



2016 Development Studies  
Immersion Program  
Curriculum Outline



**ACICIS**  
Study Indonesia

## Program Details

### ACICIS Development Studies Immersion Program

Yogyakarta, Indonesia

Spring semester: August – December

Autumn semester: February – June

Credit Points: Recommended equivalency 100% of a full semester load (0.5 EFTSL). Actual subject weighting and academic credit awarded to be determined by a student's home university.

Mode: Off-Campus

Contact hours: 90 hours of intensive Indonesian language classes over six weeks, along with a series of English language lectures by local practitioners and experts in the Development Studies field.

[www.acicis.edu.au/programs/semester/development-studies-immersion-dsijp](http://www.acicis.edu.au/programs/semester/development-studies-immersion-dsijp)

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# Contents

Description.....	1
Educational Principles and Graduate Attributes .....	5
Teaching and Learning Strategies.....	6
Assessment.....	7

## Description

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

Student Community Service (SCS) is a two-month module designed and managed by local students in partnership with UGM's Institute for Research and Community Services (LPPM) which sees students living and working in rural locations around the Yogyakarta area working on grassroots, community development projects.

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

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

## Supervision

ACICIS' programs in Indonesia operate under the direction of the ACICIS Resident Director, Ms Elena Williams.

In addition, ACICIS assigns a Development Studies Coordinator (DSC) for the duration of the DSIP to oversee all aspects of the program, including the supervision of its academic content. ACICIS' Development Studies Coordinator for 2016 is Mr Antonius (Anton) Indrianto. A dedicated DSIP Program Assistant also works on the DSIP program.

Students undertaking the SCS for the semester will also be supervised by an UGM lecturer appointed to oversee the program, who works together with ACICIS staff.

## Structure and Schedule of Learning Activities

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

- ❖ Four-day ACICIS orientation for all students, including a language placement test;
- ❖ Six weeks of intensive Indonesian language classes (90 hours in total) at UGM. Classes are held from Monday-Thursday, from 9am to 12pm (with an additional 3 hours of tutorial sessions per week);
- ❖ Along with language classes, students will also attend a series of English language lectures on contemporary development issues in the first six weeks, facilitated by local practitioners and experts in the Development Studies field;
- ❖ Eight weeks of either a Student Community Service project or the DSIP professional Development Placement.

## Student Community Service Module

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

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

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

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

Students in the SCS stream will depart for the field at the start of week seven (of the 14-week semester). The field placement is full-time, with students allocated a total five days' leave for the eight-week period.

## DSIP Professional Development Placement Module

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

Throughout the eight-week Development Placement, students undertake a supervised professional placement at a participating Host Organisation. Host Organisations for the DSIP Development Placement option include community-based organisations, government bodies and Non-Governmental Organisations (NGOs) which work on a range of development issues, such as: gender, environmental conservation, corruption and governance, health and sanitation, and education, among others.

Required tasks will vary depending on each Host Organisation. Without good reason and the permission of their workplace mentor, students must attend their placement during all contracted working hours for the eight weeks. Students must satisfy both their Host Organisation and ACICIS staff that they have performed all assigned tasks to a professional industry standard. On completion of the Development Placement, the workplace mentor will be asked to evaluate the student's performance. The mentor will be asked to comment on criteria related to both generic skills (e.g. interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. This feedback will inform each student's end-of-semester student outcome evaluation report prepared by ACICIS' Development Studies Coordinator/ Resident Director.

Applicants should be aware that they are applying for the program, not a specific placement. Participants are advised that it may not be possible for ACICIS to accommodate a student's stated preferences with respect to their Development Placement Host Organisation. Additionally, all ACICIS placements within development organisations depend entirely on the goodwill and preparedness of such organisations to host participants. As such, Host Organisations retain the right to withdraw from the program or vary the number of participants they host at any stage. Therefore, while acting in good faith in preparing students for placements, ACICIS cannot guarantee any specific Development Placement site and participants must accept this need for flexibility as a condition of participation in the DSIP Development Placement stream.

## Selecting an option

At Orientation, students are required to choose either the SCS module or the Development Placement option, so that enrolments can be finalised, and work placements arranged.

Before placements in rural areas around Yogyakarta commence, students who select the SCS stream are required to attend a number of preparatory sessions with the Institute for Research and Community Service (LPPM) of UGM. These sessions include: a briefing seminar on the SCS, a general pre-departure test for the SCS, a health check at the Gadjah Mada University, and consolidation meetings with the appointed field lecturer and fellow SCS students. ACICIS' Development Studies Coordinator (DSC) will announce student village placements and their thematic focus. ACICIS will not place ACICIS students outside of the Special Region of Yogyakarta due to immigration and police restrictions.

Students selecting the DSIP Development Placement will be given the option to choose their preferred development area (eg. Gender, education, environment) and their preferred Host Organisation. The DSC, together with the DSIP Program Assistant, will organise the pre-placement administration, and arrange an introductory visit with each Host Organisation for every student.

## Educational Principles and Graduate Attributes

Throughout the DSIP, students are encouraged and assisted to:

- ❖ Develop and apply their academic skills and knowledge in a real-life community development setting;
- ❖ Make a valued contribution to the rural community or the Host Organisation;
- ❖ Enhance employability by developing cross-cultural development sector skills, performance and conduct;
- ❖ Enhance their understanding of intercultural management and organisational culture; and
- ❖ Establish networks and contacts with development professionals.

### Learning Outcomes

Students who complete the DSIP successfully should be able to:

- ❖ Apply their knowledge and academic skills to a community development environment;
- ❖ Critically reflect and report on the experience in the workplace and its relationship to development theory;
- ❖ Understand the activities and processes of their development project or host organisation, and how their project/ organisation is positioned in the development sector;
- ❖ Perform tasks set by an employer/ field studies coordinator to a professional industry standard and make a positive contribution to achieving the goals of the development project or Host Organisation overall;
- ❖ Demonstrate sound cross-cultural communication skills, flexibility, resourcefulness, ability to work as part of a team, and time management skills; and
- ❖ Respect diversity in a range of environments.

## Teaching and Learning Strategies

Students undertake a 'frontline' community development project in a real-life development environment in Indonesia under the professional supervision of a mentor on the ground as well as the academic supervision of the ACICIS Development Studies Coordinator. This experience is augmented by a six-week academic program conducted at Gadjah Mada University – prior to students' placements – consisting of compulsory Indonesian language classes as well a series of industry seminars designed to equip students with an understanding of the development sector in Indonesia.

### Evaluation

Throughout the program, the Development Studies Coordinator will conduct monitoring visits to each student's rural community site or Host Organisation. Upon completion of the program, students are invited to provide specific feedback to the DSC through a final 'exit interview' and also through an anonymous online survey, which assists ACICIS in improving the quality of subsequent programs.

### Attendance

Students must attend 80% of all language classes, seminars and field trips, as well as the development project/ placement to satisfactorily complete the program.

## Assessment

Upon completion of the program, the Development Studies Coordinator, together with the ACICIS Resident Director, provide a one-page evaluation report on the performance of each student. In accordance with standard ACICIS practice, student performance in the DSC/ Resident Director's report will be assessed only as 'Satisfactory' or 'Unsatisfactory' (equivalent to 'Ungraded pass/fail').

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in their development projects/ placements, at a professional industry standard, and also to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80 per cent of scheduled language classes, all scheduled industry seminars and fieldtrips, as well as achieve a grade of at least 60 per cent in the Indonesian language component.

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

## Assessment Components

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

#	Component	Weighting	Notes
1	Language Classes and Seminar Series	40%	Language classes held at Gadjah Mada University (UGM)'s Indonesian Language and Culture Learning Service (INCULS) and seminar series presented by industry professionals and academics on key issues in the Indonesian development sector.
2	Research Essay	20%	2,000-word research essay on a contemporary theme in Indonesian development.
3	Completion of Field placement:  Student Community Service (SCS) or DSIP Professional Development Placement	30%	<b>For SCS students:</b> In the field, students will be assigned to a number of different projects on site, monitored by staff from UGM.  <b>For Development Placement students:</b> Host Organisation mentors and ACICIS staff will monitor student progress and provide feedback.
4	Final Reflective Presentation	10%	A brief (20 minute) presentation regarding students' SCS/Development Placement experience.

## Assessment Component Details

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

### 1. Language Course and Seminar Series

All participants undertake six weeks of full-time language study at UGM prior to departure to the field. The intensive language program offers three levels of language instruction: beginner, intermediate, and advanced. Students enrol in five subjects per week (reading, grammar, vocabulary, conversation and writing) for a total of 72 contact hours for the program. They will also be provided with a tutor for one-on-one homework classes for up to three hours per week. This provides a further 18 hours of language instruction. Beginners will achieve a basic functionality in the Indonesian language prior to departure for their SCS or Development Placement module.

The seminar series consists of up to ten two-hour lectures. These lectures will focus on key issues in the Indonesian development sector and are designed to prepare students for their time in the field.

Examples of seminar themes include:

- ❖ Overview of Indonesian development issues
- ❖ Javanese Rural Culture and Norms
- ❖ SCS: Background and Objectives (for SCS students only)
- ❖ Gender issues in Indonesia
- ❖ Environmental conservation
- ❖ Resource management
- ❖ Religious issues in development
- ❖ Infrastructure
- ❖ Corruption and governance
- ❖ Health and sanitation
- ❖ Education
- ❖ Waste Management and Green Technologies
- ❖ Disaster Management and Risk Reduction
- ❖ Small Businesses and Livelihoods
- ❖ Refugee and Migration Issues
- ❖ Disability Advocacy and Rights

ACICIS will also arrange field trips to previous SCS sites and other community-based organisations in Yogyakarta so that students can gain first-hand understanding of the development sector in Yogyakarta.

## 2. Research Essay

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

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

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

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

## 3. Completion of Development Field Placement

### 3.1 Student Community Service Stream (SCS, or Kuliah Kerja Nyata/KKN)

SCS commences in week 7 of the 14 week semester. Upon arrival, at Orientation, students will be provided with a detailed handbook that outlines the structure of SCS activities and assessment.

In the field, students will be assigned to a number of different projects on site. A sample breakdown of projects and the time allocated to them is outlined below:

#### SCS Program (Minimum 288 hours)

- ❖ Main Program 70% (201.6 hours)
- ❖ Auxiliary Program 30% (86.4 hours)

The minimum amount of time for SCS is 288 hours. 70% of the total hours are allocated for the Main Program and 30% for the Auxiliary Program. This time is logged via activity attendance cards in the field. For a practical example of how this structure translates in the field, see the link to a DSIP Sample Project.

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

#### SCS Assessment

Students are assessed as follows:

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

\* Student performance is assessed on four criteria: discipline, cooperation, comprehension, and implementation. LPPM places the heaviest weighting (60%) on implementation. LPPM will assess student problem-solving skills, project success, and skills in evaluating the strengths and weaknesses of the program.

### 3.2 DSIP Development Placement Stream

The DSIP Development Placement stream also commences in week 7 of the 14 week semester. Upon arrival at Orientation, students will be provided with a detailed handbook that outlines the Development Placement activities and assessment in more detail.

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



### DSIP Development Placement Assessment

Students are assessed as follows:

- ❖ Work plan design 10%
- ❖ Development Placement report 20%
- ❖ Participation 70%\*

\* 'Participation' will be assessed by the student's Host Organisation mentor and ACICIS staff. On completion of the Development Placement, the workplace mentor will be asked to comment on criteria related to both generic skills (e.g., interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. This feedback will inform each student's end-of-semester student outcome evaluation report prepared by ACICIS' Development Studies Coordinator and Resident Director.

### 4. Final Reflective Presentation

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

### Award of Grade for the unit

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

## Acknowledgements

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