentivise study in the Indo-Pacific by the Australian domestic undergraduate cohort.

Sources:
Australian Universities Directors' Forum (AUIDF), Benchmarking Learning Abroad (BLA), 2024, AUIDF, September 2025

Duration of study in Indonesia: 2022-2024

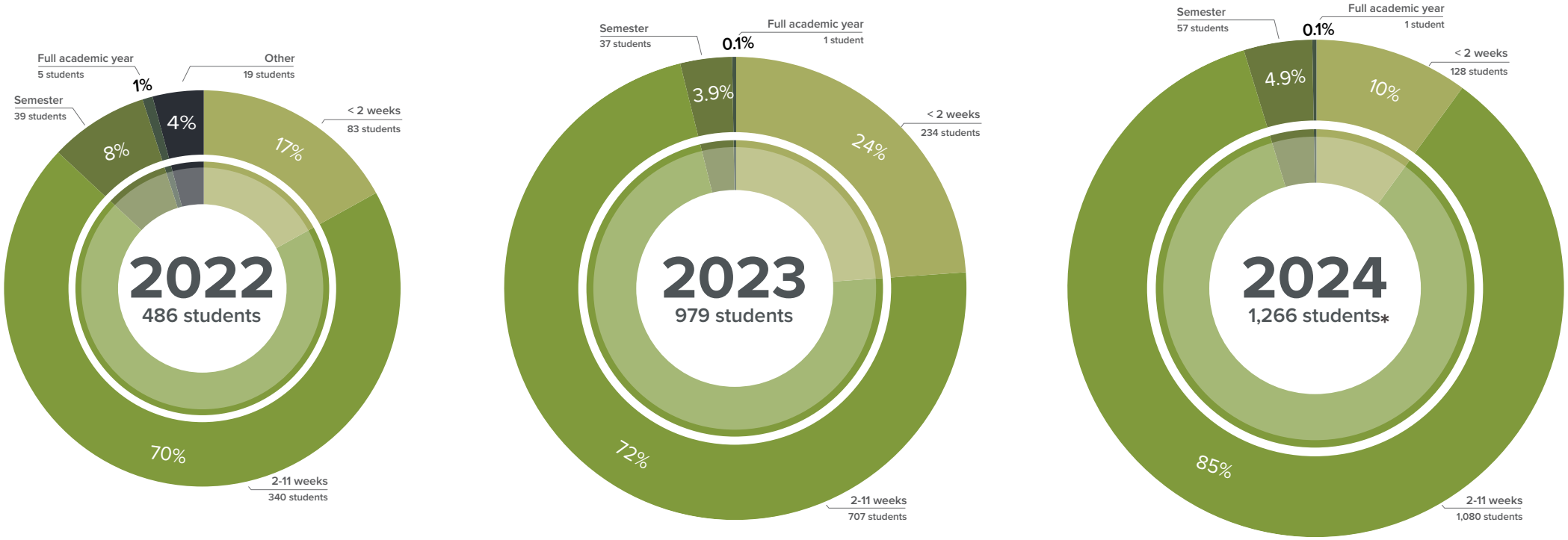
by Australian domestic undergraduate students

The number of Australian domestic undergraduate students reported as undertaking learning abroad experiences in Indonesia grew by approximately 30% between 2023 and 2024–from 979 students in 2023 to 1,269 students in 2024.

The data shows that the most popular duration of study in Indonesia in 2024 was between 2-11 weeks with 85% of the cohort (or 1,080 students) undertaking these study abroad experiences. Following this, the second most popular duration were experiences of less than two weeks with 10% of the cohort (or 128 students) undertaking what are likely study tours in Indonesia.

It is encouraging to see a 54% increase in the number of Australian undergraduate students undertaking a semester or longer learning abroad experience in Indonesia in 2024 compared to 2023. In 2024 a total of 58 Australian domestic undergraduate students undertook a semester abroad or full-year of study in Indonesia compared to 38 students in 2023. Semester and full-year learning abroad in Indonesia by Australian students has not yet returned to the level that prevailed prior to the pandemic. In 2019 a total of 123 students undertook a semester or full-year abroad in Indonesia. There is still a way to go in restoring semester student numbers to this level.

While the number of Indonesia-based learning abroad experiences by Australian students continued to recover in 2024, it was, once again, the rebound in short duration programs of less than a semester that largely drove this growth.



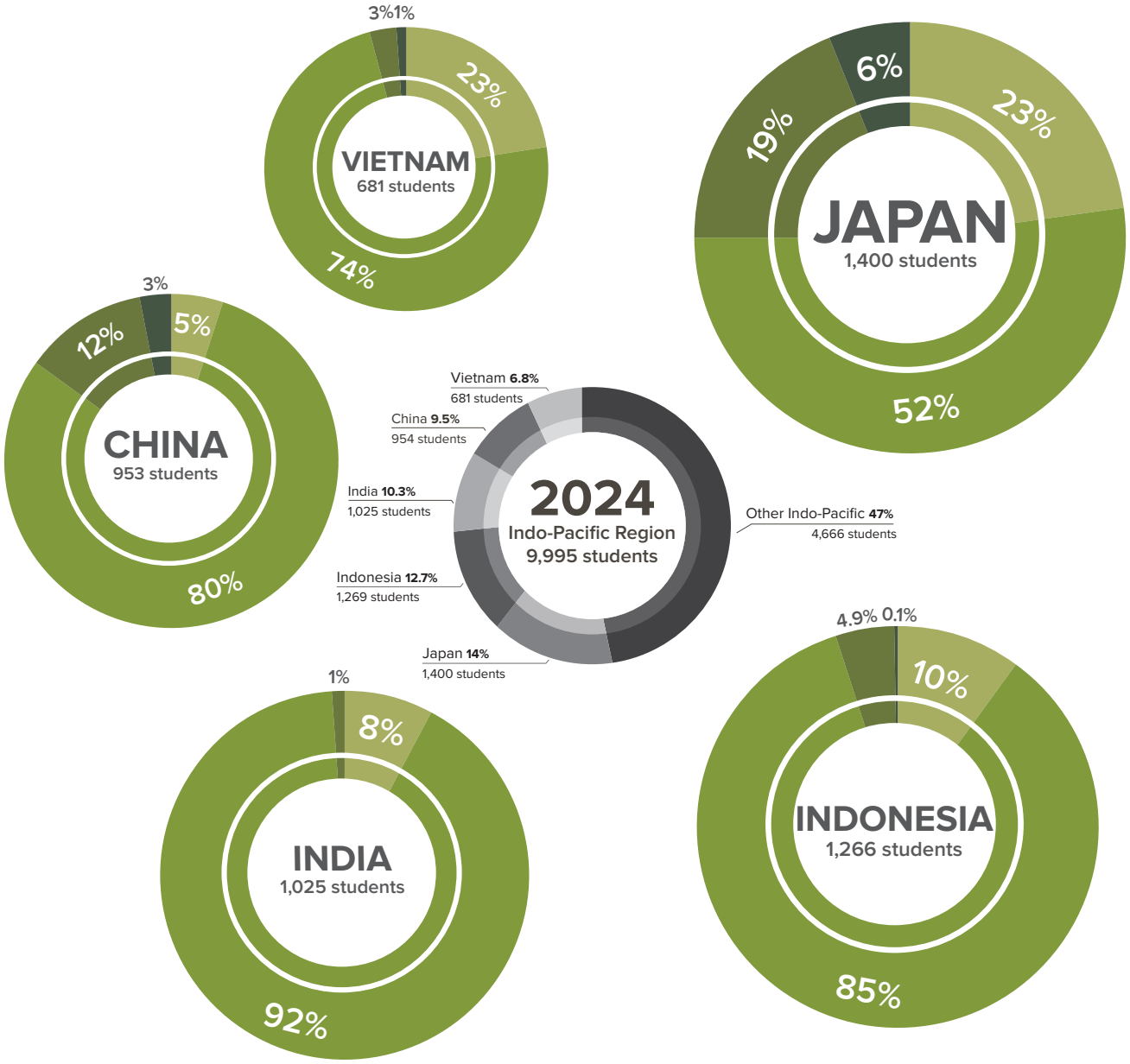
Note:
*Please note that a discrepancy was found in the additional data provided to Acicis by AUIDF

Duration of study in Indonesia: 2022-2024

by Australian domestic undergraduate students

	2024 (1,266 students)		2023 (979 students)		2022 (486 students)	
Study length	**Student numbers**	**% of Student Cohort**	**Student numbers**	**% of Student Cohort**	**Student numbers**	**% of Student Cohort**
< 2 weeks	128 students	10%	234 students	24%	83 students	17%
Growth yoy	*-45%*	-	*183%*	-	*583%*	-
2-11 weeks	1,080 students	85%	707 students	72%	340 students	70%
Growth yoy	*53%*	-	*108%*	-	*81%*	-
Semester	57 students	4.9%	37 students	3.9%	39 students	8%
Growth yoy	*54%*	-	*-5%*	-	*678%*	-
Full academic year	1 student	0.1%	1 student	0.1%	5 students	1%
Growth yoy	-	-	-	-	-	-
Other	-	-	-	-	19 students	4%
Growth yoy	-	-	-	-	-	-
Total	**1,266 students**	**100%**	**979 students**	**100%**	**486 students**	**100%**
Growth yoy	*29%*		*101%*		*16%*	

Sources:
Australian Universities Directors' Forum (AUIDF), Benchmarking Learning Abroad (BLA), 2024, AUIDF, September 2025



Duration of study in Indo-Pacific in 2024

By Australian domestic undergraduate students

If we compare the duration of learning abroad experiences undertaken in Indonesia by Australian domestic undergraduate students in 2024 to those in the other top-five Indo-Pacific destinations–Japan, India, China and Vietnam– we observe the following. Japan was the leading Indo-Pacific destination for Australian domestic undergraduate students pursuing learning abroad experiences of a semester or longer in duration, followed by China.

In 2024, of the 1,400 Australian domestic undergraduate students who studied abroad in Japan, 25% did so for a semester or longer. By comparison, 14% of 953 students who studied abroad in China, 5% of 1,266 students who studied abroad in Indonesia, 4% of the 681 students who studied abroad in Vietnam, and 1% of the 1,025 students who studied abroad in India, did so for a semester or longer.

Short duration experiences of less than a semester accounted for 95% of total experiences undertaken by Australian domestic students in Indonesia in 2024, 99% of those undertaken in India, 97% of those undertaken in Vietnam, 86% of those undertaken in China, and 75% of those undertaken in Japan.

● < 2 weeks ● 2-11 weeks ● Semester
● Full academic year ● Other

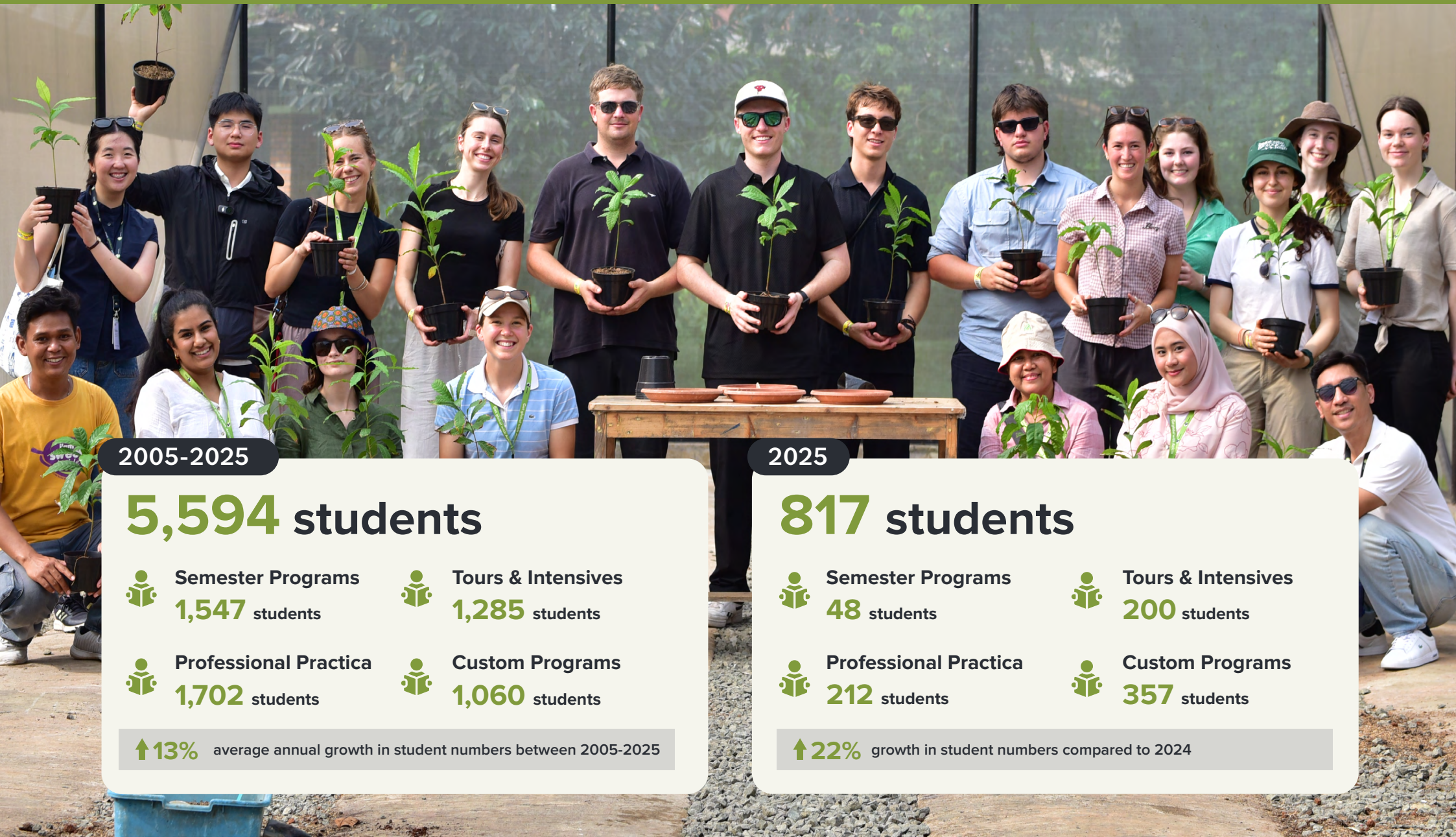
Duration of study in the Indo-Pacific region in 2024

by Australian domestic undergraduate students

	Japan (1,400 students)		Indonesia (1,266 students)		India (1,026 students)		China (953 students)		Vietnam (681 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	320 students	23%	128 students	10%	77 students	8%	52 students	13%	157 students	23%
2 - 11 weeks	725 students	52%	1,080 students	85%	941 students	92%	766 students	63%	502 students	74%
Semester	265 students	19%	57 students	4.9%	8 students	1%	110 students	3%	18 students	3%
Full academic year	90 students	6%	1 student	0.1%	-	0%	25 students	3%	4 students	1%
Other	-	0%	-	0%	-	0%	-	0%	-	0%
Total	**1,400 students**	**100%**	**1,266 students**	**100%**	**1,026 students**	**100%**	**953 students**	**100%**	**681 students**	**100%**

Sources:
Australian Universities Directors' Forum (AUIDF), Benchmarking Learning Abroad (BLA), 2024, AUIDF, September 2025

04 Acicis Student Numbers



2005-2025

5,594 students

Semester Programs
1,547 students

Tours & Intensives
1,285 students

Professional Practica
1,702 students

Custom Programs
1,060 students

↑13% average annual growth in student numbers between 2005-2025

2025

817 students

Semester Programs
48 students

Tours & Intensives
200 students

Professional Practica
212 students

Custom Programs
357 students

↑22% growth in student numbers compared to 2024

Acicis Student Numbers: 2005-2025



Acicis student numbers have grown significantly over the 20 years from 2005 to 2025.

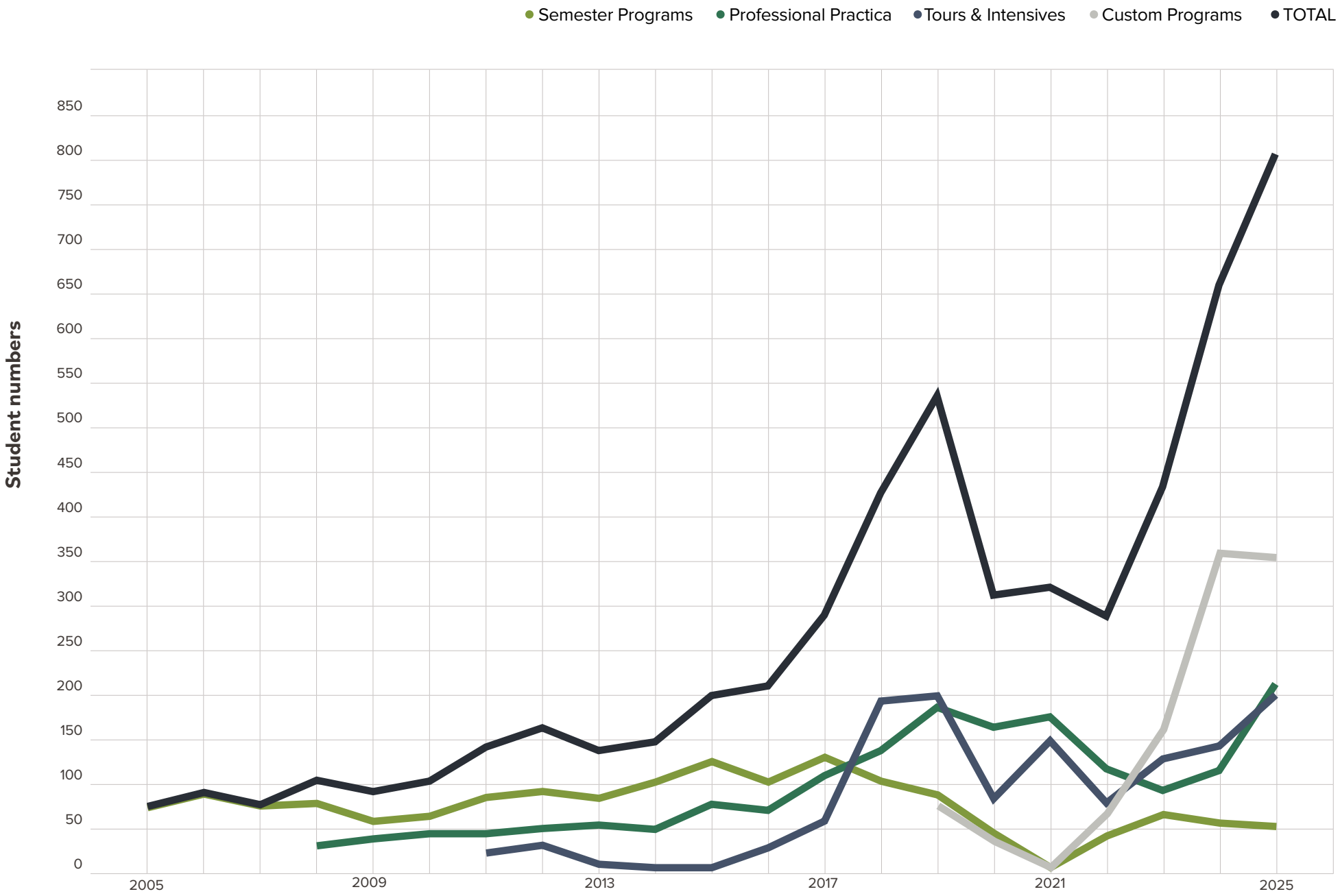
This growth has been the result of the consortium's progressive introduction of short format programs from 2008, and the bipartisan support—since 2013—for Australian Government funding for outbound study mobility to the Indo-Pacific.

The consortium saw sustained growth across most program formats up until the onset of the COVID-19 pandemic in 2020. While Acicis' semester program enrolments disappointingly declined by an average of 3% each year between 2014 and 2019, short format program enrolments increased by approximately 28% each year during this same period. Meanwhile, student enrolments in Acicis tours and intensives grew dramatically during this period—from 23 students in 2016 to 199 students in 2019.

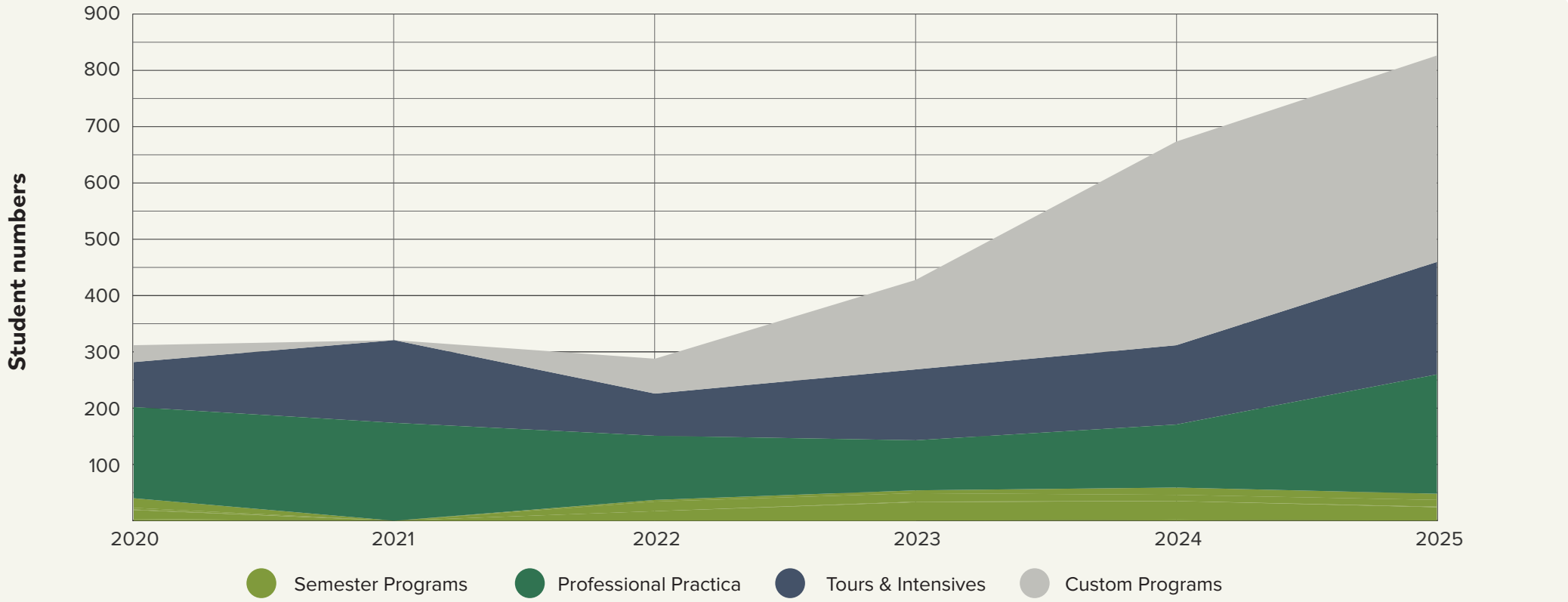
During the years of the COVID-19 pandemic (2020-2022), Acicis delivered a suite of entirely virtual Indonesia-focused short format programs. In August 2022, Acicis resumed delivery of face-to-face learning abroad experiences in Indonesia and over the following three years (2023-2025) as experiences annual rates of grown in total student numbers that exceed even the high-growth period immediately prior to the pandemic.

In 2025, the consortium surpassed its previous high-water mark of 667 total annual students recorded in 2024. In total, across all its program formats, Acicis facilitated study in Indonesia for a total annual in-country cohort of 817 students in 2025. Even taking into account the significant reversal in student numbers during the period 2020 to 2022, on average, the size of Acicis' annual student cohort has increased by 13% per year over the two decades from 2005 to 2025.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Total / Avg. Growth yoy
Semester Programs	70	86	72	75	54	60	82	89	81	100	124	100	129	101	85	40	0	37	62	52	48	**1,547**
Growth yoy	*-26%*	*23%*	*-16%*	*4%*	*-28%*	*11%*	*37%*	*9%*	*-9%*	*23%*	*24%*	*-19%*	*29%*	*-22%*	*-16%*	*-53%*	*-100%*		*68%*	*-16%*	*-8%*	*-2%*
Professional Practica	-	-	-	25	33	39	39	45	49	44	73	66	106	135	185	162	174	114	89	112	212	**1,702**
Growth yoy	-	-	-	-	*32%*	*18%*	*0%*	*15%*	*9%*	*-10%*	*66%*	*-10%*	*61%*	*27%*	*37%*	*-12%*	*7%*	*-34%*	*-22%*	*26%*	*89%*	*13%*
Tours & Intensives	-	-	-	-	-	-	17	26	4	-	-	23	54	193	199	80	147	75	126	141	200	**1,285**
Growth yoy	-	-	-	-	-	-	-	*53%*	*-85%*	*-100%*	-	-	*135%*	*257%*	*3%*	*-60%*	*84%*	*-49%*	*68%*	*12%*	*42%*	*19%*
Custom Programs	-	-	-	-	-	-	-	-	-	-	-	19	-	-	71	30	-	62	159	362	357	**1,060**
Growth yoy																*-58%*	*-100%*		*156%*	*128%*	*-1%*	*39%*
TOTAL	**70**	**86**	**72**	**100**	**87**	**99**	**138**	**160**	**134**	**144**	**197**	**208**	**289**	**429**	**540**	**312**	**321**	**288**	**436**	**667**	**817**	**5,594**
Growth yoy	*-26%*	*23%*	*-16%*	*39%*	*-13%*	*14%*	*39%*	*16%*	*-16%*	*7%*	*37%*	*6%*	*39%*	*48%*	*26%*	*-42%*	*3%*	*-10%*	*51%*	*53%*	*22%*	*13%*


Semester Programs
Professional Practica
Tours & Intensives
Custom Programs
TOTAL
Student numbers
850
800
750
700
650
600
550
500
450
400
350
300
250
200
150
100
50
0
2005
2009
2013
2017
2021
2025

Program Participation 2020-2025



The recovery in Acicis student numbers since in-country programs resumed in the second half of 2022 has been uneven. Semester program enrolments have increased by an average of just 4% each year since 2022. Enrolments in the consortium's professional practicum programs meanwhile have grown by an average 6%. Enrolments in Acicis' tours and intensives have increased by 20% each year during this same period. The fastest growth has been in the consortium's custom program offerings, where student numbers have grown by an average of 64% per year since 2020.

2025 saw Acicis record its largest ever annual student cohort, facilitating in-country study for a total of 817 students. This surpasses the consortium's previous record of 667 students in 2024. The three largest Acicis programs by student volume in 2025 were the consortium's Public Health Study Tour, Indonesian Language Short Course and Law Professional Practicum. These three programs made up 34% of the consortium's overall student numbers in 2025. In 2025, 43% of Acicis enrolments were derived from custom program delivery of Monash University's Global Immersion Guarantee (GIG) program.

Trends in Acicis student numbers from 2020-2025

Semester Programs
Average annual growth **+4%**

Professional Practica
Average annual growth **+6%**

Tours & Intensives
Average annual growth **+20%**

Custom Programs
Average annual growth **+64%**

		2020		2021		2022		2023		2024		2025		Total
	Program	#	%	#	%	#	%	#	%	#	%	#	%	Avg. Growth yoy
Tours & Intensives 2-3 weeks	CUSTOM PROGRAMS	30	10%	0	0%	62	22%	159	36%	362	54%	357	44%	970
	Growth yoy	*-58%*		*n/a*				*156%*		*128%*		*-1%*		*64%*
	LANGUAGE	51	16%	57	18%	39	14%	68	16%	56	8%	82	10%	353
	Growth yoy	*-49%*		*12%*		*-32%*		*74%*		*-18%*		*46%*		*10%*
	PUBLIC HEALTH	29	9%	90	28%	36	13%	58	13%	85	13%	118	14%	416
	Growth yoy	*-71%*		*210%*		*-60%*		*61%*		*47%*		*39%*		*32%*
Practicum Programs 6 weeks	AGRICULTURE	16	5%	16	5%	22	8%	14	3%	12	2%	27	3%	107
	Growth yoy	*60%*		*n/a*		*38%*		*-36%*		*-14%*		*125%*		*11%*
	BUSINESS	23	7%	19	6%	9	3%	7	2%	11	2%	27	3%	96
	Growth yoy	*-39%*		*-17%*		*-53%*		*-22%*		*57%*		*145%*		*3%*
	CREATIVE ARTS	14	4%	0	0%	12	4%	6	1%	11	2%	12	1%	55
	Growth yoy	*-22%*		*n/a*				*-50%*		*83%*		*9%*		*-3%*
	DVLPMNT STUDIES	24	8%	43	13%	22	8%	16	4%	26	4%	34	4%	165
	Growth yoy	*-11%*		*79%*		*-49%*		*-27%*		*63%*		*31%*		*7%*
	JOURNALISM	16	5%	16	5%	6	2%	14	3%	10	1%	25	3%	87
	Growth yoy	*-30%*		*n/a*		*-63%*		*133%*		*-29%*		*150%*		*9%*
	LAW	47	15%	80	25%	38	13%	31	7%	35	5%	77	9%	308
	Growth yoy	*-15%*		*70%*		*-53%*		*-18%*		*13%*		*120%*		*10%*
	TOURISM	22	7%	0	0%	5	2%	1	0%	7	1%	10	1%	45
	Growth yoy	*57%*		*n/a*				*-80%*		*600%*		*43%*		*-15%*
Semester Programs	AGRICULTURE	3	1%	0	0%	0	0%	0	0%	2	0%	0	0%	5
	Growth yoy	*-50%*		*n/a*		*n/a*		*n/a*		*n/a*		*n/a*		*-100%*
	DVLPMNT STUDIES	3	1%	0	0%	17	6%	15	3%	11	2%	12	1%	58
	Growth yoy	*-88%*		*n/a*				*-12%*		*-27%*		*-9%*		*32%*
	FIELD STUDY	1	0%	0	0%	0	0%	1	0%	0	0%	1	0%	3
	Growth yoy	*-86%*		*n/a*		*n/a*		*n/a*		*n/a*		*n/a*		*0%*
	LANGUAGE	16	5%	0	0%	17	6%	33	8%	26	4%	24	3%	116
	Growth yoy	*-48%*		*n/a*				*94%*		*-21%*		*-8%*		*8%*
	BUSINESS & LAW	6	2%	0	0%	2	1%	3	1%	4	1%	2	0%	17
	Growth yoy	*-14%*		*n/a*				*50%*		*33%*		*-50%*		*-20%*
	INT'L. RELATIONS	11	4%	0	0%	1	0%	10	2%	9	1%	9	1%	40
	Growth yoy	*38%*		*n/a*				*900%*		*-10%*				*-4%*
	Total	**312**		**321**		**288**		**436**		**667**		**817**		**2,841**
	Growth yoy	*-42%*		*3%*		*-10%*		*51%*		*53%*		*22%*		*4%*

Trends in Acicis semester program enrolments

2020-2024

Top member university sending students (18%)

Australian National University

State sending the largest student cohort (23%)

New South Wales

Between 2020 and 2024, a total of 191 students undertook Acicis semester programs in Indonesia. Acicis semester programs are defined for the purposes of this report as programs of 16-20 weeks in duration.

The Australian National University and Western Sydney University provided the most student enrolments for Acicis semester programs during this period. Following these two universities are The University of Western Australia, Murdoch University and SOAS University of London, which each accounted for 6-10% of Acicis' total semester program enrolments between 2020-2024.

Below this is a large tier of 10 universities that each accounted for 3-5% of Acicis' total semester program enrolments during the same period.

Between 2020-2024, New South Wales sent the largest number of students on Acicis semester programs - a total of 43 students.

2025

Top member university sending students (25%)

THE UNIVERSITY OF SYDNEY

State sending the largest student cohort (27%)

New South Wales

In 2025, a total of 48 students undertook Acicis semester programs. There were 19 student enrolments in semester 1, 2025 and 29 student enrolments in semester 2, 2025. Total annual semester program enrolments for 2025 were down 44% on the pre-pandemic level prevailing in 2019. This trend shows that semester program enrolments have struggled to recover since the pandemic.

The University of Sydney provided the highest number of student enrolments in 2025. Other notable contributors to the total enrolment numbers of 2025 included The Australian National University, The University of Western Australia and Monash University.

New South Wales provided the greatest number of enrolments in Acicis semester programs—a total of 13 students—in 2025.

















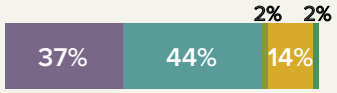
2020-2024

Semester Programs

Participation by state

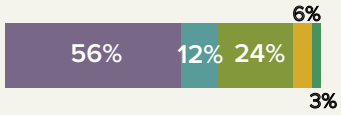
NSW (23%)

43 Students



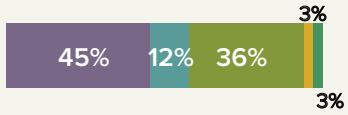
ACT (18%)

34 Students



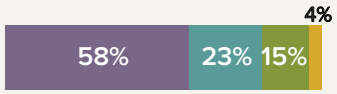
WA (17%)

33 Students



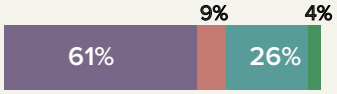
VIC (14%)

26 Students



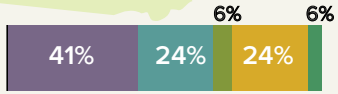
INTL (12%)

23 Students



QLD (9%)

17 Students



SA (7%)

13 Students



NT (1%)

1 Student



TAS (1%)

1 Student



	% of total student numbers 2020-2024	Student numbers 2020-2024	*Student numbers 2024*
NSW	23%	43 students	*18 students*
ACT	18%	34 students	*14 students*
WA	17%	33 students	*4 students*
VIC	14%	26 students	*9 students*
INT'L	12%	23 students	*5 students*
QLD	9%	17 students	-
SA	7%	13 students	*2 students*
NT	1%	1 student	-
TAS	1%	1 student	-
Total	**100%**	**191 students**	***52 students***

Flexible Language Immersion

West Java Field Study

Development Studies Immersion

International Relations Program

Indonesian Business, Law & Society

Agriculture

2025

Semester Programs

Participation by state

	% of total student numbers 2025	Student numbers 2025	*% Change on 2024*
NSW	27%	13 students	*-28%*
VIC	21%	10 students	*11%*
WA	19%	9 students	*125%*
ACT	15%	7 students	*-50%*
QLD	8%	4 students	
INT'L	6%	3 students	*-40%*
SA	4%	2 students	
NT	0%	-	
TAS	0%	-	
Total	**100%**	**48 students**	*-8%*

Flexible Language Immersion

West Java Field Study

Development Studies Immersion

International Relations Program

Indonesian Business, Law & Society

Agriculture

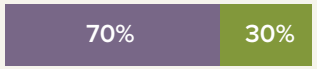
NSW (27%)

13 Students



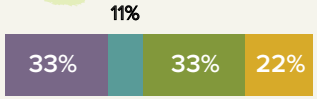
VIC (21%)

10 Students



WA (19%)

9 Students



ACT (15%)

7 Students



QLD (8%)

4 Students



INTL (6%)

3 Students



SA (4%)

2 Students



2020-2024 Semester Programs

Participation by member university

	% of total student numbers 2020 - 2024	Student numbers 2020 - 2024
Australian National University	18%	34 students
Western Sydney University	10%	20 students
The University of Western Australia	10%	19 students
Murdoch University	6%	11 students
SOAS University of London	6%	11 students
The University of Queensland	5%	10 students
University of Leiden, Netherlands	5%	10 students
The University of Sydney	4%	7 students
Flinders University	4%	7 students
RMIT University	4%	7 students
The University of Adelaide	3%	6 students
The University of Melbourne	3%	6 students
Monash University	3%	5 students
University of New England	3%	5 students
La Trobe University	3%	5 students
Macquarie University	2%	4 students
Private	2%	3 students
Curtin University of Technology	2%	3 students
Deakin University	2%	3 students
Griffith University	2%	3 students
The University of New South Wales	1%	2 students
University of Tasmania	1%	2 students
Queensland University of Technology	1%	2 students
The University of Newcastle	<1%	1 student
Other	<1%	5 students
Total	**100%**	**191 students**

2025 Semester Programs

Participation by member university

	% of total student numbers 2025	Student numbers 2025	*Student numbers 2024*	*% Change on 2024*
The University of Sydney	25%	12 students	*4 students*	*200%*
Australian National University	15%	7 students	*14 students*	*-50%*
The University of Western Australia	10%	5 students	*3 students*	*67%*
Monash University	10%	5 students	*1 student*	*400%*
Murdoch University	6%	3 students	-	
The University of Queensland	6%	3 students	-	
University of Leiden, Netherlands	6%	3 students	*2 students*	*50%*
The University of Adelaide	4%	2 students	*2 students*	*0%*
Private	4%	2 students	-	
The University of Melbourne	2%	1 student	*5 students*	*-80%*
University of New England	2%	1 student	*4 students*	*-75%*
Western Sydney University	2%	1 student	*6 students*	*-83%*
RMIT University	2%	1 student	*1 student*	*0%*
Deakin University	2%	1 student	*2 students*	*-50%*
Griffith University	2%	1 student	-	
Texas A&M University	0%	-	*1 student*	*-100%*
The University of Newcastle	0%	-	*1 student*	*-100%*
The University of New South Wales	0%	-	*1 student*	*-100%*
Curtin University of Technology	0%	-	*1 student*	*-100%*
La Trobe University	0%	-	*2 students*	*-100%*
SOAS University of London	0%	-	*2 students*	*-100%*
Total	**100%**	**48 students**	***52 students***	*-8%*


acicis
Supported by
Sustainable Tour
Professional Practic
memi bumi

Trends in Acicis professional practica enrolments

2020-2024

Top member university sending students (12%)

RMIT UNIVERSITY

State sending the largest student cohort (35%)

Victoria

Between 2020 and 2024, a total of 664 students undertook Acicis professional practicum programs. Acicis professional practicum programs are internship-based programs of five to six weeks in duration.

RMIT University and The Australian National University provided the greatest number of student enrolments for Acicis professional programs during this period—each respectively accounting for 12% of total practicum enrolments. Below this, a second tier of four member universities—Murdoch University, Monash University, The University of Western Australia and UNSW Sydney—each accounted for 7-11% of Acicis' total practicum program enrolments during the five-year period 2020-2024.

Below this is a third tier of nine member universities each accounting for 3-5% of Acicis' total practicum program enrolments during the same period. Between 2020 and 2024, Victoria was the largest source of Acicis professional practicum students—a total of 231 students.

2025

Top member university sending students (20%)

MONASH University

State sending the largest student cohort (39%)

Victoria

In 2025, 212 students undertook an Acicis professional practicum program—an 89% increase on 2024's 112 enrolments. This growth reflects Acicis running two iterations of each practicum program: the first in January–February (for 107 students) and the second in November–December (for 105 students). This was done in order to fully expend the consortium's 2023 and 2024 New Colombo Plan Mobility Program funding ahead of DFAT's 31 December 2025 project completion deadline.

Monash University was the largest contributor, providing 42 students (20% of the total cohort). Other notable contributors included The Australian National University, Griffith University, and The University of Western Australia. Victoria remained the largest source state, with 83 students from Victoria participating in Acicis professional practicum programs in 2025.











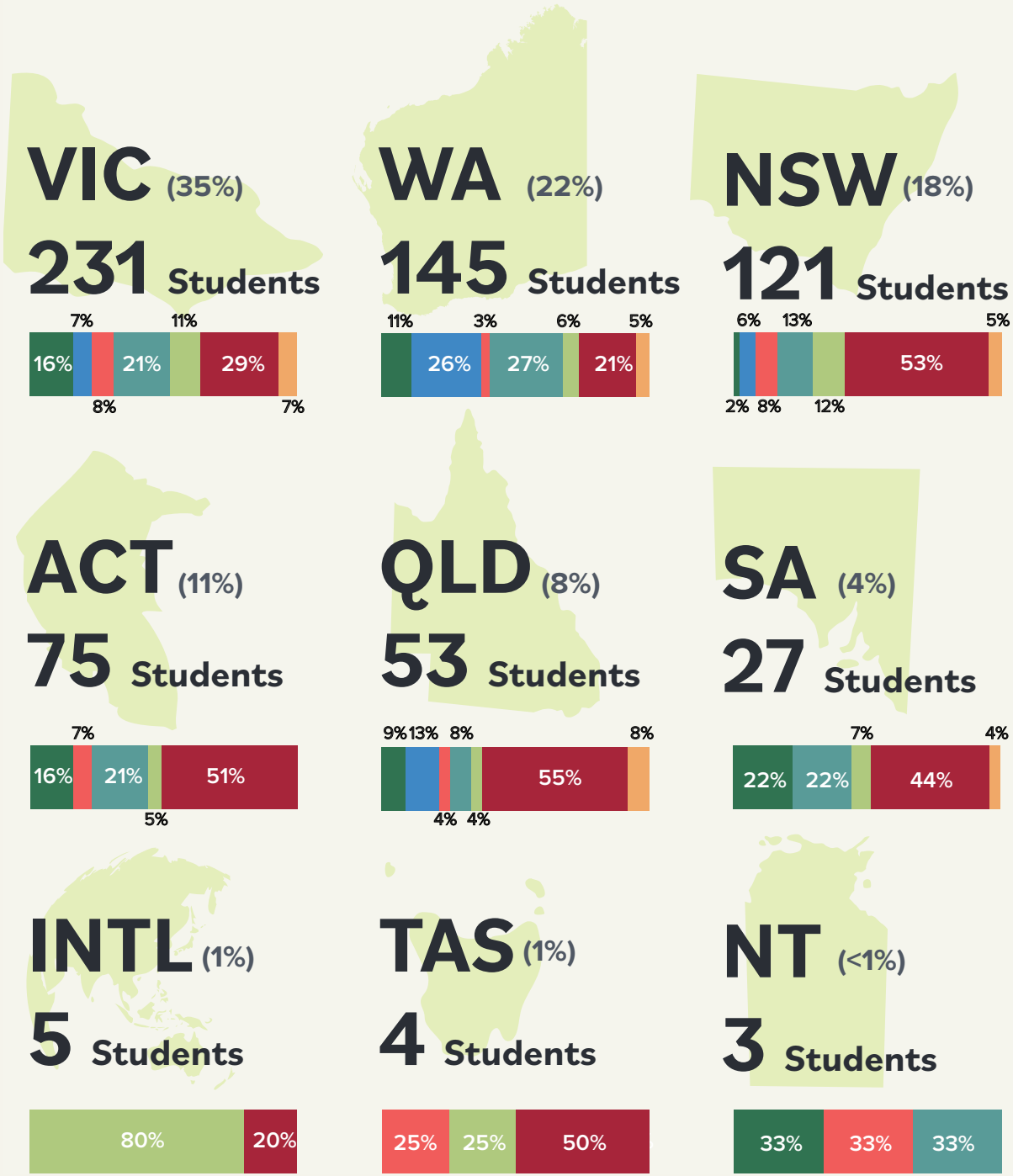




2020-2024

Professional Practica

Participation by state



	% of total student numbers 2020-2024	Student numbers 2020-2024	*Student numbers 2024*
VIC	35%	231 students	*36 students*
WA	22%	145 students	*21 students*
NSW	18%	121 students	*16 students*
ACT	11%	75 students	*16 students*
QLD	8%	53 students	*19 students*
SA	4%	27 students	*3 students*
INT'L	1%	5 students	*1 student*
TAS	1%	4 students	-
NT	<1%	3 students	-
Total	**100%**	**664 students**	***112 students***

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

2025

Professional Practica

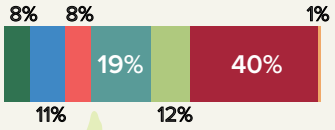
Participation by state

	% of total student numbers 2025	Student numbers 2025	*% Change on 2024*
VIC	39%	83 students	*131%*
WA	18%	38 students	*81%*
NSW	15%	32 students	*100%*
QLD	14%	29 students	*53%*
ACT	12%	25 students	*56%*
INT'L	2%	4 students	*300%*
SA	<1%	1 student	*-67%*
Total	**100%**	**212 students**	*89%*

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

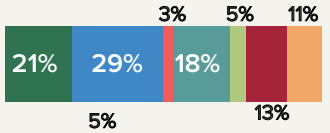
VIC (39%)

83 Students



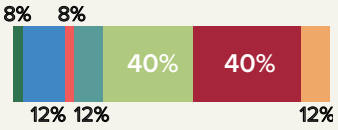
WA (18%)

38 Students



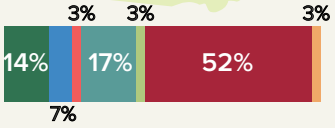
NSW (15%)

32 Students



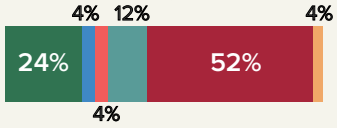
QLD (14%)

29 Students



ACT (12%)

25 Students



INTL (2%)

4 Students



SA (<1%)

1 Student



2020-2024 Professional Practica

Participation by member university

	% of total student numbers 2020 - 2024	Student numbers 2020 - 2024
RMIT University	12%	79 students
Australian National University	12%	75 students
Murdoch University	11%	70 students
Monash University	9%	58 students
The University of Western Australia	7%	47 students
The University of New South Wales	7%	44 students
La Trobe University	5%	34 students
The University of Melbourne	5%	34 students
Western Sydney University	4%	28 students
Curtin University	4%	23 students
Deakin University	4%	23 students
The University of Queensland	3%	20 students
University of Technology Sydney	3%	18 students
The University of Adelaide	3%	18 students
Macquarie University	3%	18 students
The University of Sydney	2%	14 students
Griffith University	2%	12 students
Queensland University of Technology	2%	10 students
Flinders University	1%	5 students
Private	1%	5 students
University of Tasmania	<1%	3 students
University of Canterbury, New Zealand	<1%	3 students
Charles Darwin University	<1%	3 students
University of the Sunshine Coast	<1%	1 student
University of South Australia	<1%	1 student
Auckland University of Technology	<1%	1 student
Edith Cowan University	<1%	1 student
University of New England	<1%	1 student
Other	<1%	2 students
Total	**100%**	**651 students**

2025 Professional Practica

Participation by member university

	% of total student numbers 2025	Student numbers 2025	*Student numbers 2024*	*% Change on 2024*
Monash University	20%	42 students	*11 students*	*282%*
Australian National University	12%	25 students	*16 students*	*56%*
Griffith University	9%	20 students	*8 students*	*150%*
The University of Western Australia	8%	18 students	*9 students*	*100%*
The University of Melbourne	8%	16 students	*7 students*	*129%*
University of Technology Sydney	6%	13 students	*4 students*	*225%*
RMIT University	6%	12 students	*13 students*	*-8%*
Murdoch University	6%	12 students	*8 students*	*50%*
La Trobe University	5%	11 students	*5 students*	*120%*
The University of Queensland	4%	9 students	*4 students*	*125%*
Curtin University	4%	8 students	*3 students*	*167%*
The University of Sydney	4%	8 students	*4 students*	*100%*
The University of New South Wales	2%	5 students	*3 students*	*67%*
University of Newcastle	2%	5 students	-	
Deakin University	1%	2 students	-	
Private	1%	2 students	*1 student*	*100%*
University of Canterbury, NZ	1%	2 students	*1 student*	*100%*
Flinders University	<1%	1 student	-	
University of New England	<1%	1 student	-	
Western Sydney University	-	-	*4 students*	*-100%*
The University of Adelaide	-	-	*3 students*	*-100%*
Macquarie University	-	-	*1 student*	*-100%*
Queensland University of Technology	-	-	*7 students*	*-100%*
Total	**100%**	**212 students**	***112 students***	***89%***


SUMBA
MELBOURNE

Trends in Acicis tours & intensives enrolments

2020-2024

Top member university sending students (25%)

THE UNIVERSITY OF WESTERN AUSTRALIA

State sending the largest student cohort (28%)

Western Australia

Between 2020 and 2024, a total of 569 students undertook Acicis tours and intensive programs. Acicis tours and intensives are defined for the purposes of this report as programs of three weeks or less in duration.

The University of Western Australia and The Australian National University have been the largest source of student enrolments in Acicis tours and intensives during this period—each accounting for 25% of total student numbers. Below UWA and ANU, a second tier of member universities including Monash University, The University of Queensland, University of Technology Sydney and RMIT University each accounted for 5-7% of total enrolments in Acicis' tours and intensive programs for the period 2020-2024.

A third tier of seven member universities each accounted for 2-3% of Acicis' total tours and intensive enrolments during the same period. Between 2020-2024, Western Australia was the largest source of students participating in Acicis tours and intensives--providing a total of 160 students over this five-year period.

2025

Top member university sending students (29%)

Australian National University

State sending the largest student cohort (29%)



Australian Capital Territory

In 2025, 200 students undertook an Acicis tour or intensive program—a 42% increase on 2024's 141 enrolments. As with practicum programs, the growth reflects Acicis running additional iterations to fully expend its 2023 and 2024 New Colombo Plan Mobility Program funding ahead of DFAT's 31 December 2025 project completion deadline.

The Public Health Study Tour ran in January (42 students), July (51 students), and December (25 students). The Indonesian Language Short Course ran in January–February (39 students), July (22 students), and December (21 students).

The Australian National University was the top source university for tours and intensives in 2025. Other notable contributors included The University of Western Australia, Monash University, The University of Queensland, and The University of Melbourne. The ACT was the largest source territory, contributing 57 students.





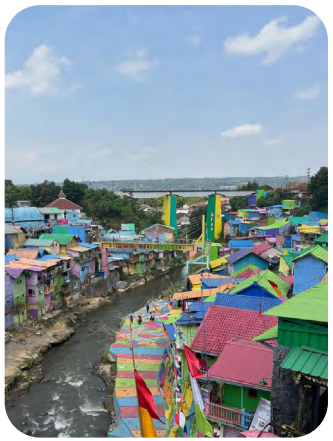












2020-2024

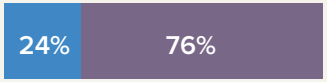
Tours & Intensives

Participation by state

WA (28%)
160 Students



ACT (25%)
143 Students



VIC (19%)
110 Students



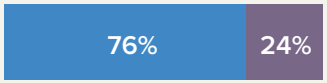
NSW (15%)
83 Students



QLD (8%)
45 Students



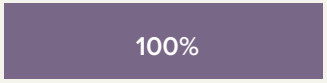
SA (3%)
19 Students



NT (1%)
7 Students



INTL (<1%)
2 Students



	% of total student numbers 2020-2024	Student numbers 2020-2024	*Student numbers 2024*
WA	28%	160 students	*30 students*
ACT	25%	143 students	*28 students*
VIC	19%	110 students	*28 students*
NSW	15%	83 students	*26 students*
QLD	8%	45 students	*19 students*
SA	3%	19 students	*9 students*
NT	1%	7 students	*1 student*
INT'L	<1%	2 students	-
TAS	0%	-	-
Total	**100%**	**569 students**	***141 students***

Public Health Study Tour **Indonesian Language Short Course**

2025

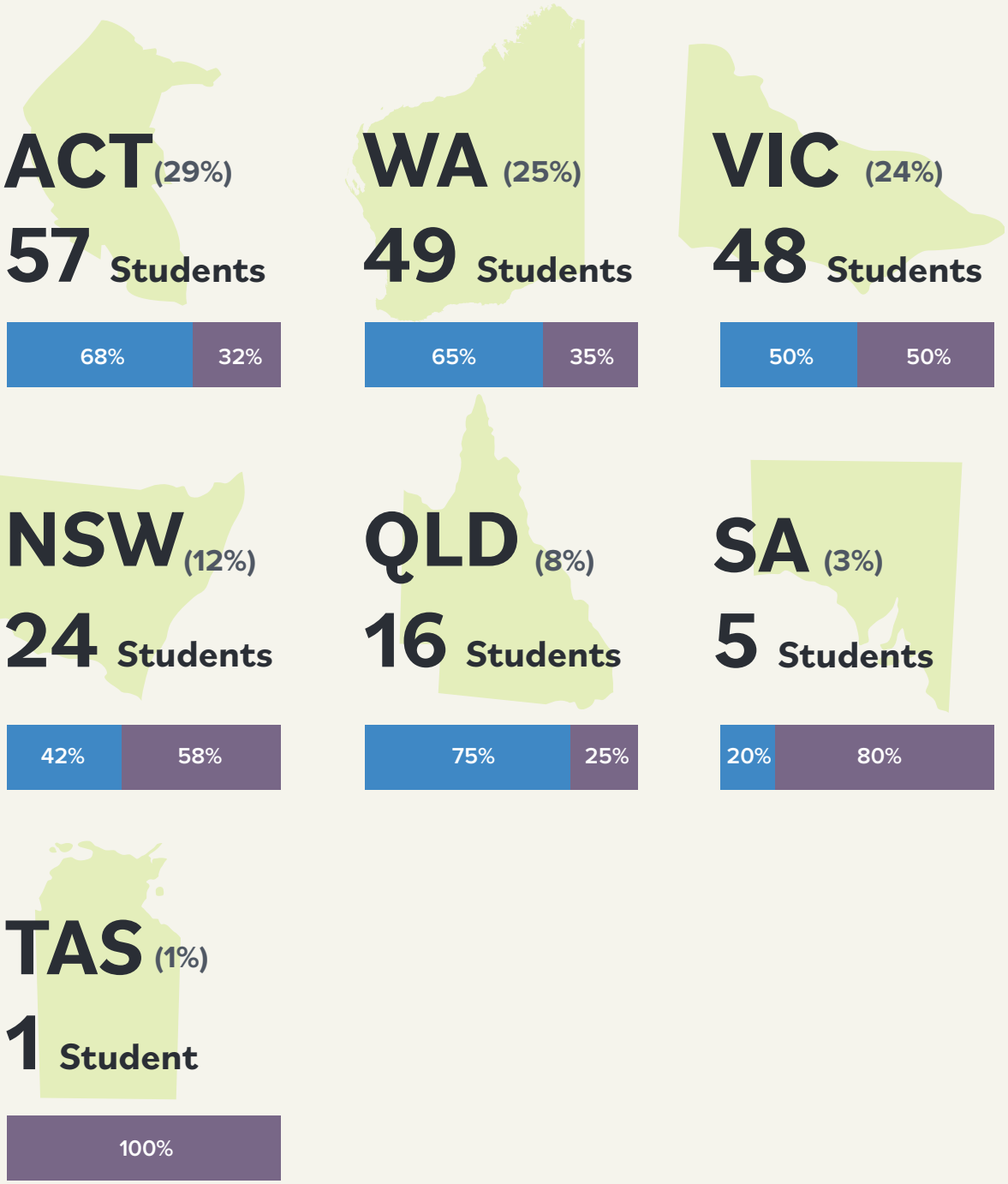
Tour & Intensives

Participation by state

	% of total student numbers 2025	Student numbers 2025	*% Change on 2024*
ACT	29%	57 students	*104%*
WA	25%	49 students	*63%*
VIC	24%	48 students	*71%*
NSW	12%	24 students	*-8%*
QLD	8%	16 students	*-16%*
SA	3%	5 students	*-44%*
TAS	1%	1 student	
NT	0%	-	*-100%*
INT'L	0%	-	
Total	**100%**	**200 students**	*42%*

Public Health Study Tour

Indonesian Language Short Course



2020-2024 Tours & Intensives

Participation by member university

	% of total student numbers 2020-2024	Student numbers 2020-2024
The University of Western Australia	25%	145 students
The Australian National University	25%	142 students
Monash University	7%	42 students
The University of Queensland	5%	30 students
University of Technology Sydney	5%	28 students
RMIT University	5%	26 students
The University of Sydney	3%	17 students
UNSW Australia	3%	16 students
The University of Adelaide	3%	15 students
Griffith University	2%	14 students
La Trobe University	2%	13 students
Western Sydney University	2%	12 students
The University of Melbourne	2%	9 students
Deakin University	2%	9 students
Queensland University of Technology	1%	8 students
Private	1%	8 students
Charles Darwin University	1%	7 students
Flinders University	1%	6 students
Curtin University	1%	5 students
University of Newcastle	1%	5 students
Macquarie University	1%	4 students

	% of total student numbers 2020-2024	Student numbers 2020-2024
Murdoch University	<1%	2 students
University of the Sunshine Coast	<1%	2 students
Edith Cowan University	<1%	1 student
Leiden University	<1%	1 student
The University of Southern Queesnland	<1%	1 student
University of New England	<1%	1 student
Total	**100%**	**569 students**

2025 Tours & Intensives

Participation by member university

	% of total student numbers 2025	Student numbers 2025	*Student numbers 2024*	*% Change on 2024*
The Australian National University	29%	57 students	*27 students*	*111%*
The University of Western Australia	20%	40 students	*28 students*	*43%*
Monash University	7%	14 students	*10 students*	*40%*
The University of Queensland	7%	13 students	*14 students*	*-7%*
The University of Melbourne	6%	12 students	*5 students*	*140%*
RMIT University	5%	10 students	*9 students*	*11%*
La Trobe University	4%	8 students	*1 student*	*700%*
The University of Sydney	3%	6 students	*4 students*	*50%*
UNSW Australia	3%	6 students	*4 students*	*50%*
Deakin University	2%	4 students	*3 students*	*33%*
Flinders University	2%	4 students	*2 students*	*100%*
University of Newcastle	2%	4 students	*5 students*	*-20%*
Murdoch University	2%	4 students	-	
University of New England	2%	4 students	*1 student*	*300%*
Curtin University	2%	3 students	*1 student*	*200%*
University of Technology Sydney	1%	2 students	*11 students*	*-82%*
Western Sydney University	1%	2 students	-	
Private	1%	2 students	*4 students*	*-50%*
The University of Adelaide	1%	1 student	*7 students*	*-86%*
Griffith University	1%	1 student	*1 student*	*0%*
Queensland University of Technology	1%	1 student	*3 students*	*-67%*
Edith Cowan University	1%	1 student	-	
University of Tasmania	1%	1 student	-	
Charles Darwin University	0%	-	*1 student*	*-100%*
	100%	**200 students**	***141 students***	*42%*

05 Alumni Outcomes & Achievements

1. Alumni Tracer Study Results
2. Alumni Profiles
3. Alumni Publications



Acicis Alumni Tracer Study Results

In 2025, Acicis marked 30 years of operations by completing tracer studies for all cohorts from its first decade of in-country programs—1995 to 2005. These years represent the consortium's formative period and provide the most comprehensive picture to date of the long-term impact of an Acicis experience on alumni's academic, personal, and professional development, as well as on bilateral ties between Australia and Indonesia.

Drawing on data collected through multiple survey rounds conducted between 2021 and 2025, the study surveyed 561 alumni across nine cohorts, achieving an average response rate of 54 per cent. This result speaks to the lasting significance respondents attach to their time in Indonesia. The 1996 and 2001 cohorts did not meet the minimum response rate threshold for inclusion in the aggregated analysis. The nine cohorts that met the inclusion criteria were surveyed between 20 and 30 years after they completed their in-country programs, capturing alumni experiences well into their careers. The research was carried out under The University of Western Australia's human ethics framework and forms the foundation for a longer-term program of alumni tracer work.

Together, these findings highlight the professional, academic, and personal impact of studying in Indonesia during the consortium's earliest years and illustrate the many ways alumni continue to stay connected with the country today.

If you wish to examine each dataset in more detail, including extended qualitative data and the ability to download individual figures and explore specific cohort breakdowns, please visit our interactive webpage at *https://www.acicis.edu.au/acicis-tracer-study/*

Highlight stats

301
alumni completed the tracer study across nine cohorts (1995–2005)

54%
average response rate across surveyed cohorts

28%
of respondents work in the education sector

39%
have returned to Indonesia for paid employment

93%
have returned to Indonesia since completing their program

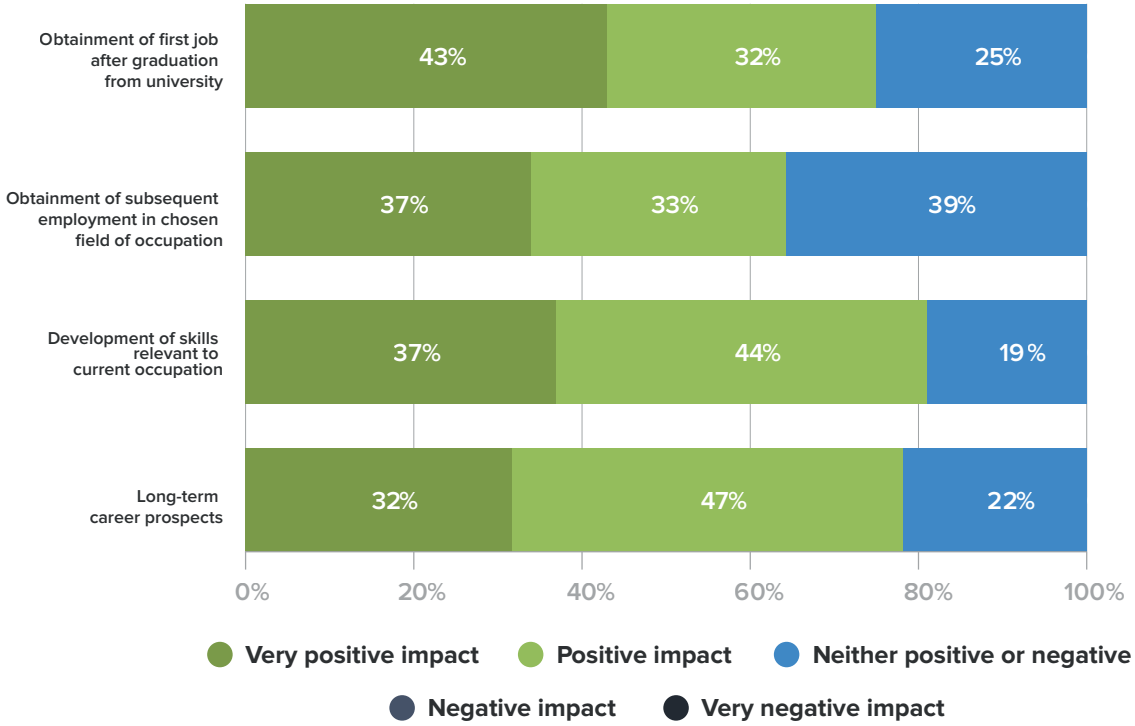
53%
have engaged in Indonesia-related employment, internships, or volunteering while based outside Indonesia

79%
reported an extremely positive impact on their ability to interact with individuals different from themselves

93%
considered their Acicis experience very worthwhile for gaining an understanding of Indonesia

Alumni Tracer Study: Please rate the nature and extent of the impact your Acicis experience has had on the following aspects of your career

1995-2005 (n=263)

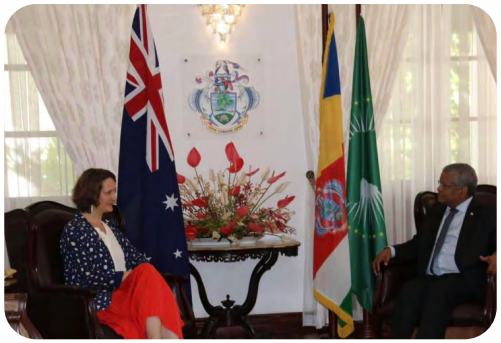


Across all surveyed cohorts, respondents reported a consistently positive impact of their Acicis experience on their career outcomes. The strongest results were seen in the obtainment of a first job after graduation, where 43% of respondents indicated a very positive impact. Across each career outcome—securing a first job, finding subsequent employment in a chosen field, developing relevant skills, and long-term career prospects—over 70% of respondents indicated a positive or very positive impact. Importantly, very few respondents across any cohort reported a negative or very negative impact on any of these outcomes.

> *The Acicis program was central to providing me the skills, cultural awareness and contacts that I have had to rely on on a daily basis throughout my career.*
> - 2003 Respondent



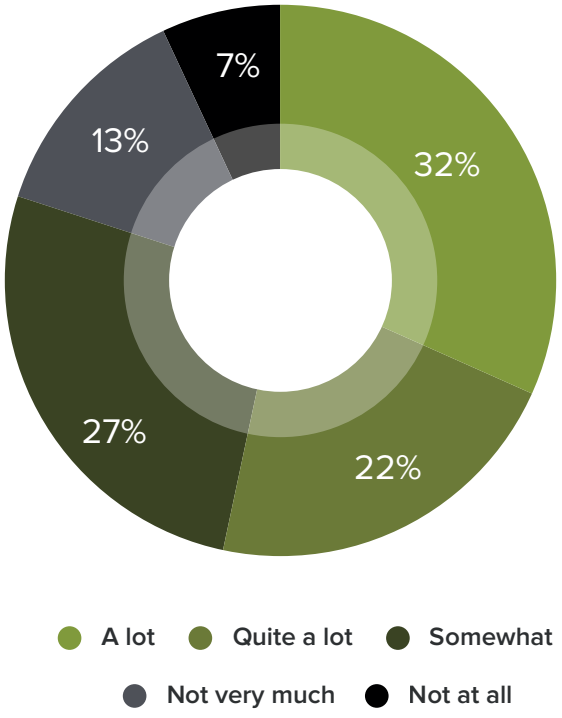




> *After graduating I went on to join the Australian public service as an Indonesian linguist. Participating in the Acicis program has been a very positive experience and has had a huge impact on my career path.*
> - 1995 Respondent

Alumni Tracer Study: To what extent has participating in an Acicis Program influenced your career path to date?

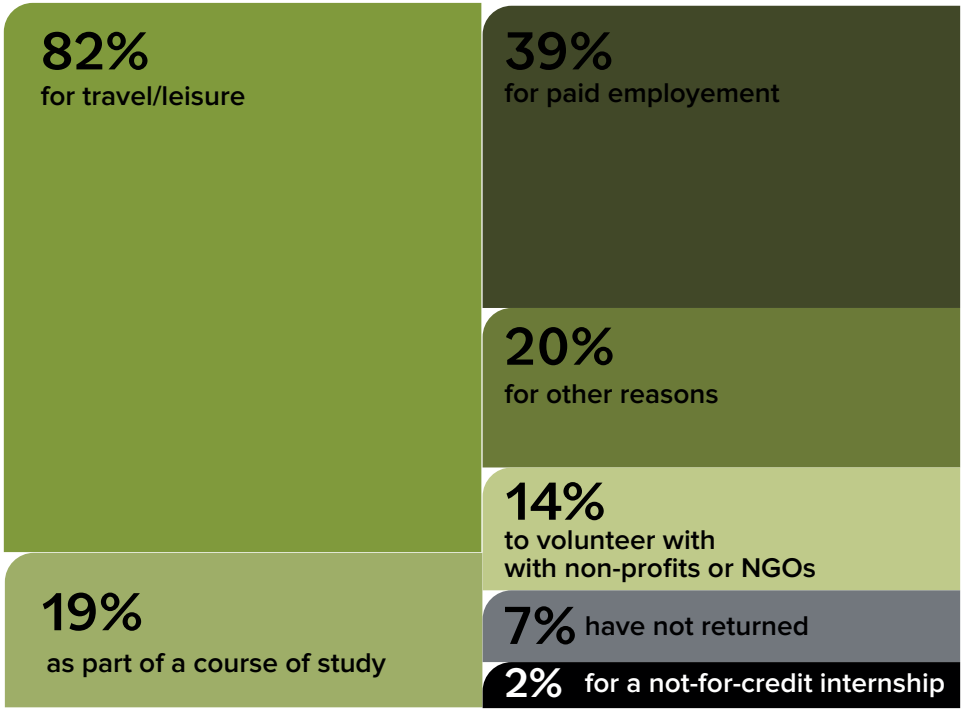
1995-2005 (n=288)



Over three-quarters of respondents indicated that their Acicis experience had influenced their career path to some degree. 32% reported it had influenced their career a lot, and a further 22% reported it had influenced their career quite a lot. Only around 20% of respondents felt their participation had little or no impact on their career path—a notably small proportion given that respondents were reflecting on experiences that took place 20 to 30 years prior.

Alumni Tracer Study: Since studying in Indonesia with Acicis, have you returned to Indonesia for any of the following?

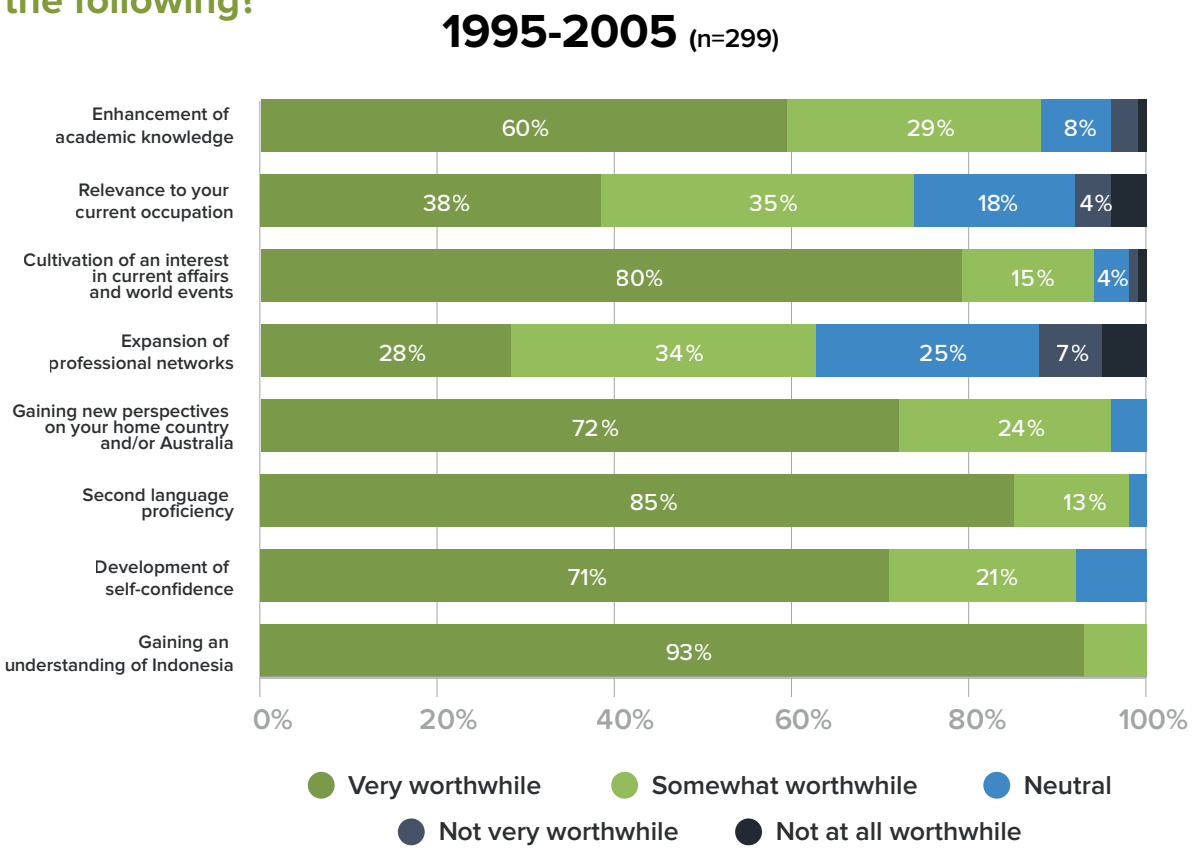
1995-2005 (n=297)



Total percentages exceed 100% as respondents could cite multiple reasons

A large majority of respondents have returned to Indonesia since completing their Acicis program, demonstrating enduring personal and professional engagement with the country. 93% reported at least one return visit, with the most common reasons being travel or leisure (82%) and, notably, paid employment (39%). Only 7% had not returned to Indonesia at all. This rate of return for professional work is particularly significant, indicating that many respondents have built sustained career links with Indonesia or the wider region.

Alumni Tracer Study: To what extent do you consider your experience in Indonesia with Acicis worthwhile with regard to the following?



While overall sentiment was strongly positive, results across cohorts show some variation in how respondents assessed the long-term worth of their Acicis experience. The strongest outcomes were reported in gaining an understanding of Indonesia (93% very worthwhile), second language proficiency (85%), cultivating an interest in current affairs and world events (80%), development of self-confidence (71%), and gaining new perspectives on Australia and their home country (72%).

In contrast, expanding professional networks and relevance to current occupation received more modest results, suggesting that personal and cultural impacts were more consistent than direct professional benefits, though even these outcomes were considered somewhat or very worthwhile by a majority of respondents (62% and 73% respectively).

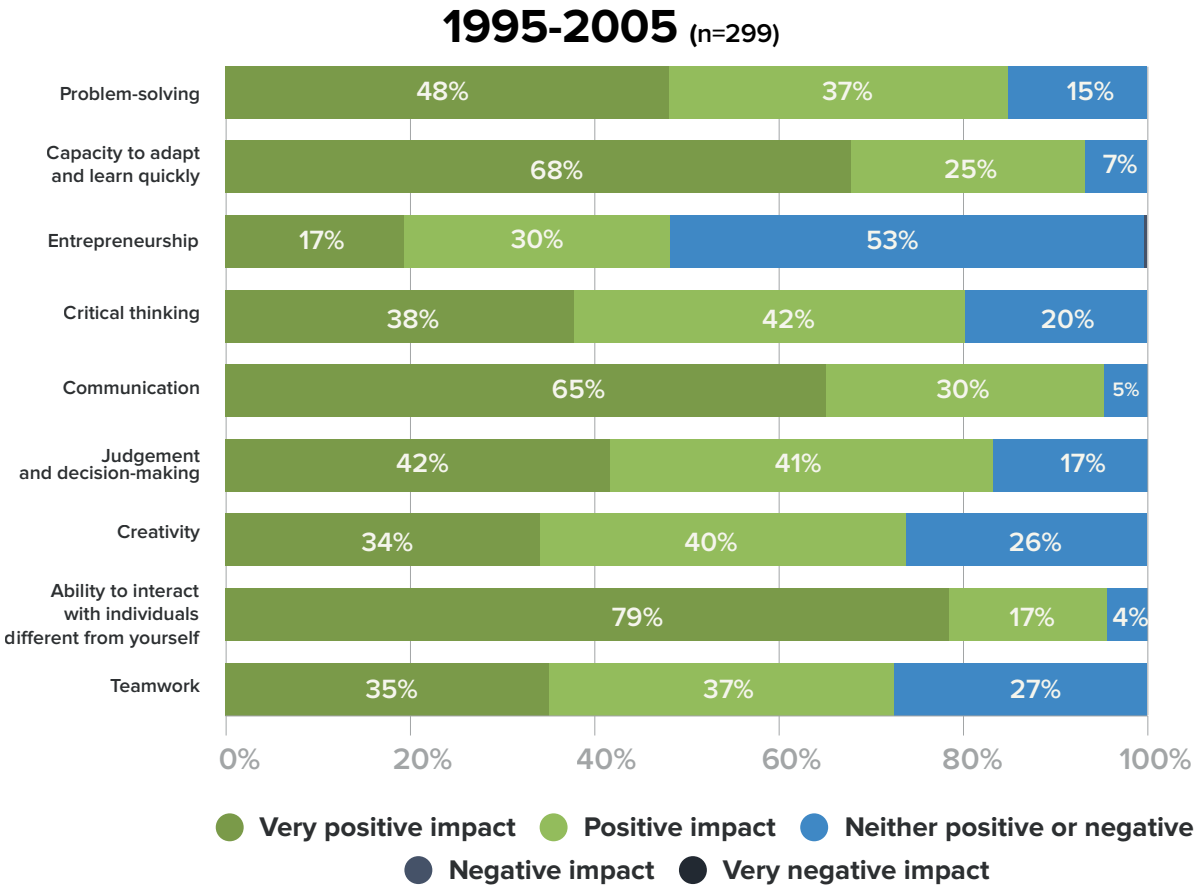


I have been working for projects supporting Indonesian government policy for large parts of my career, including design and implementing social protection programs in remote communities. Language skills, as well as understanding and appreciating so many aspects of Indonesian society, have influenced my career path and that was facilitated by the Acicis program.
- 1999 Respondent

It helped me to develop the deep linguistic and cultural experience, as well as academic networks necessary to pursue further studies (up to the PhD level). It also provided real in-country knowledge and lived experience of the higher education system in a specific part of the Indian Ocean region, which is highly relevant to my current role."
- 2005 Respondent



Alumni Tracer Study: Please rate the extent to which your experience in Indonesia with Acicis has impacted each one of the following skills



Respondents consistently rated their Acicis experience as having a strong positive impact on professional and interpersonal skills. The highest-rated outcomes were communication (65% very positive), capacity to adapt and learn quickly (68%), and the ability to interact with individuals different from oneself (79%). Critical thinking and problem-solving also ranked highly across cohorts, while creativity and entrepreneurship showed more mixed responses.

That the majority continue to attribute the development of core professional skills to their time in Indonesia decades later reflects the depth and durability of the in-country learning experience.

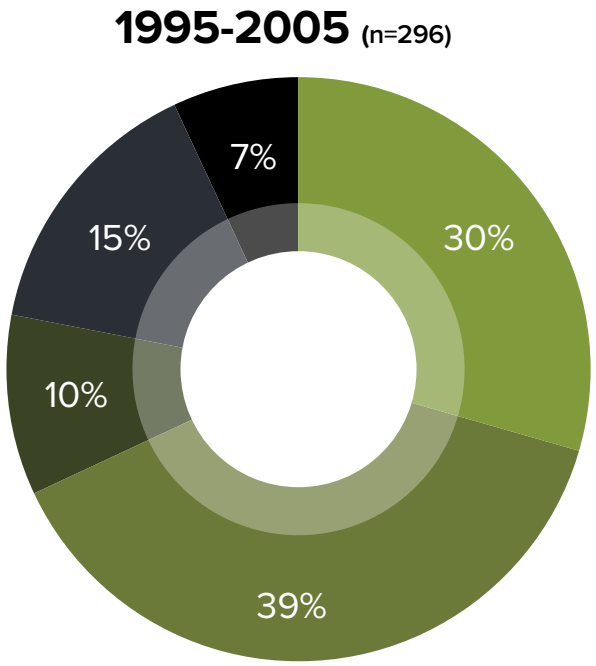
> *Through independent fieldwork in East Java I was able to develop a range of critical thinking, problem solving and communication skills, combined with collaborative practices and the opportunity, as an undergraduate, to experience a fundamentally different social and cultural reality."*
> - 1995 Respondent





> *As a young student it gave me a safe space to learn a new culture and language in a short period of time and really develop in my confidence to try new things and negotiate problems as they arose."*
> - 1997 Respondent

Alumni Tracer Study: Currently, how connected do you feel to Indonesia?



Across all cohorts, respondents continue to report feeling some degree of connection to Indonesia, though the strength of that connection varies. 30% described themselves as feeling very connected and a further 39% as somewhat connected, meaning **almost 70% of respondents retain at least a moderate sense of connection decades after their in-country study.** A minority (22%) felt somewhat or very disconnected.

These results suggest that the majority of respondents continue to identify a personal, cultural, or professional link with Indonesia well beyond their student experience.



I have a personal connection with Indonesia and will always have an affinity for the country and its people due to the experience I had living and studying there.
- 2005 Respondent







Indonesia and Indonesian language will always be close to my heart... I have celebrated every major milestone birthday (21, 30, 40) in Indonesia and hope to take my family there again soon.
- 1995 Respondent



Amelia Fyfield

Director, CSIRO Southeast Asia & NAATI Certified Translator in Indonesian

Degree & University
Australian National University – Bachelor of Asian Studies

Acicis Study Option
Flexible Language Immersion Program

Study Period
Semester 8/1999

Host University
Universitas Gadjah Mada, Yogyakarta

What motivated you to join the Acicis program, and what drew you to Indonesia specifically?

When my older brother started high school, French was the only language on offer. But my year level was the first to have the chance to study Indonesian, and to me it seemed obvious that I'd want to learn the language of our closest neighbours. I was fortunate to have some great teachers, and I just loved it. This led me to pursue a degree in Asian Studies at the Australian National University which offered the Acicis program as part of a specialist degree. This has provided me with a strong foundation for working across the wider Indo-Pacific, equipping me with new skills and lifelong friends.



What aspects of your time in Indonesia, both academic and personal, had the greatest impact on you?

This is an interesting one, but I didn't expect to strike up such as passion for waste management! When I lived in Indonesia, I saw beaches where it was too difficult to swim due to plastic littering the ocean. I've also been witness to marine life entangled. When it rains, the problem gets worse. Plastic accumulates in drainage systems. This floods houses, stops traffic and puts people's safety at risk.

Seeing the reality of these challenges inspired me to establish the Indo-Pacific Plastics Innovation Network or IPPIN which has been helping innovators find lasting solutions to plastic waste problems since 2022.

What were the most valuable or challenging parts of studying at an Indonesian university, and how did you adapt?

Studying at an Indonesian university taught me that learning doesn't just happen in lecture halls — it happens over tea breaks, in traffic jams, and through countless unexpected moments of laughter. I learned to adapt by listening first, smiling often, and appreciating and even embracing the concept of rubber time.

What has your career path been like from your Acicis program to today?

Today I still remain a strong champion of Australia's engagement with Indonesia. I love working in diverse teams on cross-cutting projects spanning national boundaries. My role with CSIRO allows me to combine my passions for sustainability, science, culture and language through science diplomacy and driving commercialisation opportunities.

In what ways has your Acicis experience shaped your career path or professional outlook?

Acicis and living in Indonesia more broadly reshaped how I see collaboration — it taught me that progress doesn't happen in isolation, but through relationships built on respect, patience, and shared purpose. That experience continues to guide how I approach partnerships across the region today.



What's one surprising or unexpected lesson you took away from Acicis?

I thought I joined Acicis to learn a language — I didn't realise I'd also be learning how to read between the lines, navigate cultural difference and embrace batik as a form of fashion diplomacy!



Wayne Palmer

Senior Researcher and Teaching Fellow, Bielefeld University

Degree & University

The University of Sydney – Bachelor of Arts (Indonesian and Malay Studies)

Acicis Study Option

Flexible Language Immersion Program

Study Period

Semester 18/2004

Host University

Universitas Gadjah Mada, Yogyakarta

What motivated you to join the Acicis program, and what drew you to Indonesia specifically?

My Indonesian language lecturer, Keith Foulcher, recommended it. I had actually seen an Acicis sticker in the old Raminten in Malioboro when I went backpacking through Java with friends after high school, so it was a surprise to hear about it again at university. Four other classmates ended up coming too, and one of them went on to work for Acicis.

Looking back, what aspects of your time in Indonesia, both academic and personal, had the greatest impact on you?

I ended up staying for three years because I found living there so exciting. I started a master's degree at UII, wanted to enrol at ISI Surakarta to study *pedalangan,* learned Javanese, and studied Javanese dance. That time had a huge impact on me — it led to a PhD and then a career in academia focused on Indonesia.

What were the most valuable or challenging parts of studying at an Indonesian university, and how did you adapt?

At Universitas Gadjah Mada, lecturers would sometimes just not turn up. My classmates weren't bothered — they'd say the class was *kosong* and leave it at that. My semester at Institut Seni Indonesia was different: lecturers always came, but there were goats outside the classroom, which was a welcome distraction.



What has your career path been like since Acicis?

After the Acicis year I went home for my Arts graduation, then went back to Indonesia to learn more Javanese at Wisma Bahasa rather than return to my double degree. That eventually led to a PhD and a career in academia.

In what ways has your Acicis experience shaped your career path or professional outlook?

The most valuable thing Indonesia taught me was that things happen when they happen, and that you have to approach everything with good humour — otherwise life there becomes really frustrating. That lesson has taught me how to pick my battles.

What's one surprising or unexpected lesson you took away from Acicis?

That Indonesia is a really human place. When things go wrong, it matters enormously that you have people around you, and I was always struck by how readily people there will drop everything to help.





What skills did you gain from Acicis that you still use today?

Indonesian, which I use at home and at work every day. But equally important was learning how Indonesian society works. Indonesians are very hospitable to guests, but they love it when guests know how to play the game.

How have you stayed connected to Indonesia since completing the program?

I spend about one to three months in Indonesia every year and we have a house in Lovina, Bali. I live in Germany and my family is in Melbourne, so Bali is almost halfway.

What advice do you have for a student interested in studying with Acicis, and what would you say to the alumni community?

To any student considering it: do it. The whole experience is so different from Australia and you won't regret it. To alumni: go back. Indonesia changes a lot, but some things stay the same — and they'll be the things you really loved the first time.

Alumni Publications: 2025

Each year, Acicis alumni produce a considerable body of work on Indonesia. Indeed, much of Australia's knowledge of Indonesia is mediated through the journalism, academic research, and creative works of Acicis alumni. The following pages illustrate how alumni across a range of sectors shaped the Australian and international publics' understanding of Indonesia in 2025.



Democracy in Focus

President Prabowo Subianto's first year in office generated a wave of alumni analysis, and ground-level reporting. From the military's return to civilian life to the rehabilitation of Suharto as a national hero, Acicis alumni helped frame what these developments mean for Indonesia's democratic future.

Eve Warburton (Semester 19 / 2004)

Warburton, Eve. 2025. "Development Futures: Indonesia's Economic Policies under Prabowo - New Era or Same Path." *Lowy Institute*, 10 June. https://open.spotify.com/episode/7C5781V5cb4qI7HyqkRKdS?si=5X-xdfAuQxOVNtnRleZ4MA&nd=1&dlsi=bab01d66d6bc4edc

Ian Wilson (Semester 1 / 1995)

Wilson, Ian. 2025. "Gangster Populism: Political Impediment or Strategic Asset for Prabowo?" *Indonesia at Melbourne*, 1 July. https://indonesiaatmelbourne.unimelb.edu.au/gangster-populism-political-impediment-or-strategic-asset-for-prabowo/

Rebecca Meckelburg (Semester 15 / 2002)

Meckelburg, Rebecca. 2025. "Indonesia's New Protest Movements." *Talking Indonesia,* 7 September. https://open.spotify.com/episode/5HckzsXyltNX4mBB8OHw96?si=t33-3Q9wTRGiTTX7KKVQdw&nd=1&dlsi=99457ed156424a8f



Environment, Development, and Aid

As US aid cuts reshaped the global development landscape and Indonesia navigated its own sustainability commitments, Acicis alumni offered well-grounded perspectives on what these shifts mean for communities, ecosystems, and regional relationships.

Tessa Toumbourou (Semester 26 / 2008)

Toumbourou, Tessa. 2025. "Social Forestry for a Good Life? The Uneven Well-Being Benefits of Indonesia's Social Forestry Scheme." *British Ecological Society,* 15 May. https://doi.org/10.1002/pan3.70042

Mira Sulistiyanto (Semester 44 / 2017)

Sulistiyanto, Mira. 2025. "Missed Signals: What Southeast Asia Wants vs What Australia Delivers." *The Interpreter,* 6 March. https://www.lowyinstitute.org/the-interpreter/missed-signals-what-southeast-asia-wants-vs-what-australia-delivers

Michael Neilson (Journalism Professional Practicum, 2016)

Neilson, Michael. 2025. "How one of NZ's biggest aid projects kickstarted Indonesia's green energy revolution." *BusinessDesk*, 21 February. https://businessdesk.co.nz/article/energy/how-one-of-nzs-biggest-aid-projects-kickstarted-indonesias-green-energy-revolution



Indonesia and the World

Indonesia's growing strategic weight was evident in 2025, and Acicis alumni were well placed to explain why. Alumni reported on issues from Russia seeking an airbase on Indonesian soil to Indonesia's role in Timor-Leste's ascension to ASEAN, capturing a country navigating a turbulent global order.

Kate Lamb (Journalism Professional Practicum, 2009) & Angela Dewan (Journalism Professional Practicum, 2008)

Lamb, Kate and Angela Dewan. 2025. "Putin's Play for an Indonesian Airbase Was Always Likely to Fail – but Russia Has Wider Ambitions." *The Guardian,* 17 April. https://www.theguardian.com/australia-news/2025/apr/17/russia-indonesia-airbase-putin-wider-ambitions-analysis

Samuel Bashfield (Semester 34 / 2012)

Bashfield, Samuel. 2025. "Seabed Warfare in a New Era of Geotech Conflicts." *Observer Research Foundation*, 18 March. https://www.orfonline.org/expert-speak/seabed-warfare-in-a-new-era-of-geotech-conflicts

Iona Main (Semester 36 / 2013)

Main, Iona. 2025. "Timor-Leste: to join the ASEAN neighbourhood, start with the house next door" *The Guardian,* 4 November. https://www.lowyinstitute.org/the-interpreter/timor-leste-join-asean-neighbourhood-start-house-next-door



Students Making the News

The Journalism Professional Practicum ran twice in 2025, and both cohorts made their mark in print. With bylines appearing in the Jakarta Post, Tempo, CNN Indonesia and more, these students demonstrated what in-country immersion makes possible for emerging journalists.

Aris Schuler-Shah (Journalism Professional Practicum, 2025)

Schuler-Shah, Aris. 2025. "Indonesia Launches International Carbon Trading Platform." *Tempo.co,* 20 January. https://en.tempo.co/read/1966011/indonesia-launches-international-carbon-trading-platform

Katrina Poon (Journalism Professional Practicum, 2025)

Poon, Katrina. 2025. "Calls Grow for Broader Indigenous Engagement in Customary Forest Recognition." ***Jakarta Post***, 9 December. https://www.thejakartapost.com/indonesia/2025/12/09/calls-grow-for-broader-indigenous-engagement-in-customary-forest-recognition.html

Blake Quinn (Journalism Professional Practicum, 2025)

Quinn, Blake. 2025. "OSINT dan Jurnalisme Indonesia di Era Disrupsi." *CNN Indonesia,* 24 December. https://www.cnnindonesia.com/nasional/20251223153335-20-1309991/osint-dan-jurnalisme-indonesia-di-era-disrupsi



Championing In-Country Learning

A recurring theme in 2025 was the value of Indonesian studies and in-country learning. Whether making the case to students or speaking about their experience, alumni continued to advocate for studying in Indonesia as something that shapes people in ways that classroom learning cannot replicate.

Elena Williams (Semester 21 / 2005)

Williams, Elena. 2025. "Want to Run a Successful Learning Abroad Program? Include Host Communities." *IEAA*, 26 June. https://www.ieaa.org.au/IEAA/Insights/Articles/2025/Successful-learning-abroad-program-host-communities.aspx

Charlotte Sutton (Journalism Professional Practicum, 2025) & Ayesha Jaggi (Journalism Professional Practicum, 2025)

Sutton, Charlotte, and Ayesha Jaggi. 2025. "Law in Indonesia: Inside the Acicis Practicum with Ayesha, Charlotte & Ray." *The Global Lawyer Podcast*, 3 October. https://open.spotify.com/episode/063ll22DtijrsvjGj0qPhF

Elly Kent (Semester 12 / 2001)

Kent, Elly. 2025. ‘’Students have little opportunity to study foreign languages in Canberra. That's a problem”. *The Canberra Times,* 4 December. https://www.canberratimes.com.au/story/9124313/opinion-foreign-language-courses-dwindling-in-australian-schools/

152
Total Publications

- 98 Articles
- 20 Podcast Episodes
- 14 Journal Articles
- 8 Videos
- 8 Book Chapters
- 3 Books
- 1 Book Review

Alumni Publications: 2025

Publications authored by Acicis alumni during the 2025 calendar year

Semester 1/1995

Butt, Simon. 2025. "Court's strange elections ruling leaves Indonesia in constitutional Catch-22." *Indonesia at Melbourne,* 7 July. https://indonesiaatmelbourne.unimelb.edu.au/courts-strange-elections-ruling-leaves-indonesia-in-constitutional-catch-22/

Butt, Simon. 2025. "Simon Butt, 'Judicial Dysfunction in Indonesia." *New Books Networ*k, 15 July. Podcast audio. https://podcasts.apple.com/us/podcast/simon-butt-judicial-dysfunction-in-indonesia-melbourne/id477719156?i=1000717306932

Butt, Simon, and Tim Lindsey. 2025. "Jokowi, the DPR and the dismantling of the Constitutional Court." In *The Jokowi Presidency: Indonesia's Decade of Authoritarian Revival*, edited by Sana Jaffrey and Eve Warburton. Singapore: ISEAS Publishing. https://doi.org/10.1355/9789815306804-012

Butt, Simon, Eko Riyadi, Satya Arinanto, and Fitra Arsil. 2025. "Ungerminated Seed: Proportionality Test in the Indonesian Constitutional Court." *Padjadjaran Jurnal Ilmu Hukum (Journal of Law)* 12 (2). https://journal.unpad.ac.id/cgi/viewcontent.cgi?article=1339&context=pjih

Wilson, Ian. 2025. "Manufacturing Difference: Instrumental Identity Mobilization and the Politics of Everyday Life in Urban Indonesia." *SOJOURN: Journal of Social Issues in Southeast Asia* 40 (1). https://bookshop.iseas.edu.sg/publication/7949

Wilson, Ian. 2025. "Gangster populism: political impediment or strategic asset for Prabowo?" *Indonesia at Melbourne,* 1 July. https://indonesiaatmelbourne.unimelb.edu.au/gangster-populism-political-impediment-or-strategic-asset-for-prabowo/

Wilson, Ian. 2025. "Who speaks for the riot? Youth agency and the contest over protest narratives." *Indonesia at Melbourne*, 5 September. https://indonesiaatmelbourne.unimelb.edu.au/who-speaks-for-the-riot-youth-agency-and-the-contest-over-protest-narratives/

Wilson, Ian. 2025. "Season 5 Episode 29." *Reformasi Dispatch*, 8 September. Podcast audio. https://open.spotify.com/episode/0Vt3a8SJZgMm5tjE91QgJH

Wilson, Ian. 2025. "'Gangster' Politics? Examining Protest, Power, and Poverty in Indonesia." *Dialogues at Fulcrum*, 21 October. Podcast audio. https://fulcrum.sg/gangster-politics-examining-protest-power-and-poverty-in-indonesia/

Wilson, Ian. 2025. "Indonesia under Prabowo—promises, protests, and power." *Melbourne Asia Review*, 12 November. Podcast audio. https://melbourneasiareview.edu.au/podcasts/indonesia-under-prabowo-promises-protests-and-power/

Semester 8/1999

Ingham, Xylia, Cory N. Spencer, Guilhermina de Araujo, Laurensius Amir, and Kayli Wild. 2025. "Knowledge, attitudes, and preparedness of healthcare providers trained to respond to violence against women: evaluation of the adapted World Health Organization curriculum in two municipalities in Timor-Leste." *BMC Health Services Research* 25 (70). https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-025-12627-7

Semester 10/2000

Baker, Jacqui. 2025. "Jacqui Baker on the rise of Indonesian President Prabowo Subianto." *7am Summer*, 7 January. Podcast audio. https://open.spotify.com/episode/6W32U3Q1bWepwjyCT56B0h

Baker, Jacqui. 2025. "Prabonomics." *Talking Indonesia*, 28 February. Podcast audio. https://indonesiaatmelbourne.unimelb.edu.au/talking-indonesia-prabonomics/

Baker, Jacqui. 2025. "Talking Indonesia: betting the farm." *Talking Indonesia*, 1 August. Podcast audio. https://indonesiaatmelbourne.unimelb.edu.au/talking-indonesia-betting-the-farm/

Baker, Jacqui. 2025. "Dirty Vote - Talking Indonesia." *Talking Indonesia*, 2 December. Podcast audio. https://open.spotify.com/episode/5nDGRlUAmzk0qeF29nDaFG

Pearson, Natali. 2025. "Insects as a Natural and Cultural Resource across SEA." *SSEAC Stories*, 15 April. Podcast audio. https://open.spotify.com/episode/699xVfuTxiwDO4obG5P0xe

Pearson, Natali. 2025. "Back to Bangka Searching for the Truth about a Wartime Massacre." *New Books Network,* 14 April. Podcast audio. https://newbooksnetwork.com/back-to-bangka

Pearson, Natali. 2025. "The Bells of HMAS Perth (I)." *Sea Power Navy*, 1 May. https://seapower.navy.gov.au/bells-hmas-perth-i

Pearson, Natali. 2025. "Sustainable Teamwork and Team Leadership in Southeast Asia." *New Books Network*, 1 May. Podcast audio. https://newbooksnetwork.com/sustainable-teamwork-and-team-leadership-in-southeast-asia

Pearson, Natali. 2025. "Review of Threats to Our Ocean Heritage: Bottom Trawling." *International Journal of Nautical Archaeology*. 54 (2). https://doi.org/10.1080/10572414.2025.2522598

Pearson, Natali. 2025. "Shipwrecks, piracy and historical trade discussed at maritime symposium." *The DCN*, 9 December. https://www.thedcn.com.au/news/shipwrecks-piracy-and-historical-trade-discussed-at-maritime-symposium

Prince, Liam. 2025. "Global Classrooms: The Power of In-Country Learning with Liam Prince (ACICIS Director) | Episode 10." *Brighter Futures Youth Podcast*, 10 April. Podcast audio. https://redcircle.com/shows/a5218d27-b8fa-4c42-8f0a-1d19a8e-5bf33/episodes/c222b050-f0de-4825-a3c0-12658009b4bd

Prince, Liam. 2025. "International Studies with Liam Prince." *Brighter Futures Podcast*, 10 April. Podcast audio. https://www.instagram.com/brighterfuturespodcast/p/DIQbtz_yxWN/

Prince, Liam. 2025. "Multiple Retirements, Resting Happiness, and a Lifelong Entanglement with Indonesia." *Global Horizons*, 5 September. Podcast audio. https://open.spotify.com/episode/4qnMPhptGDyaWUlJZoZoYQ

Prince, Liam. 2025. "Liam Prince: ASAA Oral History Project." *Asian Studies Association of Australia*, 18 October. Video. https://asaa.asn.au/liam-prince-asaa-oral-history-project/

Semester 12/2001

Crosby, Alexandra. 2025. "Weaving with scraps: Skills, materials and innovation in Indonesia." In *Designing through Planetary Breakdown: Locating Material Knowledge and Practical Skill,* edited by Jesse Adams Stein and Chantel Carr. London: Routledge. https://doi.org/10.4324/9781003485568

Crosby, Alexandra, and Juhri Selamet. 2025. "How Indonesian creativity can influence dominant ideas of design and sustainability." *Melbourne Asia Review*, 5 November. https://melbourneasiareview.edu.au/how-indonesian-creativity-can-influence-dominant-ideas-of-design-and-sustainability/

Kent, Elly. 2025. "Zico Albaiquni's anthroporn." *Artlink*, 45 (1). https://search.informit.org/doi/abs/10.3316/informit.T202504060000023913829832 65

Kent, Elly. 2025. "Art x War: Stealing Raden Saleh: War and Art in Indonesia." *National Gallery Singapore*, 26 March. https://www.nationalgallery.sg/sg/en/learn-about-art/magazine/stealing-raden-saleh--war-and-art-in-indonesia.html

Kent, Elly. 2025. "Schools are creating a generation that's lost in translation." *Canberra Times*, 4 December. https://www.canberratimes.com.au/story/9124313/opinion-foreign-language-courses-dwindling-in-australian-schools/

Semester 14/2002

Henschke, Rebecca, and Ayomi Amindoni. 2025. "Jerat sengketa tunda rehabilitasi lumba-lumba eks pertunjukan, bagaimana nasib mereka?" *BBC*, 16 January. https://www.bbc.com/indonesia/articles/cd9xpp503gdo

Henschke, Rebecca. 2025. "Surf and Spirits" *BBC*, 23 October. Video. https://www.bbc.com/mediacentre/proginfo/2025/42/the-thurs-documentary

Mahy, Petra. 2025. "Omnibus Law on Job Creation: a Chronology and Analysis." In *Routledge Handbook of Indonesian Law*, edited by Tim Lindsey and Simon Butt. Abingdon: Routledge (forthcoming). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5229810

Mahy, Petra. 2025. "Swings and Roundabouts' in Indonesia's Labor Laws During the Joko Widodo Era." In *Routledge Handbook of Indonesian Law,* edited by Tim Lindsey and Simon Butt. Abingdon: Routledge (forthcoming). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5229806

Pohlman, Annie, Eunike Mutiara Himawan, and Winnifred Louis. 2025. "Conflicted Reflections amongst Civilian Participants in the May 1998 Race Riots in Indonesia." *Journal of Perpetrator Research* 7 (2): 21–47. https://jpr.winchesteruniversitypress.org/articles/10.21039/jpr.7.2.181

Pohlman, Annie. 2025. "Sixty years on from the 1965 Indonesian genocide." *Inside Indonesia,* 23 September. https://www.insideindonesia.org/editions/edition-161-jul-sep-2025/sixty-years-on-from-the-1965-indonesian-genocide

Semester 15/2002

Meckelburg, Rebecca. 2025. "Behind Indonesia's mass protests." *Green Left,* 3 September. https://www.greenleft.org.au/2025/1437/world/behind-indonesias-mass-protests

Meckelburg, Rebecca. 2025. "Indonesia's New Protest Movements." *Talking Indonesia*, 7 September. Podcast audio. https://open.spotify.com/episode/5HckzsXyltNX4mBB8OHw96

Meckelburg, Rebecca. 2025. "Indonesia: Activists hunted as Prabowo tries to tighten his grip." *Green Left,* 19 September. https://www.greenleft.org.au/2025/1438/world/indonesia-activists-hunted-prabowo-tries-tighten-his-grip

Meckelburg, Rebecca. 2025. "Indonesian youth activists: Learning from past struggles, building solidarity, organising for social change." *Green Left,* 30 October. https://www.greenleft.org.au/2025/1441/world/indonesian-youth-activists-learning-past-struggles-building-solidarity-organising

Meckelburg, Rebecca. 2025. "Indonesia: Despite repression, students continue to organise." *Green Left,* 13 November. https://www.greenleft.org.au/2025/1442/world/indonesia-despite-repression-students-continue-organise

Semester 17/2003

Newton, Jordan. 2025. "Staying Alive: The Indonesian Pro-IS Community's Online Resilience and the 'Lone Actor' Threat in 2025." *RSIS*, 14 May. https://rsis.edu.sg/ctta-newsarticle/staying-alive-the-indonesian-pro-is-communitys-online-resilience-and-the-lone-actor-threat-in-2025/

Semester 18/2004

Palmer, Wayne, and Michele Ford. 2025. "Reframing exploitation: Assessing the utility of the seafood slavery trope." *Maritime Studies* 24: 7. https://link.springer.com/article/10.1007/s40152-024-00398-6#citeas

Palmer, Wayne, Hasbiyalloh, Benni, and Ford, Michelle. 2025. "Serikat Pekerja Nelayan Buruh di Indonesia: Tantangan dan Peluang dalam Pengorganisasian". Nelayan-nelayan Buruh dalam Lingkar Eksploitasi: Praktik, Kebijakan, dan Upaya

Pengorganisasian di Industri Perikanan. Jakarta: Kompas Press. https://pub.uni-bielefeld.de/record/3006893

Semester 19/2004

Warburton, Eve, Iqbal Damanik, Arie Rompas, Zulfa Nadia, and Ward Berenschot. 2025. "Business-Politics Relations in Indonesia: The Oligarchization of Democracy." *Bulletin of Indonesian Economic Studies* 61 (1): 39–60. https://www.tandfonline.com/doi/full/10.1080/00074918.2024.2442417

Warburton, Eve. 2025. "The Politics of Indonesia." In *Oxford Research Encyclopedia of Politics*, edited by Erin Hannah. New York: Oxford University Press. https://doi.org/10.1093/acrefore/9780190228637.013.2210

Warburton, Eve. 2025. "ANU Indonesia Institute Political Pulse Seminar Series - Early assessments of the Prabowo presidency." *ANU Indonesia Institute*, 19 March. Video. https://www.youtube.com/watch?v=9P7de5y8H98

Warburton, Eve. 2025. "Development Futures: Indonesia's Economic Policies under Prabowo - New Era or Same Path." *Lowy Institute*, 10 June. Podcast audio. https://open.spotify.com/episode/7C5781V5cb4qI7HyqkRKdS

Warburton, Eve, Liam Gammon, and Burhanuddin Muhtad . 2025. "Complacent Democrats: The Political Preferences of Gen Z Indonesians." *Journal of East Asian Studies*, 25 (2). https://doi.org/10.1017/jea.2025.10011

Warburton, Eve, and Sana Jaffrey. 2025. *The Jokowi Presidency: Indonesia's Decade of Authoritarian Revival*. Singapore: ISEAS Publishing. https://bookshop.iseas.edu.sg/publication/7971

Warburton, Eve. 2025. "Eve Warburton on Indonesian President Prabowo's First Year in Office." *The Diplomat*, 11 November. https://thediplomat.com/2025/11/eve-warburton-on-indonesian-president-prabowos-first-year-in-office/

Semester 21/2005

Williams, Elena. 2025. "Transforming the self, transforming the relationship? Understanding the impact of study abroad programs on Australia-Indonesia relationship-building." *ANU,* 8 January. https://openresearch-repository.anu.edu.au/items/8d5ae428-d12d-4f28-9533-e21c47c6b667

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Semester 26/2008

Toumbourou, Tessa, Mia B. Dunphy, Wolfram H. Dressler, Albert Hasudungan, and Ariane Utomo. 2025. "Caves of Fortune? Gendered Labour Precarity and Securitisation Involving the 'Wild' Edible Birds' Nest Trade in Kapuas Hulu, Indonesia." *Human Ecology* 52 (6). https://doi.org/10.1007/s10745-024-00562-w

Toumbourou, Tessa. 2025. "Perhutanan sosial masih meminggirkan perempuan dalam pengambilan keputusan, berisiko memperparah ketimpangan." *The Conversation*, 30 January. https://theconversation.com/perhutanan-sosial-masih-meminggirkan-perempuan-dalam-pengambilan-keputusan-berisiko-memperparah-ketimpangan-248444

Toumbourou, Tessa, Mia B. Dunphy, Lilis Mulyani, Ilmiawan Auwalin, Rumayya, Annisa Sabrina Hartoto, Gutomo Bayu Aji, Marcellinus Mandira Budi Utomo, Nurul Auliya Amin, Yasmita Yaman, Ferdy Azmal Fakhrani, Pitaloka Ainun Yasmin, Asia A. Afriyani, Masri, Dian Arisanti, Darkono Tjawikrama, Rachel S. Friedman, and Andrea Rawluk. 2025. "Social forestry for a good life? The uneven well-being benefits of Indonesia's social forestry scheme." *People and Nature* 7 (6). https://doi.org/10.1002/pan3.70042

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2008

Dewan, Angela. 2025. "Invasion' barges, subsea cable cutters and surprise naval drills: how China is testing Donald Trump." *The Guardian,* 14 April. https://www.theguardian.com/world/2025/apr/14/china-taiwan-military-drills-trump-barges-asia-pacific-security

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06 Stakeholder Profiles and Endorsement



1. Endorsement and Awards
2. Partner University Profiles
3. Professional Placement Organisation Profiles
4. Community Engagement


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Endorsements & Awards

"For three decades, Acicis has been pivotal in strengthening the close relationship between Indonesia and Australia through its education and cultural exchange programs."

Mr Gary Eleazar,
Business Development Specialist
Okusi Associates, November 2025

"It is inspiring to see so many Acicis alumni now in leadership roles across government, education, and community sectors.

Australia-Indonesia Institute,
November 2025

All Studies and Cultural Leadership Award:
Liam Prince

Flexible Language Immersion Program
Semester 10/2000

2025 Australia-Indonesia Institute
Indonesian Studies Awards,
6 December 2025

"Today, the Australia-Indonesia relationship has never been stronger, thanks in big part to the Acicis staff and alumni who have made significant contributions to our two countries' enduring partnership."

The Hon Tim Watts MP,
Special Envoy for Indian Ocean Affairs,
Australian Government, September 2025



"We celebrate the important role that Acicis has played in developing a generation of Australians who share a deep affinity, understanding and respect for Indonesia. Each year, hundreds of Australians take part in their programs, studying alongside Indonesian peers. Many of your 5000 alumni have gone on to use the skills and understanding developed through its programs in roles in business, academia, NGOs and government, including in Australia's embassies and consulates across Indonesia.

Senator The Hon Penny Wong, Minister for Foreign Affairs,
Australian Government, September 2025

"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, Former Provost,
La Trobe University, 20 May 2020

"I would recommend Acicis to any student, studying any program. Even if you're only in-country for a few weeks, the Acicis programs introduce you to Indonesia and Indonesians in a way that you will never get just coming for a holiday. And if you are serious about developing your skills in Indonesian, then there is no better program for you to gain a truly immersive study experience."

Dr Annie Pohlman,
Senior Lecturer in Indonesian Studies,
The University of Queensland, May 2024



"My Government also intends to rebuild Australia's Indonesia language skills, through support to the Acicis program.

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

Prime Minister Anthony Albanese,
6 June 2022

"I think it is the combination of the expertise of Acicis staff, the pooling of resources, and the availability of the New Colombo Plan funding that really facilitates these excellent opportunities for our students to have immersive in-country experiences."

Dr Edwin Jurriens, Convenor of Indonesian Studies,
The University of Melbourne, August 2025

"Young people in Australia and Indonesia are curious about the world and each other. Acicis does an excellent job of harnessing this curiosity."

Ms Hilary Mansour,
Policy Officer, Department of Foreign Affairs and Trade,
September 2025

"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



"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 program inception in 2014.

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

"Indonesia is actually our most popular destination out of all the countries that we send students to, and we can trust Acicis as a great place to recommend to our academic teams."

Mr Simon Watson, Senior Manager,
University of Technology Sydney,
August 2025



Elizabeth Ratri Dian Jati

Language Center, Certification, and Non-Degree Program Manager at Parahyangan Catholic University

Acicis partner university
Parahyangan Catholic University

Spokesperson
Elizabeth Ratri Dian Jati

Role
Manager, Language Training Center

Can you recall a particularly memorable interaction or moment involving Australian students, either in the classroom or on campus?
Having Australian students from Acicis at Universitas Katolik Parahyangan (UNPAR) each year always brings new stories, and each experience carries its own significance. One of the most memorable moments was when we conducted a Work Environment Field Practicum Program for an Acicis student who was also a New Colombo Plan (NCP) awardee in 2024. This initiative was a pilot program for us.

Through this program, the student had the opportunity to apply his Indonesian language skills in a professional setting while interacting with local colleagues in an Indonesian working environment. It was encouraging to see how language learning could be meaningfully applied beyond the classroom.

During the program, the student was also involved in preparing a summer program for a group of German students visiting our university. He contributed valuable perspectives as an international student and shared his experiences of living and studying in Indonesia. His insights helped the German students—many of whom were visiting Indonesia for the first time—better prepare for their stay.

As a result, the students adapted very well to life in Bandung and were able to fully enjoy their two-week summer program at UNPAR.
Overall, the program was both enjoyable and beneficial. It created a multicultural working environment for the Acicis student as well as for us at BIPA UNPAR, while strengthening cross-cultural understanding and collaboration on both sides.

What advice would you give Australian students visiting Indonesia for the first time?
Australian students visiting Indonesia for the first time should approach the country with openness, patience, multicultural awareness, and a willingness to understand culture within its own context rather than judging it by the standards of another culture. Taking time to observe, listen, and ask questions respectfully will help them better understand the local environment. Through these experiences, they may discover different perspectives on how people view and navigate the world, and realize that what may seem familiar or natural to them can be understood differently in another cultural setting. Finally, learning some Indonesian will help them adapt more easily and feel more at home during their stay.



On a more personal note, what motivates you to continue working in or supporting cross-cultural educational exchange?

Seeing how cross-cultural exchange broadens students' perspectives after studying in Indonesia is always a rewarding and fulfilling experience. As part of BIPA UNPAR, I feel grateful to be able to support students in their journey of learning Bahasa Indonesia, navigating cultural differences, and discovering new ways of understanding the world. Witnessing their growth—not only linguistically but also personally—continues to motivate me to contribute to cross-cultural educational exchange.

I wish more Australians understood that Indonesia is not only a popular travel destination but also a vibrant and complex society with rich cultural diversity and a rapidly developing academic landscape. Indonesian students and universities are actively engaging with global ideas while remaining deeply connected to local cultures and communities. Recognizing this complexity can open the door to deeper academic, cultural, and professional partnerships between Indonesia and Australia.

What has surprised you most about teaching or hosting Australian students at your institution?

One of the things that has surprised me most about teaching and hosting Australian students is their openness and curiosity when engaging with Indonesian culture. While many arrive with an initial interest in learning about Indonesia, it is always inspiring to see how willing they are to step outside their comfort zones and experience the country directly within its social and cultural context. Many quickly adapt to daily life, embracing new routines and cultural practices during their stay.

I am also impressed by how eager they are to communicate in Indonesian, participate in community activities, and reflect critically on the cultural differences they encounter. These moments of curiosity and adaptation often lead to meaningful conversations and mutual learning between Australian and Indonesian students.
In many ways, hosting Australian students also reminds me that cross-cultural exchange is a continuous learning process, encouraging me to reflect on and deepen my own intercultural understanding.





Prof. Johan Arifin, S.E., M.Si., Ph.D., CFrA, CertIPSAS

Dean of the Faculty of Business and Economics,
at Universitas Islam Indonesia (UII)

Acicis partner university
Universitas Islam Indonesia

Faculty
Business and Economics

Spokesperson
Prof. Johan Arifin, S.E., M.Si., Ph.D., CFrA, CertIPSAS

Role
Dean of the Faculty of Business and Economics

What has surprised you most about teaching or hosting Australian students at your institution?
What has been most enlightening is the vibrant exchange of knowledge that occurs beyond the formal curriculum. While we provide academic insights into the Indonesian context, the Australian students bring a wealth of diverse customs and life experiences that offer our community a fresh perspective on global professional standards. It is one thing to read about Australian culture in a textbook, but having the opportunity to learn directly from their lived experiences provides a rich way for our educational environment that we simply cannot replicate otherwise.

Can you recall a particularly memorable interaction or moment involving Australian students, either in the classroom or on campus?
During my leadership period as Dean from 2022 to 2026, our faculty had the pleasure of hosting eight students through the Acicis program, across the departments of Management, Accounting, and Economics. Their presence has been a meaningful part of the international atmosphere we aim to cultivate on campus. Although I did not teach them directly in class, I often encountered them during daily campus activities; passing by in the corridors, around the faculty building, or during welcoming and farewell gatherings. Those simple interactions were always pleasant and reminded me how international exchange programs bring our campus to life.

A small fun fact is that the canopy in front of our International Undergraduate Program building was inspired by the open, communal spaces commonly found on Australian campuses. So, whenever I saw the Acicis students spending time around that area, it somehow completed the scene. It truly felt like the international campus vibe we envisioned had come to life. That is memorable for me.

How do Indonesian students typically respond to having Australian students in the classroom or on campus?
Indonesian students are genuinely enthusiastic about collaborating with Australian students, welcoming the opportunity to engage with peers who bring different customs, perspectives, and cultural practices. There is a sense of excitement whenever international students join our campus, as they serve as a bridge between cultures. This interaction enriches classroom discussions and campus life, allowing Indonesian students to practice cross-cultural communication in real time, foster mutual respect, and broaden their worldview while sharing their own heritage. It creates a collaborative spirit where both groups can build lasting global networks and meaningful connections that extend beyond the program.

What advice would you give Australian students visiting Indonesia for the first time?
My primary advice is to invest time in understanding Indonesia's social and local etiquette before arrival to ease the transition. In Indonesia, and particularly here in Yogyakarta, we place a profound emphasis on *unggah-ungguh*, the traditional Javanese philosophy of politeness and social grace. By learning the basics of how to greet others and behave appropriately within our cultural norms, students will find that they not only mitigate culture shock but also receive an even warmer, more respectful welcome from the local community.

What challenges are Indonesian universities currently navigating, both academically and institutionally?
From an academic standpoint, we are focused on evolving our traditions and curriculum development to ensure they meet rigorous global standards. Institutionally, our mission is to secure greater international recognition and ensure that our graduates possess the quality and character required to thrive on the world stage. We want our students to be more than just local leaders; we want them to have the courage and the competence to be significant players in the global arena.

On a more personal note, what motivates you to continue working in or supporting cross-cultural educational exchange?

My commitment to this work is deeply personal, rooted in my own experience completing my PhD in Australia. That journey taught me that cross-cultural exchange is the most effective way to broaden one's intellectual horizons and cultivate true open-mindedness. It is incredibly rewarding to witness students realize that while other traditions may differ from their own, those differences are opportunities for growth. I support these programs because I know firsthand how they transform individuals into empathetic, global citizens.

What do you most wish Australians better understood about Indonesia today?

I wish more Australians could see the remarkable unity within our diversity. Indonesia is a vast archipelago with an incredible array of tribes, languages, and traditions, yet we remain bound together by a spirit of friendliness and a single national language. I hope our neighbors realize that beneath our diverse cultural layers lies a welcoming society that is modernizing rapidly while still holding to the warmth and hospitality that define our national character.







Intan Taufik, Ph.D

Professional Placement Organisation Mentor at PT LAPI ITB

PT.LAPI ITB
To Serve for your Betterment and the Nation's

Name of organisation
PT LAPI ITB

Spokesperson
Intan Taufik, Ph.D

Area of expertise and field of business
Microbial biotechnology, coffee fermentation, and applied research for agri-food systems

Acicis study option
Agriculture Professional Practicum

Can you tell us a bit about what your organisation does?
PT LAPI ITB is an innovation-driven consulting and technology company established under Institut Teknologi Bandung (ITB) that bridges academic expertise with practical industry applications through integrated STEAM-based solutions. PT LAPI ITB engages in applied research in microbial biotechnology, particularly in the agri-food sector, through collaborations with academic partners.

We focus on developing microbial-based solutions such as fermentation starters, antimold agents, and soil microbial analysis to support sustainable agriculture and high-value commodities like coffee and spices.

What first drew you to host an Acicis student, and what did you hope to gain from the experience?
The Acicis program offers a unique opportunity for cross-cultural academic and professional exchange. We saw this as a way to gain fresh perspectives, particularly from the Australian market context, which is highly relevant for our ongoing work in coffee innovation. We also hoped to create a mutually beneficial learning environment where the student could gain exposure to real-world research, while our team benefited from new insights and global viewpoints.

What does a typical day in the office look like for an Acicis student at your organisation?
A typical day involves a combination of independent research, team discussions, and exposure to ongoing projects. The student may work on literature reviews, market analysis, or data interpretation related to specific projects such as coffee fermentation or product development. They also participate in meetings with researchers and industry partners. Depending on the schedule, there may also be opportunities to visit field sites or laboratories.

What surprised you most about having an Australian student working alongside your team?
Their ability to approach problems from a different perspective, particularly in terms of structuring analysis and communicating ideas. Their exposure to international academic and market environments brought a level of critical thinking and independence that complemented our team dynamics. It was also interesting to see how they adapted to a more flexible and context-driven working environment in Indonesia.

What did your team take away from your experience of hosting and mentoring an Acicis student?
Our team gained valuable insights into how international students approach research and problem-solving. It encouraged us to reflect on our own practices, particularly in terms of communication, documentation, and structuring of projects. The experience also strengthened our awareness of global market perspectives, which is increasingly important for translating research into scalable innovations.

What is your first piece of advice for a new Acicis student planning to undertake their professional placement at your organisation?
Be proactive and open to learning. The working environment may be more challenging than what you are used to, but it offers rich opportunities to explore real-world challenges. Take initiative in asking questions, engaging with the team, and connecting your academic background with the practical problems you encounter.

For an Indonesian organisation considering hosting an Acicis student, what would you want them to know?
Hosting an Acicis student can be a highly rewarding experience, but it requires preparation. It is important to have a clear scope of work while still allowing flexibility for the student to explore and contribute. The key benefit lies in the exchange of perspectives — organisations can gain fresh insights, especially in areas related to global markets, communication, and analytical approaches.

In your view, what role do programs like Acicis play in the bigger story of Australia–Indonesia relations -- and does it matter?
Acicis play a crucial role in building long-term, people-to-people connections between Australia and Indonesia. Beyond formal diplomacy, these experiences create mutual understanding, trust, and professional networks that can lead to future collaborations in research, business, and policy.



Indah Rosita Dewi

Professional Placement Organisation Mentor
at Prevented Ocean Plastic Southeast Asia (POPSEA)

Name of organisation
Prevented Ocean Plastic Southeast Asia (POPSEA)

Spokesperson
Indah Rosita Dewi

Area of expertise and field of business
Plastic recycling & collection

Acicis study option
Development Studies Professional Practicum

Can you tell us a bit about what your organisation does?
POPSEA is a plastic collection and recycling company established in 2022 to ensure a reliable, ethical, and fully traceable flow of post-consumer plastic waste into recycling operations, which transforms high-risk plastic waste into verified recycled materials for global brand owners. Operating across 12 facilities in Indonesia, the initiative strengthens local waste management systems while ensuring a stable supply of quality recycled materials. At the same time, we support 1,600+ waste collectors and community partners, with over 50% female workforce participation.

What first drew you to host an Acicis student, and what did you hope to gain from the experience?
What initially drew us to host an Acicis student was the opportunity to engage with Australian talent for the first time. Our previous collaborations had primarily been with partners from the United States, Europe, and Southeast Asia. We anticipated fresh perspectives, cultural insights, and a mutually enriching experience, both professionally and culturally.

What does a typical day in the office look like for an Acicis student at your organisation?
Office hours involve data analysis, supply chain mapping, and supporting projects related to traceability and environmental, health, and safety (EHS). The student also participates in coordination meetings, gaining insight into team decision-making. Complementing the in-office experience, the student also takes part in a series of field observations, such as engagement with NGOs such as WASTE4CHANGE and the Waste Women Collectors Association (WWCA), as well as site visits to Bantargebang Landfill, Kertabumi Recycling Centre, and the Sukabumi Aggregation Centre, where they observe traceability processes and EHS audits.

What surprised you most about having an Australian student working alongside your team?
Zoe's strong analytical capability, particularly with data. Despite being a sustainability intern focused on human rights and waste management, she translated raw, unstructured data into a well-organised database tracker directly useful for our operations. She also went beyond expectations by developing map-based analyses for disaster management, a level of technical skill that was both impressive and unexpected.

What did your team take away from your experience of hosting and mentoring an Acicis student?
The importance of thoughtfully aligning the department's needs with the intern's learning objectives. While assigned tasks must contribute to operational goals, equal attention must be given to the intern's interests and areas of curiosity. This balance transforms a standard internship into a mentoring process where guidance, exposure, and professional development are intentionally integrated. We also facilitate the intern to interact with key stakeholders, including visits to partner organisations and sister companies.

What is your advice for a new Acicis student planning to undertake their professional placement at your organisation?
Come prepared with a strong sense of empathy towards the realities of the recycling sector and the broader waste management ecosystem. Our work is deeply rooted in human aspects — the livelihoods, dignity, and rights of those involved across the value chain. This perspective helps students align with our values and engage more meaningfully with the work and communities connected to it.

For an Indonesian organisation considering hosting an Acicis student, what would you want them to know?
Acicis students arrive with genuine curiosity and a desire to learn, not solely to work. Beyond the professional dimension, the experience opens meaningful opportunities for cultural exchange: understanding different backgrounds, perspectives, and ways of thinking. This cross-cultural interaction often becomes one of the most enriching parts for both the organisation and the student.

In your view, what role do programs like Acicis play in the bigger story of Australia–Indonesia relations -- and does it matter?
Programs like Acicis play a meaningful role as a direct engagement connector between professional actors in Indonesia and Australia, creating a platform that goes beyond formal or institutional connections. This exposure can help highlight the innovation, impact, and potential within Indonesia's ecosystem, creating further opportunities for collaboration and mutual growth.



Tasya Bintang

Professional Placement Organisation Mentor at Gema Semesta

gemasemesta.co

Name of organisation
Gema Semesta

Spokesperson
Tasya Bintang

Area of expertise and field of business
Design studio

Acicis study option
Creative Arts & Design Professional Practicum

Can you tell us a bit about your organisation?
We're a graphic design studio based in Jakarta. Our team of ten are mostly graphic designers, with a production team for photo and video.

What first drew you to host an Acicis student, and what did you hope to gain from the experience?
We've never really limited ourselves in terms of client range or types of work, and we believe having a foreign student helps boost adaptability and communication within our team.

What does a typical day in the office look like for an Acicis student at your organisation?
They typically start the day around 10 AM. The morning is left to their own, followed by lunch. After that, there's a regrouping session where they report to the designer in charge and/or the principals. Most of the day is dedicated to exploration. Our studio is quite relaxed and allows everyone to experiment.

What surprised you most about having an Australian student working alongside your team?
How similar we are in terms of references and pop culture! They fit into the studio culture right away.

What did your team take away from your experience of hosting and mentoring an Acicis student?
Probably communication skills and expanding our references.

What is your advice for a new Acicis student planning to undertake their professional placement at your organisation?
This advice is probably specific to art students: be yourself, share your interests, and you will naturally find people who align with you. Be open to trying different art styles and methods, and be willing to make friends with your coworkers. I'd suggest also to ask questions and be proactive because Indonesians can be pretty shy and reserved, so it is advisable to initiate conversations.



For an Indonesian organisation considering hosting an Acicis student, what would you want them to know?
Be open and learn from them as much as they learn from you: it's a two-way street! Create programs that allow them to learn as much as possible about your working culture and country. Also, set aside dedicated time for conversations to understand their perspectives on the organisation; an outsider's insight is always valuable.

In your view, what role do programs like Acicis play in the bigger story of Australia–Indonesia relations, and does it matter?
It does matter! It creates connections, conversations, and cross-cultural references.



Brendan Tobing

Professional Placement Organisation Mentor
at PT Polindo Utama

Polindo Utama
Recycling for Future

Name of organisation
PT Polindo Utama

Spokesperson
Brendan Tobing

Area of expertise and field of business
Plastic recycling and plastic waste management

Acicis study option
Development Studies Professional Practicum

Can you tell us a bit about what your organisation does?
Established in 2005, Polindo Utama is an Indonesian leader in recycled PET flakes and pellets. Our ethos is to create a sustainable future by converting plastic waste into valuable resources. Since 2010, we have recycled over 22 billion bottles. By the end of 2022, we had successfully gathered, recycled, and reintegrated 1.6 billion plastic bottles -- all potential pollutants to our environment and oceans.

Currently, our supply chain recycles approximately 3,900 MT of plastic every month. Our CSR arm, the Polindo Utama Hope Foundation, focuses on community empowerment and environmental preservation through sustainable manufacturing practices and plastic recycling education. Since its inception, the foundation has empowered hundreds of communities, collected thousands of kilograms of plastic waste, and formed strategic partnerships with various universities.

What first drew you to host an Acicis student, and what did you hope to gain from the experience?
We were drawn to host an Acicis student by the novelty of hosting a foreign intern, which we had not done before in our company's 20-year history. We hoped to gain insights into the recycling industry, waste management, and circular economy practices in the student's country of origin.

What does a typical day in the office look like for an Acicis student at your organisation?
A typical day can range from stationary to very dynamic. A stationary day includes management and project meetings, primary and secondary research, a factory visit, and English classes for internal employees. A more mobile day involves visits to our aggregation and collection centres, external business or academic conferences, government engagements, and CSR initiatives.

What surprised you most about having an Australian student working alongside your team?
His quick adaptability and willingness to align with our social norms and business culture.

What did your team take away from your experience of hosting and mentoring an Acicis student?
That hosting an Acicis student is a very rewarding, fun, and enriching experience, and one that requires considerable time to plan and execute properly.

What is your first piece of advice for a new Acicis student planning to undertake their professional placement at your organisation?
Prepare for Indonesia's very hot and humid weather, as it can lead to profuse sweating and dehydration.

For an Indonesian organisation considering hosting an Acicis student, what would you want them to know?
Imagine you were the student. Would your organisation help you maximise your time, enrich yourself, and enjoy your stay in Indonesia? If the organisation does not have a concrete plan for the student's growth, it is not ready to host. Motivate the student to think actively about how they can contribute.

In your view, what role do programs like Acicis play in the bigger story of Australia–Indonesia relations -- and does it matter?
Programs like Acicis play a pivotal role in both countries' relations and should be continued. By embedding Indonesia's priorities in the mindset of Australian students, the next generation of leaders will be well-equipped to work side by side for the betterment of both nations.

Community Engagement





Acicis 30th Anniversary

In September and October 2025, Acicis marked its 30th Anniversary with two special commemorative gatherings in Canberra and Yogyakarta, bringing together university partners, organisation partners, government representatives, and three decades of alumni.

The festivities began in Canberra, featuring speeches from Senator the Hon Penny Wong, Minister for Foreign Affairs, and the Hon Tim Watts MP, Australia's Special Envoy for Indian Ocean Affairs, highlighting the consortium's enduring role in fostering Australia-Indonesia relationships. The celebration then moved to Yogyakarta, returning to the city where the very first Acicis program was established. Attended by distinguished guests from the Australian Embassy and the Consulate General of Surabaya, this poignant reunion celebrated three decades of a vibrant and transformative partnership ecosystem. More than just a milestone, these gatherings honoured a legacy of building meaningful relationships. As Acicis looks to the future, it remains a living bridge connecting the next generations of Australian and Indonesian leaders.

Sponsored by:

Australian Government · NEW COLOMBO PLAN · AUSTREX Growing Livestock Communities · INDONESIA AUSTRALIA BUSINESS COUNCIL · WESTERN SYDNEY UNIVERSITY Indonesia · Australian Embassy Indonesia







Anniversary wish
from Matt - Alumni Sem 2, Sem 3 5 Staff 2013 - Present

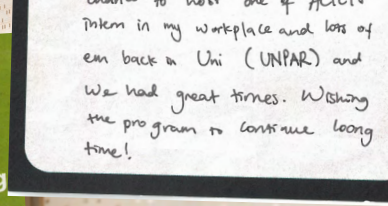
Dear Acicis,

Happy 30 years!

Thank you for all that you have given me over 13+ years as a student, alum and staff member. Look forward to many exciting and productive years to come.

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact



intern in my workplace and lots of em back in Uni (UNPAR) and We had great times. Wishing the program to continue loong time!

Community & Impact



Anniversary wish
from OKusi ASSOCIATES

Selamat Ulang Tahun ke-30, Acicis!
Tiga dekade penuh dedikasi membangun pemahaman lintas bangsa.
Dari Okusi Associates, kami bangga menjadi bagian dari semangat pembelajaran, kolaborasi, dan persahabatan antara Indonesia dan Australia.
Semoga Acicis panjang umur!

-SIGIT-

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact





Anniversary wish
from Monash Herb Feith Centre and Monash University, Indonesia

Selamat sukses selalu!
Big congratulations and keep being awesome to infinity and beyond ∞!

-Sabina-

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact

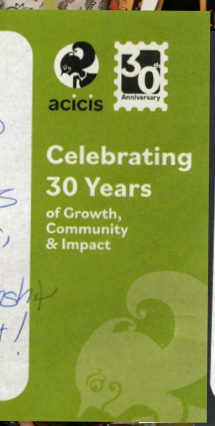
Anniversary wish
from Sabarinah FPH-UI

I am proud to be involved with Public Health Study TOUR Program. It has been from 2016 till now. I wish ACICIS will continue this program to enhance mutual understa

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact





acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact

Anniversary wish
from Tory from ANU - PPIA ACT

Congratulations on the 30th anniversary! I had the chance to host one of ACICIS intern in my workplace and lots of em back in Uni (UNPAR) and We had great times. Wishing the program to continue loong time!

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact



Anniversary wish
from Lottie V. Wijck



happy 30th birthday nurturer for being a home-away-from home.

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact

Anniversary wish
from Lyndon Iles - ANU

Wishing Acicis continued success in fostering intercultural understanding, sparking curiosity, and creating lasting impact through language + cultural engagement.
May the next 30 years be even more innovative, inspiring and transformative.

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact



Anniversary wish
from LINDA YAN

To see ACICIS continue to educate students from around the world on Indonesia.
Anak Acicis Sem #1

acicis 30 Anniversary

Celebrating 30 Years of Growth, Community & Impact





2025 BAHASA SESH CHALLENGE

acicis 30th Anniversary

Background:

As part of Acicis' 30th anniversary celebrations, Acicis launched the third edition of the Bahasa Sesh Challenge! The challenge again called on Acicis friends and the wider community to share their favourite word(s) or phrase(s) in Bahasa Indonesia and be part of a growing community passionate about language, culture, and connection.

This fun and engaging challenge celebrates the richness of Bahasa Indonesia, a language that has helped unite over 270 million people across the archipelago.

4 Winning Categories:

- Grand Prize: Indonesian Language Short Course
- Best Creative Entry: $200 prize
- Most Popular Entry: $200 prize
- Weekly Winner: $25 prize

The Judges:

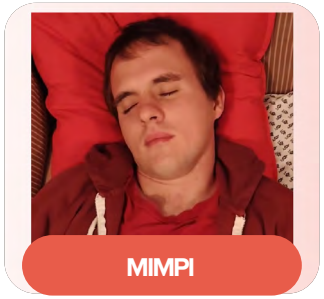


Liam Prince
Consortium Director
at Acicis



Dian Widi Sasanti
Sub Department Head
of Language Training Center (LTC)
at Satya Wacana Christian University (UKSW)

Grand Prize Winner:



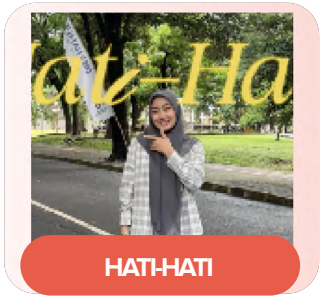
Lawrence Gilardi
from Italy

Best Creative Winner:



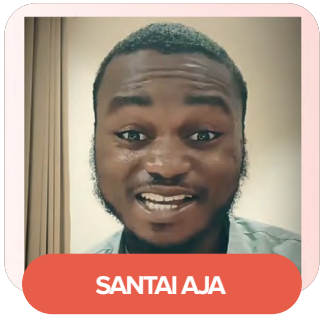
Taryn Cameroon
from Australia

Most Popular Winner:



Hayqa Nayla
from Indonesia

1st Week Winner



Shedrach Barau
from Nigeria

2nd Week Winner



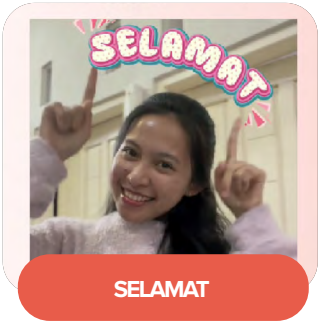
Chelsea Piper
from Australia

3rd Week Winner



Susan Neuhaus
from Australia

4th Week Winner



Gusti Ayu
from Indonesia

07 Finances



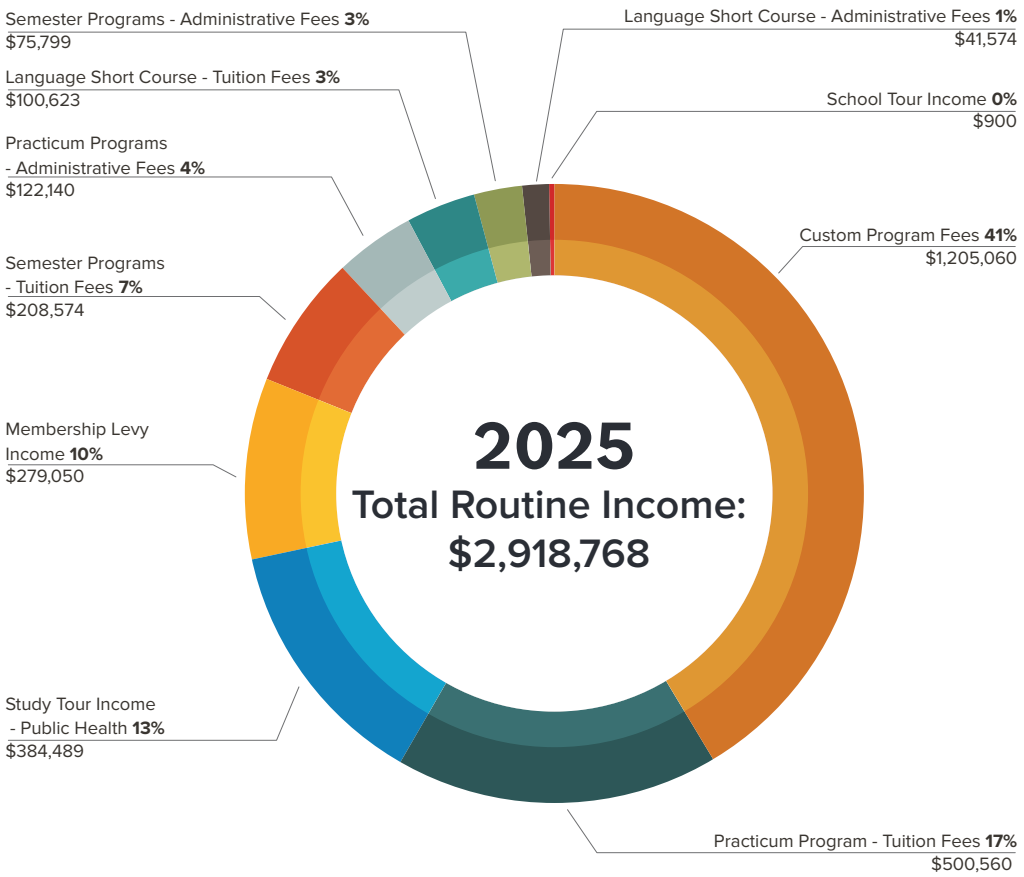
Acicis Income and Expenditure

for the year ended 31 December 2025

Consortium Annual Income

The consortium's routine annual income for the 2025 calendar year was ~$2.9 million–a 10% decrease on the previous year. This annual result for 2025 was due to decreases recorded for routine income line items including custom program fees (down $137k), school tour income (down $76k), language short course income (down $62k), and semester program tuition fee income (down $61k) compared to the previous year (2024).

In 2025, the consortium secured external grant funding through the Australian Government's New Colombo Plan (NCP) Mobility Program. Acicis received approximately ~$1.6 million in new Mobility Program funding secured under the 2025 funding round of the NCP. ~$1.45 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 2025 and 2026 in the form of mobility grants. The remaining 10% (or ~$145k) 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.



	ACTUAL 2025		ACTUAL 2024		yoy +/-	
Income	**$**	**as % of 2025 total income**	**$**	**% of 2024 total income**	**$**	**%**
Routine Operating Income						
Custom Program Fees	1,205,060	41%	1,342,623	41%	-137,563	-10%
Practicum Programs - Tuition Fees	500,560	17%	525,510	16%	-24,950	-5%
Study Tour Income - Public Health	384,489	13%	394,037	12%	-9,548	-2%
Membership Levy Income	279,050	10%	266,897	8%	12,153	5%
Semester Programs - Tuition Fees	208,574	7%	270,374	8%	-61,801	-23%
Practicum Programs - Administrative Fees	122,140	4%	88,066	3%	34,074	39%
Language Short Course - Tuition Fees	100,623	3%	162,754	5%	-62,131	-38%
Semester Programs - Administrative Fees	75,799	3%	68,283	2%	7,516	11%
Language Short Course - Administrative Fees	41,574	1%	56,465	2%	-14,891	-26%
School Tour Income	900	0%	77,872	2%	-76,972	-99%
Visa Fees	-	0%				
Total Routine Operating Income	**2,918,765**	**100%**	**3,252,880**	**100%**	**-334,112**	**-10%**
Special Project Income						
Strategic Development Group: Jakarta Practicum Program	73,431					
30th Anniversary Sponsorship	11,000					
WSU Indonesia: Visa Procurement Services	5,539					
LCNAU National Languages Campaign	2,500					
Total Special Project Income	**92,470**		**198,725**		**-106,255**	**-53%**
Income from investing activities						
Interest	**365,960**					
Total Income from investing activities	**365,960**		**272,622**		**93,338**	**34%**
Grant Income						
NCP 2021 Mobility Program Funding	-14,011					
NCP 2022 Mobility Program Funding	-1,212,449					
NCP 2023 Mobility Program Funding	-105,000					
NCP 2025 Mobility Program Funding	1,595,000					
Total Grant Income	**263,540**		**608,800**		**-345,260**	**-57%**
TOTAL INCOME	**3,640,739**		**4,333,028**		**-692,290**	**-16%**

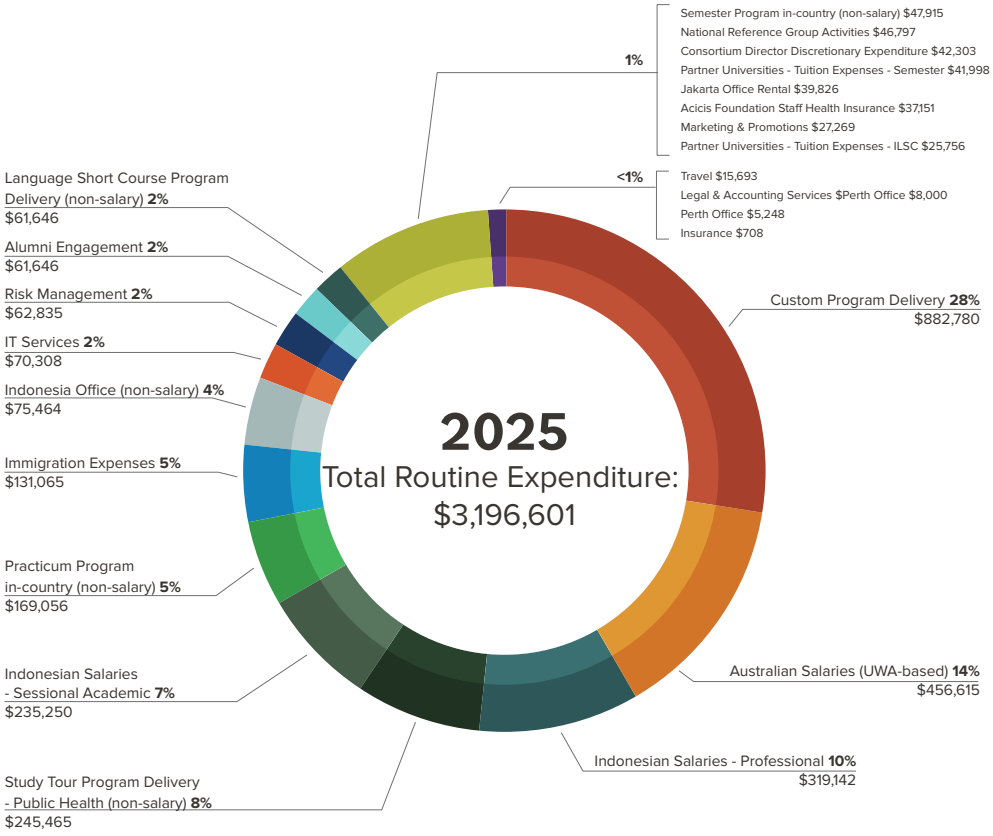
Acicis Income and Expenditure

for the year ended 31 December 2025

Consortium Annual Expenditure

The consortium's routine annual expenditure for the 2025 calendar year was ~$3.19 million. This represents a 59% increase on the previous year. This annual result for 2025 was due to significant increases in several routine expenditure categories including: custom program delivery (up ~$335k), Indonesian academic salaries (up ~$209k), study tour program delivery (non-salary) (up ~$155k), and practicum program in-country (non salary) (up ~$126k) compared to the previous year (2024).

Non-recurring 'special project' expenditure for 2025 includes ~$65k spent on the roll-out of the LCNAU National Language Campaign, ~$28k spent on Acicis 30th anniversary activities, and ~$5k spent on preparation of the consortium's written submission to the parliamentary inquiry into Building Asia Capability in Australia through the education system and beyond.



	ACTUAL 2025		ACTUAL 2024		yoy +/-	
Expenditure	**$**	**as % of 2025 total expenditure**	**$**	**as % of 2024 total expenditure**	**$**	**%**
Routine Operating Expenditure						
Custom Program Delivery	882,780	28%	547,025	27%	*335,755*	*61%*
Australian Salaries (UWA-based)	456,615	14%	386,776	19%	*69,839*	*18%*
Indonesian Salaries - Professional	319,142	10%	282,521	14%	*36,621*	*13%*
Study Tour Program Delivery - Public Health (non-salary)	245,465	8%	89,954	4%	*155,511*	*173%*
Indonesian Salaries - Sessional Academic	235,250	7%	25,830	1%	*209,420*	*811%*
Practicum Program in-country (non-salary)	169,056	5%	42,923	2%	*126,133*	*294%*
Immigration Expenses	148,311	5%	30,452	2%	*117,858*	*387%*
Indonesia Office (non-salary)	131,065	4%	119,651	6%	*11,413*	*10%*
IT Services	75,464	2%	58,520	3%	*16,944*	*29%*
Risk Management	70,308	2%	42,948	2%	*27,359*	*64%*
Alumni Engagement	62,835	2%	29,068	1%	*33,768*	
Language Short Course Program Delivery (non-salary)	61,646	2%	49,082	2%	*12,564*	*26%*
Semester Program in-country (non-salary)	47,915	1%	87,129	4%	*-39,215*	*-45%*
National Reference Group Activities	46,797	1%	40,465	2%	*6,331*	*16%*
Consortium Director Discretionary Expenditure	42,303	1%	40,070	2%	*2,233*	*6%*
Partner Universities - Tuition Expenses - Semester	41,998	1%	11,600	1%	*30,398*	*262%*
Jakarta Office Rental	39,826	1%	30,697	2%	*9,129*	*30%*
Acicis Foundation Staff Health Insurance	37,151	1%	20,256	1%	*16,895*	*83%*
Marketing & Promotions	27,269	1%	20,244	1%	*7,025*	*35%*
Partner Universities - Tuition Expenses - ILSC	25,756	1%	-		-	
Travel	15,693	0%	10,487	1%	*5,207*	*50%*
Legal & Accounting Services	8,000	0%	7,800	0%	*200*	*3%*
Perth Office	5,248	0%	3,185	0%	*2,062*	*65%*
Insurance	708	0%	0	0%	*708*	
School Tour In-Country	-	0%	38,449	2%	*-38,449*	
Total Routine Operating Expenditure	**3,196,601**	**100%**	**2,015,134**	**100%**	***1,181,467***	***59%***

	ACTUAL 2025	ACTUAL 2024	yoy +/-	
Expenditure	**$**	**$**	**$**	**%**
Special Project Expenditure				
Program Development: DSIP: NCP 2023 Yr 1	5,555			
Program Development: FLIP: NCP 2023 Yr 1	5,024			
Program Development: IRP: NCP 2023 Yr 1	4,903			
Program Development: IBLS: NCP 2023 Yr 1	5,004			
Program Development: ASP: NCP 2023 Yr 1	5,284			
Program Development: APP: NCP 2023 Yr 1	5,358			
Program Development: BPP: NCP 2023 Yr 1	4,915			
Program Development: CADPP: NCP 2023 Yr 1	5,070			
Program Development: DSPP: NCP 2023 Yr 1	4,798			
Program Development: JPP: NCP 2023 Yr 1	6,001			
Program Development: LPP: NCP 2023 Yr 1	5,760			
Program Development: STPP: NCP 2023 Yr 1	5,325			
Program Development: ILSC: NCP 2023 Yr 1	10,253			
Strategic Development Group: Jakarta Practicum Program	7,442			
LCNAU National Languages Campaign	65,286			
30th Anniversary Activities	28,182			
Building Asia Capability: Parliamentary Submission	5,250			
WSU Indonesia: Visa Procurement Services	1,421			
Total Special Project Expenditure	**180,833**	**247,886**	*-67,054*	*-27%*
Grant Expenditure				
NCP 2018 Outgoing Student Mobility Grant Funds	7,000			
NCP 2021 Outgoing Student Mobility Grant Funds	14,000			
NCP 2022 Outgoing Student Mobility Grant Funds	-21,000			
NCP 2023 Outgoing Student Mobility Grant Funds	710,000			
NCP 2024 Outgoing Student Mobility Grant Funds	112,000			
NCP 2025 Outgoing Student Mobility Grant Funds	170,000			
2023 NCP Administration Funding	338,336			
Total Grant Expenditure	**1,330,336**	**1,094,657**	*235,680*	*22%*

TOTAL EXPENDITURE	**4,707,769**	**3,357,677**	**1,350,092**	***40%***
Total Surplus/Deficit	-1,067,031	975,351		
Surplus/Deficit net of grant funds + special projects	-185,362	1,436,472		
Surplus/Deficit net of grant funds	-234	1,461,208		

Financial Statements: 2025

The following financial statements have been extracted from the Acicis Audited Financial Statements for the year ended 31 December 2025.

Statement of comprehensive income for the year ended 31 December 2025

	2025	2024
	$	$
Revenue from continuing operations	4,327,949	5,445,483
Expenses from continuous operations	(4,953,050)	(3,999,826)
OPERATING RESULT FOR THE PERIOD	**(625,101)**	**1,445,656**

Statement of financial position as at 31 December 2025

	2025	2024
	$	$
Assets		
Current Assets	7,323,607	8,412,311
Non-Current Assets	-	-
Total Assets	**7,323,607**	**8,412,311**
Liabilities		
Current Liabilities	5,859,941	6,323,545
Non-Current Liabilities	-	-
Total Liabilities	**5,859,941**	**6,323,545**
Net Assets	**1,463,666**	**2,088,766**
Equity		
Retained surplus	1,463,666	2,088,766
TOTAL EQUITY	**1,463,666**	**2,088,766**

NOTE: Full copies of Acicis' 2025 Audited Financial Statements are available upon request; please contact the Acicis Secretariat on (08) 6488 6675 or at enquiries@acicis.edu.au.

DIRECTORS:

ROBERT CAMPBELL RCA, CA
VIRAL PATEL RCA, CA
ALASTAIR ABBOTT RCA, CA
CHASSEY DAVIDS RCA, CA

ASSOCIATE DIRECTORS:

SANTO CASILLI FCPA PFIIA
FAZ BASHI RCA, CPA

AUSTRALIAN AUDIT

INDEPENDENT AUDITOR'S REPORT

To the members of Australian Consortium for 'In-Country' Indonesian Studies

Opinion

We have audited the financial report of Australian Consortium for 'In-Country' Indonesian Studies (the entity), which comprises the statement of financial position as at 31 December 2025, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the then ended, and notes to the financial statements, including a summary of material accounting policies and the National Reference Group Members certificate.

In our opinion the accompanying financial report has been prepared in accordance with requirements of the trust deed of the entity, including:

a. giving a true and fair view of the entity's financial position as at 31 December 2025, and of its financial performance and its cash flows for the then ended; and
b. complying with Australian Accounting Standards to the extent described in Note 1.

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 Report* section of our report. We are independent of the entity in accordance with the trust deed of the entity and 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 the financial report in Australia. We have also 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 financial report, which describes the basis of accounting. The financial report has been prepared to assist the consortium to meet the requirements of ACICIS Joint venture Agreement. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibilities of Management and The for the Financial Report

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 Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the 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 taken on the basis of this financial report.

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

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

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- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

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.



Viral Patel, CA, CPA, RCA
Registered Company Auditor number 333615
Director
Australian Audit

Perth, Western Australia
Date: 30 October 2026



08 Consortium Membership



Acicis Member Universities


Australian National University


Curtin University





































09 Acicis Partner Universities & Placement Organisations



Acicis Indonesian Partner Universities

ATMA JAYA
CATHOLIC UNIVERSITY OF INDONESIA

UNIVERSITAS GADJAH MADA

UNIVERSITAS ISLAM INDONESIA

UNIVERSITAS KATOLIK PARAHYANGAN

UNIVERSITAS KRISTEN SATYA WACANA
1956

UNIVERSITAS INDONESIA
Veritas, Probitas, Iustitia

UNIVERSITAS SANATA DHARMA YOGYAKARTA
Ad Maiorem Dei Gloriam

UNMAS DENPASAR

Acicis Professional Placement

Professional Placement Organisations*

Agriculture Professional Practicum

KRKP

AOI Indonesia Organic Alliance

PT. LAPI ITB

DCA Divers Clean Actior

Institut Pertanian Bogor
AGRIBUSINESS AND TECHNOLOGY PARK

Business Professional Practicum

IBC Indonesian Business Council

KIROYAN PARTNERS PUBLIC AFFAIRS

ISA

INFIA

Creative Arts & Design Professional Practicum

LANTING

STUDIO EKO NUGROHO

gemasemesta.co

HUDHUD

setali

Development Studies Professional Practicum

Australia Awards

HARAPAN FIAN

Yayasan Strategi Konservasi Indonesia CSF

RUJAK CENTER FOR URBAN STUDIES

PLAN INTERNATIONAL
Sampai semua setara

Journalism Professional Practicum

TheJakartaPost

RRI RADIO REPUBLIK INDONESIA

CNN Indonesia

TEMPO MEDIA GROUP

KBR

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

AGI LEGAL
IN ASSOCIATION WITH ALLEN & GLEDHILL LLP

Aliansi Masyarakat Adat Nusantara

IJRS
Indonesia Judicial Research Society

LeIP

Law Professional Practicum

Travelxism

Gili Eco Trust

Lily Lane Villas
Ubud-Bali

Sustainable Tourism Professional Practicum

Center for Southeast Asian Social Studies
Universitas Gadjah Mada

PPMK
Empowering Women To Fight Poverty

CARITRA
Indonesia

kanopi indonesia

SATUNAMA
Menanam Benih Keadilan

Flexible Language Immersion Program

KONEKSI
Knowledge Partnership Platform
Australia - Indonesia

ASOSIASI LBH APIK INDONESIA

JRS INDONESIA
JESUIT REFUGEE SERVICE

Development Studies Immersion Program

rdi
Resilience
Development
Initiative

AKATIGA
CENTRE FOR
SOCIAL ANALYSIS

Food Bank
Bandung

Greeneration
Foundation

International Relations Program & West Java Field Study

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Acknowledgements

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

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



acicis

THE UNIVERSITY OF WESTERN AUSTRALIA

Acicis

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