AUSTRALIA AWARDS IN INDONESIA
DESIGN UPDATE - FINAL DESIGN PLAN

1. Introduction

1.1 Background

Education cooperation is critical to building mutual understanding and strengthening the bilateral relationship between Indonesia and Australia, to advance Australia's national interests, while also providing thousands of Indonesians with a world-class education.

Australia aspires to be a major partner in building Indonesia's human resource capacity to respond to future and emerging social and economic development priorities. Australia can continue to be a strategic partner in this area through providing opportunities for access to high quality international education at both the post-graduate level and through well-defined, strategic short courses. Australia's world-class education, training and research capabilities are also vital to Australia's ongoing prosperity. Pre COVID-19, the international education sector was Australia's largest services export and third largest export industry overall. International education activity contributed $37.5 billion to the economy in 2019-2020 (Department of Education, Skills and Employment, 2020).

The Australian Department of Foreign Affairs and Trade's (DFAT) scholarship program, the Australia Awards, offer prestigious international study, research and professional development opportunities in Australia for the next generation of global leaders. Australia Awards build skills and capabilities, people-to-people links, and institutional partnerships in areas that contribute to Australia's foreign, trade and international development priorities. It specifically targets development outcomes and economic and public diplomacy objectives and has the potential to play a major role in presenting Australia and Australia's international education sector as 'open for business' which is particularly important in a post COVID-19 world, noting the major financial hit the sector has received.

1.2 The Australia Awards in Indonesia program

Australia Awards in Indonesia (AAI) is highly relevant to the strategic policies of both governments for sustainable development in Indonesia, as articulated in the bilateral Comprehensive Strategic Partnership and accompanying plan of action. Activities under this investment align with the development priorities shared between Indonesia and Australia, as articulated in the Indonesian National Medium-Term Development Plan (Presiden Republik Indonesia, 2020) and the Australian Government's Partnerships for Recovery: Australia's COVID-19 Development Response (DFAT 2020).

AAI's role in promoting linkages between Australia and Indonesia also continues to be highly relevant in the context of the maturing Australia-Indonesia relationship, as evidenced by the Indonesia-Australia Comprehensive Economic Partnership Agreement (IA-CEPA) signed in March 2019. IA-CEPA signals an important change in the Australia-Indonesia relationship from 'aid donor – aid recipient' to 'development cooperation partners', which is a significant indication of the maturing bilateral relationship. With an almost 70-year history in Indonesia, AAI is well placed to both support and benefit from this development.

The current phase of the Australia Awards Indonesia (AAI) is an eight year program (2014-22) with a total estimated value of AU$420 million; AU$166 million is managed by DFAT Indonesia program, with the remainder managed by the Australia Awards Section in Canberra. The Ministry of State Secretariat (SETNEG) is the Government of Indonesia partner in the design and delivery of the program.

The current AAI phase will conclude in March 2022 and a design for the next phase is therefore required before it can commence in April 2022. In anticipation of the design process, DFAT conducted an End of Program Review (EPR) which concluded in February 2021. The review provided findings and recommendations to guide the future AAI Program. In addition, further consultation with DFAT Senior Management was conducted in May 2021 to consolidate views of AAI program objectives, and specific studies to investigate relevant aspects of the program were commissioned by DFAT and produced by the AAI implementation team.

The design process is planned for the second half of 2021 and offers an opportunity to take stock and integrate lessons learned through the current AAI phase. It will lead to the production of a 'Design Update', in line with DFAT Adaptive Design and Procurement (ADAPT) process and acknowledging the relevance and effectiveness of the current program design. It will provide a basis to proceeding with the procurement of a managing contractor for the AAI program from 2022-2030.

1.3 Purpose of this document

This document articulates the process and plan to develop the AAI 2022-30 Design Update. It outlines details about the purpose and scope of the Design Update (section 2), the methodology including tasks to be performed (section 3), the deliverables to be submitted (section 4), the design team (section 5) and a workplan for the completion of the assignment (section 6).

2. Purpose and Scope

The objective of the Design Update is to update the AAI Investment Design for the period 2022-2030. The updated Investment Design will meet DFAT's quality standards and be in a form that can be submitted for financial approval and tendering,

As its name implies, the Design Update will build upon the existing AAI 2013-2021 approach and will suggest modifications primarily (a) to respond to ongoing and anticipated changes in context, and (b) for areas which have been identified as being priorities for clarification and/or refinement. The new AAI program will continue to operate within the overarching Australia Awards Global Policy Framework, as outlined in the Australia Awards Global Strategy for 2021-2024. As such, the design update will provide a long-term framework for a large volume, high quality scholarships program.

To develop the Design Update, the design team will consider the existing documentation on AAI and the wide range of perspectives from program stakeholders, including DFAT senior management, the DFAT Scholarships and Awards (S&A) team, the implementation team managing the current AAI program, key stakeholders from the Indonesian Government, Australian government partners (such as Austrade, Dept of Education, etc), partner universities, and alumni.

The primary audience for the updated design is the Australian Embassy in Jakarta and the Scholarships Branch in Canberra, noting that the approved design document will be made publicly available on the DFAT website. The design update will be a key component of the procurement process for the AAI 2022-2030 program.

3. Methodology

The development of the Design Update entails the following steps.

3.1 Framing

- **Inception Briefing**

An Inception Briefing, held on 21 July 2021, provided the opportunity for DFAT and the Design Team to discuss the program context, to confirm the Design Update objectives, and to outline key priorities for discussion. The EPR recommendations and DFAT management response were reviewed, the implication of COVID-19 restrictions were discussed and some strategic and operational aspects of consultations and other methodological steps were clarified.

Given the absence of clear instructions to transform the Awards program due to COVID-19 restrictions (e.g. shift to an exclusive online modality of delivery), the objective of the assignment was confirmed to update the current design and, if possible, to provide concise description of alternative options should awardees' mobility be restricted for a longer period.

- **Preliminary Program Logic**

Following the Inception Briefing, the design team discussed potential program objectives and structure, and developed a preliminary program logic (see Annex 1). This preliminary logic is founded on literature about international scholarships programs and the design team's initial understanding of the desired program directions (Dashin, Marsh, & Mawer, 2018). Rather than detailing all program activities and expected outcomes, it is intended to illustrate the overarching objectives of the program and the causal pathways through which the main program components might be expected to contribute to these objectives. This preliminary logic provides a general structure for further discussions about program directions over the course of the design process.

- **Enquiry and Analytical Framework**

The development of an Enquiry and Analytical Framework (EAF) aims at facilitating the collection and analysis of relevant information: it provides a structured framework to guide discussions during the consultation phase and the development of key messages for the Aide Memoire.

The Framework presented in Annex 2 outlines six domains of enquiry, or key aspects of the AAI program to consider. Each domain has been subdivided into specific lines of enquiry and questions, in line with the themes laid in the Design Update ToR and discussed during the inception briefing. The six domains of enquiry and related headlines questions are:

Fig. 1 – Domains of Enquiry and Headlines Questions

Domains of Enquiry	Headline Questions
1. Key contextual factors	▪ What are the key contextual changes on the horizon? ▪ How will they likely impact the program?
2. Program logic and scope	▪ What are the program's goal and outcomes? ▪ What are the program's components? ▪ What is the program's scope?

3. Streams and modalities of investment	▪ In what ways, if any, should the awards offering be updated from the existing design? ▪ In what ways, if any, should non-awards activities be updated from the existing design? ▪ In what way should the balance of investments be refined for the 2022-2030 program?
4. Targeting strategy and selection process	▪ What does an ideal AAI cohort look like? ▪ In what ways, if any, should beneficiary targeting be updated from the existing design? ▪ In what ways, if any, should beneficiary nomination be updated from the existing design? ▪ In what ways, if any, should beneficiary selection be updated from the existing design?
5. Scholars and alumni engagement	▪ How are on-awards scholars engaged? ▪ How are alumni engaged?
6. Program governance and management	▪ What are the program's governance arrangements? ▪ What are minimal requirements for the implementation team?

3.2 Data Collection

The methods of data collection will be qualitative and 'agile'. Quantitative data will be drawn from secondary sources as available/relevant to provide a factual basis for findings. Information relevant to the design update process will be obtained using the following qualitative research methods:

- **Document reviews:** a review of key documents relevant to the program (e.g. Workplans, Activity Reports, M&E reports, etc.) will help to identify key issues for further investigation, and will form the basis for factual data presented in the report. Where appropriate, these documents will be supplemented by relevant academic or grey literature, e.g. reviews or studies commissioned by other donors/agencies.
- **Key informant interviews (KII):** interviewing purposively selected individuals or groups of individuals (e.g. alumni) will constitute the bulk of primary data collected. These interviews will enable probing and triangulation of stakeholder perspectives concerning the program. A preliminary list of 32 key informants (male/female ratio TBC) is provided in Annex 3 and will be confirmed with DFAT. Once confirmed, the design team will develop a consultation schedule that will detail participation in each consultation (see indication of timing priority in Annex 3). Given the tight timeframe of the consultation phase (3 weeks), some consultation might need to happen concomitantly and hence the design team will split participation between members. DFAT will help organise these consultations and will be invited to participate in each of them.

As mentioned, the Enquiry and Analytical Framework (see Annex 2) will be used in a semi-structured way to tease out relevant information from program stakeholders. It does not constitute a rigid or exhaustive list of topics for investigation, but rather provide some probing points to guide the consultations and data analysis. Cross-cutting issues, in particular related to GEDSI and MEL, are woven throughout the key domains of enquiry and will build on key topics uncovered through discussions with stakeholders, rather than being addressed separately. Annex 3 lists key respondents and maps out the relevant domains of enquiry for each category of stakeholders. Based on this mapping, the design team will discuss the future of the AAI program with key informants using an opened question format: recognising that the consultation process is about gathering information as well as building agency, giving voices and creating ownership, the Design team will use their professional judgement to select and tailor relevant questions and provide space for the discussion to flow and/or explore areas of the program important for the informant(s). All consultations (KII and FGD) will be carried out online and key messages will be succinctly summarised in consultation notes. The consultations will include women and men, people with disabilities, and people from a range of provinces. If any informants are hearing impaired and would prefer not to use videoconference, the design team will use an alternative platform such as messaging or email.

3.3 Data Analysis and Synthesis

The EAF (see Annex 2) will guide the analysis and synthesis of data collected to produce key findings and messages. Regular team discussions throughout the data collection phase will be undertaken to assimilate the emerging trends against the domains and lines of enquiry. At the end of the consultation phase, design team members will gather and participate in an analytical workshop where interview notes will be processed to identify common and exceptional themes, and key findings will be developed jointly. The design team will synthesise the views of the various stakeholders, applying professional judgement to interpret any divergent perspectives. DFAT will be invited to attend the analytical workshop and the team will encourage contestability and adopt a 'consensus approach' to key messages.

The workshop will lead to the production and presentation of an Aide Memoire to selected DFAT stakeholders (TBD), for the purposes of validation and refinement. The Aide Memoire will synthesise key findings and conclusions and outlines issues that require further consideration, if necessary. It will primarily focus on:

1. Larger contextual factors influencing AAI 2022-2030, and key implications of these for the design;
2. The overall structure of AAI 2022-2030, in terms of the goal, outcomes and the main components of the program; and
3. A proposed theory of change for each of the award types.

The Aide Memoire will be deliberately concise (5-10 pages) and present clear positions on issues of debate to encourage decision-making. As such, not every line of enquiry will be covered and the emphasis will rather be on salient and strategic findings for each domain of enquiry. Feedback and comments on the Aide Memoire will be sought, and additional consultations might follow if required.

Beyond DFAT stakeholders involved the Aide Memoire presentation, the design team is prepared to present the preliminary findings to the following stakeholders to receive their initial feedback and encourage ownership of the program design:

- Representatives from Ministry of State Secretariat (SETNEG);
- Representatives from selected Australian Universities (suggested by the AAI team); and
- Selected alumni/members of the Joint Selection Team (suggested by the AAI team) .

3.4 Document Drafting and Presentation

A Draft Design Update document will be prepared and submitted to DFAT on the basis of the Aide Memoire. It will follow a format and template provided by DFAT (TBD) and meet DFAT's quality standards. The Design Update document will be subject to a DFAT-led quality assurance process.

A final Design Update document will integrate feedback and comments received from DFAT. In addition, relevant tendering documents such as the Scope of Services (SOS) and Basis of Payments will be prepared and submitted to facilitate the procurement of managing contractor's services.

In parallel to the preparation and submission of the Design Update document, the design team will participate in an open consultation session with shortlisted tenderers if required, with view to present and discuss the AAI 2022-30 design.

4. Deliverables

The following deliverables will be prepared and submitted to DFAT for approval.

Fig. 2 – Deliverables

Deliverables	Format and Content	Due Date
1. Draft Design Plan (DP)	Concise report (max 10p excl. annexes) describing the design update process and methodology	31 July 2021
2. Final Design Plan		3 days after receiving feedback
3. Aide Memoire (AM) Presentation	Power Point Presentation to key DFAT stakeholders summarising key findings from consultations for the purposes of validation and refinement, accompanied by a concise report (max 5p excl. annexes).	03 September 2021
4. Draft Design Update (DDU) document	Report in line with DFAT template outlining key elements of the next phase of the AAI program, submitted to DFAT for initial review and comment.	01 October 2021
5. Final Design Update (FDU) document	Final report, including response to comments received and draft Scope of Services (SOS) and Basis of Payments for procurement process	15 October 2021

5. Design Team

The Design Update will be developed by a team of independent consultants contracted by DFAT. All team members will participate in the consultations, analytical workshop and key presentations (aide memoire and managing contractors' briefing), as well as contribute to the writing of the Design Update document.

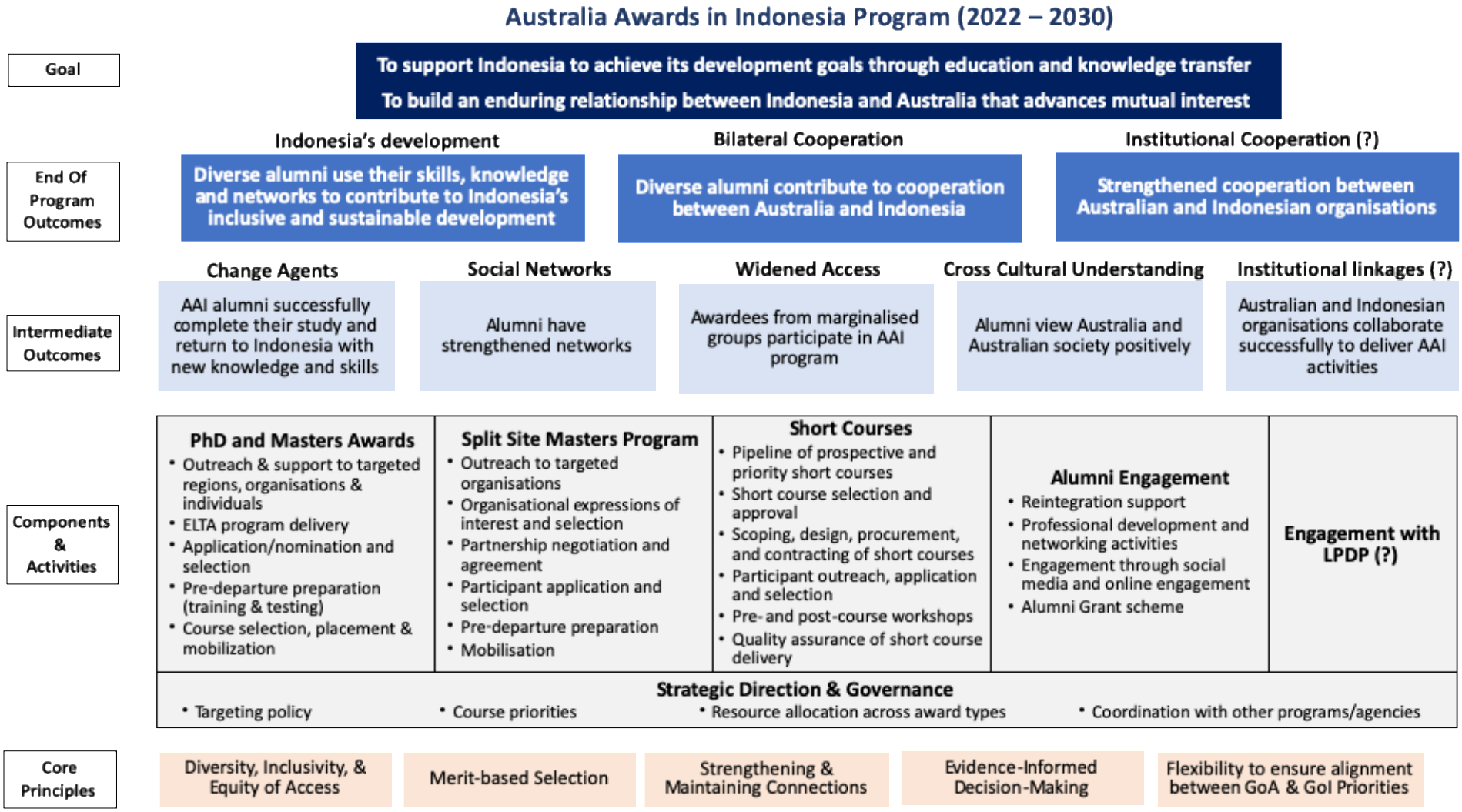
6. Workplan

The table below (overleaf) presents a schedule of tasks in line with the methodology above, and respective inputs from team members for each task.

Fig. 3 – Workplan

Tasks	Inputs (# days)					Jul-21				Aug-21				Sep-21					Oct-21			
	TL	HCES	MEL	GEDSI	Total	5	12	19	26	2	9	16	23	30	6	13	20	27	4	11	18	25
Inception briefing	1	1	1	1	4																	
Documents review	2	2	1	1	6																	
Drafting and submission of Design Plan	5	2	1	2	10				DP													
Consultations	20	6	8	4	38																	
Analytical Workshop and Aide Memoire	4	2	2	1	9									AM								
Drafting and submission of Draft Design Update (incl. MEF and RMS)	12	7	6	5	30													DDU				
Feedback on Draft Design Update					0																	
Drafting and submission of Final Design Update (incl. SoS and BoP)	6	2	1	1	10															FDU		
Total (# days)	50	22	20	15	107																	

Annex 1: Preliminary Program Logic



Annex 2: Enquiry and Analytical Framework

Lines of Enquiry	Questions
Domain of Enquiry #1 – Key contextual factors - What are the key contextual changes on the horizon? - How will they likely impact the program?	
COVID-19	○ What are the effects on the program while travel/movement restrictions remain in place? How do these apply to different components of the program? ○ What are the key risks (for the design and implementation) related to COVID? ○ What are the potential scenarios for how COVID unfolds? (noting that full scenario planning is beyond the scope of the design update process)
Political changes & Policy context in Indonesia	○ What might be the potential effects of the 2024 Indonesian elections, for example in terms of a policy focus on human capital development and the Indonesian relationship with Australia? ○ How should the program incorporate flexibility to respond appropriately to any such changes?
Human capital needs/priorities in Indonesia	○ What key skillsets (e.g. ICT and STEM) have been identified as priorities for human capital development in Indonesia? By whom? ○ How is COVID influencing/impacting labour market needs? ○ Where are the gaps? In what regions/provinces?
Future of international postgraduate study	○ What are the macro trends in the Indonesian higher education system? ○ Policy shift to be more like the US system ○ MOOCs, online and blended postgraduate study ○ A plurality of choice, including increasing pursuit of postgraduate study in non-western countries ○ Increasing potential for Indonesians to self-fund postgraduate study? ○ What are the various perspectives within Indonesia on the value of (Australian) postgraduate qualifications?
Trends in Aus. Development Programming and Budget	○ What is the expected direction of budget for the Australian Development Program (in general) and AAI (in particular)? ○ What are the implications for the program in terms of uncertainty around budget, and the potential need to scale up or scale back the program? ○ What are the implications of the increasing integration of Australian Aid into the foreign policy agenda, and the focus on soft power and the bilateral relationship with Indonesia?

IA CEPA	What are the implications of IA-CEPA for AAI, particularly in terms of: ○ The potential for expansion of Australian universities into Indonesia? ○ The potential for collaborative relationships between Australian & Indonesian universities? ○ The existence of IA-CEPA Economic Cooperation Program (Katalis)? ○ Potential appetite or demand for short-courses on particular relevant issues?
Domain of Enquiry #2 - Program Logic and Scope - What are the program's goal and outcomes? - What are the program's components? - What is the program's scope? - What are the main ways in which the program is assumed to contribute to the desired goal?	
Objectives	○ Considering the preliminary program logic: ▪ Does it respond well enough to the 'Partnerships for Recovery' strategy? ▪ Are the goal and EOPOs appropriate? ▪ Are the Intermediate Outcomes / Change Pathways appropriate?
Structure	○ Are the preliminary components and activities appropriate? ○ Should the split site master's program be continued? Should it be a separate component? ○ Should fellowships-type program be prioritised and revived? ○ Should support to LPDP be included? As a separate component? What would it entail?
Scope	○ What is funded by Jakarta and what is funded by Canberra, noting the scope of the design update only includes activities managed by Jakarta? ○ Should AAI deliver activities funded by other GOA agencies, other DFAT programs, or the GoI? What activities? ○ How does AAI interact with IA-CEPA ECP (Katalis)? Where do AAI's responsibilities stop and Katalis' start?
Domain of Enquiry #3 - Streams and modalities of investment - In what ways, if any, should the awards offering be updated from the existing design? - In what ways, if any, should non-awards activities be updated from the existing design? - In what way should the balance of investments be refined for the 2022-2030 program?	
PhD and Master's	○ What is the rationale for PhD awards? Which change pathways are more or less applicable? ○ What is the rationale for Masters awards? Is there a need to continue offering Australian master's scholarships (research & coursework) for Indonesia? For what kind of skills/jobs/positions? ○ Should AAI offer a lower proportion of master's awards? What are the risks/benefits?

Split-site masters	○ What is the rationale for SSMP? ○ What are the risks and benefits of SSMP for individuals and partnership between Indonesian and Australian institutions? ○ What is the future governance of SSMP if there is an Indonesian ministry/agency that can coordinate and co-fund the program on behalf of the Indonesian government?
Short courses (non-award) & fellowships	○ What is the rationale for short courses? How should decisions be made on short courses to be offered within a given period? ○ Should AAI become a 'hub' for short courses funded by other programs or agencies (e.g. IA-CEPA ECP/Katalis)? How? ○ Should the fellowship program be incorporated/reintroduce? Who should it target and how should it be funded and managed?
Balance of investment	○ What is the ideal proportion of investment in the next phase of AAI, in light of the proposed focus on leadership and the split budget allocation between post and Canberra? ○ How can different modalities respond to COVID-related needs and challenges differently? Are some award types (e.g. STAs) better positioned than others?
Domain of Enquiry #4 - Targeting strategy and selection process - What does an ideal AAI cohort look like? - How should beneficiaries be targeted? - How should beneficiaries be nominated? - How should beneficiaries be selected?	
Inclusion and diversity (cross-cutting)	○ What are the specific challenges/barriers faced by particular groups for different award types, and what approaches are effective in addressing those barriers? ○ Are there award types better or less well suited to particular groups?
GoI involvement (cross-cutting)	○ How should GoI be involved in setting or agreeing on course priorities? ○ How should GoI be involved in setting or agreeing on the GFA policy? ○ How should GoI be involved in nominating and selecting awardees?
Course priorities	○ Noting GoI priority on STEM, which fields of study should be prioritised? ○ How can we best ensure diversity and inclusion? Do certain subjects attract more diverse cohorts?
Geographic targeting	○ What, if any, geographic areas should be targeted? What rationale? ○ Noting the crowding of scholarship programs in Aceh, is there still a rationale for including Aceh or should this be phased out?
Targeting of sectors / population segments	○ What sectors / segments of population, if any, should be targeted? ○ How can sector targeting ensure inclusion and diversity?

Outreach and nomination of applicants	○ Should the nomination process be amended? How and who should be involved? ○ Should the program conduct outreach to potential applicants/nominees differently than previously ? ○ How can nomination and outreach processes best encourage diversity and inclusion?
Shortlisting and selection process	○ Noting the need to maintain high academic standards, what other selection criteria should be prioritised? ○ How can potential change agents be identified? ○ How can the shortlisting and selection process maximise diversity and inclusion?
Domain of Enquiry #5 - Scholars and alumni engagement - How are on-awards scholars engaged? - How are alumni engaged?	
On-awards enrichment (scholar engagement)	○ What and how should Scholars Engagement be provided, noting it would need to be funded/managed by Canberra? What resources are available? ○ What are the alternatives to deliver on-award enrichment, i.e. can these be delivered by Australian universities, or online from Indonesia by AAI? ○ How can cohort-building and broader networking (rather than individual benefits) be fostered? ○ How can on-award enrichment help Indonesian scholars to better integrate with the Australian society?
Scholars Re-Integration	○ What are good practices in scholars' re-integration? How can these be adapted to the AAI context? ○ What resources are available to deliver re-integration strategies? ○ What can be done for re-integration in SSMP cohorts? Can this strengthen cohorts/collective agency?
Alumni engagement	○ Should alumni engagement activities be amended? ○ What AAI activities can sustainably support alumni's contribution to Indonesian development? What are the options beyond funding/grants? ○ Should AAI engage with certain subgroups of alumni, e.g., private fee paying students, profession/industry-based, common interests? How?
Domain of Enquiry #6 - Program governance and management - What are the program's governance arrangements? - What are minimal requirements for the implementation team?	
Levels & mechanisms of governance	○ Should AAI governance arrangements be amended? If so, how? ○ Besides the PCC, is there a need for a technical steering committee? ○ How could PCC and other governance bodies promote diversity and inclusion?

Coordination with other programs	○ To what extent and how should AAI coordinate with ECP/Katalis? ○ To what extent and how should AAI coordinate with other DFAT programs? ○ To what extent and how should AAI coordinate with other GOA agencies (AusTrade & DESE), including with regards to external funding for short courses? ○ To what extent and how should AAI coordinate with other scholarship programs?
Management Team	○ What skills/expertise should the implementation team necessarily include? ○ What should the team composition / org structure be? Are there specified positions? ○ How could the implementation team promote diversity and inclusion? ○ What additional resources does DFAT need to manage the program?
Budget	○ What is the budget distribution per year and component? ○ What level of flexibility is needed? ○ What are the approval processes for high-level allocations across program components?

Annex 3: List of Key Informants

#	Category	Key Informants	Timing priority (1= high; 3= low)	Domains of Enquiry					
				Key contextual factors	Program logic and scope	Streams and modalities of investment	Targeting strategy and selection process	Scholars and alumni engagement	Program governance and management
1	AAI	TBD: context, logic, scope, governance, management	1	Y	Y	Y	Y		Y
2	AAI	TBD: alumni engagement	2		Y	Y	Y	Y	Y
3	AAI	TBD: targeting & selection	1		Y	Y	Y	Y	
4	AAI	TBD: M&E	3			Y	Y	Y	
5	AAI	Evaluation consultant for SSMP (Karen Medica)	3	Y		Y			
6	DFAT		1	Y	Y	Y	Y	Y	Y
7	DFAT		1	Y					
8	DFAT		3	Y			Y	Y	
9	DFAT		2				Y		Y
10	DFAT		3		Y	Y			Y
11	DFAT		2		Y	Y	Y	Y	Y
12	DFAT		1	Y	Y		Y		Y
13	DFAT		2	Y	Y		Y		Y

14	DFAT		1	Y					
15	DFAT		2	Y	Y		Y	Y	
16	DFAT		1	Y					
17	DFAT		2	Y	Y			Y	Y
18	DFAT		3			Y			Y
19	DFAT		1	Y					
20	DFAT		2	Y	Y	Y			
21	DFAT		1	Y					
22	DFAT		2	Y					
23	DFAT		2	Y				Y	Y
24	GoI	SETNEG	2	Y	Y	Y	Y		Y
25	GoI	BAPPENAS (Talent Management Unit)	2	Y			Y		
26	GoI	LPDP (Direktur Utama)	2	Y		Y		Y	Y
27	GOA	AusTrade	3	Y				Y	Y
28	GOA	DESE	3	Y		Y			Y
29	GoI	BAPPENAS (Pusbindiklatren)	3	Y		Y		Y	Y
30	GoI	MoE (higher education)	3	Y		Y	Y		
31	GoI	NTT: LG reps + JST reps (?)	3	Y		Y	Y	Y	
32	GoI	Papua (TBC): LG reps + JST reps (?)	3	Y		Y	Y	Y	

33	Other	Alumni (TBD)	2 & 3	Y		Y	Y	Y	

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