



Annual Report 2023



Providing a well-rounded
Indonesian study experience.



Annual Report

2023

03 Trends in Australian Outbound Student Mobility to Indonesia

22,791 students from Australian universities undertook a learning abroad experience in 2022, a 36% increase on 2021. 573 students in this cohort travelled to Indonesia. pp.16-27



07 Finances

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18 Australian universities & 2 international universities in the UK and the Netherlands. pp.98-99



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Liam Prince offers insight into the renewed optimism for learning abroad to Indonesia in 2023, post COVID-19. pp. 4-5



04 ACICIS Student Numbers 2003-2023

In 2023, 436 students undertook a learning abroad experience in Indonesia with ACICIS, a 51% increase on 2022 (288 students). The three largest programs by student volume in 2023 were the consortium's Indonesian Language Short Course, Public Health Study Tour and Flexible

Language Immersion Program. The improved enrolments across ACICIS programs in 2023 reflects the consortium's steady recovery from the effects of the pandemic. pp.28-52



05 Alumni Outcomes & Achievements

Excerpts of the ACICIS Alumni Tracer Study for the 1997 and 2002 cohort show long-term impacts on professional development, career pathways & bilateral relations between Australia and Indonesia. 156 publications related to Indonesia and Southeast Asia were authored by ACICIS alumni in 2023. pp.53-71



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10 partner universities & over 200 host organisations across Indonesia. pp.100-103





01

Message from the Consortium Director



A Message from the Consortium Director

It is with a sense of renewed optimism that I introduce the ACICIS Annual Report for 2023.

Like it was for much of the Australian university learning abroad sector, 2023 was the first full year of return to in-country program delivery since the pandemic. Building on efforts in the second half of 2022, ACICIS spent much of 2023 continuing to rebuild its staffing profile and program delivery infrastructure in Indonesia, and reopening programs that had been paused during the pandemic. Notably, the first half of 2023 saw the reestablishment of the consortium's office in Bandung, West Java and resumption of the ACICIS' International Relations Program at Parahyangan University. The second half of the year, meanwhile, saw the reopening of the ACICIS' office presence at Bogor Agriculture University (IPB) and resumption of the consortium's Agriculture Semester Program in partnership with IPB.

In Australia, 2023 was a year of reintroducing ACICIS and reestablishing relationships within an Australian university learning abroad sector—a sector much changed and still depleted by COVID-era staff redundancies and resource reallocation.

In total, ACICIS assisted 436 Australian and international students to undertake study in Indonesia in 2023—a 51% increase in the size of ACICIS' annual student cohort after a 42% drop in 2020 and further 10% decrease in 2022. The recovery of ACICIS student numbers in 2023 reflects the resumption in earnest of international travel and learning abroad by Australian university students and their home institutions. 2023 saw the restoration of ACICIS' annual student numbers to roughly the level prevailing in 2018.

While the recovery of annual ACICIS student numbers is encouraging, student enrolments in the consortium's own routine programs remained somewhat depressed throughout 2023—particularly for the consortium's semester programs. This was offset by a significant increase in the consortium's provision of custom program delivery support for individual member and non-member university short format programs—including, most notably, for Monash University's Global Immersion Guarantee program.

Thus, while ACICIS' overall student volume recovered in 2023, it did so in a new manner and configuration. This has complicated ACICIS' resource allocation challenge, with the organisation required, in 2023, to service a greater level of complexity in program delivery for roughly the same total annual volume of students as prevailed prior to the pandemic. Work remains in 2024 to reintroduce ACICIS' existing suite of programs to the consortium membership, and to reopen clear enrolment pathways into these programs for member university students.

Coming into its 30th year of operations, ACICIS remains one of the key achievements of Indonesian studies in Australia. Since the consortium's establishment in 1994, more than 4,000 Australian university students have undertaken study in Indonesia through ACICIS. The consortium remains pivotal to the success of the Australian Government's New Colombo Plan in Indonesia, facilitating study in Indonesia for over 2,000 Australian undergraduates since the NCP's inception in 2014.

The following report outlines recent historical trends in Australian outbound student mobility to Indonesia, and contextualises the contribution made by ACICIS within this broader national picture. Among other things, it shows the degree to which the consortium was responsible for keeping Australian student engagement with Indonesia alive during the pandemic, and the instrumental, forward-leaning role it has played in restarting Australian university student learning abroad to Indonesia once such activities were again possible from mid-2022. What little Australian student engagement there was with Indonesia in 2021 and 2022 was largely due to the efforts of ACICIS.

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

Liam Prince
Consortium Director

July 2024, Perth, Western Australia

ACICIS milestones: 1994-2023



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



Pilot of the *Journalism Professional Practicum* (JPP)

500th ACICIS student in Indonesia



Reinstatement of the *Journalism Professional Practicum* (JPP)



Launch of the *Indonesia From The Ground Up Tour*

Pilot of *ACICIS School Tours Program*



ACICIS Study Indonesia

Celebration of ACICIS 20th Anniversary



Establishment of the *Business Professional Practicum* (BPP)

1994

1995

2002

2006

2008

2010

2012

2013

2015

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



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



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 SC) Short Course & *Indonesian Language Teacher Immersion* (ILTI) Semester Program

West Java Field Study (WJFS) option launched



2,000th ACICIS student in Indonesia

ACICIS moves to UWA

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



Establishment of the *Law Professional Practicum* (LPP)

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

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

2016

2017

2018

2019

2020

2021

2022

2023



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



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

3,000th ACICIS student in Indonesia



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



First insights from the ACICIS Alumni Tracer Study reported

4,000th ACICIS student in Indonesia

Our mission

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

Our vision

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

Our values



Education

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



Collaboration

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



Support

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



Networks

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



Australian Government



NEW COLOMBO PLAN

Connect to Australia's future - study in the region

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

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

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

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

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	TOTAL (2014-2024)
Total New Colombo Plan Mobility Program Funding Available	4,000,000	8,000,000	20,000,000	22,300,000	36,000,000	28,700,000	28,700,000	28,700,000	22,111,558	15,058,285	26,753,700	\$ 240,323,543
ACICIS New Colombo Plan Mobility Program Funding Received	284,000	608,900	1,531,200	1,900,800	3,226,300	1,997,050	1,158,300	511,500	1,969,000	3,906,100	676,500	\$ 17,769,650
ACICIS Subsequent Term NCP MP Multi-Year Funding Received	-	-	-	272,800	727,100	627,000	214,500					\$ 1,841,400
Total ACICIS New Colombo Plan Mobility Program Funding Received	284,000	608,900	1,531,200	2,173,600	3,953,400	2,624,050	1,372,800	511,500	1,969,000	3,906,100	676,500	\$ 19,611,050
ACICIS Funding as % of Total NCP MP Funding Available	7.10%	7.61%	7.66%	9.75%	10.98%	9.14%	4.78%	1.78%	8.90%	25.94%	2.53%	8.16%
<i>Students Funded: First Funding Term</i>	69	111	303	371	609	389	351	155	460	787	86	3,691
<i>Students Funded: Subsequent Terms of Multi-Year Funding Received</i>	-	-	-	65	197	190	65					517
Total Students Funded 2014-2023	69	111	303	436	806	579	416	155	460	787	86	4,208





02

Current Management



Current Management

ACICIS programs and activities are governed by a National Reference Group consisting of senior academic Indonesia-specialists and international student mobility professionals representing all Australian states and territories, as well as several “members by invitation” appointed to the Reference Group for their particular specialist knowledge, expertise, or professional experience.

The National Reference Group is responsible for approving and taking the lead in implementing all ACICIS initiatives and activities; monitoring the consortium’s activities and financial position; determining matters of policy relating to ACICIS—including the fees payable by consortium members; and ratifying the decisions of the Consortium Director to the extent required by the ACICIS Joint Venture Agreement to which all consortium member universities are party.

Executive leadership of the consortium and management of its day-to-day operations in Australia and Indonesia are currently overseen by the following key personnel:

Australia-based personnel:



Liam Prince
Consortium Director



Jason Parish
Accountant



Meg McPherson
Secretariat Coordinator



Matthew Satchwell
Student Administration Coordinator



Daisy Aldam
Marketing and Student Recruitment
Coordinator

Indonesia-based personnel:



Dr Adrian Budiman
Resident Director



Sheryl Senja
Projects Development Manager



Sinta Padmi
Program Manager



Wilia Paramitasari
Program Manager



Dani Prakasa Karuniawan
Program Coordinator



Bernadetta Handayani
Program Coordinator



Helmi Wattimury
Program Coordinator



Adila Salma Khansa
Program Coordinator



Ida Kusuma
Finance and Administration
Manager



Gisella Yurisdha Rarassari
Finance and Administration
Coordinator



Rentika Sinaga
Human Resource Coordinator



The ACICIS National Reference Group



ACICIS
Study Indonesia



Liam Prince
Consortium Director



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



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



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



Prof Caitlin Byrne
QLD Representative
Pro Vice Chancellor (Business)



David Norman
Host (UWA) Representative
UWA Senior Policy Advisor to
the Vice-Chancellor



Tom Power
SA & NT Representative
Lecturer in Indonesian



Professor Caroline Chan
NSW Deputy Representative
Pro Vice-Chancellor (Global
Partnerships)



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



Dr Annie Pohlman
QLD Deputy Representative
Lecturer in Indonesian



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



David Scholefield

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



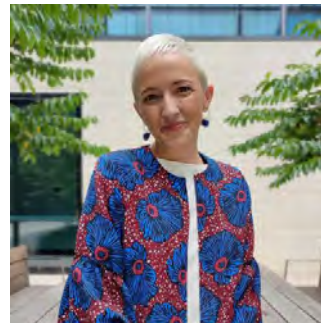
Lydia Santoso

Member by invitation
Lawyer at Nicholas George
Lawyers



Louise McGrath

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



Elena Williams

Member by invitation
Higher education consultant, PhD
candidate at The Australian National
University, and former ACICIS
Resident Director (2013-2017).





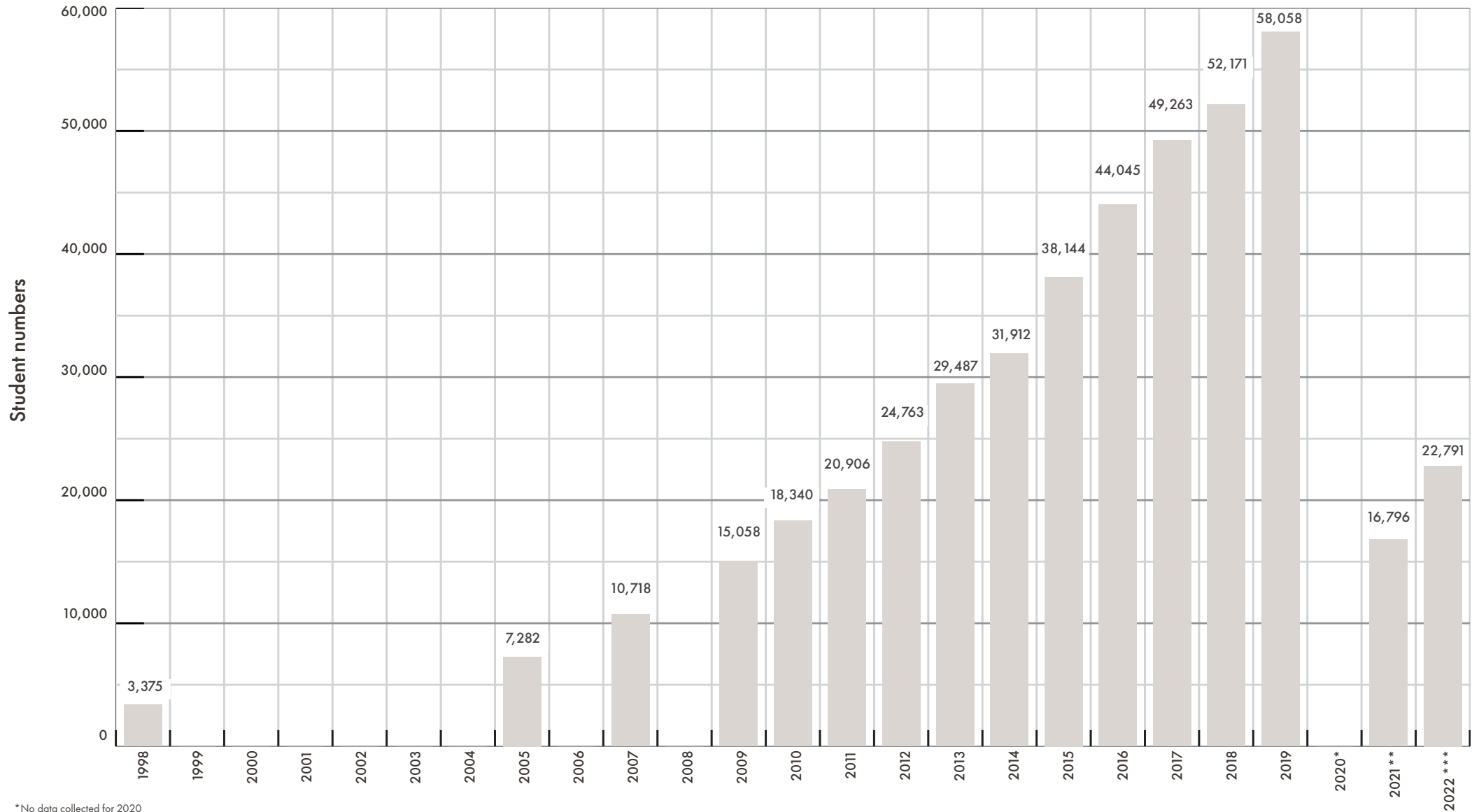
03

Trends in Outbound Australian Student Mobility to Indonesia



Participation by Students from Australian Universities

in Learning Abroad Programs: 1998–2022



*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

Participation by Students from Australian Universities

in Learning Abroad Programs: 1998–2022

Learning abroad recovers slowly post COVID-19

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.

The pandemic brought to a hard stop more than a decade of rapid growth in the number of students from Australian universities participating in learning abroad programs, and improvement in the reporting of these experiences by Australian universities through the AUIDF. Between 2019 and 2021 the number of reported learning abroad experiences undertaken by Australian university students declined by more than 71%--from 58,058 students in 2019 to 16,796 students in 2021.

In 2022 signs of recovery were visible--both in the number of Australian university students undertaking learning abroad, and in the number of Australian universities reporting these international study experiences to the AUIDF.

In 2022, 33 universities reported their learning abroad data to the AUIDF, up from just 23 universities in 2021. This is comparable to the 34 Australian universities that reported to the AUIDF in 2019. A total of 22,791 Australian university students were reported as having undertaken an international study experience in 2022. This represents a 36% increase on the 16,796 students reported as having done so in 2021. While this is encouraging, it is important to note that the total number of reported learning abroad experiences undertaken by Australian university students in 2022 was still less than 40% of the number reported in 2019, prior to the pandemic.

The 2022 data shows that learning abroad by Australian university students is recovering in the wake of the COVID-19 pandemic, but slowly.

Sources:

Davina Potts, *Students from Australian Universities in Learning Abroad 2014*. (AUIDF, 2016), 8.
AUIDF, *Benchmarking Learning Abroad (BLA)*, 2022, (AUIDF, November 2023), 11, 16, 27, 39 & 66



Learning Abroad Trends 2020-2022

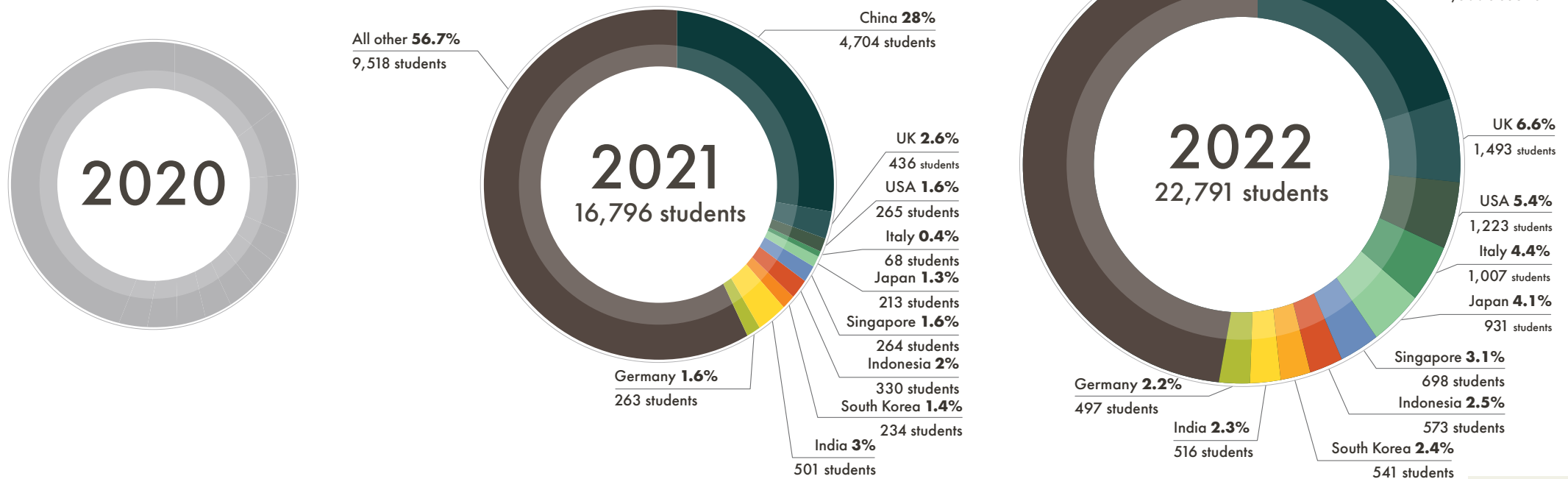
Top 10 destination countries for Australian university students

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. In 2022 the number of Australian university students reported as having pursued learning abroad increased by almost 36% on the level recorded for 2021, but remained at less than 40% of the level prevailing in 2019, prior to the pandemic.

The top 10 learning abroad destinations for Australian university students also changed in 2022, with Taiwan dropping off the list of top ten destinations in 2022, and Italy (1,007 students) and Japan (931 students) returning to 4th and 5th most popular destinations respectively for the first time since 2019.

The 573 students who undertook Indonesia-based learning constituted 2.5% of all students pursuing learning abroad experiences in 2022. This is an increase from 330 students and 2% of the total student cohort in 2021.

This placed Indonesia behind China (4,600 students), the UK (1,493 students), the USA (1,223 students), Italy (1,007 students), Japan (931 students) and Singapore (698 students), and ahead of South Korea (541 students), India (516 students) and Germany (497 students).



Learning Abroad Trends 2020-2022

Top 10 destination countries for Australian university students

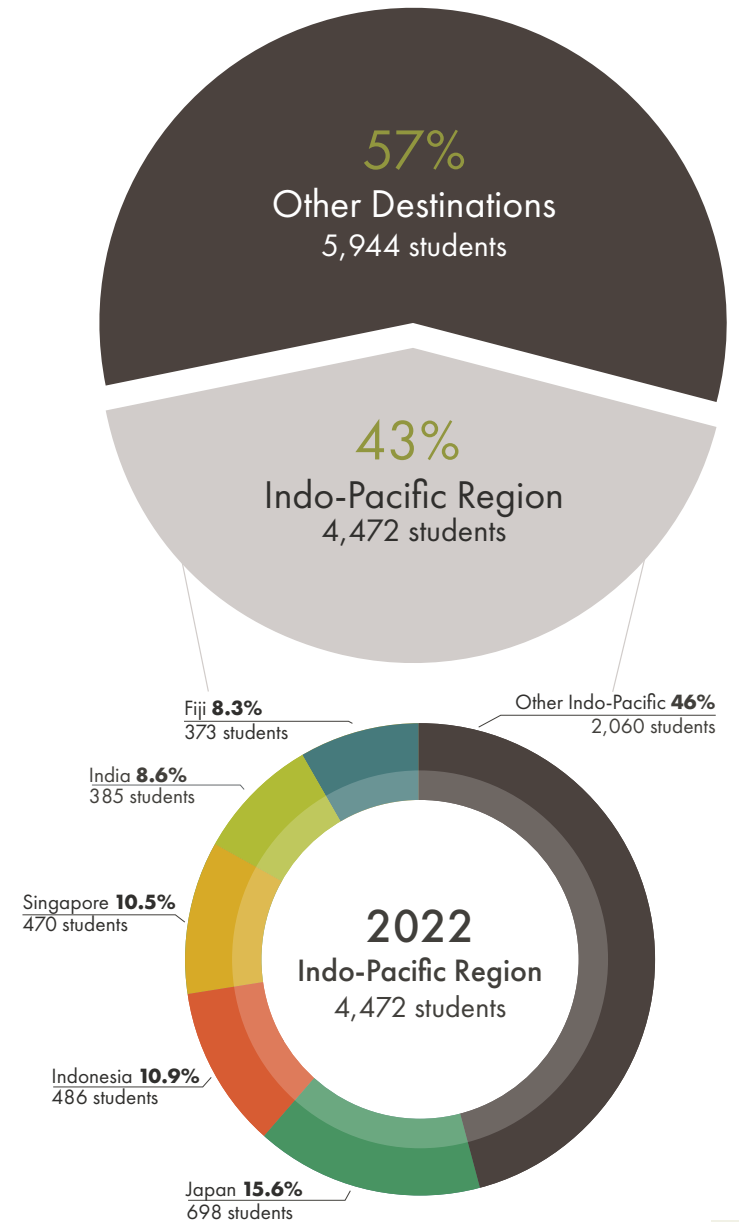
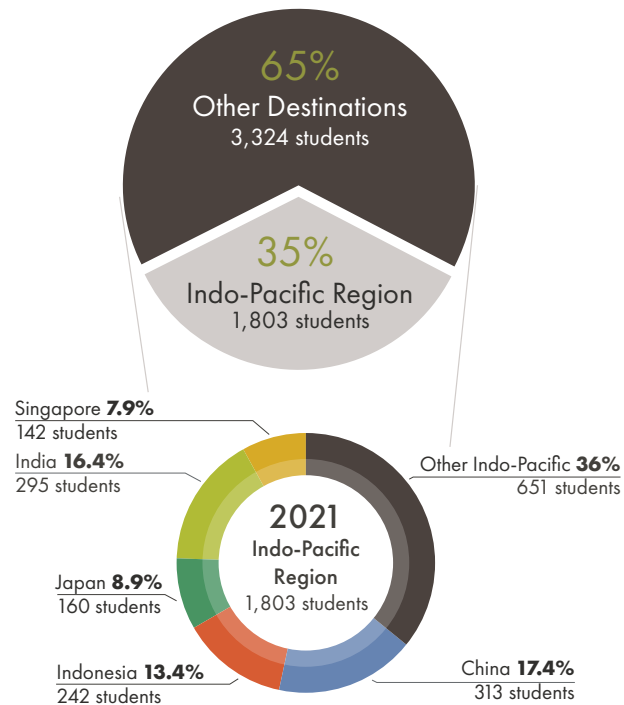
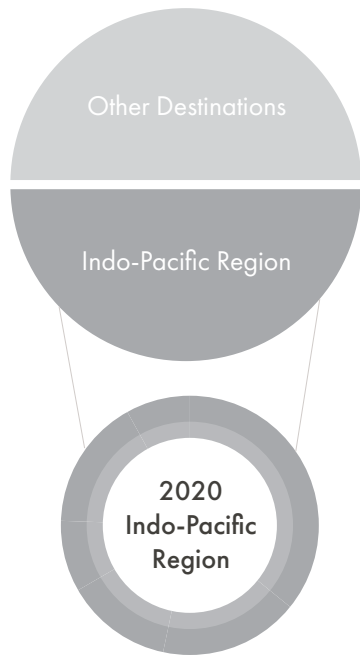
2022 (22,791 students)				2021 (16,796 students)			2020*		
Top Destinations	Rank 2022	Student numbers	% of Student Cohort	Rank 2021	Student numbers	% of Student Cohort	Rank 2020	Student numbers	% of Student Cohort
China	1	4,600	27.4%	2	4,704	28.0%	-		
		Growth yoy	-2.21%						
UK	2	1,493	6.6%	5	436	2.6%	-		
		Growth yoy	242.43%						
USA	3	1,223	5.4%	7	265	1.6%	-		
		Growth yoy	361.51%						
Italy	4	1,007	4.4%	-	68	0.4%	-		
		Growth yoy	1,380.88%						
Japan	5	931	4.1%	-	213	1.3%	-		
		Growth yoy	337.09%						
Singapore	6	698	3.1%	8	264	1.6%	-		
		Growth yoy	164.39%						
Indonesia	7	573	2.5%	6	330	2.0%	-		
		Growth yoy	73.64%						
South Korea	8	541	2.4%	10	234	1.4%	-		
		Growth yoy	131.20%						
India	9	516	2.3%	3	501	3.0%	-		
		Growth yoy	2.99%						
Germany	10	497	2.2%	9	263	1.6%	-		
		Growth yoy	88.97%						
All other	-	10,712	47.0%	-	9,518	56.7%	-		
		Growth yoy	12.54%						
Total		22,791	100%		16,796	100%			
		Growth yoy	35.69%						

Sources:
 AUIDF, *Outgoing international mobility of Australian university students 2021 (in 2022)*. (AUIDF, February 2023), 17.
 AUIDF, *Benchmarking Learning Abroad (BLA), 2022*, (AUIDF, November 2023), 16

*No data collected for 2020

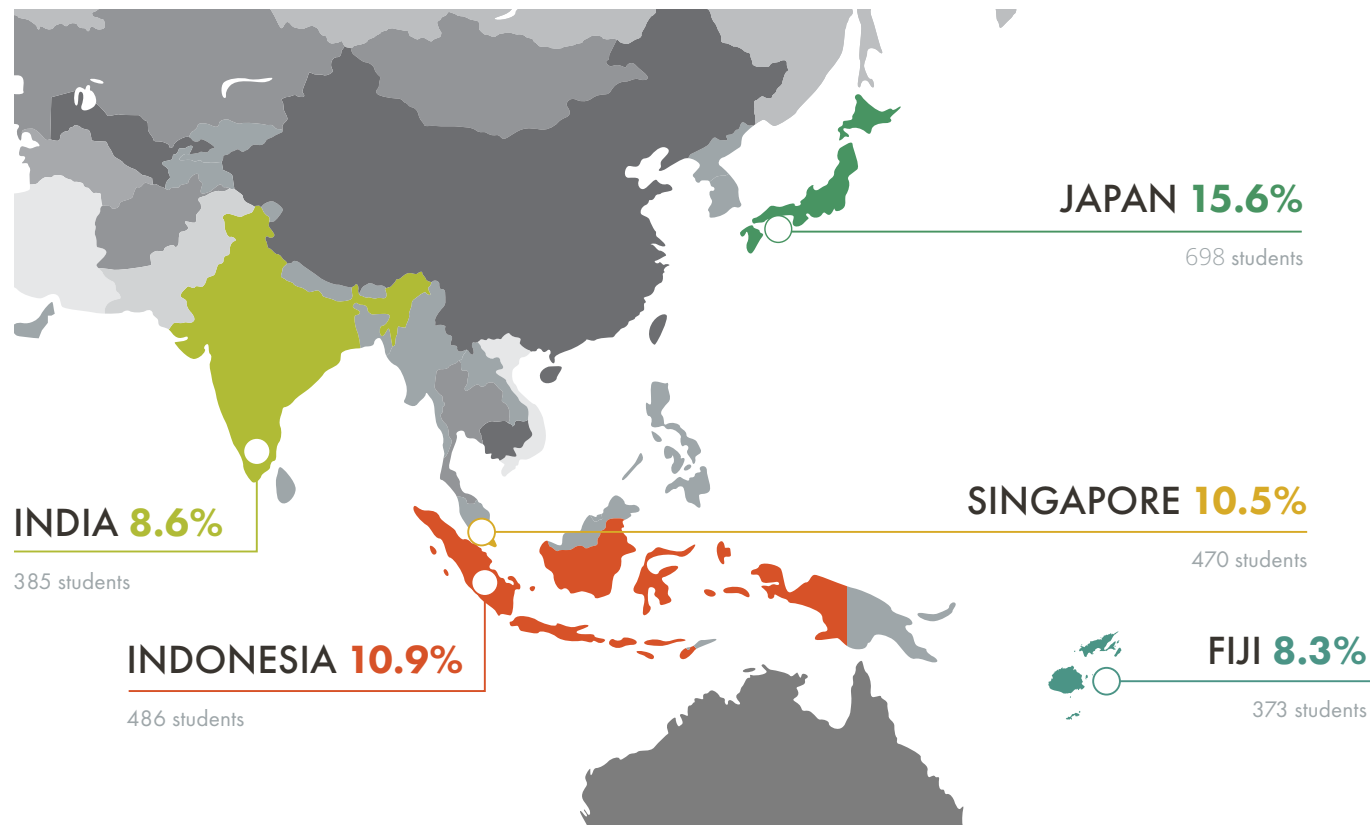
Outbound Mobility to the Indo-Pacific: 2020-2022

as a proportion of total Australian domestic undergraduate students studying abroad



Top 5 Indo-Pacific Destinations: 2022

for Australian domestic undergraduate students studying abroad



Indonesia in second place

Between 2019 and 2021 the number of Australia domestic undergraduates reportedly engaging with the Indo-Pacific through learning abroad fell by 88%, from 15,440 reported experiences in 2019 to 1,803 experiences in 2021. This came after a period of rapid growth between 2014 and 2019, fuelled by the Australian Government's investment of \$175 million to incentivise study in the Indo-Pacific region by domestic undergraduate students through the New Colombo Plan.

In 2022, 4,472 Australian domestic undergraduate students undertook learning abroad experiences in the Indo-Pacific, the region of focus for the New Colombo Plan. Indonesia-based experiences accounted for 486 (10.9%) of these students, up from 242 reported Indonesia-based experiences in 2021. Indonesia ranked as the second most popular Indo-Pacific destination for Australian domestic undergraduate students in 2022, behind Japan (698 students) and ahead of Singapore (470 students), India (385 students) and Fiji (373 students).

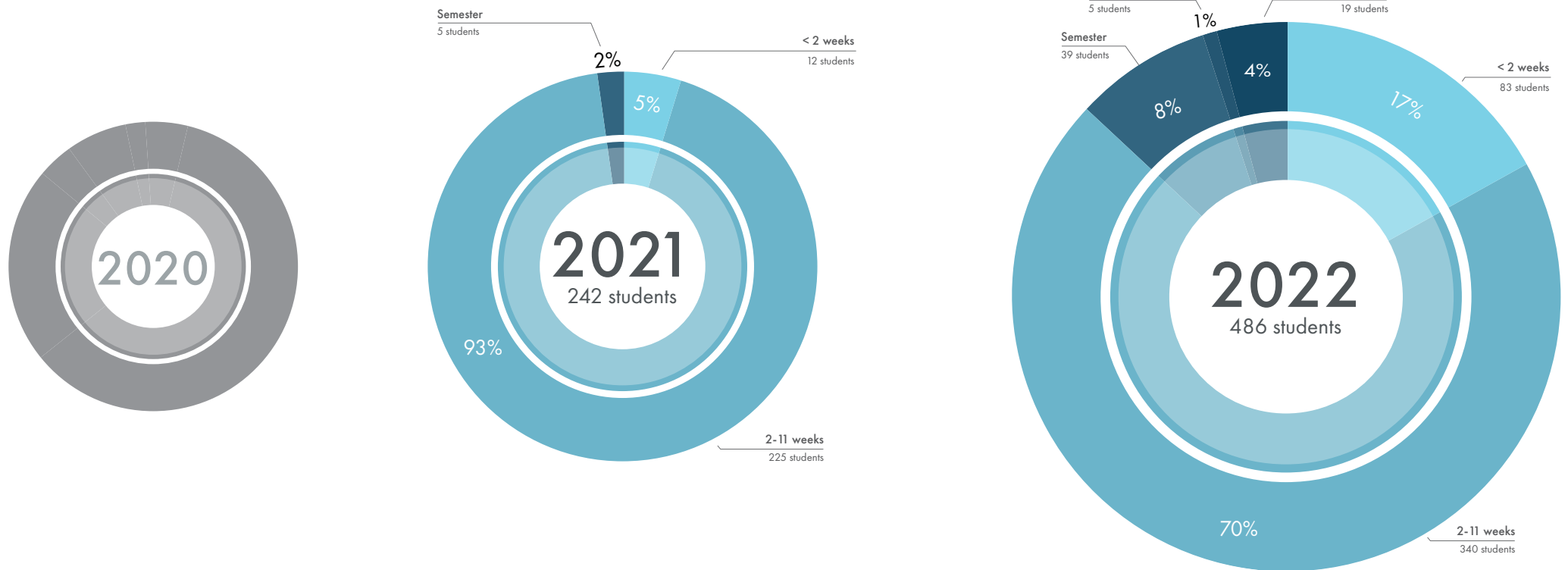
Duration of study in Indonesia: 2020-2022

by Australian domestic undergraduate students

The number of Australian domestic undergraduate students reported as undertaking learning abroad experiences in Indonesia more than doubled between 2021 and 2022—from 242 students in 2021 to 486 students in 2022. Increases in student numbers were recorded across all experience duration categories, with the biggest growth (in absolute terms) being in experiences of less than 2 weeks, and experiences of 2-11 weeks' duration. Notably, 2022 saw the resumption of Australian undergraduate students undertaking semester and full-year study in Indonesia for the first time since the pandemic. As a result of the international travel restrictions imposed by COVID-19, semester and full-year learning abroad in Indonesia by Australian students functionally

ceased in March 2020 and resumed only from the second-half of 2022.

While the growth in Indonesia-based learning abroad experiences by Australian students is encouraging, it is important to note that the total number of reported learning abroad experiences undertaken by Australian university students in Indonesia in 2022 was still less than a third of such experiences (1,545) reported in 2019, prior to the pandemic.



Sources:
AUIDF, *Benchmarking Learning Abroad (BLA), 2022*, (AUIDF, November 2023), 66

Duration of study in Indonesia: 2020-2022

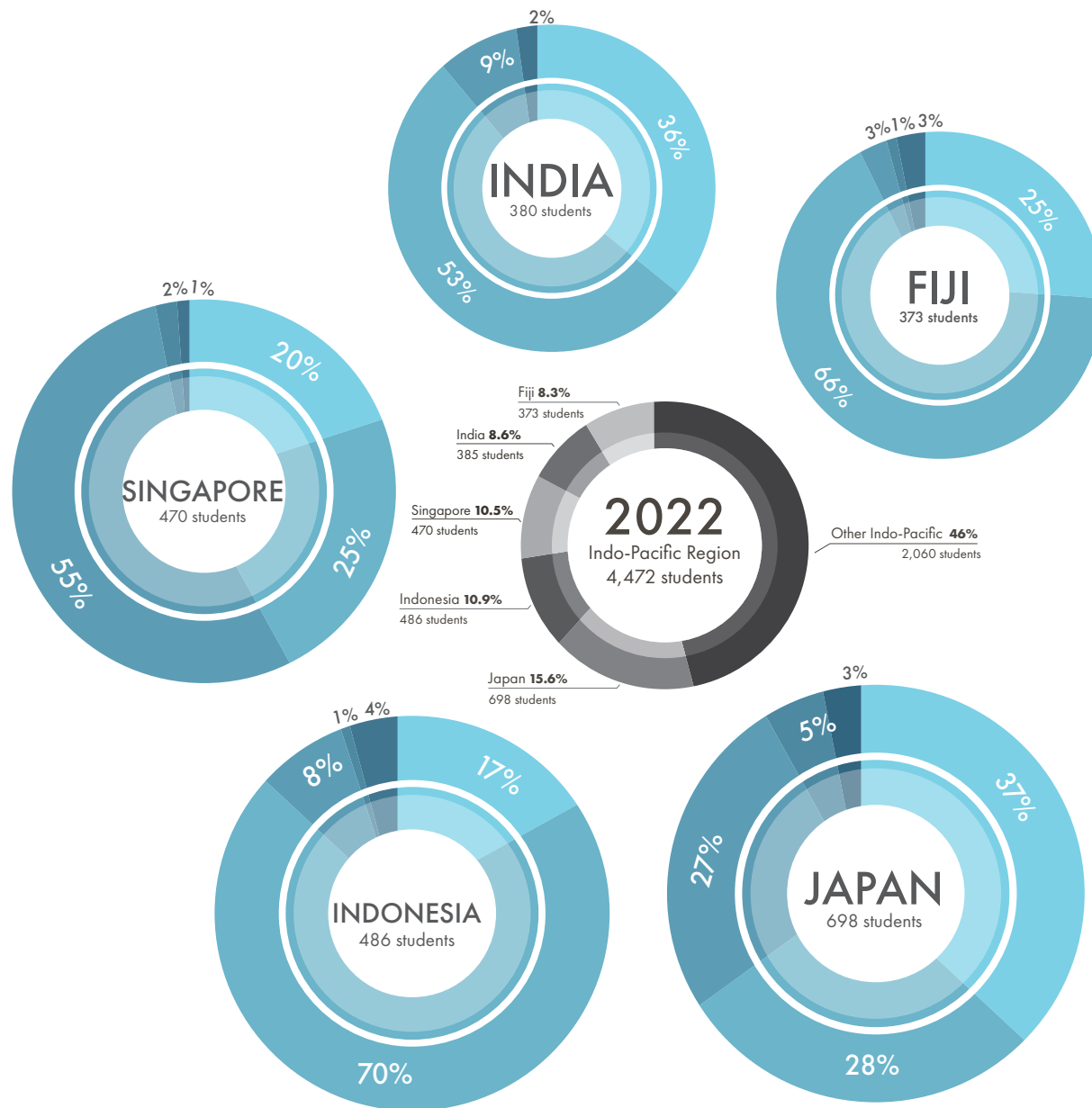
by Australian domestic undergraduate students

	2022 (486 students)		2021 (242 students)		2020*	
Study length	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort	Student numbers	% of Student Cohort
< 2 weeks	83 students	17%	12 students	5%		
Growth yoy	583%	-				
2-11 weeks	340 students	70%	225 students	93%		
Growth yoy	81%	-				
Semester	39 students	8%	5 students	2%		
Growth yoy	678%	-				
Full academic year	5 students	1%	-	-		
Growth yoy	-	-				
Other	19 students	4%	-	-		
Growth yoy	-	-				
Total	486 students	100%	242 students	100%		
Growth yoy	101%					

*No data collected for 2020.

Duration of study in Indo-Pacific in 2022

By Australian domestic undergraduate students



If we compare the duration of learning abroad experiences undertaken in Indonesia by Australian domestic undergraduate students in 2022 to the duration of experiences undertaken in other top-five Indo-Pacific destinations in 2022--Japan, Singapore, India, and Fiji--we observe the following. Singapore was, by a considerable margin, the leading Indo-Pacific destination for Australian domestic undergraduate students pursuing earning abroad experiences of a semester or longer in duration.

In 2022, of the 470 Australian domestic undergraduate students who studied abroad in Singapore, 268 (or 57%) did so for a semester or longer. By comparison, 32% (or 223) of the 698 students who studied abroad in Japan in 2022, 9% (or 43) of the 486 students who studied abroad in Indonesia, 9% (or 36) of the 385 students who studied abroad in India, and 4% (or 18) of the 373 students who studied abroad in Fiji, did so for a semester or longer.

Short duration experiences of less than a semester accounted for 92% of total experiences undertaken by Australian domestic students in Fiji in 2022, 89% of those undertaken in India, 87% of those undertaken in Indonesia, 65% of those undertaken in Japan, and 41% of those undertaken in Singapore.

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

Duration of study in the Indo-Pacific region in 2022

by Australian domestic undergraduate students

	Japan (698 students)		Indonesia (486 students)		Singapore (470 students)		India (385 students)		Fiji (373 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	260 students	37%	82 students	16%	92 students	19%	139 students	36%	94 students	25%
2 - 11 weeks	193 students	28%	341 students	70%	103 students	22%	204 students	53%	248 students	66%
Semester	185 students	27%	39 students	8%	260 students	55%	36 students	9%	13 students	3%
Full academic year	38 students	5%	4 students	1%	8 students	2%	-	0%	5 students	1%
Other	22 students	3%	20 students	4%	7 students	1%	6 students	2%	13 students	3%
Total	698 students	100%	486 students	100%	470 students	100%	385 students	100%	373 students	100%

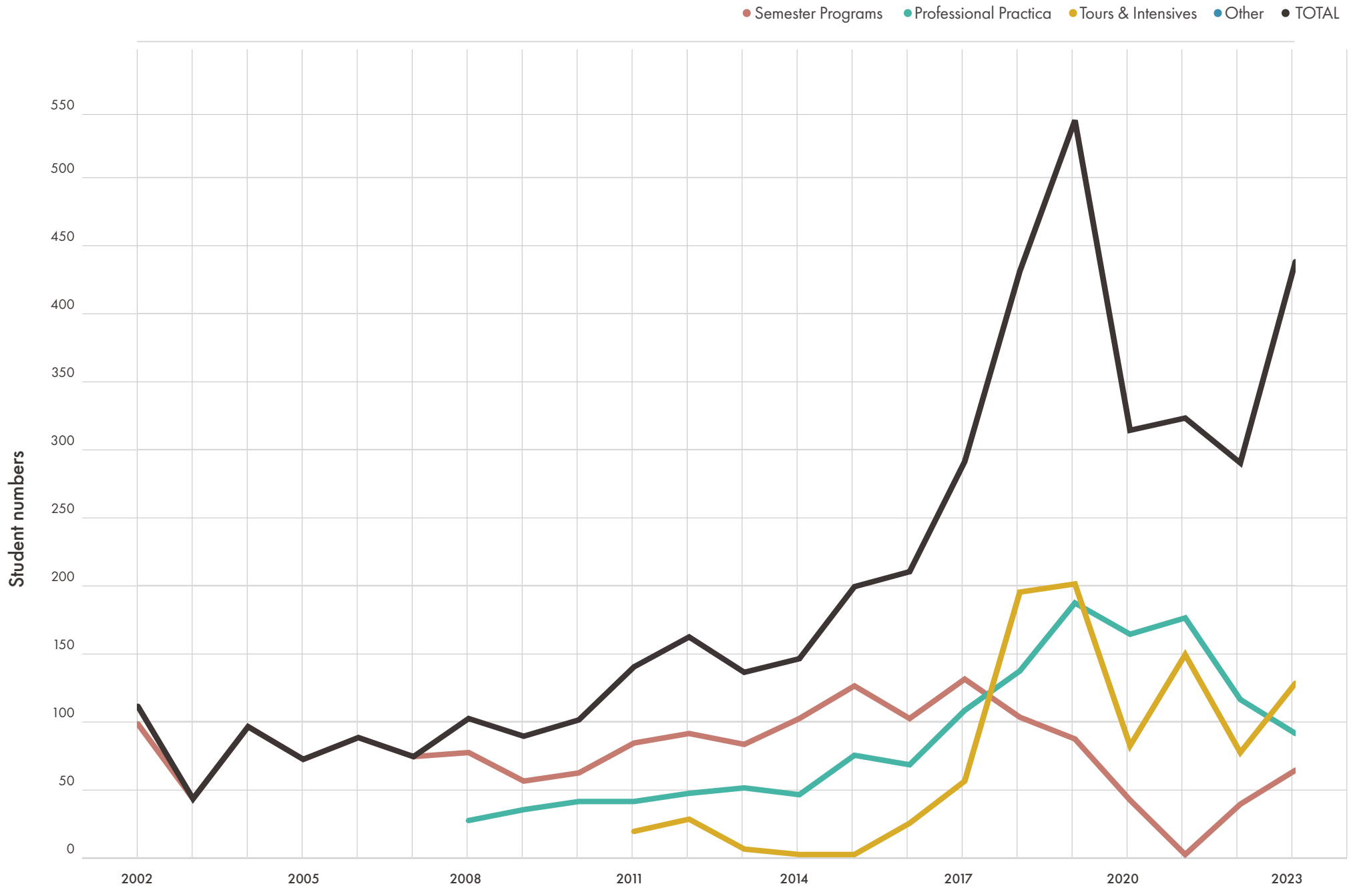
Sources:
AUIDF, *Benchmarking Learning Abroad (BLA)*, 2022, (AUIDF, November 2023), 66



04

ACICIS Student Numbers
2003-2023





ACICIS Student Numbers: 2003-2023

ACICIS has grown substantially over the 20 years from 2003-2023. The consortium faced a historical low point of 41 students in the 2003 student cohort and saw a slow recovery in the succeeding years to 2010 toward its pre-2000 high-water mark. This progress was achieved through the natural recovery of semester program enrolments and the consortium's expansion, with the addition of six-week professional practicum programs run in Jakarta during the Australian university summer vacation period since 2008.

The total annual ACICIS student cohort increased rapidly between 2014 and 2019 due to the bipartisan commitment of Commonwealth funding for outbound student mobility in the Indo-Pacific, including the AsiaBound initiative launched in 2013, and the New Colombo Plan from 2014.

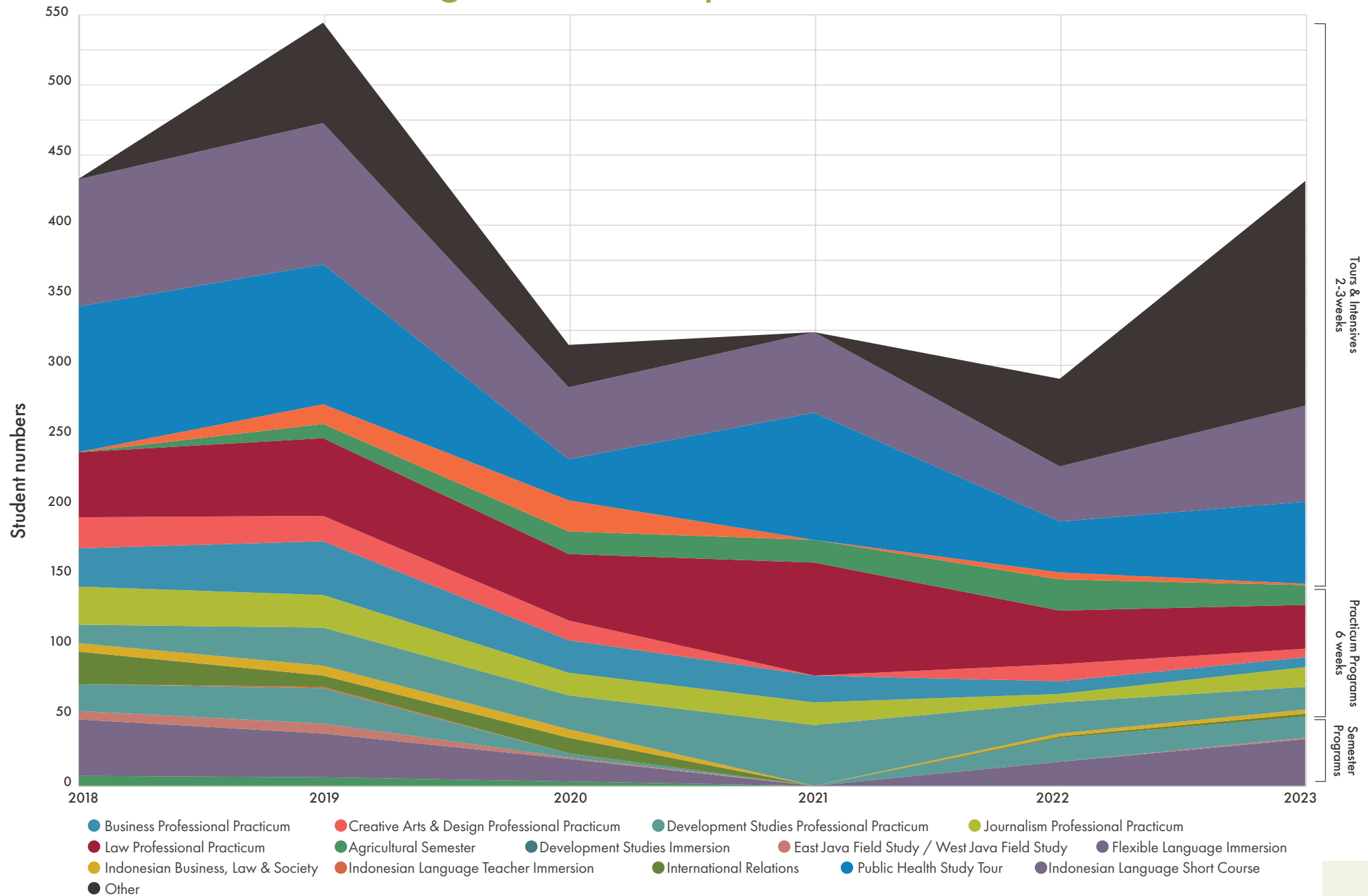
The consortium experienced sustained growth across most program formats until the onset of the COVID-19 pandemic in 2020. While ACICIS' semester program enrolments disappointingly declined by an average of 3% each year from 2014 to 2019, short format program enrolments increased by approximately 28% each year. Meanwhile, student enrolments in ACICIS tours and intensives exploded - growing by an average of 18% annually from a low base of 23 students in 2016.

The consortium surpassed the milestones of a total annual in-country cohort of 200 students in 2016; 400 students in 2018; and 500 students in 2019. The cancellation of all in-country programs in March 2020 due to the COVID-19 pandemic resulted in an overall 42% decrease in ACICIS student numbers for 2020. This led to the delivery of a suite of entirely virtual Indonesia-focused short format programs to a total annual cohort of 321 students in 2021. The consortium returned to in-country program delivery in Indonesia in August 2022. However, 2022 proved to be ACICIS' most compromised year of the pandemic with a total annual cohort of 288 students--setting the consortium's activities back to the level prevailing in 2017.

In 2023 the consortium once again surpassed the milestone of a total annual in-country cohort of 400 students. And, even taking into account the reversals in student enrolments in 2020 and 2022, on average, the size of ACICIS' annual student cohort has increased by 5% per year over the 20-year period between 2003 and 2023.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Total Avg. Growth yoy
Semester Programs	41	94	70	86	72	75	54	60	82	89	81	100	124	100	129	101	85	40	0	37	62	1,678
Growth yoy	-57%	129%	-26%	23%	-16%	4%	-28%	11%	37%	9%	-9%	23%	24%	-19%	29%	-22%	-16%	-53%	-100%		68%	-5%
Professional Practica	-	-	-	-	-	25	33	39	39	45	49	44	73	66	106	135	185	162	174	114	89	1,391
Growth yoy	-	-	-	-	-	-	32%	18%	0%	15%	9%	-10%	66%	-10%	61%	27%	37%	-12%	7%	-34%	-22%	11%
Tours & Intensives	-	-	-	-	-	-	-	-	17	26	4	0	0	23	54	193	199	80	147	75	126	944
Growth yoy	-	-	-	-	-	-	-	-	-	53%	-85%	-100%	-	-	135%	257%	3%	-60%	84%	-49%	68%	14%
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	19	-	-	71	30	0	62	159	341
Growth yoy																		-58%	-100%		156%	
TOTAL	41	94	70	86	72	100	87	99	138	160	134	144	197	208	289	429	540	312	321	288	436	4,354
Growth yoy	-62%	129%	-26%	23%	-16%	39%	-13%	14%	39%	16%	-16%	7%	37%	6%	39%	48%	26%	-42%	3%	-10%	51%	5%

Visualisation of Program Participation 2018-2023



		2018		2019		2020		2021		2022		2023		Total	
Program		#	%	#	%	#	%	#	%	#	%	#	%	Avg. Growth yoy	
Tours & Intensives	2-3 weeks	LANGUAGE	90	21%	100	19%	51	16%	57	18%	39	14%	68	16%	405
		Growth yoy	650%		11%		-49%		12%		-32%		74%		-5%
		PUBLIC HEALTH	103	24%	99	18%	29	9%	90	28%	36	13%	58	13%	415
		Growth yoy	145%		-4%		-71%		210%		-60%		61%	-11%	
		OTHER	0	0%	71	13%	30	10%	0	0%	62	22%	159	36%	322
		Growth yoy	n/a		n/a		-58%		n/a			156%		31%	
Practicum Programs	6 weeks	AGRICULTURE			10	2%	16	5%	16	5%	22	8%	14	3%	78
		Growth yoy			n/a		60%		n/a		38%		-36%		7%
		BUSINESS	27	6%	38	7%	23	7%	19	6%	9	3%	7	2%	123
		Growth yoy	-33%		41%		-39%		-17%		-53%		-22%		-24%
		CREATIVE ARTS	22	5%	18	3%	14	4%	0	0%	12	4%	6	1%	72
		Growth yoy	10%		-18%		-22%		n/a				-50%		-23%
		DVLPMT STUDIES	13	3%	27	5%	24	8%	43	13%	22	8%	16	4%	145
		Growth yoy	-28%		108%		-11%		79%		-49%		-27%		4%
		JOURNALISM	27	6%	23	4%	16	5%	16	5%	6	2%	14	3%	102
		Growth yoy	-4%		-15%		-30%		n/a		-63%		133%		-12%
		LAW	46	11%	55	10%	47	15%	80	25%	38	13%	31	7%	297
		Growth yoy	n/a		20%		-15%		70%		-53%		-18%	-8%	
		TOURISM			14	3%	22	7%	0	0%	5	2%	1	0%	42
		Growth yoy			n/a		57%		n/a			-80%		-41%	
Semester Programs		AGRICULTURE	7	2%	6	1%	3	1%	0	0%	0	0%	0	0%	16
		Growth yoy	75%		-14%		-50%		n/a		n/a		n/a		-100%
		DVLPMT STUDIES	19	4%	25	5%	3	1%	0	0%	17	6%	15	3%	79
		Growth yoy	-30%		32%		-88%		n/a				-12%		-5%
		FIELD STUDY	6	1%	7	1%	1	0%	0	0%	0	0%	1	0%	15
		Growth yoy	-25%		17%		-86%		n/a		n/a		n/a		-30%
		LANGUAGE	40	9%	31	6%	16	5%	0	0%	17	6%	33	8%	137
		Growth yoy	-25%		-23%		-48%		n/a				94%		-4%
		BUSINESS & LAW	6	1%	7	1%	6	2%	0	0%	2	1%	3	1%	24
		Growth yoy	0%		17%		-14%		n/a				50%		-13%
EDUCATION	0	0%	1	<1%	0	0%	0	0%	0	0%	0	0%	1		
Growth yoy	-100%		n/a		-100%		n/a		n/a		n/a		n/a		
INT'L. RELATIONS	23	5%	8	1%	11	4%	0	0%	1	0%	10	2%	53		
Growth yoy	-23%		-65%		38%		n/a				900%		-15%		
Total		429		540		312		321		288		436		2,326	
Growth yoy		48%		26%		-42%		3%		-10%		51%		0%	

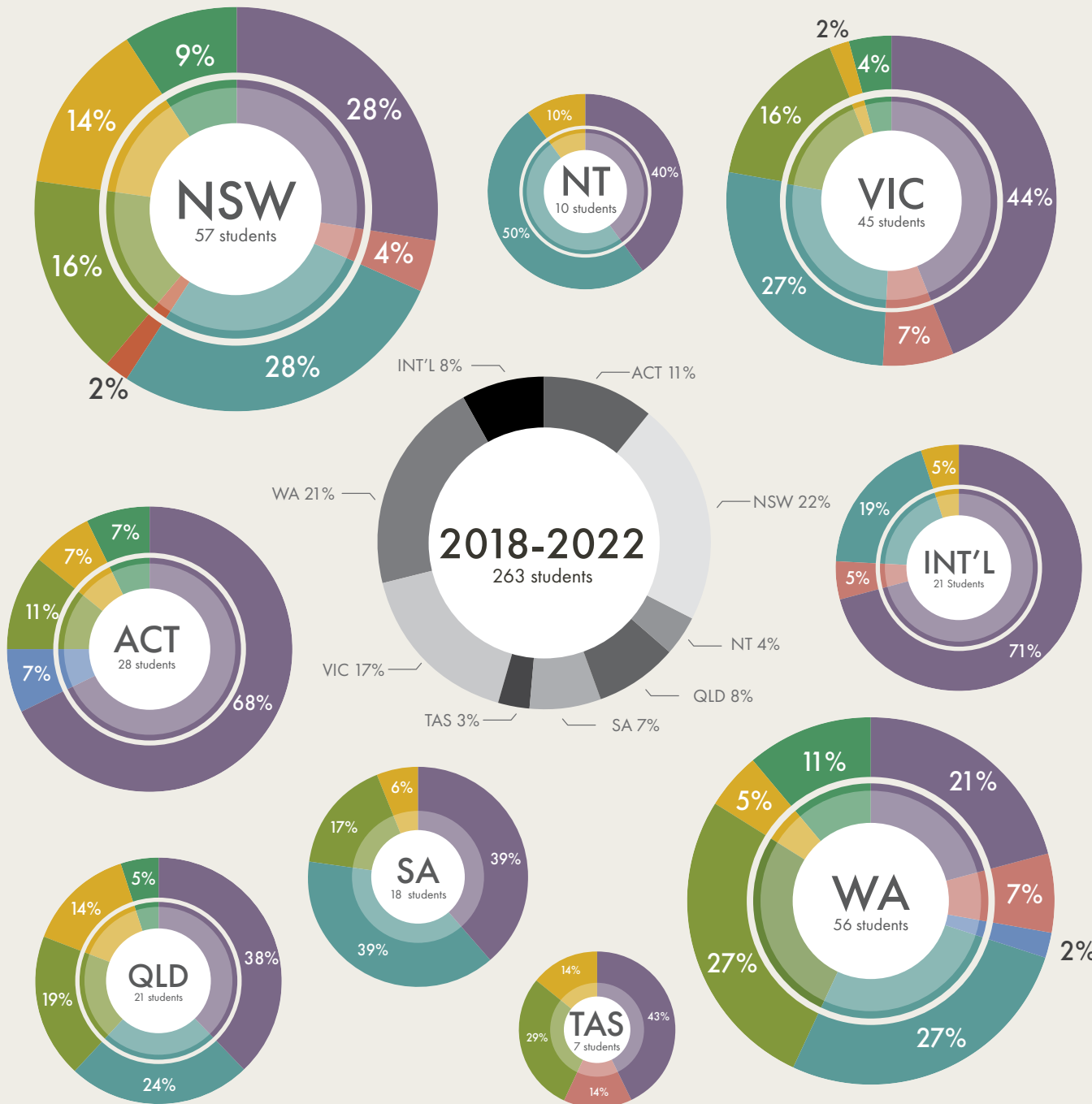
ACICIS student numbers have fluctuated over the last five years. In 2018, ACICIS sent 429 students on 12 different semester and short format programs, before achieving a record high in 2019 when 540 students participated in 17 different semester and short format programs. Despite the increase in overall student enrolments, semester program enrolments declined in 2018 and 2019 by 16%.

The consortium made a modest return to in-country semester programs in 2022 with 288 enrolments, but achieved 436 student enrolments in 2023. Semester program enrolments in 2023 made up just 14% of the annual student cohort, compared with 24% percent in 2018. The three largest programs by student volume in 2023 were the consortium's Indonesian Language Short Course, Public Health Study Tour and semester Flexible Immersion Language Program. These three programs made up 36% of overall student numbers in 2023. The improved enrolments in semester programs like the Flexible Immersion Language Program and wider distribution of enrolments across programs in 2023 reflects the consortium's steady recovery from the effects of the pandemic.

2018-2022

Semester Programs

Participation by state



	% of total student numbers 2018 -2022	Student numbers 2018 -2022	Student numbers 2022
NSW	22%	57 students	10 students
WA	21%	56 students	7 students
VIC	17%	45 students	4 students
ACT	11%	28 students	2 students
QLD	8%	21 students	3 students
INT'L	8%	21 students	6 students
SA	7%	18 students	4 students
NT	4%	10 students	1 student
TAS	3%	7 students	-
Total	100%	263 students	37 students

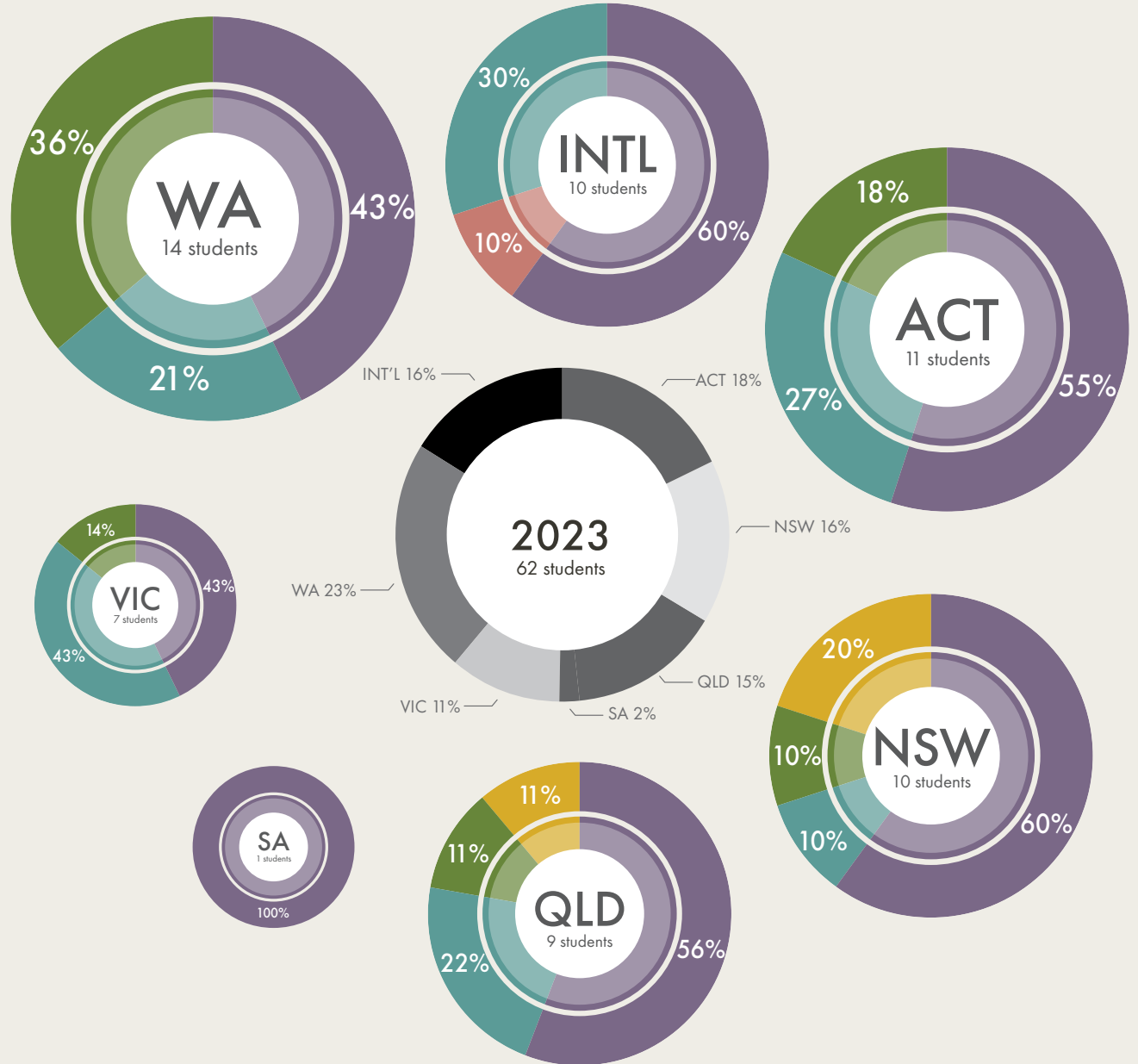
- Agriculture ● Development Studies Immersion
- East Java Field Study ● Flexible Language Immersion
- Indonesian Business, Law & Society ● Indonesian Language Teacher Immersion
- International Relations Program ● West Java Field Study

2023

Semester Programs

Participation by state

	% of total student numbers 2023	Student numbers 2023	% Change on 2022
NSW	16%	10 students	
WA	23%	14 students	100%
VIC	11%	7 students	75%
ACT	18%	11 students	450%
QLD	15%	9 students	200%
INT'L	16%	10 students	67%
SA	2%	1 student	-75%
NT	0%	-	-100%
TAS	0%	-	
Total	100%	62 students	68%



2018-2022 Semester Programs

Participation by member university

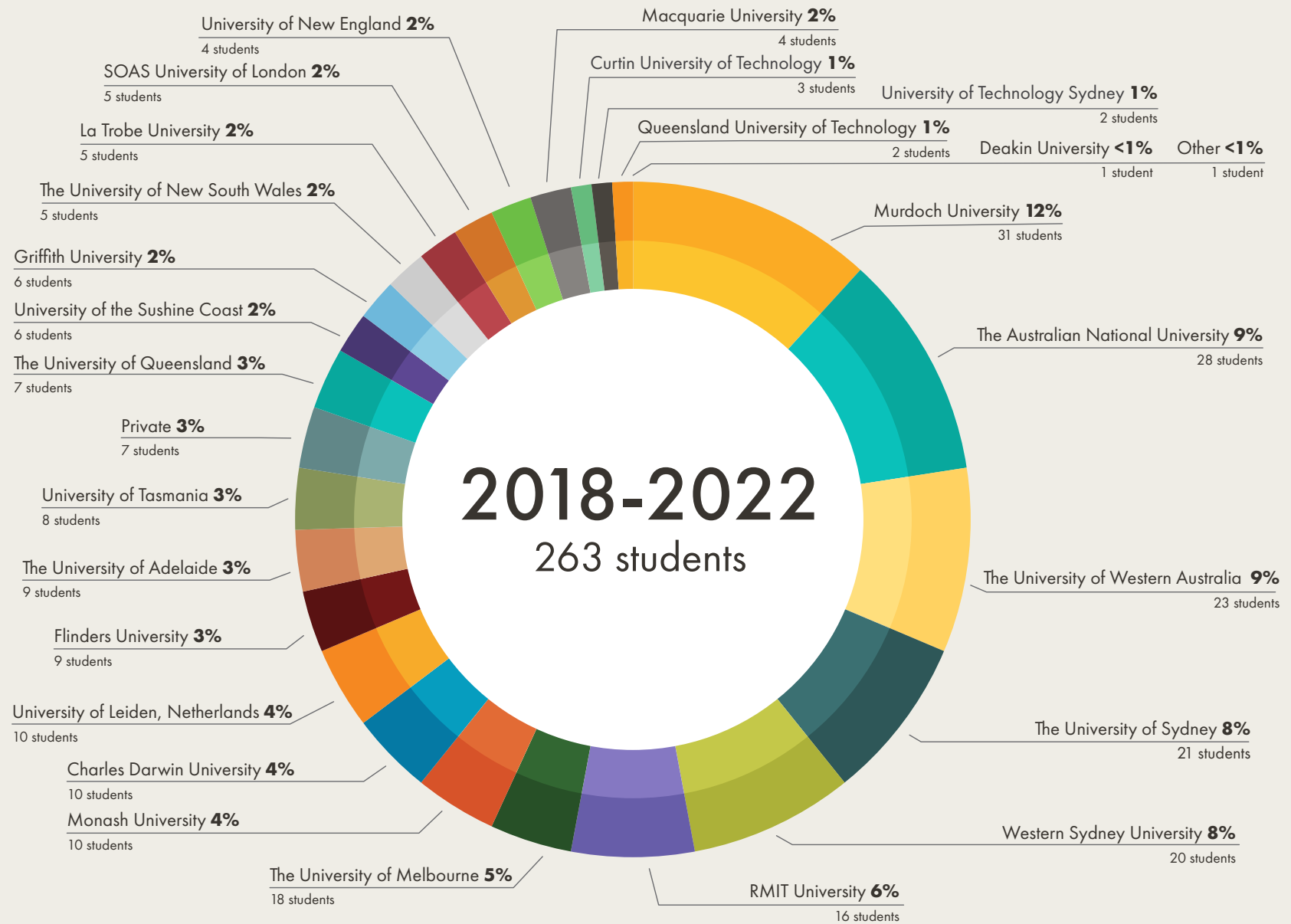
	% of total student numbers 2018 - 2022	Student numbers 2018 - 2022
Murdoch University	12%	31 students
Australian National University	11%	28 students
The University of Western Australia	9%	23 students
The University of Sydney	8%	21 students
Western Sydney University	8%	20 students
RMIT University	6%	16 students
The University of Melbourne	4%	10 students
Monash University	4%	10 students
Charles Darwin University	4%	10 students
University of Leiden, Netherlands	4%	10 students
Flinders University	3%	9 students
The University of Adelaide	3%	9 students
University of Tasmania	3%	8 students
Private	3%	7 students
The University of Queensland	3%	7 students
University of the Sunshine Coast	2%	6 students
Griffith University	2%	6 students
The University of New South Wales	2%	5 students
La Trobe University	2%	5 students

	% of total student numbers 2018 - 2022	Student numbers 2018 - 2022
SOAS University of London	2%	5 students
University of New England	2%	4 students
Macquarie University	2%	4 students
Curtin University of Technology	1%	3 students
University of Technology Sydney	1%	2 students
Queensland University of Technology	1%	2 students
Deakin University	<1%	1 student
Australian Catholic University	<1%	1 student
Total	100%	263 students

For the five years prior to 2023, Murdoch University and Australian National University have provided the most student enrolments for ACICIS semester programs.

Murdoch University is followed closely by Australian National University, The University of Western Australia, The University of Sydney, Western Sydney University and RMIT University, which each accounted for 6-11% of ACICIS' total semester program enrolments between 2017 and 2022.

Below this is a large tier of nine universities that each accounted for 3-4% of ACICIS' total semester program enrolments during the same period.



2023 Semester Programs

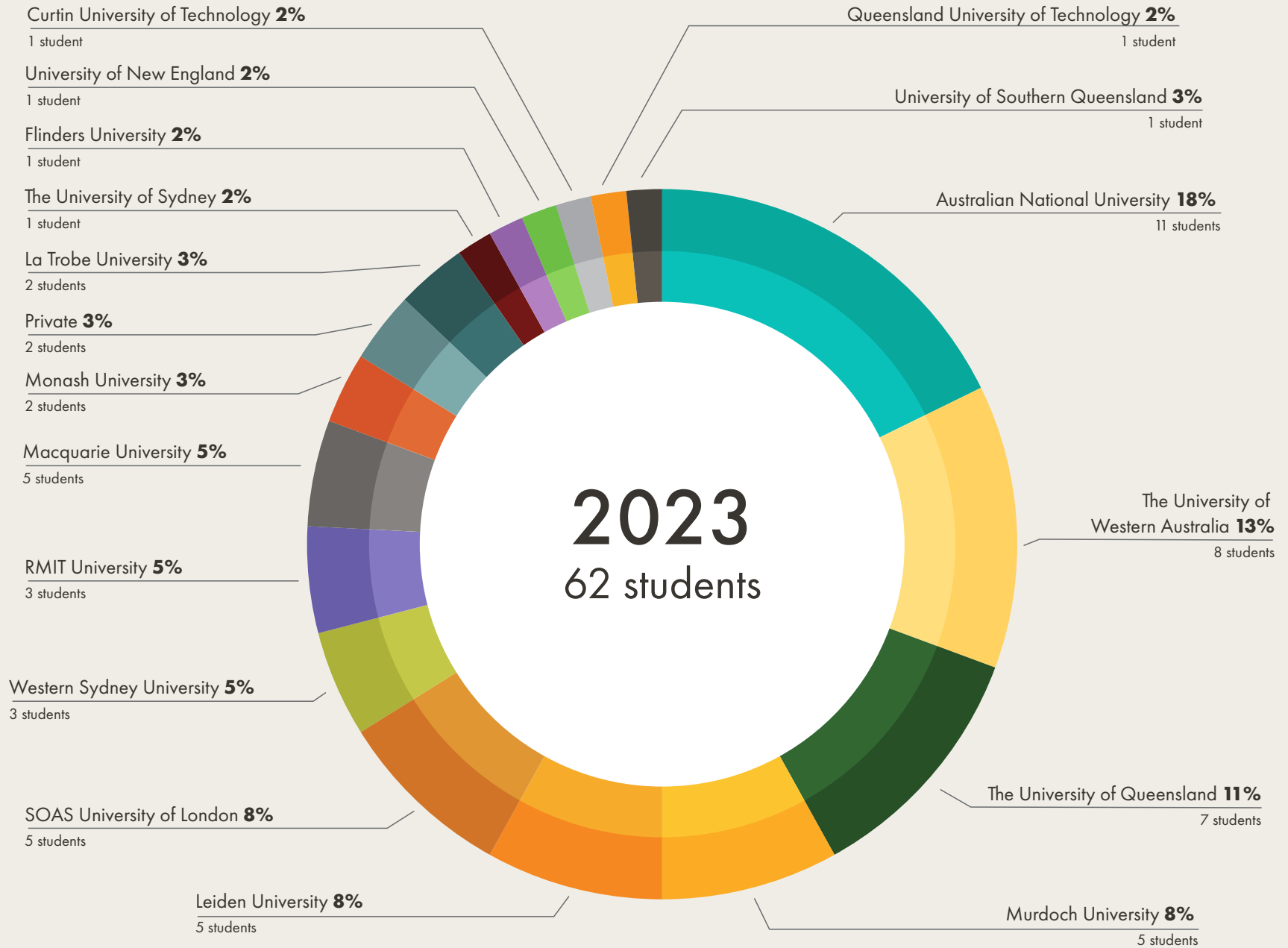
Participation by member university

	% of total student numbers 2023	Student numbers 2023	Student numbers 2022	% Change on 2022
Australian National University	18%	11 students	2 students	450%
The University of Western Australia	13%	8 students	3 students	167%
The University of Queensland	11%	7 students	1 student	600%
Murdoch University	8%	5 students	4 students	25%
University of Leiden, Netherlands	8%	5 students	3 students	67%
SOAS University of London	8%	5 students	3 students	67%
Western Sydney University	5%	3 students	9 students	-67%
RMIT University	5%	3 students	-	-300%
Macquarie University	5%	3 students	-	
Private	3%	2 students	-	200%
Monash University	3%	2 students	1 student	100%
La Trobe University	3%	2 students	-	200%
The University of Sydney	2%	1 student	1 student	
Flinders University	2%	1 student	2 students	-50%
Curtin University of Technology	2%	1 student	-	100%
University of New England	2%	1 student	-	100%
Queensland University of Technology	2%	1 student	-	
University of Southern Queensland	2%	1 student	-	
The University of Adelaide	0%	-	2 students	-100%
University of Technology Sydney	0%	-	-	
The University of New South Wales	0%	-	-	
Total	100%	62 students	37 students	68%

Unlike the consortium's short format (2-6 week) programs, which could be reinvented as virtual offerings, full semester programs were not a saleable proposition for Australian students during the COVID-19 pandemic. However, following the return to in-country studies in 2022, semester program enrolments improved substantially in 2023.

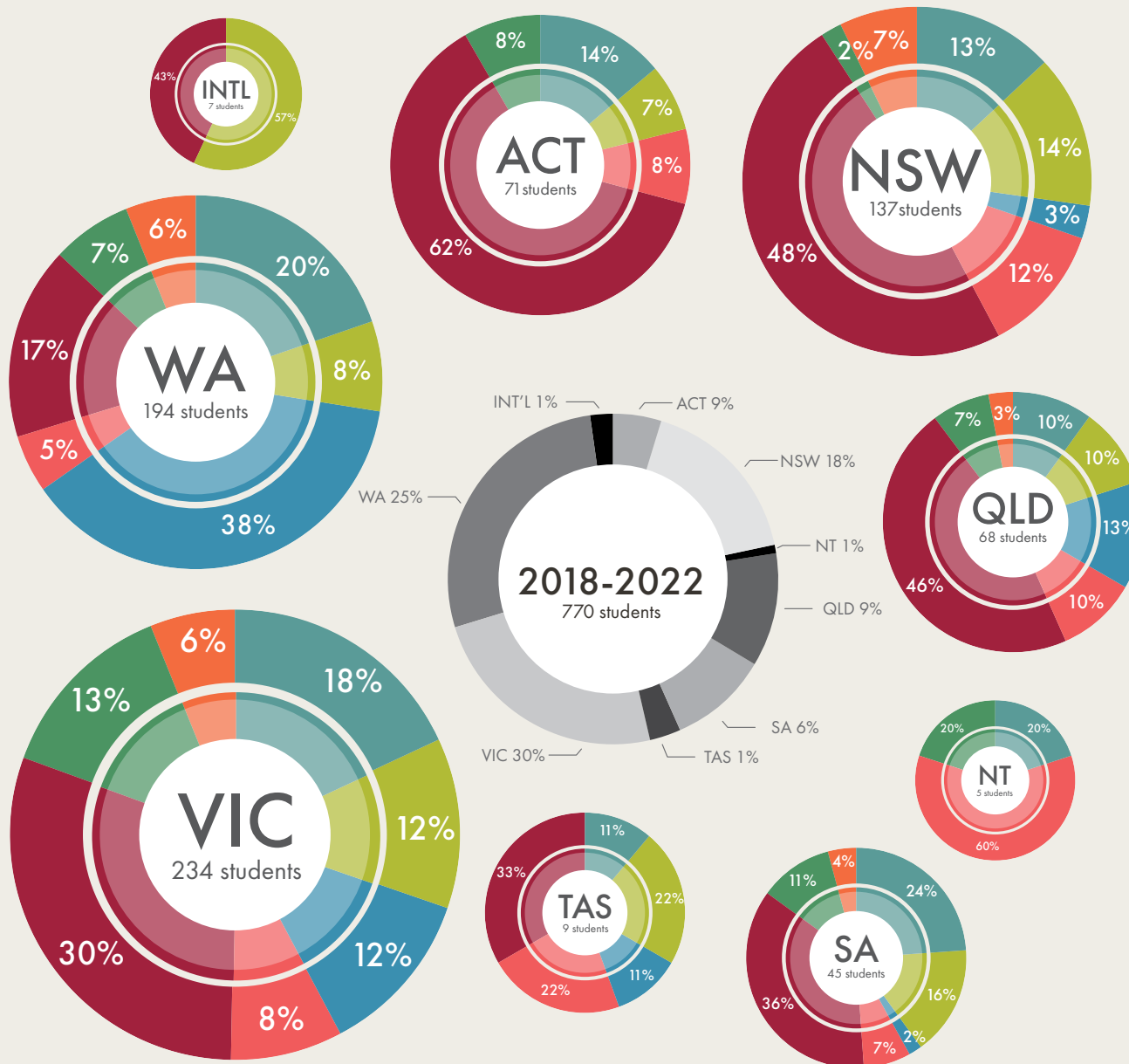
A total of 62 students undertook ACICIS semester programs in 2023. There were 37 student enrolments in the second half of 2023, on par with the same period in 2022. Total annual semester program enrolments for 2023 were down 27% on the pre-pandemic level prevailing in 2019.

Australian universities have made a steady return to sending students to Indonesia for semester experiences with student enrolments distributed across 18 universities in 2023. This recovery is reflected in student enrolments on par with 2019 figures from the consortium's largest enrolment contributors, including the Australian National University and The University of Western Australia, as well as in pockets of new student demand from non-traditional sources of ACICIS semester students, most notably The University of Queensland. The consortium's European members, SOAS and Leiden University, also accounted for an unusually large number of enrolments among the 2023 semester program cohort.



2018-2022 Professional Practica

Participation by state



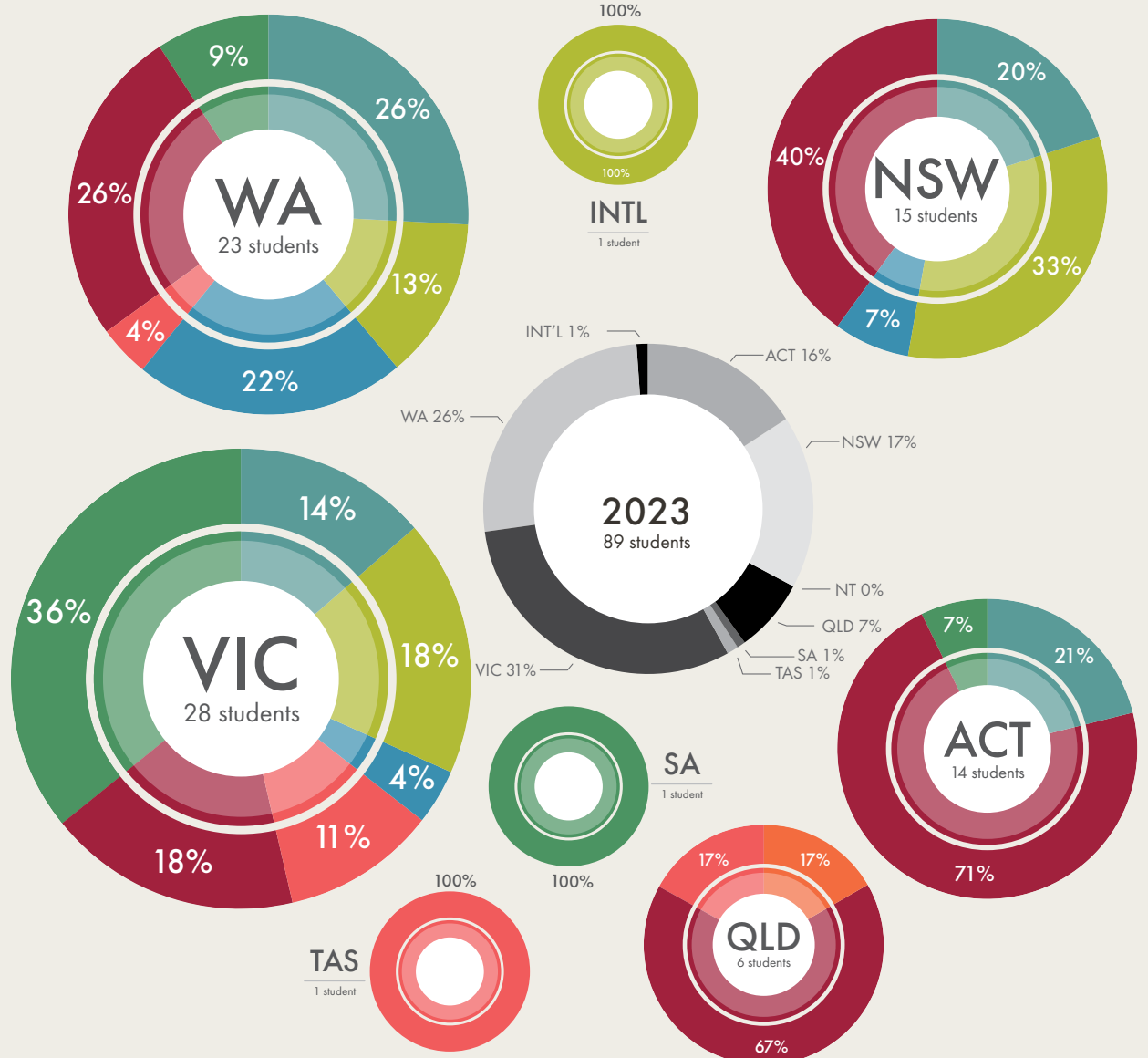
- Agriculture ● Business ● Creative Arts & Design
- Development Studies ● Journalism ● Law
- Sustainable Tourism

2023

Professional Practica

Participation by state

	% of total student numbers 2023	Student numbers 2023	% Change on 2022
VIC	31%	28 students	-43%
WA	26%	23 students	-4%
NSW	17%	15 students	-21%
ACT	16%	14 students	8%
QLD	7%	6 students	-25%
SA	1%	1 student	
TAS	1%	1 student	
INT'L	1%	1 student	
NT	0%	-	-100%
Total	100%	89 students	-22%



2018-2022 Practicum Programs

Participation by member university

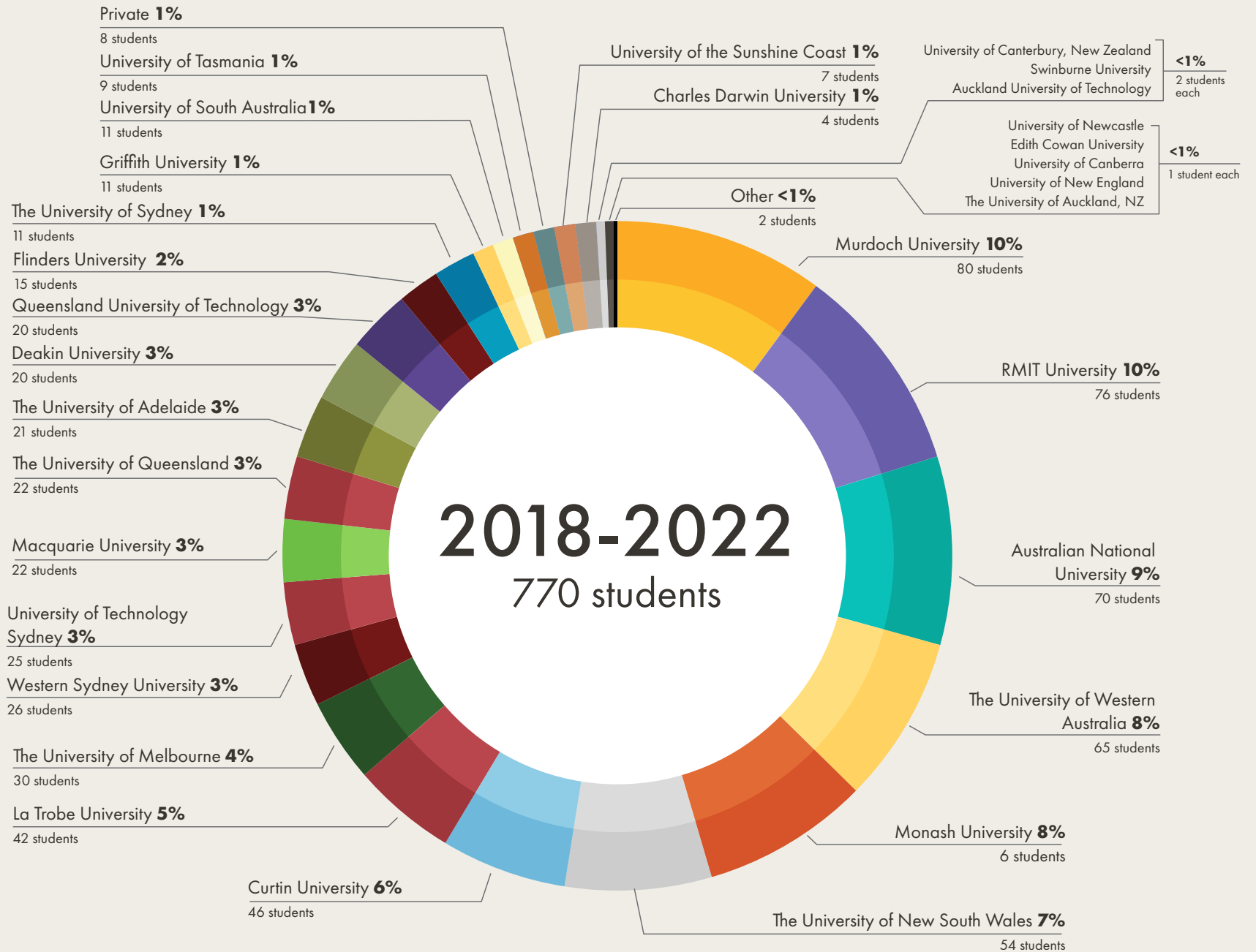
	% of total student numbers 2018 - 2022	Student numbers 2018 - 2022
Murdoch University	10%	80 students
RMIT University	10%	76 students
Australian National University	9%	70 students
The University of Western Australia	8%	65 students
Monash University	8%	64 students
The University of New South Wales	7%	54 students
Curtin University	6%	46 students
La Trobe University	5%	42 students
The University of Melbourne	4%	30 students
Western Sydney University	3%	26 students
University of Technology Sydney	3%	25 students
The University of Queensland	3%	22 students
Macquarie University	3%	22 students
The University of Adelaide	3%	21 students
Queensland University of Technology	3%	20 students
Deakin University	3%	20 students
Flinders University	2%	12 students
The University of Sydney	1%	11 students
University of South Australia	1%	11 students
Griffith University	1%	11 students
University of Tasmania	1%	9 students
Private	1%	8 students

	% of total student numbers 2018 - 2022	Student numbers 2018 - 2022
University of the Sunshine Coast	1%	7 students
Charles Darwin University	1%	5 students
University of Canterbury, New Zealand	<1%	2 students
Swinburne University	<1%	2 students
Auckland University of Technology	<1%	2 students
University of Newcastle	<1%	1 student
Edith Cowan University	<1%	1 student
University of Canberra	<1%	1 student
University of New England	<1%	1 student
The University of Auckland, New Zealand	<1%	1 student
Other	<1%	2 students
Total	100%	770 students

Since 2018, three new discipline streams have been added to the consortium's suite of six-week professional practicum programs. These new practicum offerings include the Law Professional Practicum established in 2018; and the Agriculture Professional Practicum and Sustainable Tourism Professional Practicum programs established in 2019.

Professional practicum enrolments as a percentage of the consortium's total annual student cohort has varied over the five-year period between 2018 and 2022. Enrolments were 52% and 54% of total ACICIS student numbers in 2020 and 2021 respectively, reflecting the relative ease of redesigning these six-week internship-based programs for online delivery during the pandemic. 2023 saw the return to in-country delivery of these programs with 89 students (20% of total annual ACICIS student numbers) travelling to Indonesia to undertake these practicum programs for the first time since 2020.

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



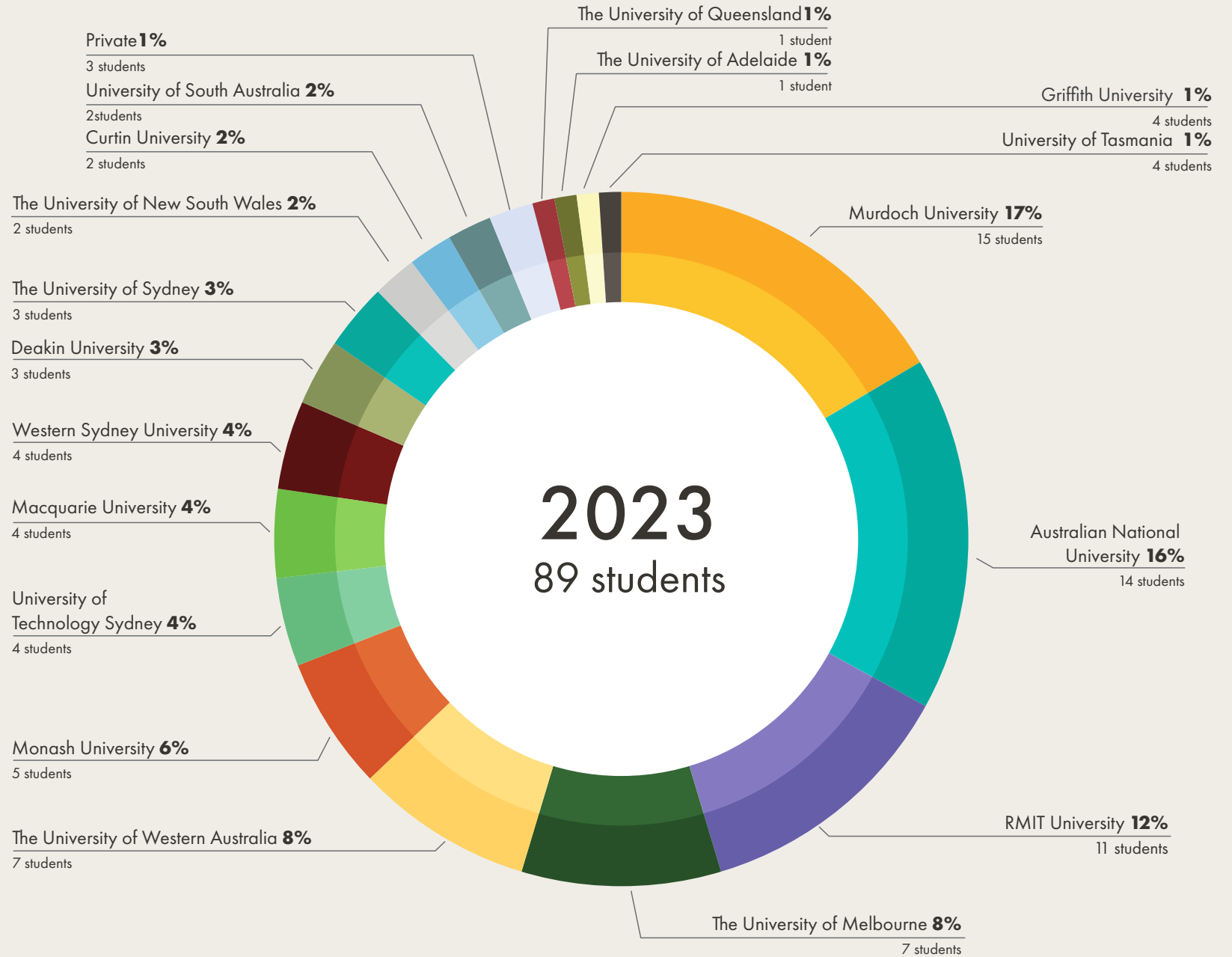
2023 Professional Practica

Participation by member university

	% of total student numbers 2023	Student numbers 2023	Student numbers 2022	% Change on 2022
Murdoch University	17%	15 students	13 students	15%
Australian National University	16%	14 students	13 students	8%
RMIT University	12%	11 students	14 students	-21%
The University of Western Australia	8%	7 students	8 students	-13%
The University of Melbourne	8%	7 students	9 students	-22%
Monash University	6%	5 students	13 students	-62%
Western Sydney University	4%	4 students	7 students	-43%
University of Technology Sydney	4%	4 students	2 students	100%
Macquarie University	4%	4 students	5 students	-20%
The University of Sydney	4%	4 students	1 student	300%
The University of New South Wales	3%	3 students	9 students	-67%
Deakin University	3%	3 students	6 students	-50%
Curtin University	2%	2 students	3 students	-33%
Private	2%	2 students	-	
The University of Queensland	1%	1 student	2 students	-50%
The University of Adelaide	1%	1 student	-	
Griffith University	1%	1 student	1 student	
University of Tasmania	1%	1 student	-	
La Trobe University	0%	-	7 students	-100%
Charles Darwin University	0%	-	1 student	
Total	100%	89 students	114 students	-22%

Total student enrolments in ACICIS' professional practicum programs decreased by 22% year-on-year in 2023 with 89 students participating—down from 114 students in 2022.

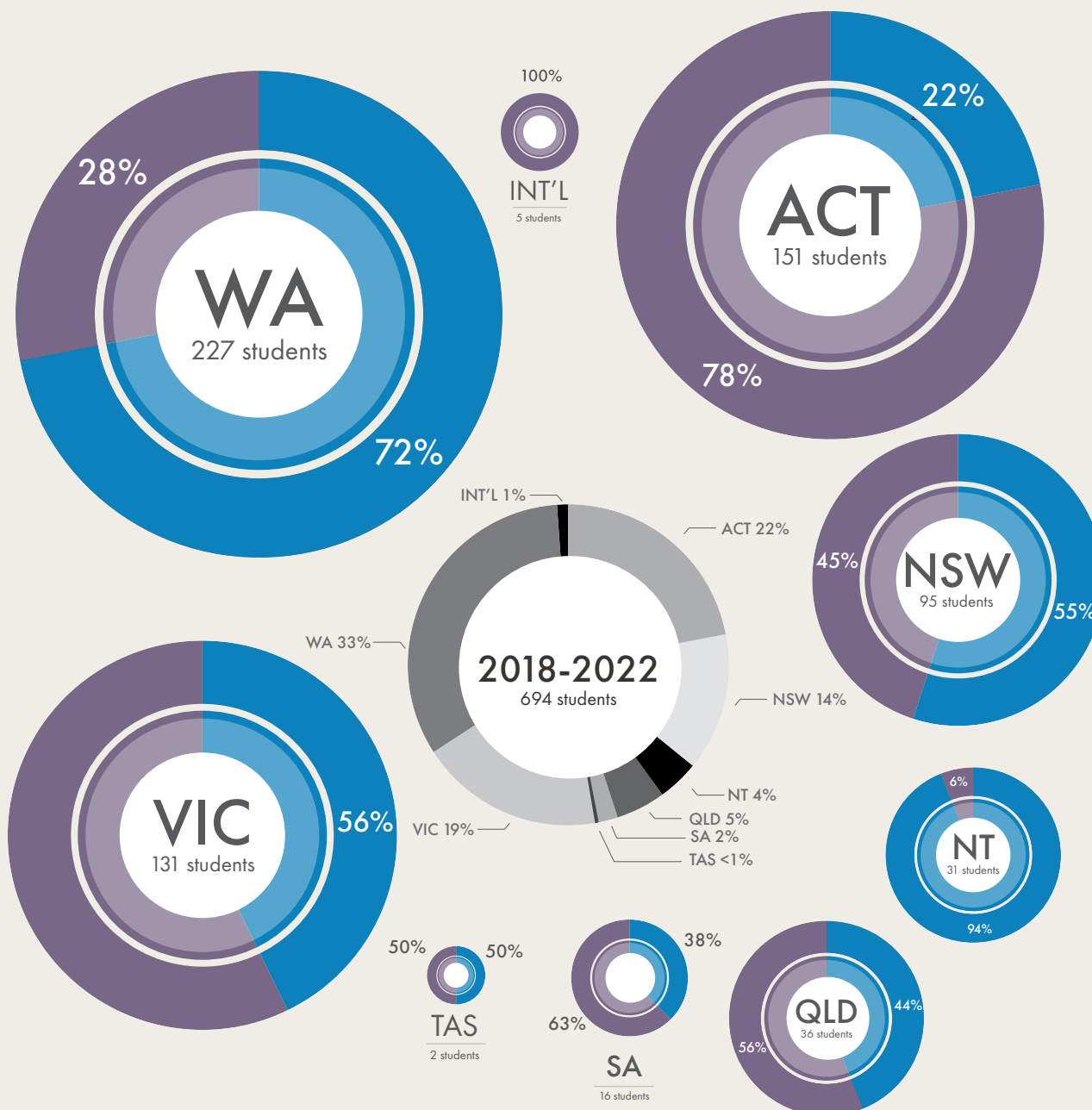
The overall decrease in the size of the practicum program student cohort in 2023 was due to significant year-on-year decreases in practicum enrolments from La Trobe University, The University of New South Wales and Monash University. These decreases were slightly offset by increases in enrolments from Murdoch University and The Australian National University.



2018-2022

Tours & Intensives

Participation by state



	% of total student numbers 2018-2022	Student numbers 2018-2022	Student numbers 2022
WA	33%	227 students	32 students
ACT	22%	151 students	16 students
VIC	19%	131 students	8 students
NSW	14%	95 students	14 students
QLD	5%	36 students	3 students
NT	4%	31 students	-
SA	2%	16 students	1 student
INT'L	1%	5 students	1 student
TAS	<1%	2 students	-
Total	100%	694 students	75 students

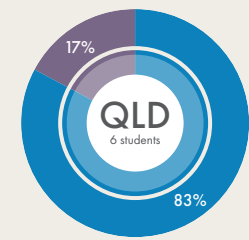
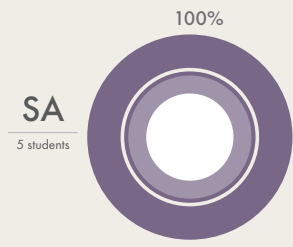
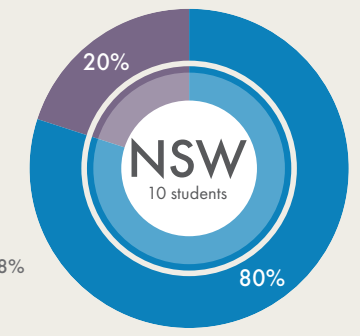
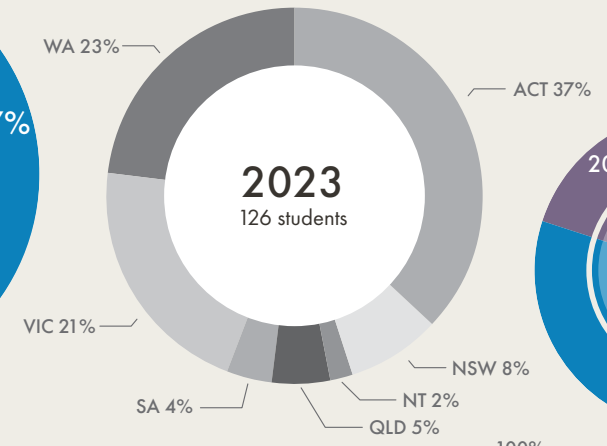
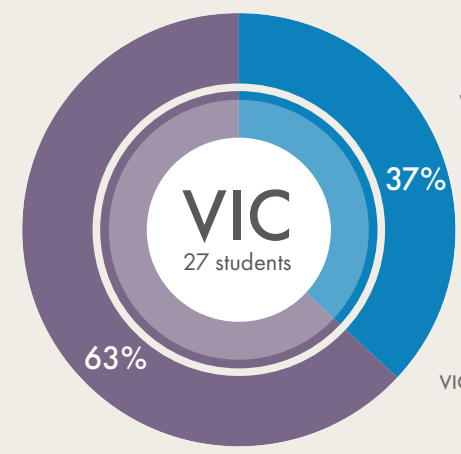
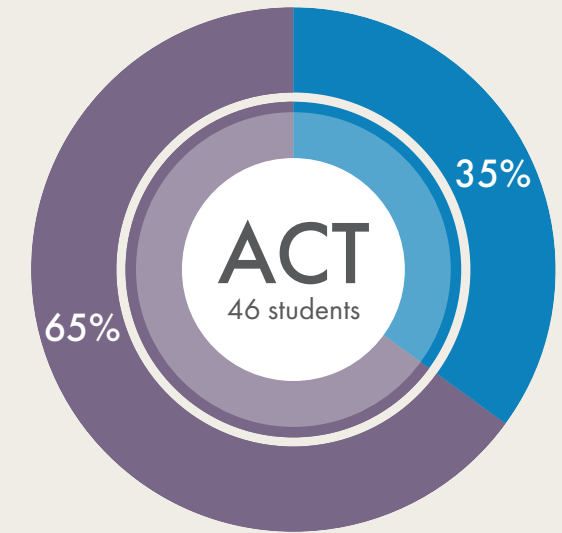
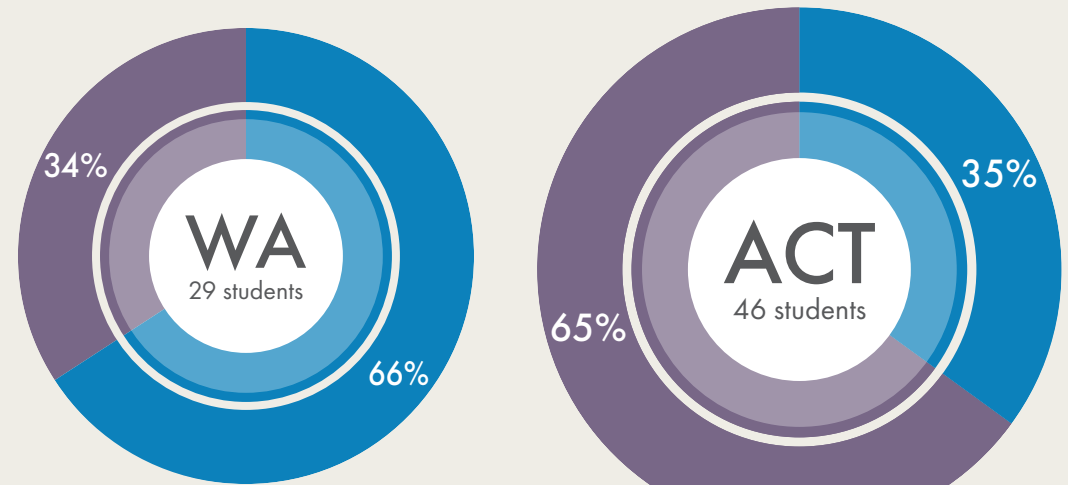
- Public Health Study Tour
- Indonesian Language Short Course

2023

Tour & Intensives

Participation by state

	% of total student numbers 2023	Student numbers 2023	% Change on 2022
WA	23%	29 students	-9%
ACT	37%	46 students	188%
VIC	21%	27 students	238%
NSW	8%	10 students	-29%
QLD	5%	6 students	100%
NT	2%	3 students	300%
SA	4%	5 students	400%
INT'L	0%	-	-100%
TAS	0%	-	-
Total	100%	126 students	68%



2018-2022 Tours & Intensives

Participation by member university

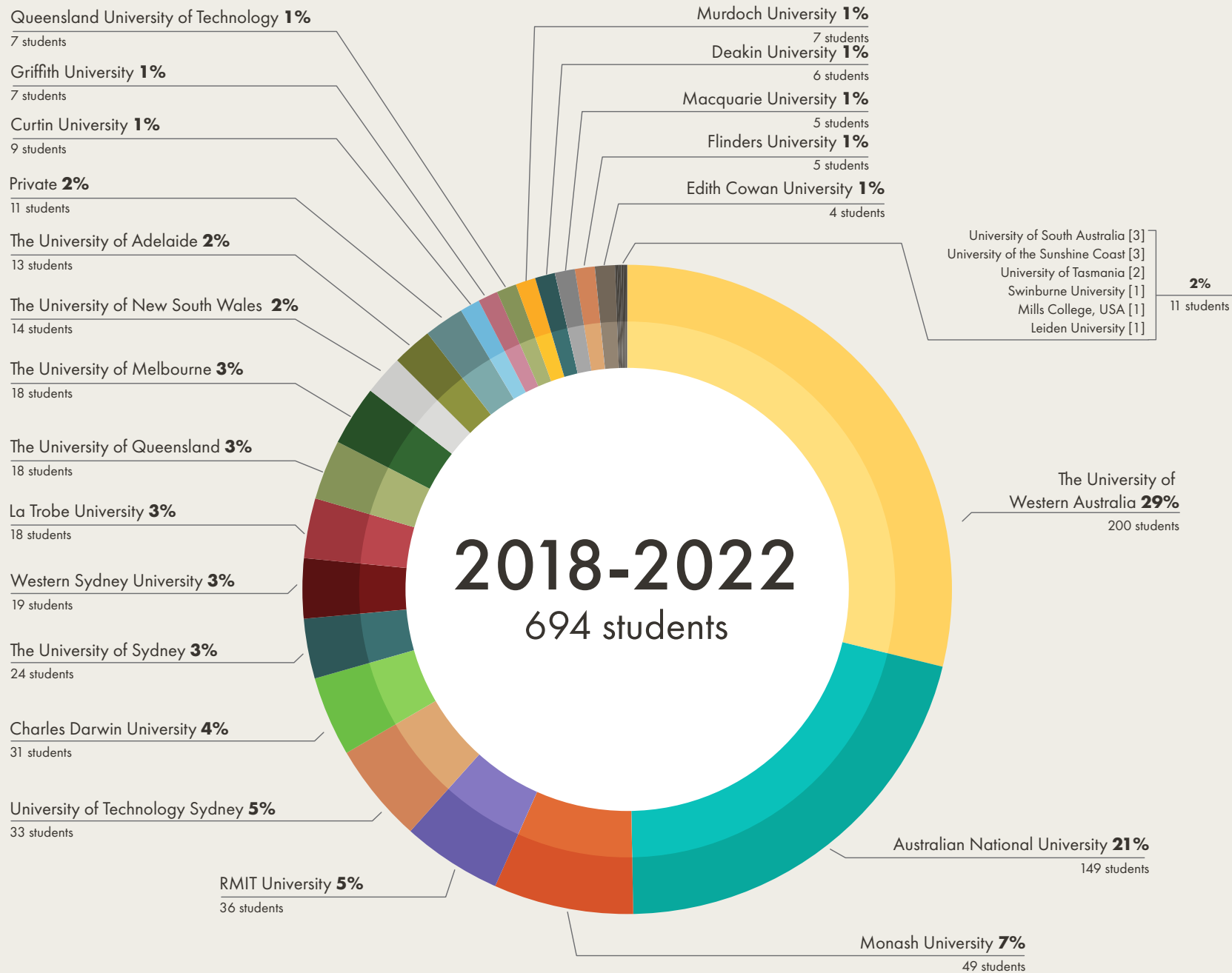
	% of total student numbers 2018-2022	Student numbers 2018-2022
The University of Western Australia	29%	200 students
The Australian National University	21%	149 students
Monash University	7%	49 students
RMIT University	5%	36 students
University of Technology Sydney	5%	33 students
Charles Darwin University	4%	31 students
The University of Sydney	3%	24 students
Western Sydney University	3%	19 students
La Trobe University	3%	18 students
The University of Melbourne	3%	18 students
The University of Queensland	3%	18 students
UNSW Australia	2%	14 students
The University of Adelaide	2%	13 students
Private	2%	11 students
Curtin University	1%	9 students
Murdoch University	1%	7 students
Queensland University of Technology	1%	7 students
Griffith University	1%	7 students
Deakin University	1%	6 students
Flinders University	1%	5 students
Macquarie University	1%	5 students

	% of total student numbers 2018-2022	Student numbers 2018-2022
Edith Cowan University	<1%	4 students
University of South Australia	<1%	3 students
University of the Sunshine Coast	<1%	3 students
University of Tasmania	<1%	2 students
Swinburne University	<1%	1 student
Mills College, USA	<1%	1 student
Leiden University	<1%	1 student
Total	100%	694 students

Starting in 2016, the consortium began expanding into study tours and intensives—defined for the purposes of this report as an in-country program of three weeks or less in duration. Over the five year period 2017-2021, enrolments in ACICIS tours and intensives constituted by far the fastest growing segment of the consortium’s annual student cohort.

With the introduction of the two-week Public Health Study Tour in 2016, and then the three-week Indonesian Language Short Course in 2017, enrolments in the consortium's tours and intensives increased from 54 students in 2017 to a peak of 199 students in 2019.

The key source universities for ACICIS tours and intensives during the 2018-2022 period have been those member universities quickest to embrace and make use of the Public Health Study Tour (UWA and RMIT) and the Indonesian Language Short Course (ANU).



2023 Tours & Intensives

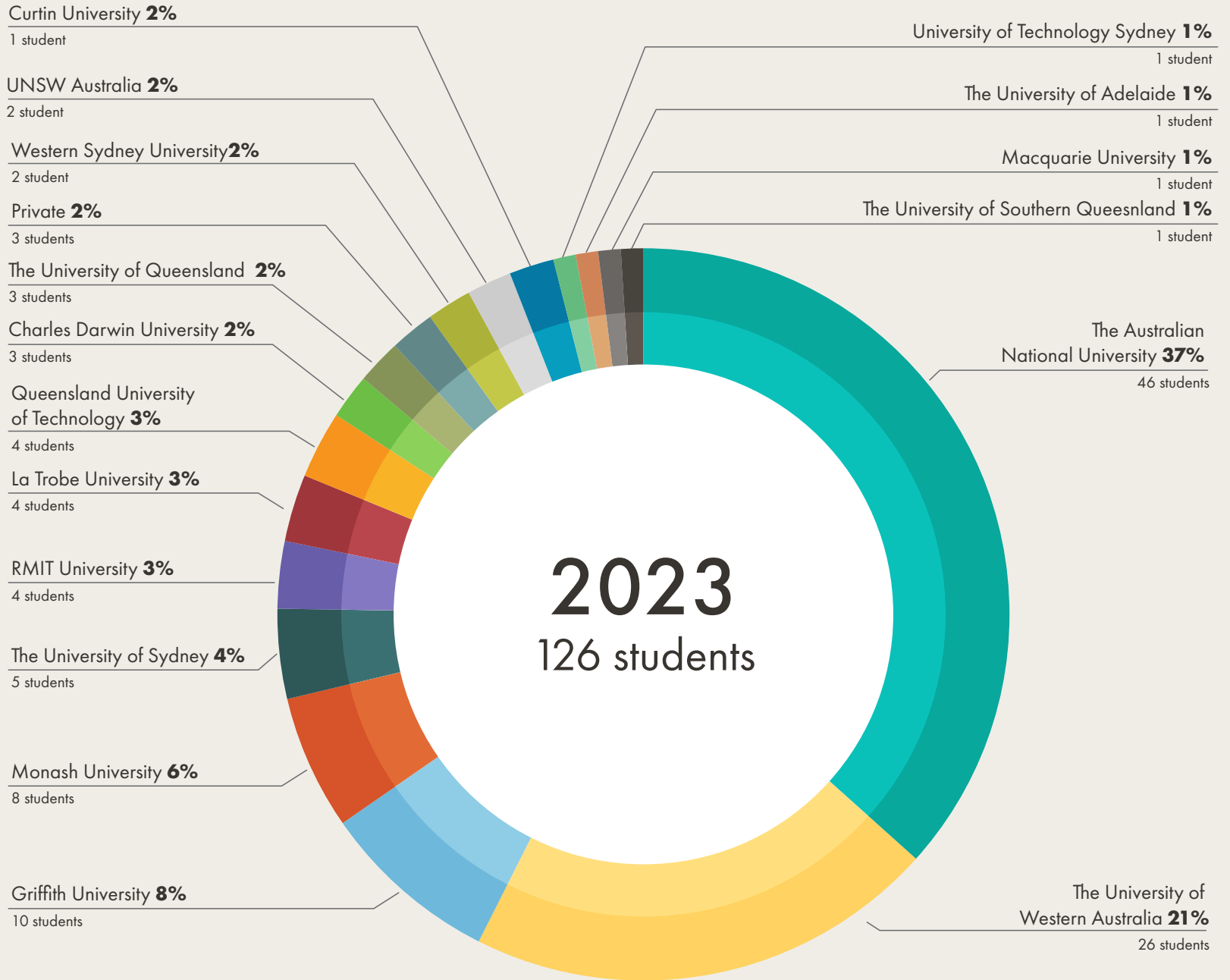
Participation by member university

Total student enrolments in ACICIS tours and intensives—defined for the purposes of this report as programs of three weeks or less in duration—increased by 68% year-on-year in 2023 with 126 students participating in these short format programs—up from 75 students in 2022.

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

In-country delivery of these programs resumed in November-December 2022 and a total of 126 students travelled to Indonesia to participate. The overall increased in the tours and intensive student cohort in 2023 was due to significant year-on-year increased in enrolments from across the consortium's membership— particularly from The Australian National University, Griffith University, Monash University and La Trobe University. This increase suggests a surge in student interest in resuming in-country programs post the COVID-19 pandemic.

	% of total student numbers 2023	Student numbers 2023	Student numbers 2022	% Change on 2022
The Australian National University	37%	46 students	16 students	188%
The University of Western Australia	21%	26 students	25 students	4%
Griffith University	8%	10 students	-	
Monash University	6%	8 students	4 students	100%
The University of Sydney	4%	5 students	3 students	67%
RMIT University	3%	4 students	1 student	300%
La Trobe University	3%	4 students	-	
Queensland University of Technology	3%	4 students	1 student	300%
Charles Darwin University	2%	3 students	-	
The University of Queensland	2%	3 students	2 students	50%
Private	2%	3 students	-	
Western Sydney University	2%	2 students	3 students	-33%
UNSW Australia	2%	2 students	5 students	-60%
Curtin University	2%	2 students	-	
University of Technology Sydney	1%	1 student	2 students	-50%
The University of Adelaide	1%	1 student	-	-83%
Macquarie University	1%	1 student	1 student	0%
The University of Southern Queensland	1%	1 student	2 student	
The University of Melbourne	0%	-	-	
Murdoch University	0%	-	-	
Deakin University	0%	-	3 students	-100%
Flinders University	0%	-	1 student	-100%
Edith Cowan University	0%	-	1 student	-100%
	100%	126 students	75 students	68%







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

05

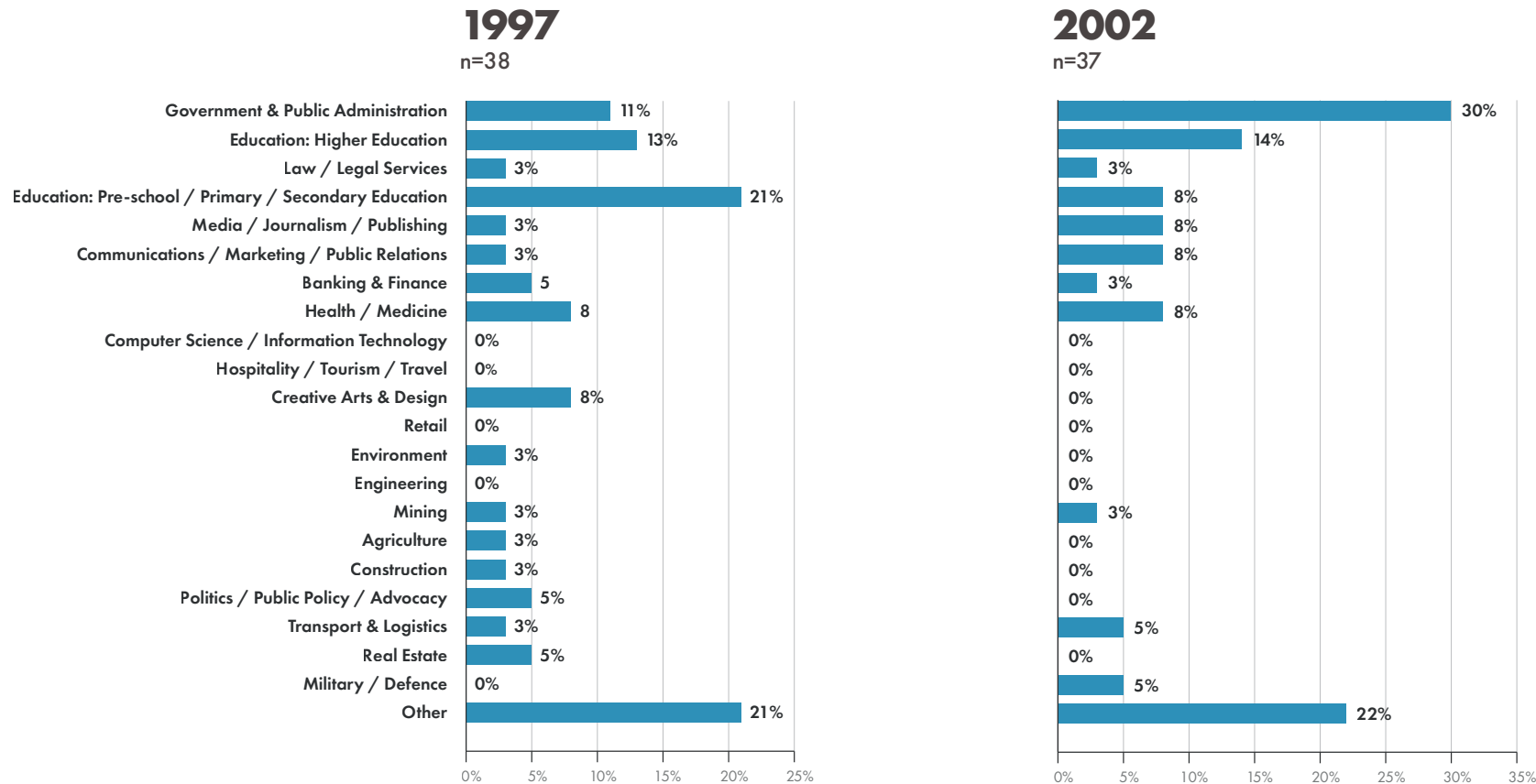
Alumni Outcomes & Achievements

ACICIS Alumni Tracer Study Results

In late 2021, under the auspices of The University of Western Australia’s School of Social Sciences, ACICIS launched an alumni tracery study designed to collect qualitative and quantitative data regarding the long-term impact of ACICIS program participation on the academic, personal, and career development of its alumni, as well as on bilateral ties between Australia and Indonesia. The tracer study survey was deployed for the third time between October 2023 and March 2024. Response rates from the two cohorts surveyed included 39 of the 84 students (47%) from the 1997 cohort and 38 of the 75 students (51%) from the 2002 cohort. While acknowledging the selection

bias arising from the study’s reliance on respondents’ affirmative response to an invitation to participate in the study send to the entire cohort study population, nevertheless the data collected does provide meaningful insight into the long-term impact of ACICIS program participation. A more comprehensive account of the data collected from these first three surveyed cohorts will be provided in a future publication. For now, excerpts of the study’s findings are provided in the following pages.

In which industry are you employed?

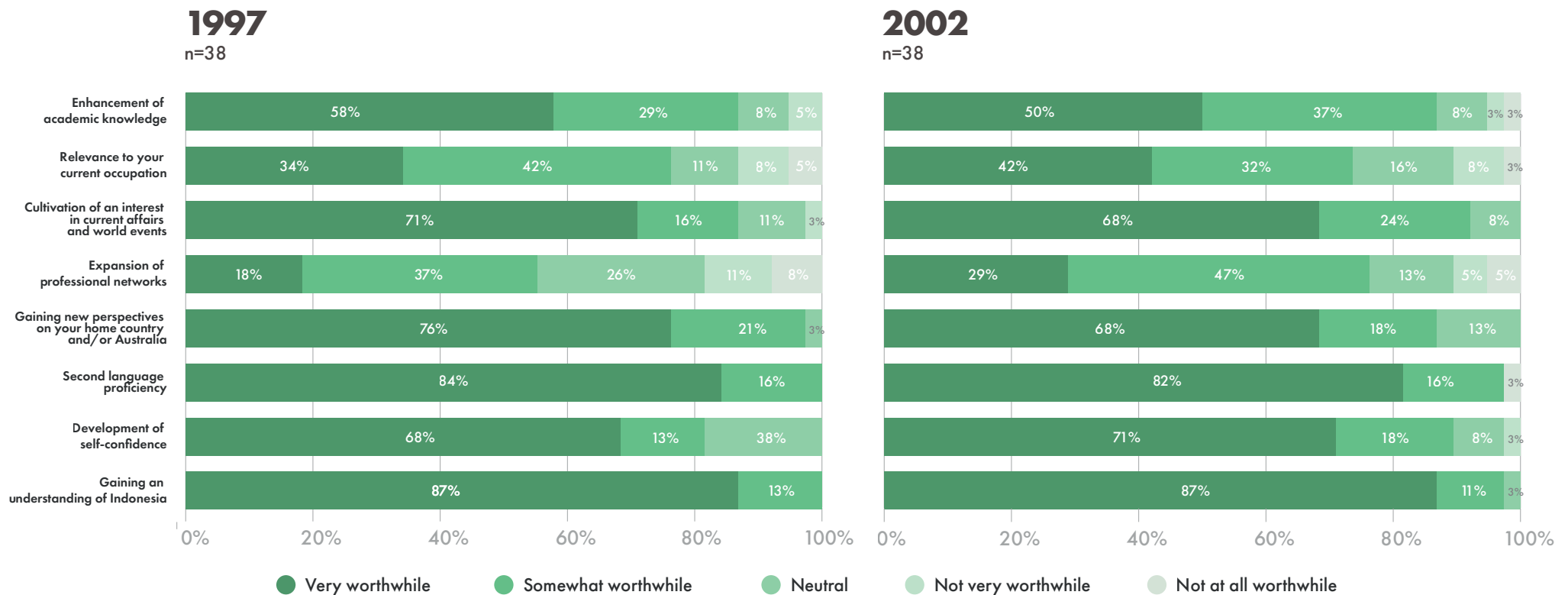


Total percentages exceed 100% as respondents could cite multiple industries.
Question only asked to respondents who were employed at the time of study participation.

Respondents were asked to rate the value they felt they had derived from their study in Indonesia with ACICIS on a five-point scale across eight indices—including their proficiency in a second language, their understanding of Indonesia, and the relevance of their studying in Indonesia to their current occupation. 100% of the respondents from the 1997 cohort and 98% of the respondents of the 2002 cohort rated their experience studying in Indonesia with ACICIS as being somewhat or very worthwhile with respect to gaining an understanding of Indonesia. Similarly, 100% of respondents from the 1997 cohort and 98% of the 2002 cohort rated their experience as being somewhat or very worthwhile in terms of cultivating second language proficiency. Most

significantly, 76% of respondents from the 1997 cohort and 74% of the respondents from the 2002 cohort assessed their study experience with ACICIS to have been somewhat or very worthwhile in terms of relevance to their current occupation. It is reasonable to conclude that, for a significant number of alumni, the experience of studying in Indonesia is formative and delivering of lasting impact on participants' professional development and career objectives.

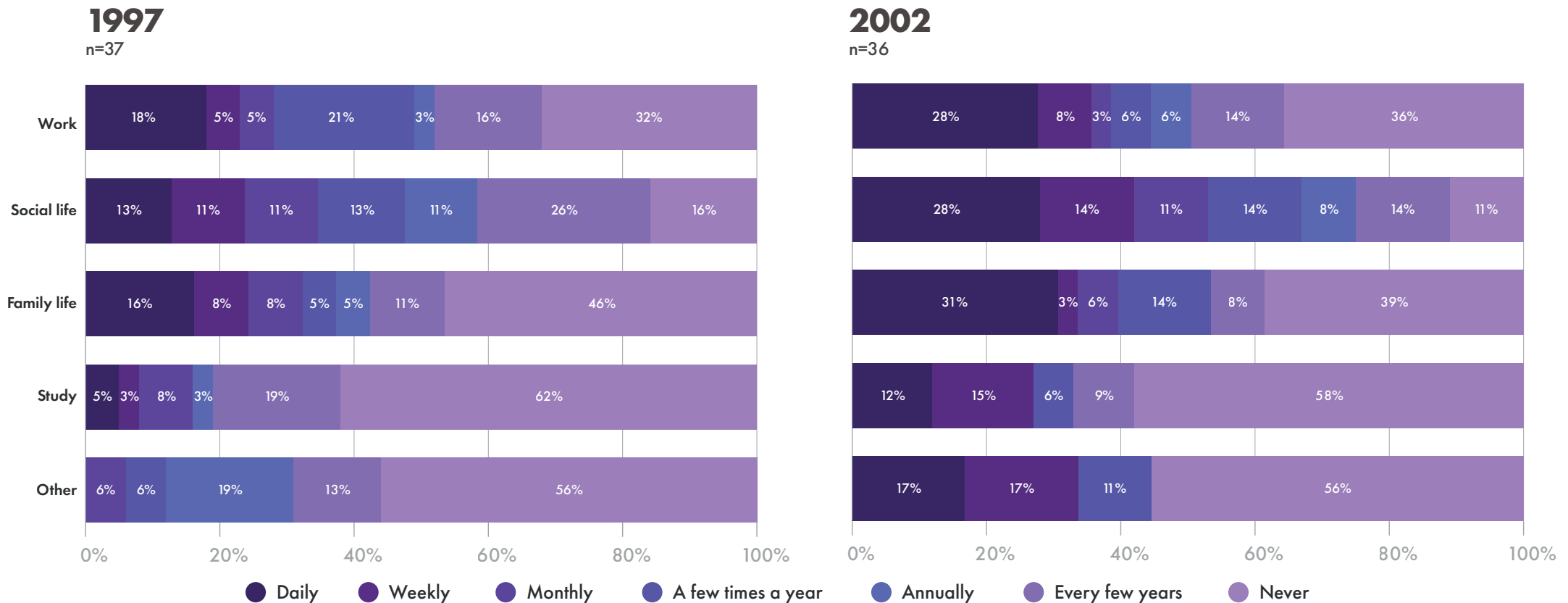
To what extent do you consider your experience in Indonesia with ACICIS worthwhile with regard to the following:



Participants were asked to indicate how often they currently use Indonesian language in several areas of their lives—including work, family life, social life, and study. 28% of respondents from the 1997 cohort and 39% from the 2002 cohort indicated that they currently use Indonesian on at least a monthly basis for work—with 28% of respondents from the 2002 cohort reporting doing so on a daily basis (compared to 18% of respondents from the 1997 cohort). Meanwhile, 32% of respondents from the 1997 cohort and 40% from the 2002 cohort indicated that they currently use Indonesian on at least a monthly basis within their family life—with 31% of respondents from the 2002 cohort reporting doing so on a daily basis (compared with 16% of respondents from

the 1997 cohort). It is reasonable to conclude that for a significant number of ACICIS alumni, connection to Indonesia through ongoing use of the Indonesian language sustains years—even decades—after program completion.

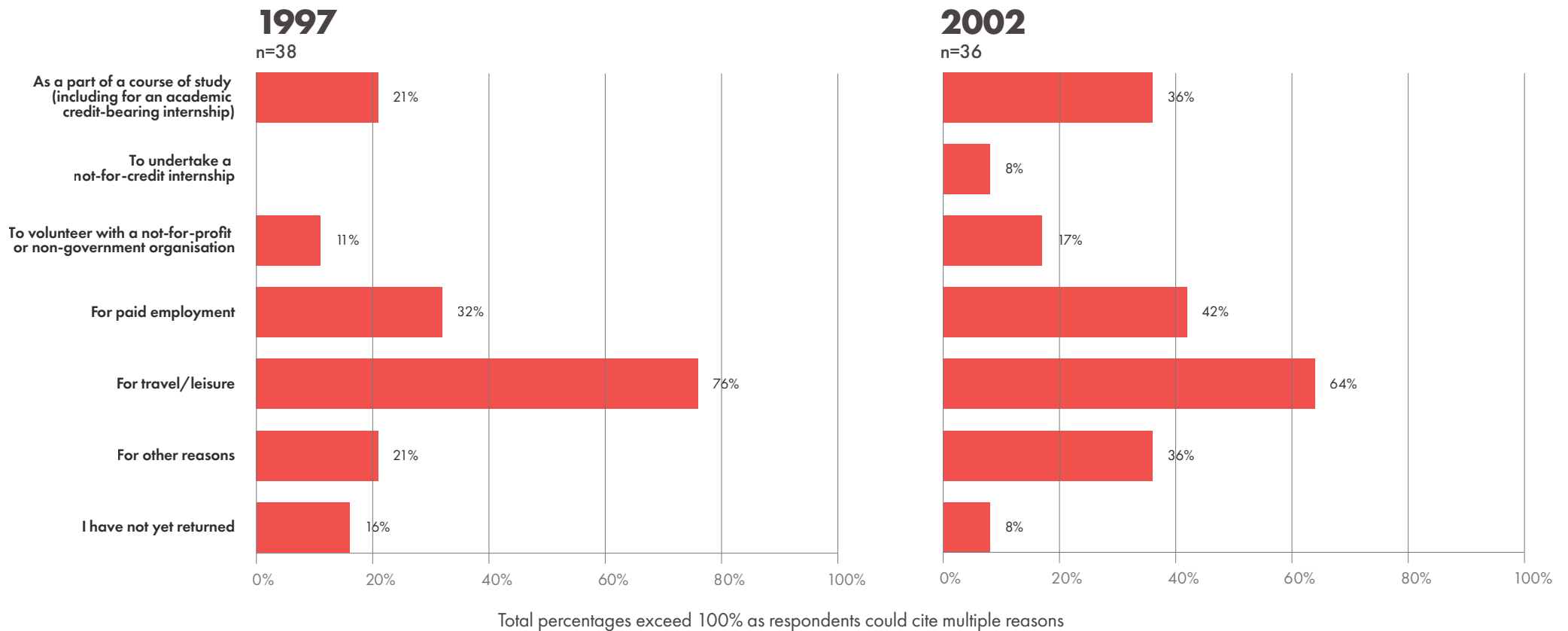
How often do you currently use Indonesian language in the following areas of life?



Participants were asked if they had returned to Indonesia since studying in-country with ACICIS and, if so, their reason for doing so. Overwhelmingly, the most commonly reported reason for returning to Indonesia post ACICIS study is for travel or leisure—with 75% of respondents from the 1997 cohort and 64% from the 2002 cohort indicating they have done so. Given the popularity of Indonesia—and Bali in particular—as a holiday destination among the general Australian population, this finding is, perhaps, unremarkable. More remarkable is the 32% of respondents

from the 1997 cohort and 42% of respondents from the 2002 cohort who reported having returned to Indonesia for paid employment subsequent to completing their ACICIS studies. It is clear that a significant number of ACICIS participants go on to work in Indonesia and to contribute to the bilateral relationship through stints of employment in Indonesia after their experience as ACICIS students.

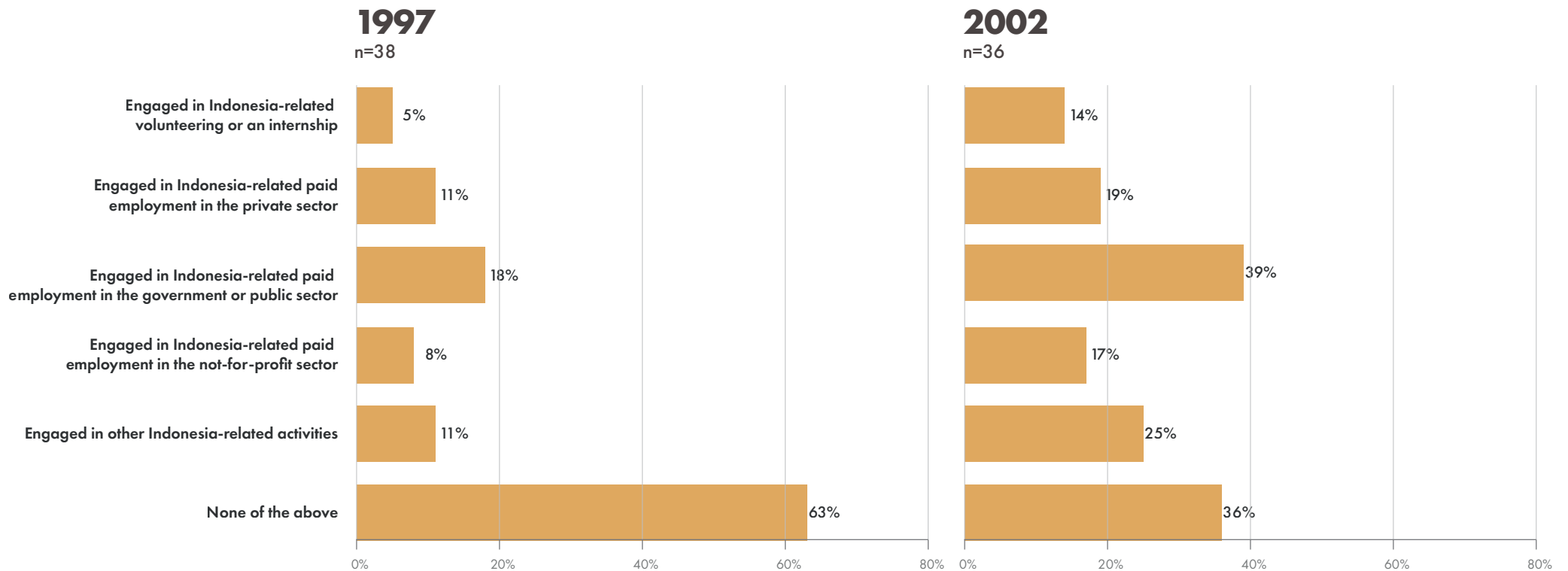
Since studying in Indonesia with ACICIS, have you returned to Indonesia for any of the following?



Participants were asked if they had engaged in any Indonesia-related activities since studying in-country with ACICIS, while residing in a country other than Indonesia (e.g. Australia). 18% of respondents from the 1997 cohort and 39% from the 2002 cohort reported having engaged in Indonesia-related paid employment in the government or public sector since their ACICIS studies. 11% of respondents from the 1997 cohort and 19% from the 2002 cohort reported having engaged in Indonesia-related paid employment in the private sector. Evidently, a significant number of

ACICIS participants go on to pursue careers and contribute to the bilateral relationship through Indonesia-related employment in Australia or internationally subsequent to their experience as ACICIS students.

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

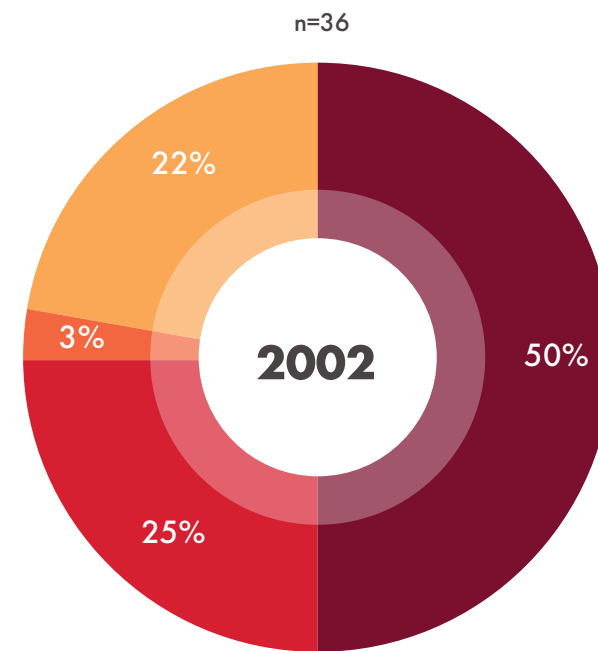
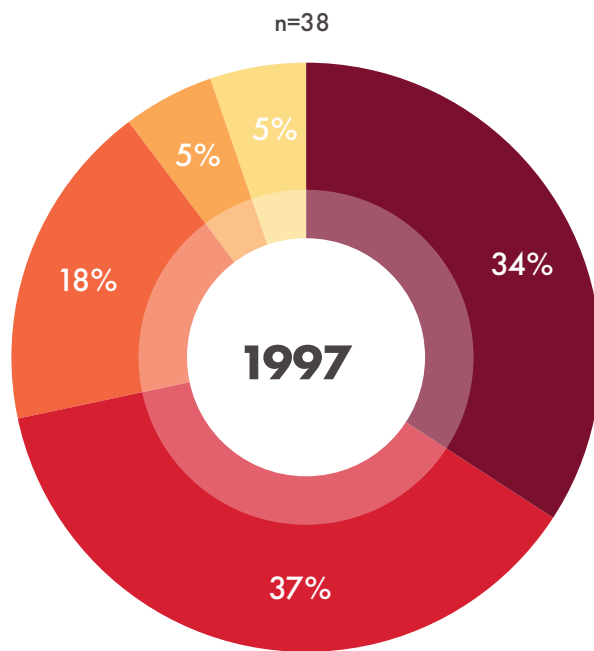


Total percentages exceed 100% as respondents could cite multiple activities

Respondents were asked to rate the level of connection they currently feel to Indonesia on a five-point scale. 71% of respondents from the 1997 cohort and 75% from the 2002 cohort indicated that they currently feel somewhat or very connected to Indonesia—with 50% of respondents from the 2002 cohort reporting feeling very connected (compared with 34% of respondents from

the 1997 cohort). The survey results indicate that for a significant number of ACICIS alumni, felt connection to Indonesia sustains years—even decades—after program completion.

Currently, how connected do you feel to Indonesia?



- Very connected
- Somewhat connected
- Neither connected nor disconnected
- Somewhat disconnected
- Very disconnected



Home University

Private Participant

Host University

Universitas Gadjah Mada, Yogyakarta

Study Period

January - December 1997

ACICIS Study Option

Flexible Language Immersion Program (FLIP)

Degree

Assoc. Dip. Applied Language (Indonesian) from CMC Tafe

"For anyone serious about pursuing a career involving Indonesia, a year in the ACICIS program is essential."

Gary Dean

Executive Chairman of Okusi Associates

In 1997, I participated in two semesters of 'immersion' at Universitas Gadjah Mada (UGM) through the ACICIS program. During the first semester, I studied at the School of Economics (management stream). In the second semester, I attended the School of Political and Social Sciences (international relations stream). In both instances, I enrolled in entry-level subjects as a regular first-year student.

Although I had completed two years of full-time Indonesian language learning prior to my arrival in Indonesia, it was my first time setting foot in the country. However, I had previously lived in Malaysia for several years, which provided me with some cultural context and familiarity with the region.

The year 1997 was a particularly interesting time in Indonesia. The country was hit hard by the financial crisis, which further eroded the legitimacy and power of the New Order regime. This crisis served as the ever-present backdrop of my experience at UGM, influencing every aspect of life.

The ACICIS program was an absolutely essential component of my plan to establish myself in Indonesia and become a business consultant. It provided me with the opportunity to experience a glimpse of the lives and perspectives of young Indonesian university students, many of whom would later join the country's political, bureaucratic, and economic elite. Crucially, it allowed me to witness firsthand the way Indonesians were educated, the content they were taught, and the teaching methods employed. Coming off 32 years of New Order rule, it was both depressing and revealing to observe the state of the education system. Fortunately, significant improvements have been made since then.

Navigating daily life amidst economic uncertainty and political change required a level of flexibility and problem-solving that has served me well in my professional endeavors. The experience also deepened my understanding of Indonesian culture, politics, and society, which has been crucial in the establishment of my firm, Okusi Associates.

The ACICIS program laid the foundation for my unique experience in Indonesia, better preparing me for the challenges I would face in establishing my firm in the subsequent years. The program's structure, which combined academic rigor with real-world exposure, was instrumental in shaping my approach to business and consultancy in Indonesia. For anyone serious about pursuing a career involving Indonesia, a year in the ACICIS program is essential. It offers not just academic knowledge, but also practical experience and a deep cultural immersion that are invaluable in understanding and navigating the complexities of Indonesian society and business.





Home University
The University of Queensland

Host University
Gadjah Mada University and Muhammadiyah Malang University

Study Period
January - October 2002

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

Degree
BA (Hons)

"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."

Annie Pohlman

Senior Lecturer in Indonesian studies, The University of Queensland

Why did you decide to undertake the ACICIS program?

I had the opportunity as part of my BA degree program to undertake a full year of study in Indonesia, so I grabbed it!

What were the benefits of studying with ACICIS?

Best thing I ever did, career-wise. Convinced me that I wanted to specialize on Indonesia, that I wanted to become a researcher, and the FLIP and EJFS programs enabled both my fluency in Indonesian and the opportunities to learn a very broad range of skills.

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

Most satisfactory experience was getting to conduct interviews with survivors of the 1965-66 killings. My most dissatisfactory experience was being forced to come home early because of the Bali bombings in October 2002!

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

My time during the FLIP program at UGM was a lot more structured and I got to meet more Indonesian students and hang out with them; especially with my 'buddy' and her friends! The academics were all very friendly. While I was doing my field studies semester, I spent most of my time in the field, so it was far less structured and so I was doing a lot less with students and other academics.

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

I remember I found the 'research' course at INCULS (where we were able to go do a mini research project and then write it up as a report) quite challenging. I chose to go interview some of the workers at the women's crisis centre, Rifka Annisa, and it was an eye-opening experience, and a challenging one. But rewarding in the end, and a great training program for the longer research project at UMM.

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

Probably the most useful were the chats that I had with my *Ibu Kos!* She and I would sit and chat some afternoons and she would explain all sorts of things to me: from what *arisan* meetings were about, to neighbourhood gossip, to social expectations around unmarried women, heaps!

Which challenges did you face when studying in Indonesia?

The occasional *sakit perut* gets to everyone, but you learn to deal with it, LOL. Another challenge was the frustration that you feel when you're struggling to improve your fluency, and you're struggling to find the words to express yourself.

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

I would do ALL OF THEM (that is, all the Indonesian language ones!) - I would definitely do the Salatiga language intensive (because I hear you get to interview a *becak* driver, and make batik), and I would do the Indonesian Language Teacher Immersion program at Sanata Dharma for sure!

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

Um, I would find the best *warung* in the area and then find a *kos* proximate to the *warung*.

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

My year on ACICIS had a very influential impact on my career; it gave me an immersive experience doing fieldwork and that's what made me decide to become a researcher.

How has ACICIS prepared you for your professional endeavours?

My year in Indonesia with ACICIS was a formative one for me—certainly in terms of improving my fluency in Indonesian, which

is essential for my role as an Indonesian studies lecturer and researcher.

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

The pathway into academia is not easy, or financially stable. I spent a long time doing postgraduate study and an even longer time in insecure work through casual tutoring and contract appointments. Insecure work is a plague upon the higher education industry.

Why would you recommend studying with ACICIS?

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. And all of the ACICIS programs come with the security of a very experienced team to support you.

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

Sign up now! But when you get to Indonesia, make the most of it! ACICIS will provide you with a program, but it's entirely up to you to make the most of this opportunity. What you put in is what you'll get out. So push yourself, and you will be rewarded.

Alumni Publications: 2023

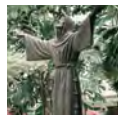
Publications authored by ACICIS alumni during the 2023 calendar year



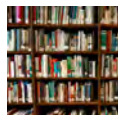
Dr Jacqui Baker

Lecturer, Indo-Pacific Research Centre,
Murdoch University

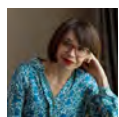
ACICIS Alumni Semester 10/2000 from The Australian National University, Flexible Language Immersion Program (FLIP)



Baker, Jacqui. 2023. "Reformasi Reversal: Structural Drivers of Democratic Decline in Jokowi's Middle-Income Indonesia." *Bulletin of Indonesian Economic Studies*, 59 (3).



Baker, Jacqui. 2023. "Jokowi End Game: Cooptation, coercion and the narrowing field of political contestation." *ANU Indonesia Project*. Youtube Video, 1.29.21. Posted September 28 2023. <https://www.youtube.com/watch?v=G3Km27BdxhY>.



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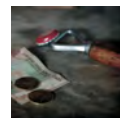
Max Broad

2021 New Colombo Plan Scholar,
The University of Queensland

ACICIS Alumni Semester 55/2022 from The University of Queensland, Flexible Language Immersion (FLIP)



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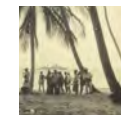


Dr Natali Pearson

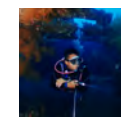
Curriculum Coordinator, Sydney Southeast Asia Centre
ACICIS Alumni Semester 10/2000 from University of New South Wales, Flexible Language Immersion Program (FLIP)



Pearson, Natali. 2023. "Wrecked? Belitung, Indonesia and the politics of maritime heritage." *Indonesia at Melbourne (Blog)*. August 21, 2023.



Pearson, Natali. 2023. 'Diplomatic Timebombs? Southeast Asia's sunken warships.' *Australasian Journal of Maritime Archaeology*, 47 (1): 32-43.



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Alumni Publications: 2023

Publications authored by ACICIS alumni during the 2023 calendar year



Tom de Souza

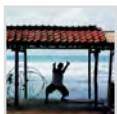
Journalist, *Stories from the Scenic Route*
ACICIS Alumni 2018, Journalism Professional Practicum (JPP)



de Souza, Tom. 2023. "The Indo Motorcycle Diaries." *Tracks Magazine*. No. 593. October 2023, Sydney.



de Souza, Tom. 2023. "The Indonesian Motorcycle Diaries II." *Stories from the Scenic Route*. March 6, 2023.



de Souza, Tom. 2023. "The Indonesian Motorcycle Diaries III." *Stories from the Scenic Route*. March 6, 2023.



Kate Lamb

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



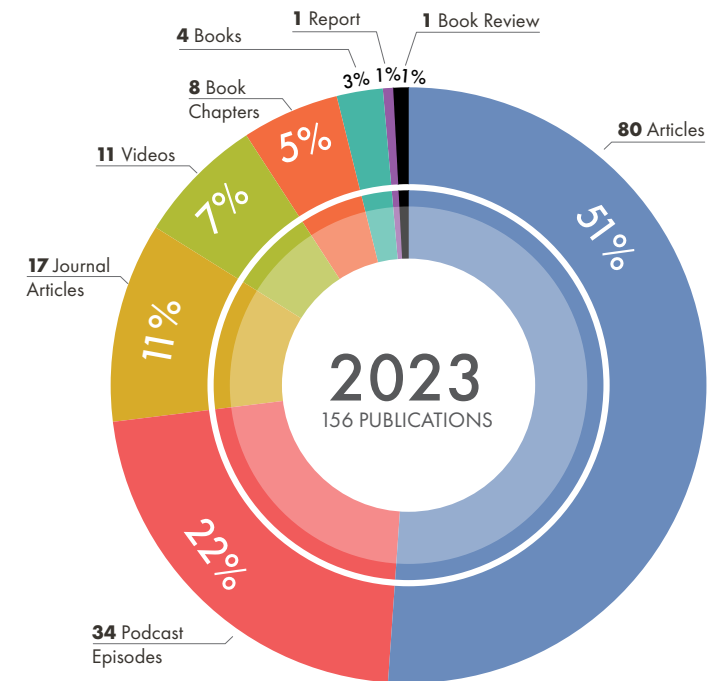
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- Articles
- Podcast Episodes
- Journal Articles
- Videos
- Book Chapters
- Books
- Report
- Book Review

Alumni Publications: 2023

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- Butt, Simon. 2023. Review of Pluralist Constitutions in Southeast Asia by Jaclyn L Neo and Ngoc Son Bui. *Australian Journal of Asian Law* 24 (2): 141-142. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4640709
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- Butt, Simon. 2023. "Indonesia's new Criminal Code: indigenising and democratising Indonesian criminal law?" *Griffith Law Review* 32 (2): 190-214. <https://doi.org/10.1080/10383441.2023.2243772>
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- Butt, Simon. 2023. "A portrait of judicial corruption in Indonesia." *ANU Indonesia Project*. Audio Visual. https://www.youtube.com/watch?v=ErESLFWA_zl
- Wilson, Ian. 2023. "Indonesia's appointed leaders and the future of regional elections." *Perspective* 2023 (57). <https://researchportal.murdoch.edu.au/esploro/outputs/journalArticle/Indonesias-appointed-leaders-and-the-future/991005593468207891>
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- Herriman, Nicholas, Radal Feyrel, Melathi Saldin, Monika Winarnita, Paul Thomas, and Alistair Welsh. 2023. "Australia's Malay history & heritage: Cocos (Keeling) Islands." *New*

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- McRae, Dave. 2023. "Talking Indonesia: Indonesia and AUKUS." *Indonesia at Melbourne*, January 19, 2023. <https://indonesiaatmelbourne.unimelb.edu.au/talking-indonesia-indonesia-and-aukus/>

Semester 10/2000

- Baker, Jacqui. 2023. "Reformasi Reversal: Structural Drivers of Democratic Decline In Jokowi's Middle-Income Indonesia." *Bulletin of Indonesian Economic Studies*. 59 (3): 341-364. <https://doi.org/10.1080/00074918.2023.2286020>.
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Pearson, Natali. 2023. "Too Little, Too Late? Redefining the Legacy of HMAS Perth (I), an Australian Warship Sunk in Indonesian Waters." *Historical Archeology* 57 (1). <https://doi.org/10.1007/s41636-023-00401-7>

Pearson, Natali. 2023. "Wrecked? Belitung, Indonesia and the politics of maritime heritage." *Indonesia at Melbourne*, August 21, 2023. <https://indonesiaatmelbourne.unimelb.edu.au/wrecked-belitung-indonesia-and-the-politics-of-maritime-heritage/>

Pearson, Natali, and Maria Amigo. 2023. "Working Children: The Luxury and Complexity of Childhood in Lombok, Indonesia." *SSEAC Stories*. Audio podcast. The University of Sydney. Sydney. <https://podcasts.apple.com/au/podcast/working-children-the-luxury-and-complexity-of/id1514290750?i=1000631219156>

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- 2 Partner University Profiles
- 3 Host Organisation Profiles
- 4 Community Engagement

06

Stakeholder Profiles and Endorsements



New Colon Plan
10th Anniversary

"Curtin Business School's long term affiliation with the ACICIS Consortium, and more specifically the Business Professional Practicum, continues to be regarded as one of our premier mobility initiatives for undergraduate students."



Curtin University

Ms Roannah Wade, Student Exchange & Mobility Coordinator, Curtin Business School, 10 March 2016



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

**The Hon Peter Tinley AM MLA,
Minister for Asian Engagement,
The Government of Western Australia, 4 September 2020**

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

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

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

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

"ACICIS has made a substantial contribution to the Australia-Indonesia bilateral relationship by facilitating Australian student engagement with Indonesian studies."



**Professor Glyn Davis AC, Vice-Chancellor,
The University of Melbourne, 25 June 2015**

"[Professor David Hill's]...significant contribution to the development and ongoing management of this pioneering program has enriched the education of many Australian students, as well as provided a significant contribution to our broader international relations and cross-cultural understanding of Indonesia."



"The success of the consortium is a testament to [Professor Hill's] leadership over the past twenty-four years and reflects [his] commitment to the values of the program."

**Professor Monique Skidmore,
Deputy Vice-Chancellor Global
University of Tasmania, 25 January 2018**

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



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

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

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

Endorsements & Awards



"I congratulate ACICIS for having the vision to see that this is really a very important foundation stone in the sort of relationship we are building between our two countries; that is, a relationship I think that is increasingly one of understanding."

That's where the ACICIS students really come into this, coming to understand Indonesia yourselves, but then conveying that understanding to an Australian audience."

Mr Bill Farmer, Former Australian Ambassador to Indonesia, 5 January 2009

"The Department of Defence has a number of ACICIS alumni working in the department, bringing with them a strong understanding of cultural intricacies and well-developed language skills. They make a valuable contribution to the Australia-Indonesia defence relationship."

**The Hon Stuart Robert MP
Assistant Minister for Defence
Department of Defence
25 June 2015**

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

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

"Over the years I have found my interactions with ACICIS to be incredibly rewarding. So many ACICIS alumni have been great colleagues in many of the roles I have had. The depth of their understanding of Indonesia is a great asset for Australia."

**Mr Greg Moriarty, Former Australian Ambassador to Indonesia, Counter-Terrorism Coordinator
Department of the Prime Minister and Cabinet
3 August 2015**

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

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

"As Consortium Director, [Professor David Hill] has led ACICIS to support thousands of young Australians to expand their world view by learning about our nearest and most important neighbour. A generation of Australians have established unrivalled connections with Indonesia, to the benefit of both our nations. There are a number of ACICIS alumni among the Australian Embassy's staff in Jakarta, which speaks volumes about the quality and calibre of ACICIS and its programs."

**Mr Allaster Cox
Chargé d'Affaires, Australian Embassy Jakarta,
30 January 2018**



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

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

Prime Minister Anthony Albanese,
6 June 2022

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

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



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

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

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

Innovation in International Education Award

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



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

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

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

Endorsements & Awards



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

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

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

MAHKAMAH KONSTITUSI





IPB University
— Bogor Indonesia —

ACICIS Partner University
Bogor Agricultural University

Faculty
Faculty of Forestry

Spokesperson
Dr Erianto Intra Putra

Role
Lecturer

"ACICIS students not only acquire knowledge and skills from their chosen courses, but they can immerse themselves in Indonesian culture, language, and society."



Dr Erianto Indra Putra

Lecturer at the Faculty of Forestry, Bogor Agricultural University

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

This semester, the ACICIS student participating in the Agriculture Semester Program (ASP) took three courses in our department: Forest Health and Arboriculture, Spatial Analysis for Forestry and Environment, and Ex-Mining Land Reclamation. Hosting and teaching this student has proven to be a rich and rewarding experience for both them and our own students. The ACICIS student has shown remarkable enthusiasm in attending all lectures and practical sessions, actively engaging within their groups, and offering fresh perspectives to the class. Teaching the ACICIS student has presented no difficulties, as their profound curiosity and strong eagerness to learn has enabled them to fully participate in all educational activities. This enthusiasm and curiosity may stem from the differences between the forestry and agricultural systems in their home country and those in Indonesia.

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

Hosting ACICIS students can yield numerous benefits for Bogor Agricultural University (IPB University) and its teaching staff. These include fostering a more robust academic environment, advancing the university's internationalisation efforts, enriching the university community, and escalating its global reputation. This endeavor aligns with IPB University's dedication to global engagement and offers opportunities for our students to broaden their perspectives. Hosting ACICIS students exposes our university community and teaching staff to a variety of cultural viewpoints, enhancing classroom discussions by introducing diverse perspectives and experiences to academic discourse.

Do you have any advice for future students to gain the most out of their participation in the program?

As you embark on your studies in Indonesia, a country with diverse academic environments, cultures, languages,

and customs, it's essential for you to fully immerse yourself in Indonesian culture, language, and customs. Take every opportunity to engage with Indonesian students and local people and explore the country beyond your academic obligations. I was thrilled to learn that an ACICIS student recently spent her Idul Fitri holidays with her family, visiting tourism spots in Java and Bali—an enriching experience indeed. Building meaningful relationships with your peers, host families, lecturers, fellow students, and local communities will deepen your understanding of Indonesian culture and society.

Safety and health should be your top priorities while abroad. Familiarize yourself with local customs and safety protocols, stay updated on potential risks, and take necessary precautions to safeguard your well-being. Above all, cherish every moment of your time in Indonesia. Embrace the adventure and treasure the memories and experiences that come your way. Your time with ACICIS in Indonesia presents an unforgettable opportunity for your personal and academic growth, so seize it to the fullest!



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

Indonesia lies between Australia and Asia. Studying in Indonesia through ACICIS obviously offers numerous benefits for students. ACICIS students not only acquire knowledge and skills from their

chosen courses, but they can immerse themselves in Indonesian culture, language, and society. This immersion provides them with a remarkable opportunity to enhance their proficiency in the Indonesian language, thereby improving their communication skills. Such experiences prepare ACICIS students for their future academic and professional pursuits.

When ACICIS students enroll in the ASP at IPB University, they may enjoy additional advantages to escalate their competencies. IPB University is renowned for its academic excellence, particularly in fields related to agriculture, forestry, environmental science, and natural resource management. ACICIS students therefore not only benefit from high-quality education at IPB University, but also have a great access to state-of-the-art facilities and resources related to agriculture, forestry, environmental science and natural resource management subjects. Furthermore, ACICIS students at IPB University can engage in field trips and practical training, enabling them to acquire valuable hands-on experience in their chosen fields of study. These opportunities contribute significantly to their academic and professional development, enhancing their overall learning experience during their time in Indonesia.

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

In the upcoming decade, I foresee ACICIS continuing its vital role in fostering cultural exchange, academic collaboration, and mutual understanding between participating countries. By offering opportunities for Australian students (as well as students from other consortium member universities) to study in Indonesia, and vice versa, this exchange will further accelerate cross-cultural understanding and cultivate personal connections. These connections are essential for fostering a stronger and more resilient bilateral cooperation between the nations involved.



ACICIS Partner University

Parahyangan Catholic University, Bandung

Faculty

Directorate of International Affairs,
Partnership and Alumni

Spokesperson

Dr Reinard Primulando

Role

Director

"We strongly believe that ACICIS will continue to play a crucial role in strengthening the bilateral relationship between Australia and Indonesia in the coming decade."



Dr Reinard Primulando

Director of the Directorate of International Affairs, Partnership and Alumni, Parahyangan Catholic University, Bandung

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

Our university has had an incredibly rewarding experience hosting and teaching ACICIS students. We have been privileged to welcome enthusiastic and dedicated students into our academic community, which has enriched our campus with diverse perspectives and fostered cross-cultural understanding. Our faculty members have thoroughly enjoyed guiding and mentoring these students and witnessing their academic and personal growth. Through engaging coursework, immersive experiences, and meaningful interactions, we have seen firsthand the profound impact hosting ACICIS students can have on both our institution and the students themselves. It has been a joy to be a part of their educational journey and contribute to their cross-cultural learning experience.

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

Hosting ACICIS students at our university offers several benefits for both our institution and teaching staff. First and foremost, it enriches the cultural diversity of our campus, creating an inclusive and vibrant learning environment that prepares all students for global citizenship. Interacting with ACICIS students exposes our teaching staff to a broad range of perspectives and approaches to learning, enhancing their own pedagogical practices and enriching their professional development. Additionally, hosting ACICIS students enables our faculty members to engage in meaningful cross-cultural exchanges, expanding their networks and deepening their understanding of the region. Guiding and mentoring ACICIS students allows teaching staff to foster students' intellectual growth and personal development and make a lasting impact on the lives of young scholars. Overall, hosting ACICIS students is not only a valuable educational opportunity, but also a rewarding experience that contributes to the internationalisation and excellence of our university.

Our university is honored to be a part of this esteemed consortium—a testament to our commitment to global education and cultural exchange. We are dedicated to enhancing our partnership with ACICIS and increasing the number of Australian students who explore the vibrant academic and cultural landscape of Bandung, West Java. By nurturing this collaboration, we aim to foster deeper connections between our institutions, promote mutual understanding between our students, and contribute to the broader goals of international education and cooperation. This is not only a testament to our university's dedication to excellence but also an exciting opportunity to enrich the educational experiences of students from both Australia and Indonesia.

Do you have any advice for future students to gain the most out of their participation in the program?

West Java, particularly Bandung, is a compelling destination for those seeking to explore the essence of Indonesian identity. Parahyangan Catholic University (UNPAR) has been a part of this heritage for almost 70 years; therefore, it is highly recommended that students take full advantage of the lectures offered at UNPAR while exploring the dynamic city of Bandung. Completing all mandatory classes is crucial as it is the first and most comfortable step for ACICIS students to engage with local peers and understand the nuances of the culture. By broadening their interactions with the local community, ACICIS students can further enrich their understanding of the diverse local cultures.

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

At UNPAR, students have the advantage of studying in Bandung, a city steeped in rich history and culture. Located close to the capital, Bandung is a hub of innovation and creativity, making it an ideal environment for academic pursuits. UNPAR is distinguished as one of the oldest private universities in

Indonesia, with a legacy of academic excellence and innovation. The university's commitment to fostering youth initiatives, such as Buruan SAE and Tab Space, reflects its dedication to nurturing the next generation of leaders and changemakers. Furthermore, UNPAR actively engages in community service initiatives to transform Bandung and address societal challenges. As a student at UNPAR, you become an integral part of this transformative journey, contributing to positive change within the local community and beyond.

In conclusion, studying at UNPAR offers ACICIS students a unique opportunity to immerse themselves in Indonesia's dynamic culture and society while receiving a quality education. With a strong emphasis on community service and a commitment to fostering innovation, UNPAR provides an enriching academic experience that prepares students to thrive in an ever-changing world.

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

We strongly believe that ACICIS will continue to play a crucial role in strengthening the bilateral relationship between Australia and Indonesia in the coming decade. As the premier consortium for Australian university study programs in Indonesia, ACICIS builds a bridge between our nations, promoting significant academic and cultural exchanges. By facilitating immersive learning experiences, fostering cross-cultural understanding, and encouraging lasting connections between Australian and Indonesian students, ACICIS contributes to the development of a new generation of young leaders equipped with a profound appreciation for the complexity and richness of each other's cultures. This enhanced mutual understanding and collaboration will undoubtedly strengthen diplomatic ties, trade relations, and people-to-people connections between Australia and Indonesia in the years to come, laying the foundation for a more prosperous and robust partnership.



Name of organisation

The People's Coalition for Food Sovereignty
(KRKP)

Spokesperson

Widya Hasian Situmeang

Area of expertise and field of business

Food sovereignty

ACICIS Study Option

Agriculture Professional Practicum/Agriculture

"Being an ACICIS student mentor is a fun and challenging experience... Getting to know the students and sharing cultural experiences is something interesting for all staff at KRKP."



The People's Coalition for Food Sovereignty (KRKP)

Host organisation for the Agriculture Professional Practicum (APP)

Can you tell us a bit about your organisation?

The People's Coalition for Food Sovereignty (KRKP) is an NGO that concentrates on farmers' sovereignty over food in Indonesia. KRKP was formed in Bogor in February 2003. KRKP is an initiative formed by several farming organisations, NGOs and NGO networks that are concerned with food issues. KRKP is intended as a medium for sharing experiences and cooperation to support and synergize participants' efforts to overcome people's food problems. KRKP's role is not to eliminate or take over what participants have done, but to support them so they develop. KRKP is open to various organisations, NGO networks, NGOs and individuals who care about the issue of the people's right to food. A working committee was formed to carry out KRKP's priority activities and realise its objectives.

Why were you interested in hosting an ACICIS student?

KRKP believes that the issue of food is everyone's issue. For this reason, every networking opportunity is a force that can be used to convey important thoughts and become a learning space for KRKP in carrying out its mandate to oversee the realisation of food sovereignty in Indonesia. Networking with ACICIS and its students as a host organisation is a good opportunity for KRKP and ACICIS to share and strengthen each other.

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

In general, ACICIS student interns are actively involved in discussions and sharing sessions about food sovereignty from the perspective of Indonesia and Australia. ACICIS students are also responsible for formulating internship outputs that are in line with the KRKP campaign agenda, and are involved in supporting KRKP's campaign activities in accordance with the students' educational background and interests.

What was your experience like of hosting and mentoring ACICIS students?

Being an ACICIS student mentor is a fun and challenging experience. The diversity of students' backgrounds, both academically and individually, also provides input on the substance of the advocacy carried out at KRKP. Getting to know the students and sharing cultural experiences is something interesting for all staff at KRKP.

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

All ACICIS students who have been under my supervision gave interesting impressions. In both virtual and face-to-face internship activities, have shown good interest and motivation to learn during the internship period through hard work and their efforts to adapt. Even though they are faced with the issue of food sovereignty and KRKP's unique work rhythm, the interns have been enthusiastic about understanding and trying to show positive contributions during their internship. Even now, the interns and I remain in contact.

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

KRKP generally obtains information about the situation and food system from the perspective of ACICIS students which is continuously updated every new internship batch. In the context of mentoring, the involvement of ACICIS students in field visits also makes a special impression on KRKP beneficiaries, such as farmers and networks. In campaign situations, the presence of ACICIS students also contributes to adding ideas and carrying out campaign activities.

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

Considerations for internships can be adjusted to each individual's background and goals. KRKP has observed that ACICIS is very serious in designing the placement of ACICIS students, and monitors developments regularly. ACICIS also has systems and regulations to ensure ACICIS students are safe while carrying out activities with various organisations in Indonesia. On the other hand, Indonesia, as a country that is very rich in ethnic diversity, culture and situations, can be a very interesting and unique learning location. ACICIS students are also given the opportunity to explore things outside of internship activities related to Indonesian culture and nature. The experience gained can enrich prospective ACICIS students to sharpen their goals in the future.

More broadly, what impact do you think ACICIS, ACICIS programs, and ACICIS students have on Australia-Indonesia relations? What kind of difference (if any) do you think these types of programs can make to the nature of relations between Australia and Indonesia?

Providing internship opportunities for ACICIS students is quite interesting. The fairly short internship period is a challenge in itself for the host organisation and students. However, there are many opportunities that can be explored between the host organisation and the interns, as part of ACICIS and to develop as individuals. KRKP is trying to find a pattern that is interesting for both parties so that this internship activity is not just a sharing experience. Involving interns in direct interaction with farmers, for example, brings valuable experience to KRKP, farmers, and to the ACICIS interns.



LANTING

Name of organisation
Lanting Animation

Spokesperson
Firman Wijasmara

Area of expertise and field of business
Animation

ACICIS Study Option
Creative Arts and Design Professional Practicum

"Students see how the animation industry in Indonesia works from a micro level and participate in projects which are both challenging and beneficial to their portfolio."



Lanting Animation

Host organisation for the Creative Arts and Design Professional Practicum (CADPP)

Can you tell us a bit about your organisation?

Lanting Animation is a collective of animation professionals who operate as an independent animation studio located in Duren Sawit, East Jakarta.

Why were you interested in hosting an ACICIS student?

We have had internship programs since 2012 and our main goal is to promote knowledge and experience sharing among the students and the animation industry. That includes local vocation colleges, universities, and other institutions globally.

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

ACICIS students participate in studio activities, such as producing short animation projects, either for personal use or studio projects.

What was your experience like of hosting and mentoring ACICIS students?

It was a great experience to have foreign students interning and participating in the studio activities. There was an exchange of insight, and transfer of skills and knowledge, not only between the studio and the participants, but also among the other interns as well.

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

The students' impressions varied from okay to amazing, but we felt grateful for all the hard work and the time spent by the participants who embraced all the experience of working side-by-side with the team at the studio.

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

These interactions with all the participants, with their insights and knowledge, really helped us develop a better work system.

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

The working experience itself is exciting. Students see how the animation industry in Indonesia works from a micro level and participate in projects which are both challenging and beneficial to their portfolio.

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

We believe that people with different backgrounds and skillsets enrich the host as an entity. For us, these opportunities work out great if there is a mutual understanding between the host and the participants.

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

We don't have the tools to measure how big or small the impact is on the national level, but we have a better understanding on the individual level or, maybe someday, the industry level. It is good to have a chance to do a comparative study on the industry in two countries to see how the people participating in it could better position themselves in the industry, which is now almost without borders.



Bahasa Sesh Challenge



Background:

Each year, on 28 October, Indonesia celebrates ‘The Youth Pledge Day’, or in Bahasa Indonesia, ‘Hari Sumpah Pemuda’. This date marks the day back in 1928, when a group of young Indonesian nationalists declared the “Sumpah Pemuda” for the first time. They proclaimed three ideas that went on to underwrite the establishment of the Indonesian republic: one motherland, one nation and one language.

Emphasising the “one language” part of the pledge, the young nationalists declared “We the sons and daughters of Indonesia, uphold the language of unity, Bahasa Indonesia.” Because of this pivotal historical event, in Indonesia, October is often referred to as “Bulan Bahasa” or “Language Month”. During this month, campaigns, competitions and activities are often held to express the love for—and appreciation of—the nation-building role that Bahasa Indonesia has played in uniting Indonesia’s 270 million people into a single country.

In October 2022 and, again, in October 2023, ACICIS ran the ‘Bahasa Sesh Challenge’, calling on members of the Australian and wider community to share their favourite word(s) or phrase(s) in Bahasa Indonesia online, with the chance to win a free ACICIS Indonesian Language Short Course session in Central Java, valued at over \$3,000 AUD. ACICIS was thrilled to see a big increase in community participation in the Challenge in 2023—with ~90 submissions received, up from ~50 submissions in 2022. Judges for the Challenge include ACICIS staff, as well the Sub Department Head of the Language Training Center at Satya Wacana University in Salatiga. The Challenge has proven to be a fun, engaging, contemporary way of raising the profile of Bahasa Indonesia, and promoting the study of Indonesian language within the Australian community.

The Judges:

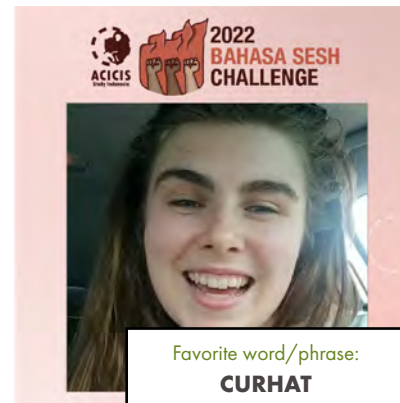


Dian Widi Sasanti
Sub Department Head
of Language Training Center (LTC)
at Satya Wacana Christian University (UKSW)

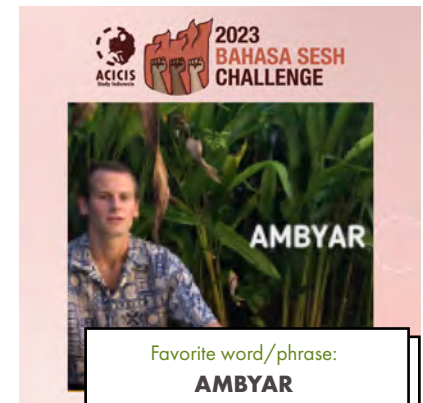


Berlin Pranedya
ACICIS Marketing and Student
Recruitment Officer

The Winners:



Delta Willa
Private Applicant



James Moore
Private Applicant

Here are some of our favourite entries:

Penny Wong,
Minister for Foreign Affairs of Australia



Favorite word/phrase:
KEDAULATAN

Roger Cook,
Premier of Western Australia



Favorite word/phrase:
KERJA SAMA

Luke Gosling MP,
Federal Member for Solomon, NT



Favorite word/phrase:
SEMOGA SUKSES

Magenta Marshall MLA,
Member for Rockingham, WA



Favorite word/phrase:
KAMAR KECIL

Tim Watts,
Assistant Minister for Foreign Affairs
of Australia



Favorite word/phrase:
SEMANGAT

Luke Arnold,
Australian High Commissioner to
Brunei Darussalam



Favorite word/phrase:
CURCOL

Todd Dias,
Australian Consul-General in
Makassar



Favorite word/phrase:
BAU

Lauren Adams,
Austrade Trade and Investment
Commissioner, Jakarta.



Favorite word/phrase:
CEREWET

Allaster Cox,
Australian High Commissioner
to Singapore



Favorite word/phrase:
MEGAMENDUNG

Listiana Operananta,
Indonesian Consul-General
in Perth



Favorite word/phrase:
KAN



07

Finances



ACICIS Income and Expenditure

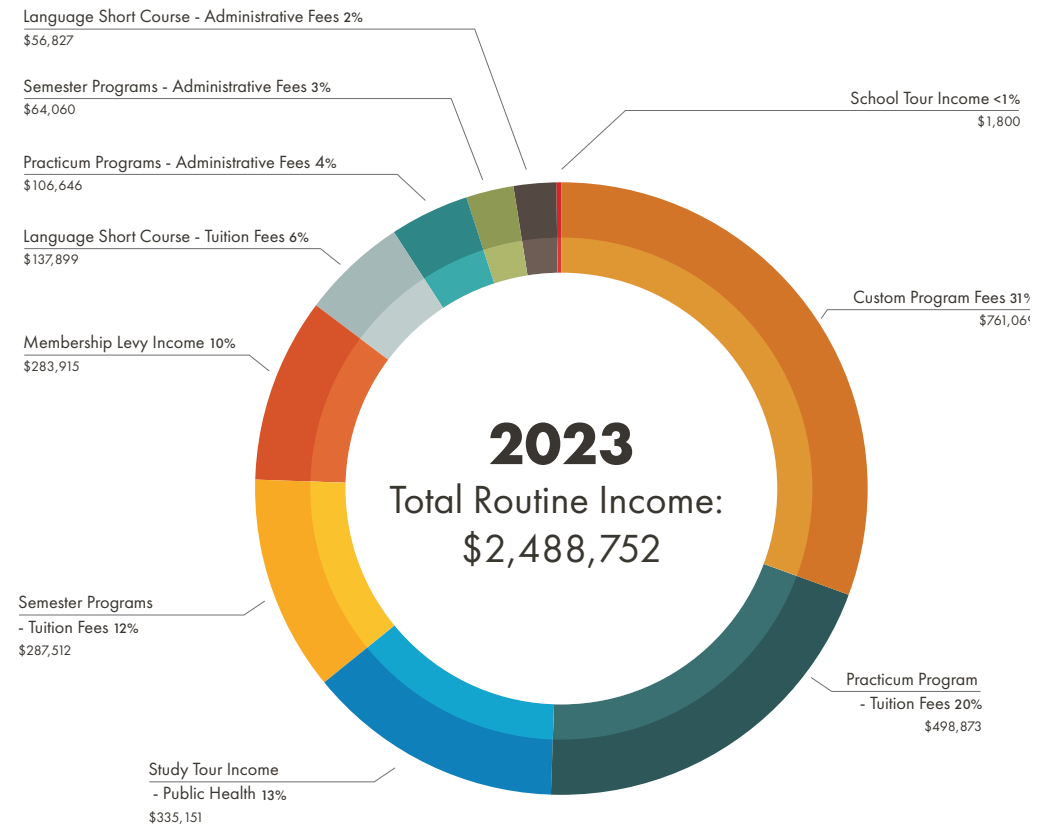
for the year ended 31 December 2023

Consortium Annual Income

The consortium's routine annual income for the 2023 calendar year was ~\$2.49 million—a (32%) increase on the previous year. This annual result for 2023 was due to substantial year-on-year increases in income derived from ACICIS custom study tour programs (up \$397k), public health study tour (up \$80k), professional practicum programs (up \$67k) and semester programs (up \$60k) compared to the previous year (2022).

Additionally, in 2023, the consortium secured significant external grant funding through the Australian Government's New Colombo Plan (NCP) Mobility Program. ACICIS received approximately ~\$3.9 million in new Mobility Program funding secured under the 2023 funding round of the NCP. ~\$3.5 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 2023-2024 in the form of mobility grants. The remaining 10% (or ~\$355k) of the funding is to be retained by the consortium to offset the salary and other expenses involved in administering these student mobility grants and the student mobility experiences they are intended to support.

This ~\$3.9 million in new NCP funding was significantly offset by the consortium's refund to the Commonwealth in 2023 of ~\$1 million in unspent NCP Mobility Program funding secured under the 2017 and 2019 funding rounds of the NCP.



Income	ACTUAL 2023		ACTUAL 2022		yoy +/-	
	\$	as % of 2023 total income	\$	% of 2022 total income	\$	%
Routine Operating Income						
Custom Program Fees	761,069	31%	363,975	19%	397,094	109%
Practicum Programs - Tuition Fees	498,873	20%	431,894	23%	66,979	16%
Study Tour Income - Public Health	335,151	13%	254,856	13%	80,295	32%
Semester Programs - Tuition Fees	287,512	12%	227,381	12%	60,131	26%
Membership Levy Income	238,915	10%	238,925	13%	-10	0%
Language Short Course - Tuition Fees	137,899	6%	109,088	6%	28,811	26%
Practicum Programs - Administrative Fees	106,646	4%	55,713	3%	50,932	91%
Semester Programs - Administrative Fees	64,060	3%	61,655	3%	2,405	4%
Language Short Course - Administrative Fees	56,827	2%	148,604	8%	-91,778	-62%
School Tour Income	1,800	0%	0	0%	1,800	
Total Routine Operating Income	2,488,752	100%	1,892,092	100%	596,660	32%
Special Project Income						
LCNAU National Languages Campaign	56,355					
Fay Gayle Fellowship	6,380					
SSEAC Field Study	5,790					
Consulting Income	1,000					
Total Special Project Income	69,525					
Income from investing activities						
Interest	180,220					
Total Income from investing activities	180,220					
Grant Income						
NCP 2017 Mobility Program Funding	-33,000					
NCP 2019 Mobility Program Funding	-979,000					
NCP 2023 Mobility Program Funding: First Funding Term	3,906,100					
Total Grant Income	2,894,100					
TOTAL INCOME	5,632,596					

ACICIS Income and Expenditure

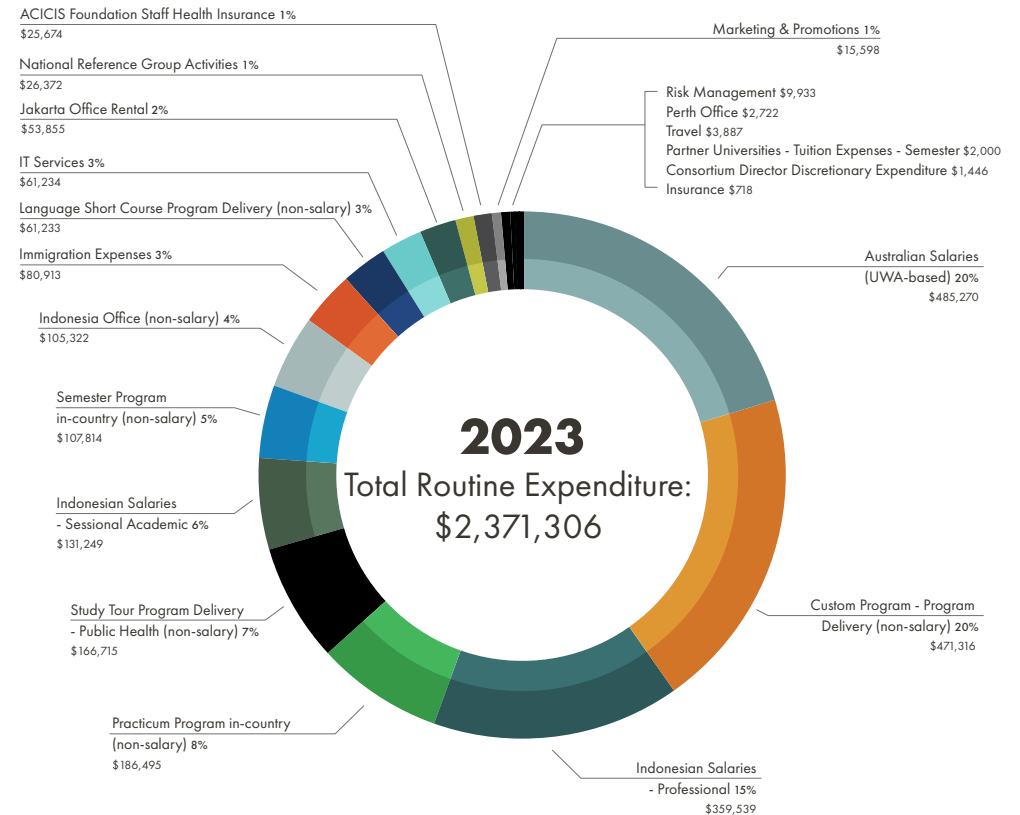
for the year ended 31 December 2023

Consortium Annual Expenditure

The consortium's routine annual expenditure for the 2023 calendar year was ~\$2.37 million. This represents a 38% increase on the previous year. This annual result for 2023 was due to year-on-year increases in expenditure in categories including custom program delivery expenditure (non salary) (up ~\$237k on 2022), practicum program delivery expenditure (non salary) (up ~\$99k), semester program delivery expenditure (non salary) (up \$71k), and public health study tour delivery expenditure (non salary) (up \$84k).

The 38% increase in the consortium's routine operating expenditure for 2023 was more than adequately offset by the 32% increase in routine operating income for the same period—as outlined in proceeding pages of this report.

Non-recurring 'special project' expenditure for 2023 includes ~\$6.3k spent on supporting an ACICIS staff member to travel to the United States of America to attend the NAFSA conference, ~\$11.5k spent on the roll-out of the LCNAU National Languages Campaign, and ~\$2.8k spent on the ACICIS 30th Anniversary Book project.



Expenditure	ACTUAL 2023		ACTUAL 2022		yoy +/-	
	\$	as % of 2023 total expenditure	\$	as % of 2022 total expenditure	\$	%
Routine Operating Expenditure						
Australian Salaries (UWA-based)	485,270	20%	402,486	23%	82,784	21%
Custom Programs - Program Delivery (non-salary)	471,316	20%	233,614	14%	237,701	102%
Indonesian Salaries - Professional	359,539	15%	387,966	23%	-28,427	-7%
Practicum Program in-country (non-salary)	186,495	8%	86,760	5%	99,735	115%
Study Tour Program Delivery - Public Health (non-salary)	166,715	7%	82,703	5%	84,012	102%
Indonesian Salaries - Sessional Academic	131,249	6%	118,658	7%	12,591	11%
Semester Program in-country (non-salary)	107,814	5%	36,729	2%	71,085	194%
Indonesia Office (non-salary)	105,322	4%	64,986	4%	40,336	62%
Immigration Expenses (Indonesia)	80,913	3%	126,010	7%	-45,096	-36%
Language Short Course Program Delivery (non-salary)	61,233	3%	69,510	4%	-8,277	-12%
IT Services	61,234	3%	49,024	3%	12,210	25%
Jakarta Office Rental	53,855	2%	6,795	0%	47,060	693%
National Reference Group Activities	26,372	1%	0	0%	26,372	
ACICIS Foundation Staff Health Insurance	25,674	1%	19,327	1%	6,347	33%
Marketing & Promotions	15,598	1%	8,832	1%	6,766	77%
Legal & Accounting Services	12,000	1%	7,500	0%	4,500	60%
Risk Management	9,933	0%	0	0%	9,933	
Perth Office	2,722	0%	3,363	0%	-642	-19%
Travel	3,887	0%	2,066	0%	1,821	88%
Partner Universities - Tuition Expenses - Semester	2,000	0%	0	0%	2,000	
Consortium Director Discretionary Expenditure	1,446	0%	12,068	1%	-10,621	-88%
Insurance	718	0%	782	0%	-64	-8%
Total Routine Operating Expenditure	2,371,306	100%	1,719,180	100%	652,127	38%

	ACTUAL 2023	ACTUAL 2022	yoy +/-	
Expenditure	\$	\$	\$	%
Special Project Expenditure				
Program Development: PHST: NCP 2021 Yr 1	5,000			
Program Development: PP: NCP 2021 Yr 1	35,010			
Program Development: ILSC: NCP 2021 Yr 1	4,999			
Fay Gayle Fellowship	6,380			
LCNAU National Languages Campaign	11,575			
30th Anniversary Book Project	2,833			
Total Special Project Expenditure	65,797	91,482	-25,685	-28%
Grant Expenditure				
2021 NCP Admin Allocation: First Funding Term	46,498			
NCP 2016 Outgoing Student Mobility Grant Funds	81,000			
NCP 2017 Outgoing Student Mobility Grant Funds	-3,000			
NCP 2018 Outgoing Student Mobility Grant Funds	17,000			
NCP 2019 Outgoing Student Mobility Grant Funds	18,500			
NCP 2020 Outgoing Student Mobility Grant Funds	220,000			
NCP 2021 Outgoing Student Mobility Grant Funds	289,000			
NCP 2022 Outgoing Student Mobility Grant Funds	413,000			
NCP 2023 Outgoing Student Mobility Grant Funds	14,000			
Total Grant Expenditure	1,014,998	762,300	252,698	33%
TOTAL EXPENDITURE	3,452,102	2,572,962	879,140	34%
Total Surplus/Deficit	2,180,494	-188,844		
Surplus/Deficit net of grant funds + special projects	117,445	187,458		
Surplus/Deficit net of grant funds	301,393	112,456		



Financial Statements: 2023

The following financial statements have been extracted from the ACICIS Audited Financial Statements for the year ended 31 December 2023.

Statement of comprehensive income for the year ended 31 December 2023

	2023	2022
	\$	\$
Revenue from continuing operations	3,710,387	2,750,343
Expenses from continuous operations	(3,174,582)	(2,421,481)
OPERATING RESULT FOR THE PERIOD	535,805	328,862

Statement of financial position as at 31 December 2023

	2023	2022
	\$	\$
Assets		
Current Assets	7,312,659	4,686,861
Non-Current Assets	-	-
Total Assets	7,312,659	4,686,861
Liabilities		
Current Liabilities	6,669,549	4,579,556
Non-Current Liabilities	-	-
Total Liabilities	6,669,549	4,579,556
Net Assets	643,110	107,305
Equity		
Retained surplus	643,110	107,305
TOTAL EQUITY	643,110	107,305

NOTE: Full copies of ACICIS' 2023 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 DAVIDSRCA, CA

ASSOCIATE DIRECTOR:

SANTO CASILLI FCPA PFIIA



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 group), which comprises the statement of financial position as at 31 December 2023, the statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and the declaration by the National Reference Group Members.

In our opinion the accompanying financial report has been prepared in accordance with requirements of ACICIS' Joint Venture Agreement, including:

- a. giving a true and fair view of the group's financial position as at 31 December 2023, and of its financial performance and its cash flows for the year then ended; and
- b. complying with the accounting policies as noted in Note 1 to the accounts.

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 group in accordance with ACICIS Joint Venture Agreement 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 group 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 Those Charged with Governance 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 group'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 group'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 group to cease to continue as a going concern.
- 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 those charged with governance 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: 17 July 2024





08

Consortium Membership

ACICIS Member Universities



Australian National University





09

ACICIS Partner Universities
& Placement Host Organisations

ACICIS Indonesian Partner Universities



ACICIS Professional Placement Host Organisations*

Agriculture Professional
Practicum (APP)



Business Professional
Practicum
(BPP)



Creative Arts & Design
Professional Practicum
(CADPP)



Development Studies
Professional Practicum
(DSPP)



Journalism Professional
Practicum
(JPP)



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



Law Professional Practicum (LPP)



Sustainable Tourism Professional Practicum (STPP)



Agriculture Semester Program (ASP)



Development Studies Immersion Program (DSIP)



International Relations Program (IRP)

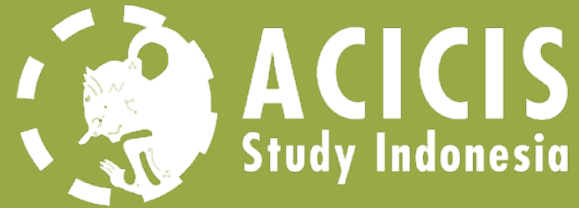


Indonesian Business, Law & Society Program (IBLS)

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THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Australian Consortium for 'In-Country' Indonesian Studies

ACICIS Secretariat, The University of Western Australia (M363), 35 Stirling Highway, Perth WA 6009

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