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To whom it may concern:

Towards 2025: Australia's Indonesia Strategy in the Asian Century

On behalf of the University of Sydney's [Sydney Southeast Asia Centre \(SSEAC\)](#), I am delighted to submit this submission to the Department of Foreign Affairs and Trade (DFAT) about Australia's Indonesia strategy. The University of Sydney strongly supports the development by the Australian Government of a coherent national strategy to guide the nation's future engagement with one of its closest and most important neighbours in Asia.

As Indonesia's geopolitical importance continues to grow, it is vital that the Australian Government responds proactively to changes in Indonesia itself and in the bilateral relationship. The University of Sydney has a long-standing interest in Indonesia, with considerable relevant expertise and a breadth and depth of activity that provides us with a nuanced understanding of Australia's past and evolving relationship with Indonesia. We are particularly eager to assist DFAT in its consideration of initiatives in the field of education and research, which constitute a vital form of support for Indonesia's continued development and underwrite people-to-people links between our two countries.

Coordinating the University's expertise and engagement with Southeast Asia

The University of Sydney's substantial expertise on Indonesia, and our extensive engagement in-country, is coordinated through SSEAC, one of Australia's leading centres of interdisciplinary academic excellence relevant to Southeast Asia in all of its diversity. SSEAC brings together over 200 academics from across the University working in five areas of thematic strength and relevance to the region: economic and social development, environment and resources, health, heritage and the arts, and state and society.

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SSEAC supports these academics in their work and generates high impact interdisciplinary projects that address the short and longer term strategic challenges faced by countries and communities in the region. In addition, it seeks to enhance the learning experience of undergraduate, postgraduate and research students with an interest in Southeast Asia; create opportunities for students from the region to spend time in Australia, and increase the numbers of Australian students who graduate with a passion for engaging with the region. Finally, in collaboration with the University's faculties, SSEAC promotes the University's and Australia's engagement in the region by partnering strategically with governments, think tanks, non-government organisations and private sector organisations with an interest in Southeast Asia.

Specific expertise and activity relevant to Indonesia

Among SSEAC's membership we have seventy-nine academics, located in ten faculties, with research and/or outreach interests in Indonesia. The University has the only Department of Indonesian Studies in New South Wales. The department is run by three full-time academics (two of whom contribute to teaching) and currently has an enrolment of 80 undergraduate students and 14 postgraduate research students. Students at the University are able to visit Indonesia through ACICIS, but also through field schools offered by the School of Geosciences, the Sydney Medical School and the Sydney Law School (**Appendix B**). In addition, there are opportunities for students in the University of Sydney's Master of Human Rights and Democratisation program to spend a semester at the Gadjah Mada University. As of March 2012, there were 220 Indonesian students enrolled at the University.

Engagement with Indonesia is also strong across many other disciplines, including in the arts and social science, the humanities, health, agriculture, veterinary science, law and education. **Appendix A** to our attached submission provides details of this engagement, listing academics along with a summary of their recent projects in Indonesia. These include academic research about Indonesia's history, art and culture, language, urban environments, social movements and legal frameworks. In addition, scholars in the faculties of Science, Agriculture and Environment and Veterinary Science are engaged in ACIAR funded projects that address issues ranging from cocoa and coffee to livestock movement, rabies and aquaculture. The Faculty of Education has a strong involvement in Indonesia, where it is using ALAF funding to run programs aimed at reforming teacher education as well as establishing partnerships with a number of Indonesian universities. Researchers from the Sydney Medical School and the Faculty of Health Science are also engaged in a range of health related capacity building projects funded by donors such as AusAID and the World Health Organisation. The Sydney Business School is involved in capacity development programs funded by AusAID focussing on the evaluation of microcredit programs, sovereign risk and social entrepreneurship.

Suggested strategies to strengthen Australia's relationship with Indonesia

In our attached submission we have addressed each of the questions to which the Department is seeking responses, in most cases summarising the current situation from our perspective, and identifying key opportunities where we believe that action by the Australian Government would further strengthen Australia's relationship with Indonesia. Our submission includes fifteen recommendations for consideration by the Asia Century Implementation Unit. We believe that, if implemented as part of a coherent long term and adequately resourced strategy to guide Australia's future engagement with Asia, and with Indonesia specifically, practical initiatives such as these would, at a relatively modest cost to the Government, serve to strengthen Australia relationship with Indonesia greatly by providing the basis from which develop and sustain people-to-people links through heightened levels of educational and research collaboration.

SSEAC academics with expertise relevant to Indonesia would welcome the opportunity to engage further about these issues. Please do not hesitate to contact me if further information is required at michele.ford@sydney.edu.au or on (02) 9351 7797.

Yours sincerely

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Attachment Sydney Southeast Asia Centre submission to DFAT's Indonesia Strategy

Attachment appendices Summary of current University of Sydney academics' involvement in Indonesia

Opportunities for in-country experience

A Whole-of-Australia Approach to Developing Country Strategies with Our Regional Partners

Sydney Southeast Asia Centre (SSEAC) Submission to Australia's Indonesia Strategy in the Asian Century

1. What are your priorities and objectives in Indonesia?

The University of Sydney, through SSEAC, has identified enhanced engagement with Indonesia as a strategic priority. This engagement involves research collaboration, student exchange, Indonesia-related course content, capacity building, academic mentoring and professional engagement with business and government stakeholders (both Indonesian and Australian) and student recruitment. In order to achieve these aims, SSEAC seeks to develop and maintain relationships with Indonesian universities, academics and other relevant institutions, as well as with school teachers of Indonesian and the Indonesian community in Sydney.

Our priorities are to:

- Maintain and strengthen our Indonesian Studies program
- Increase opportunities for students outside the Indonesian Studies program to undertake field-schools, exchanges and internships in Indonesia
- Expand existing collaborative research projects with Indonesian research institutions and to further develop joint-research outputs well above world standards
- Support new multidisciplinary research with a view to contributing to Indonesia's development in strategic areas including veterinary science, health, agriculture, technology, business and the social sciences
- Continue to work with non-university organisations, including government departments and specialist institutes, to build capacity in Indonesia
- Continue to work with the Indonesian community and with Indonesia-relevant organisations to promote an understanding of Indonesia in Australia
- Provide professional development for teachers of Indonesian at the primary and secondary level

The University of Sydney has bucked the national trend, reinvigorating its Department of Indonesian Studies at a time when many other such departments are under threat. Having been threatened with closure in 2005, the department now boasts three full-time staff members, an innovative content-driven undergraduate program and healthy Honours and postgraduate research student numbers.

In recent years, the University has also recruited Indonesia specialists in anthropology, economics, geography, history, politics and public health. These specialists join close to 70 other academics and honoraries with a research, policy or outreach interest in Indonesia, under the umbrella of the Sydney Southeast Asia Centre.

2. What opportunities are there to deepen our engagement across the board, including through people-to-people, economic and political/strategic links?

There are a number of channels through which the tertiary education sector can strengthen people-to-people links between Australia and Indonesia. These include: education provision for Indonesians; developing Indonesian literacy in Australia; research collaboration; and alumni networks.

The provision of high quality education to Indonesia, and the broader Asian region, is an area in which Australia has a strong competitive advantage globally. Provided the Australian university sector is funded appropriately into the future, and tuition fees remain competitive against other international providers, there is enormous potential to deepen our engagement with Indonesian students. In addition to scholarships for Indonesian students to study in Australia, strategies need to be developed to attract self-funded Indonesians to choose Australia as a destination for study.

In addition to opportunities for participation in ACICIS, University of Sydney students in selected disciplines have access to international field-schools, taken as part of their Australian degree. Geography field-schools, which alternate between Indonesia and the Mekong, have been a highly effective means through which the University of Sydney has facilitated personal relationships between Australian and Southeast Asian students. A two-week in-country Southeast Asia school was run by Sydney Law School for the first time in 2012 in Indonesia and Malaysia, and will take place annually, subject to sufficient student enrolments. Short term clinical and research placements are currently facilitated in the Sydney Medical School, in both directions – for periods of between 4 and 8 weeks.

It is vital that Australian students are encouraged to engage with Indonesia if they are to become involved in economic or inter-governmental relations with Indonesia or become participants in the kind of people to people relationships the government wishes to promote. Indonesian Studies programs have been under great pressure in recent years because of shrinking student demand at the school level. Although numbers are now better than they have been in several years, it is vital that programs in this strategic area are supported directly to ensure that they can provide an excellent curriculum and that their viability is not entirely dependent on student numbers. A small targeted subsidy to support the tertiary teaching of Indonesian as a ‘strategic language’ would ensure the long-term viability of these departments, many of which consist of a single academic, and would allow staff to concentrate on delivering a world-class Indonesian curriculum. A recurring grant of \$100,000 to an Indonesian Studies department in each capital city would provide sufficient ballast to employ at least two staff members, the minimum required to guarantee the provision of a high-quality language program while ensuring staff opportunities to also conduct research.

Time spent in-country as a student is a strong predictor of on-going engagement with Indonesia. Many of Australia’s experts on Indonesia who work in academia, government and business have spent significant time in Indonesia, usually as students. Students within the University of Sydney’s Indonesian Studies program currently have access to the Australian Consortium for ‘In-Country’ Indonesian Studies (ACICIS) program, run by a group of Australian universities. ACICIS has had an enormous impact on the quality of Australian Indonesian Studies graduates, including those at Sydney; however, its capacity to continue is threatened by a lack of core funding. Recent calculations by the consortium director indicated that consortium members needed to pay between \$5,000 - \$10,000 each per annum to cover the consortium’s running costs, in addition to a per student fee of \$3,000 for students taking up the opportunity to participate in a semester-long program. Indonesian language programs are already vulnerable, and such costs put them at further risk. An annual grant of \$200,000 would allow ACICIS to offer its programs to students at all Australian universities on a fee per student only basis.

ACICIS was established in part because standard exchange agreements do not work well in the Indonesian context, as it is difficult to attract enough Indonesian students to allow sufficient numbers of Australians to undertake an exchange in Indonesia. This problem needs to be addressed if significant

numbers of students are to be encouraged to undertake in-country study. Recent initiatives such as the AsiaBound grant scheme seek should be applauded. However, the limited time frame of such support (extended for a second year in the May budget) means that it is difficult to guarantee the sustainability of these programs or to build them into the curriculum. To ensure that universities have the confidence to incorporate in-country experiences into their curriculum, longer term (10-15 years) support is necessary so that these programs can gain sufficient momentum to become at least partly self-sustainable. Providing opportunities to allow Indonesian students to experience Australia for shorter-term fieldtrips and learning experiences would also be valuable.

Research collaboration not only assists Indonesian institutions to strengthen their research culture, but builds deep and lasting relationships that are of importance academically and to the bilateral relationship. Australian universities are well-positioned to be world-leaders of Indonesia-related research and to be global hubs for academic communities with an interest in the region. Further details are provided in response to Question 5 below.

Sustaining relationships with Indonesian alumni of Australian universities should be a key strategy to maintaining people-to-people links as well as economic and political links, as many alumni go on to occupy influential positions within Indonesia. It is primarily the responsibility of individual universities to maintain relationships with their alumni. However, DFAT should play a more central role in coordinating these networks given the important role that Australian scholarships have traditionally performed in bringing Indonesian students to Australia.

Recommendation 1

That key Indonesian Studies departments be allocated \$100,000 each in strategic funding per annum to ensure that Australia's strategic capacity in this important area is developed to an appropriate level.

Recommendation 2

That core funding of \$200,000 annually be provided to ACICIS to ensure its sustainability.

Recommendation 3

That long-term and accessible programs of scholarships and study abroad opportunities specifically targeted to Indonesia be developed to promote people-to-people engagement, including opportunities for inbound and outbound students and staff for periods of varied duration.

3. How is the pace and shape of political, economic and social change in Indonesia affecting your engagement?

Indonesia is undergoing far-reaching social, political and economic change, the complex nature of which is still poorly understood by most Australians. It is an extremely resource-rich and culturally sophisticated nation with a rapidly-growing middle class, which nevertheless continues to deal with serious challenges in terms of poverty and underdevelopment. This form of compressed development defies conventional categories of 'developed' and 'developing' country status. As in other sectors, this

affects Australian universities' engagement. Research collaborations are limited by the inability of many Indonesian academics to commit to an equal partnership, even in those cases where the academic concerned performs at an international standard. Funding for collaborative research is often difficult to obtain in both Australia and Indonesia, even for important projects. Student exchange opportunities are similarly constrained not only by limited flows in the opposite direction but by the problem of ensuring that the curriculum delivered in the partner institution is of sufficient quality to be given credit by the sending institution. Exchanges are also limited by the lack of opportunities for specialist language preparation before departure.

Recommendation 4

That a national protocol be developed to facilitate credit transfer from Indonesian to Australian universities.

Recommendation 5

That purpose-specific intensive language preparation courses be offered for inbound students (Indonesian) and outbound students (Australian) to facilitate reciprocal exchange.

4. How can we support stronger social and cultural links with Indonesia, for example through networks of Australians living in these countries or through communities in Australia?

The Indonesian community living in Australia is an under-utilised resource for cultivating the relationship between the two countries and in supporting the education sector in particular. Skills development of individuals within the community should be encouraged and supported so that more background speakers can become involved in classroom teaching at the school level, either as qualified teachers or as teaching assistants. Scholarships and programs to encourage such skills development would enhance the quality of Indonesia-related teaching programs in schools, while addressing predicted future shortages of trained language teachers, and would contribute to Australian students becoming Indonesia-literate. Similar opportunities exist to develop community skills in certified translating and interpreting. The Indonesian community in Australia is also a potential resource for education-related activities with underused skills in the arts, music and dance. Recruitment of talented individuals as 'cultural ambassadors' for Indonesia to work across local primary and high schools would create more opportunities for young Australians to engage with Indonesia in ways other than through language classes. Such programs expose students to exciting and attractive elements of Indonesian culture, thereby stimulating a deeper interest that could translate into the study of Indonesian language and society at the tertiary level. Ultimately this will only improve and deepen future engagement between Indonesian and Australian government, business and communities.

Australians living in Indonesia also constitute a valuable resource. It would be of great help to Australian universities if a broad-based internship program were established that could be accessed by Australian students. If such opportunities were made available alongside Australian government scholarships for placements, it may be possible to generate significantly more interest in Indonesia among students in non-traditional faculties such as Engineering and Business. Similar arrangements with international schools would make it possible for a far greater number of teacher trainees to undertake an overseas

practicum. Non-government organisations can provide quality placements to students in the social sciences.

Finally, personal and institutional relationships would flourish more effectively if both the Indonesian and Australian governments removed obstacles to obtaining appropriate visas. While obtaining a tourist visas to enter Indonesia is straightforward, other visas (such as research permits and for working holidays) are time consuming and complicated to obtain. For example, Australian exchange students often have difficulties obtaining a working visa so that they can remain in Indonesia after completing their studies. To ensure that any funding associated with getting Australian students to Indonesia is used to best advantage, a smoother visa application process is necessary. Similarly, the difficulties in obtaining Australian visas (beyond student visas) continue to obstruct many Indonesians, particularly younger Indonesians, wishing to 'experience' Australia.

Many University of Sydney graduates have gained work experience in Indonesia through the Australian Youth Ambassador for Development scheme, through structured volunteer programs or through informal internships with NGOs. For a significant number of these students, the experience of living and working in Indonesia on completion of their degrees has given them the skills and deep cultural knowledge required to continue to engage with Indonesia throughout their working lives.

Recommendation 6

That pathways be developed for members of the Indonesian community residing in Australia who are interested in becoming educators.

Recommendation 7

That a national internship program be developed.

Recommendation 8

That the Australian government exert diplomatic pressure on Indonesia to reform visa application processes and review its own visa procedures.

5. What more can Australia do to connect productively in trade and investment, innovation, research and development?

Australia can, and should, be connecting more productively with Indonesian institutions on collaborative research and development.¹ The research output of Indonesian universities is relatively low. Although the Australian Research Council (ARC)'s rules have recently changed to allow partner investigators to be funded, few Indonesian scholars have the kind of track record that enhances the competitiveness of an application. Other interesting models, such as the Australia-Indonesia Governance Research Partnership (AIGRP), have been trialled, but only for particular research topics and for an extremely limited duration

¹ This response draws on Ford, M. 2012. *Mechanisms for Building Research Capacity in Indonesia's Knowledge Sector through Australian Universities*. Canberra: AusAID.

per project (less than 1 year). The research model adopted by the Australian Centre for International Agricultural Research (ACIAR) provides genuine research partnerships between Australian and

Researchers from the faculties of agriculture and environment, veterinary science and science at the University of Sydney have been working across Indonesia with funding from the Australian Centre for International Agricultural Research (ACIAR). By working directly with partner institutions in Indonesia, these researchers have been able to develop long-lasting relationships with Indonesian government departments, research institutes and non-government organisations. Through these partnerships, University of Sydney scholars have contributed directly to addressing problems faced by Indonesian communities.

Indonesian research institutes and is a good potential model, although here too research topics are thematically restricted (to agriculture) and support is targeted at departmental research institutes rather than Indonesian universities.

We suggest that existing ARC and NHMRC schemes be complemented with a purpose-specific competitive grant scheme designed to facilitate long-term collaborations. These grants, which could be administered through the ARC, could be targeted to encourage a small number of large-scale, longer-term, cross disciplinary research projects on issues of significant importance. The grants would necessarily be both substantial and long-term, with provisions for academic mobility and workshops. In order to encourage genuine collaboration, the scheme would need to include funding to at least partially free a team of researchers at an Indonesian partner university from teaching and the demands of contract research. In addition to exposing Indonesian researchers directly to an international grant process, the administering of

the program through the ARC would ensure that the project was classified as research rather than outreach by Australian institutions, thus providing incentives for quality Australian researchers to participate, and (where deemed necessary for ensuring accountability) allowing for disbursement of some or all funds through an Australian institution, or institutions. ARC reporting requirements would also provide an extra incentive to ensure that specified targets were met.

In terms of Australia's contribution to research capacity building in Indonesia, we applaud the introduction of a more dedicated research training focus in pre-departure training for Indonesian students destined for study in Australia. It is widely recognised by Indonesian candidates and their Australian supervisors that Indonesian students experience considerable difficulty adjusting to Australian expectations at the research higher degree level. Another possible approach to this issue is to build in a research readiness component in Australia before commencement, in the form of a five to six month purpose-specific, fully-funded, intensive research training program to be offered in a small number of locations in Australia after language training but before a student's candidature for a higher research degree. The concentration of such a program in a few locations would allow for the development of specialist offerings beyond what could be offered at the student's destination university.

Such a course would be the equivalent of an Honours degree, but with additional focus on research methods and critical academic reading and writing. The completion of this program could then serve as an exit point for students who do not show sufficient research promise to go on to a higher research degree. This ensures that the best use is made of Australian funding and that only competent candidates are admitted into Australian higher degrees. Research collaboration could be further facilitated by the introduction of more flexibility to the student scholarship and visa system to allow submitting

candidates to remain in Australia to publish from their theses and, if the opportunity arises, for postdoctoral work.

In terms of research training for Australian students, scholarships should be offered across the full range of disciplines at the Honours, Masters and PhD level to encourage them to take on Indonesia-related topics. Such scholarships would need to include a dedicated component for language acquisition to ensure the viability of the research project. If sufficiently attractive and far-reaching, such a program would greatly enhance Australia's Indonesia knowledge beyond the traditional areas of strength in language/culture and social science.

Recommendation 9

That a large-scale targeted grant program be funded that supports research collaborations with Indonesian research partners. This program should be run by the ARC and be open to teams of Australian researchers committed to working with a leading department in that discipline in Indonesian universities and should include funds for teaching release for Indonesian partners and academic mobility.

Recommendation 10

That Australia Awards for research higher degrees be extended to include a five to six month purpose-specific intensive research training program (effectively the equivalent of an Honours degree, but with additional focus on research methods) to be offered in a single location in Australia after language training but before a student's candidature for all students enrolled in a higher research degree.

Recommendation 11

That Australia Awards be extended a three to four month post-submission program for PhD candidates, which focuses on extracting academic publications from their theses. This program should be offered in a small number of locations in Australia for students who submit within four years of commencing their candidacy.

Recommendation 12

That flexibility be introduced within the student visa system to allow submitting candidates to remain in Australia for the purpose of Recommendation 11.

Recommendation 13

That consideration be given to the introduction of a limited number of post-doctoral research fellowships to Indonesian researchers who have completed doctoral research at an Australian University.

Recommendation 14

That scholarships be offered across the full range of disciplines at the Honours, Masters and PhD level to encourage students to take on Indonesia-related topics. A period of intensive in-country language acquisition should be a mandated part of any such program.

6. Are there lessons Australia can learn from our past experience in developing relations with Indonesia?

It is important to highlight and support long term relationships between the two countries and to recognise the time needed for these to develop appropriately. Past programmatic funding to support bilateral relationships has primarily been short-term. A gradation of support programs, starting small and building to sustain larger, longer term, bilateral, strategic research and development programs is required. Short-term funding for programs to engage with Indonesia are useful for introducing Indonesia to those who may not have had the opportunity to visit, but are not adequate for developing long-term relationships. But past experience has demonstrated that a large number of quick-turnover projects do not provide sufficient depth to the relationship.

Lessons regarding funding cycles also pertain to funding for school-based programs. Although Indonesian language teaching has a strong history in NSW and Victoria, and to a lesser extent WA and SA, its footprint has been greatly eroded in recent years despite the large injection of funds in the mid-1990s and more recent programs. A school culture of learning around a language and a culture takes time and effort to establish and is difficult to maintain. The message sent by sporadic funding – even if substantive – is that language/study of Indonesia is not important.

Recommendation 15

That the government commit to long-term programs in the areas of language learning, curriculum embeddedness and research.

7. What are the key barriers, challenges and risks in progressing our relations with Indonesia?

Australian attitudes toward Indonesia are narrowly focused on a small number of (mostly negative) stereotypes. Australians still tend to hold on to anachronistic and unrepresentative perceptions of Indonesia perpetuated by the media: a third-world backwater where Islamic conservatives and people smugglers reign supreme. Of course, these perceptions are inaccurate, yet they constitute a key barrier to the long-term relationship. Australia risks regional irrelevance as Indonesia emerges as the leading economic and political power in the region, if it maintains an essentially paternalistic and obsolete attitude towards Indonesia. Australians, within our schools, universities and public sector, need to develop a deeper, more sophisticated understanding of Indonesia. This requires adequate support for Indonesia-literacy in our schools and universities through both tailored programs and curriculum-wide embedding.

As noted above, this requires a serious commitment in the following areas:

- the promotion of Indonesian studies and the broadening of student interest in Indonesia at the school and tertiary levels both in Australia and through in-country experiences
- institutional support for tertiary-level Indonesian studies programs and for ACICIS
- reform of the Australia Awards program and the introduction of scholarships to encourage Australian research students to work on an Indonesia related topic

- the facilitation of long-term research collaborations through large-scale targeted research grants.

8. How can we assess the effectiveness of Australia’s efforts to deepen and strengthen relations with Indonesia?

In the tertiary sector, indicators of a deeper and stronger relationship with Australia include the numbers of Indonesian students studying in Australian universities, the numbers of Australian students enrolled in Indonesian Studies, the numbers of Australian students participating in in-country field schools or exchange programs in Indonesia and the number of joint publications authored by Australian and Indonesian academics.



Appendix A: University of Sydney academics’ current involvement in Indonesia

Area of Strength	Faculty and Staff involved	Name of Project
Economic and Social Development	Faculty of Agriculture and Environment - Prof David Guest Faculty of Science - Dr Jeff Neilson - Dr Fiona McKenzie	Improving the Sustainability of Cocoa Production in Eastern Indonesia <i>Funded by the Australian Centre for International Agricultural Research (ACIAR)</i>
	Faculty of Arts and Social Science - Dr Russell Toth	Impact Evaluation of Kredit Usaha Rakyat <i>Funded by AusAID</i> Emergence of Transformative Entrepreneurship <i>Funded by Innovations for Poverty Action</i> Fractionalisation, Political Competition and Local Budgeting in Indonesia
	Faculty of Arts and Social Science - Dr Robbie Peters	Social Consequences of Transport Led Growth and Intercity Migration along Java’s Urban Corridor <i>Funded by a University of Sydney Bridging Support Grant</i>
	Sydney Business School - Dr Nigel Finch	Benchmarking public Sector Transparency (Sovereign Risk in Mongolia and Indonesia) <i>Funded by AusAID (PLSP)</i>
	Faculty of Education and Social Work - A/Prof Lesley Harbon - Prof Anthony Welch - Dr Kevin Laws	Reforming Teacher Education Programmes in Southeast Asia <i>Funded by the Australian Leadership Awards Fellowship (ALAF)</i>
	Faculty of Science - Dr Jeff Neilson - Dr Fiona McKenzie	Evaluating Smallholder Livelihoods and Sustainability in Indonesian Coffee and Cocoa value chains <i>Funded by the Australian Centre for International Agricultural Research (ACIAR)</i>
	Faculty of Science - Dr Yayoi Fujita Lagerqvist - Dr Jeff Neilsen - A/Prof Bill Pritchard	Enhancing Farmer Engagement with Specialty Coffee Chains in Eastern Indonesia <i>Funded by the Australian Centre for International Agricultural Research (ACIAR)</i>
	Faculty of Veterinary Science - Prof Richard Whittington - Dr Mike Rimmer	Diversification of Smallholder Coastal Aquaculture in Indonesia <i>Funded by the Australian Centre for International Agricultural Research (ACIAR)</i>
	Environment and Resources	Faculty of Veterinary Science - A/Prof Jenny-Ann Toribio
Faculty of Veterinary Science - Dr Richard Dickens - A/Prof Jenny-Ann Toribio		Determinants for WSD Outbreaks in Indonesian Smallholder Shrimp Ponds – A Pilot Study of Both Locality Factors, WSSV Genotype Distributions and Pond Factors <i>Funded by the Australian Centre for International Agricultural Research (ACIAR)</i>



Area of Strength	Faculty and Staff involved	Name of Project
	Faculty of Veterinary Science - A/Prof Jenny-Ann Toribio - Dr Kate Sawford	Livestock Movement and Managing Disease in Eastern Indonesia and Eastern Australia <i>Funded by the Australian Centre for International Agricultural Research (ACIAR)</i>
	Faculty of Veterinary Science - Prof Michael Ward - A/Prof Jenny-Ann Toribio	Rabies Risk Assessment in Eastern Indonesia, East Timor, Papua New Guinea and Northern Australia <i>Funded by the Australian Centre for International Agricultural Research (ACIAR)</i>
Health	Faculty of Health Sciences - Prof Gwynnyth Llewellyn - Dr Leigh Wilson - Prof Deborah Black	Disability and DRR in Indonesia: Risk, policy and inclusion <i>Funded by AusAID Development Research Awards</i>
	Sydney Medical School - Dr Cynthia Hunter (School of Public Health) - Dr Huson Birden - Prof Robert Booy Faculty of Veterinary Science - A/Prof Jenny-Ann Toribio	A Community Response to Avian Influenza in Bali and Lombok with the University Udayana and Mataram University <i>Funded by the World Health Organization Regional Office</i>
	Sydney Medical School - Dr Cynthia Hunter	An Evaluation of the Communication Strategies used Between Health Practitioners and Teams in Cipto Mangunkusumo Hospital, Jakarta with the University of Indonesia <i>Funded by International Project Development Fund and Sydney Medical School</i>
	Sydney Medical School - Prof Peter McMinn	Capacity building to Enhance Cross-Border Communicable Disease Surveillance and Control Programs between West Timor and Timor-Leste <i>Funded by the World Health Organisation</i>
	Sydney Medical School - A/Prof Ben Marais - Dr Mark Douglas - Prof Jacob George - Prof Tania Sorrell	Developing Functional Research Partnerships in Infectious Diseases with the Eijkman Institute and Hasanuddin University <i>Funded by International Project Development Fund and Sydney Medical School</i>
	Sydney Medical School - Dr Monica Lahra - Prof Tania Sorrell - Prof Peter McMinn - Prof Michael Ward - Prof Lyn Gilbert - A/Prof Alison Kesson	Developing Multi-Disciplinary Collaborations for Research, Education and Student Exchange in Human and Animal Health and Biosecurity with Airlangga University, Indonesia <i>Funded by International Project Development Fund and Sydney Medical School</i>
	Sydney Medical School - Professor Alison Kesson	Laboratory Capacity Building with Hasanuddin University and Universitas Gadjah Mada <i>Funded by the Australian Leadership Awards Fellowship (ALAF)</i>



Area of Strength	Faculty and Staff involved	Name of Project
Heritage and the arts	Faculty of Arts and Social Science - Prof Adrian Vickers	Histories of Modern and Contemporary Southeast Asian Art <i>Funded by the Getty Foundation</i>
	Faculty of Arts and Social Science - Dr Dwi Noverini Djenar	Language Development Program with the University of Indonesia Youth Discourse and Interactional Styles
	Faculty of Arts and Social Science - Prof Adrian Vickers - Emeritus Prof Peter Worsley	Understanding Balinese Paintings: Collections, Narrative, Aesthetics and Society <i>Funded by the Australian Research Council (Linkage Project with the Australian Museum and the Batuan Project, Singapore)</i>
	Faculty of Arts and Social Science - Prof Adrian Vickers - Prof John Clark - Prof Mark Ledbury - Dr Thomas Berghuis	Shaping Indonesian Contemporary Art: The Role of Institutions <i>Funded by the Getty Foundation</i>
State and Society	Faculty of Arts and Social Science - Dr Vannessa Hearman	Indonesian Transnational Political Activism in the Shadow of the Cold War (1949-1966)
	Faculty of Arts and Social Science - Prof Adrian Vickers	Judging the Past in a Post-Cold War World <i>Funded by the Australian Research Council</i>
	Faculty of Arts and Social Science - Dr Justin Hastings	Organisational Dynamics of Maritime Pirates and Terrorists <i>Funded by the Australian Research Council</i>
	Faculty of Arts and Social Science - A/Prof Michele Ford	Re-Emergence of Political Labour in Indonesia <i>Funded by the Australian Research Council</i> Trade Unions in Indonesia, Malaysia and Timor <i>Funded by the Australian Research Council</i> Global Union Federations in Indonesia and India <i>Funded by the Australian Research Council</i>
	Sydney Law School - Dr Simon Butt	Indonesia's Constitutional Court: Safeguarding Democratic Transition? <i>Funded by the Australian Research Council</i>

Appendix B: Opportunities for in-country experience in Indonesia

In-Country Experience	Description
<p>Australian Consortium for 'In-Country' Indonesian Studies (ACICIS) <i>Faculty of Arts and Social Science</i></p>	<p>The Department of Indonesia Studies strongly encourages students to spend a period of exchange at an overseas university. Most University of Sydney students who choose to spend time in Indonesia do so through the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS) program. Currently two University of Sydney students are participating in the ACICIS program.</p>
<p>School of Geosciences Southeast Asia Field School (undergraduate) <i>Faculty of Science</i></p>	<p>Held in Indonesia (Java, Sulawesi and Bali), this field school focuses on three main themes; rural social, environmental and economic change; regional economic integration and its local effects; regional environmental change and natural resources governance. The field school is run in close association with local universities, whose staff and students participate in some components of the course.</p>
<p>School of Geosciences Sustainable Development Field School (postgraduate) <i>Faculty of Science</i></p>	<p>This field school is offered to students enrolled in the Environmental Science, Sustainability and Development Studies postgraduate programs. It exposes students to real world development dilemmas experienced by governments, businesses, communities and individuals in the global south. It involves a comparative assessment of development issues in the inner (urban Java) and outer (rural Sulawesi) islands of Indonesia. The course is run in partnership with the University of Indonesia (UI) and the Puntundo Environmental Education Centre in South Sulawesi.</p>
<p>Southeast Asia Winter School <i>Sydney Law School</i></p>	<p>This offshore unit of study will take place in Malaysia and Indonesia in July 2013 and aims to equip students with the knowledge about legal systems, political environments and cultural practices they need to operate in the region. The Indonesian component of the course will be taught at Universitas Gadjah Mada in Yogyakarta, which has one of Indonesia's finest law faculties. Students will learn the fundamentals of the Indonesian legal system.</p>
<p>Medical Student International Placement <i>Sydney Medical School</i></p>	<p>The Sydney Medical School's Office for Global Health has established an international placement program with many of its international partners. These consist of a 4–8 week clinical or research placement. Up to two University of Sydney students are nominated to represent the Faculty under a scheme with University of Gadjah Mada (UGM), a relatively new international placement opportunity.</p>