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Taking Stock: 'In-Country' Indonesian Studies and The Case for an Australian Consortium

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In recent years there has been a marked increase in the number and variety of courses in Indonesian language and area studies offered in Indonesia, under collaborative arrangements with Australian universities. The first part of this paper attempts to take stock of such developments, by outlining the range of current 'in-country' Indonesian studies courses, and commenting briefly on some of their relative strengths and limitations. In so-doing it does not claim to detail comprehensively all 'in-country' language programs by every Australian university, but rather concentrates on select illustrations of various types of programs. It asserts that demand by Australian students for opportunities to study in Indonesia is likely to grow rapidly in coming years and argues, in the second half of the paper, that there is a strong justification for the establishment of a consortium to facilitate particular kinds of 'in-country' course.

Various Indonesian tertiary institutions collaborate with Australian universities, such as Western Sydney, Deakin and Charles Sturt, to offer a range of non-language 'in country' programs for students in disciplines such as teacher training (eg, 'English as a Second language') and nursing. However while recognising these as important developments which mutually reinforce language acquisition programs, this paper will restrict itself to those in country programs which concentrate on Indonesian language and closely associated Indonesian 'area studies'.

I. RANGE OF COURSES

Most tertiary teachers of Asian languages in Australia would be familiar with the various government-initiated studies over the past decade which have identified the difficulties faced by Australian students attempting to develop fluency in Asian languages within conventional degree structures using the range of orthodox classroom teaching practices. Most practitioners would recognise too that the teaching profession, the business sector and the community at large are demanding that graduates achieve ever higher levels of Asian language competence and fluency.

Much has been done, largely as a response to such reports, to restructure the teaching of Indonesian in Australian universities, particularly since 1990. It is important for us to acknowledge from the outset the pioneering work done by staff in several Australian universities over two decades to assist their undergraduate students to augment their conventional class-room language studies with a period

of living and studying in Indonesia. We have now got to the point where on offer to students and the general public are a broad range of 'in-country' programs of varying duration, location, cost, purpose and structure. Each has its unique, innovative aspects. For the purpose of our discussion, it may be helpful to classify current 'in-country' offerings loosely as follows:

A. Short/Vacation Courses

It is unlikely that anyone in Australia teaching Indonesia would be unaware of the 'Salatiga Program'. For two decades the Department of Indonesian and Malayan Studies (now the Department of Southeast Asian Studies) at Sydney University has been collaborating with Satya Wacana Christian University in Salatiga to run short vacation courses in Indonesian language and area studies. Begun in 1974, this has developed into what may justifiably be described as the most highly regarded Indonesian 'in-country' vacation program run by any institution in the world. Thousands of students have passed through the program and it has fulfilled a special role in stimulating Indonesian language competence in the Australian community. The 'Salatiga Intensive Language Program' has expanded from its initial four and six week language and area studies programs during the December-January long vacation, to add a similar offering in July. Since January 1994, a non-language Contemporary Indonesia Program in social, economic and political studies has been arranged for two to four weeks twice a year to coincide with the language program.

Monash University's Asia Pacific Education Centre followed the Salatiga model in December 1991, commencing similar intensive language short courses of four or six weeks duration during the December-February long vacation in collaboration with Gadjah Mada University (UGM) in Yogyakarta. By and large, this venture, too, is now fully subscribed with an annual enrolment of about 100 participants per course (and will be expanded this year with a new four week mid-year program). Courses in Teaching Indonesian as a Foreign Language, Indonesian Business Language, Indonesian Business Culture and Practice, and Indonesian Cultural Studies are now run as part of Monash-UGM's Intensive Indonesian Summer School.

Several years ago Macsearch, the commercial company of the University of Western Sydney, began offering a five-week Indonesian Study Tour, which includes four weeks of language tuition, in collaboration with the IKIP (Pedagogical and Teacher Training Institute) in Yogyakarta. (In December 1993 this coincided with another Macsearch-IKIP Yogyakarta initiative, a Junior Badminton Coaching Clinic.)

Most Australian universities give their students some academic credit for successfully undertaking vacation courses such as those run in Yogya and Salatiga, provided certain conditions are fulfilled. While variations occur between home institutions, academic credit for such courses is usually equated with a single unit/subject of study for one semester, or approximately one-quarter to one-third of a full semester credit. (By "full semester credit" is meant credit equivalent to total number of courses normally taken by a full time student in that university each semester, and not simply credit for one of several courses taken per semester, e.g. an Indonesian language course alone).

Such short/vacation courses clearly enjoy growing popularity, as evidenced by their

proliferation over recent years. They have proved extremely suited to pre- and in-service training for teachers of Indonesian who need packaged up-grading courses which can fit neatly into their school holidays. In addition, they are particularly convenient for part-time students or those with family and other responsibilities which make it difficult to spend longer periods away from home or home universities. Vacation courses are also readily accommodated into combined or crossfaculty degrees which may militate against a student, who is doing, say, Asian Studies/Arts together with Law or Commerce, being away from their home university during semester time.

The demonstrable demand for such vacation courses has stimulated the entrepreneurial spirit of some universities not previously known for their interest in Indonesian language courses. Last year Edith Cowan University, for example, which does not itself offer any on-campus Indonesian, began advertising and recruiting participants for a course run by a Yogyakarta college, Sanata Dharma.

B. Select Staff-Student Bilateral Exchanges

Rather than adopting the 'short-course' technique, since 1982 Griffith University initiated a different strategy, establishing agreements with several Indonesian universities to facilitate exchanges of staff and students. Initially agreements were signed with the University of Indonesia (lasting one year) then the National University (for three years), but these were followed by continuing agreements with Atma Jaya (from 1985), Satya Wacana (1986) and Hasanuddin (1987). In this way, Griffith has managed to send students to various Indonesian universities, at which they pursue regular courses alongside Indonesian undergraduates. In 1993, they sent two students to each of the three Indonesian universities for one semester. The student takes two or three subjects in Indonesia and receives the equivalent of three-quarters of a full semester's credit.

This model was adopted by La Trobe University in 1992 when it began staff-student exchanges with the University of Indonesia (UI) and Hasanuddin University, Ujungpandang. La Trobe normally expects two of their students to spend one semester at UI and another two to go to Hasanuddin. They are permitted to select any courses on offer and are apparently given academic credit for a full semester's load. Those attending UI may take the Indonesian for Foreign Speakers (BIPA) program exclusively, or combine parts of the BIPA program with regular UI courses.

Under their exchange agreements, both La Trobe and Griffith provide certain financial support for staff members from their partner institutions who undertake postgraduate studies with them. I understand that Deakin and Charles Sturt University are also pursuing 'institution-to-institution' exchanges, both with IKIP Yogyakarta, under which agreement they provide funds for an IKIP staff-member to undertake postgraduate studies in Australia in return for teaching some Indonesian language courses. The possibility of Australian students spending extended periods studying at IKIP Yogyakarta is likely to be incorporated into these 'staff/student' exchanges in due course.

Arrangements such as those at Griffith and La Trobe might be described as 'select' exchanges, since places are limited, students must be selected to participate and not all who may prefer 'in-country' studies can be accommodated in the existing

program. Arrangements for determining appropriate academic credit for such studies are rather flexible, but seem to amount to between one half and one full semester's credit. Such programs have the benefit of enabling key undergraduate students to tailor their own courses in Indonesia. However, since they depend largely on individual institutional exchanges and often complex bilateral funding balances, they are likely to remain unwieldy, time-consuming for administrative staff, and unable to expand to meet future student demand. In some cases, staff outside Indonesian studies may be resistant to students breaking the flow of all their studies to go abroad, particularly if this dislocates other 'majors'/subject sequences and requires a restructuring of their degree.

From the broader perspective of the Australian and Indonesian universities taking part in such exchanges there may be a wide variety of advantages right across the campus community, well beyond the direct benefits for students of Indonesian language. Such 'institution to institution' exchanges assist in internationally linking non-language departments and stimulating cross-institutional research.

C. Parallel Multi-Locational Courses

In 1991 the Northern Territory University signed a Memorandum of Cooperation to enable it to begin sending students to Nusa Cendana University in Kupang, West Timor. NTU students may now select to take the first four semesters of Indonesian language study either on-campus in Darwin or 'in-country' in Kupang. 'In-country' courses run over four or five weeks during the NTU vacation periods (December-January and June/July). While some flexibility exists, essentially the 'in-country' courses have identical workloads, course materials, and assessment to those offered in Darwin during a 'normal' single semester. Approximately 100 students have taken the Kupang option since its implementation. Although the Kupang courses were initially supervised by an NTU staff-member, this is no longer the case. This year NTU is expanding its offering with a third year sequence at Pattimura University in Ambon (including an option of staying for a complete semester taking regular courses, which it appears five students will take up). Future cooperation with Cendrawasih University, Jayapura, and Mataram University, Lombok, are likely to follow agreements signed in 1993.

The considerable advantage of offering parallel courses in Australia and Indonesia is that it enables perfect articulation and transfer for students between these two modes. Students may go to Indonesia at any point in their studies and may undertake all their Indonesian language studies during the vacation periods (thereby fast-tracking their degree). Having embedded this arrangement permanently into the structure of the NTU Arts degree it is likely to be supported by all sections of the NTU community, and thereby minimise any problems of incompatibility and subject sequencing in joint/combined degrees. NTU's proximity to Kupang minimises the air-fare component. The number of students taking the 'in-country' mode in Kupang enables NTU to gain reasonable economies of scale and, since the courses are regular offerings in the NTU degree, the basic cost of running the 'incountry' program is covered by NTU from normal DEET per capita funds. However, NTU's 3rd year extended semester program at Pattimura University, may well face some of the structural limitations of other select staffstudent bilateral exchanges (noted above). Initially at least funding by DEET's

UMAP (University Mobility in Asia and the Pacific) Program will be vital in covering substantial student costs. Subject choice is also limited since NTU stipulates the units to be taken at Pattimura (from the Faculty of Education) during the semester of regular courses.

D. Intensive/immersion Bilateral Courses

In 1993 James Cook University, funded by a one-off allocation from the Vice-Chancellor, ran a 20 week intensive (20 hours per week) Indonesian course in Townsville for a group of eight students, who then took a 12-week semester of special courses for foreigners at Diponegoro University in Semarang. The pilot program was successful enough to warrant its repeat this year, with an enrolment of nine, and the hope that in future JCU students can partially at least take regular Diponegoro courses. Students receive a full year's credit for the course package.

The highly personalised nature of the instruction in both Townsville and Semarang would be an attractive feature of this program, as would be the opportunity for a novice to achieve a high level of language competence in one academic year. However, given the enormously intensive nature of the study in Australia and the very generous staff:student ratio, it is difficult to see how such a program could become financially viable or self-sufficient. It seems more likely that such an arrangement would require regular injections of special funding, such as UMAP grants, to cover staff and administrative costs.

E. Extended Residence 'In-Country' Courses

The 'in-country' programs mentioned thus far were designed either to be incorporated into the usual three-year Arts/Humanities degree enabling students to 'fast-track' their degree, or as discrete modules to be taken by students or members of the public not requiring university credit. In 1990, in order to overcome the obvious limitations on class time and degree structures within a conventional three-year degree, Murdoch University introduced a four-year Bachelor of Asian Studies degree (to which an additional Honours year can be added). Students taking the Indonesian specialisation of the four-year degree are required to spend two semesters 'in-country' (normally Second Semester of Third Year and First Semester of Fourth Year), termed the 'Language Year in Asia'. In addition, Murdoch students taking the conventional three-year Arts degree may also spend one semester 'in-country'.

The first 'in-country' semester is a 16-week intensive course in Indonesian for foreigners at the IKIP in Malang while in the second semester students select regular undergraduate courses at Gadjah Mada University. Students are entitled to a full semester's load of academic credit for each semester and get a fully graded result (in the case of UGM, based on the successful completion of all assessment elements required for regular Indonesian students). Currently the intensive course at IKIP Malang is sponsored by the New York-based Council on International Educational Exchange (CIEE) and overseen, since mid 1992, by a Murdoch Senior Lecturer in Southeast Asian Studies seconded to the IKIP Malang program as Resident Director. The Resident Director assists in the teaching and monitoring of the program. Murdoch student placements began in Malang with two students in 1991. This year four Murdoch students are currently completing their UGM

semester and a further ten will commence in Malang in second semester. Under current arrangements both the Malang and UGM semesters have the capacity to absorb a substantial number of additional students, providing the opportunity for continued growth.

This four-year degree was adopted by ANU in 1992 which now also requires students of Indonesian to spend a 'Year-in-Indonesia' for their Bachelor of Indonesian Studies. Students normally go in the Second Semester of their Third Year, get full credit for each semester, but receive an ungraded ('Course requirements satisfied') result. ANU has agreements with the University of Indonesia and U~M, but generally directs students to UGM. They attend regular classes of their choice, but may prepare themselves by taking the six week UGM vacation Intensive Language course prior to commencing their first semester of regular UGM study. Three ANU students have completed a year in Indonesia and six are currently there.

The four-year degree, with year-long 'in-country' component⁷ is reportedly being considered by several other universities. The major benefit of this pattern is that it integrates 'in-country' study into the degree requirements, recognises the particular time demands of advanced language acquisition, and fully credits students. It requires a lengthy period of residence in Indonesia, which provides a broader experience than that gained during briefer stays. Students may choose from a range of subjects in Indonesia, thereby strengthening non-language discipline interests. Limitations include the obvious fact that not all students studying Indonesian would be in a position to go to Indonesia for such a long period of time. It is generally unsuited to part-time students, or to those with family or employment responsibilities. Quite apart from the direct financial costs, most of which can be covered by Austudy or by the Australian universities' preparedness to use DEET per capita funding to pay tuition costs, the students may pay a high opportunity cost. For example, they are not legally permitted to engage in part-time work in Indonesia to augment their income. It is encouraging therefore that the National Asian Languages Scholarship Scheme (NALSS), administered by the Australian Vice Chancellors' Committee, currently provides a special category of their advanced language awards to students participating in such Year in Asia programs as part of their tertiary studies.

II. LIKELY DEVELOPMENTS IN 'IN-COUNTRY' STUDIES

Evidence indicates that, since Sydney University and Satya Wacana initiated Australian-Indonesian collaborative 'in-country' studies in 1974, a considerable diversity of programs have emerged. It would appear that several of them, particularly the short/vacation courses, are likely to maintain the trajectory of expansion, with the existing courses getting more participants, and additional programs emerging to take advantage of unmet demand. The established programs, sponsored by Sydney and Monash, have proved capable of providing quality training for not only their own students, but those from other tertiary institutions, and members of the general public.

'Institution to institution' cooperative agreements, by which an Australian university develops a close collaborative relationship with a particular Indonesian institution,

and which usually form the basis of selected bi-lateral staff-student exchanges, have considerable potential advantages for the participating universities as a whole, and not simply for the Indonesian-language teaching programs. Such broad-ranging exchanges may help to integrate Indonesian studies, 'mainstreaming' Australian-Indonesian connections, across the various academic disciplines in the university. They may provide attractive benefits, such as staff upgrading, for Indonesian partner institutions. When selecting the particular Indonesian partner institution an Australian university can identify the specific qualities and specialisations it feels most precisely complement its own. There is currently a wide range of such targeted links being pursued, which will develop into new 'one-to-one' exchanges. The University of Tasmania, for example, has recently signed an agreement with IKIP Padang to run an intensive vacation language course in 1995.

NTU's parallel multi-locational courses seem assured of a healthy future, assuredly at the current first and second year levels in Kupang. The scheme is a tribute to the foresighttt effort and organisational ability of the academic staff involved. It appears to be well-run, cost-effective and thoroughly integrated into the NTU undergraduate degree structure. By extending the current offerings to include a full semester's residence in Indonesia, NTU recognises the value of a prolonged experience of living in Indonesia while taking regular university courses there. Yet it might be at this advanced semester-residence level, that the NTU initiative, like so many other 'in-country' schemes, despite all the best efforts of colleagues across Australia and in Indonesia, may be hamstrung by funding difficulties so often associated with individual 'institution-to-institution' exchange arrangements.

Perhaps most challenging for the participants is the option of full semester or full year 'in-country' studies. This strategy, like all others, faces numerous administrative and logistical problems, but undoubtedly offers considerable potential for expansion in universities across Australia if properly managed. It is to this that the remainder of this paper will address itself.

III. RATIONALE FOR A CONSORTIUM

From its current low base line, the provision of extended 'incountry' studies (that is, one- or two-semester's residence, rather than short/vacation courses) is most likely to undergo substantial growth over the next decade. Currently only Murdoch and ANU require students, taking certain four-year degrees, to spend two semesters in Indonesia. Some institutions, such as Griffith, La Trobe and Murdoch are encouraging students to spend a semester in-country and are crediting these semester courses towards three-year degrees. NTU, which makes fast-track semester courses available during vacations 'in-country', is now adding the option of a full semester's residence. Several institutions are currently reviewing their degree structures and exploring the possibility of extended 'in-country' study.

With the success of full-credit one- and two-semester 'in-country' courses there is pressure on remaining Australian universities to adopt this option, with its attendant expense. The costs of establishing such programs are considerable. The risks of inadequately negotiating, resourcing and overseeing such placements are even greater and likely to rebound on more than just the individual institution

concerned. If a dissatisfied student took legal action against an Australian university arguing that it has breached obligations and 'duty of care' when providing 'in-country' studies, a single, highly-publicised claim could generate a backlash of suspicion which could set back all programs of extended 'incountry' study.

It should be stressed that, almost without exception, the vast majority of Australian student placements in Indonesia proceed smoothly. Certainly, this is the experience of the Murdoch 'Language Year' in Indonesia. While no formal 'blind' survey or evaluation has been conducted on returning students to assess the benefits from 'in-country' studies, they are required to provide written reports each semester evaluating the experience and giving advice to students considering this study option. To date such evaluations have been uniformly glowing. While minor adjustments are constantly being made to accommodation arrangements, course offerings, student work load, forms of assessment, and the like, there has been universal endorsement of the program by participating students. None has regretted taking part; most have described it as the most valuable experience of their tertiary careers. They achieve a level of language competence and an ability to function in Indonesian society that is unlike anything that can be acquired by students studying in conventional classrooms in Australia.

But, while the personal benefits for the student and the community are demonstrable, administering such extended 'in-country' programs demands an enormous amount of staff time, attention and resources. Despite several years of operation particular impediments are not diminishing, such as the virtual impossibility of obtaining appropriate long-term resident study visas (Visa Berduduk Sementara). Rather than burden staff in every institution across the country with the responsibility of administering competing extended 'in-country' programs, there appear to be considerable benefits in establishing a national consortium, through which individual institutions could choose to channel their own students. Such a consortium would not be intended to eliminate individual 'institution-to-institution' agreements, but to complement them by providing a particular coordinated service for those Australian universities which felt it was to their advantage to work together.

A Consortium would bring economies of scale, reducing the overall Australian staff input and increasing student numbers by making the provision of 'in-country' courses more economic and more accessible. It could look after the interests of participating students more effectively than may currently be the situation, by funding a Resident Director in Indonesia. A unified administrative structure is likely to assist, too, in negotiations with Indonesian university counterparts, for whom it makes sense also to be dealing with a single body rather than a diffuse range of smaller individual universities. A consortium may have greater success in obtaining appropriate visas for Australian students studying in Indonesia, particularly if a Resident Director in Indonesia was responsible for expediting these. A Resident Director could assist Australian-based university staff in assessing the performance of students and the appropriateness of subject/course choices in Indonesia. By providing such services a Consortium program would be particularly beneficial for students from smaller institutions for whom it might not be viable to launch their own 'in-country' courses.

IV. CURRENT ARRANGEMENTS

To this end, at the beginning of this year Murdoch University was granted funding from the Department of Employment, Education and Training (DEET) to form the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS), with the aim of developing a range of one- and two-semester programs of intensive Indonesian language and cultural studies, to be conducted in Indonesia in collaboration with Indonesian tertiary institutions.

An ACICIS secretariat has been established at Murdoch University, currently staffed by a Project Director and a Research Assistant (both on a half time basis). An ACICIS Advisory Committee has been formed to assist the Project Director. A Project Officer will take up a full-time position for second semester this year with primary responsibility for establishing the 'in-country' courses. It is envisaged that, once operational in Indonesia, ACICIS would employ an experienced academic as full-time Resident Director to be based in Indonesia, attached to ACICIS' partner institution(s) there, and responsible for liaison between ACICIS and Indonesian institutions, as well as for the academic guidance (possibly the provision of some non-language courses) and pastoral care of ACICIS students.

Australian Vice Chancellors have been contacted and asked to indicate whether their institutions wish to participate in the consortium. Membership of the consortium is open both to those universities which currently teach Indonesian language and wish to add an integrated 'in-country' year, as well as those which do not offer Indonesian but may wish their students to have an 'in-country' elective. It is anticipated that between 12 and 20 universities will join initially. Several have already nominated their university's Contact Person with whom the consortium would deal. (Since no formal ACICIS Memorandum of Understanding or membership yet exists, the following comments on the consortium, its operations and its role, should be regarded as tentative, with the aim of seeking feedback from potential members.)

A national Reference Group is planned, which would include representatives from state groupings. Reference Group members would be expected to liaise with the Contact Persons in all participating universities in their region to ensure wide representation. A Memorandum of Understanding is being drafted for consideration by participant universities.

V. FUNDING

For its survival ACICIS must become self-funding, certainly by 1996. This will be achieved through three major strategies. Firstly, ACICIS would levy a modest annual membership fee (of, say, \$500) from participating Australian universities. This would contribute to the costs of maintaining a part-time research/clerical assistant in the Secretariat, to deal with inquiries and promotions and to liaise between the Resident Director and ACICIS members. Secondly, if a participating university wished to send a student on the ACICIS program, it would pay an agreed course fee, set by ACICIS and paid from per capita Commonwealth funds provided to the university for the enrolled student. Thirdly, it is intended that ACICIS courses would be marketed domestically and internationally to full fee paying foreign students and Australian corporate and government participants. While it is

envisaged that tuition fees would be funded from transferred DEET allocations, students would be liable for additional costs, such as accommodation and travel. Students taking these courses as part of Australian university degrees would be liable for the normal HECS charges but should similarly be entitled to AUSTUDY assistance provided they have met the appropriate criteria. **VI. FUTURE DEVELOPMENTS**

A memorandum of agreement, to be considered for endorsement by members, will establish the administrative structure and operating principles of the consortium. Initially the kinds of one- and two-semester language courses that should have priority will have to be determined in order to negotiate agreed curricula and resource material. Several alternative models for ACICIS programs are being developed through discussion with Contact People and will be considered by the Reference Group. Similarly, given that members are likely to want their students to take certain non-language complementary courses on Indonesia (e.g. anthropology, sociology, cultural studies, politics, economics, gender studies), these options will need to be prioritised and negotiated.

Much has been achieved in the development of tertiary course materials as part of the National TIFL (Teaching Indonesian as a Foreign Language) Project, particularly by the Sydney Consortium on Indonesian and Malay Studies (SCIMS). Nonetheless, Australia does not have a national tertiary Indonesian language curriculum. There is a lack of standardisation in preferred methodologies, course materials, assessment, contact hours, and degree structures. It will be difficult therefore for any ACICIS 'in-country' program to articulate as neatly as might be desired with all existing Indonesian language courses around Australia. However, in general, it is desirable that the ACICIS courses be customised to Australian requirements, in such aspects as scheduling of semesters, sequencing of courses, curriculum materials, and that it establish general standards for credit transfer back to the student's home university.

ACICIS will need to determine appropriate terms of collaboration and a Memorandum of Understanding with an Indonesian host tertiary institution or institutions. While there may be administrative efficiency in having all ACICIS students on a single Indonesian campus (with the possible bonus of developing a 'critical mass' of scholarship and a useful network for future cooperation), it may be more pedagogically sound for a consortium to channel students to more than one Indonesian university to ensure a broad selection of course options and to ensure students mix widely in the Indonesian community. Such choices will be influenced by detailed analysis which needs to be undertaken to determine more precisely the costing and funding of ACICIS in the short- to medium-term. Crucially, DEET has indicated that there is no objection to Australian universities passing on per capita DEET funds to ACICIS to enable the consortium to provide 'in-country' courses. Nonetheless, ACICIS will require external support at least for 1995 and intends to apply to the National Priority (Reserve) Fund for assistance with a pilot 'in-country' course. At this point in time it would seem likely that such a course would run in the second semester of 1995. It seems likely that, in the first instance, ACICIS would develop both a one semester intensive course for foreigners and another semester's 'monitored program' in which ACICIS students select from regular Indonesian university courses. ACICIS could recommend courses suited to the specific needs of

Australian students and their universities. The advantage of this combination lies in the academic and counselling support offered to students during their initial semester matched with increasing autonomy being given to them to develop their particular academic specialisations in the second semester.

In addition, in serving the broader community, it may be that, through its Australian secretariat, ACICIS might usefully function, too, as a clearing house for the distribution of information to the public on the full range of (non-ACICIS) 'in-country' courses, including short/vacation and specialist programs; a kind of central contact point, able to field any public inquiries on the range of language courses run in Indonesia by Australian member universities. In this way, ACICIS would recognise the enormous success of 'in-country' courses of the types mentioned earlier in this paper, all of which well serve the needs of particular target groups. As its primary brief ACICIS merely seeks to streamline and facilitate entry into certain extended residence courses, ensuring their quality, accessibility, and protecting the interests of their participants.

In summary, interest and demand in Australia for well-run, reputable 'in-country' Indonesian courses of all types is strong. There is reason for optimism and expectation of continued growth. Many of these programs are being run efficiently and self-sufficiently. However, in some cases cooperation between Australian universities may improve the offerings for all students. The establishment of the Australian Consortium for 'In-Country' Indonesian Studies can ensure the provision of intensive one- and two-semester 'in-country' Indonesian language studies in a systematic and ongoing basis, requiring minimal input from participating institutions yet mobilising the combined experience of the all members to provide an optimum learning strategy open to Australian students across the country. To shamelessly pilfer this conference's theme, ACICIS is a concrete example of 'Constructive Planning for a Co-ordinated Future'.

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ENDNOTES:

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Robert Hill (CSU) and Joost Cote (Deakin) are currently conducting research, funded by the Asia Education Foundation, to evaluate overseas Teaching Practicums arranged by Australian universities. This research will include data on primary and secondary practicums in Indonesia.